

**A VALIDATION AND APPLICATION OF THE L2
MOTIVATIONAL SELF SYSTEM AMONG CHINESE
LEARNERS OF ENGLISH**

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ABSTRACT

This thesis consists of two mixed-methods studies: a validation study and an application study of Dörnyei's (2009a) L2 Motivational Self System with participants from China. The quantitative part of the validation study involved 1,154 Chinese middle school and university students from mainland China and the follow-up qualitative study consisted of ten Chinese university students at a British university from mainland China. Structural equation models and correlational analyses validated the L2 Motivational Self System in China. The issues of family, face, responsibility, and pressure clarified the motivational role of the Chinese family and explained the main relationships in the system. Differences in the motivational orientation of the two sub-groups demonstrated the ability of the system to represent different age groups.

The application study involved an intervention programme that I developed at a British university in order to motivate my participants to put more time and effort into learning English by enhancing their vision of their Ideal L2 self. The programme contained 31 participants who were international students from China. The programme made most of the participants more motivated to learn English and all of them more confident in their English. There was a significant increase in the strength of the participants' Ideal L2 self as a result of the programme. The vision of the participants' Ideal L2 self and their goals for learning English became more clear and specific due to the programme. Motivation and confidence were found to mutually affect each other. Most of the participants' imagination improved as a result of the programme. They became more proficient in English, more aware of the importance of English in their lives, and their attitudes toward learning English became more positive due to the programme.

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PART 1

LITERATURE REVIEW

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

I had a vision of the kind of English teacher that I wanted to become when I watched the film “Dead Poets Society” (Haft, Thomas, & Witt, 1989) for the first time in 1989. Robin Williams played the role of Mr. Keating, a high school English teacher at a private boarding school for boys in the U.S. in 1959. For me, Mr. Keating was the epitome of the ideal English teacher because he loved English literature and had the ability to pass on his love for learning to his students. He cared for all of his students deeply and tried his best to help them reach their full potential. Mr. Keating motivated his students to study hard by making his classes lively, humorous, and interesting.

He not only taught his students about literature, but he also taught them important life lessons. One of the most important lessons that he taught them is that life is short and we must live every day as if it is our last. He told his students to seize the day and make their lives extraordinary. He taught them that they should strive to find their own voice and identity instead of simply conforming to the will of others in order to fit in. Mr. Keating taught his students that love is much more important than money and that they all have an important contribution to make to society. Mr. Keating was able to build a strong relationship with his students. He was not only their teacher, but also their friend.

Watching the film was a life changing experience for me in many ways. It made me realise that time is precious and I must try to live every day as if it is my last. That made me decide to take the opportunity to travel and see as much of the

world as I could while I still had the chance. The film also taught me that helping people would be a much more rewarding career goal to strive for than making a lot of money. Finally, Mr. Keating was my role model of an ideal teacher and I decided that I would try my best to become like him. For all of these reasons, when I graduated from university with a Bachelor's degree in Education, I applied to become a volunteer English teacher with the organisation Volunteer Service Overseas and I was sent to teach for two years at a small teachers' college in the countryside of Southern China.

I remember arriving in China as an idealistic young man full of optimism and hope. I thought that I would be able to motivate my students to study hard as quickly and easily as Mr. Keating had done with his students. However, I soon learned that motivating students to learn English was not as easy as I thought it would be. It was at that moment that my curiosity in second language (L2) motivation was born. I tried many ways to motivate my students. I was fortunate in China in the sense that I could choose which topics I taught in class. I asked my students which topics would be of interest to them and tried to deal with each of them during the term. I found that this did motivate some of my students. Others were motivated to learn English because they wanted to help their future students learn English well, so that they could have a brighter future. Some of my students hoped that they would be able to find a job outside of teaching if they mastered English, so they were quite motivated as well.

Unfortunately, most of my students did not want to become English teachers because the salary of teachers was quite low in China at that time. Many of them did not enjoy learning English and wanted to spend as much of their free time relaxing as they could before their hard work as a teacher would begin. These students were

only driven to study English in order to prepare for examinations, so that they could pass their classes and graduate. Although I tried to create English clubs and activities for students to be involved in outside of their classes, there were certain students who were quite difficult to motivate.

Still, I loved teaching in China so much that before I knew it, I had spent seven years teaching in the Chinese countryside, Shanghai, and Beijing. During those years, I found that it was sometimes quite challenging to motivate my students in China, many of whom only cared about their marks and pleasing their parents. In some situations, there were students who were quite disruptive in class and didn't do any homework unless I resorted to speaking with their parents. This was not something that I enjoyed doing and I kept searching for more effective motivational strategies.

I was preparing a group of students for the International English Language Testing System (IELTS) examination in Beijing during a year-long course. In the second term, one of my students said to me that she had noticed that over the course of the year, some of her classmates had become less motivated toward learning English. She wondered why this was the case and asked me if I knew. I must admit that initially, I was annoyed by my student's question because I felt that perhaps I was to blame for their decrease in L2 motivation. Then, I also started to wonder why some of my students did not seem to be as motivated toward learning English as they had been at the beginning of the course. I wanted to answer this question systematically, so I decided to design a motivational questionnaire. I didn't have much experience doing this, so I decided to contact Professor Zoltán Dörnyei, the leading expert in motivation, for his advice on designing a questionnaire on L2 motivation.

Professor Dörnyei was very kind and generous by giving me a lot of valuable suggestions on my questionnaire and the more research that I did on L2 motivation, the more I found the topic intriguing because motivating my students had always been one of my main objectives as a teacher, even though I didn't always go about it in the right way. I wanted to thank Professor Dörnyei for his help and continue to do research on motivation, so I offered to collect data for Professor Dörnyei in China. At that time, one of his PhD students, Tatsuya Taguchi was conducting a study in Japan in order to validate Professor Dörnyei's (2009a) L2 Motivational Self System in an Asian context. I will provide a detailed description of this system in chapter four of my literature review. Professor Dörnyei asked me if I would be interested in collecting data in China that could be used to compare the L2 Motivational Self System of learners of English in China and Japan. I was excited to have the opportunity to do research on L2 motivation under the supervision of Professor Dörnyei and asked him if he would consider being my supervisor at the University of Nottingham. I was so honoured and delighted when Professor Dörnyei agreed to be my supervisor and it has been such a privilege to be a part of Professor Dörnyei's lab which is setting guidelines for the entire field of L2 motivation.

While Professor Dörnyei, Tatsuya Taguchi and I were comparing the data from Japan and China, Professor Dörnyei was contacted by Mostafa Papi, an English teacher in Iran, who offered to collect data on the L2 Motivational Self System of English learners in Iran. We felt that it would be enlightening to conduct a comparative study in order to validate and test Dörnyei's (2009a) L2 Motivational Self System in three Asian contexts. The results of our study (Taguchi, Magid, & Papi, 2009) have been published as a chapter in a volume entitled, *Motivation, Language Identity, and the L2 Self* that was edited by Zoltán Dörnyei and Ema

Ushioda. I will review the main findings of our comparative study in the literature review in chapter four of my thesis. There were two studies that I conducted on Chinese learners of English specifically for my thesis and I will introduce them in the following section on the scope of my thesis.

1.2 SCOPE OF THE STUDY

My thesis contains the following two mixed methods studies: (1) a study involving 1,154 participants that I conducted in China in 2007 as part of a comparative study (Taguchi et al., 2009), which I mentioned above, in order to test and validate Zoltán Dörnyei's (2009a) L2 Motivational Self System and at a British university with ten participants in 2008 and 2009 to clarify some unexpected findings from the Taguchi et al. (2009) study and to explain the motivational role of the Chinese family by considering four culture specific characteristics from China: Face, family, responsibility, and pressure, and (2) an intervention programme that I developed at a British university involving 31 international students from China in order to motivate my participants to put more time and effort into learning English.

In the first study, which was of a more theoretical nature, the quantitative phase was dominant and was followed by a qualitative phase in which I interviewed ten international students from China who were studying at a British university. In the second study, the qualitative phase was dominant and consisted of two interviews following the intervention programme. The quantitative part of the study involved a questionnaire which was administered at the very beginning of the programme and at the end of the programme. I will provide more details about these instruments in chapter five of my thesis. The second study focused on the classroom implications of Dörnyei's (2009a) L2 Motivational Self System and offers major theoretical lessons.

1.3 ORGANISATION OF THE THESIS

In this section, I will provide an outline of the structure of my thesis which consists of three main sections: (1) a literature review (i.e. chapters two, three, and four), (2) the methodology section (i.e. chapter five), and (3) the results section (i.e. chapters six, seven, eight, and nine).

With regard to the literature review, in chapter two I will present a description of the history of English language teaching in China from 1949 until the present by focusing on English education in primary school, middle school, and university. Then, I will examine the development of English teacher training in China and the opportunities that working professionals in China have to study English these days. In chapter three, I will focus on the main L2 motivation theories and concepts which are most relevant to my thesis. In particular, I will investigate how the concept of integrativeness has evolved since it was first introduced by Gardner and Lambert (1959), the concepts of linguistic self-confidence and anxiety, goals, motivational theories which incorporate the temporal dimension of motivation, and motivational strategies. I will also provide a review of the most recent and illustrative L2 motivation research that has been conducted in three Chinese contexts: China, Hong Kong, and Taiwan. In chapter four, I will describe the theory of possible selves and then explain the connection between possible selves and motivation. Since Dörnyei's (2009a) L2 Motivational Self System is based on the theory of possible selves, I will describe it in chapter four instead of chapter three as well as review the studies which have validated the L2 Motivational Self System. Then, I will investigate the roles that imagination, imagery, and vision play within the theory of possible selves as well as the relationships between these concepts and

motivation. Finally, I will describe three intervention programmes that were developed based on the theory of possible selves.

The methodology section has been divided into two main parts. Firstly, I will describe the research design, participants, instruments, procedure, and data analysis involved in my first mixed methods study, which was predominantly a quantitative, theoretical study. Secondly, I will describe the methodology behind my intervention programme with a presentation of the design, the structure of the programme, the participants, instruments, procedure, and data analysis.

In terms of the results section, the findings of my first study will be discussed in chapter six based on structural equation modelling (SEM), correlational analyses, and interview data. The L2 Motivational Self System will be explained from a Chinese perspective by focusing on the issues of face, family, responsibility, and pressure. Chapters seven and eight will be devoted to my intervention programme. In chapter seven, I will present the main findings related to the intervention programme by evaluating the programme in terms of its benefits, its effect on motivation, confidence, and the relationship between motivation and confidence. Then, I will discuss the findings related to vision and investigate the impact of the activities in the programme on vision, goals, imagination, and emotions. In chapter eight, I will make recommendations for future intervention programmes based on the lessons that I learned from my programme in terms of the structure and activities that would be most effective in motivating L2 learners of English. In the final chapter of my thesis, I will provide a summary of the main findings from both of my studies, describe the most important lessons that I learned from conducting this research, discuss the limitations of my studies, and provide recommendations for future research.

CHAPTER 2

ENGLISH LANGUAGE TEACHING IN CHINA

2.1 INTRODUCTION

My literature review comprises a chapter (see chapter two) on the English language educational system in China, a chapter (see chapter three) focusing on the main L2 motivation theories which are most relevant to my thesis, and a chapter (see chapter four) devoted to the possible selves theory, vision, imagination, and imagery in which I will also provide a detailed account of Dörnyei's (2009a) L2 Motivational Self System.

In this chapter, I will examine the English educational system in China by firstly giving a historical overview of this system with a special emphasis on the teaching methods employed since the foundation of China in 1949. I will then describe the typical English educational system available for the three main groups of English learners in China: (1) primary school students, (2) middle school students, and (3) university students. Then, I will present the types of professional development that are available to pre-service and in-service English teachers in China. Finally, I will describe the opportunities that working professionals in China have to learn English.

2.2 THE HISTORY OF ENGLISH LANGUAGE TEACHING IN CHINA

If you were to step into an English classroom in China, you would most likely witness the following scenario that was so well described by Hu (2003) in a study about English language teaching in China.

English classes were largely teacher-fronted, with teacher talk usually taking up most of the class time. Teachers typically exercised tight control over the content and pace of lessons. They frequently explained grammar rules to students and provided exemplary sentences illustrating the grammar rules taught. Contrastive analyses of English and Chinese were frequently conducted to draw students' attention to similarities and differences between the two languages. There was also constant teacher correction of students' language errors. In addition, there were frequent grammar exercises and many translation exercises. In class, students were also often asked to read aloud texts and dialogues in the textbooks. Finally, tests and quizzes were frequently given to test students' knowledge of English grammar and vocabulary. Instructional practises like these are typical of the time honoured grammar-translation method. (pp. 296-297)

The grammar-translation approach originated in the 18th century and according to Richards and Rodgers (1986), its main aspects are a teacher-centred approach, memorisation of grammatical paradigms, and translation. Reading and writing skills are accorded greater importance than speaking and listening skills. Also, the teacher may explain grammar and vocabulary in his/her mother tongue.

A complex interplay of economic, political, educational, and social factors have shaped the history of English in China.

Texts are not simply "delivery systems" of "facts". They are at once the results of political, economic, and cultural activities, battles, and compromises. They are conceived, designed, and authored by real people with real interests. They are published within the political and economic constraints of market, resources and power. And what texts mean and how they are used are fought over by communities with distinctly different commitments and by teachers and students as well. (Apple & Christian-Smith, 1991, pp. 1-2)

In order to understand why English is taught in this way in China, I would like to give a brief historical overview of English Language Teaching (ELT) in

China since its foundation in 1949 and illustrate how certain political, social, and economic factors influenced its development. In the 1950s, Russian was the most widely taught foreign language in China because the former Soviet Union was providing China with economic assistance. English was still being taught in China to a small extent, but the majority of Chinese people studied Russian. At that time, the grammar-translation method was employed to teach Russian, so it gained importance as an effective language teaching method. On July 10, 1956, the Ministry of Education (MOE) decided that English and Russian would both be junior middle school subjects starting from September 1957 (Adamson, 2004).

The first English curriculum resulted from a substantial increase in China's international diplomatic activity. The main objectives of the curriculum were to understand the North American and British customs and arouse an interest within the students in learning about the West. However, the guidelines stipulated that all written and oral exercises be limited to repetition. The syllabus and textbooks were based on Soviet textbooks which stressed grammatical rules and the teacher-centred approach. In the late 1950s, when the relationship between the former Soviet Union and China began to break down, the popularity of Russian rapidly declined. In fact, English classes quickly replaced Russian classes in middle schools and universities, making English the most popular foreign language in China.

Although there was an attempt in China to use audio-lingual methods to teach English, these methods did not prove to be successful with the majority of English teachers who lacked the required communicative competence to be able to effectively apply these methods in class. Therefore, the grammar-translation method continued to be used throughout China. A new curriculum emerged in 1960 which

had a much more political aim than the one in 1957 with the goals of instilling loyalty to the Chinese Communist Party and patriotism (Adamson, 2004).

During the period from 1960 to 1966, competence in English became extremely important for students to gain access to higher education. The quality of English language teaching also improved a great deal during those years. There was a shift of focus from emphasising reading skills to stressing the importance of all the skills. The use of authentic English materials in the classroom and even colloquial English were encouraged. In fact, two major goals of the secondary school syllabus were using colloquial English and helping students to develop the ability to read professional publications in English. The syllabus identified English as “an important tool to develop cultural and scientific knowledge, to carry out international interaction, to foster cultural exchanges, and to increase the understanding between peoples of different countries” (Adamson, 2004, p. 79). The MOE issued a seven year programme for foreign language education in 1964 and from that year, English was considered to be the most important foreign language in the Chinese educational system.

English programmes continued to expand in the 1960s until the onset of the Cultural Revolution in 1966. The Cultural Revolution was the longest lasting political movement launched by Chairman Mao Zedong. Its main objectives were “to transform education, literature and art and all other parts of the superstructure not in correspondence with the socialist economic base” (Li, 1995, p. 411). Universities and schools were closed for three years during which time students, teachers, and intellectuals from the cities were sent to the countryside in order to be re-educated by the peasants. English language teachers were criticised, persecuted, and vilified because English was associated with privilege and capitalism. At that time, English

textbooks, foreign books, and films were banned. Western thought was considered corrupt since it didn't uphold communist ideals. Finally, when universities and schools reopened in 1969, the new English textbooks mainly consisted of quotations by Chairman Mao.

According to Ridley, Godwin, and Doolin (1971, pp. 5-6), “during the Cultural Revolution, the Chinese educational system was charged with producing citizens to be used in the modernisation of the state with both specific levels of expertise and a deep, extremely personal commitment to Mao Zedong”. One teacher, Tang Lixing (1983, p. 44), recalled that “the English of the textbooks was not the English of any English speaking country. Textbooks were not compiled according to any linguistic theory or within any teaching methodological limitations, but rather according to instructions from the then authorities”. During the Cultural Revolution, the MOE did not prepare an English curriculum to be used in schools and universities, so many of them created their own teaching materials which were usually of extremely poor quality.

When the Cultural Revolution finally ended in October 1976, the MOE enforced a new curriculum at the middle school level and made English one of the three major subjects for middle school students as well as mathematics and Chinese. According to Adamson (2004), “the demise of the Cultural Revolution marked the end of a period of relative isolation, both political and economic, for China” (p. 129). After the end of the Cultural Revolution, The Four Modernisations Programme which targeted industry, science and technology, agriculture, and defence was reactivated. Deng Xiaoping took control as China's new leader in 1978 and instigated economic reforms. His policies such as the Open Door Policy, which was established in 1979, encouraged foreign investment and increased cooperation

between China and Western countries. Deng's visit to the U.S. in 1978 stimulated an upsurge of interest in the U.S.:

As though at the turn of a giant switch, the Chinese press, which a few months earlier had been depicting American life in terms of alcoholism and divorce, strikes and racial tension, printed stories about Disneyland, and photographs of Deng and his entourage disappearing under ten-gallon Stetsons at a Texas rodeo. (Short, 1982, p. 296)

In 1979, English became an important subject in the university entrance examination. The MOE issued an English curriculum for university students in 1980 (*The English Curriculum for University Students*, 1980) with the main objective of developing the students' reading ability. The policy of reform and opening-up in China in the 1980s resulted in increased cultural exchanges with Western countries and a rapid growth of China's economy. Ever since the 1980s, English has been regarded as "an essential tool for international trade, modernisation and progress, scientific and technological exchange" (Gao, 2004, p. 10). As China opened up to the outside world, it became possible to use Western teaching methodology to teach foreign languages. Overall, there was a decrease in political content in textbooks and more of an emphasis on the communicative approach. However, the teaching of foreign languages in China remained very much as it had been in the past. One could describe its main traits as being teacher-centred instruction based on the grammar-translation approach and extremely exam-oriented because of the importance of the university entrance examination. In fact, teachers and students are still under such a great deal of pressure to prepare well for examinations these days that teachers will often explain English grammar points and vocabulary in Chinese.

The Open Door Policy served as a substantial boost to the role and status of English. The development of the tourist industry and international trade led to well-

paid jobs for interpreters and translators. For many people, studying English became a kind of entertaining distraction from their daily lives with the increased access of a wider variety of mass media in English, the Internet, and electronic goods. More educational institutions, especially at the tertiary level were able to hire native speakers of English. China started to host international events such as the Asian games in 1990, the International Women's Conference in 1995, joined the World Trade Organisation in 2001, hosted the Olympics in 2008 and the World Exposition in 2010. By the turn of the century, even taxi drivers had to pass English proficiency tests in major cities.

Despite the occasional and generally ineffective campaigns to control the diffusion of Western thought, mores and cultural artefacts such as pop music, films and websites that are deemed unsuitable, English – once spoken only by the despised social outcasts of Chinese society – is now the main second language of the nation's political, academic, industrial and commercial communities. (Adamson, 2004, p. 196)

English proficiency is a precondition for university admission, graduation, postgraduate studies, studying abroad, recruitment to joint ventures or foreign companies in China and promotions (Hu, 2002b; Ng & Tang, 1997). It was found in a national salary survey conducted in 2002 that those with a higher proficiency in English are paid more (Li, 2003, cited by Zheng & Davison, 2008). Employees who could speak English fluently had an average annual income of 53,378 yuan while those with a low or medium proficiency in English averaged only from 31,211 to 38,898 yuan. The economy and English language learning in China have been marked by a transition from liberation to globalisation during the 21st century (Bolton, 2002). The Chinese government and the MOE have been reforming the English educational system at primary, secondary, and tertiary schools in order to

improve the English proficiency of the student population in China (Hu, 2009; Shu, 2004).

2.3 ENGLISH EDUCATION IN PRIMARY SCHOOL

Students in China usually begin primary school at the age of six or seven. According to the MOE language policies, English language education is emphasised in secondary school, but there is some support given to key primary schools which are mainly in urban areas (Cheng, 1999). English became a recognised subject in the primary school curriculum in September 2001, but not all primary schools in China have English teachers (Wang, 2007). Nowadays, most students in China begin studying English in grade three of primary school, but some may not begin their English studies until they reach junior middle school, especially if they live in rural areas.

Although the communicative language teaching (CLT) approach is encouraged by the MOE, most primary school English teachers are not able to handle this approach effectively due to their own limited English proficiency and large class sizes. The average class size in Chinese primary schools is 32, but some classes in rural areas may have more than 60 students. Therefore, most primary school teachers resort to a teacher-centred approach (Jin & Cortazzi, 2002). The development of English language teaching in primary schools in China is hindered by a shortage of qualified English teachers. Some primary school teachers in China are recruited to teach immediately after graduating from senior middle school. However, four-year degree programmes are now being offered to those who aspire to teach in kindergarten or primary schools.

Since English now plays such an important role in the educational system and economy of China, many parents force their children to learn English from an early age by hiring private English tutors for them and sending them to private English schools if they have the means to do so. They encourage their children to watch English television programmes and buy English learning materials for them to use at home. Children tend to learn English earlier in larger cities such as Beijing and Shanghai than in smaller cities or rural areas. However, this depends on the wealth of their parents.

In larger cities, children attend nursery school from the ages of two to six and may even start to learn English when they are three years of age. The last decade has witnessed a proliferation of bilingual nursery schools in larger cities and towns across China (Ding, 2008). These schools may employ native speakers of English to teach the children the alphabet, simple words, and expressions through songs and games. According to the one-child policy, which was introduced in 1978, most parents in China can only have one child in order to control the immense population there. Parents in China are willing to sacrifice a great deal in order to provide their child with a good education, so that he/she may have a bright future. Part of this sacrifice consists of spending large sums of money on English language education.

2.4 ENGLISH EDUCATION IN MIDDLE SCHOOL

Middle school in China consists of junior middle school for students aged 12 to 15 and senior middle school for students from the ages of 15 to 18. There are approximately 350,000 junior middle schools in China and English is a compulsory subject in junior middle school (Boyle, 2000). Classroom activities involve dictation, recitation, reading aloud, grammar and vocabulary exercises, and occasional pair work. Junior middle school students must pass an entrance examination which

includes English before proceeding to senior middle school. If they fail to pass the examination, their only other choice is to study in a vocational school in which English is optional or excluded from the school curriculum.

The fundamental subjects of the senior middle school curriculum are English, Chinese, mathematics, and the sciences. According to the guidelines of the 1993 National Curriculum for middle school English (*The English Curriculum for the Secondary School*, 1993), there should be from 400 to 530 hours of English offered in middle school and teachers are encouraged to develop their students' communicative competence. The main objectives of the English curriculum for students is to

develop thinking ability; help them acquire more knowledge of foreign culture; strengthen international understanding; and arouse their interest and study and form correct methods and good habits of study so that an initial foundation can be laid for their further study of English as well as future work. (*The English Curriculum for the Secondary School*, 1993, p.1)

According to Adamson and Morris (1997, p. 23), the revised 1993 English curriculum "makes the pedagogical parameters more holistic and communication-oriented". However, because of the importance of English grammar, reading, and writing in the examinations, the poor quality of many teachers' English and the huge class sizes with 40 to 70 students per class, communicative methods are rarely used in middle schools. There is an increasing gap between the rich and the poor in China as well as between the cities where there are more qualified English teachers and the countryside. The following teacher's remarks from the countryside reflect the thoughts of many others:

Most of the teachers are local. They have an accent. They are poor in spoken English. They cannot organise the communicating activities like

role-play, and it is difficult to create an English-speaking atmosphere in the classroom or school without the presence of native speakers. (Dai, 1998, p. 5)

Of the nine series of textbooks that were produced in accordance with the 1993 curriculum, *Junior English for China* (Grant, Liu, & Hao, 1993) was adopted by most secondary schools nationwide. This series of textbooks resulted from the cooperation between Longman Publishing Company and the United Nations Development Programme. The textbooks consist of a student's book, a workbook, audiotapes, wall charts, and a teacher's book. The topics of the texts include Western and Chinese festivals, places of interest, and sports. The *Senior English for China* textbook series (Jacques, Tang, & Yu, 1994) was developed for senior middle school students and follows the same format as the *Junior English for China* series.

The new syllabus and new textbooks generated considerable debate among English teachers in China. Highly qualified teachers in more prosperous areas of China generally reacted favourably to applying the CLT approach which was supported by the curriculum and tried to integrate the four skills of speaking, listening, reading, and writing in their lessons. However, there had been complaints from teachers in less developed regions about the level of difficulty of the textbooks and their cost (Adamson & Morris, 1997). They also felt that they could not explain the cultural differences between China and the West clearly to students since many of them had never been abroad. One teacher expressed this opinion when she said, "I can only teach English to some extent. If I am asked to give more explanations on the language and cultural differences, it's impossible for me" (Burnaby & Sun, 1989, p. 228).

Students in middle school in China are under an immense amount of pressure from their parents, teachers, classmates, and themselves to succeed in countless

examinations; the most important one being the university entrance examination, which is called the National Entrance Examination. The major objective of studying in middle school is to do well enough on the National Entrance Examination to obtain a place at university (Ding, 2008). English is an important component of this examination since it is worth 150 out of a total of 750 points, while all of the other subjects tested except for Chinese receive 100 points or less (Jin & Cortazzi, 2002). Now that English plays a key role in the National Entrance Examination, wealthier middle school students may study English with a private tutor or in a private language school to improve their English. The main role of English senior middle school teachers in China is to prepare their students for the National Entrance Examination by focusing on grammar, vocabulary, reading comprehension, and translation while devoting less time to speaking and listening (Boyle, 2000).

It is not an exaggeration to say that the score on this one examination will often decide a student's entire future. If the score is too low for students to enter university, they will most likely have to do manual or unskilled labour for their whole lives unless they have important connections or can enter a university through the back door by bribing government officials or university leaders. Of course, this way to enter university is reserved for a minority of the country's population. The majority of the people in mainland China live below the poverty line and every day is a struggle to survive. Therefore, being able to enter a prestigious university or studying abroad can enable students to find a job with a relatively high salary after they graduate and repay their parents for the money and energy they devoted to raising and educating them.

2.5 ENGLISH EDUCATION AT UNIVERSITY

The English educational system offered by most universities in mainland China consists of one programme for English majors and another programme for non-English majors. In their first two years of a four year programme, English majors are required to take the following courses: *English Grammar, History and Culture of the UK and/or the USA, Oral English, Composition and/or Translation, Intensive Reading, and Extensive Reading.*

Intensive reading refers to an in-depth analysis of texts (i.e. excerpts from famous novels, essays, or poetry) which involves analysing not only the figurative meaning, but also the grammatical and lexical meaning behind every word and phrase. Dzau (1990, p. 43) describes this course as “an integrated spoken and written general English language course where the meaning and use of words and practical knowledge or use of grammar are taught in relation to the text studied.” The intensive reading module consists of the following five main objectives for the students: (1) to read the texts aloud or paraphrase them with good pronunciation, (2) to expand their vocabulary by using new words in written exercises, (3) to learn and practise new grammar points exemplified in the texts, (4) to speak about topics related to the texts, and (5) to write short compositions and do translations based on the language and content of the texts (Wu, 1990).

Intensive reading is considered to be the most important English module for English and non-English majors. Students spend at least twice as much time on this module than on any other English module and it is usually taught by the most experienced English teachers in the English department (Ding, 2008). Therefore, the intensive reading module is a core foundation course and has generated debate about its usefulness. On one hand, there are students who believe that *Intensive Reading*

helps them to improve their English and achieve high marks in English examinations such as the Test of English as a Foreign Language (TOEFL) (Dzau, 1990). On the other hand, this course caters to the traditional Chinese approach to language teaching called four-centredness because mastery of knowledge is focused on four centres: (1) the teacher, (2) the textbook, (3) vocabulary, and (4) grammar (Cortazzi & Jin, 1996). Those who are against *Intensive Reading* occupying such a prominent position within the English curriculum argue that many of the texts studied are irrelevant to the students' future needs and that there is too much of an emphasis on teacher-centred activities in this course, which doesn't allow students to develop their communicative competence. A typical teaching sequence for intensive reading lessons is described by Shih (1999):

Lessons consist of a core text and a list of language points (grammar, vocabulary) drawn from the text, which students study. The students read new words aloud, imitating the teacher. The teacher explains the entire text, sentence by sentence, analysing many of the more difficult grammar structures, rhetoric, and style for the students, who listen, take notes, and answer questions. They study new words; do grammar drills; answer comprehension questions; and do textbook exercises on pronunciation, grammar, spelling, sentence-making, and translation. (p.20)

Extensive reading refers to reading short texts in class with the teacher and short stories and articles outside of the class. Students need to expand their vocabulary, answer comprehension questions, and increase their reading speed in this kind of class. They also need to develop reading skills such as skimming, scanning, and prediction skills (Cortazzi & Jin, 1996). In their last two years, English majors should take courses in *Linguistics*, *British/North American Literature*, *English Writing*, *Business English*, and *Travel English*.

The English language curriculum for university students (*The English Curriculum for University Students*, 1999) classifies modules for English majors into the three following types: (1) Language skills modules which include *Oral English, Listening, Intensive Reading, Extensive Reading, Writing, and Translation*, (2) Knowledge modules which consist of *Vocabulary, Grammar, Linguistics, Western Culture, British/North American Culture, and British/North American Literature*, and (3) Other knowledge modules such as *Journalism, Science and Technology, Foreign Affairs, Economy and Trade, and Law*. English majors are required to spend between 2000 and 2200 classroom contact hours on language skills and knowledge modules.

By the end of their fourth year, English majors need to pass the most advanced stage (band 8) of a national English examination called the Test for English Majors. This test consists of the six following sections: (1) Writing (which forms 20% of the final mark), (2) Dictation (5%), (3) Listening Comprehension (15%), (4) Cloze (15%), (5) Grammar and Vocabulary (15%), and (6) Reading Comprehension (30%). After they graduate, English majors tend to become English teachers at middle school, college or university, journalists, translators, foreign trade, international law, and diplomatic personnel.

English classes are only compulsory for non-English majors in their first two years. They normally take *Intensive Reading, Extensive Reading, Oral English, and Listening*. These students need to take band 4 of a national English examination for non-English majors, which is called the College English Test at the end of their second year. If they don't manage to pass this examination, they may not be able to obtain their bachelor's degree. In their last two years, students can choose to study a second foreign language or take band 6 of the College English Test. Many students

strive to take band 6 because doing well on it may help them to find a good job in the future (Jin & Cortazzi, 2000). Figure 2-1 illustrates how the different bands of the College English Test differ in terms of targets.

Figure 2-1 *The university English band system in China for non-English majors with examples of vocabulary and writing targets (Cortazzi & Jin, 1996, p. 65)*

PRELIMINARY BANDS	
Examples of targets	
1	Productive vocabulary: 1,200 words
2	Writing: elementary training

↓

GENERAL ENGLISH BANDS	
Examples of targets	
1	Productive vocabulary: 1,500 words Receptive vocabulary: 2,150 words Writing: combine words into sentences (simple, complex, and compound)
2	Productive vocabulary: 1,800 words Receptive vocabulary: 3,350 words Writing: combine sentences into paragraphs
3	Productive vocabulary: 2,300 words Receptive vocabulary: 4,000 words Writing: write short coherent paragraphs
4	Productive vocabulary: 2,300 words Receptive vocabulary: 4,000 words Writing: write a 100-120 word guided composition within 20 minutes without serious grammatical mistakes

↓

MORE ADVANCED GENERAL ENGLISH & SPECIALISED READING	
5	Productive vocabulary: 2,550 words Receptive vocabulary: 4,650 words Writing: write a 120-150 word coherent passage (e.g. a letter or summary of a text) within 30 minutes
6	Productive vocabulary: 2,800 words Receptive vocabulary: 5,300 words Writing: in addition to the above, an abstract of a thesis

Although the main goal of non-English majors is to achieve a high enough level of proficiency in English in order to be able to function in English at work, most are not able to attain this level of competence (Wu, 2001). English classes at Chinese universities have tended to focus more on reading rather than on communicative competence (Anderson, 1993). The main reason for this is because before the new English curriculum for university students (*The National English Curriculum for University Students*, 2007) was introduced, priority was given to the development of reading comprehension in the College English Test. According to the targets for the different bands of the College English Test illustrated in figure 2-1, reading comprehension should be at a relatively high level as demonstrated by the receptive vocabulary requirements, while listening is at a more intermediate level and only basic competence is required for speaking and writing. This test which focused mainly on reading and was a predominantly multiple choice test constrained the teaching of English to discrete language and grammar points, which would most likely be tested.

As part of the new English curriculum, the College English Tests for bands 4 and 6 were improved by putting more emphasis on listening and writing. In the new tests, the percentage of the final mark accorded to listening comprehension increased from 20% to 35%. Reading comprehension now makes up 35% of the test as opposed to 40%. Writing increased from 15% to 20% because now there is a section on translation which has been added to the writing section. In addition, the number of multiple choice items have been reduced. There has been no change in the percentage accorded to vocabulary and grammar, which is still 10%. However, in the past, this was a separate section and has now been merged with translation and cloze exercises.

Besides reforming the College English Tests, another requirement in the new English curriculum is that technology should play a stronger role in English language teaching than in the past when most English teachers in China only relied on textbooks and tapes in the classroom (Hu, 2009). In response to this requirement, the following four integrated skills textbooks were developed to cater to different teaching facilities available at universities as well as to different levels of students:

1. *New Era Interactive English*

This textbook includes tapes, an online course, a learning resources database, and a computer and web-based teaching software package.

2. *New Perspective College English*

This book includes tapes, CDs, a learning resources database, a test database, and a web-based teaching management system to improve class management efficiency.

3. *New Concept College English*

This textbook includes tapes, CDs, resources to assist teaching, a web-based test, and a web-based teaching management system.

4. *Experiencing College English*

This is an advanced book for students at higher levels and includes tapes, CDs, e-teaching materials, a test database, and a learning website.

The four main teaching materials which have been described above have all been designed with the purpose of improving not only the students' reading and writing, but also their speaking and listening, so that they may use English freely in their future careers. These materials offer the possibility of student-centred learning in the classroom and autonomous learning outside of the class. Both Eastern and

Western cultures are emphasised in these materials. In order for these new materials to be used effectively, traditional English language teaching methods which adopted a teacher-centred and grammar-translation approach will need to undergo radical changes to become student-centred and focus on CLT. A question worthy of research is whether or not teachers, especially in the rural areas, will be able to meet the requirements established by the MOE bearing in mind that they may lack the English competency and/or teaching qualifications necessary to fulfil these new teaching roles.

According to the requirements of the MOE, rather than only taking on the roles of authority figures in the classroom, English teachers will also need to develop the skills to act as facilitators and administrators. Now, when students enter college/university, they need to take a computer-based English placement test after which time they will be placed into one of three levels. Students will be given a computer account through the teaching management system and assigned a starting point by their teacher for a computer-based English course. According to the requirements of the MOE, computer-based courses should account for at least 30% of the total credits that each student will earn at university for studying English. After taking the computer-based course for a period of time which is decided by each individual college/university, students will need to take a web-based unit test which has been designed by their English teacher. If they manage to pass the test, they will automatically be able to proceed to the next unit, but if they fail, they will need to review the current unit and repeat the entire process. After the students have passed several units, they will receive individual tutoring from their teachers in order for the teachers to gain insight about the effects of the computer-based studies on the

students and provide their students with assistance and guidance as to how to make progress.

According to the MOE guidelines, at least one hour of tutoring should be provided after every 16 to 20 hours of computer-based studies. After the tutoring process is over, teachers can evaluate their students' online learning with an oral or written test. If they pass the test, students can proceed to the next stage, but if they fail, they will be required to review a certain unit decided by the teacher until they are able to pass it.

Through this process, teachers will need to be both tutors and designers of web-based tests. Teachers are now also required to enhance their students' cultural awareness, which may be especially difficult for those teachers who have not had the opportunity to travel, study, or work abroad. They should serve as teaching administrators by managing their classroom with teaching management software, recording their students' scores and learning progress in web-based learning systems, giving feedback to students via a web assistant platform, and advising them on topics such as course selection. All of these new roles and responsibilities that English teachers have been given necessitate substantial changes in the current professional development of English teachers in China.

2.6 ENGLISH TEACHER TRAINING IN CHINA

In this section, I will describe the pre-service and professional training that is currently available for English teachers in China. Then, I will recommend changes that should be made to this system in order to prepare English teachers for the various roles and responsibilities they have within the new system established by the MOE, which I have outlined above. According to Lamie (2006), there are two main

types of teacher training in China: pre-service training and in-service training, which is also called continued professional development (CPD).

Pre-service teacher training in China is part of teachers' English language education and is normally offered in specialised teacher training institutions such as middle school teachers' training schools, three-year teachers' colleges, and four-year teachers' universities. Kindergarten and primary school teachers of English are usually trained in senior middle schools. Junior middle school teachers of English are educated at teachers' colleges. Senior middle school English teachers may receive their qualifications at teachers' colleges or teachers' universities. College and university English teachers at least have an undergraduate level degree and many who teach at the top universities in the country have a master's or doctoral degree.

Now, teachers are expected to have higher degrees than in the past. For example, these days most junior middle schools recruit teachers from teachers' universities. Senior middle schools hire holders of master's degrees and the MOE now requires that all new university teachers hold a master's degree. However, there are still many English teachers in China who do not have postgraduate degrees. In their investigation of university English teachers in China, Liu and Dai (2003) found that among 1194 university English teachers, 25.9% of the ones teaching English majors did not hold a master's degree, whereas 52.4% of the ones teaching non-English majors did not have a master's degree. English proficiency was also found to be problematic among the English teachers surveyed. In fact, 11.9% (142) of the teachers had to rely on Chinese to teach their English lessons and 1.8% (22) mainly spoke Chinese in class.

English teachers who graduate from university with a high enough level of proficiency to teach English may still lack knowledge of English teaching

methodology. The professors in English departments at teachers' colleges and teachers' universities are primarily concerned with improving their students' competence in English. Therefore, the English curriculum is mainly composed of courses in language skills, literature, and linguistics. Some general education courses are offered such as courses in educational psychology and theories of education. However, no courses are offered on English language teaching pedagogy. The concept of teacher education in China appears to "differ from the Western conception in its emphasis on language competence, rather than pedagogical competence" (Adamson, 1998, p. 145). The teaching practicum during which time student teachers are placed into schools usually only lasts from two to four weeks. This teaching practicum does not give student teachers sufficient experience in teaching English since it is much too short. Also, they normally only get advice from senior English teachers who may not be able to provide guidance on modern English language teaching methods.

In-service teacher training for primary and middle school teachers is offered by teacher training schools, educational institutes, and national universities or universities overseas. Those who are involved in self-study may partake of distance education programmes, television programmes, and evening schools (Lamie, 2006). More and more university English teachers are obtaining their doctorate at national universities or overseas. The opportunities for English teachers to travel abroad on teaching exchange programmes or as visiting scholars are increasing (Jin & Cortazzi, 2002). However, most English teachers in China are not fortunate enough to have the opportunity to study or teach English abroad.

It is clear that although there are more qualified English teachers in China than there were in the past, there are still problems with the quality of teacher

training in China. According to Wu (2001, p. 93), “the need for development is often three-fold in (a) proficiency levels, (b) knowledge about language in general, English in particular, and language learning, and (c) language teaching philosophies and methodology.”

It is important to mention that there are intensive training programmes in China which have been specifically designed to raise teachers’ knowledge of English language teaching pedagogy and their English proficiency level. For example, there is a one-year full-time Advanced Teacher Training Course (ATTS) for university teachers of English and a two-year Senior Middle School Teacher Training Course (SMSTT) which allow teachers from remote areas to earn a Bachelor of Arts degree in Teaching English as a Foreign Language (TEFL). Although substantial improvements have been made in teacher training over the years, there is still a great need for qualified English teachers in rural areas as is revealed by the following description of English teachers in the countryside:

In the countryside, teachers of English are badly needed. Among the present teachers, those who graduated from teachers’ colleges or normal schools are the ones with the highest level of schooling, but they only make up a very small percentage. The rest of the teachers, who constitute the larger proportion, are secondary school graduates. Some are even junior high graduates who have only studied English for two or three years. (Hu, 1990, p.64)

The new English curriculum will pose numerous challenges for English teachers in China. Firstly, those who lack a high enough level of proficiency in English may not be able to adopt a CLT approach. Hu (2002a, p. 99) argues that “many Chinese teachers of English find CLT highly threatening because it requires a high level of proficiency in the target language and strong sociolinguistic competence in the target language which they lack.” According to Gao (2004),

English teachers may resist applying new methodologies in order to not reveal their lack of competence in the practical use of English to their students.

Secondly, it might be quite difficult for some English teachers to enhance their students' cultural knowledge of Western countries if they have never been abroad themselves. Until now, many English teachers in China have mainly focused on teaching grammar in their lessons, so they may have limited knowledge of Western culture, traditions, customs, and societies.

Finally, the third main challenge is associated with integrating computer-based courses into the curriculum. According to Wang (2007), teachers should possess the following nine skills to deal with information and communication technology within their classrooms: (1) web tool application, (2) web-based teaching design, (3) web-based class management, (4) information sorting, (5) resource combination, (6) learning evaluation, (7) instruction in web etiquette, (8) communication via the Internet, and (9) lifelong learning ability. Therefore, English teacher training programmes need to help teachers improve their English proficiency and awareness of English language teaching pedagogy, expand their knowledge of Western culture, and teach them the skills they will need in order to use technology efficiently in their lessons.

2.7 ENGLISH EDUCATION FOR WORKING PROFESSIONALS

Most working professionals in China do not have the opportunity to study English because they lack the time and money to do so. However, broadly speaking, there are five main ways that working professionals can continue to study English. They may take classes at certain universities for working professionals such as television and radio universities. There are a number of different colleges that working professionals may attend like management training colleges, educational

colleges, and independent correspondence colleges. Working professionals may register for classes at private language schools, hire a private tutor or if they are fortunate, their employer may offer them English classes as part of their on-the-job training. Because of these limited opportunities, working professionals may need to spend a lot of their own money on studying English. This may make them more motivated than some younger students who are pressured by their parents to study English. Usually, adult learners come to the realisation that studying English is extremely important because it may help them to receive a promotion at work or find a job with a higher salary.

2.8 SUMMARY

In this chapter, I described the history of English language teaching in China since its foundation in 1949 until the present day. I then examined how English is learned these days by primary school, middle school, and university students. I described the new English curriculum for university students and the main types of teacher training that are currently available in China. In light of the new roles and responsibilities that English teachers now have as a result of the implementation of the new curriculum, I suggested that teacher training programmes should be improved in order to help teachers become more proficient in English, gain more pedagogical knowledge as well as knowledge of Western cultures. I also recommended that teacher training programmes provide computer training, so that teachers will be able to integrate technology into their lessons. Finally, I considered the English learning situations of working professionals in China. In the following chapter, I will examine the main L2 motivation theories related to my thesis as well as the L2 motivation research in the Chinese context, namely, China, Hong Kong, and Taiwan.

CHAPTER 3

L2 MOTIVATION

3.1 INTRODUCTION

In the first section of this chapter, rather than presenting a chronological overview of all of the main L2 motivation theories, I will focus on some issues which are relevant to my thesis. Firstly, I will examine the concept of integrativeness and how it has evolved over the years since it was initially defined by Gardner.

Then, I will describe theories associated with linguistic self-confidence, language anxiety, and goals. Since I explored the development of my participants' motivation over time, I will describe L2 motivation theories and models which have incorporated the temporal dimension of L2 motivation.

Finally, I will present some L2 motivational strategies, especially involving goal setting and increasing self-confidence because these particular strategies share common features with the strategies that I created for my intervention programme, which I will describe in chapter five. My intervention programme is an application of Dörnyei's (2009a) L2 Motivational Self System. I have decided to include my description of the L2 Motivational Self System in chapter four, which is a chapter devoted to the theory of possible selves and its relationship with motivation, vision, imagination, and imagery. In the second section of this chapter, I will describe the key L2 motivation research which has been conducted in the three following Chinese contexts: (1) China, (2) Hong Kong, and (3) Taiwan.

3.2 L2 MOTIVATION THEORIES

3.2.1 The Concept of Integrativeness

The most effective method to conduct research on second and foreign language motivation has been a topic of debate for more than half a century since Gardner and Lambert's (1959) seminal work on the motivation of English-speaking senior middle school students toward learning French in Montreal. According to MacIntyre, MacKinnon, and Clément, (2009), this study "opened the field of second language learning to a distinctly social psychological perspective, with a focus on attitudes, affect, intergroup relationships and motives" (p. 44). Arnold (2009) defines affect as "the area of emotions, feelings, beliefs, moods and attitudes, which greatly influences our behaviour" (p. 145). The social psychological period began with Gardner and Lambert's (1959) pioneering study and lasted until 1990. This period was characterised by the research of Gardner and his associates in Canada. Gardner and Lambert's (1959) study demonstrated that integratively oriented students were more successful in acquiring French, had more positive attitudes toward members of the French-Canadian group, and were more strongly motivated to acquire French than instrumentally oriented students.

According to Gardner (2001a), integrative motivation is a complex which consists of integrativeness, attitudes toward the learning situation and motivation (see figure 3-1). Integrativeness, which subsumes an integrative orientation, attitudes toward the L2 community, and an interest in foreign languages, reflects "a genuine interest in learning the second language in order to come closer to the other language community" (Gardner, 2001a, p. 5). According to Gardner (2001a), attitudes toward the learning situation are associated with attitudes toward any part of the language

learning situation such as the teacher, the course in general, the course materials, and one's classmates. Motivation refers to attitudes toward learning the L2, the desire to learn the L2, and to the amount of effort that is invested in learning the L2 (Gardner, 2001a). Gardner (2001a) characterised instrumental orientation as “an interest in learning the language for pragmatic reasons that do not involve identification with the other language community” (p. 8).

Over the past two decades motivation researchers have increasingly recognised that motivation is a complex, multi-faceted construct that cannot be defined adequately in terms of the instrumental/integrative dichotomy (for a recent overview, see Ushioda & Dörnyei, 2009). It was argued that the concept of integrativeness was not valid in its narrow sense in many language learning environments outside of the Canadian context where it had originated (e.g., Crookes & Schmidt, 1991; Dörnyei, Csizér, & Németh, 2006). In a multicultural city like Montreal with distinct English and French language communities as well as many other language groups, it may be reasonable to speak about integrating into another language community, but in countries like Hungary, China or Japan, where a foreign language is mainly taught in an academic setting and direct contact with the native speakers of that language is minimal (e.g., Csizér & Kormos, 2008; Dörnyei & Csizér, 2005; Kormos & Csizér, 2007), the concept of integrativeness does not make much sense.

In Gardner's (2001a) definition of integrativeness, he referred to “the other language community” (p. 5). However, in certain countries where English is learned, the community of native English speakers may be very small or virtually non-existent. Furthermore, within the context of globalisation, English learners may no longer associate English with only one group of English native speakers such as the

British, the North Americans, or the Australians. Instead, they may associate English with the English media or local people in their own community who have learned English well. Warschauer (2000) emphasises that globalisation has created a new society in which English is shared by numerous groups of non-native speakers rather than dominated by the North Americans or the British. Dörnyei and Csizér (2002) remarked that due to the process of globalisation, the concept of integrativeness has changed in the following way:

World English is turning into an increasingly international language and it is therefore rapidly losing its national cultural base while becoming associated with a global culture. This undermines the traditional definition of integrativeness as it is not clear any more who the 'L2 speakers' or the members of the 'L2 community' are. (p. 453)

A study which illustrates the impact of globalisation on the concept of integrativeness particularly well was conducted by Lamb (2004) on 219 junior middle school students who were learning English in Indonesia. According to Lamb (2004), for English learners, "English may not be associated with particular geographical or cultural communities but with a spreading international culture incorporating business, technological innovation, consumer values, democracy, world travel, and the multifarious icons of fashion, sport and music" (p. 5). The purpose of Lamb's (2004) study was to examine changes in the learners' motivation toward learning English during a period of two years, to identify factors associated with motivational changes, and to explore the relationship between what the participants reported about their motivation in interviews and how motivated they actually were to learn English both inside and outside of the classroom. He found that most of his participants were striving to attain a bicultural identity as an Indonesian and a world citizen, which substantiates Arnett's (2002) claim:

As a consequence of globalisation, most people in the world now develop a *bicultural identity*, in which part of their identity is rooted in their local culture while another part stems from an awareness of their relation to the global culture. (p. 777)

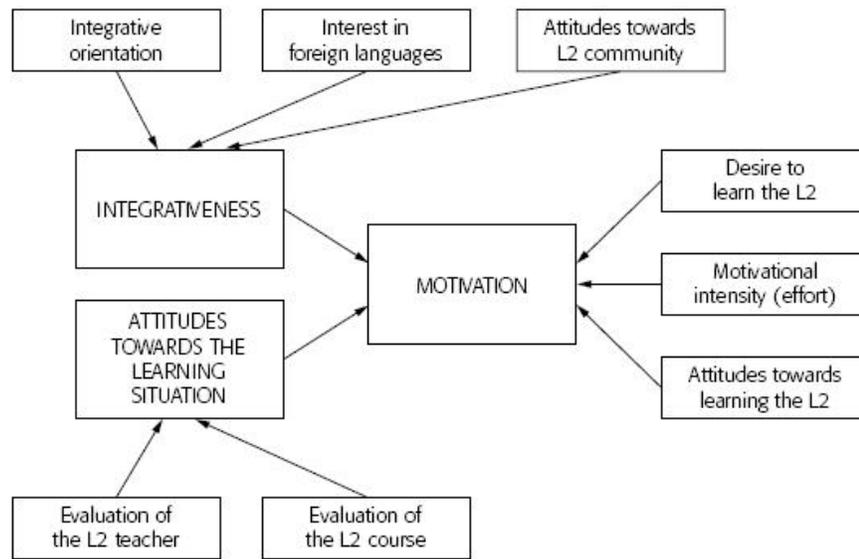
Lamb (2004) suggested that his participants' role models are urban middle-class Indonesians who have already acquired a bicultural identity rather than native speakers of English, which is in opposition to Gardner's (2001b) assertion that language learning involves "taking on the behavioural characteristics of another cultural group of people" (p. 6). The findings from the study supported Dörnyei and Csizér's (2002) contention that integrativeness "may not so much be related to any actual, or metaphorical, *integration* into an L2 community as to some more basic identification process within the individual's self-concept" (p. 453). Therefore, some scholars have questioned the relevance and the validity of integrativeness in learning contexts where there is no salient L2 community, particularly because empirical findings did not always correspond with Gardner's definition of the notion (e.g., Au, 1988; Coetzee-Van Rooy, 2006; Dörnyei, 1994a; Dörnyei et al., 2006; Irie, 2003; Lamb, 2004; Ushioda, 2006; Warden & Lin, 2000; Yashima, 2000; for a review see Dörnyei, 2005).

One of the earliest challenges to Gardner's notion of integrativeness came from Au (1988) who questioned some of Gardner's hypotheses such as the integrative motive hypothesis, which states that integrative motivation is positively related to L2 achievement and the causality hypothesis, which affirms that integrative motivation causally affects L2 achievement. By evaluating 27 studies which had adopted Gardner's social psychological approach, Au (1988) demonstrated that only seven of those studies yielded a positive relationship between components of integrative motivation and L2 achievement. The other studies either

yielded a negative relationship or no relationship at all. With regard to the causality hypothesis, Au (1988) cited studies (Au, 1984; Burstall et al., 1974; Gardner, 1983) which did not support the hypothesis. In fact, the study conducted by Burstall et al. (1974) showed that the participants' L2 achievement affected their attitudes toward learning French, which suggested a causal link in the opposite direction to the hypothesised one.

Dörnyei (1994a) addressed problematic issues surrounding Gardner's motivation theory concerning terminology, measurement and the relationship between motivation and orientation. In terms of terminology, Dörnyei (1994a) affirmed that the fact that there are three components at three different levels of Gardner's model of integrative motivation (see figure 3-1) which use the term "integrative" (i.e. integrativeness, integrative motivation, and integrative orientation) leads to confusion. With regard to measurement issues, Dörnyei (1994a) disagrees with Gardner's inclusion of effortful behaviour within his conceptualisation of L2 motivation since it contradicts the theory that motivation causes behaviour, which in turn causes L2 achievement. An important conceptual issue involves the relationship between motivation and orientation. On one hand, Gardner (1985) explained that an individual's motivation is separate from their orientation in the sense that "motivation refers to a complex of three characteristics which may or may not be related to any particular orientation" (p. 54) whereas an orientation refers to a set of reasons for learning a second language. However, in Gardner's model of integrative motivation (see figure 3-1), orientation is not independent of integrative motivation since integrative motivation includes integrative orientation.

Figure 3-1 Gardner's conceptualisation of integrative motivation



In response to calls for the expansion of the theoretical framework of L2 motivation (Crookes & Schmidt, 1991; Dörnyei, 1994a; Oxford & Shearin, 1994) during the cognitive-situated period in the 1990s, which drew on cognitive theories in educational psychology, Tremblay and Gardner (1995) revised the socio-educational model of L2 motivation (see figure 3-2), which had first been designed by Gardner and Smythe in 1975, by incorporating elements from expectancy-value (for a review, see Pintrich & Schunk, 2002; Wigfield, 1994) and goal theories (Locke & Latham, 1990; Ames, 1992).

According to the fundamental principles of expectancy-value theories, the motivation to perform tasks is the product of the two following key factors: (1) one's expectancy of success in a given task as well as the rewards that succeeding in the task will bring, and (2) the value that one places on succeeding in the given task, including the value of the rewards that are obtained as a result of successful task performance. The greater the likelihood that one perceives of attaining a given goal

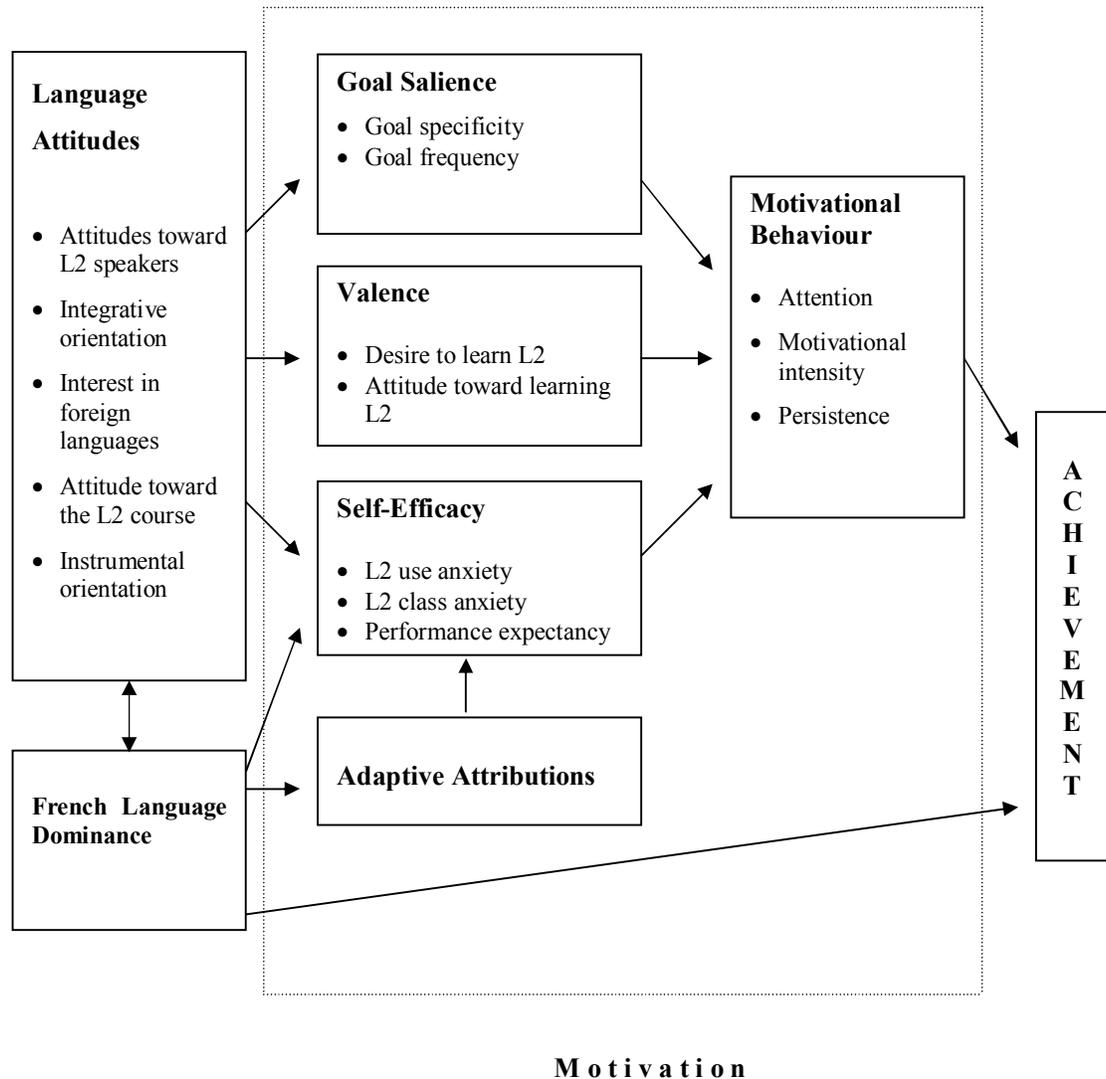
and the greater the value of the goal, the more motivated will one be to achieve the goal in question.

Figure 3-2 illustrates that the three following novel elements mediate the relationship between language attitudes and motivational behaviour:

1. *Goal salience*, which refers to the specificity of the language learners' goals and the frequency with which they use goal-setting strategies.
2. *Valence*, which is associated with the desire to learn the L2 and attitudes toward learning it since valence is defined in terms of desire and attractiveness toward a task (Lee, Locke, & Latham, 1989).
3. *Self-efficacy*, consisting of L2 use anxiety, L2 class anxiety, and performance expectancy, which refers to the expectancy of having the ability to perform various language activities successfully by the end of the course.

Bandura (1993) defined self-efficacy as an individual's perceived ability to carry out a desired action. The self-efficacy theory, which is one of the expectancy-value theories, was formulated by Bandura (1993) and refers to people's judgements of their abilities to achieve certain tasks. This theory began as a way of understanding changes in behaviour. Bandura (1977) argued that people with problems generally know exactly what actions they need to take in order to solve those problems. However, only knowing how to behave isn't enough to solve a problem. One must also be confident in their ability to behave in the way that is required. One's sense of efficacy is related to motivation because it will determine one's choice of activities, the amount of effort one exerts as well as one's level of persistence. In Figure 3-2, adaptive attributions refer to attributions of success to ability which Bandura (1991) suggests is associated with high self-efficacy.

Figure 3-2 Tremblay and Gardner's (1995) model of L2 motivation (Tremblay & Gardner, 1995, p. 510)



According to the revised model depicted in Figure 3-2 above, Goal Saliency is influenced by Language Attitudes. Tremblay and Gardner (1995) explain this relationship by stating that positive language attitudes will stimulate learners to develop specific language learning goals. Language Attitudes also influence Valence which in turn has an effect on Motivational Behaviour, which suggests that when learning is valued, this leads to higher levels of Motivational Behaviour. Self-

efficacy is influenced by Language Attitudes and, in turn, has an effect on Motivational Behaviour, which suggests that high self-efficacy leads to high motivational levels (Bandura, 1991; Kirsch, 1986; Weiner, 1986). Finally, this model demonstrates that Achievement is directly influenced by Motivational Behaviour and French Language Dominance. French Language Dominance is associated with a high perceived ability in French and a high frequency of French usage compared to English.

Tremblay and Gardner (1995) conducted a study in a bilingual middle school with 75 middle school students to test the relationship between Goal Salience, Valence, Self-efficacy, and Motivational Behaviour in the model that I described above (see figure 3-2). The participants completed a 7-point Likert Scale questionnaire that was composed of three sections: (1) attitude and motivation scale items, (2) French dominance language scale items and (3) a performance expectancy measure. They also wrote a French essay and their final grades in their French courses were obtained from the school records. The results demonstrated that the three variables in the model did indeed mediate the relationship between Language Attitudes and Motivational Behaviour. The findings of this study supported the hypothesis that specific goals and frequent usage of goal-setting strategies, a high value placed on learning and high self-efficacy lead to high motivational levels.

3.2.2 Linguistic Self-confidence and Anxiety

In this section, I would like to deal with the issues of linguistic self-confidence and anxiety because both of these factors had an important influence on my participants' motivation toward learning English and my intervention programme which I will describe in chapter five helped all of my participants to feel

more confident in their English. According to Dörnyei (2001a), self-confidence “refers to the belief that a person has the ability to produce results, accomplish goals or perform tasks competently” (p. 56). It is similar to self-efficacy but is used in a more general sense to describe one’s overall perception of one’s ability to handle a wide range of tasks whereas self-efficacy refers to specific, concrete tasks.

Linguistic self-confidence was introduced by Clément, Gardner, and Smythe (1977) to describe a process in a multi-cultural environment that affects an individual’s motivation to learn and use the language of another speech community living in that setting. Their conceptualisation of linguistic self-confidence, which contains similarities to the self-efficacy theory, is another important part of the Canadian social psychological perspective. Clément et al.’s (1977) study involved 304 francophone students from Montreal who were studying English in middle school. After the participants completed a questionnaire focusing on motivation, English achievement, and attitudes toward learning English, factor analysis was performed and resulted in the following four main factors: *Integrative Motive*, *Self-confidence with English*, *Academic Achievement*, and *Alienation*. The variables that loaded onto the *Integrative Motive* factor represented participants who were motivated to learn English for both instrumental and integrative reasons, were encouraged by their parents to learn English, and had a positive attitude toward learning English, their English course, English teacher, anglophones, and bilingualism. The *Self-confidence with English* factor exhibited positive loadings from self-rated proficiency in reading, writing, understanding and speaking English, and negative loadings from two indices of anxiety (i.e. English class anxiety and English use anxiety). The *Academic Achievement* factor received appreciable loadings from variables which measured intellectual ability and academic

achievement. Finally, the *Alienation* factor received appreciable loadings from variables which represented participants who were ethnocentric and critical of their English teacher.

Since the *Self-confidence* factor was found to be independent of the *Integrative Motive* factor, Clément et al. (1977) suggested that an individual's motivation may be mediated by the attractiveness of the culture of the target language they are learning as well as the self-confidence they feel when speaking the target language. According to Clément and his associates, linguistic self-confidence is primarily a socially defined construct with an affective aspect (anxiety) and a cognitive component (perceived L2 proficiency).

Clément (1980) developed a theoretical framework which incorporated the socio-cultural impact of linguistic self-confidence on the motivation toward learning a second language. In this framework, linguistic self-confidence is derived from the frequency and quality of contact between the members of the first language (L1) and L2 communities in a multicultural environment and has a direct influence on the motivation to acquire communicative competence in a second language. Communicative competence is directly related to the relative status of the culture acquiring the second language. If the culture is a dominant culture in the community, acquiring the second language will result in integration. On the contrary, a non-dominant culture will be assimilated into the dominant culture as a result of acquiring its language.

Clément and Kruidenier (1985) tested Clément's model by conducting a study with 1,180 francophone middle school students in grades 7, 9, and 11 from the province of Quebec in Canada. The participants answered an attitude questionnaire and took an English aptitude test. The data was submitted to a structural equation

model which represented Clément's model. The results obtained validated the hypothesized causal relationships proposed by Clément and were found to be applicable to all three age groups. Self-evaluation of second language proficiency and language use anxiety clustered together in defining the latent construct self-confidence, which supported the definition of the concept proposed in Clément's model.

Clément, Dörnyei, and Noels (1994) demonstrated that linguistic self-confidence is also a significant motivational subsystem in foreign language learning situations in which most of the contact with the L2 culture is through the media as opposed to direct contact with members of the L2 community. The participants in this study were 301 students in their second last year of middle school in Hungary. All of them studied English as a part of the school curriculum. The students filled out a questionnaire which measured their motivation and attitudes toward learning English, anxiety, group cohesion, frequency and quality of contact with members of the target language group, evaluation of their teacher and course as well as a self-evaluation of their English proficiency. The students' English teachers filled out a questionnaire in which they evaluated the students' motivational level, status among their peers, level of achievement in English communication, and theoretical knowledge of English. The teachers also rated the cooperativeness and relative cohesion of each class group.

Correlational analysis revealed that English achievement and attitudes toward learning English are significantly related to motivation, self-confidence, and the evaluation of the learning environment. Group cohesion was associated with a positive perception of the learning environment. The results support the existence of a tricomponent motivational complex in L2 learning within a foreign language

classroom environment composed of (1) the integrative motive which is associated with a positive regard toward the L2 community, (2) self-confidence which influences L2 proficiency through the students' attitudes toward and effort exerted on learning English, and (3) group cohesion which is associated with a positive evaluation of the learning environment.

Pak, Dion, and Dion (1985) investigated the relationships between Chinese students' linguistic self-confidence, assimilation, and psychological adjustment which is composed of several components (e.g., self-esteem, sense of control over life, and satisfaction with life in Toronto). The participants consisted of 174 Chinese university students who were studying at the University of Toronto. Most of the participants were from Hong Kong, although some of them were born in Malaysia, Singapore, and Canada. The participants filled out a questionnaire that measured their self-confidence in English and Chinese, the social distance between them and dominant cultural groups such as North Americans, and English people, and their psychological adjustment.

Correlational analysis demonstrated that self-confidence in English was positively related to linguistic assimilation. In terms of the participants' psychological adjustment, self-confidence with English was positively related to their self-esteem, perceived control over their life, and satisfaction with life in Toronto. This study was significant because it was the first one to suggest that self-confidence in English has important correlates relating to one's psychological adjustment. The researchers suggested that future research should focus on examining the role of English proficiency as a cause or effect of linguistic self-confidence and assimilation.

With regard to the impact of anxiety on learning, Arnold and Brown (1999) concluded that “anxiety is quite possibly the affective factor that most pervasively obstructs the learning process” (p. 8). The concept of anxiety contains several quite different conceptualisations, which makes it more difficult to categorise than linguistic self-confidence. As I mentioned above, according to Clément’s (1980) conceptualisation, anxiety is a part of linguistic self-confidence within his model and is a component of motivation. According to MacIntyre (2002), anxiety is an emotion since it is a variant of fear. Anxiety is also conceived of as a key constituent of the Neuroticism/Emotional Stability dimension of the Big Five personality model (Goldberg, 1992, 1993; McCrae & Costa, 2003), which is one of the main approaches to the study of personality.

MacIntyre (1999) defines language anxiety as the “worry and negative emotional reaction aroused when learning or using a second language” (p. 27). MacIntyre and his associates (MacIntyre, 1999, 2002; MacIntyre & Gardner 1991a, 1991b, 1994) offered evidence that language anxiety is separate from other more general types of anxiety and that there is a negative correlation between performance in the L2 and language anxiety.

MacIntyre and Gardner (1994) investigated the causal relationship between anxiety and academic performance when they aroused anxiety in 72 learners of French as a Second Language at a Canadian university by introducing a video camera at various times during a vocabulary learning task. The participants were randomly assigned to one of four groups. The first three groups experienced the camera condition at one of the following stages of task completion: (1) input, (2) processing, and (3) output stages. The fourth group was a control group, so it was not exposed to the camera. There were significant increases in state anxiety in all

three of the experimental groups accompanied by deficits in vocabulary acquisition. State anxiety is a transient emotional reaction to a situation as opposed to trait anxiety which is seen as a stable personality trait. The results of this study demonstrated that anxiety arousal can play a causal role by leading to performance deficit. Reviews of empirical studies on second language acquisition (SLA) (e.g., Horwitz, 2001; Gardner & MacIntyre, 1993b; MacIntyre, 1999; MacIntyre, Noels, & Clément, 1997; Oxford, 1999) demonstrated that when language anxiety is conceptualised as a L2-specific construct, it has a negative effect on L2 performance. Therefore, in order to improve L2 learners' performance, it is important to find ways to reduce their language anxiety (Young, 1999) by helping them to gain more linguistic self-confidence (De Andrés & Arnold, 2009) as I tried to do with my intervention programme.

Arnold (2000) conducted a mixed methods study by employing the technique of visualisation in order to reduce anxiety among learners of English who were taking listening comprehension examinations. Arnold (1999) defines visualisation in the following way:

Visualisation refers to mental images called up for some purpose. It is seeing with what is sometimes called the 'mind's eye', creating pictures in the mind, rather ghost-like images which we know exist but we cannot say exactly how or where. (p. 260)

Stevick (1986) defines an image as "a composite that we perceive (more or less vividly) as a result of the interaction between what we have in storage and what is going on at the moment" (p. 16). In chapter four (see section 4.7.2), I will describe how visualisation has been used in psychotherapy, counselling, sports, health, and educational contexts.

Arnold's (2000) study examined the effects of visualisation and relaxation strategies on test anxiety which has the following two components: (1) a cognitive component which Eysenck (1979) defines as "concern about one's level of performance, negative task expectations, and negative evaluation" and (2) an emotional component which contains feelings of "uneasiness, tension and nervousness" (p. 364). Arnold's (2000) study addressed the following two research questions:

1. Would language learners exposed to relaxation strategies, visualisation, and listening comprehension practice perform better on a listening comprehension post-test than learners who had only been exposed to listening comprehension practice?
2. Would the language learners consider that the visualisation exercises made significant changes in their attitudes toward the listening exam situation and in their beliefs about their capacity to understand spoken English?

The participants consisted of 22 students in the second year of their degree course at the University of Seville in Spain who were taking two required advanced-level English language classes. The participants volunteered to take part in this study which they were told had the purpose of helping them to deal with examination anxiety. Half of the participants were placed into a control group and half were allocated to an experimental group. Both groups were given eight listening comprehension tests, once a week for a total of eight weeks. The first and last tests were a pre-test and a post-test selected for syntactic and lexical similarity. Both groups had the same mean error score on the pre-test, which demonstrated that they were closely matched in listening ability.

Members of the experimental group underwent a relaxation and visualisation activity for about ten minutes prior to all of the tests except for the pre-test and the post-test, whereas members of the control group did not complete any activities before taking the tests. During the relaxation activity, the participants from the experimental group were “instructed to focus on their breathing and, as they breathed, to imagine that they were breathing in a feeling of harmony and breathing out all their stress and tension” (Arnold, 2000, p. 782). The visualisation activity was different during each of the six sessions. The activities progressed from activating the participants’ existing mental images to changing their perceptions of their limited listening comprehension abilities. For example, in the fifth session, the participants visualised that they were visiting an inner world in which a master teacher guided them to possess stronger listening skills. In the final session, the participants visualised placing all of their problems associated with English into a box that disappeared forever.

The experimental group completed a questionnaire after the post-test that elicited qualitative information on the study. In the questionnaire, the participants were asked to comment on whether or not they enjoyed the relaxation and visualisation activities, compare their reactions toward listening comprehension examinations before and after being involved in this study, and provide reasons for any changes that occurred in their reactions as a result of the study.

Although the pre-test scores of the two subgroups showed no difference, there was a statistically significant difference in the post-test scores at the .05 level ($p = .018$), with the experimental group producing fewer errors than the control group. The control group did not improve with practice and several participants even scored lower on the post-test than they had on the pre-test, which “might indicate

that practice does not always make perfect and that unmediated repetition of an activity is not necessarily an effective tool for learning” (Arnold, 2000, p. 783).

Findings from the qualitative data revealed an extremely positive attitude among the participants toward the relaxation and visualisation techniques. The participants felt that these techniques had a significant effect on reducing their anxiety levels. Arnold (2000) suggested that reduction in anxiety had a positive effect on the participants’ listening comprehension ability because it allowed them to channel their language processing energy more productively. There was an improvement in both general and task-specific self-confidence as a result of the relaxation and visualisation activities. An opportunity arose to collect more qualitative data with a participant named Nuria when she returned to the University of Seville as a graduate student, five years after the study had been conducted. The time elapsed demonstrated the continuing beneficial impact of the activities in the experiment and gave Nuria a broader perspective. She reported an increase in linguistic self-confidence as a result of the visualisation activities when she said,

At the time I didn't know why, but the images gave me confidence in my ability to listen better... I am very certain that anxiety had severely reduced my confidence and my performance and I am also sure that the exercises we learned were responsible for overcoming the limitations I felt due to my anxiety. (Arnold, 2001, pp. 55-56)

It is striking that Nuria used her imaging ability with the examination texts even though she had not been instructed to do so. During her interview, Nuria said,

Instead of hearing words in English that I tried to translate into Spanish and memorize as before, I would see the text in images, much as if I were

watching a film or as when you are a child and you listen to a story. (Arnold, 2001, p. 55)

In response to the two main research questions, it was found that visualisation and relaxation strategies were useful in improving the results of students who had significant examination anxiety on listening comprehension examinations. The qualitative data demonstrated that visualisation activities modified the participants' "preconceived notions about their inability to understand spoken English" (Arnold, 2001, p. 51). All of the students in the experimental group reported that they were better able to understand spoken English in a listening exam situation and more relaxed as a result of the visualisation activities. Therefore, visualisation is an effective method of dealing with language anxiety. It can modify language learners' attitudes toward the exam situation and beliefs about their ability to understand spoken English. According to Arnold (2001), "this change in their attitudes and beliefs is very important because our beliefs about our ability to do a task will influence factors such as the effort we are willing to put forth on the task" (p. 56). Thus, visualisation can result in increased effort on a task, which demonstrates a relationship between vision and motivation. I will discuss this relationship further in chapter seven (see section 7.3.1). Goal setting is another method of increasing one's effort on a task. In the next section, I will deal with the concept of goals.

3.2.3 Goals

Since helping my participants to develop clear and specific goals was a crucial component of my intervention programme, in this section I would like to describe two goal theories that are particularly relevant to my thesis: (1) goal-setting

theory and (2) goal-orientation theory. The focus on the importance of goals in L2 motivation research began during the cognitive-situated period in the 1990s, which was characterised by “a more situated analysis of motivation in specific learning contexts” and “the need to bring language motivation research in line with the cognitive revolution in mainstream motivational psychology” (Dörnyei & Ushioda, 2011, p. 46). In this way, earlier concepts of ‘drives’ or ‘needs’ were replaced by the cognitive concept of ‘goal’.

According to Locke and Latham’s (1990) goal-setting theory, goals may differ in terms of the three following areas: (1) difficulty, (2) specificity, and (3) goal commitment. There is a similarity between goal-setting theory and expectancy-value theories in that commitment to achieving a given goal is enhanced when one believes that the goal is possible to achieve and important. Locke (1996) provides the following summary of the five main findings of research on goal-setting theory:

1. A goal that is more difficult will lead to greater achievement.
2. Performance of the goal will be more precisely regulated if the goal is more specific.
3. Goals that are both difficult and specific will lead to the highest performance.
4. Goals that are both difficult and specific will result in more commitment toward attaining the goals.
5. There will be a high commitment toward achieving goals that are perceived as being attainable and important.

Locke and Latham’s (1990) goal-setting theory was originally developed within the context of the workplace, but has been applied in educational settings with an emphasis on the role of proximal goal-setting in promoting intrinsic motivation, self-efficacy, and self-regulation of learning (e.g. Bandura & Schunk, 1981;

Boekaerts, Pintrich, & Zeidner, 2005; Pintrich & Schunk, 2002; Schunk & Zimmerman, 2008).

The goal-orientation theory was specifically developed to explain children's performance and learning in school settings. Ames (1992) summarises that children can adopt two contrasting goal orientations toward learning: mastery orientation and performance orientation. Mastery orientation involves the pursuit of 'mastery goals' which are focused on learning the academic content of their classes. This orientation is associated with the belief in the importance of one's own growth and improvement. Performance orientation involves the pursuit of 'performance goals' which are focused on getting good grades as well as demonstrating ability to teachers, family members, and classmates. Learners with a performance orientation place more emphasis on achieving public recognition and learning for the ultimate purpose of attaining high marks rather than for their own personal development.

The process-oriented period which began at the turn of this century is characterised by an interest in motivational change. The study of the evolution of goals over time and the investigation of how learners set proximal goals in order to attain distal goals (e.g. Miller & Brickman, 2004; Simons, Vansteenkiste, Lens, & Lacante, 2004) are part of this recent interest in motivational change. In the following section, I will examine L2 theories which deal with the temporal dimension of motivation since I investigated the changes in my participants' motivation which occurred as a result of my intervention programme as part of a longitudinal mixed methods study (see chapter five).

3.2.4 The Temporal Dimension of Motivation

Several theories to extend the L2 motivation construct have been proposed in Canada (e.g., Clément & Kruidenier, 1983; Noels, Pelletier, Clément, & Vallerand, 2000) as well as outside of Canada (e.g., Ushioda, 2001; Yashima, 2000; see Dörnyei, 2001a, 2005, and Dörnyei & Ushioda, 2011, for comprehensive reviews). One of the recommendations that Oxford and Shearin (1994) made with regard to expanding the theoretical framework of L2 motivation was that the new framework “should allow for complicated changes over time in a student’s reasons for learning a language” (p. 14). Dörnyei (2001a) argued that “to account for the ‘daily ebb and flow’ of motivation, we need to develop a motivation construct that has a prominent temporal dimension” (p. 16) since language learners may experience motivational fluctuations within a single course or even on a daily basis. I will review the work of Williams and Burden (1997), Ushioda (1994, 1996, 1998, 2001), and Dörnyei and Ottó (1998) whose pioneering L2 motivation models incorporated the temporal dimension into the L2 motivation construct for the first time, thereby creating a process-oriented approach to L2 motivation.

Williams and Burden (1997) were among the first to highlight the conceptual distinction between motivation for engagement (i.e. reasons, wishes, intentions, decisions, and choices) and motivation during engagement (i.e. how one behaves, feels, and responds while learning). They argued that the two following aspects of motivation should be clearly differentiated, both from a theoretical perspective and a pedagogical perspective: (1) initiating motivation and (2) sustaining motivation. In their three-stage model of motivation (see figure 3-3), the first two stages are associated with initiating motivation and the third stage involves sustaining motivation.

Figure 3-3 *Williams and Burden's (1997) three stage model of motivation (Williams & Burden, 1997, p. 121)*

Reasons for doing something

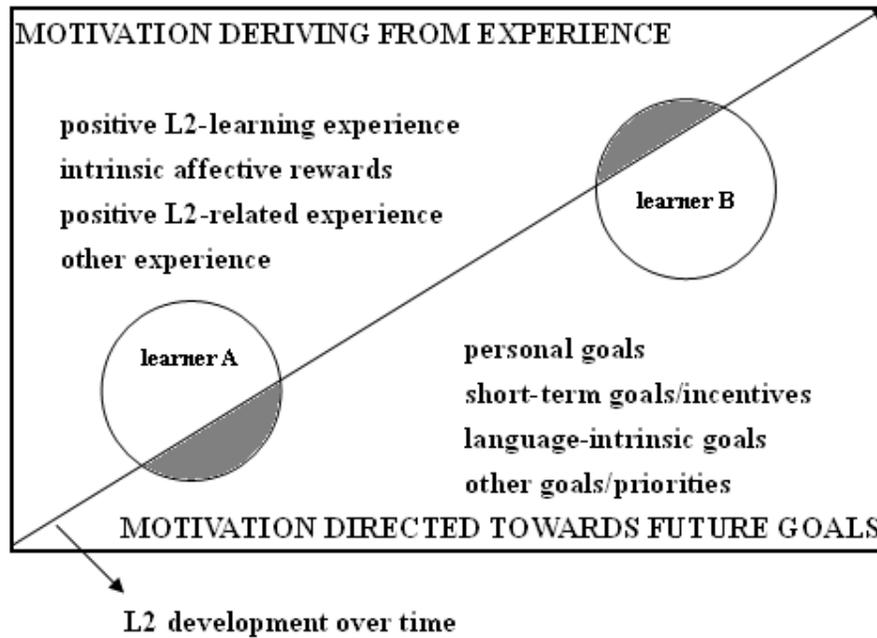
→ Deciding to do something

→ Sustaining the effort, or persisting

Ema Ushioda (1994, 1996, and 2001) has been in favour of using qualitative methods in the study of motivation because she believes that a qualitative approach is more sensitive to the evolving dimension of language learning motivation. In a longitudinal study with 20 Irish learners of French, Ushioda (1998, 2001) discovered that motivation is a 'socially mediated process' and identified both inter-individual and intra-individual variation in her participants' temporal frame of reference which shaped their motivation. According to Ushioda (1998, 2001), there are causal and teleological dimensions to an individuals' L2 motivation. The causal dimension refers to the language learner's previous L2 learning experiences whereas the teleological dimension is associated with their future goals.

With regard to future goal orientations, Ushioda's (1998) data revealed that this is "more appropriately conceived as a potentially *evolving* dimension of language learning motivation, rather than its necessary rationale" (pp. 81-82) because a considerable length of time may be required for goals to become specific. Her model (see figure 3-4) illustrates the tendency for motivation to change according to one's level of proficiency from being affected by past experiences at lower proficiency levels to being influenced more by future goals as proficiency develops.

Figure 3-4 Ushioda's (1998) theoretical framework of motivation from a temporal perspective (Ushioda, 1998, p. 82)



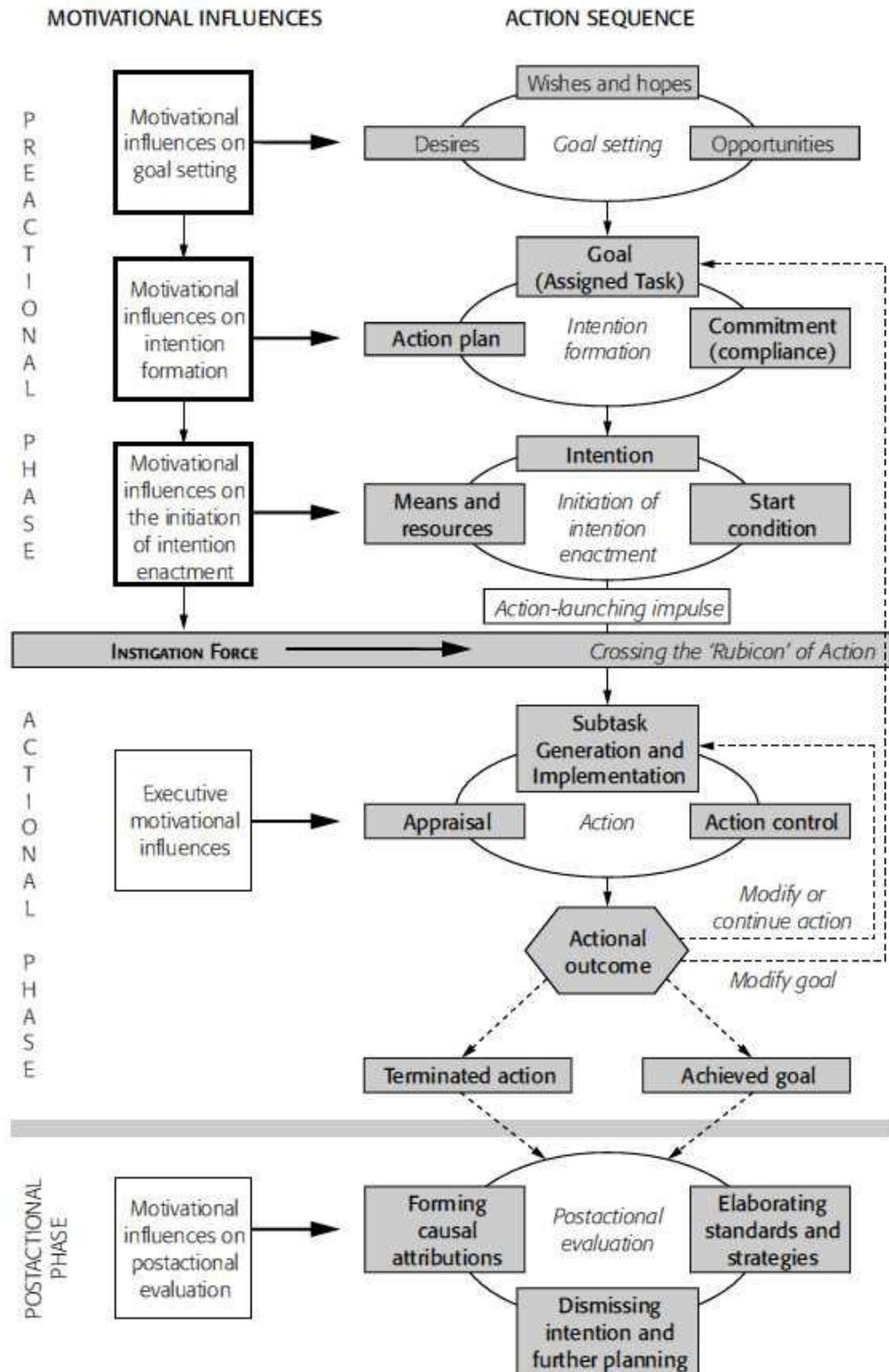
In Figure 3-4 above, Learner A is motivated by positive L2 experiences and intrinsic affective rewards whereas Learner B is predominantly motivated by goals. Ushioda (1998, 2001) stresses that the motivational pattern of Learner B could be a later stage in the evolution of Learner A's motivation as future goals assume greater clarity or importance. In her conclusion, Ushioda (1998) emphasises the evolving nature of motivation by stating that "the notion of a temporal frame of reference shaping motivational thinking integrates the phenomenon of evolution over time, which seems central to the learners' experiences of and thus conception of language learning motivation" (pp. 82-83).

The most elaborate process model of L2 motivation was developed by Dörnyei and Ottó (1998; see also Dörnyei 2001a, and Dörnyei & Ushioda, 2011). Dörnyei and Ottó's (1998) definition of motivation includes a temporal dimension:

Motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out. (p. 64)

Figure 3-5 below is a schematic representation of the process model of L2 motivation and contains the two following main dimensions: (1) An Action Sequence and (2) Motivational Influences. The Action Sequence dimension represents the behavioural process whereby initial hopes, desires, and wishes are firstly transformed into goals and then into intentions. This process should gradually lead to action and then hopefully, to the accomplishment of the goals after which time the process undergoes a final evaluation. The Motivational Influences dimension “includes the energy sources and motivational forces that underlie and fuel the behavioural process” (Dörnyei, 2001a, p. 85).

Figure 3-5 Dörnyei and Ottó's (1998) Process Model of student motivation (Dörnyei & Ottó, 1998, p. 48)



Dörnyei and Ottó (1998) divided the motivated behavioural process into the following three main phases:

1. *Preactional Phase*, corresponding roughly to ‘choice motivation’ which leads to the selection of the task or goal to be pursued. There are three sequential subprocesses that can be distinguished within this phase: (1) goal setting, (2) intention formation, and (3) the initiation of intention enactment. The main motivational influences during this phase are most likely to be attitudes toward the L2 and its speakers, values associated with the learning process, environmental support or constraints, learner beliefs and strategies, outcomes and consequences, and various goal properties.
2. *Actional Phase*, corresponding to ‘executive motivation’ that energises actions while they are being carried out. Three basic processes come into effect during this phase: (1) subtask generation and implementation, (2) a complex ongoing appraisal process, and (3) the application of a variety of action control mechanisms. The main motivational influences tend to be classroom reward and goal structures, a sense of autonomy, the quality of the learning experience, knowledge and use of self-regulatory strategies, and social influences.
3. *Postactional phase*, entailing critical retrospection after an action has been completed or interrupted for a certain period of time. The main processes involve evaluating the accomplished action outcome and drawing inferences for future actions. The learner forms causal attributions about the outcomes by comparing their initial expectancies and action plans with how they actually turned out. This critical retrospection allows learners to develop their

repertoire of action-specific strategies for future learning and their internal standards. The main motivational influences during this phase are likely to be self-concept beliefs, external feedback, achievement grades, and attributional factors.

Shoaib and Dörnyei's (2005) qualitative study in which they investigated the L2 motivational changes of 25 learners of English over a period of about two decades by using retrospective interviews was inspired by the process-oriented approach outlined above. The researchers identified the following six key transformational episodes which affected their participants' L2 motivation: (1) Maturation and gradually increasing interest in learning English, (2) A stand-still period during which the participants interrupted their English language learning because of other priorities, (3) Moving into a new life phase such as leaving school and starting work, (4) Internalising external goals and imported visions, (5) A relationship with a significant other, and (6) Time spent in the host environment.

The last four key episodes are particularly relevant to my intervention programme as well because my participants, who were Chinese international students studying in England had recently moved into a new life phase by leaving China and beginning their studies overseas. Shoaib and Dörnyei (2005) pointed out that each time their participants entered a new life phase, their language learning goals became more specific. I noticed that this was also the case for most of my participants. When they studied English in middle school in China, their goals for learning English were quite general, but when they entered university in England and started to look for work, their goals became more specific. I also found that many of my participants internalised their parents' visions by studying English well in order to prepare for a career that their parents had in mind for them. While in Shoaib and

Dörnyei's (2005) study, significant others mainly referred to partners, for my participants, their significant others were usually their parents or other family members who had an extremely strong influence on their studies and life choices. Finally, most of my participants developed more confidence in their English and felt more motivated to learn English the longer they stayed in their host environment, which was similar to Shoaib and Dörnyei's (2005) findings. Their findings supported the argument that "motivation is not a stable state but a dynamic process that fluctuates over time" (Shoaib & Dörnyei, 2005, pp. 35-36).

There have been other longitudinal studies (Chambers, 1999; Donitsa-Schmidt, Inbar, & Shohamy, 2004; Gardner, Masgoret, Tennant, & Mihic, 2004; Inbar, Donitsa-Schmidt, & Shohamy, 2001; Matsukawa & Tachibana, 1996; Nikolov, 1999; Tachibana, Matsukawa, & Zhong, 1996; Williams, Burden, & Lanvers, 2002) in recent years which addressed the temporal dimension of motivation. A consistent finding in these studies was that levels in L2 motivation declined over the years as language learners faced greater pressure in their life from their studies and other responsibilities.

The most extensive longitudinal study which tracked the motivational changes of language learners was conducted by Dörnyei and his colleagues (Dörnyei et al., 2006; see also Csizér & Dörnyei, 2005a, 2005b; Dörnyei & Clément, 2001; Dörnyei & Csizér, 2002) in Hungary. The Hungarian study was the largest ever study on L2 motivation with over 13,000 language learners aged 13-14 spanning a period from 1993 until 2004. There were three phases of data collection which coincided with significant stages in Hungary's history: (1) Spring 1993 (a few years after the fall of Communism), (2) late 1999 (on the eve of the new millennium and at the end of the first decade of political freedom), and (3) Spring 2004 (shortly before

Hungary joined the European Union). In terms of motivational changes, the participants' instrumental motivation increased significantly over the years, although there was a steady decline in their interest toward learning foreign languages. I will review some of the other main findings of this seminal study in the following chapter since it was the stimulus for Dörnyei's (2009a) L2 Motivational Self System.

3.2.5 Motivational Strategies

Veenman (1984) conducted a review of studies which investigated the perceptions of beginning teachers with regard to the difficulties they face at work. According to Veenman (1984), teachers ranked problems associated with motivating students as the second most serious challenge they face after maintaining classroom discipline. Therefore, it is surprising that the design of motivational strategies only became an important issue within L2 motivation research in the mid-1990s during the cognitive-situated period when there was an increased emphasis on classroom motivation. There have been some publications on motivational strategies during the past 15 years (e.g., Alison & Halliwell, 2002; Bernaus & Gardner, 2008; Brown, 1994; Chambers, 1999; Cheng & Dörnyei, 2007; Cranmer, 1996; Dörnyei, 1994b, 2001b; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008; Jones, Llacer-Arrastia, & Newbill, 2009; Oxford & Shearin, 1994; Williams & Burden, 1997), with Dörnyei's (2001b) book being the most comprehensive summary of L2 motivational strategies. However the number of publications related to L2 motivational strategies has been small compared to the total amount of research on L2 motivation.

The intervention programme that I will describe in chapter five contains many strategies to motivate learners of English to study English hard. Before

describing these strategies in detail, I would like to present the components of Dörnyei's (2001b) framework for motivational strategies which are related to goals and linguistic self-confidence since these are issues which are especially relevant in my thesis. Dörnyei's (2001b) framework is based on Dörnyei and Ottó's (1998) process model (see figure 3-5) and contains the four following key units:

1. *Creating the basic motivational conditions*, which involves preconditions that are required in order for attempts to generate motivation to be effective. These preconditions include appropriate teacher behaviours, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms.
2. *Generating student motivation*, which corresponds to the preactional phase in the process model and involves increasing the learners' goal-orientedness, enhancing the learners' L2-related attitudes and values, increasing the learners' expectancy of success, creating realistic learner beliefs, and making the teaching materials relevant for the learners.
3. *Maintaining and protecting motivation*, which corresponds to the actional phase in the process model and involves setting specific learner goals, protecting the learners' self-esteem and increasing their self-confidence, making learning stimulating and enjoyable, promoting cooperation among the learners, promoting self-motivating strategies, creating learner autonomy, presenting tasks in a motivating way, and allowing learners to maintain a positive social image.
4. *Encouraging positive retrospective evaluation*, which corresponds to the postactional phase in the process model and involves increasing learner

satisfaction, providing motivational feedback, promoting motivational attributions, and offering rewards and grades in a motivating manner.

Due to space limitations, I am not able to describe all of these strategies and would therefore like to elaborate on the ones associated with goals and self-confidence since the motivational strategies that I designed for my intervention programme made my participants' goals for learning English more clear and specific and increased their confidence in their English.

With regard to increasing the learners' goal-orientedness, Dörnyei and Ushioda (2011) state that this is important because of the goal diversity that exists among learners in any classroom. They suggest that some ways to increase the group's goal-orientedness is to have a class discussion in order to outline the group's goals. The discussion will be successful if the class can agree on a sense of direction and a common purpose by taking into account individual goals, institutional constraints, and success criteria. The class goals may be displayed on a wall chart and should be reviewed regularly to evaluate the progress that has been made toward achieving them.

Dörnyei and Ushioda (2011) state that setting specific learner goals "is particularly relevant to language learning because the ultimate purpose of the prolonged process – to communicate with L2 speakers – is several years away and is, in fact, for many learners only moderately realistic" (p. 118). Therefore, they advise setting proximal subgoals since they motivate L2 learners by providing immediate feedback and incentive as well as advance organisers. Drawing on the work of Dembo and Eaton (1997) and Schunk, Pintrich, and Meece (2007), Dörnyei and Ushioda (2011) propose six main principles that may be applied to motivate L2 learners in the classroom:

1. Goals should be clear and specific.
2. Goals should be challenging and realistic.
3. Goals should be measurable in the sense that the outcome is described in a way that can be evaluated.
4. Goals should have a completion date which is clearly stated.
5. Proximal as well as distal goals should be set.
6. Teachers should provide the kind of feedback that will increase their students' self-efficacy for achieving their goals.

Dörnyei and Ushioda (2011) suggest the following five approaches that L2 teachers may use in order to protect their learners' self-esteem and increase their self-confidence:

1. Teachers should foster a belief in their students that their level of competence is a controllable and changeable aspect of their development.
2. Teachers should provide their students with many experiences of success in language learning to build their self-confidence levels. According to Wlodkowski (1986), the tasks should not be too easy. Otherwise, students will not gain a sense of achievement.
3. Teachers should give their students the feeling that they are making a useful contribution to the class and offer them opportunities to demonstrate their strengths.
4. Teachers should encourage their students by making them aware of their abilities as well as praising them for a job well done.
5. Teachers should try to reduce language anxiety by providing students with strategies to deal with anxiety-provoking situations and creating a warm and supportive classroom atmosphere.

In chapter four (see section 4.4), I will continue to describe L2 motivational strategies when I will summarise nine conditions that enhance the motivational impact of L2 learners' vision of themselves in a future state. I will also consider how imagination serves a powerful motivational function. Now, in the final sections of this chapter, I will focus on reviewing some of the most significant motivational studies that have been conducted in China, Taiwan, and Hong Kong.

3.3 L2 MOTIVATION IN CHINA, HONG KONG, AND TAIWAN

3.3.1 L2 Motivation Research in China

It is a surprising fact that in mainland China, which is the country with the largest population in the world with millions of people learning English, there are relatively few studies on motivation toward learning English published in international journals. In fact, more published studies on motivation have been conducted in Hong Kong and Taiwan than in mainland China. The majority of these existing studies have adopted Gardner's (1985) theoretical framework by solely considering whether English learners were instrumentally or integratively oriented, and most of the results converged in finding that Chinese learners of English tend to be more instrumentally than integratively oriented (e.g., Gao, 2004; Ho, 1998; Lai, 1999; Lai, 2001, 2005; Liu, 2007; Matsukawa & Tachibana, 1996; Tachibana et al., 1996; Warden & Lin, 2000).

In order to provide some initial insights into the motivational disposition of Chinese learners of English in mainland China, let me start by describing five illustrative studies. Recently, Meihua Liu (2007) conducted a study on the motivation of university students in China toward learning English in which she adopted a primarily Gardnerian approach by focusing on aspects of integrative and

instrumental orientation. The participants were 202 third year non-English majors from Xia'men University in southern China. Liu addressed three components of motivation in her survey: *Integrative Orientation*, *Instrumental Orientation* and *Travel Orientation*. One of the main findings was that most of the students were much more instrumentally oriented than integratively oriented to learn English because they believed that English would be crucial to their future. According to Liu (2007), most of the students were not integratively oriented because they had little contact with native speakers of English in their daily life. In addition, the students' high score on *Travel Orientation* indicated that they believed they will need English to travel abroad and it will make their life easier overseas. Responses to an open-ended question revealed that the majority of the students reported having less motivation to learn English than when they had started their studies at university because the coursework from their major was extremely heavy, they had no immediate pressure to learn English, and actually had very little contact with the language. Only about 10 % of the students reported feeling more motivated to study English compared to the time when they had begun their university studies because they had a clear plan to study abroad in the future.

Tachibana carried out two comparative surveys (Matsukawa & Tachibana, 1996; Tachibana et al., 1996) on Chinese and Japanese middle school students in order to measure their motivation and attitudes toward learning English. Since I am focusing on the motivation of English learners in China in this section, I will only report the findings associated with the Chinese participants in these two cross-national surveys. The survey conducted by Matsukawa and Tachibana (1996) involved 289 junior middle school students ranging in age from 13 to 15 from China who were given a questionnaire to assess their interest and involvement in their

English studies, their attitudes toward the English language and culture, their reasons for studying English, and their achievement scores in English. Most of the Chinese participants had a strong interest in English, were involved in their English studies, and exhibited positive attitudes toward learning English. The main finding was that the most important reason why the Chinese participants studied English was because they believed that being fluent in English would be beneficial for their future. This finding was true for the participants at all grade levels surveyed and for both genders, which suggests that the Chinese participants were instrumentally oriented. Their interest in English was not found to be connected with a longing or admiration for the English culture, so they were not considered by the researchers to be integratively oriented. According to Matsukawa and Tachibana (1996), the Chinese students' interest in their English studies is "pragmatic and directly connected to the utility of English in one's future job and high salary" (p. 55). It was also found that the participants attributed their achievement in English to effort rather than language learning aptitude.

Tachibana et al. (1996) conducted a survey with 442 senior middle school students from China who were given a similar questionnaire to the one that was used in the survey carried out by Matsukawa and Tachibana (1996). The results from both surveys were quite similar, except that the senior middle school students' ratings of their interest in English were lower than those of the junior middle school students of both genders. Both samples of participants were instrumentally oriented. The senior middle school students also felt that the most important reason for them to study English was because fluency in English would be beneficial to their future. The results of a factor analysis (see table 3-1) of the reasons for learning English demonstrated that the Chinese students' motivational construct consisted of the three

following components: (1) positive attitudes toward English studies, (2) interpersonal extrinsic motivation (i.e. social milieu), and (3) achievement extrinsic motivation (i.e. English class and university entrance examination scores).

Table 3-1 *Factor structure of reasons for learning English among Chinese senior middle school students (Tachibana et al., 1996)*

Item	Factor		
	I	II	III
To learn English is interesting	.59		
Like to have foreign friends	.54		
English fluency is good for the future	.66		
Feel happy when I can understand English	.69		
Want to be highly regarded by friends		.69	
Want to be praised by parents and teachers		.80	
I don't like to be scolded by my parents		.42	
Want to get excellent scores			.52
It is important for the entrance examination			.82
% variance accounted for	27.2	17.7	10.5

Tachibana et al. (1996) concluded that both the Chinese junior middle school and senior middle school students they surveyed “had a strong pragmatically oriented motivation to study English, i.e., they believed, regardless of sex or grade, English would be useful and necessary for their future lives” (p. 699).

Xin Gao’s (2004) doctoral dissertation on the motivation of Chinese learners of English is an example of a study employing a broader framework than the ones described above since it involved an extension of Gardner’s socio-educational model. Gao’s main purpose was to determine the motivational characteristics of Chinese learners of English and the effect of textbooks on enhancing their motivation. She

focused on 616 students living in China who were studying English in primary school, middle school, and university. Gao identified the following six motivational dimensions of Chinese learners of English: *Integrativeness*, *Appraisal of English Class*, *Linguistic Self-confidence*, *Instrumentality*, *Direct Contact with Foreigners* and *Milieu*. *Appraisal of English Class* is associated with evaluations of the English class in terms of its usefulness, attractiveness, and difficulty as well as evaluations of the English teacher in terms of personality, rapport with the students, and approach. *Instrumentality* refers to the perceived pragmatic benefits of English proficiency. *Direct Contact with Foreigners* is concerned with the desire to make contact with people from English-speaking countries and other foreign countries. *Milieu* is related to the appreciation of the English language by the students' significant others such as parents, friends, and acquaintances in their immediate environment.

It was found that primary school students had more positive attitudes toward their English teachers and classes than the other three sub-samples, and that girls scored higher on all of the motivational dimensions except for the *Appraisal of English Class*, which supports the findings of previous research on motivation in which girls tend to be more motivated than boys when it comes to learning languages (e.g. Dörnyei & Clément, 2001; Gardner, 1985; Shaaban & Ghaith, 2000; Sung & Padilla, 1998; Williams et al., 2002). Gao (2004) found that *Instrumentality* was the major predictor of the students' intended effort, followed by *Integrativeness* and *Appraisal of the English Class*. The correlation between Instrumentality and Intended Effort ($r = .47, p < .01$) was highest at the university level, which according to Gao (2004) indicates that the pragmatic benefit of learning English is extremely important to university students since they are preparing for their career.

Interestingly, it was found that besides *Instrumentality*, *Milieu* is also highly important in China when it comes to learning English. In fact, *Milieu* significantly correlated with Item 29 [I wish my English could be better than my classmates] for all four sub-samples and also with item 41 [I want to learn to speak English as well as the native speaker of English] for all the sub-samples except for university students. These results demonstrated that perceived environmental support has a substantial impact on the desired language learning outcomes.

One of the constituent items of *Milieu* was Parents' encouragement in learning English and it received a high mean score of 4.57 out of 5, which indicated that the students' parents exerted a considerable influence on their children's motivation toward learning English. It was apparent from the interviews with students that a considerable amount of support in learning English came from their parents. For instance, some students reported that their parents tried to create an English environment for them at home by speaking English with them while eating or going for a walk. Some parents told their children that learning English well will bring them a good future and honour. Another student stated that his parents not only encouraged him to study English, but actually forced him to do so. All of the participants agreed that their parents strongly encouraged them to learn English because they believed it would be useful in the future and because they regarded English as an important school subject. These results emphasised the powerful effect of family influence on the motivation of Chinese students toward learning English and foreshadowed the crucial role that family influence would play in the L2 Motivational Self System of students from China.

A study conducted by Gao, Yuan, Ying, and Yan (2007) examined the relationship between Chinese people's motivation toward learning English and their

identity changes. It offers a unique perspective as it was one of the very first studies conducted in China which focused on this relationship. The sample consisted of 2,278 undergraduates from 30 universities in 29 regions of China, which made it one of the most comprehensive motivational studies ever done in China. The questionnaire that was administered focused on the following six types of identity changes: (1) Self-confidence change, which refers to changes in students' perceptions of their self-confidence as a result of studying English, (2) Additive change, which is associated with the coexistence of two languages, values, and behavioural patterns that are each used in specific contexts, (3) Subtractive change, which occurs when the native cultural identity and language are replaced by the target cultural identity and language, (4) Productive change, which is when the command of the native language and the target language positively reinforce one another, (5) Split change, that refers to the identity conflict which results from the struggle between the different cultures and languages, and (6) Zero change, which is a lack of any self-identity change.

The main finding was that those students who underwent additive and productive changes had stronger intrinsic interest to learn English than those who didn't. There were significant differences between genders and age groups: Regarding gender, female students scored higher than male students on productive, additive, and self-confidence changes. Male students scored higher than female students on split, subtractive, and zero changes.

The age at which learners started studying English had significant main effects on additive, split, and self-confidence changes. Those who started learning English before age 8 scored significantly lower than the three older groups on self-confidence change. They appeared to be quite self-confident because their self-

confidence was least affected by learning English. In terms of additive change, the youngest group and the 9-12 age group scored higher than the 13-15 age group. Gao et al. (2007) suggested that those who began to learn English earlier could better switch between their identities and situations. With regard to split change, the above 16 age group scored significantly higher than the three younger groups, indicating that those who started learning English after the age of 16 were more likely to feel identity conflicts because they had already developed a full-fledged native cultural identity. These results lead me to believe that the identity conflicts that adolescents experience may also have an effect on the strength and stability of their Ideal L2 self.

3.3.2 L2 Motivation Research in Hong Kong

Although Hong Kong is now a part of mainland China again, it is extremely different from the mainland in terms of its history, culture, economy and English educational system. Hong Kong was a British colony for more than a century and English was the official language there since 1892. Ninety percent of Hong Kong's population is Chinese (Lai, 2005). Before the handover of Hong Kong to China in July 1997, English and Cantonese had different functions and were used in varying domains. English was the prestige language used by formal institutions such as the government, law, and business. Cantonese was used in informal settings with friends and family. As a result of the political handover, Mandarin has replaced English as the language of politics. The deterioration of Hong Kong's economy and rising unemployment rates have forced many people from Hong Kong to seek employment in mainland China where a knowledge of Mandarin is an asset.

Two months after the handover, the government announced a Mother Tongue Education Policy which was enforced from the beginning of primary school to grade

three of junior middle school. Before the handover, more than 90% of the middle schools in Hong Kong used English as the medium of instruction. Due to the Mother Tongue Education Policy, more than 70% of the middle schools were required to adopt Chinese as the medium of instruction. The factors mentioned above have reduced the status of English in Hong Kong and increased the status of Mandarin which has become a core subject in the primary school and middle school curriculum up to and including the third year of middle school. Senior middle schools have the freedom to use English as a medium of instruction. Students in Hong Kong study English by following a structured syllabus in primary school and middle school (Yang & Lau, 2003). Although the official requirement for students to enter university is that they pass the Advanced Supplementary Level English examination, some students who fail the examination are accepted into university to fill the quotas (Flowerdew, Li, & Miller, 1998). One of the main differences in English language teaching between Hong Kong and the mainland is that there is no standardised English syllabus across universities in Hong Kong whereas there is in China. This means that in Hong Kong, there is no set standard of English language proficiency that students need to attain when they graduate from university. Also, individual universities have control over what students will study. All universities require that students take three language courses during their three years at university. However, these courses can be in Asian languages, European languages, English literature, communication skills, engineering English or business English. Therefore, university students receive extremely different types of training in English depending on which courses they choose.

In most of the studies conducted on the motivation of students toward learning English in Hong Kong, learners were found to be instrumentally oriented.

For example, Eva Lai (1999) carried out three surveys on junior middle school students' attitudes toward learning English. It is striking that even when the participants were 11-15 years old, a quarter of them associated learning English with their future careers while only about 10% reported learning English because they were interested in the subject. In a survey that Lai (1999) conducted with university undergraduate students from different disciplines, it was found that 90% of the students chose to study English at university because they thought it would be useful for their career.

An extremely influential study that attracted numerous replications was a survey conducted in Hong Kong by Pierson, Fu, and Lee (1980) on 466 middle school students focusing on their attitudes toward English and Chinese. The participants were asked to rate the degree to which some stereotypes fit them, native speakers of Cantonese in Hong Kong, and native speakers of English in Hong Kong. The results indicated that the participants were aware of the instrumental value of English in Hong Kong, while at the same time they demonstrated loyalty to their Chinese cultural identity. Many of the participants claimed that they felt unpatriotic and less Chinese when speaking English.

The study was replicated by Pennington & Yue with middle school students in 1993. Similar to the findings of Pierson et al. (1980), the participants saw English as a symbol of high status and wished to speak it fluently and accurately. They had positive attitudes toward learning English and believed that a command of English would help them to understand foreigners and their culture. The participants did not feel that using English would negatively affect their Chinese identity. Therefore, Pennington & Yue (1993) concluded that the antagonism between Chinese and English that had been present in the early 1980s had disappeared.

Axler, Yang, & Stevens (1998) replicated the same study in 1994 and also found that middle school students in Hong Kong did not feel less Chinese when using English. Axler and his colleagues suggested that this was because English was no longer seen in Hong Kong as the language of the coloniser but was instead an international language which was very useful for wider communication.

Mee-ling Lai (2001) carried out a questionnaire survey in 1999 with 134 senior middle school students to compare the attitudes of working-class low achievers and middle-class elites toward English, Cantonese, and Mandarin. Both groups had positive attitudes toward the three spoken varieties, with English being accorded the highest instrumental value, Cantonese was associated with in-group identity, and Mandarin with nationwide communication.

Lai (2005) conducted another questionnaire survey on a larger scale with 1,048 respondents to explore middle school students' attitudes in terms of their instrumental and integrative orientation toward the three spoken varieties mentioned above. The main findings were that the participants were more instrumentally oriented than integratively oriented to learn English although they had positive attitudes toward English and its speakers. In a comparison of the students' integrative orientation toward English, Cantonese, and Mandarin, the most positive integrative orientation was toward Cantonese followed by English and Mandarin. With regard to the students' instrumental orientation, English was rated as the language with the highest instrumental value and status followed by Cantonese and Mandarin. Lai (2005) believes that English has such a strong instrumental value in Hong Kong because "it maintains its role as a gatekeeper for upward and outward social mobility" (p. 377).

3.3.3 L2 Motivation Research in Taiwan

Compared to China and Hong Kong, Taiwan appears to have the most progressive educational policies in place for teaching English since there is an emphasis on communicative teaching methods. For example, a new English curriculum was published in 1994 and 1995 for junior and senior middle schools. It stated that communication oriented teaching should be the guiding principle for classroom instruction and textbook writing. New textbooks featuring communicative activities were published in 1997 for junior middle school students and in 1999 for senior middle school students. In order to raise communicative competence in Taiwan, the MOE of Taiwan introduced a new educational policy in 2001. Decisions were made to commence English instruction at the primary school level starting from the fifth grade. Changes were made to English language assessment to make the examination content more interesting and practical. For instance, a listening component was added to junior middle school examinations. However, in most of the typical language classrooms, the communicative approach is rarely used. Huang (1995) and Liang (1994) found in their studies that although many Taiwanese learners of English have been studying English for years, they are still not truly competent in the language. English teaching methods have been blamed for learner disappointment and frustration.

In her overview of language teaching and learning in Taiwan, Wang (2002) identifies grammar-translation as being the dominant teaching method employed to teach English in most Taiwanese classrooms, which she argues makes the lessons quite dull for the students. She also contends that this foreign language teaching method is an integral part of the Chinese teaching tradition. In fact, it is extremely popular in China and Hong Kong as well. In her study, Wang (2002) interviewed six

teacher trainers in Taiwan who were selected based on their powerful influence in the field of English teaching in Taiwan and their rich experience in training teachers. Most interviewees agreed that the teaching methods, materials, and instructional practices in Taiwan have diminished the learners' interest in learning and using English.

Wang (2002) stated that the majority of English learners in Taiwan have no motivation for learning English. The teaching materials can be frustrating to learners since they find them too difficult. Wang (2002) affirmed that "grammar-translation prevails, which makes learning everyday English impossible. Instruction resembles 'parrot learning,' wherein students make sounds without knowing why" (p. 137). One of the interviewees explained that although the textbooks that are being used now are new, most English teachers are still teaching in the old way.

According to the teacher trainers' observations of middle school teachers, many do not know how to incorporate communicative teaching methods into their classes, so they only use the approach that they are most familiar with: grammar-translation. Also, teachers feel a great deal of pressure from their school administration and from their students' parents to help students score high marks on English examinations. This is another reason why they may choose to focus on the discrete grammar points measured in tests instead of on more communicative activities. Therefore, Wang (2002) suggests that teachers need support from parents and the school in order to implement the communicative teaching approach in their classrooms.

Warden and Lin (2000) write about the similarities between China and Taiwan in terms of limited educational resources, a shortage of English teachers, and a lack of funds leading to large classes that may contain an average of 60 to 70

students. With such large class sizes, teachers tend to use a lecture-style teacher-centred approach. Warden and Lin (2000) argue that “in countries with a history of obedience to authority, a teacher is not seen as a facilitator but as a presenter of knowledge” (p. 4), which would certainly apply to Taiwan. At Taiwanese universities, students may only have English classes once a week for three hours, so most of them rarely have opportunities to practise speaking English inside or outside of the class.

Similar to learners in Hong Kong and China, learners of English in Taiwan have been found to be more instrumentally than integratively oriented. In an investigation of motivation toward learning English among 480 junior middle school students in Taiwan, Ho (1998) explained the finding that the students were more instrumentally oriented than integratively oriented toward learning English by the fact that English was a subject in the senior middle school and vocational school entrance examinations. Furthermore, English proficiency allows relatively fast and easy access to socioeconomic mobility. In addition, travelling abroad is popular in Taiwan, so students are interested in learning English to facilitate their travels. Ho pointed out that students in Taiwan do not tend to be integratively oriented to learn English because it is a compulsory subject in school and the only foreign language available to students in middle school. Also, English plays a negligible role in the students’ daily life in Taiwan. In contrast to the situation in Hong Kong, English has never been an official language in Taiwan nor has it been used as a medium of school instruction.

Cheng and Dörnyei (2007) carried out a modified replication of Dörnyei and Csizér’s (1998) Hungarian study on the use of motivational strategies by English teachers in Taiwan. Three hundred and eight-seven Taiwanese teachers who had

taught in a wide range of contexts were asked to rate a list of motivational strategies according to how important they believed they were and how often they used them in their teaching. The findings exemplify the teaching methods used in Taiwan by English teachers as well as illustrate the similarities and differences between the motivational strategies for teaching English used in Taiwan and in Western countries.

A closer look reveals that motivational principles such as ‘displaying motivating teacher behaviour’, ‘promoting learners’ self-confidence’, ‘creating a pleasant classroom climate’, and ‘presenting tasks properly’ were in the top five positions in both the Taiwanese and Hungarian study. Thus, the researchers concluded that these macrostrategies embody important universal beliefs in teaching pedagogy.

Besides the similarities existing between the two studies, it was found that some strategies received a less uniform endorsement by Hungarian and Taiwanese teachers. For instance, ‘promoting learner autonomy’ was considered much less important in Taiwan than in Hungary whereas ‘recognising students’ effort and hard work’ was strongly endorsed by Taiwanese teachers. Cheng and Dörnyei (2007) suggested that these discrepancies confirmed that certain strategies are culture-specific.

They pointed out that since traditionally, Chinese teachers have had total control over the teaching and learning processes, they may feel that promoting learner autonomy is incompatible with their values and core teaching beliefs. According to Cheng and Dörnyei (2007), “the common belief amongst Chinese educators is that the teacher is the ultimate source of knowledge, which he/she has then to transmit to the learners” (p. 170). Therefore, Chinese teachers may be against giving learners a lot of autonomy in the class.

Warden and Lin (2000) conducted a survey of 500 non-English majors in Taiwan in order to ascertain whether or not instrumental, integrative, and required motivation existed among the participants. 'Required motivation' was defined as the motivation to study English because the English class was a required class in the student's course. It was operationalised by items related to passing a required class, passing an elective class, completing one's education, and passing an examination for a job position. These items would normally be associated with instrumental motivation, but they were found to be distinct from instrumental motivation in this study, with the latter referring to studying English to obtain a raise, a part-time consulting job, a higher paying job, higher job security, and in order to change jobs easily.

The main findings were that the most important type of motivation for the students was instrumental followed by required motivation and that integrative motivation was the least important. In fact, instrumental and required motivation together accounted for 75 percent of the variance in the *Criterion set* which consisted of items associated with the monetary benefits of English skills and the requirement of English skills for passing examinations and obtaining qualifications. Warden and Lin concluded that since the students were instrumentally motivated, this demonstrated that they associated their English studies with career improvement.

Finally, a survey conducted by Chen, Warden, and Chang (2005) on 567 language learners in Taiwan drew on Dörnyei and Ottó's (1998) process model and also included Warden and Lin's (2000) concept of required motivation. Chen et al.'s (2005) main findings were that required motivation had the strongest relationship with self-evaluated skills and was significantly related to both the actional and postactional phases in the process model. Instrumental orientation exhibited a

significant positive relationship only with the postactional phase whereas integrative orientation had no significant relationship with any of the phases. The strength of the required orientation in this study lead Chen et al. to label it as the ‘Chinese Imperative’ because it reflects the emphasis on requirements from parents, teachers and Chinese society as a whole on Chinese students to succeed in their studies. Therefore, family influence was found to be an important motivational factor in Taiwan and mainland China.

3.4 SUMMARY

In this chapter, I described some of the main L2 motivation theories that are particularly relevant to my thesis. Firstly, I presented Gardner’s conceptualisation of integrativeness and examined how it has been challenged and broadened over the years. Then, I described the main components of Tremblay and Gardner’s (1995) model of L2 motivation. In the following chapter, I will explain how integrativeness has become equated with the Ideal L2 self within Dörnyei’s (2009a) L2 Motivational Self System.

I then reviewed Clément’s theory of linguistic self-confidence because it was another important strand of the Canadian social psychological approach and also due to the fact that linguistic self-confidence was one of the benefits of my intervention programme as I will illustrate in chapter seven. I also explored the different conceptualisations of the construct of language anxiety as a component of linguistic self-confidence, an emotion, and a constituent of the Big Five personality model.

I described goal theories which have been applied to educational contexts because an important part of my intervention programme involves helping my participants to develop clear and specific goals. I chose to review three key

motivational theories which incorporated the temporal dimension of motivation since this was a dimension which I investigated in my intervention programme study in order to see how my participants' motivation toward learning English changed as a result of my programme. I described L2 motivational strategies, especially those associated with goal setting and generating self-confidence because the strategies which I developed as part of my intervention programme enabled my participants to set goals and increase their confidence in their English.

In the second main section of this chapter, I reviewed important L2 motivation studies which have been conducted in China, Hong Kong, and Taiwan. A consistent finding in many of these studies was that Chinese learners of English tend to be more instrumentally oriented than integratively oriented. In my thesis, I chose to focus on validating and applying Dörnyei's (2009a) L2 Motivational Self System because his theory offers a much broader perspective of the construct of L2 motivation than an instrumental/integrative dichotomy.

In my literature review of L2 motivation studies in the Chinese context, family influence was found to play a key role in the motivation of learners of English. This supports my findings of the crucial role of family influence within the L2 Motivational Self System in China, which I will discuss in chapter six.

CHAPTER 4

POSSIBLE SELVES

4.1 INTRODUCTION

In the previous chapter on motivation, I reviewed some of the main motivational theories which preceded Dörnyei's (2009a) L2 Motivational Self System as well as the most important L2 motivation research that has been conducted in China, Hong Kong, and Taiwan. In this chapter, I will present the theory of possible selves on which the L2 Motivational Self System is based. I will demonstrate the connection between the theory of possible selves and motivation and describe the conditions that are required for possible selves to have their maximum impact on motivation. Then, I will describe Dörnyei's (2009a) L2 Motivational Self System as well as four recent studies that tested and validated the L2 Motivational Self System in China, Japan, Iran, Saudi Arabia, and Hungary. I will examine the influence of imagination, imagery and vision on motivation. Finally, I will review the applications of imagery to many different fields including language teaching and present some practical implications of the self-based approach to motivation.

4.2 THE THEORY OF POSSIBLE SELVES

In their seminal paper about possible selves, Markus and Nurius (1986) identified three main types of possible selves when they wrote that, "possible selves are the ideal selves that we would very much like to become. They are also the selves we could become, and the selves we are afraid of becoming" (p. 954). The three kinds of possible selves they referred to were ideal selves, expected selves and feared selves. Markus and Nurius (1986) provided particularly memorable examples

of ideal selves including “the successful self, the creative self, the rich self, the thin self, or the loved and admired self” and the feared selves being “the alone self, the depressed self, the incompetent self, the alcoholic self, the unemployed self, or the bag lady self” (p. 954). However, they did not elaborate on the meaning of the selves that we could become. According to Dörnyei (2009a), these selves refer to our expected selves; the selves that we are likely to become. Carver, Reynolds, and Sheier (1994) stated that the difference between the expected self and the hoped for self is the distance between them and the current self. The hoped for self differs from the expected self in being farther away from what the self presently is.

There are three crucial aspects that should be considered with regard to the arguments put forth by Markus and Nurius (1986) in relation to possible selves. Firstly, since they are possible selves, even the ideal self should be plausible and cannot be detached from reality. Secondly, Markus and Nurius (1986) only provided an outline of the scope of possible selves without furnishing a specific taxonomy. Among the other possible selves they mentioned in their paper were the ought selves which they defined as “an image of self held by another” (Markus & Nurius, 1986, p. 958). Thirdly, they argued that even though possible selves are future-oriented, they are as much a reality for people as their current selves since they involve senses and images.

Possible selves, especially the ideal selves and ought selves, are often called future self-guides since they have the capacity to regulate behaviour. Tory Higgins and his associates (e.g. Higgins, 1987, 1998; Higgins, Klein, & Strauman, 1985; Higgins, Roney, Crowe, & Hymes, 1994) have conducted a great deal of research which demonstrated that learners’ ideal selves act as academic self-guides. It is noteworthy that Higgins’s work on selves precedes that of Markus and Nurius and

that the two key components of Higgins's theory of possible selves (e.g. Higgins, 1987; Higgins et al., 1985) are the ideal self and the ought self, which he defined more precisely than Markus and Nurius. According to Higgins (1987) the ideal self refers to the "representation of the attributes that someone would ideally like to possess (i.e. a representation of hopes, aspirations, or wishes)" and the ought self is defined as the "representation of the attributes that someone believes you should or ought to possess (i.e., a representation of someone's sense of your duty, obligations, or responsibilities)" (p. 320).

In Higgins's (e.g. 1987; Higgins et al., 1985) original definition, the ought self referred to a positive reference point in the sense that it was the person you believe you ought to be, but Higgins (1996) extended this definition later to include the person you don't want to be. This negative reference point is similar to Markus and Nurius's (1986) feared self. An important distinction between Markus and Nurius's and Higgins's conceptualisations of the future self-guides is that Markus and Nurius believe that an individual may possess multiple ideal and ought selves whereas Higgins affirms that each person only has one ideal and ought self.

4.3 THE LINK BETWEEN POSSIBLE SELVES AND MOTIVATION

According to Markus and Nurius (1986), possible selves "provide a link between the self-concept and motivation" in the sense that "an individual's repertoire of possible selves can be viewed as the cognitive manifestations of enduring goals, aspirations, motives, fears, and threats. Possible selves provide the specific self-relevant form, meaning, organization, and direction to these dynamics" (p. 954). In this section about the link between possible selves and motivation, firstly, I will describe Higgins's (1987) self-discrepancy theory which demonstrates the

motivational function of the future self-guides. Then, I will specify the differences between future self-guides and goals. Finally, I will review Norman and Aron's (2003) study which exemplifies the connection between possible selves and motivation.

4.3.1 The Self-discrepancy Theory

In his paper about the self-discrepancy theory, Higgins (1987) alluded to the three domains of the self: the actual self, the ideal self and the ought self. Higgins (1987) defined the actual self as being "your representation of the attributes that someone, (yourself or another) believes you actually possess" (p. 321). Self-discrepancy theory postulates that we are motivated to reach a condition where our real self matches our self-guides which are our ideal self and our ought self. Dörnyei (2009a) elucidated when he wrote that "motivation in this sense involves the desire to reduce the discrepancy between one's actual self and the projected behavioural standards of the ideal/ought selves" (p. 18).

Higgins (1998) expanded his self-discrepancy theory by incorporating the distinction that Carver and Scheier (1981, 1990) made between self-regulatory systems that have positive and negative reference values. A self-regulatory system with a positive reference value has an approach focus because it contains as its reference point, a desired end state. Therefore, this kind of system is discrepancy reducing since it involves attempts to move the actual self as close as possible to the desired reference point. In contrast, a self-regulatory system with a negative reference value has an avoidance focus since the reference point is an undesired end state. This type of system is discrepancy amplifying since individuals would want to move their actual self as far away as possible from the undesired reference point.

Higgins (1998) has found that the two types of systems described above are motivationally distinct in terms of: “(1) differential sensitivity for events reflecting different psychological situations; (2) different strategic inclinations and tactical preferences; and (3) different emotional vulnerabilities and emotional memories” (p. 13). Ideal self-guides have a promotion focus since the focus is concerned with hopes, accomplishments, and aspirations. Also, the promotion focus regulates positive outcomes. In contrast, ought self-guides have a prevention focus because this kind of focus is concerned with obligations, responsibilities, and safety. Furthermore, the prevention focus regulates negative outcomes.

The two systems are distinct with regard to emotions in the following manner. The stronger an individual’s promotion focus, the stronger will be the cheerfulness related feelings when this focus is effective. When this focus is not working, individuals will experience dejection related feelings. In contrast, the stronger one’s prevention focus, the stronger are the quiescence related feelings when prevention has a successful result and the stronger are the agitation related feelings one experiences when prevention doesn’t work.

4.3.2 Future Self-guides and Goals

Dörnyei (2009a) affirms that the future self-guides are not merely a subset of goals although both goals and future self-guides refer to future end-states. The difference between them is that future self-guides involve cognitive, emotional, visual, and sensory aspects whereas goals are solely cognitive in nature. Pizzolato (2006) asserted that “unlike goal theory, possible selves are explicitly related to long-term developmental goals involving goal setting, volition (via adherence to associated schemas) and goal achievement, but are larger than any one or

combination of these constructs” (p. 58). Commenting on Pizzolato’s quotation, Dörnyei (2009a) explained that “she could have gone one step further to state that it is the experiential element that makes possible selves larger than any combinations of goal-related constructs” (p. 15).

Markus and Ruvolo (1989) referred to this ‘experiential element’ when they wrote, that the possible self is “the element that is psychologically experienced and that is a durable aspect of consciousness” (p. 217). Markus and Ruvolo (1989) illustrated the connection between goals, future self-guides, and behaviour when they declared that “a goal will have an impact on behaviour to the extent that an individual can personalise it by building a bridge of self-representations between one’s current state and one’s desired or hoped for state” (p. 211). That bridge of self-representations is the future self-guide since it makes the goals more personal by adding the experiential element.

4.3.3 Possible Selves and Motivation

Norman and Aron’s (2003) seminal study focused on the connection between possible selves and motivation. They hypothesised that availability, accessibility, and perceived control of a possible self each predict the motivation to attain or avoid that possible self.

Availability is defined by Tversky and Kahnemen (1973) as the ease with which an outcome can be pictured or constructed. With regard to possible selves, the easier it is to imagine a possible self, and the more specific and elaborate the possible self, the more available it will be. If a possible self is readily available, then it will affect one’s behaviour to avoid or achieve that possible self. According to Higgins (1996), accessibility concerns how easily a stored unit of knowledge can be

brought into one's awareness. Rodin (1990) defined perceived control as "the expectation of having the power to participate in making decisions in order to obtain desirable consequences and a sense of personal competence in a given situation" (p. 4). In terms of possible selves, perceived control refers to the extent to which individuals believe their behaviours can influence the avoidance or attainment of a possible self. If they believe they have control over avoiding or attaining a possible self, they will be more likely to take measures to do so.

The participants in Norman and Aron's (2003) study consisted of 116 psychology students at the State University of New York. They were randomly assigned to either a Hoped For Possible Self condition or a Feared Possible Self condition. Each participant was given a list of 20 hoped for or 20 feared possible selves on a computer screen and instructed to choose the future self listed that they were most and least hopeful or fearful of becoming true four years from now. Then, in a response-time task, the participants were presented with ten features that were central to their most important possible self and ten that were central to their least important possible self. They were instructed to indicate whether or not each feature would be important to them four years from now. Then, they were asked to write a detailed description of their most important and least important hoped for or feared possible self. Finally, the participants completed a series of questionnaires which included measures of perceived control as well as motivation to achieve or avoid their most and least important possible selves.

Norman and Aron's (2003) main findings were that one's motivation to attain a particular possible self depends on the availability, accessibility, and perceived control over the avoidance or achievement of that possible self. Furthermore, these variables affect motivation independently and perceived control

is the strongest predictor of motivation for attaining or avoiding a possible self. Norman and Aron (2003) found that the more accessible a possible self, the more influence it will have on one's behaviour because it will be accorded more attention. The finding that accessibility of possible selves is related to motivation suggests that possible selves could be primed in order to enhance motivation. The researchers concluded that since the availability of a possible self affects motivation, instruction in designing scenarios related to one's possible selves could be a way to enhance motivation. For instance, individuals could be taught how to make possible selves available in order to increase their motivation to attain or avoid them.

4.4 CONDITIONS FOR THE MOTIVATIONAL CAPACITY OF THE FUTURE SELF-GUIDES

As I mentioned above, there were three conditions which Norman and Aron (2003) found were necessary in order for possible selves to have an impact on the motivation to attain or avoid them. It was discovered in some studies (e.g. Oyserman, Bybee, & Terry, 2006; Yowell, 2002) that future self-guides do not always have an automatic impact on motivation. According to Dörnyei and Ushioda (2011), the following nine conditions are required in order for future self-guides to exert their full motivational capacity: (1) the L2 learner should have a desired future self-image, (2) the future self should be sufficiently different from the current self, (3) a vivid and elaborate future self-image should be available, (4) the future self-guides are plausible, (5) the future self-image is not perceived as comfortably certain, (6) there is harmony between the ideal and ought selves, (7) the future self-guides are activated, (8) procedural strategies are in place, and (9) the desired self is offset by the feared self.

4.4.1 The L2 Learner Has a Desired Future Self-image

Ruvolo and Markus (1992) found that there are differences in how easily people can generate a positive possible self. Therefore, it is not expected that everyone will possess a developed ideal or ought self guide.

4.4.2 The Future Self Should be Sufficiently Different from the Current Self

The L2 learner should be aware of a gap between his/her current and future selves in order to feel that an increased effort in learning the L2 is necessary.

4.4.3 The Future Self-Image is Elaborate and Vivid

Markus and Ruvolo (1989) remarked that the more specific and vivid one's positive possible selves are, "the more one's current state can be made similar to the desired state" (p. 228), which brings to mind Higgins's (1987) self-discrepancy theory. They went on to say that those with a clear image of themselves in a future state will generate more accessible cues relevant to this state, which will enhance performance related to their goals. Markus and Ruvolo (1989) affirmed that "imagining one's own actions through the construction of elaborated possible selves achieving the desired goal may thus directly facilitate the translation of goals into intentions and instrumental actions" (p. 213). They concluded that "the more elaborated the possible self in terms of semantic, imaginal, or enactive representations, the more motivationally effective it can be expected to be" (Markus & Ruvolo, 1989, p. 219). Therefore, it is evident how important one's imagination is in constructing vivid and elaborate images of one's possible selves. However,

according to Richardson (1994), there exist significant individual differences in the degree of vividness of mental imagery that people can create.

4.4.4 The Future Self-guides are Plausible

Ruvolo and Markus (1992) affirmed that possible selves must be perceived as being plausible in order to have their full impact on motivation when they stated the following:

It is an individual's specific representations of what is possible for the self that embody and give rise to generalised feelings of efficacy, competence, control, or optimism, and that provide the means by which these global constructs have their powerful impact on behaviour. (p. 96)

In terms of control, we saw in Norman and Aron's (2003) study that those participants who perceived they had control over avoiding or achieving a possible self were more likely to attempt to do so, which demonstrates how control had an impact on behaviour. With regard to optimism, Carver et al. (1994) discovered that optimists were able to attain their hoped for possible selves by making them plausible whereas pessimists' hopes were "less likely to engage the motivational control systems that cause their realisation in behaviour" (Carver et al, 1994, p. 139) because these hoped for selves were not realistic.

Pizzolato (2006) affirmed that "the relation between what students want to become and what students actually become may be mediated by what students feel they are able to become (i.e. expected possible selves)" (p. 59). MacIntyre et al. (2009) pointed out that a highly unlikely possible self will probably not have much motivational capacity. Therefore, in terms of motivational strategies employing imagery, it is important that the imagery be presented in a realistic manner. The ideal

self should be an image that individuals feel represents them when they achieve their full potential, but at the same time, they should perceive it as being attainable. If their ideal selves are unattainable, it is unlikely that most people will strive to achieve them.

4.4.5 The Future Self-image is not Perceived as Comfortably Certain

The L2 learner must believe that the future self-image will not automatically occur without a significant increase in effort. Oyserman and James (2009) point out that effort will not be exerted if the attainment of the future self is too likely or too unlikely, which takes into account the condition about plausibility as well. In other words, the motivational value of possible selves has an inverted U-shaped function.

4.4.6 There is Harmony Between the Future Self-guides

According to Dörnyei (2009a), “an important condition for effective possible selves is that they should feel congruent with important social identities, that is, that the ideal and ought selves should be in harmony” (p. 20) because a clash between the future self-guides could have a negative impact on motivation. For example, one’s ideal self could be to excel in one’s studies, but one’s ought self, especially for adolescents, may contain views from peers that being popular does not involve academic achievement. In a study conducted by Dweck (1996), it was found that fears of being excluded from their social group motivated youth to avoid focusing on their studies. Oyserman et al. (2006) discovered that among school children, negative group images of academic achievement are often highly accessible and conflict with academic self-guides. The researchers suggested that the most effective strategy to increase the motivation toward academic achievement is to augment the

perceived congruence between the academic possible selves and social identity. Boyatzis and Akrivou (2006) make an intriguing point when they state that if there exists a conflict between the future self-guides and a person focuses on their ought self, “at some point in the future, they will awake and feel betrayed, frustrated, and even angry at the time and energy they wasted in pursuit of dreams and expectations that they were never passionate about” (p. 628).

4.4.7 The Future Self-guides Should be Activated

Sherrill and Hoyle (2006) argue that possible selves need to be activated in order to become a part of the working self-concept, so that they can have an impact on behaviour. As Boyatzis and Akrivou (2006) propose, “once the force of the ideal self is activated, it plays an executive or motivational function within the self” (p. 625).

Ruvolo and Markus (1992) conducted a series of studies to examine the relationship between variation in the content of the working self-concept and task performance. The participants, who were University of Michigan undergraduate students, were instructed to imagine either being successful in the future as a result of hard work or unsuccessful despite working hard in order to activate these future self-guides before performing two tasks which required persistence and effort. It was found that the best performance was consistently observed among the participants who had imagined successful futures. Ruvolo and Markus (1992) concluded that “envisioning success activates images of the desired end-states, but also primes the plans, scripts, and strategies necessary for achieving success in various domains” (p. 119).

4.4.8 Developing an Action Plan and Procedural Strategies

Oyserman et al. (2006) state that future self-guides will only be effective if they contain plausible and specific action plans that are automatically cued by images. Therefore, according to Dörnyei (2009a) “effective future self-guides need to come as part of a ‘package’, consisting of an imagery component and a repertoire of appropriate plans, scripts and self-regulatory strategies” (p. 21).

Pizzolato (2006) interviewed 28 students at a Midwestern university in the U.S. who were at risk of withdrawing from or failing university as a result of their academic background and/or socioeconomic status in order to understand how each student developed and worked toward achieving their possible self. It was found that the participants who did not possess the procedural schemas for becoming a college student were not able to make specific plans which jeopardised their ideal selves. These procedural schemas refer to schemas about the processes and experiences involved in getting into college, such as filling out financial aid and admissions forms as well as taking tests.

Miller and Brickman (2004) stress that since future self-guides are related to distant goals, people need to create proximal goals by designing action plans which will result in the achievement of their distant goals. According to Miller and Brickman (2004), these proximal goals “serve the role of target goals; that is, the specific behaviours and standards of performance that guide action and self-regulation” (p. 15).

4.4.9 The Desired Self Should be Offset by the Feared Self

Oyserman and Markus (1990a) have proposed that a hoped for possible self will have maximal motivational effectiveness when it is offset or balanced by a countervailing feared self in the same domain. They argued that this kind of balance would create an optimal motivational situation because there would be both a goal to achieve and a goal to avoid. According to Oyserman and Markus (1990a), motivation will be most effective if both the desired possible self and the feared self are cognitively available and elaborated. They affirm that a lack of balance has two negative consequences. Firstly, the potentially positive influence of the feared self on one's actions is decreased. Secondly, people may wander from the pursuit of one desired self to another making it difficult for them to choose one desired self to work toward.

Oyserman et al. (2006) demonstrated that the impact of academically focused possible selves was distinct from the impact of feared possible selves on self-regulatory behaviours among 264 middle school students from Detroit. Youth with academically focused possible selves were less disruptive, spent more time doing homework, and were more engaged in classroom activities while those with feared possible selves attended school more often. These findings lend support to Sherrill and Hoyle's (2006) argument that "the motivation conferred by balanced possible selves is additive and therefore greater than the motivation conferred by the hoped for or feared self alone" (p. 1677).

4.5 THE L2 MOTIVATIONAL SELF SYSTEM

In the previous chapter on motivation, I described how Gardner's (2001a) definition of integrativeness has been criticised for being too narrow in the sense that it did not take into account contexts without a salient L2 community. Dörnyei (2005) defined integrativeness in a broader manner to include these types of contexts:

In broad terms, an integrative motivational orientation concerns a positive interpersonal/affective disposition toward the L2 community and the desire for affiliation with its members. It implies an openness to, and respect for, the other cultural group and its way of life; in the extreme, it might involve complete identification with the community and possibly even withdrawal from one's original group. Thus, a core aspect of the integrative disposition is some sort of a psychological and emotional identification. ... In the absence of a salient L2 group in the learners' environment (as is often the case in foreign language learning contexts in which the L2 is primarily learnt as a school subject) the identification can be generalised to the cultural and intellectual values associated with the language, as well as to the actual L2. (p. 97)

In the previous chapter, I also mentioned the calls (Crookes & Schmidt, 1991; Dörnyei, 1994a; Oxford & Shearin, 1994) that had taken place during the 1990s to expand the L2 motivation construct. Zoltán Dörnyei initiated the most recent approach to broaden the L2 motivation construct called the L2 Motivational Self System (see Dörnyei & Ushioda, 2009, and especially Dörnyei, 2009a), which has been validated in China, Japan, Iran, Saudi Arabia and in Hungary (e.g. Taguchi et al., 2009; Ryan, 2009, Al-Shehri, 2009; Csizér & Kormos, 2009). This system offers a synthesis of recent conceptualisations of L2 motivation (e.g. Ushioda, 2001; Noels,

2003) and research in personality psychology, and its tripartite construct was found to be valid in four very different Asian contexts as well as in Hungary.

Dörnyei's (2009a) L2 Motivational Self System has three main dimensions: the Ideal L2 self, the Ought-to L2 self, and the L2 Learning Experience. The construct was based on Higgins's (e.g. Higgins et al., 1985; Higgins 1987) theory of possible selves, identifying two types in particular, the ideal self and the ought self. Possible selves are defined by Dörnyei (2009a) as "self states that people experience as reality" (p. 16).

The Ideal L2 self is the central component and is defined by Dörnyei (2009a) as "the L2-specific facet of one's ideal self"; the Ought-to L2 self is defined as "the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes", and the L2 Learning Experience as "situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, experience of success)" (p. 29).

As I had mentioned before, Ushioda (2001) had classified motivational factors as being either teleological or causal. With reference to Dörnyei's (2009a) L2 Motivational Self System, the Ideal and the Ought-to L2 selves are teleological since they reflect imagined end-states of the future whereas the L2 Learning Experience is causal. Csizér and Dörnyei (2005a) affirmed that "from a 'self' perspective, L2 motivation can be seen as the desire to reduce the perceived discrepancies between the learner's actual self and his or her ideal and ought-to L2 selves" (p. 617) since the latter two selves are both desired end states. This is the element of Higgins' Self-discrepancy Theory within Dörnyei's (2009a) L2 Motivational Self System.

The stimulus for Dörnyei's (2009a) L2 Motivational Self System was his research with Kata Csizér in which they conducted a repeated stratified national survey between 1993 and 2004 on the motivation of 13,391 middle school students in Hungary toward studying five target languages (e.g. English, German, French, Italian, and Russian). A key finding was that *Integrativeness* was determined by two antecedent variables: *Instrumentality* and *Attitudes Toward L2 Speakers/Community*. These three variables mediated the contribution of all the other components to the *Criterion Measures* which concerned the learners' intended effort in studying the L2 and their language choice. In explaining these findings, Dörnyei (2005) suggested that *Integrativeness* could be interpreted as being an L2-specific facet of an L2 learner's ideal self. From the self perspective, the strong correlations between *Integrativeness* and the two antecedent variables make perfect sense. As Dörnyei (2009a) explains, our attitudes toward the L2 community and its speakers are related to our ideal language self image in the sense that "the more positive our disposition toward these L2 speakers, the more attractive our idealised L2 self" (p. 28). In terms of the correlation between *Integrativeness* and *Instrumentality*, Dörnyei (2009a) affirms that instrumental motivates related to career development are linked to the Ideal L2 self because our idealised image of ourselves is a professionally successful one.

Dörnyei (2009a) emphasises that from a self perspective, there are two distinct types of instrumentality: promotional and preventional. Drawing on Higgins (1987, 1998), he argues that promotional instrumentality (e.g. studying English in order to obtain a good job) is associated with the ideal self-guides since they have a promotion focus while preventional instrumentality (e.g. studying English in order to not fail an English course) is related to the ought self-guides because they have a

prevention focus. Thus, promotional instrumentality is associated with the Ideal L2 self as it regulates positive outcomes (i.e. goals and hopes that L2 speakers have to become successful in the L2 both personally and professionally). Preventional instrumentality is related to the Ought-to L2 self since it controls negative outcomes (i.e. the duties, responsibilities, and obligations individuals have toward others).

In terms of the benefits of the L2 Motivational Self System, it is an educator-friendly approach in that there is a potential to increase the language learners' motivation by changing their future self guides. The approach also addresses language contexts outside of Canada where instead of actual L2 communities into which to integrate, there may only be imagined communities in the learners' minds (Norton, 2001).

Among some of the limitations of the L2 Motivational Self System, MacIntyre et al. (2009) mention the cultural variation in the concept of the self. They cite Markus and Kitayama's (1991) article, which suggests that Eastern and Western cultures perceive the self very differently; for example, Western cultures may view the self as being independent whereas Eastern cultures may believe it is interdependent. In our comparative study (Taguchi et al., 2009) we found some cross-cultural differences among the three Asian countries examined although the main components of the L2 Motivational Self System were the same for all three samples, which validated the system. In the following section, I will describe four recent studies (Taguchi et al., 2009; Ryan, 2009; Al-Shehri, 2009; Csizér & Kormos, 2009) that tested and validated Dörnyei's (2009a) L2 Motivational Self System.

4.6 VALIDATION OF THE L2 MOTIVATIONAL SELF SYSTEM

In this section, I will review four studies that were conducted in the last four years that focused specifically on testing and validating Dörnyei's (2009a) L2 Motivational Self System. My colleagues and I conducted a survey (Taguchi et al., 2009) with nearly 5,000 participants from China, Japan, and Iran. The participants were mainly university students although the sample from China also included middle school students and working professionals. The three objectives of our study were (1) to replicate Dörnyei's Hungarian study in three Asian countries, (2) to determine whether or not a relationship exists between the Ideal L2 self and Integrativeness, and (3) to test whether or not there are indeed two distinct types of instrumentality and if so, how they are related to the Ideal and Ought-to L2 selves.

Correlational analysis confirmed that *Integrativeness* could be relabelled as the *Ideal L2 self* because the *Ideal L2 self* was positively correlated with *Integrativeness* in all three Asian countries. The average correlation coefficient for each group was over .50. There were further significant correlations between the two variables across all the sub-groups. These results demonstrate that the two variables are tapping into the same construct domain and can therefore be equated.

When we examined the correlation of the *Ideal L2 self* and *Integrativeness* with the *Criterion measures*, it was found that except for one sub-group (English majors in China), all the sub-groups showed higher correlations between the *Ideal L2 self* and the *Criterion measures* than between *Integrativeness* and the *Criterion measures*. The average variance in the *Criterion measures* explained by *Integrativeness* was 29% while the average variance explained by the *Ideal L2 self* was 34%, which is 17% higher. These findings justify the replacement of *Integrativeness* with the *Ideal L2 self*.

Correlational analysis also confirmed that Instrumentality could be separated into two distinct categories: Instrumentality-promotion and Instrumentality-prevention. *Instrumentality-promotion* correlates more highly with the *Ideal L2 self* than *Instrumentality-prevention* does. In contrast, *Instrumentality-prevention* correlates more highly with the *Ought-to L2 self* than *Instrumentality-promotion* does. In addition, the two aspects of Instrumentality show low intercorrelations, which means that these aspects are distinctly separate: even the highest one explains less than 10% of the variance.

Our results confirmed that (a) Integrativeness could indeed be relabelled as the Ideal L2 self in all three contexts and (b) Instrumentality can be separated into two distinct categories; Instrumentality-promotion and Instrumentality-prevention, according to Dörnyei's proposal. Finally and more generally, a SEM analysis supported the validity of the tripartite construct of the L2 Motivational Self System.

Ryan (2009) conducted a large-scale nationwide survey of 2,397 learners of English in Japan. The participants were drawn from five tertiary institutions and four secondary institutions across Japan. The three main objectives of the study were (1) to validate Dörnyei's (2005) proposal regarding the concept of an Ideal L2 self being equivalent to Integrativeness through a replication of key elements of his Hungarian study, (2) to consider the relative impact of the Ideal L2 self and Integrativeness on motivated language learning behaviour, and (3) to compare how the Ideal L2 self and Integrativeness perform across some of the main sub-groups of the sample in order to establish the greater explanatory power of the Ideal L2 self as a foundation for the study of language learning motivation.

The main findings were that similar to the Hungarian study, *Integrativeness* in the Japanese dataset was almost equal to the multiple correlation figures for all

the variables. There was also a remarkably high correlation between the *Ideal L2 self* and *Integrativeness* ($r = .59, p < .001$), which “suggests that the two concepts may in fact be tapping into the same pool of emotional identification that learners feel toward the values of the language and its speakers” (Ryan, 2009, pp. 131-2) and can be equated. The *Ideal L2 self* was more effective in explaining motivated behaviour than *Integrativeness* because the correlations of the *Ideal L2 self* with the *Criterion Measures* surpassed those of *Integrativeness* for all the sub-groups as well as the whole sample.

Al-Shehri (2009) examined the relationship between the Ideal L2 self, imagination, and visual style. He hypothesised that learners who possessed a marked visual learning style would have a strong capacity for imagination and visual imagery and therefore, would be more likely to develop a strong Ideal L2 self given the salient imagery aspect of the ideal self. The sample consisted of 200 Arab university students mainly from Saudi Arabia and the data were collected via a self-report questionnaire which focused on four main variables: (1) *Criterion Measures*, (2) *Ideal L2 self*, (3) *Visual learning style*, and (4) *Imagination*.

It was found that there was a strong correlation ($r = .78, p < .01$) between the *Ideal L2 self* and the *Criterion Measures*, accounting for 61% of the variance. This confirms that the *Ideal L2 self* is a major motivational factor. In addition, the strong correlation ($r = .65, p < .01$) between *Visual learning style* and the *Ideal L2 self* supported Al-Shehri’s hypothesis that visual learners would be more able to develop well-defined Ideal L2 selves. Furthermore, it was found that there was a significant correlation ($r = .40, p < .01$) between *Visual learning style* and *Imagination*, which demonstrates that one’s visual learning style is positively related to one’s imaginative capacity.

Finally, Csizér & Kormos (2009) conducted a study in order to investigate the role of the L2 learning experience as well as the Ideal L2 self and Ought-to L2 self in two language learner populations in Budapest, Hungary. The participants consisted of 202 middle school students and 230 college and university students. The main objective of the study was to provide empirical support for Dörnyei's (2009a) L2 Motivational Self System by applying SEM to questionnaire data.

The main findings were that the SEM provided support for the L2 Motivational Self System in the sense that both the *Ideal L2 self* and the *L2 learning experience* made a significant contribution to the *Criterion measures* in both of the populations. In addition, the three main components of the L2 Motivational Self System – the *Ideal L2 self*, *Ought-to L2 self* and *L2 learning experience* were either not at all related to each other or showed weak correlations, which indicated that these three components are independent motivational variables and distinct from each other.

Taken together, the four studies which I reviewed above that were conducted in five different countries (China, Japan, Iran, Saudi Arabia, and Hungary) and consisted of more than 6000 participants from four different samples: middle school students, university students (English majors and non-English majors), and working professionals all validated Dörnyei's (2009a) L2 Motivational Self System. The studies which tested the relationship between the *Ideal L2 self* and *Integrativeness* produced an average correlation of .54 demonstrating that Integrativeness can be renamed as the Ideal L2 self. In fact, the *Ideal L2 self* had a consistently higher correlation with the *Criterion measures* than *Integrativeness* did. The *Ideal L2 self* explained 42% of the variance in the *Criterion measures* in the studies where it was measured whereas *Integrativeness* only accounted for 32% of the variance in the

Criterion measures. In the studies where Instrumentality was divided into Instrumentality-promotion and Instrumentality-prevention in accordance with Higgins's (1987, 1998) distinction, there were higher correlations of the *Ideal L2 self* with *Instrumentality-promotion* than with *Instrumentality-prevention*, whereas the *Ought-to L2 self* correlated more with *Instrumentality-prevention*. Also, the promotion and prevention aspects were independent from each other with even the highest correlations between them explaining less than 12% of the variance. This shows that instrumentality can be separated into two distinct types. Finally, the structural equation models from the studies supported the full L2 Motivational Self System with fine goodness of fit with the data.

4.7 IMAGINATION, IMAGERY, VISION, AND MOTIVATION

In this section, I will consider the roles that imagination, imagery, and vision play within the possible selves theory as well as the relationship between imagination and motivation. In terms of imagery, I will describe how guided imagery is used in psychotherapy, performance enhancement in sports, and in the educational setting to generate creativity and teach a variety of subjects including English. My discussion of the relationship between vision and motivation will take into account the effect of imagery on emotions as well as the relationship between motivation, emotions, and cognition. This trichotomy will be explained from a dynamic systems perspective. Finally, I will demonstrate how the L2 Motivational Self System may be conceptualised within the Dynamic Systems Theory.

4.7.1 Imagination

Imagination plays a key role in possible selves theory and Al-Shehri's (2009) findings that were presented above have illustrated the relationships between

imagination, visual learning style, and the Ideal L2 self. Al-Shehri (2009) affirmed that “the power of imagination is critical to the process of visualising possible or ideal selves (Cameron, 1999; Markus & Nurius, 1986; Leondary, Syngokllitou, & Kiosseoglou, 1998)” (p. 165).

As Dörnyei (2009a) indicated, the ancient Greeks were the first to discover the relationship between motivation and imagination. Aristotle defined imagination as “sensation without matter” (Modell, 2003, p. 108) and the image in the soul as the most important source of human motivation. According to McMahon (1973), Aristotle believed that if an image of something that was sought or undesirable was imagined, the soul was moved in the same way as if the object was actually present.

Taylor, Pham, Rivkin, & Amor, (1998), who proved that it is possible to harness the imagination of participants in order to make them study hard for their examinations, defined imagination in the following manner:

What do we mean by imagination? On the one hand, the term may be used very generally to refer to the ability to conjure up images, stories, and projections of things not currently present and the use of those projections for entertaining the self, planning for the future, and performing other basic tasks of self-regulation. On the other hand, the term imagination may be used quite specifically to refer to the mental activities that people engage in when they want to get from a current point in time and place to a subsequent one, having accomplished something in between, such as going on a trip or writing a paper. (p. 429)

Taylor et al. (1998) demonstrated that the imagination can be harnessed through mental simulation, which is the imitative representation of an event or a series of events. Their study was an intervention with 77 psychology students at the University of California, who were studying for their mid-term examination. The

participants underwent one of the three following conditions: process-simulation, outcome-simulation, and the control condition. In the process-simulation condition, the participants were instructed to visualise themselves studying for the examination in such a way that they would be able to obtain an A for their efforts. They were furnished with examples of images they could use such as visualising themselves going over the lecture notes and studying the required chapters at the library, removing distractions, and declining a friend's invitation to go out. They rehearsed the simulation in the lab and were told to practise it for five minutes each day before the examination, which was to take place the following week.

The participants in the outcome-simulation were instructed to imagine themselves getting an A on the examination and merely visualise themselves standing in front of the glass case in which the examination marks are posted, finding their mark, and feeling confident and proud as a result of receiving an A. The participants also rehearsed the simulation in the lab and five minutes each day before the examination. The participants in the control condition did not do any mental simulation, but were told to record the number of hours they had studied for the examination, the number of times they had read each chapter, and when they had started studying.

The findings were that the participants in the process-simulation condition started studying earlier and spent more time studying for the examination than the participants in the control condition adding nearly eight points to the examination grade compared to the control group. In contrast, the participants in the outcome-simulation only added two points to their grade compared to the control group and there were insignificant effects on how much time they spent studying for the examination. Taylor et al. (1998) drew the conclusion that "the students who had

envisioned the steps leading to a successful goal achievement had significantly better performance on midterm examinations” (p. 438), which also emphasises the importance of having action plans and well-elaborated strategies as one of the conditions for success.

Wenger’s (1998) description of the concept of imagination makes use of some powerful imagery:

My use of the concept of imagination refers to a process of expanding our self by transcending our time and space and creating new images of the world and ourselves. Imagination in this sense is looking at the apple seed and seeing a tree. It is playing scales on a piano, and envisioning a concert hall. (p. 176)

4.7.2 Imagery

Imagery can be a product of imagination and is another key component of the theory of possible selves (e.g. Markus, 2006; Markus & Nurius, 1986; Ruvolo & Markus, 1992). Markus and Nurius (1986) explain that some of the sources of possible selves are the images created by the media and by the individual’s social experiences.

According to Hall E., Hall, C., and Leech (1990), imagery is defined as “an internal representation of a perception of the external world in the absence of that external experience” (p. 28). Hall et al. (1990) state that although imagery tends to be described visually, it can involve all of the senses. They distinguish between scripted imagery and guided imagery in the following manner. Scripted imagery refers to a situation in which a script on a variety of themes, especially as a stimulus for an imagined journey, is read to an individual or group, who is usually relaxed

with their eyes closed. A guided imagery involves a person called a guide who suggests a broad theme to an individual who is again relaxed with their eyes closed. Examples of themes could be related to a fantasy journey such as climbing a mountain or searching for a precious object. The listener reports their experience and the guide encourages the listener to examine specific parts of the fantasy in a non-interpretive, non-directive way.

The French psychotherapist, Robert Desoille (1938, cited by Hall, E, Hall, C, Stradling, & Young, 2006) developed the use of guided imagery as a complete psychotherapeutic system, though previous therapists such as Freud and Jung had used aspects of fantasies, daydreams, and imagination in their therapy. Desoille and the German psychiatrist, Hanscarl Leuner played a major role in introducing guided imagery into psychotherapeutic situations. Therapy, for Desoille, consisted mainly of a series of imagery journeys in order to deal with coming to terms with parents, social constraints, and confronting one's self. He introduced frightening images to his patients and developed techniques to help them cope with the images. For example, monsters could be tamed with the power of a magic wand. Leuner (1969, cited by Hall et al., 2006) employed a more systematic method than Desoille when designing imagery journeys in psychotherapy. The patient was introduced to ten imagery themes representing both positive and negative aspects of their inner life. Positive imagery included a meadow and following a stream, whereas examples of negative imagery were confronting a fierce beast and entering a dark forest.

Guided imagery is not limited to psychotherapy and counselling. It is common for athletes and their coaches to use imagery to enhance their performance (e.g. Porter, 2003). According to Gould, Damarjian, and Greenleaf (2002), athletes do imagery training to enhance the controllability and vividness of their imagery.

Guided imagery has been used directly in the area of health to ameliorate problems ranging from headaches and muscular tension to serious illnesses such as cancer (e.g. Roffe, Schmidt, & Ernst, 2005; Fezler, 1989).

Guided and scripted imagery are being used in schools as a part of social and health education development (e.g. Hall, E., & Hall, C, 1988; Hall et al., 1990; Hornby, Hall, C., & Hall, E, 2003). Imagery is used in subjects such as drama and art to generate creativity and imagination. Teachers who have applied these techniques report better quality written and spoken contributions in lessons, a more relaxed classroom atmosphere, improved quality of drawing, improved memory of imagery, and a better understanding of complex concepts in subjects including math and science (e.g. Hall et al., 1990).

Recently, a fascinating teachers' resource book has been published by Arnold, Puchta, and Rinvolutri (2007) about using imagery to teach English as a Foreign Language (EFL). According to Arnold (1999), imagery can lead to the integration of the cognitive and affective functions" (p. 272). Arnold (1999) states that images stimulate our emotions and that this bond between imagery and affect can be exploited by incorporating visualisation into what she describes as an affective approach to language learning. "When positive emotions are involved, learning is reinforced, and an easy way to bring about an association of emotion and language is through images" (Arnold, 1999, p. 264). I agree with Arnold (1999) that "in our educational systems words and numbers have pushed imagery 'out of the picture', and in the process much is lost" (p. 262). I believe that we need to include more imagery in all of the classes taught in school to encourage students to use their imagination, creativity, and to make learning a more enjoyable process.

Arnold et al.'s (2007) teachers' resource book has been the first one that I know of to focus on using imagery in the EFL classroom. Students are encouraged to use their imagination by doing more than 70 exercises which can help them to improve their speaking, listening, reading, and writing. The first chapter is devoted to visualisation training.

In one of the exercises in chapter one, students are instructed imagine their home and mentally walk through all of the rooms. They should imagine that they are touching different objects in their home and getting a sense of their colours. After drawing a floor plan of their home and writing down the words for the furniture in each room, they imagine that they have hidden an object somewhere in their home. In groups of two, students should look at each other's floor plans and guess where their partner has hidden the object. In this way, they are using vocabulary to describe rooms and furniture in their home.

In some of the exercises, the skills of listening, reading, and writing are integrated. For example, the students are asked to visualise an old person they know and imagine that they are sitting in a café in Egypt where they can hear many voices and see old men smoking water pipes. Then, they listen to the teacher reading a poem about an old man thinking about his youth after which they read the poem for themselves. Finally, they are given time to write about an old person they know.

In other exercises, students are given a series of illustrations to look at and then asked to write a story based on these illustrations. The book contains scripted imagery which has been recorded onto a CD and has relaxing music playing in the background. The listeners are encouraged to use their senses as they imagine the situations being described. For example, in one of the scripts entitled, "Meet the Wise Person Within You" (Arnold et al., 2007, pp. 169-170), the listeners are asked

to imagine that they are standing in a wood and can hear the birds chirping and smell the scent of the trees. They can feel the soft ground under their feet and the wind on their skin. One of the scripts is about the ideal language self (see Situation 2 in section 5.3.2 in chapter five) and is based on Dörnyei's (2009a) L2 Motivational Self System. The script describes a person who is able to speak English fluently with friends and colleagues. That person uses English at work a lot, is very successful, and communicates well in English with people from many different countries. Although this is the only script in the book that deals directly with the Ideal L2 self, it is the first application of the L2 Motivational Self System. Dörnyei (2009a) stated that "so far no research has been directed at specifically developing an ideal language self" (p. 34). As far as I am aware, my research will be the first to focus on developing an ideal language self through a series of workshops that I will describe in more detail in the methodology section (see section 5.3 in chapter five).

4.7.3 Vision

Frazier and Hooker (2006) proposed the following argument when they wrote about possible selves and vision:

Possible selves can take the form of the visions we hope to achieve (i.e., hoped for selves) or the visions of self we fear becoming (i.e., feared selves), and as such, they are conceptualised as the motivational component of the self-system (Hooker, 1992; Hooker & Kaus, 1994). (p. 44)

According to Boyatzis and Akrivou (2006), an ideal self is "a personal vision, or an image of what kind of person one wishes to be, what the person hopes to accomplish in life and work" (p. 625). They affirm that every person needs a clear image of their desired future in order to create a powerful ideal self. Therefore, the ability to visualise one's ideal self achieving specific goals is a powerful

motivational technique which I examined in my thesis by creating an intervention programme in order to enhance my participants' vision of their Ideal L2 self.

4.7.4 Emotions

When considering the relationship between vision and motivation, it is important to take into account the powerful impact that imagery has on our emotions as well as the relationship between emotions, motivation, and cognition. Arnold (1999) argues that images can empower learning because they are related to creativity and to our emotions. Arnold (1999) affirms that the relationship between imagery and affect is a circular one in the sense that “images are saturated with affect, but in turn mental imagery can influence our affective states and development” (p. 264). Most researchers define emotions as brief, rapid responses involving physiological, experiential, and behavioural activity (Keltner & Ekman 2000). According to Parrot (2004), emotions can be defined as “a reaction to personally significant events where ‘reaction’ is taken to include biological, cognitive, and behavioral reactions, as well as subjective feelings of pleasure or displeasure” (p. 6).

Scherer (1995) stated that the elicitation of emotion is dependent on both motivation and cognition which illustrates the trichotomy in contemporary psychology between affect, conation (the part of the mind directed toward action), and cognition. This trichotomy is similar to Plato's theory of the tripartite structure of the soul. Plato conceived of the soul as having three parts: a spirited part that produces emotions, an appetitive part that produces irrational desires, and a reasoning part that produces rational thought. Schutz and Pekrun (2007) remarked that there has been a lack of inquiry into emotions in educational contexts in spite of their emotional nature. Motivation scholar Martin Maehr (2001) suggested that we

need to “rediscover the role of emotions in motivation” (p. 184). Dörnyei (2009b) supported Maehr’s contention when he wrote that although motivation is usually treated as an affective variable, “almost all influential contemporary motivation theories in psychology are cognitive in nature and affective (i.e. emotional) issues hardly ever feature on motivation research agendas” (p. 183). Dörnyei (2009b) argues that emotions need to be a part of motivation research because they are frequent sources of action.

4.7.5 Motivation from a Dynamic Systems Perspective

By assuming a sequence of appraisal, emotional response, and motivated action, scholars have connected cognition, emotion, and motivation with each other in an interrelated cycle. Scherer (2000) affirms that emotions need to be seen within the framework of a “dynamic time course of constantly changing affective tuning of organisms as based on continuous evaluative monitoring of their environment” (p. 70) and should be examined within a dynamic systems paradigm along with motivation and cognition. Van Geert (1994) defines a dynamic system as “a set of variables that mutually affect each other’s changes over time” (p. 50).

According to De Bot, Lowie, and Verspoor (2005), the two main properties of dynamic systems are that all of the variables continuously interact and that this interaction keeps changing the entire system over time. De Bot et al. (2005) emphasise that although the system experiences substantial changes over time, there are also periods of inherent stability when only strong external forces will have the capacity to change the system significantly. These relatively stable states are called attractor states. According to Brown (1995), attractors are areas that the system occupies or approaches more frequently than other areas. Each attractor has a basin, which is the attractor’s region of attraction. All trajectories that enter a basin move

toward the basin's attractor. Dörnyei (2009b) points out that the system will also experience unstable phases which are characterized by weak, changing, or multiple attractors.

According to Dörnyei (2009b), the L2 Motivational Self System contains a motivational landscape with three attractor basins, one centred around the Ideal L2 self, the second around the Ought-to L2 self, and the third around the L2 learning experience. By explaining that the future self-guides form broad attractor basins as a result of the interaction between three dynamic systems (i.e. motivation, affect, and cognition), he argues that the L2 Motivational Self System is best captured within a dynamic systems paradigm. Markus (2006) highlighted in her review about possible selves research that the self-structure could be seen as a “dynamic interpretive matrix for thought, feeling and action” (p. xi).

MacIntyre et al. (2009) emphasise that possible selves only exist as “cold cognition and therefore lack motivational potency” (p. 47) if they do not contain a strong connection to the learner's emotional system. MacIntyre et al. (2009) explain that “when emotion is a prominent feature of a possible self, including a strong sense of fear, hope, or even obligation, a clear path exists by which to influence motivation and action” (p. 47). This provides support for using both positive and negative scripted imagery situations in order to motivate language learners as I did in my intervention programme. Dörnyei (2009b) indicates that a salient imagery component is a further constituent of the cognition-emotion-motivation amalgam which creates “a potentially very powerful constellation that encompasses the whole spectrum of the human mind, from our thoughts to our senses” (p. 226).

4.8 PRACTICAL IMPLICATIONS OF THE POSSIBLE SELVES THEORY ON MOTIVATION

Since our possible selves are perceptions we hold of ourselves in the future, they include images and in this way are related to vision. Marilyn King, a former Olympic athlete said that it's not will-power and determination that enables Olympic athletes to work so hard. "It's the vision. It's the power of an image that inspires great passion and excitement – so much that you have enormous energy to do what you want" (Murphey, 1998, p. 95). In her research, she discovered that most Olympians had a very clear vision of themselves excelling in their sport that was constantly present.

One of the goals of my thesis will be to help learners of English develop a clear vision of their Ideal L2 self in order to motivate them to study English since possible selves need to be well-elaborated, specific, and vivid in order to have the capacity to direct behaviour. (Markus & Cross, 1994; Markus & Nurius, 1986). In this section, I will be reviewing several important intervention programmes which have applied the possible selves theory in order to motivate participants to exert more of an effort on their studies by enhancing their vision of their future self-guides.

4.8.1 The School-to-Jobs Programme

Daphna Oyserman's research with her associates has focused on possible selves in the areas of school achievement among adolescents and overcoming the obstacles adolescents face such as depression, delinquency, and dropping out of school. In particular, Oyserman and her colleagues have examined the impact of possible selves on academic achievement and mood (e.g. Oyserman, Bybee, Terry, & Hart-Johnson, 2004; Oyserman et al., 2006; Oyserman, Gant, & Ager, 1995;

Oyserman & Markus, 1990a; 1990b; Oyserman & Saltz, 1993; Oyserman, Terry, & Bybee, 2002).

I have been inspired by Oyserman's (e.g. Oyserman, 2003; Oyserman et al., 2002; Oyserman et al., 2006) possible selves intervention programme, called the School-to-Jobs Programme, involving 62 African American middle school students in which she and her colleagues developed a nine week after school programme to enhance the students' abilities to imagine themselves as successful adults and connect these future images to current school involvement. The School-to-Jobs Programme has the three following main objectives: (1) to help youth develop proximal and distal goals as well as strategies to achieve these goals, (2) to increase the youth's concern about school and create a sense of academic efficacy, and (3) to develop positive communication skills and active listening. The activities in the intervention that I will be describing below were created in order to improve the students' academic self as a short term goal and connect that self to their ideal adult future selves.

In one of the first sessions, in order to enhance the students' vision of their ideal selves, they were asked to choose at least 10 photographs out of 200 that were provided portraying successful African American adults that they would like to become in four life domains: work, family, community, and lifestyle. They were instructed to state the age that they think they will be when they will achieve these ideal selves and explain each of their choices to the rest of the class. The photos depicted positive and plausible future self-guides, which was an important aspect of the intervention as Oyserman (2003) explained:

If today's youths are to become productive adults – earn a living wage, have sustaining social relationships and contribute to the community, it is vital that

the daily routine of middle school be connected to positive and plausible images of the adults they will become. (p. 1)

In addition, the photos portrayed successful African Americans in order to ensure harmony between the ideal self and the ought self. As Oyserman et al. (2002) explained, their intention was to “frame academic achievement as part of African American racial identity to bolster not only youth’s possible selves but also their sense of connection to school and involvement in school more generally” (p. 314).

In a follow-up session, students were given four sheets to fill out which each contained one of the four domains mentioned above. They were asked to write down as many goals as they could for each domain as well as the name of a positive and a negative role model in each domain. The positive role model served to activate their vision of their ideal self and the negative role model activated their vision of their feared self, in this way creating a balance between them.

In the next session, students were instructed to draw a timeline to depict their future. They had to include their future goals, forks in the road when one or more options were available, obstacles they thought they might encounter, and strategies to overcome these obstacles. The students were again encouraged to consider the domains of work, family, community, and lifestyle. Thinking about obstacles and ways to overcome them taught the students to think about their future in a realistic manner.

In one of the following sessions, students were asked to write down specific action plans to achieve the goals they had noted on their timeline in each of the four domains. They were instructed to write down which actions they would take to achieve their goals and when they intended to perform these actions. Two of the sessions focused on the students’ possible selves. In the first of these sessions, the

students had to list their ideal and feared next year selves as well as the strategies they would adopt to attain their ideal selves and avoid their feared selves. In the second session, they were instructed to list their ideal and feared adult selves as well as the strategies they would employ to achieve their ideal selves and avoid their feared selves. Following sessions included discussions about university entrance requirements and careers, so that students could develop realistic strategies to achieve their goals.

The main findings were that the intervention helped the students to develop more balanced possible selves, gain strategies to attain these possible selves, and link the possible selves to the effort that they put into their studies. The intervention had positive effects on the participants' engagement in school, behaviour at school, and their possible selves. This was also evidence that the self-concept of adolescents can be shaped with a structured intervention.

4.8.2 The Possible Selves Programme

Another successful intervention programme was created by Hock, Deshler, and Shumaker (2006) to increase the academic motivation of students, particularly those who were having academic difficulties, by having them examine their future and think about their goals. The programme consisted of the following six components: (1) Discovering, (2) Thinking, (3) Sketching, (4) Reflecting, (5) Growing, and (6) Performing.

In the Discovering component, the students were asked to talk about their strengths and interests. The Thinking component involved a semi-structured interview in which the students were asked to identify words or phrases that described them in four areas (e.g. as a person, a learner, a worker, and in a strength

area) and to describe their expectations, hopes, and fears in at least three of those areas.

The students recorded their answers to the interview questions so that they could use the same words they recorded for the Sketching component in which they were instructed to draw a Possible Selves Tree. Each limb of the tree represented one of the areas that the students had talked about in the interview, while the branches represented the expected and hoped for possible selves in those areas. The feared possible selves were represented by dangerous conditions for the tree such as termites, poison in the soil, and lightning. After the tree was drawn, the tutor discussed initial goals with the students about how to maintain the strength of the tree, provide it with nourishment, make it grow, and protect it from fears.

The Reflecting component gave the students the opportunity to set goals for the future by evaluating the condition of their tree. During the Growing component, the students constructed a well-developed action plan by writing down a hope they had, a short-term goal related to that hope, the specific tasks required to achieve the goal, and a timeline with the details about when to complete each of the tasks. Finally, in the Performing component, “task completion is reviewed, goals and action plans are modified, goal attainment is celebrated, new goals are added, and hopes, expectations, and fears are continually examined” (Hock et al., 2006, p. 214).

Hock et al. (2006) conducted three studies to examine the effects of the Possible Selves Programme. Two of the studies involved university student athletes and one of the studies was done with middle school students. In each of the studies, the participants were assigned to either a control condition or a Possible Selves Programme condition. Taken together, the main findings were that the students who participated in the Possible Selves Programme identified more goals than their peers

in the control condition and these goals were more specific than those of the comparison group. Furthermore, the university student athletes earned higher grade point averages and graduated at a higher rate than the comparison group. These findings lead Hock et al. (2006) to conclude that “the Possible Selves Programme seems to be an effective intervention that increases the type, number, and specificity of goals students identify” (p. 216).

4.8.3 The Best Possible Selves Writing Project

Sheldon and Lyubomirsky (2006) conducted a study to examine the impact of visualising best possible selves and expressing gratitude on motivation and positive emotional outcomes. The participants consisted of 67 psychology students at the University of Missouri who were assigned to do one of the following exercises: (1) Best Possible Selves, (2) Gratitude, and (3) Life Details. The participants who did the Best Possible Selves exercise were instructed to visualise themselves in the future and imagine that they have succeeded in accomplishing their life goals. Then, they were asked to write about their ideal life in the future in as much detail as they could.

The Gratitude exercise involved writing about all of the things that the participants were grateful for in as much detail as they could. Finally, the participants who did the Life Details exercise were asked to write about their typical day in as much detail as they could. All of the participants were encouraged to do the exercise assigned to them at least twice over the following two weeks.

The main findings were that the Best Possible Selves exercise resulted in the highest degree of motivation to continue doing the exercise. Continuing to do the exercise resulted in a stronger positive mood, which suggested that long-term

emotional benefits require persistent effort. Furthermore, only the Best Possible Selves exercise produced a significant increase in positive emotions. This finding lead the researchers to conclude that envisioning best future selves is inherently motivating and self-relevant.

4.9 SUMMARY

The principle aim of this chapter was to present a framework for Dörnyei's (2009a) L2 Motivational Self System by firstly describing the theory of possible selves and the connection between possible selves and motivation. I also focused on future self-guides within the theory of possible selves and the L2 Motivational Self System mainly because of their motivational capacity. I made the distinction between future self-guides and goals by emphasising that future self-guides consist of emotional, visual, sensory, and cognitive aspects whereas goals are merely cognitive. I went on to describe the following nine conditions that are necessary in order for the future self-guides to exert their full motivational potential: (1) the L2 learner should have a desired future self-image, (2) the future self should be sufficiently different from the current self, (3) a vivid and elaborate future self-image should be available, (4) the future self-guides are plausible, (5) the future self-image is not perceived as comfortably certain, (6) there is harmony between the ideal and ought selves, (7) the future self-guides are activated, (8) procedural strategies are in place, and (9) the desired self is offset by the feared self.

With regard to Dörnyei's (2009a) L2 Motivational Self System, I described its three main components, explained how it was broader than previous motivational theories and the manner in which it was based on the theory of possible selves. I reviewed four recent studies which tested and validated the L2 Motivational Self System in five different countries. The results from all of these studies supported the

L2 Motivational Self System demonstrating that Integrativeness can be renamed as the Ideal L2 self, that Instrumentality can be divided into Instrumentality-promotion and Instrumentality-prevention, and that the structural equation models support the full L2 Motivational Self System.

I examined the roles of emotions, imagination, imagery, and vision within the theory of possible selves as well as how imagery has been applied to various areas including language learning. In the final section on the practical implications of the possible selves theory on motivation, I described two intervention programmes and one study which applied the theory of possible selves mainly in order to motivate the participants to study hard, develop goals and strategies to achieve these goals, and persist in their studies.

I chose to elaborate on the application of imagery and to focus on the School-to-Jobs Programme developed by Oyserman (2003) and her associates because the intervention programme that I developed in order to enhance my participants' vision of their Ideal L2 self by using scripted imagery was based on the School-to-Jobs Programme. In the next chapter on methodology, I will present an outline of the structure of my intervention programme.

PART 2

METHODS

CHAPTER 5

METHODOLOGY

5.1 INTRODUCTION

In this chapter, I will describe the methodology of a major large scale mixed methods research project which I conducted on Chinese learners of English studying at middle school and university. I will also explain the methodology of an intervention programme which I designed to motivate university students from China to learn English. A subset of the quantitative sample of my mixed methods research project consisting of university students has already been analysed in a chapter which compared the L2 Motivational Self System in China, Japan, and Iran (Taguchi et al., 2009; for a review see section 4.6). The mixed methods research project follows up on this comparative analysis by adding both quantitative and qualitative results, which will be presented in chapter six. In this chapter, I will describe the design, participants, instruments, procedure, and data analysis involved in my mixed methods study and intervention programme.

5.2 THE MIXED METHODS STUDY

5.2.1 Design

The data for my mixed methods study were drawn from a survey of middle school and university students in China as well as a qualitative interview follow-up study with university students from China who were studying at a British university. In the follow-up study, I compared the middle school students to the university students in a multi-group SEM analysis and then carried out additional case studies of ten Chinese university students studying in the UK. The accumulated qualitative

dataset, consisting of 80,000 words, allowed me to understand the thinking of my participants more deeply than I could solely on the basis of a survey.

The design of my mixed methods study enabled me to achieve four objectives. Firstly, the SEM analysis of Dörnyei's (2009a) L2 Motivational Self System and the interview data were used to explain the motivational role of the Chinese family by considering four culture specific characteristics from China: Face, responsibility, family, and pressure. I specifically wanted to focus on the influence of the Chinese family on the learners' motivation because family influence had been found to play a more significant role on the Ought-to L2 self in China than in the other two Asian countries in the Taguchi et al. (2009) study. Previous studies have documented the powerful impact of the family in Asian cultures (e.g., Gao, 2004; Lockwood, Marshall, & Sadler, 2005; Markus & Kitayama, 1998; Taguchi et al.), but the exact reasons behind the specific motivational role of the Chinese family have yet to be ascertained.

Secondly, the interview data helped to clarify an unexpected finding with regard to the relationship between the two types of instrumentality and the Ideal L2 self in the Taguchi et al. study. With regard to the Chinese data only, it was surprising that *Instrumentality-promotion* was associated not only with the *Ideal L2 self*, but also with the *Ought-to L2 self*. The interviews that I conducted with my participants for the follow-up qualitative study shed light on this unexpected finding and I will present key excerpts from the interviews that support this finding in chapter six. Thirdly, the interview data illustrated the main relationships identified in the SEM model.

Finally, I was able to compare my findings to recent motivational studies conducted in Hungary on middle school and university students (Csizér & Kormos,

2009; Kormos & Csizér, 2008; Kormos, Csizér, Menyhárt, & Török, 2008) that also contained SEM analyses and mixed methods approaches.

5.2.2 Participants

In the quantitative study, there were 1,154 Chinese participants, made up of middle school students (N = 214) and university students (English majors: N = 182 and non-English majors: N = 758). The middle school students were studying in Beijing and the university students, who came from cities all over China, were studying at a private language school in Beijing. These university students were enrolled in a wide variety of courses to prepare for examinations such as the TOEFL and improve their oral English.

The follow-up qualitative study involved ten participants (five males and five females) who were international students from mainland China studying at a British university. They have been given English names in order to conceal their identity. My participants were from different regions of China and had varying attitudes toward learning English as were my participants in the quantitative study. Although these participants were different from the ones who filled out the questionnaires on which I based the SEM, their experiences of learning English before they came to study abroad were similar to those of my previous participants. This is because the educational system in China is centralised and the teaching methods as well as English textbooks are quite similar all over China, especially in urban areas where all of my participants were from.

Please refer to table 5-1 below for more information on the background of my participants.

Table 5-1

The participants' background

Name	Age	Hometown and Province	Course
Ray	21	Chengdu, Sichuan	Bachelor's in Computer Science and Management
Justin	22	Jinghua, Zhejiang	Bachelor's in Computer Science
Steve	24	Guangzhou, Guangdong	Master's in Marketing
Jeff	24	Taizhou, Zhejiang	Master's in Risk Management
Kurt	24	Laiwu, Shandong	Master's in Sustainable Building Technology
Joy	24	Xi'an, Shaanxi	Master's in Sustainable Building Technology
Sally	35	Taiyuan, Shanxi	Master's in Educational Research Methodology
Carol	33	Qingdao, Shandong	Master's in Applied Linguistics
Lisa	31	Beijing	PhD in Applied Linguistics
Linda	40	Tangshan, Hebei	Post-doctoral degree in Stem Cell Research

5.2.3 Instruments

The questionnaire that was used in the quantitative section of this study contained two main parts: the first part consisted of items measuring the learners' attitudes and motivation toward learning English and the second part was comprised of questions about the learners' background information. A copy of the questionnaire is in Appendix A.

The main components of the questionnaire were chosen from Dörnyei et al.'s (2006) Hungarian studies (e.g., Integrativeness, Cultural interest, Attitudes to L2 community, and Criterion measures), the L2 Motivational Self System (e.g., Ideal L2 self, Ought-to L2 self, and Attitudes to learning English) as well as other sources (e.g., Neuliep & McCroskey, 1997; Yashima, Zenuk-Nishide, & Shimizu, 2004). The final version was fine-tuned through extensive piloting in China. It adopted statement-type and question-type items; the former were measured by six-point Likert scales while the latter by six-point rating scales with "not at all" anchoring the left end and "very much" anchoring the right end. The total number of questionnaire items was 67 and the following 10 factors were used in the study:

1. *Ideal L2 self* (five questions, $\alpha = .83$): Example: I imagine myself as someone who is able to speak English.
2. *Ought-to L2 self* (seven questions, $\alpha = .78$): Example: I study English because close friends of mine think it is important.
3. *Criterion measures* (6 questions, $\alpha = .76$): Example: I am prepared to expend a lot of effort in learning English.
4. *Instrumentality-promotion* (eight questions, $\alpha = .79$): Example: The things I want to do in the future require me to use English.

5. *Instrumentality-prevention* (five questions, $\alpha = .84$): Example: I have to study English because I don't want to get bad marks in it.
6. *Family influence* (five questions, $\alpha = .70$), measuring active and passive parental roles. Example: My family put a lot of pressure on me to study English.
7. *Attitudes to learning English* (four questions, $\alpha = .82$), associated with situation-specific motives related to the immediate learning environment and experience. Example: Do you really enjoy learning English?
8. *Attitudes to L2 community* (four questions, $\alpha = .78$), related to the learner's attitudes toward the community of the target language. Example: Do you like meeting people from English-speaking countries?
9. *Cultural interest* (three questions, $\alpha = .70$), measuring the learner's interest in the cultural products of the L2 culture which can also be discovered via various types of media, such as TV, magazines, music, and movies.
Example: Do you like English films?
10. *Integrativeness* (three questions, $\alpha = .63$), referring to a positive attitude toward the second language, its culture, and the native speakers of that language. Example: How much do you like English?

The qualitative interview study employed two interview schedules that consisted of eleven questions in the first interview and ten in the second one. The first four questions of the first interview were general factual questions that were used to gain information about where the participants were from, what they were studying, why they chose that course, how long they had been living in the UK, and why they had chosen to study in the UK. The remaining questions were about the participants' attitudes toward learning English and people living in English-speaking

countries, their *Ideal L2 self*, their dreams and their parents' dreams about how they will use English in the future, conflicts between their dreams and their parents' dreams, and how they resolve those conflicts. The second interview consisted of questions about the participants' *Ought-to L2 self*, *Family influence*, *Instrumentality-promotion* and *Instrumentality-prevention*. A copy of the interview schedules is in Appendix B.

5.2.4 Procedure

The quantitative data were collected in Beijing in 2007 by using a mixture of convenience and snowball sampling to find willing participants to complete the questionnaire. The qualitative data were collected in England in 2008 and 2009 by using purposive sampling in order to choose participants from a wide variety of disciplines and levels who were from Chinese cities in mainland China. All of my participants were advanced learners of English, so they had no difficulty in answering the interview questions and I am also fluent in Mandarin. Based on my participants' responses, I sometimes deviated from the pre-prepared guiding questions in order to gain a deeper understanding of certain issues, so both interviews were semi-structured. The two interviews were given on different days. The first interview lasted half an hour and the second interview lasted approximately one hour. Both of the interviews were recorded and transcribed.

5.2.5 Data Analysis

All of the quantitative data were analysed with SPSS version 15.0 and with 'Analysis of Moment Structures' (AMOS) version 7.0 (Arbuckle, 2006). Multiple-group SEM was applied to the data in order to compare the L2 Motivational Self System of the middle school students and the university students. Before proceeding

to SEM analysis, some approach has to be taken to handle missing cases because AMOS does not tolerate missing data and needs a complete dataset. As missing values were scattered throughout the cases and variables, instead of using listwise deletion, the expectation-maximisation algorithm was employed, which is a recommended approach among SEM users (Allison, 2003; Hair, Black, Babin, Anderson, & Tatham, 2006; Kline, 2005).

The models for the middle school and university students were fitted simultaneously through a multi-group procedure in order to assess differences between them. The adequacy of the SEM models is usually evaluated on the basis of various criteria: parameters such as values of factor loadings and residuals, the overall model fit indices, and a theoretical consideration of the constructs under investigation. In particular, the overall model fit measures are useful to decide on the adequacy of the final model. AMOS provides many types of goodness-of-fit indices, of which the following seven were used in this study: the chi-square to df ratio, the Bentler-Bonett normed fit index (NFI), the Tucker-Lewis coefficient (NNFI), the Parsimony-adjusted comparative fit index (PCFI), the goodness-of-fit index (GFI), the comparative fit index (CFI), and the root mean square error of approximation (RMSEA). Please refer to table 6-1 in chapter six for these fit measures.

All the data obtained from the interviews were analysed with NVivo version 7.0, a QDA computer programme (Richards, L. & Richards, T., 2006). As I coded the data, many thematic categories emerged including the components of the L2 Motivational Self System. Since one of my main objectives was to produce evidence of the relationships between the different components in the SEM, I conducted matrix intersection searches with all of the components in the SEM. These searches revealed the excerpts which I will present in chapter six where I will discuss the

results. In the following section, I will describe the methodology involved in the intervention programme that I designed to motivate my participants to learn English.

5.3 THE INTERVENTION PROGRAMME

5.3.1 Design

The main objectives of the intervention programme were to motivate my participants to put more time and effort into learning English (1) by enhancing their vision of their Ideal L2 self, (2) helping them to develop clear and specific goals in order to attain their Ideal L2 self, (3) helping them to create action plans to achieve their goals, and (4) offsetting their Ideal L2 self with their Feared L2 self. I also examined the temporal development of L2 motivation as well as the future self-guides. My thesis contains the first programme with the purpose of developing an ideal language self by generating a language learning vision and through imagery enhancement. The investigation of the temporal evolution of the future self-guides is also a novel area of research in Applied Linguistics.

I would like to explain why I have chosen a mixed methods longitudinal design. A longitudinal study enables me to account for the diachronic nature of motivation. The intervention programme and follow-up interviews lasted for a total of four months. As Dörnyei (2001a) states, “only by collecting longitudinal data can we fully explore the dynamic nature of the mental processes underlying motivation” (p. 195). Having a qualitative aspect to my research in the form of interviews with participants enabled me to gain a deeper understanding of the changes in their motivation toward studying English than I could have obtained by solely analysing quantitative data. As Larsen-Freeman and Long (1991) have observed, both qualitative and quantitative perspectives should be viewed as complementary

paradigms rather than competing ones and research in second language acquisition would benefit from a combination of the two paradigms.

By conducting interviews with my participants, I examined the dynamics of motivation during an extended stay in a host environment, which is the case for international students studying in Britain. In a longitudinal mixed methods study conducted by Shoaib and Dörnyei (2005) on learners of English in Nottingham of mixed nationalities, it was found that one of the motivational influences affecting the language learning process was a Host-Environment-Related Dimension. The experience of living in an English speaking country may have both a positive and a negative impact on international students' motivation to learn English. It may boost the language learners' motivation or may be a demotivating experience if the learners realise that they lack an adequate level of English to communicate with native speakers, cope with their assignments, and their daily needs. In the following section, I will describe the structure of my intervention programme.

5.3.2 The Structure of the Programme

The units that were taught during the intervention programme lasted a total of four weeks and I taught one two-hour unit per week. I will summarise below what I taught in each unit, particularly the main components dealing with vision. Each class usually consisted of four participants.

Unit 1: Visions of Adult Selves

At the very beginning of the first unit, I explained my research to all of my participants by giving them a short theoretical background in which I provided my own definition of the Ideal L2 self in terms that I was sure all of my participants

would understand. Please find below (see Theoretical Background) the exact words that I used when I explained my research to my participants.

Theoretical Background

Learning a language is different from learning other subjects because it involves your whole personality. A language does not only consist of the four skills of speaking, listening, reading, and writing. Learning a language involves learning about the cultures of the people who speak it as their mother tongue. That is why in these workshops, I will be talking about the cultures of English-speaking people. My research focuses on motivating people to learn English by helping them to make their Ideal L2 self more specific. Your Ideal L2 self is the way you hope or wish to use your English in your life. It is your dream of how you would like to use English in your studies, your work, when you are speaking with friends, and when you are having fun.

This description of my research was the only explicit metacognitive information that I provided my participants during the four workshops. There were two main reasons why I didn't offer more metacognitive information during my workshops. Firstly, I did not want to compromise my research by creating a social desirability bias among my participants. Secondly, my programme was quite practical in nature, so it was not necessary for me to provide my participants with a detailed theoretical description of L2 motivation. In chapter eight, I will elaborate on the issue of when it is advisable to present theoretical knowledge about L2 motivation to participants of a programme which is intended to motivate them to learn an L2 and the amount of knowledge that should be offered. After introducing my research, I asked my participants if they had any questions about the study. Then,

I asked each of the participants to read, sign and date the consent form (see Appendix D) and answer a questionnaire (see Appendix E), which measured the strength of their Ideal L2 self.

I shared the poem, “The Road Not Taken” by Robert Frost (1916) and the song, “Father and Son” by Cat Stevens (1983) with the participants in order to encourage them to try to make their dreams come true and follow their heart. I believe that even if people have a clear vision of their Ideal L2 self, they need to have the courage to attain it, especially if it clashes with their Ought-to L2 self. I have often used that poem and that song when teaching Chinese learners of English. Many of my former Chinese students told me that they were inspired by both of them to follow their dreams. Therefore, I chose to use them during my intervention programme.

After discussing the poem and listening to the song, I asked the participants to tell me about the three things that they value most in order to get a better sense of them as individuals and have them think about themselves in more detail in order to help them think about their ideal selves. Then, I read the following scripted imagery situation (see Situation 1) to the participants in order to help them start to create a vision of their Ideal L2 self. The scripted imagery situations that I wrote were all based on the interviews (see Appendix B) that I had conducted with my participants during the first stage of my thesis when they talked about their Ideal L2 self and their Feared L2 self.

Situation 1 Becoming a Part of the Community

Close your eyes and imagine that you are taking the bus to the city centre in Nottingham and that you are sitting beside an English person who you would really like to speak to. You are feeling really confident about your English, so you decide to start a conversation with this person. You are able to express all of your ideas very easily and fluently in English. You can also understand what the other person is saying without any difficulty. She or he is really interested in talking with you and wants to get to know you well. You find that you have so many things in common that you decide to continue your conversation in a café where you discover that you have a deep connection that you have never felt before with your other friends. As you leave the café, you make arrangements to meet your new friend for dinner that night.

There are many things that you need to do in the city that day. You need to open a bank account, buy a mobile phone, and go shopping for food. You are able to use your English to do all of these tasks efficiently. You can tell the people at the bank and in the stores exactly what you want. They can understand you clearly. Everyone is really friendly to you and you can understand what they say without any problem. You finish all of your errands on time and happily go off to meet your new friend for dinner. Stay with this feeling of happiness as you open your eyes and come back to this room.

I asked some of the participants to share with the class how they felt while they were imagining this scenario and what they had imagined. Then, I asked the participants to listen to the following scripted imagery situation (see Situation 2), which had been recorded on the accompanying CD to the teachers' resource book by Arnold et al. (2007).

Situation 2 My Ideal Language Self

“Relax and observe your breathing for a few moments. Breathe deeply and slowly. Imagine yourself looking very far away. In the distance you see someone. You move closer and recognise yourself a few years from now. You are with a group of people about your age and you are speaking English to them. You are very excited about what you are saying and everyone is listening to you with enthusiasm. Several people make comments and you understand them perfectly and enjoy being able to communicate with them in English about things all of you are interested in.

The group goes over to a coffee shop and you all enter and sit down. When the waiter asks in English what you want, you answer and he smiles as he writes down your order. Everyone in the group wants to know your opinion about something very important to all of you. You explain your ideas very clearly and then listen to them expressing theirs. When it is time to leave the coffee shop, you ask the waiter for your bill and you pay. Your friends want to see you again at the weekend to take a trip some place you really want to visit. As you leave, you agree on a time to meet them, and say goodbye. Now you walk toward a building where you work. In your job, you use English a lot. You enjoy what you are doing and are very successful and you are able to communicate well in English with people from many countries. Stay with this feeling of confidence in your abilities for a moment. Now when you are ready, open your eyes and bring your attention back to this room, keeping with you the feeling of being able to communicate well in English”. (Arnold et al., 2007, p. 162)

I asked the participants to talk about how they felt while they were imagining this situation and what they had imagined. Then, I handed out three sheets to each participant with the title of one of the following domains written at the top of each sheet: Jobs, relationships, and lifestyle. Each of the participants was instructed to write down as many goals as they could think of for each of the domains as well as

for their Ideal L2 self in each domain. At the bottom of each sheet, they were asked to write down the names of positive and negative role models for the corresponding domain. If they couldn't think of specific people, they were told that they could write down positive and negative personality traits. This activity was based on one of Oyserman's (2003) activities that was used in the School-to-Jobs Programme (see section 4.8.1) in order to help the participants define their goals in different areas of their life. I collected the handouts as a part of my data. Finally, I asked the participants to fill in the following session evaluation form (see Form 1). I used the same evaluation form for the remaining units.

Form 1

SESSION EVALUATION

We are all different. We like different things and our needs are different.

我们都不一样。我们喜欢不一样的东西 还有我们的需要也不一样

How interesting did you personally find the activities?

你个人觉得这些活动有意思吗？

How difficult were they for you? 这些活动难吗？

How useful were they for you? 这些活动对你有用吗？

Suggestions to improve the class: 有什么主意可以改进这些课程呢？

Personal Question:

Please describe one or two situations in which you personally feel it is really difficult to use English. 告诉我一两个你自己觉得很难用英文的情况

1) _____

2) _____

If more: 别的情况： _____

Unit 2: Timelines

As a review of the previous unit, I asked the participants to get into pairs and tell each other what their goals are in terms of their career, relationships, and lifestyle. Then, I chose some participants to tell me what their most important goals are for the future. I read the following scripted imagery situation (see Situation 3) to the participants to help them to continue developing their Ideal L2 self:

Situation 3 A Day at the University

You are attending one of the best universities in the world with many famous professors. You are receiving excellent training in your course and will become an expert in your field. Now close your eyes and imagine that you are sitting in one of your university classes and that you are the best student of English in the class. All of your classmates admire you because you can speak so fluently, just like a native speaker of English and write so well. You have a deep knowledge of vocabulary and excellent academic writing skills. You are very proud of your abilities in English. When your classmates have some questions about English or problems, they always ask you for advice. This makes you feel really good and important. Your teacher often praises you about the quality of your English in front of all of your classmates. You are working on a group project and the other group members have chosen you to be the group leader because they respect you so much. They want to know your opinion about the topic of the project and how to do the tasks well. They ask you many questions during the class and you are happy that you know all of the answers and can explain everything well in English.

Now, the class has ended and you are going to meet some of your friends for lunch. You are one of the most popular students in your class and everyone thinks you are so cool because you speak English so well. You have many international friends at the university with whom you speak in English. Many of them are from English-speaking countries like England, Canada, America, and Australia. You have many interesting things to talk about while you are having lunch with a large group of friends. You tell them some funny stories in English and everyone smiles and laughs. Then, you make a plan to get together with your friends on the weekend. Everyone wants to spend time with you! You often go out with them to restaurants, to the movies, to do some sports and go shopping. You like to talk about everything in English and always have lots of fun together! You have friends all over the world and you often chat with them in English on-line in the evening. Think about all of the things you talk about for a moment before coming back to this classroom.

I asked the participants to say how they felt when they were imagining these scenarios and talk about what they had imagined. Then, I asked them to listen to the following recording (see Situation 4) on the accompanying CD to the teachers' resource book by Arnold et al. (2007) in order to prepare for the timeline activity (see p. 160) and give them an opportunity to use their imagination:

Situation 4 The Time Machine

“Sit quietly and try to imagine how life was at different moments in history, maybe the days of the cave people, the ancient Chinese cultures, Roman times, the medieval world, the Renaissance, the colonisation of the new world, the Industrial Revolution, the Far West, the beginning of the 20th century, the times of your grandparents. Now try to imagine what life will be like in the distant future, maybe on the moon or another planet.

Choose a moment that particularly interests you. It can be in the past or future. Keep this moment in mind as you see yourself walking out of this room and going in the direction of your home. On the way you notice something that you have never seen before. It is a large, very strange machine with a door. You open the door and step in. There are many buttons inside with periods of time written on them. You realise this is a time machine and you can travel to any moment you want. There is a sign that says that after a short visit you will return to the present. You decide to go to the moment in time that you are interested in. You push the right button and off you go. In a second you are there. The door opens and you walk out. Take three minutes which is all the time you need to visit this moment and find out what it is like to live then. Now you return to the time machine, get in, close the door and push the button that says ‘The Present’, and you return to this room” (Arnold et al., 2007, p. 145).

I asked the participants to share with the class which moment in time they chose and describe what they saw, felt, heard, smelled, tasted, and touched in order to encourage them to use all their senses when they imagine different scenarios.

I handed out a copy of the handouts that the participants had filled in during the previous session about their goals and also gave them a couple of long blank sheets to use for writing a timeline. They could use the first sheet for their rough copy and the second one for their good copy. The participants were instructed to indicate in which year they expect to achieve their goals in each of following three domains: (1) Ideal L2 self, (2) Career, and (3) Relationships/Lifestyle, noting down everything that they hope will happen. They were also asked to indicate forks in the road to illustrate the various options that they may have even if they don't achieve their primary goals. The forks were included to help the participants think in a realistic way about their future. I gave the participants a copy of my own timeline in order to give them an idea about how a timeline could look. I told them that I just wanted to give them an example of a timeline, but they were free to design their timeline in their own way.

After the participants completed their good copy, they presented it to everyone by explaining each of their goals as well as forks in the road. The timeline activity was also based on one of Oyserman's (2003) activities in the School-to-Jobs Programme (see section 4.8.1), except that she did not include the aspect of the Ideal L2 self in her activity. I encouraged the rest of the participants to give constructive feedback on each presentation and suggest strategies that the presenters could use to achieve their goals. I collected the timelines at the end of the session as a part of my data and asked the participants to fill in a session evaluation form.

Unit 3: Action Plans

As a review of the previous unit, I asked the participants to get into groups of four and tell each other what obstacles they feel they may encounter when they will try to achieve their goals in the future. They were also told to say which strategies they have for overcoming these obstacles. I encouraged the group members to give the speakers more ways to overcome potential obstacles that they may encounter while trying to achieve their goals.

Then, I told the participants that they would listen to two scripted imagery situations (see Situations 5 and 6) and that they should use their imagination and senses to feel what will be described. I read the following negative situation (see Situation 5) to them that I wrote in order to offset their Ideal L2 self with their Feared L2 self:

Situation 5 Wasted Opportunities

Close your eyes. As you are sitting there listening to my voice, I would like you to imagine yourself in the future graduating from the University of Nottingham. You have just managed to pass, but your marks are quite low. When you arrived in England, you had so much freedom that you just wanted to relax all of the time. In fact, you did not study very hard and spent most of your time having fun with your Chinese friends. Because you spoke Chinese most of the time, your English did not improve. It has become worse than it was in China or just stayed the same as before. At the end of your studies, you still have no clear idea about what you want to do with your future. Your parents expect you to find a good job in England, but you cannot since your English is not good enough and you don't have enough working experience. You regret that you did not practise your English more and that you did not try to make friends with native speakers of English. You also regret that you didn't try to gain more working experience or skills while you were studying.

You don't want to let your parents down, but you cannot live up to their expectations. You are afraid that your parents will feel disappointed that after they spent so much money on your education, you were not able to find a good job with a high salary. Your choices now are quite limited. You might be able to find a job in a restaurant or store in England or you will need to go back to China to search for a job there which might not be easy since you will need to compete against so many people whose English is better than yours. Imagine how this would feel for a moment.

Now, try to think of everything you can do to make sure that this will not happen to you. You realise that there is so much you can do every day. There is so much you can learn while you are here, so that you will be successful in the future. You realise that you don't have much time here and that you must make the most of it by having clear goals and working hard to make them come true! With this understanding and hope for a bright future, I want you to come back to this room now and open your eyes.

I asked the participants to tell me how they felt while they were imagining this situation and talk about what they had imagined. I gave the participants some effective methods to prepare for job interviews and asked them to role-play two job interview in pairs in which they took turns interviewing each other. Then, I read the following scripted imagery situation to them:

Situation 6 The Perfect Job Interview

Close your eyes and imagine that today is the day of a very important job interview in a large, famous, international company that you have been dreaming of working in for a long time. This job could be in any part of the world where you would like to live. You have prepared very well for the interview and as you get dressed, you are feeling really confident that you will do well. As you look at yourself in the mirror, you are happy with how professional and mature you look.

You arrive at the company a few minutes before the interview and are feeling very calm as you wait to be called into the boss's office. When you step into his or her office, you can see that the boss is impressed by your business like appearance, your friendly, confident smile and your firm handshake. He or she asks you to sit down and starts to ask you questions. Although some of the questions are quite difficult, you are able to use your excellent English to answer all of them extremely well. You can see that the boss is pleased and very satisfied with all of your answers. The boss is also impressed by your fluency, grammar, vocabulary, and pronunciation in English. You show him or her that you have so much knowledge, so many skills, and are highly qualified for this job of your dreams. As the interview ends, there is no doubt in your mind that you will get this job. Stay with this feeling of complete confidence as you open your eyes and come back to this room.

I asked the participants to tell me how they felt while they were imagining the job interview and describe what they had imagined. I gave each participant a

copy of their timelines and a handout about action plans to fill in. I made four copies of the handout below (see Form 2), so that the participants would be able to list all of their objectives. I told them that these should be objectives they have for achieving their Ideal L2 self. They were told to list their major objectives in order of priority and to develop an action plan for each objective by listing the steps that they needed to take in order to achieve each objective. Then, they had to decide on a date when they would start working on their objective, as well as when and how they would review their progress.

<p>Form 2</p> <p style="text-align: center;"><u>My Ideal Second Language Self Action Plans</u></p> <p>My objective is: _____</p> <p>What I need to do is: _____</p> <p>_____</p> <p>_____</p> <p>I am going to start this objective on _____ (Write the date.)</p> <p>I will review my progress on _____ (Write the date.) by _____ (Write your way to test your progress.)</p> <p>My objective is: _____</p> <p>What I need to do is: _____</p> <p>_____</p> <p>_____</p> <p>I am going to start this objective on _____ (Write the date.)</p> <p>I will review my progress on _____ (Write the date.) by _____ (Write your way to test your progress.)</p>
--

I also gave the participants the following handout (see Form 3) containing examples of some Ideal L2 self action plans that I had written in order to give them an idea about how to write action plans:

Form 3

My Ideal Second Language Self Action Plans

My objective is: **To expand my vocabulary**

What I need to do is:

Step 1: Choose five new words to learn every day.

Step 2: Prepare a vocabulary card for each new word.

Step 3: Use the new words often when I speak English with others.

Step 4: Use the new words when I write my essays and my diary.

I am going to start this objective on December 1, 2008.

I will review my progress once a week by giving myself a vocabulary test.

My objective is: **To speak English fluently**

What I need to do is:

Step 1: Don't worry about making mistakes when I speak.

Step 2: Try to think in English instead of translating from Chinese into English.

Step 3: Speak in English as often as possible every day, even with my Chinese friends.

Step 4: Make new friends with English-speaking people as well as people from countries outside of China, so I will have more people to speak English with.

Step 5: Prepare what to say about difficult topics and record myself speaking about them.

I am going to start this objective on December 1, 2008.

I will review my progress once a week by recording myself while I speak to my friends in English.

After the participants finished filling in the forms, they exchanged them with a partner and commented on them in pairs. I encouraged the participants to suggest to each other any additional ways they could think of that their partner could achieve the goals listed on the handout. I collected the handouts as a part of my data and asked the participants to fill in the session evaluation form.

Unit 4: The Feared L2 Self

At the beginning of this unit, I gave each of the participants a copy of their action plans. As a review of the previous unit, I asked the participants to get into pairs and share some of their most important action plans with each other. Then, I read the following scripted imagery situation (see Situation 7) to the participants in order to offset their Ideal L2 self with their Feared L2 self:

Situation 7 A Boring Job

Close your eyes. I would like you to imagine yourself five years from now doing a job that you really don't like. You were not able to get your dream job because your English wasn't good enough and now you have a boring job in China with a low salary. You work really long hours and often have to work on the weekend. You speak Chinese at work most of the time and are forgetting your English as well as much of the knowledge you gained at university. You feel like you have disappointed your parents. They spent so much money on your studies in England, but they feel like it was not worth it. You hoped that you would be able to pay them back for everything they gave you, but you cannot.

It's difficult for you to support yourself on your salary and you are not able to support your family. Your parents still need to keep working hard, even though they are not so young anymore. You need to live with your parents because you can't make enough money to buy your own place. You feel like you are a burden on your parents, which makes you feel ashamed. Your boss orders you around all day, but you must follow his orders since you are in a low position. You feel like you have no freedom to decide anything in your life. You wish you would have tried harder to improve your English while you were at university and gain more skills so you could find a better job, but now it is too late. Stay with this feeling for a moment before you open your eyes and come back to this room.

I asked the participants to share how they felt imagining this scenario and talk about what they had imagined. Then, I read the following scripted imagery situation to them (see Situation 8):

Situation 8 The Perfect Job

Close your eyes. I would like you to imagine yourself five years from now as being very successful in your work thanks to your knowledge of English. One of the reasons why you have an important position, a high salary, and a rewarding, interesting job is because of your excellent English. You were able to develop a wide professional network with international colleagues all over the world and work in an English environment where you need to use English all the time to communicate with your colleagues. You have a large office, a big comfortable house, take expensive vacations, and are able to provide everything that your family needs.

You are able to take good care of your parents and this makes you feel very happy and proud. They have given you so much during their life and now you are able to pay them back. You have attained all of their expectations and even exceeded them. You always make a good impression on the people you meet at work and in your community because of your ability to speak English so fluently and all of your other skills. Your parents are very proud of you and talk about your success in front of their friends. In fact, they don't need to work anymore because they live such a comfortable life thanks to you. You have given them a lot of honour and have raised your whole family to a higher position in society. You also have a high position in society because of your knowledge and success and are part of a high social class.

Since you are one of the best English speakers in the company, you are very powerful and make many important decisions every day. You supervise your colleagues and tell them what they should do to improve their work. Everyone respects and admires you. Your plan in the next five years is to start your own business. You already have started to negotiate with possible business partners, many of whom are English-speaking people. You are excited about your bright future and are sure that all of your dreams will come true. Stay with this feeling of excitement as you open your eyes and come back to this room.

I asked the participants to share the feelings they had when they imagined this situation and talk about what they had imagined. Then, I told the participants to fill in the Feared L2 self handout below (see Form 4) to help them think about a well-defined Feared L2 self.

Form 4

Your Feared Second Language Self

Describe the kind of person you are afraid of becoming in terms of your work, relationships and lifestyle if your English will not improve. Also, think of ways you can use to avoid becoming that kind of person.

My Work

Ways to Avoid This

My Relationships

Ways to Avoid This

My Lifestyle

Ways to Avoid This

I collected this handout as a part of my data. Then, I asked the participants to fill in the session evaluation form and do the same questionnaire that I had given them at the beginning of the first unit in order to see if there were any changes in the strength of their Ideal L2 self as a result of the programme. I thanked the participants for taking part in my programme and told them that I would e-mail them recordings that day of all of the situations that they had listened to during the workshops.

I also asked them to write their own positive and negative situations and e-mail them to me as soon as possible. Only four of the participants did this since most of the participants were quite busy, but I recorded the situations that had been sent to me and then e-mailed them to the participants, so that they would have more positive and negative situations to listen to. That gave the participants a total of nine positive and six negative situations which they could listen to. I also e-mailed the participants eight relaxing recordings to listen to that were neither positive nor negative, which were recorded on the CD accompanying the teachers' resource book by Arnold et al. (2007, p.50, p. 132, pp. 134-135, p. 145, p. 152, p. 156, p. 162, pp. 169-170).

I asked my participants to listen to one positive and one negative recording every day. I also encouraged them to listen to the relaxing recordings as often as possible in order to help them train their imagination. I arranged a time to meet them for the first follow-up interview during which time I gave them a copy of their Feared L2 self handout.

5.3.3 Participants

The intervention programme involved 31 participants (14 males and 17 females) who were international students from cities all over mainland China taking a wide variety of courses at a British university. They ranged in age from 20 to 40

with a mean age of 24. There were 17 participants doing a bachelor's degree, 12 doing master's degree, and 2 working on a PhD.

5.3.4 Instruments

The intervention programme employed two questionnaires. The first questionnaire was administered before the programme was designed and consisted of questions about the learners' background information as well as questions about the kinds of topics that they would be interested in studying during the workshops. A copy of this questionnaire is in Appendix C. The second questionnaire was administered at the very beginning of the first workshop immediately after the participants signed the consent form and at the end of the final workshop. This questionnaire was composed of the five items from the quantitative study questionnaire which measure the strength of the vision of the *Ideal L2 self*. A copy of the consent form is in Appendix D and a copy of the questionnaire is in Appendix E. Two interviews were conducted with each participant after the end of the workshops. The two interview schedules consisted of 20 questions in the first interview and 30 in the second one. A copy of the interview schedules is in Appendix F. The first three questions of the first interview measured changes in the participants' motivation toward learning English, their goals for learning English, their goals for the future, their Ideal L2 self and their confidence in their English. The remaining questions served the purpose of gaining feedback from the participants about the programme and evaluating the effect that the different activities from the programme had on them.

The first question of the second interview again addressed changes in the participants' motivation toward learning English, their goals for learning English,

their goals for the future, their Ideal L2 self, and their confidence in their English. Most of the remaining questions focused on vision, imagination, imagery, and goals. For example, there were questions to assess how the participants' vision of their Ideal L2 self and their goals for learning English had changed as a result of the programme and the impact that their vision of their Ideal L2 self had on their motivation toward learning English. I asked about the effect that the scripted imagery used in the programme had on the participants' emotions, confidence level, and motivation toward learning English. The last few questions were about the participants' reasons for learning English and how the amount of time and effort that the participants devoted to studying English had changed as a result of the programme.

5.3.5 Procedure

With regard to the intervention programme, the data were collected in England in 2008 and 2009. My participants had no difficulty in answering the interview questions or understanding the activities from the programme because they were all advanced learners of English. I measured the strength of my participants' vision of their Ideal L2 self at the very beginning of the programme and at the end to examine the impact that the intervention programme had on their vision of their Ideal L2 self. I also conducted two semi-structured interviews (see Appendix F) with each participant. The first interview was given six weeks after the programme had ended and the second interview was given six weeks after the first interview. Both interviews lasted about one hour. Although there were fewer questions in the first interview, I spent more time during that interview reviewing the participants' work

on the four activities (i.e. the goals activity, timeline, action plans, and Feared L2 self activity) that I had asked them to do during the workshops.

5.3.6 Data Analysis

The data that I collected for the intervention programme part of my thesis was both quantitative and qualitative. The quantitative data consisted of my participants' ratings of the strength of their vision of their Ideal L2 self on the pre and post-workshop questionnaires (see Appendix E). In order to analyse the quantitative data, I conducted a paired-samples t-test on the data from both questionnaires to assess whether or not the changes in the strength of my participants' vision of their Ideal L2 self were statistically significant.

The qualitative data consisted of my participants' responses to the two post-workshop interviews as well as responses from a retrospective interview containing their explanations of their ratings on the questionnaires which measured the strength of their vision of their Ideal L2 self. In terms of the analysis of the qualitative data, I created four documents on the computer by using Word 2007 according to the following four broad categories: (1) An Evaluation of the Programme, (2) The Vision, (3) The Activities, and (4) Recommendations for Future Programmes. As I read through each interview, I cut and pasted the parts that corresponded to these four categories into the relevant documents.

I read each of the documents carefully four times. The first time that I read the documents, I highlighted the following types of excerpts. In the document pertaining to the evaluation of the programme, I highlighted excerpts which referred to the general benefits of the programme on the participants, the effect of the

programme on their motivation toward learning English, the effect of the programme on confidence, and the relationship between motivation and confidence.

In the document which referred to vision, I highlighted excerpts associated with the relationship between vision and motivation, the relationship between vision and confidence, support for the nine conditions (see section 4.4) which enhance the motivational impact of the future self-guides, as well as the effect of the positive and negative situations on vision, goals, imagination, and emotions.

In the document which was related to the four activities, I highlighted excerpts that presented the effect of the activities on vision, goals, imagination, and emotions. In the document pertaining to recommendations for future intervention programmes, I highlighted excerpts on which I could base my recommendations for the structure of future programmes as well as the situations and activities that should be used.

The second time that I read through each document, I made detailed notes in the margins near the excerpts which I highlighted in order to gain a better understanding of them. The third time that I read each document, I wrote down common themes which emerged, the main effects of the programme on most of the participants as well as the individual differences among the participants that were illustrated by the data. Based on the excerpts which I had highlighted and the notes that I had made, I was able to evaluate the programme in terms of its benefits, its effects on motivation and confidence, and the relationship between motivation and confidence.

The highlighted extracts as well as my notes enabled me to discover the relationship between vision and motivation, the relationship between vision and confidence, as well as the effect of the situations and activities on vision, goals,

imagination, and emotions. The highlighted extracts also provided support for the conditions that enhance the motivational impact of the future self-guides. Finally, the highlighted extracts and my notes enabled me to make recommendations for future intervention programmes.

The fourth time that I read each document, I selected several key extracts to illustrate each of my main findings which I will present in chapters seven and eight, where I will discuss the results of my intervention programme in detail and make recommendations for future programmes with the purpose of motivating L2 learners by enhancing their vision of their Ideal L2 self.

5.4 SUMMARY

In this chapter, I have described the methodology of a mixed methods research project which I conducted in China and Britain as well as the methodology of an intervention programme which I designed in order to motivate my participants to learn English by enhancing their vision of their Ideal L2 self. In the next chapter, I will present the results and discuss the findings of my mixed methods study.

PART 3

RESULTS

CHAPTER 6

THE MIXED METHODS STUDY

6.1 INTRODUCTION

In this chapter, I will present the results from my mixed methods research project. Firstly, I will compare the motivation of middle school students and university students from mainland China toward learning English by conducting a SEM analysis of Dörnyei's (2009a) L2 Motivational Self System. Then, I will use the SEM and the interview data to explain the motivational role of the Chinese family in terms of face, responsibility, family, and pressure. The interview data will also demonstrate the main relationships within the SEM model. In particular, I will focus on the relationships between *Family influence* and the *Ought-to-L2 self*, the *Ideal L2 self* and *Attitudes to learning English*, and the impact of the *Ideal L2 self*, *Attitudes to learning English* and the *Ought-to L2 self* on the *Criterion measures*. The interview data will serve to explain a surprising finding with regard to the relationship between the two types of instrumentality and the Ideal L2 Self in the Taguchi et al. (2009) study. With regard to the Chinese data only, it was unexpected that *Instrumentality-promotion* was associated not only with the *Ideal L2 self*, but also with the *Ought-to L2 self*. In fact the correlation ($r = .46, p < .01$) between *Instrumentality-promotion* and the *Ideal L2 self* was equal to the correlation between *Instrumentality-promotion* and the *Ought-to L2 self*.

Finally, I will compare my findings to recent motivational studies conducted in Hungary on middle school and university students (Csizér & Kormos, 2009; Kormos & Csizér, 2008; Kormos et al., 2008).

There have not been any studies conducted in an Asian context which investigated age-related variations regarding motivation within the framework of the L2 Motivational Self System. There have been a few such studies conducted in Hungary (Csizér & Kormos, 2009; Kormos & Csizér, 2008) examining this issue, so a secondary aim of my research is to compare my findings on age-related variations with the ones in Hungary.

Despite the geographical and cultural distance, the two countries share some striking similarities. Firstly, the family has a strong influence in both countries on the learners' motivation toward learning foreign languages. For example, in Csizér & Kormos' (2009) study, *Parental Encouragement* which was defined as "the extent to which parents encourage their children to study English" (p. 102) was found to have an extremely strong influence on the *Ought-to L2 Self*. Secondly, teacher-centred instruction is the most commonly used approach when teaching foreign languages in both Hungary and China. Taking those similarities into account, I was interested to see how my findings would compare to the Hungarian ones.

6.2 THE SEM ANALYSIS OF THE QUANTITATIVE DATA

In this section, I will present the SEM analysis of Dörnyei's (2009a) L2 Motivational Self System with regard to university students and middle school students from mainland China. Figures 6-1 and 6-2 below present SEM models of the data obtained from the university students, the largest subsample in my dataset, and the middle school students. I chose to compare these two groups because all of my interview participants were able to reflect on their studies in middle school and university, thus making the quantitative and qualitative studies compatible. All the paths in the SEM model represented in figure 6-1 are significant at the $p < .001$ level, and although because of the large sample size, the chi-square test is significant, the

other goodness-of-fit indices indicate that the model provides an adequate representation of the dataset. This can be seen as a validation of Dörnyei's (2009a) L2 Motivational Self System in the Chinese context.

Figure 6-1: *The final model with standardised estimates for the university students*

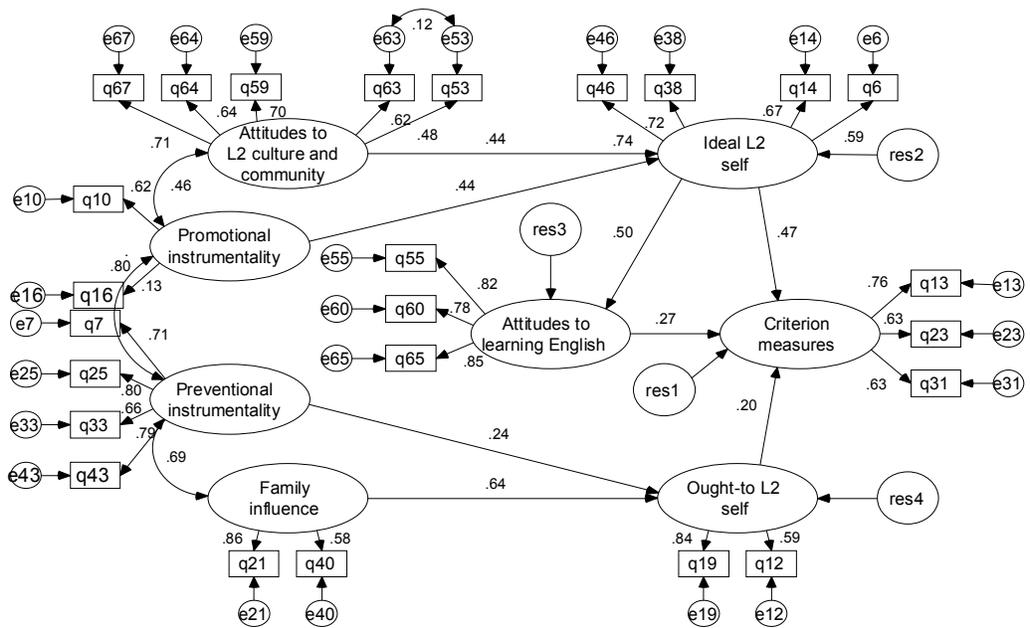
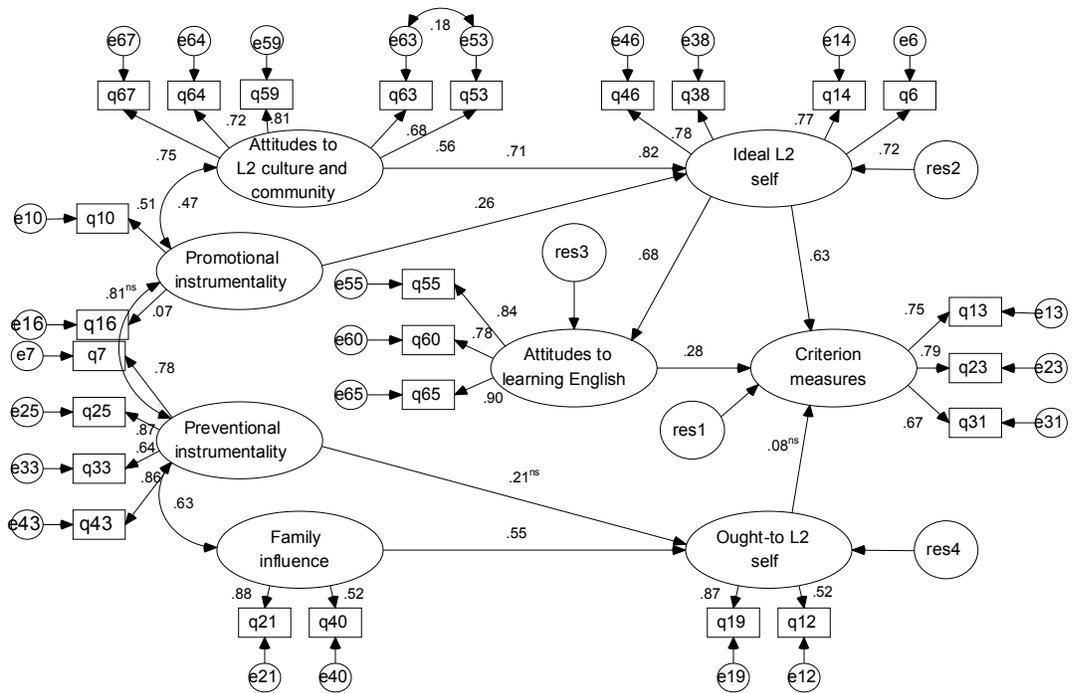


Figure 6-2: The final model with standardised estimates for the middle school students



The SEM models were fitted simultaneously through a multi-group procedure. Please refer to table 6-1 below for the goodness-of-fit indices, which all indicate that the models are valid and describe the data well.

Table 6-1

Joint selected fit measures for the final models

Chi square/df ratio	2.972
NFI	.869
NNFI	.895
PCFI	.796
GFI	.905
CFI	.908
RMSEA	.041

Some of the paths in the model in figure 6-2 are not significant at the $p < .05$ level because of their lower strength combined with the small sample size of the middle school students. These are the paths between *Promotional instrumentality* and *Preventional instrumentality*, *Preventional instrumentality* and the *Ought-to L2 self*, and the *Ought-to L2 self* and the *Criterion measures*. Although these paths are not significant, it is important for me to consider the complete L2 Motivational Self System in order to provide a comprehensive interpretation of the relationships between all of the key components. The fact that these paths are significant in the university student sample, but are too weak to reach significance in the middle school student sample indicates a salient contrast between the two groups, which I will explain below. Another difference between the two samples is that the path in the models between *Attitudes to L2 culture and community* \rightarrow *Ideal L2 self* is significantly stronger for the middle school students (C.R. = 3.148) than for the university students. Let us first consider some key features of the model in the light of the qualitative data, with a special emphasis on four recurring themes in all of the interviews: face, responsibility, family, and pressure, organised according to the main constituents of the model.

6.3 THE L2 MOTIVATIONAL SELF SYSTEM FROM A CHINESE PERSPECTIVE

6.3.1 The Two Types of Instrumentality, Face and Responsibility

In the Chinese context, *Promotional instrumentality* involves the regulation of goals to gain face such as attaining a high proficiency in English in order to get a job promotion or further one's studies whereas *Preventional instrumentality* is associated with the regulation of duties, obligations, and responsibilities so as not to lose face. Face is prevalent at all levels of Chinese society and has a substantial

influence on Chinese people's behaviour. Justin defined face accurately when he said,

Face is the feeling of others toward you. In China, people value face and consider it to be extremely important. Once you lose face, you will feel very disappointed and if you are very successful, people will consider your face as being golden. I think I should try not to lose face and do my job well so that people will have a good image of me. (Justin)

In terms of the SEM models (see figures 6-1 and 6-2), *Instrumentality-promotion* has a much greater impact on the university students' *Ideal L2 Self* than it does on the middle school students' *Ideal L2 Self*. The two items that constituted *Instrumentality-promotion* were "Studying English is important to me because English proficiency is necessary for promotion in the future" and "Studying English can be important to me because I think I'll need it for further studies". The interviews revealed that the middle school students did not tend to be overtly concerned about their future career nor did they give very much thought to their further studies (except, perhaps, in their final year).

However, the university students were much more preoccupied than the middle school students with finding a job, getting a promotion, and furthering their studies, which explains the difference in the impacts of *Promotional instrumentality* on the *Ideal L2 self* among the two groups. Finding employment, obtaining a promotion, and continuing one's studies are also associated with gaining face. Kurt explained that the reason why most Chinese senior middle school students want to learn English well is to enter a good university, whereas most Chinese university students want to study English to find an excellent job.

The impact of *Preventional instrumentality* on the *Ought-to L2 self* was higher among the university students than the middle school students, indicating that university students would like to avoid more negative consequences than middle school students. They not only want to not fail their English examinations, but they are also concerned about disappointing their parents by not finding a suitable job. These negative consequences would result in a loss of face as Carol explained when she said,

When I was a middle school student, my only concern was not to disappoint my parents by failing my English exams. When I entered university, my parents also expected me to study English hard to get a high position in the future, which I did mainly because I didn't want to lose face by disappointing them. (Carol)

Table 6-2 presents the correlational analysis of the relationships between the *Ideal* and *Ought-to L2 selves* with the two types of instrumentality among the middle school and university students. The correlations within these two sub-groups reveal the same broad tendencies that were found in the Taguchi et al. (2009) study. Firstly, the two aspects of Instrumentality show low intercorrelations in both sub-groups, which means that these aspects are distinctly separate. Secondly, there is a significant positive correlation between both *Instrumentality-promotion* and the *Ideal L2 self* as well as *Instrumentality-promotion* and the *Ought-to L2 self*. I will argue below that one of the main reasons behind this somewhat unexpected finding is the great importance that family plays in the lives of Chinese people and the responsibility that they feel toward their parents to pay them back for all of their efforts to raise them.

Table 6-2

The correlations between Instrumentality (Promotion) and Instrumentality (Prevention) for the middle school and university students

	Ideal L2 Self		Ought-to L2 Self		Instrumentality (Promotion)	
	Middle school students	University students	Middle school students	University students	Middle school students	University students
Ought-to L2 Self	.20**	.07*	--	--	--	--
Instrumentality (Promotion)	.47**	.46**	.58**	.46**	--	--
Instrumentality (Prevention)	-.24**	-.13**	.55**	.68**	.24**	.26**

Note. * $p < .05$ (2-tailed) ** $p < .01$ (2-tailed).

The majority of Chinese people living in mainland China aspire to gain promotions at work in order to secure a higher salary and position not only for themselves, but also for their family. Furthermore, they want to obtain a promotion in order to meet their family's expectations. When I asked Sally whether her parents expect her to get a job promotion, she responded by saying, "*Every Chinese parent expects their kids to be promoted to a higher position.*" This sense of obligation to gain a promotion by acquiring proficiency in English is a part of one's Ought-to L2 self. At the same time, being promoted due to one's proficiency in English is related to one's Ideal L2 self because of the higher position, salary, and status obtained as a result of the promotion.

Chinese parents feel it is their duty to raise their children well and provide them with the best education they possibly can while their children grow up to believe that they should take care of their parents when they become older and pay them back for all of their sacrifices. My participants referred to this reciprocal duty as 'dual responsibility', which Jeff explained in the following way:

The older generation, they think their responsibility is to raise up the children and to prepare them for the society, to prepare them to make the family stronger. That's what they think their duty is. As children, it is very important for us to pay back what we received particularly after we are a grown up man and that's when our older generation becomes old and needs people to take care of them. This is what I think is dual responsibility. (Jeff)

Lisa also referred to dual responsibility when she stated that "*your parents are always responsible for you and you are also responsible for them.*" Joy believes that supporting her parents by getting a job promotion is a part of her responsibility.

When she says in the excerpt below that she should support them because they supported her, this is an example of dual responsibility.

I would like a promotion because I will make gain more respect. I also want to get a promotion for my parents' welfare, so they can buy whatever they want. I feel I should support them because they support me so much. (Joy)

While conducting the interviews, I noticed an interesting relationship between responsibility toward the family and face. One way in which children can pay their parents back is by giving them face. In other words, by being successful, they may raise their parents' position in society, thus giving them a better reputation, more honour, and admiration from society. Ray mentioned that one of the reasons why he intends to get a master's degree at Cambridge University is because he wants to give his family face in order to pay them back for everything they have given him.

I want to continue my studies to give my family more face. If I could go to Cambridge, my parents and my whole family would be very proud of me. Now, I don't have any money so if I can do something good for them by giving them face, it's a way to pay them back! (Ray)

6.3.2 The Ideal L2 Self and Family

The key to understanding how the L2 Motivational Self System operates within the Chinese culture lies in the Chinese concept of the family which Jeff described by comparing the Chinese family to the Western family:

There is a big difference between the Western and the Chinese family. Well, in Western country, the smallest member of the society would be considered as the individual person whereas in China, family would normally be considered as the smallest member of the society. (Jeff)

In the interviews that I conducted, my participants' Ideal L2 self was usually linked to their family's dreams for how they should use English in the future. This explains why I would often hear statements in reference to the family such as when Joy affirmed, "*My dream is my parents' dream. What I want is what they want!*" Thus, it is important to understand that in the Chinese culture, the family and the self are inextricably linked. In fact, the Chinese family's dreams and expectations of their children's achievements in English have become internalised in their Ideal L2 self.

The SEM model for the university students (see figure 6-1) demonstrates that their *Ideal L2 self* is more balanced than the *Ideal L2 self* of the middle school students because there is an equal impact from *Attitudes to L2 culture and community* and *Promotional instrumentality* on the *Ideal L2 self*. However, in the SEM model for the middle school students (see figure 6-2), the impact from *Attitudes to L2 culture and community* on the *Ideal L2 self* is nearly three times larger than the impact of *Promotional instrumentality* on the *Ideal L2 self*, which proves that the middle school students are mainly concerned with being personally agreeable speakers of English and have not given much thought to using English in their future careers.

The relatively balanced influence of *Attitudes to L2 culture and community* and *Instrumentality-promotion* on the *Ideal L2 self* among the university students, suggests that the Ideal L2 self they tend to develop is fully fledged and rounded in terms of being both personally agreeable and professionally successful. Perhaps they are similar to the most motivated group of Hungarian learners which Csizér and Dörnyei (2005b) identified through cluster analysis.

In their survey, these authors identified four groups of language learners: Group 1 consisted of students who scored lower than average on all of the

motivational scales (and subsequently also on the criterion measures) and were therefore labeled the *least motivated students*. Group 2 students had a more positive attitude toward the L2 culture and community like the middle school students in my study, but they did not seem to realise how English would be relevant in their professional life. Group 3 scored high on instrumentality and were motivated by their Ought-to L2 self without sufficient support by attitudes toward the L2 culture and community. Group 4 participants scored higher than average in every motivational area and were labeled the *most motivated students*. They also performed the highest on the criterion measures which assessed the learners' effort and language choice. The university students in my study had a significantly higher average on the *Criterion measures* (see Appendix G) than the middle school students did, which made them similar to the most motivated participants in Csizér and Dörnyei's (2005b) Hungarian study.

The university students in my study also had a stronger *Ideal L2 self* than the middle school students (see Appendix G). The fact that the middle school students had a weaker Ideal L2 self than the university students was supported by the interview data. Like Ray, most of my participants reported that that they did not have a clear vision of their Ideal L2 self when they were middle school students:

In middle school, I had no idea how I would use English in the future. I couldn't imagine myself living abroad. I didn't think about having a discussion with international friends because my English was very poor. I didn't think about using English in my career or speaking English like a native speaker. (Ray)

Kormos and Csizér (2008) conducted a cross-sectional survey of 623 English learners in Hungary who were middle school students, university students, and adult

language learners. The university students showed a higher mean value in terms of their Ideal L2 self than the middle school students. Kormos and Csizér (2008) concluded from this finding that since university students have quite a stable self-image which is still flexible, the L2 self can form a part of their self-image more easily than for the middle school students whose self-image is still in a state of flux. In my study, the university students also showed a higher mean value in terms of their Ideal L2 self than the middle school students, which can be seen in the table in Appendix G. This result lends support to Kormos and Csizér's (2008) conclusion about the stability and flexibility of the university students' self-image.

6.3.3 Family Influence, the Ought-to-L2 Self, and Pressure

Chinese students are under a great deal of pressure from their family, friends, society, and also tend to put a lot of pressure on themselves. Since the family is usually the most important priority for Chinese people, the pressure that comes from the family to study hard and find a good job weighs uppermost in Chinese people's minds. Pressure can also come in the form of parents' expectations, which is an example of *Family influence* in the SEM.

With regard to the SEM models (see figures 6-1 and 6-2), *Family influence* has a much larger impact on the *Ought-to L2 self* than *Preventional instrumentality* in both sub-groups, which emphasises the key role that the family plays in the Chinese culture. It is noteworthy that *Family influence* has a larger impact on the *Ought-to L2 self* among the university students than among the middle school students. The specific items that were used to represent *Family influence* in the model were “*I must study English to avoid being punished by my parents/relatives*” and “*My family put a lot of pressure on me to study English*”. In the interviews, my

participants told me that the pressure they feel from their parents to study English has increased from the time that they were middle school students. At that time, their parents only expected them to do well in their English examinations while now that they are at university, their parents expect that they do well in their English examinations and also study English hard in order to find an excellent job in the future.

Pressure usually carries a negative connotation, but it certainly has a powerful motivational capacity. Justin mentioned that he doesn't study English hard these days because “*there is no pressure from English examinations.*” Linda also said that she needs pressure in order to make an effort to learn English:

I am a lazy person. When I am in an environment where there is no pressure, I just take it easy. The environment always influences me. I got used to the pressure from my parents. I think I need pressure to study English hard.

(Linda)

Kormos et al. (2008) conducted a mixed methods study within the process model paradigm. In the qualitative phase of the study, 20 English majors in their fourth and fifth (final) year at a Hungarian university were interviewed about their motivation toward learning English. The interview questions were related to the three phases of the process model. The quantitative phase of the study was a motivational questionnaire survey that was administered to 100 English majors completing their first or second year at university. Although the participants in the quantitative study were found to invest a substantial amount of effort in learning English, the interviewees who were about to graduate reported that they had only made a great deal of effort in learning English in the first two years of their studies because they had to prepare for language proficiency examinations at that time.

Others claimed that they almost did not make any effort to learn English unless there was external pressure on them such as needing to pass a proficiency examination. Therefore, it seems that students from different parts of the world need some pressure in order to feel motivated to learn a foreign language.

6.3.4 Attitudes Toward Learning English

In the SEM models (figures 6-1 and 6-2), the impact of the *Ideal L2 self* on *Attitudes to learning English* is greater among the middle school students than among the university students. This suggests that those students who managed to develop a strong Ideal L2 self could use it to improve their attitudes to learning English.

In a mixed methods motivational study conducted by Ryan (2009) on 2,397 middle school and university students in Japan, he found that one of the reasons why his participants had such positive attitudes toward learning English was because of the social rewards they acquired as they became more proficient in English. Although cross-cultural differences do exist, perhaps this need for belonging, acceptance, popularity, and prestige is universal. As Ryan (2009) wrote, “for young people popularity and social status can be very important considerations; anything that appears to offer the prospect of enhanced social status and attendant popularity can seem highly attractive” (p. 12). One of Ryan’s interviewees mentioned that many people in Japan want to speak English because it sounds cool and they are thought of as being cool if they speak English.

In my study, Steve told me that one of the reasons why he wanted to learn English in middle school was to be cool, so this obsession that young people have with being cool seems to cross cultures. One of the main reasons why Jeff studied

English hard in middle school was in order to gain a higher social status in his class. As Jeff explained, his classmates admired him for his English proficiency and his teachers treated him better than his less fluent classmates.

If you can speak English well in class it's kind of like show off, so it makes you feel good and makes you look good in front of others and the teacher will prefer you better than others, so those are drivers. (Jeff)

6.3.5 The Impact on the Criterion Measures

According to the SEM models (figures 6-1 and 6-2), the *Ideal L2 self* had the strongest impact on the *Criterion measures* followed by *Attitudes to learning English*, with the *Ought-to L2 self* having the weakest influence. In fact, the path from the *Ought-to L2 self* to the *Criterion measures* did not even reach significance among the middle school students. The interviews that I conducted confirmed that my participants' *Ideal L2 self*, *Attitudes to learning English*, and their *Ought-to L2 self* all had an impact on the amount of time and effort they spent on studying English, although the component which had the greatest impact seemed to depend on individual differences.

When Steve was a middle school student, he put a lot of time and effort into studying English in order to be the most outstanding student which represented his *Ideal L2 self* at the time, out of an interest and enjoyment in learning English which reflected his positive *Attitudes to learning English*, and also in order to meet the expectations of his parents, teachers, and friends which formed a part of his *Ought-to L2 self*. When Steve was majoring in English at university in China, he was no longer the best one in his class, so he didn't feel as interested in learning English. Still, he wanted to learn English well to succeed in his career and to be admired by

others as being a proficient speaker of English. Therefore, his *Ideal L2 self* and *Ought-to L2 self* continued to have an important influence on the amount of time and effort he exerted on learning English.

Carol is an English teacher who puts a lot of time and effort into preparing her lessons because as she said, “*I want to be a good teacher, so I must read a lot in English about the Western culture. It’s my responsibility toward my students and also my interest.*” Carol’s *Ideal L2 self* involves being a good English teacher. Her responsibility toward her students is associated with her *Ought-to L2 self* and her interest represents her *Attitudes to learning English*.

One of Kormos and Csizér’s (2008) main objectives was to examine how the components of the L2 Motivational Self System affected the *Criterion measures*. Some of the age-related variations that were found in their study were the same as in mine. For example, the university students showed significantly higher scores on the *Criterion measures* scale than the middle school students (see Appendix G). It is interesting to note that by carrying out multiple regression analyses on their data, Kormos and Csizér found that the two most important predictor variables of the *Criterion measures* were the *Ideal L2 self* and *Language learning attitudes*, which is also true of my models.

However, in their study they found that the *Ideal L2 self* and *Language learning attitudes* had an equal impact on the *Criterion measures* of the university students. Furthermore, *Language learning attitudes* had a slightly greater impact than the *Ideal L2 self* on the *Criterion measures* of the middle school students. They explained the difference in the impact of *Language learning attitudes* with reference to the importance of the classroom experience for younger learners. They argued that since university students have clear goals related to language learning which they

have incorporated into their Ideal L2 self, they are not as dependent on their classroom experiences and language teachers.

In a quantitative motivational study, Csizér and Kormos (2008) examined how inter-cultural contact affects attitudes toward language learning and motivated behaviour in Hungary through SEM. The researchers selected 237 thirteen and fourteen year-old learners of English and German out of a national representative survey of 1,777 participants. The sample they selected had the most intensive contact with native speakers of the two target languages. The SEM model demonstrates that the *Criterion measures* are directly affected by two components: *Language learning attitudes* and the *Perceived importance of contact*, which explains the extent to which students feel it is important to participate in inter-cultural contact. In the SEM, the *Perceived importance of contact* is affected by *Milieu*, which emphasises the importance of the attitudes of the learners' significant others toward the target languages. Thus, the family has quite a strong indirect influence on the *Criterion measures* in both Hungary and China.

Csizér and Kormos (2009) recently conducted a study to examine the roles of the *Ideal L2 self*, *L2 learning experience*, and *Ought-to L2 self* among middle school students and college/university students in Hungary. The participants consisted of 202 middle school students and 230 college and university students from Budapest. They compared the two samples in a multi-group SEM procedure. Similar to my findings, the *Ideal L2 self* and *L2 learning experience*, which is represented by *Attitudes to learning English* in my study, both contributed significantly to the *Criterion measures*. The *Ought-to L2 self* had the weakest effect on the *Criterion measures* among the three components in the college/university student sample, and in the case of the middle school students, its effect on the *Criterion measures* was

not significant, which was also true of my models. Csizér and Kormos (2009) suggested that the *Ideal L2 self* has a more substantial effect on the *Criterion measures* than the *Ought-to L2 self* because the intrinsic interest and strong self-concept associated with the *Ideal L2 self* have a more powerful effect on motivated effort than the extrinsic interest associated with the *Ought-to L2 self* (Deci & Ryan, 1985, 2002; Zimmerman, 1989; Zimmerman & Schunk, 2007).

6.4 SUMMARY

We can draw four main conclusions based on the findings. Firstly, this mixed methods study adds quantitative and qualitative validity to Dörnyei's (2009a) L2 Motivational Self System. The SEM models of the university and middle school students both demonstrated that the main predictors of motivated effort are the *Ideal L2 self* and *Attitudes to learning English*. The correlational analysis on the two types of instrumentality within both sub-groups showed that they are distinctly separate from each other, which supported the findings of the Taguchi et al. (2009) study. Furthermore, the interview data illustrated all of the main relationships in the SEM models.

Secondly, it is essential to consider certain aspects of the Chinese culture such as face, responsibility, family, and pressure in order to understand the operation of the L2 Motivational Self System, particularly the motivational role of the family in the Chinese context, since these were identified in the interviews as important parts of the Chinese culture related to L2 motivation.

Thirdly, the L2 Motivational Self System can effectively represent the L2 motivation of different age groups while taking into account certain differences between them. For example, it was found in the SEM models that the university students have developed a more well-balanced *Ideal L2 self* than the middle school

students, whereas the middle school students' *Attitudes toward the L2 culture and community* had a significantly larger impact on their *Ideal L2 self* than they did on the university students' *Ideal L2 self*. For the university students, the *Ought-to L2 self* had a much greater effect on their *Criterion measures* than among the middle school students.

Finally, comparing my findings with those of recent motivational studies in Hungary revealed certain similarities such as the strong impact of the *Ideal L2 self* and *Attitudes to learning English* on the *Criterion measures*. A comparison of the age-related differences showed that the *Ought-to L2 self* has much less of an impact on the *Criterion measures*, especially in the case of the middle school students. In the following chapters, I will discuss the results of my intervention programme and will make recommendations for future intervention programmes that may be used to motivate L2 learners by enhancing their vision of their *Ideal L2 self*.

CHAPTER 7

THE INTERVENTION PROGRAMME: AN EVALUATION AND VISION

7.1 INTRODUCTION

This chapter consists of three main sections. The first section is an evaluation of my intervention programme and includes an examination of the benefits of the programme, its effect on motivation, confidence, and the relationship between motivation and confidence. The second section will focus on vision. I will investigate the relationship between vision and motivation as well as the relationship between vision and confidence by utilising interview excerpts to illustrate these relationships. Then, I will provide support for the nine conditions that enhance the motivational impact of the future self-guides, which I described in chapter four (see section 4.4). Finally, in the third section, I will discuss the impact of the positive and negative situations and activities related to the future self-guides on vision, goals, imagination, and emotions.

7.2 AN EVALUATION OF THE PROGRAMME

7.2.1 The Benefits of the Programme

Firstly, I would like to mention that there was a significant increase in the strength of my participants' Ideal L2 self as a result of my programme. A paired-samples t-test was conducted on the data from the pre-workshop and post-workshop questionnaires (see Appendix E) to evaluate the impact of the intervention programme on the strength of my participants' Ideal L2 self. There was a statistically significant increase in their Ideal L2 self from Time 1 ($M = 5.30, SD = .82$) to Time 2 ($M = 5.46, SD = .53$), $t(30) = -4.40, p < .0005$ (two-tailed). The mean increase in

the strength of the Ideal L2 self was .43 with a 95% confidence interval ranging from -.63 to -.23. The eta squared statistic (.39) indicated a large effect size which demonstrates that my programme substantially strengthened my participants' Ideal L2 self. This result proves that it is possible to enhance L2 learners' vision of their Ideal L2 self through visualisation training.

Although the main objectives of my programme were to motivate my participants to study English by enhancing their vision of their Ideal L2 self and by making their goals for learning English more clear and specific, there were many other positive outcomes from the programme that I will describe in this section. Firstly, my participants reported that their speaking and listening improved and that their vocabulary expanded as a result of my programme. Yunjie was aware of the progress that he had made in his speaking and listening during my class.

The greatest achievement in my English in your class is my speaking and listening. It's because you gave me the chance to practise listening to you, the recordings and the other students, and gave me many chances to speak in the class. (Yunjie)

In terms of vocabulary, Kurt said that he can now speak about a wider range of topics because he has a deeper knowledge of vocabulary as a result of my programme. I taught my participants popular collocations related to studying and family as well as vocabulary associated with education and careers.

Besides improving their English, the participants acquired many new methods to develop their speaking, listening, reading, and vocabulary. Most of the participants told me that the method I demonstrated to them of making vocabulary cards was a very useful way to learn new words. When I asked Bill to describe what he had learned in my workshops, he said the following:

I learned the method of remembering and learning words. The second and most useful thing I learned was how to write a CV and prepare for a job interview. That will be really useful for my future. (Bill)

Many of my participants reported that their imagination improved as a result of my programme. In other words, they use their imagination now more often than they did before they took my workshops and are able to imagine situations related to learning English, how they will use English in their future, and their future in general. My participants told me that their imagination improved because they had many opportunities to practise using it during my workshops when I asked them to imagine the situations that I described above (see section 5.3.2 in chapter five) as well as their own positive and negative situations related to using English in their future. This suggests that imagination can be enhanced with practice. The following extract from Kurt's second interview represents the thoughts of many of my participants.

My imagination of how I can use English in the future became better and more detailed because I had the chance to practise using my imagination in your classes. Now, I can imagine things on more levels and in a more detailed way than before I took your classes. I have very strong images in my mind sometimes! (Kurt)

Some participants mentioned various benefits of using their imagination such as enabling them to become more creative and prepare for the future. Karen noticed that using her imagination helped her to become more creative in her studies and her life. Jellat found that using his imagination is also a kind of prediction which can allow him to become aware of the situations he will face, so that he can prepare more thoroughly for them.

The workshops helped my participants to become aware of the importance of English for their future. Linda said that my programme helped her to understand the importance of English and made her goals for learning English more clear.

Once I realised that English was important and my goals for learning English became more clear, I realised that I should grab the chance to speak English more and set up my goals for the future. (Linda)

As Evan explains below, imagining the positive and negative situations helped him to realise the importance of English and motivated him to study English hard.

The most impressive thing in your classes is that you told me to imagine the positive and negative situations. I never took those measures before. They made me realise more directly the importance of English. I enjoyed imagining those situations and they motivated me to study English harder! (Evan)

My programme also helped to improve my participants' attitudes toward learning English. Nancy told me that the workshops made her attitudes toward learning English more positive. She said that her attitudes toward learning English were quite negative before she took my classes. Now, she really wants to study English hard and is very eager to speak English fluently.

Karen feels much more interested to learn English now than she did before she took my classes because her English improved as a result of my classes. Karen said that "*when I find that I can speak English well, I will be more interested in it!*" Now that her attitudes toward learning English have improved, she enjoys spending more time learning English and using it. This demonstrates that her positive attitudes have an impact on the *Criterion measures*, which supports the SEM that was

presented in chapter six.

In the section above, we examined the general benefits of the programme on the participants. In the following section, I will focus on the impact of the programme on the participants' motivation toward learning English.

7.2.2 The Effect of the Programme on Motivation

Most of my participants' motivation toward learning English increased as a result of my programme. During the post-workshop interviews, I asked them if they exerted more of an effort toward learning English and devoted more time to learning English because of my programme. I have summarised their responses in table 7-1. Please note that the amount of time they put into learning English does not include the time they spend on their coursework. It refers specifically to time spent on learning English outside of their classes. Table 7-1 illustrates that 28 out of 31 participants exerted more effort toward learning English and 25 participants devoted more time to learning English as a result of my programme.

The two excerpts below demonstrate some of the methods that my participants are using to study English, which include suggestions of methods that I gave during my workshops.

I work harder on English and spend more time learning English as a result of your classes. I read an English newspaper every day, learn at least ten words a day, listen to the BBC English podcast, and am trying to translate a book from English to Chinese. (Jessie)

Susie told me that her English improved a lot because of my programme and I was impressed that she used most of the methods I suggested in the class to improve her English.

Now I listen to the radio almost every day, make vocabulary cards, write a diary and use every opportunity to speak English. I watch English programmes every day. Sometimes I write down some interesting expressions and then use them in my speaking. (Susie)

The average number of hours more per week that my participants spent on learning English as a result of my programme was five hours. Both Jessie and Susie put seven more hours per week into learning English because of my workshops. In the following interview extract, Amy told me that not only did she become more motivated to learn English because of my programme, but that her motivation is more constant:

My motivation would sometimes disappear before I took your classes, but after taking them, it exists more often. It persists more. (Amy)

Table 7-1

Effort and time devoted to learning English after the programme

Participant	Effort After Programme	Time After Programme (hours per week)
Amy	More	3.5 hours more
Annabella	More	14 hours more
Betty	More	7 hours more
Bill	More	3.5 hours more
Carol	More	Same
Charlie	Same	Same
Crystal	More	3.5 hours more
Emma	Same	Same
Evan	More	7 hours more
Jane	More	3 hours more
Jason	More	2 hours more
Jellat	More	Same
Jessie	More	7 hours more
Joy	More	7 hours more
Justin	More	3.5 hours more
Kan	More	Same
Karen	More	3.5 hours more
Kevin	More	14 hours more
Kurt	More	2 hours more
Leo	More	14 hours more
Maria	More	7 hours more
Marina	More	3 hours more
Nancy	More	5 hours more
Paul	More	7 hours more
Ray	More	5 hours more
Robin	More	7 hours more
Sophie	Same	Same
Susie	More	7 hours more
Tammy	More	7 hours more
Linda	More	3.5 hours
Yunjie	More	9 hours

Some participants told me that the programme not only taught them to study English hard, but to work hard in general. For instance, when I asked Jason what he learned in my workshops, he said, “*I learned that I should work hard, not only in English.*”

Although, as discussed in chapter five, I never explicitly told my participants during the workshops that they can imagine their Ideal L2 self and their Feared L2

self in order to motivate themselves to learn English, I was astonished that many of them automatically started to use this motivational strategy without being asked to do so. In fact, this is one of the lessons that I will discuss in chapter eight. Evan told me that imagining positive and negative situations of himself using English helps him a great deal to learn English, especially when he feels tired of studying.

Sometimes, when I am lazy and I don't want to study English, I think about a situation in which one day I will be able to speak English fluently like a native speaker. I will think how exciting life will be if I can learn English well. I use my imagination as a method to encourage myself to learn English.

(Evan)

Some participants motivated themselves to learn English by imagining both situations, while others focused on either a positive situation or a negative one to force themselves to study English hard. In the following interview extract, Justin mentions that he imagines both positive and negative situations to force himself to study English:

In the classes, you gave us some tools to imagine our future like the situations and timeline and now we can imagine it ourselves as well and both of the situations will push us to study English hard. (Justin)

The extract above from Justin's interview demonstrates that learners of English can be trained to use their imagination to motivate themselves to study English hard. Karen motivates herself to study hard by imagining positive situations.

Before when I would fail, I would become depressed. Now, I build a positive picture in my mind which motivates me to work hard and gives me hope. I learned to build a picture in my mind in your classes. (Karen)

Susie tends to imagine negative situations to force herself to study hard.

If I don't want to work hard, I will imagine the result if I don't do it, so it will push me to work hard. I learned this in your classes. (Susie)

It was found that the situations had a long-term impact on the motivation of some of my participants toward learning English. For example, Paul told me that the situations he listened to during my workshops still motivate him.

I was changed by the class and I imagine situations without thinking. Though it has been a long time since I took your classes, the situations you read to me still motivate me to learn English. (Paul)

The positive and negative situations also had a long-term effect on Kan's motivation toward learning English as he describes below.

The recordings affected me not only for a short term; not only during the session. I always think about them, so they are in my mind. The situations affect me by motivating me to study English harder and warning me not to be so lazy; not to do bad things to ruin my career and my future. (Kan)

Kevin told me that what he remembers the most about my workshops are the positive and negative situations that I described to him when he said, "*They have stayed in my mind forever.*"

Both the positive and negative situations motivated my participants to learn English. As Justin explains in the following interview extract, he felt more motivated to learn English when he realised that the difference between the two types of situations depends on how hard he will study English as well as his course in the next few years:

When I realised that the difference between these two situations depends on my actions in the following two years, I decided to focus most of my time on studying English and my course. I never spend any time playing computer games anymore. (Justin)

My programme helped my participants to make the most of their time and made them realise that they don't have much time left to achieve their vision of their Ideal L2 self, which motivated them to study English hard. Jason told me that the most important thing that he learned in my workshops is that time is important and that he should appreciate time. Imagining both situations taught him that exerting a lot of effort on learning English is important as is demonstrated in the extract below.

I think that the difference between the two situations is due to the amount of studying one does. If you study English very hard, the situation will be positive. If you don't study hard enough, it might be negative. (Jason)

The film that I showed the participants called "Dead Poets Society" (Haft et al, 1989) taught many of them to make the most of their time every day because that was one of the main messages in the film along with the importance of being yourself by finding your true identity. The film taught Marina to seize the day and writing her action plans made her aware of how little time she has left to achieve her vision of her Ideal L2 self, which motivated her to study English hard.

When I wrote my action plans, I found that there are not so many days left for me to achieve them, so I have to seize the day! I will graduate this year, so I don't have much time left to study English, improve it, and make my dreams come true. (Marina)

The film encouraged Tammy to use her time wisely and work on her action plans by creating a sense of urgency as she explains below.

The movie tried to encourage me by telling me that life is so short, so I should work on my action plans. I should not waste my time and try to seize every opportunity to work on my action plans. (Tammy)

In the following extract, Kan also mentioned that the film motivated him to work hard:

The film taught me to appreciate who I am, what I have, and not underestimate myself. It motivated me to do my best in the future. (Kan)

Most of my participants mentioned that the methods I taught them to learn English made them feel more motivated toward learning English and more confident in their English. In terms of motivation, Kan said, *“I feel more motivated to learn English now than I did before I took your classes because you showed me how we can learn English better.”* Nancy told me that she also feels more motivated to learn English now than she did before she took my workshops because my programme made her aware of new ways to learn English. I will deal with the issue of confidence in the following section where I will also explain how the methods that I taught during the programme made my participants more confident in their English.

7.2.3 The Effect of the Programme on Confidence

Confidence and motivation have traditionally been seen to cooperate and form one construct. In the field of psychology, expectancy-value theories posited that motivation is a product of an individual’s expectancy of success in a given task and the value that the individual attaches to being successful on that task. One of the main factors which determines an individual’s expectancy of success is how the individual judges one’s competence and abilities, which is related to their level of self-confidence.

My programme made my participants more confident in their English in a variety of ways. Many of them said that the methods I taught them to improve their English helped them to feel more confident in their English. Susie told me that her confidence in her English increased because I taught her some new methods to learn English which she has been applying such as listening to the radio, making vocabulary cards, reading the newspaper, and writing a diary. Evan said that he lacked confidence in his English before he took my programme because he was not sure how to learn English well. Now he has more confidence in his English because he knows how to improve it. Jason also feels more confident in his English because he learned new strategies to improve his English in my workshops as he explained when he said, *“In the class, I learned many methods to learn English. Now I have many tools to support my English, so I have more confidence.”*

My participants also became more confident in their English because it improved as a result of my programme. Kurt told me that his English improved because I gave him the chance to often speak in the class and practise his listening, which gave him confidence in his English.

You gave me a great chance to practise my English. Now, I can speak English more fluently than before, so I feel very confident to speak English with my friends and British people. Also, I feel more confident in my listening because I can understand what you say. (Kurt)

Not only did my participants imagine situations to motivate themselves, but they also did it in order to feel more confident in their English. For example, Anabella often imagines positive situations when she doesn't feel confident in her English. She also imagines successful conversations before communicating with native speakers of English to give herself confidence in her English speaking skills.

Robin told me that imagining situations involving himself speaking English fluently with others gives him confidence in his English and actually helps him to speak English more fluently.

The positive situations tended to increase my participants' confidence level. Carol reported that the more she listened to the positive situations, the more confident she felt about her English.

The more I listened to the positive situations, the more confident I became in my English. I think that if I would keep on listening to the positive recordings every day, my confidence in my English would become stronger. (Carol)

As is illustrated by the following interview extract, there was a long-term impact from the positive situations on Robin's confidence in his English:

Listening to the positive situations gave me confidence in my English which I now feel all the time! (Robin)

Many of my participants mentioned that they gained confidence in their English because my programme helped them to develop clear goals for learning English and in other aspects of their life. Linda told me that my classes helped her to learn how to set up her goals for learning English and for her future. When her goals for learning English became more clear, she became more confident in her English, which suggests a relationship between the clarity of goals and confidence. The film which I showed my participants during the workshops helped them to build confidence in themselves and in their English. It gave Evan the courage to speak English and taught him to believe in himself. Bill said that the movie encouraged him to be confident to learn English and it gave Justin confidence in his English as is demonstrated by the extract below.

One of the students in the movie was very shy and the teacher used every approach to encourage him to express himself and to be more confident. That impressed me and I became more confident in my English than before. Now I can speak louder and express my feelings better in English! (Justin)

Finally, my participants feel more confident in their English as a result of the career skills that they learned in my workshops. Charlie said, *“I feel more confident in my English because you have taught me some very useful skills such as how to write a CV and prepare for a job interview.”* Nancy felt more confident in her English because of the materials that I gave in the workshops related to preparing for a job interview (see Appendix H) and the positive situation in which she imagined a successful job interview (see Situation 6 on p. 163). Jellat found that practising a sample job interview during one of the workshops helped him to build confidence in his English. In this section and the previous one, we examined the impact of my programme on motivation and confidence. In the following section, I will investigate the relationship between motivation and confidence.

7.2.4 The Relationship Between Motivation and Confidence

According to the Clément (1980), confidence has a direct impact on motivation. However, most of my participants believe that motivation and confidence mutually affect each other. Amy explained the relationship between motivation and confidence quite well in the following interview extract:

If I feel confident, I will think that I can improve my English by studying hard, so my confidence pushes me to study English hard. When I feel motivated to learn English, I will study English hard and my English will improve which will make me feel more confident in my English. (Amy)

Many participants told me that feeling confident in their English motivated

them to learn English, which supports Clément's (1980) model of linguistic self-confidence. Paul explained that his confidence in his English made him feel motivated to learn English, energetic, and excited. Carol's explanation of the effect of confidence on motivation is quite reasonable.

If I feel confident that I can solve all the problems associated with learning English, then I can learn English well. Since I feel I can learn English well, it makes me want to learn it. (Carol)

Carol also told me that feeling confident in her English motivated her to study English because that feeling of confidence gave her the energy to study English. It is interesting to note that confidence gives Nancy motivation toward learning English because it makes her feel that the positive situations I described in the workshops are possible for her to achieve. This supports the plausibility condition that I described in chapter four in the section (see section 4.4.4) on the conditions that enhance the motivational impact of the future self-guides.

I feel confident in my English when I imagine the positive situations. The confidence makes me feel that one day those situations might come true and that motivates me. (Nancy)

Crystal's confidence in her English makes her feel more motivated to learn English because her confidence helps her to make her goals for learning English and her vision of her Ideal L2 self more clear as she explains below.

When I feel more confident in my English, it makes me feel more motivated to learn English because I can see the goal I can achieve. Then the ideal vision is not so far away. (Crystal)

The extract above supports the condition (see section 4.4.3) that the future

self-image should be elaborate and vivid in order to exert a maximum impact on the motivation toward L2 learning. Having examined the benefits of my intervention programme, the effect of the programme on motivation and confidence, and the relationship between motivation and confidence, I will focus on the visionary aspect of my programme in the following section.

7.3 THE VISION

In this section on vision, I will examine the relationship between vision and motivation followed by the relationship between vision and confidence. Then, I will provide support for the nine conditions (see section 4.4) that enhance the motivational impact of the future self-guides. Finally, I will discuss the effects of the situations and activities related to the future self-guides on vision, goals, imagination, and emotions.

7.3.1 The Relationship Between Vision and Motivation

My participants' vision of their Ideal L2 self and their Feared L2 self motivated them to study English hard via the powerful emotions that they elicited. For many participants, their vision made them feel energetic and excited, which provided them with the energy to study English hard. In the following extract, Susie explains how her vision of her Ideal L2 self motivates her to learn English:

It can make me feel very energetic and I want to study English hard to achieve this vision. The motivation comes from a deep part of my mind and my heart! (Susie)

Evan's vision of his Ideal L2 self motivates him to learn English because it makes him feel excited and gives him a desire to achieve his vision as is illustrated in the following extract:

When I think about my vision, I feel excited and I have a strong desire to make it come true. The feeling of excitement motivates me to learn English. I realised that I need to put more time and effort into learning English to achieve my vision. That's the way that my vision encourages me! (Evan)

According to the Dynamic Systems Theory which I described in chapter four (see section 4.7.5), the future self-guides are broad attractor basins. Karen's interview extract supports the Dynamic Systems Theory because it illustrates how her vision of her Ideal L2 self and her Feared L2 self are attractor basins. They motivate her to study English by pulling her toward her goals and pushing her to achieve her goals.

My vision pulls me toward my goals because they are so attractive. My Feared L2 self motivates me to learn English from another direction. It pushes me to achieve my goals because I want to avoid it. (Karen)

Kevin's description of his Ideal L2 self in front of him, attracting him and his Feared L2 self behind him, pushing him to work hard, also demonstrates that the future self-guides are attractor basins:

My vision of my Ideal L2 self is in front of me and I want to achieve it. My Feared L2 self is behind me. It pushes me to keep walking forward and working hard. (Kevin)

According to Dörnyei (2009a), the future self-guides are the emotional part of the L2 Motivational Self System, while the goals form the system's cognitive component. My participants reported that their vision of their Ideal L2 self motivates them to learn English by giving them goals to achieve, which illustrates the close relationship between vision and goals.

Without goals, I don't have motivation. My vision of my ideal L2 self gives me goals for learning English. Those goals motivate me to learn English.

(Sophie)

On the topic of goals, it is noteworthy that the clearer one's vision of one's goals are for learning English, the more motivating they are as Charlie revealed during his interview.

I feel more motivated to study English hard because my goals are becoming clearer and I can see my goals so I have a direction to work towards, which makes me want to study English harder. (Charlie)

We have seen in this section that the relationship between vision and motivation is affected by emotions and by the future self-guides which are attractor basins within the Dynamic Systems Theory. The Ideal L2 self pulls the participants toward their goals and the Feared L2 self pushes the participants to achieve their goals by making them aware of the negative consequences of not studying English hard. The vision of the participants' Ideal L2 self gives them goals to achieve, which motivates them to learn English. The clearer their vision of their goals for learning English are, the more motivated the participants are to achieve them. In the following section, I will consider the relationship between vision and confidence.

7.3.2 The Relationship Between Vision and Confidence

When I conducted retrospective interviews based on the questionnaires which measured my participants' strength of their vision of their Ideal L2 self (see Appendix E), I found that in most cases the reason why my participants' ratings of the strength of their vision of their Ideal L2 self increased from the pre-workshop questionnaire to the post-workshop questionnaire was because their confidence in their English made their vision of their Ideal L2 self more clear.

My participants' confidence in their English helped them to imagine themselves using English in the future more clearly than before. Jellat said that for all of the questionnaire items, "*if a person is confident in their English, it will be easy for them to imagine clearly using English in their future.*" In the following extract, Charlie explains how his confidence in his English made his vision of his Ideal L2 self more clear:

Before I didn't dare imagine some situations because I didn't feel confident enough to achieve them. Now, I think it's easy to make those situations come true. My confidence helps me to see more details in the future in the way I will use English. (Charlie)

It was found that for some participants, their confidence in their English and their vision of their Ideal L2 self had a mutual effect on each other. For example, Yunjie's confidence in his English helped him to clearly imagine himself using English well in the future. At the same time, his clear vision of himself speaking English fluently in the future gave him more confidence in his English.

For other participants, their vision of their Ideal L2 self gave them more confidence in their English. Jellat provided the following explanation of the impact of the vision of one's Ideal L2 self on one's confidence level:

Imagining the Ideal L2 self really helps to build confidence in English. If you guide people to think a lot about what kind of ideal future they could have, they will discover their own advantages and then become more and more confident. I think that discovering your advantages and thinking about your ideal situation are both extremely beneficial in building confidence. (Jellat)

Tammy's vision of her Ideal L2 self gave her confidence in her English because it was plausible since it contained realistic goals as she explains below.

My vision of my Ideal L2 self depends on what I think I can achieve. If I think I can achieve my goals, then I have the confidence that I can do that!

(Tammy)

The extract above suggests that the more realistic language learners' goals are, the more confident they will feel that they can achieve them. It is reminiscent of one of the conditions for the motivational capacity of the future self-guides that I described in chapter four (see section 4.4.4), namely that the future self-guides should be plausible. The following section will offer support from the interview extracts for this condition as well as the other conditions (see section 4.4) which enhance the L2 motivational impact of the future self-guides.

7.3.3 Support for the Conditions that Enhance the Motivational Impact of the Future Self-guides

In the section on the conditions for the motivational capacity of the future self-guides in chapter four (see section 4.4), I summarised nine conditions which according to Dörnyei and Ushioda (2011), enhance the motivational impact of the future self-guides. In this section, I will provide examples of extracts from the interviews which support all of the conditions.

1. The L2 Learner Has a Desired Future Self-image

Firstly, I mentioned that a learner should have a desired future self-image in order for the future self-guides to have their maximum motivational impact. Some participants told me that the positive situations gave them a vision of their Ideal L2 self. For example, Yunjie said, *“the situation about being the best student gave me a vision of my ideal L2 self”*. Robin stated that *“the activity about goals in the first class helped me to start thinking about my vision of my Ideal L2 self”*.

2. *The Future Self Should be Sufficiently Different from the Current Self*

There was also evidence from the interview data that the future self should be sufficiently different from the current self in order to exert a maximum motivational potential on learners of English. Listening to the positive situations made Leo realise that there was a distance between his current L2 self and his Ideal L2 self. He said that he wanted to reduce this gap, which motivated him to study English hard.

The positive situations you described were exactly the kind of situations that I want to be in. They motivated me to learn English harder to reduce the distance between my real L2 self and my Ideal L2 self. (Leo)

Jellat was also motivated to reduce the gap between his current L2 self and his Ideal L2 self by studying English hard as is demonstrated in the following extract:

Listening to the positive situations made me feel relaxed and confident, but there is a distance between the position I am in now and my vision of my Ideal L2 self, so this gap needs my hard work to fill. I feel motivated to reduce the gap. (Jellat)

3. *The Future Self-image is Elaborate and Vivid*

There was quite a lot of support in the interview data for the condition that the future self-image should be elaborate and vivid. Many participants told me that since their vision of their Ideal L2 self became more clear and specific as a result of my programme, they now feel more motivated to learn English than before they took my workshops. Evan told me that his vision of his Ideal L2 self motivates him more now than it did before he attended my programme because it contains more details and each of those details encourages him. His vision is now separated into very specific aspects such as jobs, relationships and lifestyle, whereas before my

workshops, his vision was very general. Ray is more motivated to learn English because his vision is more clear and specific than before. There is another reason which he explains in the extract below.

The second reason is that after your classes, my Ideal L2 self is more connected to my future and to other aspects of my life like my career, relationships, and lifestyle. In the past, my vision of my Ideal L2 self was isolated from other parts of my life. (Ray)

In my programme, the positive and negative situations motivated most of my participants because they made their vision of their Ideal L2 self more clear and specific. Kan said, *“Because of the situations that you asked us to imagine, I see more clearly what will happen in the future, so I feel more motivated to learn English.”*

The activity related to goals and the timeline helped to make most of my participants’ vision of their Ideal L2 self more elaborate and vivid. Karen told me that her vision of her Ideal L2 self motivates her more now to learn English because of those activities. She explained that is *“because I know what I want in more detail for my future work, relationships and lifestyle. Before your classes, I never thought about this in such detail.”*

Like the other participants, Linda said that a clear vision of her Ideal L2 self motivates her to study English hard. Furthermore, she told me that once she set up her goals for learning English, her vision became more clear, which emphasises the strong connection between goals and vision within the L2 Motivational Self System.

4. *The Future Self-guides are Plausible*

There was also ample evidence in the interviews of the condition that the future self-guides should be plausible to have their maximum motivational capacity. For example, Susie said that her vision of her Ideal L2 self depends on realistic goals, which push her to study English harder. Ray felt motivated to study English hard when he imagined negative situations associated with his Feared L2 self because the situations that I described were plausible.

When I listened to the negative situations, they motivated me to study English hard because they gave me a huge pressure and they were very possible to happen! That means the fear is real. If the situations would not be realistic, they wouldn't motivate me and I would have no feeling about them. (Ray)

This extract demonstrates the close link between plausibility and emotions. The more plausible the imagined situation is, the stronger the emotions are that it elicits. These emotions and pressure have a powerful motivational impact.

The following extract illustrates a connection between the specificity and plausibility of a vision of one's Ideal L2 self. The more specific it is, the more plausible it becomes, which in turn motivates Jason to study English hard.

When my vision becomes more specific, I will feel that it's more real and my goals for learning English will become real. This will help to motivate me to study English hard. (Jason)

There is also a connection between the clarity of the vision of one's Feared L2 self and its plausibility, as is illustrated in the following extract:

Writing about my Feared L2 self made me see my negative future more clearly because it's possible that it will happen. (Bill)

Finally, some interview data indicated that there is a relationship between

plausibility and confidence. The more plausible the Ideal L2 self is, the more confidence it creates. Susie said that since she felt she could achieve the positive situations which I described, that made her feel very motivated to study English and confident. Paul said that *“the idea that it’s possible for me to achieve my vision of my Ideal L2 self made me feel confident.”*

5. *The Future Self-image is not Perceived as Comfortably Certain*

Another condition that is required for the future self-guides to exert their maximum motivational potential is that the future self-image should not be perceived as comfortably certain. Robin said that his vision of his Ideal L2 self motivates him to learn English because he has a lot of work to do in order to achieve his vision. Listening to both situations made my participants aware that achieving their Ideal L2 self requires great effort, which motivated them to study English hard. Listening to the positive situations motivated Jason to study English hard because these situations made him realise that achieving his future self-image requires a lot of effort on his part.

In the positive situations we listened to, the people you described had such excellent English, but it can’t be obtained without any effort. So, if I make much more of an effort than other people, I can achieve my Ideal L2 self.

(Jason)

Listening to the negative situations also made Jason aware that he needs to exert a substantial amount of effort to achieve his future self image as is illustrated by the following interview extract:

When I listen to the negative situations, I think that I still need to improve my English to achieve my Ideal L2 self! There is a long way for me to go and it makes me feel like I have to study English harder. (Jason)

6. *There is Harmony Between the Future Self-guides*

In terms of the condition that there should be harmony between the future self-guides, the participants revealed that they are striving to meet their parents' expectations of being successful English learners and also achieve their own dreams of becoming proficient users of English. Therefore, they are motivated to learn English by their Ought-to L2 self as well as their Ideal L2 self. Justin told me that his father expects him to be a successful man, which requires being highly proficient in English and that he is trying his best to find his own way to be successful for himself and for his father. Jessie said that she felt motivated to study English hard when she listened to the positive situations during my workshops for the following reasons:

Those positive situations are quite similar to my parents' expectations and I don't want to let them down. (Jessie)

Jessie's and Justin's Ideal L2 self is in harmony with their Ought-to L2 self, so they are very motivated to learn English well. This demonstrates that in order to have a maximum motivational potential, the future self-guides should be in accord with each other.

7. *The Future Self-guides Should be Activated*

Many participants told me that listening to the positive and negative recordings activated their vision of their Ideal L2 self, which motivated them to study English hard. Marina said that the more she listened to those recordings, the stronger her motivation toward learning English became because there was always a voice around her which directed her, as she explains in the following extract:

My motivation for learning English becomes stronger the more I listen to the recordings. Since I have listened to them for a long time, there will always be

a voice around me to direct me, especially when I am studying English or speaking English. (Marina)

The voice that Marina was referring to could be her activated vision of her Ideal L2 self. Bill said that the more he listens to both types of situations, the more motivated he feels to study English. The reason he gave for his increased motivation is that his vision of his Ideal L2 self becomes more clear as he continues to listen to the situations.

The more I listen to the situations, the clearer I imagine my vision, so it gives me more motivation because I really want to achieve the dream. (Bill)

According to Bill, the process of activating his vision of his Ideal L2 self makes it more clear, which lends support to the condition that the future self-image should be elaborate and vivid.

8. *Developing an Action Plan and Procedural Strategies*

The condition which states that it is important to develop an action plan and procedural strategies is supported by the following interview extract:

If you just imagine your plan, then you won't do anything after you imagine it, but the action plans give you some tasks to do, so they make sure you will do something after you finish imagining your plan. (Jason)

9. *The Desired Self Should be Offset by the Feared Self*

With regard to the condition that the desired self should be offset by the feared self, most of the participants told me that they needed a balance between their Ideal L2 self and their Feared L2 self. When I asked Evan which of the two situations motivated him most to study English hard, he replied in the following way:

I think that both of them played an equally important role. I need both of

them to create a balance! Imagining the positive situations makes me feel excited to study English. When I feel very satisfied with my English, I need some pressure from negative situations to motivate me to study English.

(Evan)

Sophie also said that both of the situations motivated her to study English hard.

The positive ones gave me confidence in my English and helped me set my goals for learning English. The negative ones reminded me that if I don't study English hard, I won't succeed. (Sophie)

In terms of confidence, some participants told me that if they would only listen to the positive situations, they would become too confident in their English and feel that there is no need for them to study English any longer because they are already sufficiently proficient in English. Therefore, they also needed to imagine negative situations because they made them aware that they still need to improve their English and gave them a sense of urgency, which motivated them to study English hard.

I need both situations because if I only listen to the positive ones, it will make me feel too confident to work hard. The negative situations make me feel that time is limited and that I should study English hard. That feeling that it's very urgent for me to achieve the goals in a limited time motivates me. (Charlie)

It is clear from Crystal's interview extract below that the balance between the Ideal L2 self and the Feared L2 self also creates an optimal level of confidence. Being overconfident as well as lacking confidence in English can both be demotivating factors.

I feel very strongly that I need a balance of both situations. Only listening to the positive ones makes me feel so confident in my English and that my future will be bright whether I study English hard or not. If I only listen to the negative ones, I will lose the confidence to study English hard. (Crystal)

Jellat explains the impact of the situations on motivation and confidence very clearly in the following extract:

When you feel diffident, the positive situations make you study English harder, but if you feel over-confident, the negative situations may pull you back from a dangerous area. They may both work well in different situations and according to your confidence level. (Jellat)

The extracts above lend support to the nine conditions (see section 4.4) that enhance the motivational impact of the future self-guides. Most of these extracts refer to the positive and negative scripted imagery situations that the participants listened to during the workshops. In the next section, I will examine the effect of the positive and negative situations as well as the activities related to the future self-guides on vision, goals, imagination, and emotions.

7.4 THE IMPACT OF THE ACTIVITIES

There were two main types of activities in my intervention programme: (1) visualisation activities (see section 5.3.2 in chapter five) which consisted of positive and negative scripted imagery situations that were read to the participants during the workshops as well as two recordings on the CD accompanying the teachers' resource book by Arnold et al. (2007) that the participants listened to, and (2) four activities which were related to the future self-guides consisting of the activity on goals, the timeline, the action plans, and the Feared L2 self activity. In the following two sections, I will deal with each of the two main types of activities separately, starting

with the situations, by focusing on their effect on vision, goals, imagination, and emotions. All of the situations that the participants heard in the workshops were e-mailed to them as audio files immediately after the workshops ended, so that they could keep on listening to them in order to be motivated by them.

7.4.1 The Effect of the Situations on Vision, Goals, Imagination, and Emotions

The positive and negative situations had a strong impact on my participants' vision of their Ideal L2 self, goals for learning English, imagination, and emotions. In this section, I will describe the main effects of the situations on these aspects by providing key illustrative extracts from the interview data.

1. Vision

Firstly, I will focus on the impact of the positive and negative situations on the participants' vision of their Ideal L2 self. Most of my participants told me that the situations made their vision of their Ideal L2 self more clear and specific. Jellat said that imagining the situations shaped his vision of his Ideal L2 self and made it clearer, which demonstrates that it is possible to enhance L2 learners' vision of their Ideal L2 self through scripted imagery situations.

Imagining the positive and negative situations in your classes made my vision more clear and specific. Before I took your classes, I didn't separate the aspects of work, lifestyle, and relationships in my mind. Your situations filled my vision with a more detailed image. (Jellat)

Jessie mentioned that imagining the situations made her vision of her Ideal L2 self more vivid and concrete.

My vision is not abstract anymore. It's not as simple as before like when I thought I can earn more money if I speak English well and get a higher

social status. It's much more. I can see the image of my life and my Ideal L2 self. (Jessie)

Many of my participants reported that the more they listened to the situations, the more clear and specific their vision of their Ideal L2 self became. In the following extract, Marina mentioned that after listening to the recordings of the situations I sent her for only a few days, her vision of her Ideal L2 self started to become more clear and specific:

While I imagine the situations, I escape from reality and become the person who I really want to be. After listening to the recordings for several days, my vision of my Ideal L2 self became more clear and specific than before, so that helps me to design my dreams. (Marina)

2. Goals

Since the vision of one's Ideal L2 self is the emotional aspect of the L2 Motivational Self System and one's goals for learning English form the cognitive component of the system (Dörnyei, 2009a), there is a close connection between vision and goals. Therefore, the situations also made my participants' goals for learning English more clear and specific for the following reasons. Marina told me that listening to the situations every day made her review her goals, which made them more clear. In terms of specificity, Jessie explained in the following extract how listening to the situations made her goals for learning English more specific:

When I listen to the situations, I imagine what I need to achieve if I want these situations to happen. For example, when I imagine the situation about being an excellent student of English, I think that I must have the ability to express myself clearly and my vocabulary should be very broad. (Jessie)

Most of the participants told me that although both situations helped to

clarify their goals for learning English and made them more specific, the positive situations had a greater impact on their goals than the negative situations. As Karen explained, this is because the positive situations contained her goals for learning English whereas the negative situations only consisted of goals to avoid.

3. *Imagination*

Most of my participants said that listening to the situations helped them to improve their imagination because it gave them an opportunity to use their imagination often as is demonstrated by the following interview extract:

Listening to the situations helped me to improve my imagination because they gave me a chance to practise using my imagination. Also, I was able to use my senses better each time that I listened to the situations. (Joy)

Joy's interview extract suggests that one's imagination can be improved with practice.

Also, it is important for the scripted imagery situations to be quite detailed in order to help improve the participants' imagination, so that they can imagine their vision of their Ideal L2 self and their goals for learning English in detail. Tammy said that imagining the situations improved her imagination because the situations I described contained a lot of details, which enabled her to imagine very detailed goals. Forming a detailed vision of one's Ideal L2 self and specific goals for learning English will motivate learners of English to study English hard as we have seen above.

4. *Emotions*

Finally, I would like to describe how the emotions that the positive and

negative situations elicited in my participants motivated them to study English hard. Most of my participants felt excited when they listened to the positive situations and worried while listening to negative situations as is demonstrated by the extract below.

The positive situations made me feel excited about my future and helped me to have some clear goals, which made me feel motivated to learn English.

The negative situations made me feel worried about my future. They pushed me to work hard because I wanted to avoid them. (Karen)

As Karen stated in the excerpt above, the positive situations clarified her goals, which made her feel more motivated to learn English. In terms of goals, many participants indicated that the positive situations motivated them because they matched their goals for the future, whereas the negative situations motivated them because they matched their fears for the future that they won't manage to learn English well.

The positive situations you described matched my goals, so they motivated me to study English hard. The negative situations you described matched my fears well. They motivate me by letting me know everything I should do to avoid those situations like making a plan to learn English. (Nancy)

Most of the participants told me that listening to the positive situations made them feel more confident in their English. One of the positive situations which I described made a deep impression on Paul because it matched his vision of his Ideal L2 self and his goals very closely, which made him feel confident and motivated him to study English hard as is illustrated by the following extract:

That situation where I was talking with my colleagues in English and I was the core member of the crowd made a very deep impression on me because it matched my vision of my Ideal L2 self and my goals very closely! It made me

*feel confident in my English and made it very clear to me who I want to be!
That situation was helpful to feel the future situation, think in the reality and
start to change by studying English hard. (Paul)*

The extract above emphasises how important it is for the situations to match the participants' vision of their Ideal L2 self and their goals in order to help them to create a clear vision of their Ideal L2 self and give them more confidence in their English.

It was found that the more plausible the situations are, the more confidence they give. Amy told me that the positive situations made her feel confident in her English because they were plausible, which suggests that there could be a relationship between the plausibility of the situations and the level of confidence in English that they create. It is interesting that both the positive and negative situations gave Karen confidence in her English because they were both realistic.

Most of the participants also told me that listening to the positive situations made them feel very excited about their future, which gave them the energy to study English hard. In contrast, listening to the negative situations made the participants feel afraid, disappointed, and gave them pressure to study English hard. However, as Robin said, "*without pressure, there is no motivation.*" Susie's extract below represents the reactions of most of the participants to the situations.

Listening to the positive situations makes me feel very excited and makes me want to achieve my vision of my Ideal L2 self urgently! The negative ones also play a very important role in motivating me to study English, but they make me feel very disappointed. When I feel disappointed, I think in my heart that I should study English hard to protect myself from that negative situation and to prevent it from happening to me. (Susie)

It is noteworthy that the more often the participants listened to the situations, the stronger were the emotions that they elicited, which suggests that the participants should be encouraged to imagine both situations frequently, so that they can exert a maximum motivational impact.

In terms of the effect of emotions on motivation, the positive situations make Paul feel ambitious to achieve his goals for learning English, which motivates him to study English hard. Also, the following extract supports the Dynamic Systems Theory because the Ideal L2 self represented by the positive situations and the Feared L2 self associated with the negative situations are two attractor basins which both motivate Paul to study English:

Imagining the positive situations motivates me to study English hard because when I assume that I am in a positive situation, I become very ambitious to become that excellent English speaker who is described. I am attracted by the positive situation, so they pull me to study English hard. The negative situations push me to study English hard. (Paul)

According to Jellat's interview, pressure may be thought of as a repeller because it pushes him away from the negative situations that he would like to avoid by studying English hard.

The negative situations make me feel pressure. Even though there is a distance between my position and the failing position, it's still possible for it to occur if I don't work hard. The pressure pushes me away from that situation. (Jellat)

Feeling confident in one's English and having a plausible vision of one's Ideal L2 self both motivate learners of English to study English hard. When Jason listened to the positive situations, he felt comfortable, relaxed, and proud of his

English. Those pleasant feelings motivated Jason to learn English because they gave him more confidence in his English and made him feel that the positive situations that he imagined can come true. This example also illustrates the relationship between confidence and motivation and supports the condition of a plausible vision (see section 4.4.4).

Although most of my participants found both situations to be equally motivating, some of them preferred to focus on positive situations while others tended to imagine more negative situations to motivate themselves to study English. These preferences are due to individual differences. For example, Paul preferred to imagine more positive situations for the following reasons:

I prefer something that attracts me and doesn't push me, but I know that I can achieve my goals for learning English both ways. If I just think of the negative situations, my expectations will be lower. For example, if I don't want to get 50%, I will get 55% or 60% but if I want to get a 100%, I may get 90% or 95%. Having higher expectations can make me achieve more. (Paul)

Other participants felt that the negative situations motivated them more to study English hard because the disappointment and fear that imagining these situations created drove them to act in order to avoid those feelings and prevent those situations from occurring. Kurt said that he found the negative situations more useful as motivators than the positive situations because he was afraid of becoming the person described in those situations. Ray explains in the following extract why he prefers imagining negative situations in order to motivate himself to study English:

I have to admit that the negative situations made a great difference because I was really scared that they will happen, but I know that it's possible if I don't

work hard, so that kind of fear will drive me to study English hard to avoid them. (Ray)

The interview extracts above demonstrated the powerful influence that the situations had on my participants' vision, goals, imagination, and emotions. In the following section, I will consider the effect of the four activities related to the future self-guides on the participants' vision, goals, imagination, and emotions.

7.4.2 The Effect of the Future Self-guides Activities on Vision, Goals, Imagination, and Emotions

In this section, I will be describing the impact that the activities involving the future self-guides had on the participants' vision of their Ideal L2 self, their goals for learning English, their imagination, and their emotions. In the section where I described the structure of my programme (see section 5.3.2 in chapter five), I mentioned that the participants did four activities which involved either their Ideal L2 self or their Feared L2 self. In the first activity, the participants wrote down their goals for their career, relationships, and lifestyle including their goals for their Ideal L2 self in each of those domains.

The second activity was a timeline in which the participants had to indicate in which year they expect to achieve their goals in each of three domains (Ideal L2 self, Career, Relationships/Lifestyle) noting down everything that they hope will happen as well as forks in the road to illustrate the various options they may have even if they don't achieve their primary goals.

In the third session, the participants were instructed to write down their action plans for each of their major objectives associated with their Ideal L2 selves by listing the steps they needed to take in order to achieve each objective. Then, they

had to decide on a date when they would start working on their objectives, as well as when and how they would review their progress.

Finally, the participants did the Feared L2 self activity in which they were asked to describe the kind of person they were afraid of becoming in terms of their work, relationships, and lifestyle if their English would not improve. They were also instructed to think of ways in which they could avoid becoming that kind of person. Each of these activities motivated my participants to study English hard as is illustrated by the extracts below which are the most representative ones of my sample.

Most of the participants told me that their vision of their Ideal L2 self and goals became progressively more clear and specific as they completed each activity. The purpose of the first activity was to make the participants' vision and goals more clear by separating their vision of their Ideal L2 self into three domains: their career, relationships, and lifestyle. The purpose of the timeline activity was to make the vision and goals more clear and specific by creating separate timelines for the Ideal L2 self, career, and relationships/lifestyle domains and by attaching years to the goals outlined within each timeline. The function of the action plans activity was to make the vision of the Ideal L2 self and goals for learning English even more specific by breaking up the main objectives for achieving the vision into small, manageable goals. Finally, the aim of the Feared L2 Self activity was to offset the Ideal L2 self with the Feared L2 self in order to create a maximum motivational potential according to the condition that was described in chapter four (see section 4.4.9).

1. *Vision*

I will begin by describing the impact that the activities mentioned above had

on my participants' vision of their Ideal L2 self. The following extract illustrates how the activities helped Robin to develop his vision of his Ideal L2 self:

My vision developed step by step. The first activity made me start thinking about the vision. The timeline made my vision more specific and the action plans made it even more specific. The Feared L2 self activity made me take the bad parts away from my vision, so only the best parts remained. (Robin)

Most of the participants mentioned that their vision of their Ideal L2 self became more clear because the first two activities separated their vision into three domains as is illustrated by the extract below.

My vision became more clear because I separated each part of my vision in the first activity and the timeline. You gave me a clear structure and helped me to see my Ideal L2 self in three aspects: my work, relationships, and lifestyle. (Kurt)

Many participants told me that out of all of the activities, the timeline was the most effective in making their vision of their Ideal L2 self more clear and specific as can be seen from the following extract:

The timeline was the best way to shape my vision because it showed me several possible paths I may take in the future. I think the timeline was the one that helped me most to develop a clear and specific vision of my Ideal L2 self. (Jellat)

2. Goals

With regard to goals for learning English, each of the activities made my participants' goals more clear and specific. Not only did the timeline activity make my participants' vision of their Ideal L2 self more clear and specific. It also helped

my participants to develop clear and specific goals, so it proved to be a powerful motivational tool as demonstrated by Marina's interview extract.

My goals expanded after I drew the timeline because I imagined my life and work in the future and I imagined my ideal life with English. The timeline also made my goals more clear and specific because it made me think about my Ideal L2 self, career, and lifestyle and when I should achieve my goals.

(Marina)

Before taking my programme, most of my participants only had general goals for learning English such as wanting to speak English more fluently. After finishing my programme, many of my participants developed more clear and specific goals related to their studies, career, and lifestyle. Tammy said, "*I have clear goals now not only in my studies, but also in my life and career.*" Some participants mentioned that the process of writing down their goals made them more clear and specific. For example, Marina told me that the activities helped her to make her goals more clear and specific because she wrote them down. Before taking my programme, she had never thought about her goals clearly. Emma said that writing down her goals in the first activity motivated her to study hard because it made her realise that she must work harder in order to achieve those goals.

It is important to emphasise that only writing down the goals isn't always enough to motivate L2 learners. The goals need to be turned into actions. Justin said that the most important lesson that he learned during my workshops is that actions speak louder than words as is illustrated by the following interview extract:

Drawing the timeline and writing the action plans taught me that making my goals into actions is more important than just writing them down. (Justin)

Kevin's description of the impact of the activities on his goals represents

many of the other participants' experiences. In the first activity, Kevin learned to plan his future by setting goals for his career, relationships, and lifestyle including the way that he would like to use English in each of those domains. Kevin told me that the first activity made his goals more clear and specific. He also mentioned that it was more general than the timeline activity because in the timeline, he wrote down the years in which he plans to achieve his goals.

Writing down the years beside my goals made them more clear and specific and motivated me to try to achieve them. When you get closer to the year you have written, if you haven't reached the goals and they are far away, you will feel some pressure to work harder. (Kevin)

Kevin explained in the following interview extract that splitting his goals into steps when he wrote his action plans made them more clear and specific:

Because the goals always keep us motivated, it's a good idea to set goals. I could pursue them and that motivated me. If you separate your goals into steps, the ways to achieve them become more clear. (Kevin)

Writing about his Feared L2 self made his goals even more clear and specific because it let him know which situations to avoid in order to achieve his goals.

The activities also helped my participants to differentiate between their short-term goals and their long-term goals. Tammy told me that the timeline made her long-term goals more clear and specific whereas the action plans helped her to focus on her short-term goals. The timeline made Tammy aware of the most important goals in her life and made her realise that she doesn't have a lot of time left to achieve her goals, which motivated her to study English hard as well as her course. The action plans enabled Jellat to regulate his studies every day because they consisted of short-term goals as he explains below.

The Ideal L2 self action plans helped me to develop a step by step approach to achieve my goals for learning English. When you set a goal which is far away in the future, you don't tend to try to achieve it directly because you think it's so far away. However, if you achieve it step by step, it will seem easier for you to achieve your long-term goals. (Jellat)

Jellat mentioned that there is more pressure to achieve short-term goals rather than long-term ones because he feels like he doesn't have so much time to achieve them.

Bill said that that action plans motivated him to learn English because they consisted of short-term goals. He told me that it is difficult for him to continue to exert a constant amount of effort for a long period of time in order to achieve long-term goals because they take such a long time to achieve. After about a month, he may not put as much effort into his long-term goals or give up on them completely. However, with short-term goals, he is able to maintain his level of effort until he reaches those goals. This suggests that the action plans are especially useful in motivating participants who are not able to continue to motivate themselves to achieve their long-term goals without seeing immediate results due to their effort.

3. *Imagination*

According to Linda, establishing clear goals enables her to imagine her future, which indicates that there may be a relationship between goals and imagination. Linda said that “*once you set up clear goals, you will be able to imagine and predict the future.*” Her quotation indicates that the clearer one's goals are, the stronger one's capability is to imagine one's future. From Charlie's interview data, it is evident that imagination also has an impact on goals and his vision of his Ideal L2

self since Charlie reported that the more he used his imagination, the clearer his goals for learning English and his vision of his Ideal L2 self became.

My imagination became better because of your classes since you always asked me to use my imagination and imagine my future by writing a timeline. Because I always used my imagination during your classes, my goals for learning English and my Ideal L2 self became more clear. (Charlie)

Charlie reported that the first activity in which he made a list of his goals for his career, relationships, and lifestyle also helped him to use his imagination. He told me that was the first time that he imagined so much about his life in the future. The Feared L2 self activity also helped Charlie to use his imagination.

4. *Emotions*

All four activities which I mentioned above had an emotional impact on my participants as well. Some of the main emotions that the activities elicited were confidence, a sense of urgency, pressure, and fear. These emotions all motivated my participants to study English hard. The first activity gave Joy confidence as she describes below.

Writing about my goals for my jobs, relationships, and lifestyle gave me confidence because I feel that I can achieve those goals. Doing this activity encouraged me that I will be able to achieve them! (Joy)

Joy's interview extract lends support to the notion that plausible goals increase one's confidence. Jellat mentioned that writing about his Ideal L2 self when he did the timeline activity helped him to feel more confident in his English. In terms of motivation, many participants mentioned that the timeline motivated them to study English hard because it gave them a sense of urgency.

Drawing the timeline motivated me to study English because it made me feel

that time is quite limited. Also, writing down the years beside my goals motivates me to study hard because I feel that I must achieve those goals by those years. As the years come closer, I feel nervous and try harder to achieve my goals. (Crystal)

Many participants such as Carol told me that writing specific years beside their goals in their timeline gave them a sense of urgency, which motivated them to study English hard as is illustrated by the following extract:

Writing down years beside my goals gave me the feeling that I don't have a lot of time left to achieve them. That feeling that something is urgent motivates me to get it done quickly. If I feel that there is still a lot of time left to achieve my goals, I would not feel that motivated to achieve them quickly. (Carol)

The activities also motivated my participants because they gave them a feeling of pressure. Maria believes that most people will be lazy without any external or internal pressure. She argues that goals will give them pressure which will drive them to act. As she explains in the following interview extract, the action plans made her achieve her goals because they gave her pressure:

If you have a goal, you will have some pressure. Then, you will definitely attain that goal. The action plans make me reach my goals because they give me pressure. Since I made the plans, I must follow the plans. (Maria)

Thus, it is extremely important for the participants to design their own action plans rather than providing them with action plans. In this way, they will have the desire to carry out their plans. Jessie explained that the process of carrying out her action plans and achieving her goals for learning English gave her more confidence in her English.

Carrying out the action plans and achieving my goals makes me much more confident in my English because I am actually doing something to improve my English! (Jessie)

Justin told me that writing down the dates when he plans to begin working on his action plans gave him pressure, which motivated him to begin carrying out his action plans on the dates that he had specified.

The Feared L2 self activity has a powerful emotional effect because it creates a strong emotional reaction. It made Carol feel afraid that she would lose face, which motivated her to study English hard.

Doing this activity made me feel afraid that I would lose face in front of my family, leaders, and colleagues. This fear pushes me to study English harder. Face is the most important way to gain respect from other people, even to gain respect from my son! If I lose face, then I lose people's respect. (Carol)

The feeling that Ray wants to avoid the negative situations he described while doing the Feared L2 self activity gives him a sense of urgency which motivates him to study English hard.

The Feared L2 self activity motivates me to put my plans into action and drives me to act. Because I want to avoid something negative, I feel it's urgent to act now! (Ray)

For Robin and many other participants, the Feared L2 self activity acts as a warning and has a long-term effect on their motivation toward studying English.

That activity motivated me to study English hard and was a warning that if I don't study English hard, the negative effects I described might happen. I always keep it in mind. (Robin)

The Feared L2 self activity had a particularly strong motivational effect on

Jellat as he explains in the following extract:

When I wrote about my Feared L2 self, I felt that I would pay any price, I would do anything to avoid the situations I described. They made me feel so afraid that I was much more motivated to study English hard. (Jellat)

The strong emotional impact that the activities had on my participants' vision of their Ideal L2 self, goals for learning English, imagination, and emotions motivated them to learn English. In the light of my findings, I will make recommendations for future intervention programmes in the following chapter by focusing on the structure of the programme, the situations, and activities that could have the greatest motivational impact on learners of English.

7.5 SUMMARY

In this chapter, I firstly evaluated my programme in terms of its benefits. It was found that as a result of my programme, my participants' English improved and they acquired many new methods to develop their English proficiency. Many participants reported that their speaking and listening improved and their vocabulary expanded as a result of the programme. They also learned methods to improve their English, how to write a CV and covering letter, and prepare for job interviews. Furthermore, my participants became more aware of the importance of English and their attitudes toward learning English became more positive.

Most of my participants' imagination improved as a result of my programme. They now use their imagination more often and are able to imagine situations in more detail, especially with regard to using English in their career, relationships, and lifestyle in the future. They learned to use their imagination to motivate themselves to learn English, study hard, and feel more confident in their English.

I then examined the effect of my programme on my participants' motivation toward learning English and their confidence in their English. My programme made most of my participants more motivated to learn English and more confident in their English. The methods that I taught during the workshops to help my participants improve their English motivated them to learn English and made them feel more confident in their English. My participants also developed more confidence in their English because their English improved due to my programme. The career skills that my participants learned in my workshops such as how to write a covering letter and prepare for job interviews helped them to become more confident in their English as well.

In terms of the impact of my programme on my participants' motivation toward learning English, 28 out of 31 participants exerted more effort toward learning English and 25 participants devoted more time to learning English as a result of my programme. They learned to make the most of their time by studying English hard and doing their best in their studies. Most of my participants were motivated to learn English by both the positive and negative situations. The four activities related to the future self-guides all motivated my participants to study English hard as well as their course. My programme motivated my participants to not only study English hard, but also work harder on all of their goals.

I also investigated the relationship between motivation and confidence. The main findings were that motivation and confidence mutually affect each other. However, it was also found in certain cases that motivation toward learning English results in increased confidence in English and that confidence in English may also cause a rise in motivation toward learning English.

I then focused on the topic of vision of the Ideal L2 self by examining the relationships between vision and motivation, and vision and confidence, and provided support from the interview data for the conditions (see section 4.4) that enhance the motivational impact of the future self-guides. My participants' vision of their Ideal L2 self and their goals for learning English became more clear and specific due to my programme. It was found that enhancing my participants' vision of their Ideal L2 self not only motivated them to learn English, but also made them feel more confident in their English. Furthermore, since my programme helped my participants to develop clear goals, they became more confident in their English.

Finally, I investigated the effect of the situations and activities related to the future self-guides on vision, goals, imagination, and emotions. Both the situations and activities made my participants' vision of their Ideal L2 self and their goals more clear and specific. Visualising the situations helped my participants to improve their imagination. Both the situations and activities enabled the participants to practise using their imagination. The emotions that the situations and activities provoked within my participants motivated them to study English hard. Also, some of the situations and activities gave my participants more confidence in their English.

CHAPTER 8

THE INTERVENTION PROGRAMME: LESSONS AND FUTURE RECOMMENDATIONS

8.1 INTRODUCTION

In this chapter, I will provide recommendations for future intervention programmes related to the structure of the programme, scripted imagery situations, and other activities that could be employed to motivate learners of English to study English hard by enhancing their vision of their future self-guides. With regard to the structure, I will consider the content, length, and size of the programme that would be most beneficial for L2 learners. Then, I will make recommendations about the types of situations that the L2 learners should listen to, how frequently they should listen to them, and how these types of situations should be written in order to have their optimal effect on the learners' L2 motivation. In addition, I will suggest using a variety of supplementary activities based on the situations. Finally, I will recommend other activities related to the future self-guides as well as more general activities such as reading literature, listening to music, and watching films that could be used in future intervention programmes in order to motivate L2 learners by enhancing their vision of their Ideal L2 self.

8.2 THE STRUCTURE OF THE PROGRAMME

My intervention programme was the first one that I am aware of to have been developed with the purpose of motivating learners of English by enhancing their vision of their Ideal L2 self. Although this programme only consisted of four two-hour workshops which were given once a week for a total of four weeks, it was successful in motivating most of my participants to learn English. I asked my

participants during their interviews what changes they would suggest in order to improve this programme. Some told me that the programme was excellent and that no changes would be necessary, while others made extremely valuable suggestions which I would like to share with those who intend to develop an intervention programme in the future to motivate learners of a language by enhancing their vision of their Ideal L2 self.

When designing a programme, it is important to consider whether the primary objective of the programme is to conduct research on L2 motivation or simply to motivate L2 learners. Since the main purpose of my programme was to conduct research on Ideal L2 self vision enhancement through imagery training, I chose not to provide my participants with detailed background knowledge on possible selves theories and vision. This is because I did not want to compromise my research by creating a social desirability bias among my participants as I had explained in chapters five and seven.

However, if the primary objective of an intervention programme is to motivate L2 learners, then I feel that providing the learners with more explicit metacognitive information than what I offered in my programme could be a useful way to motivate more participants to utilise their imagination. The reason that I believe this is become one of my participants, Bill, was reluctant to use his imagination to visualise his Ideal L2 self and his Feared L2 self for the following reasons:

I pay more attention to the present than to my future, but if I just imagine my future, it's just daydreaming. If I only do that for myself and imagine it all day, I don't think it's so useful. (Bill)

Perhaps, if I would have explained to him during the workshops that developing a clear and elaborate vision of his future self-guides by using his imagination could be an effective L2 motivational strategy, he would have been more willing to use his imagination more frequently. I suggest that this kind of information be given in the first workshop of a programme, which is solely designed to motivate L2 learners in order to help the learners develop a positive attitude and openness toward using their imagination regardless of their age because older learners may possess a pre-conceived notion that it is not appropriate for adults to use their imagination in a classroom context and as a L2 motivational strategy. If the programme is being designed mainly for research purposes, it would probably be best to tell the participants that imagining their Ideal L2 self and their Feared L2 self are effective motivational strategies during the final interview in order to not influence the research results.

With regard to the length of the programme, some participants thought that it should have been longer. Bearing in mind that the participants were international students at a British university, it would not have been possible to make the programme much longer because my participants' time was very limited due to their coursework and the pressure that they face to succeed in their studies overseas while dealing with the challenges of overcoming culture shock and language difficulties. According to Arnold and Brown (1999), culture shock is "anxiety resulting from the disorientation encountered upon entering a new culture" (p. 22). However, I do feel that it would be beneficial for the participants to receive more training in using their imagination during the workshops, so that they would be able to imagine their vision of their Ideal L2 self in more detail, which could motivate them more to learn English. I think that future intervention programmes should consist of six workshops

instead of four. The first two workshops could focus on activities to stimulate and train the participants' imagination. Arnold et al. (2007) have devoted the entire first section of their book to visualisation training and I will describe some of their most useful exercises in Appendix I.

In terms of the optimum size of the class, I think that the ideal size would be four participants per class because that would allow them to work in pairs and there would be enough time for every participant to share their impressions of the scripted imagery as well as practise their speaking. Furthermore, the researcher would be able to pay sufficient attention to each participant and get to know them well.

However, it may not be realistic to work with such a small class if the programme has been designed to motivate many language learners in a school or university context. Therefore, the programme could still be effective with ten students in one class. The largest class that I had in my programme consisted of twelve participants and I felt that it was difficult to give each participant enough individualised attention in a group that size. Also, participants tended to be more anxious about speaking in front of a larger group and felt more comfortable practising their English in a smaller class. My participants appreciated that our classes were small as can be seen from the following extract:

We had a small group, so I could listen to others and know how they feel. It was a good opportunity for us to learn from each other and exchange our ideas. Also, you could speak to each of us individually. (Tammy)

Although the participants of this programme could be primary school students, middle school students, or working professionals, the structure that I am proposing is particularly well-suited to university students since they are focusing on improving their L2 in order to succeed in their studies and find a job.

It is quite useful for us to have these workshops while we are studying at university because after graduating, we might be more focused on our job and will not have so much time to focus on our studies. (Betty)

When I described the structure of my intervention programme in chapter five, (section 5.3.2), I mentioned that the first hour of each workshop was devoted to presenting materials that I thought would respond to the particular needs of international students studying at a Western university and the second hour focused on enhancing my participants' vision of their Ideal L2 self. I would recommend providing the participants of future intervention programmes with some activities that they find useful such as tips on preparing for job interviews or methods to improve their English. In this way, the participants will be rewarded for the time they spend on the workshops. The needs and interests of the participants could be assessed with a pre-workshop questionnaire, such as the one that I employed (see Appendix C).

8.3 THE SITUATIONS

In this section, I will make suggestions about the parts of the programme associated with scripted imagery. I tried to encourage my participants to learn English by telling them that if they study English hard, their English will improve significantly and they may become like the successful people described in the positive situations. I would recommend doing this in future intervention programmes because this motivated my participants and made them feel more confident in their English. Robin told me that when I said he will speak English fluently if he studies English hard and practises speaking more with others, he had a stronger desire to communicate in English with his classmates and felt more confident about his

English. In the following interview extract, Leo also mentioned that my encouragement gave him confidence in his English:

Something you said really encouraged me. You said we can learn English well and we can be like the people described in the positive situations. That really made me confident in my English and encouraged me a lot! (Leo)

As I mentioned before, I recorded all of the scripted imagery situations that I read to my participants during the workshops and asked them to listen to one positive recording and one negative recording every day. I also gave my participants some relaxing recordings that were neither positive nor negative and encouraged them to listen to them as often as possible in order to help them train their imagination. Most of my participants felt more motivated toward learning English, the more they listened to the positive and negative recordings. Their vision of their Ideal L2 self and their goals for learning English became more clear and specific as well. Their imagination improved and some participants reported feeling more confident in their English, the more they listened to the positive situations. Therefore, I recommend asking the participants to listen to positive, negative, and neutral recordings after the workshops end.

However, I think that instructing the participants to alternate between a positive and a negative situation every day will be more effective in future programmes than asking them to listen to both a positive and a negative situation every day. This is because Marina reported in her first post-workshop interview that when she listened to a positive and negative situation in one day, they clashed with each other and the strongest impact was from the negative situation. The effect of the negative situation on her was so powerful that the positive situation became less clear in her mind and she kept thinking only about the negative situation most of the

time. Therefore, after Marina told me this, I immediately suggested to my participants that they alternate between the positive and negative situations every day by only listening to one of them per day and continue to listen to the relaxing recordings as often as they wish. After doing this, Marina mentioned that the situations no longer clashed with each other and that both had an equal impact on her motivation toward learning English.

The extracts that I have selected below illustrate the impact of listening frequently to the three types of recordings: positive recordings, negative recordings, and relaxing recordings. Bill reported that the more he listened to the positive and negative situations, the stronger his motivation toward learning English became. When I asked him why his motivation became stronger, he explained it in the following way:

The more I listen to the recordings, the clearer I imagine my vision of my Ideal L2 self, so it gives me more motivation to study English because I really want to achieve that vision. (Bill)

The extract above also supports the condition (see section 4.4.3 in chapter four) that the vision should be elaborate and vivid in order to reach its maximum motivational potential. Tammy mentioned that listening to the recordings keeps motivating her to study English even after my workshops ended. The positive and negative recordings encourage her to continue studying English, especially when she feels lazy and doesn't want to practise her English. This justifies having the participants continue listening to the recordings after the programme ends.

Joy told me that listening to the positive and negative situations made her vision of her Ideal L2 self more clear and specific. Also, listening to the positive recordings had an impact on Joy's emotions by making her feel more excited each

time that she listened to them.

The more I listened to the recordings, the more clear and specific my vision of my Ideal L2 self became. That feeling of excitement I had listening to the positive situations became a little stronger, the more I listened to the recordings. (Joy)

Listening to both situations was a way for my participants to practise using their imagination. Marina told me that listening to the positive and negative recordings helped her to practise using her imagination and made her vision of her Ideal L2 self more clear, especially the parts of her vision associated with ways of using English in the future and making friends with native speakers of English. Susie and Jason said that listening to the recordings helped them to practise using their imagination because each time that they listened to the recordings, they were able to imagine the situations in more detail than before.

Although it is evident from the extracts above that it is important to listen to the recordings regularly, it is difficult to determine which frequency would be most effective. Some participants told me that they felt that listening to the recordings every day made them feel annoyed. They suggested that it would be better to listen to them once every few days. I also believe that if the participants had a wider variety of recordings to listen to, they would be more interested in listening to one every day. I gave my participants a total of 23 different recordings to listen to including positive, negative, and relaxing recordings as well as situations that some participants wrote which I recorded. There were nine positive recordings, six negative recordings, and eight relaxing recordings. Some participants told me that they hoped there could be more positive and negative recordings to listen to because after listening to them numerous times, they became very familiar with them and

some didn't use their imagination as much anymore or the impact from the situations on their emotions became less. There would have been more recordings if all of the participants would have written their own situation. Therefore, I recommend that the designer of a future programme prepare at least twenty positive recordings, twenty negative recordings, and twenty relaxing recordings for the participants to listen to in their free time.

Other problems associated with becoming too familiar with the recordings were that some participants didn't feel as motivated to learn English when they listened to the same recordings numerous times. Amy suggested that there should be more new recordings and she told me that although she still felt motivated when she listened to the recordings again, they didn't motivate her as much to learn English as when she had listened to them for the first time because she was familiar with them. Marina felt that when she listened to the same recordings repeatedly, she no longer had to use her imagination because she knew those situations so well as she explains below.

After listening to the same recordings for a long time, I became quite familiar with them, so I no longer used my imagination when I listened to them. If there could be many different types of situations and every day, I could listen to a new one, that would help me to use my imagination more. (Marina)

At the end of the final workshop, I asked my participants to imagine a positive situation describing their Ideal L2 self and a negative situation describing their Feared L2 self. I was hoping that all of my participants would write these situations at home and e-mail them to me, so that I could record their own situations for them to listen to. I think that if the researcher records the participants' situations for them, listening to the recordings can help the participants to use their imagination.

As Karen said, *“When you recorded my situations for me, listening to them changed my goals into a picture.”*

However, only four participants wrote and e-mailed me their situations, so I asked the participants who had not sent me their situations to imagine both a positive and a negative situation during the second post-workshop interview and describe it to me orally. Imagining their own situations usually had an even stronger impact on my participants’ motivation toward learning English than the ones that I had written because the positive one matched their vision of their Ideal L2 self, their goals for learning English, and their goals for the future, while the negative one matched their Feared L2 self more closely than my situations. Thus, it is beneficial for the participants to imagine their own positive and negative situations.

In the following extract, Kurt explained why his situations motivated him more than the ones he listened to during the workshops:

My situations motivate me more to learn English than the situations you described because they match my goals better. (Kurt)

Karen’s interview extract below demonstrates that the situations need to match the participants’ goals for learning English in order to make their vision of their Ideal L2 self clear and specific.

The positive and negative situations that you described during the classes made my vision more clear and specific. The situations that I wrote helped to make my vision even more clear and detailed because they matched my goals better than yours did. (Karen)

I recommend that in future intervention programmes, participants be asked to write down their situations instead of simply imagining them because the process of

writing them down helps the participants to use their imagination, gives them clear goals for learning English, and makes their vision of their Ideal L2 self more elaborate.

Yunjie reported that writing his own positive and negative situations helped him to imagine them in detail. His positive situation motivated him to study English hard because it gave him clear goals for learning English and made his vision of his Ideal L2 self more detailed than before. His negative situation motivated him to learn English in order to avoid the situation that he had described.

Although I recommend having the participants write their own situations, I think that it is important for the programme designer to write some situations that can serve as examples to the participants of situations they could write. Jellat's extract below justifies writing some situations for the participants rather than having them write all of the situations by themselves.

It's difficult to imagine from scratch, so I think that what you have done by reading situations or playing recordings of situations to induce or guide people to imagine a kind of situation really helps to imagine it. Otherwise, it would be difficult to imagine situations. (Jellat)

The situations should be fairly detailed, so that the participants can imagine the situations in a detailed manner and train their imagination by using it fully. At the same time, it is important for the situations to match most of the participants' goals and vision of their Ideal L2 self in order to motivate them to study English hard. This could be done by having the participants complete the first activity where they need to describe their goals for using English in their career, relationships, and lifestyle. Then, situations could be written based on the participants' goals. It could also be possible to interview each participant before the programme begins and ask

them how they dream to use English in their future. Situations could then be written based on their answers to this interview question.

Besides writing scripted imagery situations for participants, I recommend using the ones from Arnold et al.'s (2007) book such as the one about the Ideal L2 self (see Situation 2 in section 5.3.2) and the time machine (see Situation 4 in section 5.3.2). There are many other recordings in that book which are not associated with the Ideal L2 self or the Feared L2 self. These recordings could be used as neutral recordings to help the participants train their imagination and relax. In the following extract, Justin explained how it was useful for him to listen to the recording about the time machine:

The situation about the time machine helped me to think about my future and my career. Even though it's impossible in real life to travel through time, that recording gave me the opportunity to imagine that. (Justin)

I recommend that the participants listen to positive, negative, and relaxing recordings. Listening to both positive and negative situations will help to create a balance between the Ideal L2 self and the Feared L2 self, which is one of the conditions (see section 4.4.9) described in chapter four to maximise L2 learning motivation. It was found in this study that listening to the relaxing recordings helped the participants to use their imagination, improve their imagination, use all of their senses, and reduce stress. The better the participants' imagination is, the more vivid and elaborate their vision of their Ideal L2 self will become, which will in turn motivate them to learn English. Each type of situation has a valuable emotional impact on the participants as is demonstrated by the extract below.

The positive situations made me feel excited about learning English. The negative situations gave me more pressure to learn English and the relaxing

ones made me feel calm, so I can study even when I feel annoyed about doing some work. The relaxing situations helped me to use all of my senses. (Jessie)

For the situations to have a maximum impact on the participants' L2 motivation, it is important to tell them to close their eyes, try to imagine the situations in as much detail as possible, and use as many of their senses as they can. Although some participants may be reluctant to close their eyes while they listen, I would encourage them to do this because it can help them to concentrate more on the situations rather than being distracted by other people in the room or their surroundings. Closing their eyes also made some of my participants feel more confident about their English as Carol's interview extract reveals below.

When I was in the class, I was afraid of making mistakes with the other classmates around me, but when I closed my eyes I forgot them. I thought I was the only one there and concentrated on myself, so I felt excited and confident about my English! (Carol)

Most of my participants told me that closing their eyes helped them to remember the situations that they had imagined very clearly.

When you close your eyes, concentrate on the recording and imagine it, you will remember that you have concentrated on something, so you will have a deep impression. (Bill)

The recordings that were used in the programme which were on the CD accompanying Arnold et al.'s (2007) book had soft music playing in the background. Some participants told me that the music helped them to imagine the situations, so I recommend that the designer of future programmes play soft music while reading the scripted imagery situations or record himself/herself reading the scripts with music playing in the background.

I recommend asking the participants to find a quiet place at home when they listen to the recordings, close their eyes as they listen, and try to concentrate completely on the recordings instead of being distracted by other activities. One of my participants named Jessie found that the impact of the situations on her motivation was reduced when she was doing other activities at the same time as listening to the recordings. In the following interview extract, Jessie said that the recordings still motivated her to learn English, but that the effect was weaker because she was not focusing completely on them:

There is a much greater influence on my emotions if I am really focused on the situations. They will have a much stronger effect on my motivation to learn English. If I am not multi-tasking, then I am focused and can imagine things in much more detail. (Jessie)

One of my participants gave me an excellent suggestion to base role plays on the situations that the participants listened to during the workshops. Jessie told me that two or more participants could play roles based on the situations after listening to them and have some conversations to practise their spoken English. I also think that this could be a way to help the participants remember the situations clearly. I did not have an opportunity to try this during my programme, but I highly recommend it for future intervention programmes.

In terms of which types of situations the participants should listen to in each workshop, I suggest that the first two workshops only contain neutral situations in order to help the participants train their imagination. The following two workshops should only have positive situations to build up the participants' confidence since a few participants told me that listening to the negative situations made them temporarily lose some confidence in their English. The final two workshops should

each contain one positive situation and one negative one to create a balance between the participants' vision of their Ideal L2 self and Feared L2 self. In the following section, I will make recommendations about activities related to the future self-guides as well as more general activities that may be used in future intervention programmes.

8.4 THE FUTURE SELF-GUIDES ACTIVITIES AND OTHER RECOMMENDED ACTIVITIES

In this section, I will be making recommendations about the types of activities that should be used in future intervention programmes by examining the four main activities related to the future self-guides that I used in my programme: the goals activity, timeline, action plans, and Feared L2 self activity. Then, I will propose additional activities, some of which I employed in my programme and some of which are entirely new.

1. The Goals Activity

With regard to the activity in the first session in which I asked my participants to write down their goals for their career, relationships, and lifestyle including their goals for how they want to use English in these domains, this activity helped my participants to make their goals more clear and specific. Bill said, “*This activity forced me to think about my future and really consider it.*” He told me that before he did this activity, he rarely thought about his future. Therefore, I recommend keeping this activity for future programmes since it can make participants think seriously about their future.

I suggest that for future intervention programmes, in addition to writing down their goals on a handout given by the programme designer, participants should

also write their goals on cards and put them where they can often see them. Amy did this to motivate herself to achieve her goals and found that this method worked really well for her.

I instructed my participants to write down all of their goals for their career, relationships, lifestyle, and Ideal L2 self when they did the first activity, but Tammy took this one step further by ranking her goals in order of importance. This helped her to focus on the goals that she really wants to work on now. I would recommend that participants be asked to do this in future intervention programmes because this can enable them to focus on their most important current goals, rather than being overwhelmed by the sheer number of goals they have for their future. Then, the tasks of achieving these goals will become more manageable. Otherwise, the participants may feel demotivated if they face too many challenging goals all at once.

2. *The Timeline*

I would recommend that for future intervention programmes, participants be encouraged to integrate their timeline into their schedules in order to make it an important part of their life. Marina mentioned that the timeline encourages her to work hard because she has included it in her monthly schedule. Also, Maria told me that since she wrote down her timeline, she feels that it is compulsory for her to carry it out. This justifies having the participants write their timeline instead of only thinking or speaking about it. It is also important to provide the participants with an example of a timeline before asking them to write their own as a way to encourage them to write their own timeline and it can serve as a model to them. In the following interview extract, Ray demonstrated that the timeline I provided motivated him to write his own and set an example for him:

Your timeline is a very good one. It was quite clear that you are very clear about your future, so that is a good example for us! When I saw your timeline, it made me want to make mine and to have an image of my future. Then, actually doing mine made me think about my future. (Ray)

Ray also mentioned that although writing down the years when he intends to achieve his goals made his goals more clear and specific, he thinks that writing down the age he will be when he plans to achieve his goals would be more meaningful to him because some goals must be reached by a certain age since life is so short. Carol said that assigning specific years to her goals in the timeline made her think about her goals in more detail, which justifies the importance of writing down the years. Therefore, in future intervention programmes, I suggest that participants be instructed to write their age in parentheses beside the years when they plan on achieving their goals.

I also recommend that participants rank their goals in their timeline, so that they won't feel overwhelmed if they have numerous challenging goals that should be achieved in a short amount of time. In the same way that Tammy ranked her goals according to the order of importance in the first activity, she also ranked the goals in her timeline. This helped her to focus on the goals that she would like to achieve first.

3. *The Action Plans*

Similarly to the goals activity and the timeline, writing down the action plans made my participants' goals more clear. Kan remarked that before he took my workshops, he did not write down his goals or follow an exact schedule to achieve them. Now that he writes down his goals in the form of action plans, it is easier for him to ascertain what he has achieved during a certain period of time. Tammy

mentioned that writing down the date when she should start her action plans and when she should review her progress motivated her to achieve her plans because the dates always reminded her that she should review her goals. Therefore, I recommend writing down these dates as a part of the action plans activity. Justin told me that writing down ways to test his progress gave him motivation toward learning English, so I suggest asking the participants to write down some ways to test their progress in the action plans activity.

The action plans activity should be included in future intervention programmes because it not only motivates learners of English, but also helps them to organise their English study plan in a logical manner. The action plans activity motivated my participants by helping them to study English more rationally and regularly as Karen explains in the following extract:

Because I have made action plans for learning English, I feel motivated to remember new English words every day, improve my listening, pronunciation, and spoken English. The action plans help me to study English more rationally. (Karen)

Yunjie said that following his action plans makes him spend more time on learning English and study English more regularly than he did before he took my workshops.

I recommend giving the participants an example of some action plans before asking them to write their own in order to ensure that they will know how to write action plans clearly. I gave my participants a handout (see Form 3 in section 5.3.2) containing my action plans before instructing them to write their own action plans, which may be useful for future intervention programmes.

I encouraged my participants to write actions plans for improving all four skills: speaking, listening, reading, and writing. However, it is important to mention that just writing down the action plans is not a guarantee that the participants will carry them out. For example, Jessie admitted that she didn't work on all of her action plans during the month and a half between the end of the workshops and her first interview. After I told Jessie during the first post-workshop interview that she should try her best to carry out all of her plans, she did and reported that she felt an increase in her confidence level with regard to her English as a result of the progress she made when she carried out her action plans. Therefore, I recommend asking the participants in future intervention programmes which action plans they have been working on. I think it makes them feel like someone cares about their progress and is monitoring their progress, which could motivate them to carry out their plans.

4. *The Feared L2 Self Activity*

Most of my participants felt motivated to learn English when they did the Feared L2 self activity because it made them aware of the negative consequences of not studying English hard as well as ways to avoid these consequences. This activity motivated my participants by offsetting their Ideal L2 self with their Feared L2 self, thereby creating a balance between them which supported one of the conditions mentioned in chapter four (see section 4.4.9). Carol told me that she was a little confused by the Feared L2 self activity handout because it had three sections entitled "Ways to Avoid This". She thought that it would be better to only have one section like this at the end of the handout. Therefore, I suggest modifying the handout in the following manner for future intervention programmes.

Form 5

Your Feared Second Language Self

Describe the kind of person you are afraid of becoming in terms of your work, relationships and lifestyle if your English will not improve.

My Work

My Relationships

My Lifestyle

Now, think of ways you can use to avoid becoming that kind of person in terms of your work, relationships, and lifestyle.

Ways to Avoid Becoming That Kind of Person

5. Other Recommended Activities

In addition to activities specifically related to enhancing the participants' vision of their Ideal L2 self, I believe that future intervention programmes need to also provide the participants with the skills that they require to survive and flourish

in their host country. It is important to bear in mind that if your participants are international students, they may be dealing with culture shock, which may lower their confidence as well as their motivation toward learning English. Most of my participants had only been in Britain for a few weeks when they started my programme, so many of them were still dealing with culture shock at that time as is revealed in the following excerpt:

I lacked confidence in my English when I started your programme because I didn't have clear goals and had some culture shock. It took me some time to get used to living here. Now, I am used to it and I have clear goals, so I feel more confident. (Tammy)

Therefore, it could be important in future intervention programmes to offer the participants some advice on dealing with culture shock. In the first workshop, I gave my participants some suggestions on how to make friends in Western countries. I also encouraged them to make friends with British people and international students, so that they could practise their English, deal with culture shock, and homesickness.

Activities that focus more on daily spoken English could be added in future intervention programmes if the participants would indicate that they would like to practise their conversational English during the workshops. It could be possible to determine the participants' reasons for taking the workshops and the aspects of their English that they are hoping to improve in a preliminary questionnaire or interview. Charlie suggested that the workshops should focus more on the type of spoken English that is required in Britain for daily communication.

I think the classes can focus more on daily communication, like the expressions we need to use to ask for a favour, ask for directions, and thank others. Although we have studied it before, some things are different from what we learned in China and here. That will be useful and help me to gain confidence. (Charlie)

In terms of speaking activities, the participants could be asked to perform role plays based on the scripted imagery situations as Jessie had suggested. Karen thought that having debates in the class would enable everyone to practise their English and she also wanted to learn more popular expressions that native speakers of English often use. I found that teaching the students some popular idioms, collocations, and proverbs was highly appreciated and I recommend doing this in future intervention programmes. Karen told me that one of the most important things that she learned in my workshops were proverbs, which enabled her to express her feelings in a more vivid way. Perhaps learning some local expressions could help participants to become more integrated in the local culture and make more friends with native speakers of English.

I believe that the four skills should be integrated in the workshops, but that most of the reading and writing should be done outside of the class. The goals activity, timeline, action plans, and Feared L2 self activity all require quite a lot of writing. I recommend that these activities be done by the participants at home after the end of each workshop except for the Feared L2 self activity which should be done in the final workshop. This way, the participants would have more time to do these activities and the workshops could focus mainly on speaking and listening. Most of my participants preferred to focus on speaking during the workshops. For example, Maria mentioned that she would like to use class time to improve her

speaking and listening while reading could be arranged outside of the class. Yunjie suggested that I give the participants advice about what they could read outside of the workshops to improve their English.

You could suggest that we read something about politics, religion, culture, and Western traditions. (Yunjie)

The participants' interests could be assessed with a preliminary questionnaire or interview. Then, reading materials could be prepared or suggestions on what to read could be made based on the participants' interests.

Most of my participants told me that although they would really like to learn English well, they don't know many effective methods to learn it well. Therefore, I recommend teaching participants in future intervention programmes some practical techniques to learn English. My participants found that the method of making vocabulary cards was particularly useful as Tammy explains below.

You suggested some ways that I can expand my vocabulary. I found they are very useful, especially making vocabulary cards and sticking them on the walls in my room. Writing sentences using the new words on the cards made them much easier to remember! (Tammy)

The method for making vocabulary cards is explained in detail in Schmitt, D and Schmitt, N. (2007, xii-xiii) and involves using an index card for each word that is studied. The front and back sides of the index card should be divided into four equal parts. The front side should contain a section on the part of speech of the word and its pronunciation, a word map, words which form the word family of the word being studied, and three collocations in which the word is used. The back side should consist of the translation of the word into the learner's mother tongue, a picture

which can remind the learner of the word, a definition of the word in English, and an example sentence in which the word is used.

I told my participants that they can expand their vocabulary in a variety of ways, such as reading newspapers, magazines, and literature. They can set a goal for the number of words that they want to learn every day and make vocabulary cards for each of the words they learn. They should practise using the words often when speaking and writing. Besides using the words in their academic essays, I encouraged the participants to write a diary every day on any topic they like. Then, they should try to use as many of the new words that they are learning when they write their diary.

If the participants of future intervention programmes are university students, I highly recommend offering them one workshop on preparing for job interviews and one workshop on writing resumes/covering letters. Most of my participants told me that these workshops were extremely useful because they wanted to find a part-time job in the UK during their studies or were hoping to find a permanent position in the UK after graduating.

I remember the workshops about the job interviews and the CV the most because they are related to my goals now and it is the most useful knowledge for me now to apply for a part-time job. (Amy)

My participants found a handout (see Appendix H) which I prepared on job interviews based on chapters 14 to 18 in Williams (2006) quite useful, especially the part about questions which are often asked during job interviews. During the workshop on job interviews, I asked my participants to role play a job interview in pairs. One person played the interviewer and the other one was the interviewee. Each job interview lasted around 15 minutes and then the partners switched roles. I asked

the person who played the interviewee to tell the interviewer which position he/she was applying for, so that they could choose positions they were really interested in obtaining. On one occasion, I had the opportunity to take part in the role play because there was an uneven number of participants in the room. I interviewed Jellat who had the following reaction to the interview:

I think the activity that benefited me the most was the simulated interview. I gained the practical experience of being interviewed and how to answer the interview questions. (Jellat)

Based on Jellat's extract, I would recommend that in future intervention programmes, the facilitator interview each participant in order to give them the most realistic type of interview possible. However, it would be good to let the participants practise interviewing each other before being interviewed by the facilitator, so that they can prepare for the interview and practise their spoken English. One of my participants, Joy, was successful in a job interview and received a job as a result of what she had learned during my workshop on job interviews as she explains in the following interview extract:

The class on job interviews was very helpful when I had a telephone interview. The interviewer asked me several questions that you had mentioned such as why you applied for this job and what kind of working experience you have. I answered in the way you had suggested in the class and I got the job! (Joy)

Besides having a workshop on preparing for job interviews, I highly recommend offering the participants a workshop on how to write a covering letter and resume in future intervention programmes. Most of my participants found this useful and some didn't know what a covering letter was before they learned about it

in my workshop, which justifies including it as a topic.

There are some excellent tips on writing covering letters in chapter nine of Williams (2006) which I gave my participants and which could be used in future intervention programmes. Chapters four to seven in Williams (2006) are devoted to writing CVs. I shared the information from these chapters with my participants and they particularly appreciated an example CV of a school leaver and college leaver with limited working experience since most of my participants were in this situation and didn't know how to present their skills according to a Western format. After I showed my participants different examples of CVs, I encouraged them to write their own CV and corrected it for them. I recommend that this be done in future intervention programmes. In the following interview extract, Amy explained that writing her CV motivated her to gain more skills and working experience in order to enrich her CV:

I learned in your class that I should add some unique advantage I have to my CV and that makes me think about what I should do now to enrich my CV. I want to make my CV look more impressive, so that makes me want to gain working experience and participate in more activities. (Amy)

I highly recommend including literature, music, and films in future intervention programmes because they will make the programmes more interesting for the participants, have a memorable emotional impact on them, and stimulate their creativity, so that they will be able to imagine their vision of their Ideal L2 self in more detail. We have seen in this thesis that Chinese learners of English are heavily influenced by their family. Often, their Ideal L2 self is actually the internalised Ought-to L2 self of significant others.

The poem, song, and film that I chose all had the purpose of encouraging the participants to create their own vision of their Ideal L2 self. When I read the poem by Frost (1916) out loud to my participants, I asked them what the road in the poem symbolised. Many participants told me that it symbolised a way of life. I then told my participants that I felt inspired by the message of this poem, which is that we should choose our own way of life even if it is different from the lifestyle that most people lead. That will make our lives extraordinary. When I asked my participants what they learned from the poem, many of them told me that they learned they should follow their dreams. I was particularly impressed by Charlie's reaction to the poem in the following interview extract:

The poem taught me to be myself. Everybody is different, so I should have my own style and my own goals. I have said before that I like to compare myself to others, but I am unique. No one is like me and I am myself and I should have my own dreams. (Charlie)

In order for someone to have the capacity to create a vision of their Ideal L2 self, one should have a strong sense of who they are as a person and what their dreams are instead of trying to construct an Ideal L2 self based on the desires of those around them. The main message in the song by Stevens (1983) is that a son should follow his dreams even if they are different from the dreams of his father. By playing this song for my participants, I wanted to help them to separate their dreams from those of their significant others, so that they would be able to create a pure vision of their Ideal L2 self based only on their own dreams. The song proved to be successful in teaching the participants that their dreams were just as important, if not more important than the dreams of their parents as Justin's interview extract revealed.

The song about the father and the son taught me to be independent! I need to try to find my own dreams. My father wants me to be a successful man, but I should find my own way to be successful. (Justin)

The film by Haft et al. (1989) had a profound impact on all of my participants, so I recommend showing it in future intervention programmes. The film is set in 1959 in a conservative preparatory school for boys in the U.S. It tells the story of an English teacher, Mr. Keating, who inspires his students to lead extraordinary lives by striving to find their inner voice and achieve their dreams. Mr. Keating gives his students the courage to be themselves instead of conforming to the orders of authority figures and significant others. I hoped that by watching excerpts which I carefully selected, my participants would become passionate about following their own dreams and would gain the courage to do so. I did not have time during the workshops to show my participants the entire film, but I showed them one excerpt during each workshop which illustrated how Mr. Keating taught his students to seize the day and make their lives extraordinary.

In the first excerpt, Mr. Keating showed his students old photographs of former students who had attended their school. He told them that when he looks at these photographs of boys who have now grown old and died, he wonders if they reached their full potential.

In the second excerpt, Mr. Keating told his students that there is much more to life than making money. The real purpose of life is making a contribution to society. Everyone must play an important part and he asked his students what their part will be. Mr. Keating encouraged his students to form a secret society, the Dead Poets Society, and read poems together because he wanted them to savour the beauty of language.

In the third excerpt, Mr. Keating brought his students to a courtyard and asked a group of students to walk together in front of the others. At first, each student walked in their own way, but very quickly the students started to walk at the same rate and looked like marching soldiers. Mr. Keating wanted to illustrate the point that it is difficult to be your own person in the face of conformity. He told his students that they need to have their own way of living, even if others think it is wrong.

In the fourth excerpt, Mr. Keating encouraged a very shy student, Todd, to have the courage to stand in front of the class and recite a poem that he had written. When Todd told Mr. Keating that he hadn't written a poem, Mr. Keating made him stand in front of everyone, close his eyes and create his own poem spontaneously without caring about the reactions of others. When Todd was able to do this, he discovered his gift for writing poems and gained confidence in himself.

When I asked my participants what they had learned from the film, their responses demonstrated that this film had made a deep impression on them that changed them in a variety of ways, which are illustrated by some key interview extracts below.

I learned from the movie that people can do what they want and do things in spite of what other people think they shouldn't do. The point is that people should live their own life and choose their own way. It's just like studying English. You choose to study English, so you should study it well. (Ray)

My main purpose of showing my participants the film was to encourage them to follow their own dreams and choose their own vision of their Ideal L2 self because Chinese people often tend to live up to their family's expectations and may give up their own vision to fulfil their family's vision. From the extract above, it is

clear that Ray learned to follow his own dreams by watching the film. I also wanted to show my participants this film to help them find their own identity. Robin's interview extract below illustrates that the film achieved this purpose as well.

I learned from the film that I should not always follow others even if I want to. I should have my own judgement. I have to think more about whether something is right or wrong. Even if the majority of the people are right, I have to think about why they are right. (Robin)

The film taught my participants not only to follow their own dreams, but also to set their own goals as Karen explains below.

Before I took your classes, my goal was just to do things which can satisfy my parents' requirements because they spent a lot of money to let me study abroad. Because of the movie we watched in class, now I think that I should think for myself and set goals for myself. (Karen)

Karen said that her goals are now more clear, specific, and far-reaching than before she took my workshops. Finally, the film taught my participants to be more creative as is demonstrated by Kevin's interview extract.

The teacher in the movie was very impressive! He had his own way, a very creative way to teach his students. I learned that I should be creative and follow my own way. (Kevin)

I recommend asking participants in a preliminary questionnaire or interview whether or not they intend to continue their studies in the future. Then, it could be useful to provide them with information about the educational systems in the countries where they are planning on continuing their studies. Some participants told me that they appreciated the text from Engkent and Bardy (1992, p. 87) that I gave them on the educational system in Canada since they were planning on studying in

North America in the future. Other participants mentioned that they were thinking about studying in another European country in the future and would like to have more information about educational systems in Europe.

When I offered recommendations for the structure of future intervention programmes, I mentioned that the first two workshops should contain activities to train the participants' imagination. I have included eight activities in Appendix I from Arnold et al. (2007) which could be utilised for the purpose of visualisation training.

8.5 SUMMARY

In this chapter, I offered recommendations for future intervention programmes with regard to the structure of the programme, situations, and other activities that could be utilised in order to motivate learners of English to study English hard. In terms of the structure, I suggested that the programme consist of six two-hour weekly workshops. The first hour should focus on activities that would be especially meaningful to the participants such as career preparation or English improvement. The second part of each workshop should focus on visualisation training and enhancing the participants' vision of their Ideal L2 self.

I recommended that the participants be given visualisation training exercises in the first two workshops. The second two workshops should contain positive scripted imagery situations and the final two workshops should expose the participants to both positive and negative situations. The participants should be given recordings of positive, negative, and neutral situations to listen to at home after the workshops end in order to keep motivating them to study English. With regard to the activities, it was found that all four of the main activities related to the future self-

guides were effective and therefore, I suggested that they be used in future intervention programmes. In addition to those activities, I recommended other activities that would be particularly useful in enhancing the participants' vision of their Ideal L2 self such as reading literature, listening to music, and watching films.

CHAPTER 9

MAIN FINDINGS AND CONCLUSION

In this final chapter of my thesis, I will summarise the main findings from both of my mixed methods studies, which investigated the theoretical and practical aspects of Dörnyei's (2009a) new self-based approach to L2 motivation: The L2 Motivational Self System. My research produced a coherent picture in the sense that the theory behind the L2 Motivational Self System was supported by quantitative and qualitative research. In addition, I found that the theory could be effectively applied to motivate learners of English by enhancing their vision of their Ideal L2 self through the intervention programme which I designed. In the first section of this chapter, I will present the main findings and implications of the validation study and the intervention programme. I will also describe how I personally benefitted from conducting this research and how it has changed my professional disposition. In the second section of this chapter, I will discuss the limitations of my studies and provide recommendations for future research on Dörnyei's (2009a) L2 Motivational Self System.

9.1 THE MAIN FINDINGS

9.1.1 The Validation Study

Firstly, the validation study which I conducted with 1,164 English learners in China and Britain added both quantitative and qualitative validity to Dörnyei's (2009a) L2 Motivational Self System. The SEM analysis that was performed on the university and middle school students illustrated that the main predictors of motivated effort are the *Ideal L2 Self* and *Attitudes to learning English*. The

correlational analysis on the two types of instrumentality demonstrated that they are distinctly separate from each other, which supported the findings of the Taguchi et al. (2009) study. In addition, the interview data illustrated all of the main relationships in the SEM models.

Secondly, while conducting interviews with my participants, I found that it was helpful to consider the following four aspects of the Chinese culture in order to understand the L2 Motivational Self System from a Chinese perspective: face, responsibility, family, and pressure. Promotional instrumentality was associated with the desire to gain face and preventional instrumentality involved the regulation of responsibilities, duties, and obligations in order to not lose face. The main reason why there was a significant positive correlation between both *Instrumentality-promotion* and the *Ideal L2 Self* as well as *Instrumentality-promotion* and the *Ought-to L2 Self* was because of the participants' strong sense of responsibility toward their family.

The substantial influence from the family in the Chinese culture explains why the Ideal L2 self of my participants was often linked to their family's dreams and in those cases, may be conceptualised as the internalised version of their Ought-to L2 self. Pressure that originates from the family's expectations is an example of *Family influence* in the SEM models. In those models, it was found that *Family influence* had a much larger impact on the *Ought-to L2 Self* than *Preventional instrumentality* in both sub-groups, which emphasises the crucial role that the family and pressure play in the L2 motivation of Chinese learners of English. This pressure may come from the family or from the learners themselves. The implications of the family exerting such a strong influence on L2 learning in China means that language teachers need to involve parents in the L2 learning experiences of their children, so

that they can exert a positive influence on them at home. It is also important to teach Chinese learners of English how to discipline themselves, so that they will keep on improving their English without the need for external pressure. In the comparative study that was conducted by Taguchi et al. (2009) on the L2 Motivational Self System of English learners in China, Japan, and Iran, *Family influence* was found to be stronger in China than in Japan and Iran. In the Japanese SEM model, the impact from *Attitudes to L2 culture and community* on the *Ideal L2 Self* was nearly twice as large as from *Instrumentality-promotion*, whereas in the Chinese and the Iranian data the contribution of the two aspects was almost equal. The Chinese and Iranian participants had a much higher average on the *Criterion measures* than the Japanese students did and they also had a stronger *Ideal L2 Self*. Although the components of the L2 Motivational Self System were the same in all three Asian countries, there were cultural differences that had an impact on the system. Therefore, when conducting research on the L2 Motivational Self System, it is always necessary to consider the cultural background of the L2 learners in order to understand the operation of the system within the given cultural context.

The third main finding in my validation study was that the L2 Motivational Self System can represent the L2 motivation of different age groups (i.e. university students and middle school students) well, while taking into account certain differences between them. For example, it was found that *Family influence* has a larger impact on the *Ought-to L2 Self* among the university students than among the middle school students. Another difference was that the middle school students' *Attitudes toward the L2 culture and community* had a significantly larger effect on their *Ideal L2 Self* than they did on the university students' *Ideal L2 Self*. For the university students, the *Ought-to L2 Self* had a much greater impact on their

Criterion measures than among the middle school students. The implications of these findings are that the components of the L2 Motivational Self System that L2 teachers should focus on to motivate their students depends on the age of their students. For instance, the L2 teacher would be wise to foster positive attitudes toward learning English among his/her middle school students. For university students, positive attitudes toward learning English are still important, but the teacher should place emphasis on their duties, obligations, and responsibilities to learn English well in order to motivate them to study English hard.

Finally, comparing my findings with recent motivational studies in Hungary (Csizér & Kormos, 2009; Kormos & Csizér, 2008; Kormos et al., 2008) on the L2 Motivational Self System revealed certain similarities such as the strong impact of the *Ideal L2 Self* and *Attitudes to learning English* on the *Criterion measures*. Also, it was found that the *Ought-to L2 Self* has much less of an impact on the *Criterion measures*, especially in the case of the middle school students in both China and Hungary. The university students showed a higher mean value in terms of their *Ideal L2 self* than the middle school students in China and Hungary as well. These similarities demonstrated the stability of Dörnyei's (2009a) L2 Motivational Self System in both Western and Eastern cultures. The age-related variations in the models of the L2 Motivational Self System in my study as well as in the Hungarian studies provide evidence that L2 motivation theories need to consider the age of the learners.

9.1.2 The Intervention Programme

One of the main findings with regard to my intervention programme was that there was a significant increase in the strength of my participants' *Ideal L2 self* as a

result of my programme. This increase was demonstrated by a paired-samples t-test that was conducted on the data from the pre-workshop and post-workshop questionnaires (see Appendix E) that were used to measure the strength of my participants' vision of their Ideal L2 self. This finding showed that it is possible to enhance L2 learners' vision of their Ideal L2 self through visualisation training and that strengthening the vision can be done in a relatively short amount of time.

My programme made most of my participants more motivated to learn English and all of them more confident in their English for the following reasons. Firstly, my programme enhanced their vision of their Ideal L2 self. Secondly, their vision of their Ideal L2 self and their goals for learning English became more clear and specific due to my programme. Furthermore, since my programme helped my participants to develop clear goals, they became more confident in their English.

With regard to the relationship between motivation and confidence, I found that motivation and confidence mutually affect each other. In terms of the effect of my programme on my participants' motivation toward learning English, 28 out of 31 participants exerted more effort toward learning English and 25 participants devoted more time to learning English (see table 7-1). Most of my participants were motivated to learn English by both the positive and negative scripted imagery situations as well as the four activities related to the future self-guides. Some of the situations and activities gave my participants more confidence in their English. It was found that both the situations and activities related to the future self-guides made my participants' vision of their Ideal L2 self and their goals more clear and specific. The emotions that the situations and activities stimulated in my participants motivated them to study English hard.

Most of my participants' imagination improved as a result of my programme. This finding demonstrates that it is possible to improve one's imagination through visualisation training. Visualising the positive and negative situations helped my participants to improve their imagination. Both the situations and activities related to the future self-guides enabled the participants to practise using their imagination. My participants learned to use their imagination within a few weeks to motivate themselves to study English hard by visualising positive and negative situations involving themselves using English in the future. This suggests that visualisation is a L2 motivational strategy which can be learned quickly by L2 learners.

Besides increasing my participants' motivation toward learning English and their confidence in their English, there were other benefits of the programme that I would like to mention. My participants' speaking and listening improved and their vocabulary expanded. They learned new ways to improve their English, how to write a CV, covering letter, and prepare for job interviews. In addition, my participants became more aware of the importance of English and their attitudes toward learning English became more positive. My programme can be easily implemented by language teachers and offers a wide variety of benefits to language learners ranging from increasing their motivation and their confidence in learning languages to improving their L2 proficiency and their attitudes toward learning languages. The programme does not need to be long in order to be effective and all of the activities in the programme are done in the target language, which allows learners to improve their L2 proficiency while at the same time becoming more motivated and confident. I strongly believe that there is a great potential to develop many more of these types of programmes based on Dörnyei's (2009a) L2 Motivation Self System that will be suitable for language learners of all ages, levels of proficiency, and target languages.

9.1.3 Personal Lessons

Doing this research changed my professional disposition in several important ways. Firstly, I must admit that I was a bit sceptical as to whether or not adult Chinese learners of English would be open to using their imagination in an educational context since this is not usually done in China, even at the primary school level. However, most of my participants told me that they enjoyed using their imagination to imagine positive and negative situations of themselves using English in the future. I was pleasantly surprised that some of my participants started to motivate themselves to study English of their own initiative by using the visualisation techniques that they had learned during my workshops. This demonstrates that language learners can continue to motivate themselves after they have learned the visualisation techniques in my programme. Therefore, they don't need to depend on their language teachers as their sole source of motivation, which can truly make them autonomous learners. I remember that when I was a primary school teacher, my students had wild imaginations. Through my research, I learned that adults also have vivid imaginations and can improve their imagination quite quickly with visualisation training.

During my years as an English teacher, I had tried a variety of ways to motivate my students to learn English. I found that different ways worked for different students and that it was extremely difficult to motivate some students to study English hard. I discovered that enhancing my participants' vision of their Ideal L2 self was an effective L2 motivational strategy that worked on most of my participants and it was relatively easy to apply since the majority of the participants enjoyed the process of using their imagination. In the past, sometimes I felt that I needed to threaten certain students by telling them that I would call their parents or

that they would fail if they would not study English hard. This was not something that I wanted to do and it created unnecessary tension between some of my students and me. Sometimes, they would work harder as a result of my warnings, but their effort was usually short-lived because they were not intrinsically motivated to learn English.

The results of my research demonstrate that it is possible to motivate L2 learners intrinsically in an enjoyable way for them by enhancing their vision of their Ideal L2 self through visualisation. From now on, I have a strong desire to use L2 motivational strategies which can strengthen my students' intrinsic motivation such as the ones that I used in my intervention programme. Doing this research has also made me much more hopeful that there exist many other positive L2 motivational strategies to discover, which will make L2 learners feel more motivated to study their target language and more confident in their L2 abilities. Discovering and applying new L2 motivational strategies are two areas of future research which I am extremely interested in. In the following section, I will discuss some of the limitations of my studies and offer recommendations for future research related to Dörnyei's (2009a) L2 Motivational Self System.

9.2 LIMITATIONS AND FUTURE RESEARCH

9.2.1 The Validation Study

The main limitation of my validation study was that the participants for the quantitative and qualitative parts were drawn from different pools, although their cultural background and language learning experiences in China were quite similar. It could be possible to replicate my study in the future and in that case, the participants for the quantitative and qualitative parts could be drawn from the same

pool. If one were to replicate my study, I would also suggest having a larger sample of middle school students. Perhaps, there would have been more significant paths in the SEM model of the middle school students if that sample would have been larger. Finally, the motivation of English majors and non-English majors toward learning English may be different and therefore future research might examine the similarities and differences between the SEM models of these two sub-groups. I would advise having 500 middle school students, 500 English majors, and 500 non-English majors participate in the quantitative part of the study and then selecting 10 participants from each sub-group for the qualitative part of the study. In that case, it would be possible to design SEM models for the three sub-groups and compare them to each other.

As I mentioned in chapter four (see section 4.6), the L2 Motivational Self System has been validated in five different countries (i.e. Hungary, China, Japan, Iran, and Saudi Arabia) with learners of English. It would be interesting to validate this system in other countries with learners of other target languages besides English in order to see whether the L2 affects the components of the L2 Motivational Self System.

The temporal dimension of motivation should be considered in future studies since learners' *Ideal L2 selves*, *Ought-to L2 selves*, *Attitudes to learning English*, and *Criterion measures* may frequently change over time. It would be worthwhile to assess the changes in L2 learners' motivation within the paradigm of the L2 Motivational Self System by studying international students from other cultural backgrounds as they make the transition from studying at home to studying abroad over the course of a year. Longitudinal mixed methods studies will enable

researchers to clearly delineate the evolution of motivation over time and understand its complexity on a deeper level.

9.2.2 The Intervention Programme

The main limitation of my intervention programme was that there were not enough visualisation training activities to enable the participants to practise using their imagination before they were exposed to the scripted imagery situations. This is the main reason why I suggested in the previous chapter that a future programme for university students should be six weeks long. I think that if the programme would be designed for primary school or middle school students, it could be even longer since these young students tend to have more free time than university students, but of course this depends on the country where they live. A programme for primary school or middle school students could be eight weeks long and the first four weeks could be devoted to visualisation training activities. I would like to see programmes designed for learners of languages besides English as well as for working professionals.

The amount of visualisation training that will be required in future intervention programmes will also vary depending on the extent to which the participants use their imagination in their studies and their daily lives. One of my participants, Sophie, told me that she does not use her imagination much in her engineering course. Therefore, the course that the participants study at university may also determine how much they use their imagination. Different participants will have varying capacities to use their imagination depending on how much they practise using it both inside and outside of the classroom. It would be useful to develop tools to measure the participants' capacity to use their imagination before

they begin future intervention programmes. Participants who would be assessed as having stronger capacities to use their imagination could be given more challenging visualisation training tasks than those who have weaker abilities to employ their imagination.

Although in my programme, I was able to compare the strength of my participants' vision of their Ideal L2 self before and after the programme, another method to assess the effect of the programme on the participants could be to have a control group that would only be given the part of the workshops not dealing with the enhancement of the future self-guides through visualisation and an experimental group that would receive the full treatment. It would be important to ensure that the strength of the vision of the Ideal L2 self of the members of both groups is similar before they begin to participate in the programme. In addition, I would suggest that the groups be matched in terms of their L2 motivation, confidence in their L2 and their attitudes toward learning the L2. Then, it would be possible to evaluate the impact of the programme on all of these factors as well.

In terms of my future research interests, I look forward to developing intervention programmes to enhance the vision of L2 learners' Ideal L2 self in order to motivate, increase confidence and improve the attitudes of L2 learners in primary school, middle school, university, and working professionals from a wide variety of cultural backgrounds studying many different languages. My dream is to collaborate with linguists, L2 teachers, and L2 students all over the world in order to create programmes that will make the process of learning languages more motivating and enjoyable. I hope that I will be able collaborate with others by using one of my second languages: Chinese, French, and Russian. In that sense, I will achieve my vision of my Ideal L2 self!

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Appendices

Appendix A

English Learner Questionnaire 英语学习者的问卷调查

We would like to ask you to help us by participating in a survey conducted by the School of English Studies of the University of Nottingham, UK, to better understand the thoughts and beliefs of learners of English in China. This questionnaire is not a test so there are no “right” or “wrong” answers and you do not even have to write your name on it. We are interested in your personal opinion. The results of this survey will be used only for research purposes so please give your answers sincerely to ensure the success of this project. Thank you very much for your help!

我们诚邀您参加由英国诺丁汉大学英语系主持的关于“中国英语学习者”的问卷调查。请根据您的实际情况填写，答案没有对错之分，问卷无需署名。本问卷结果仅供研究之用。您的支持对本研究能否取得成功至关重要。非常感谢您的帮助！

Part I 第一部分

In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any items.

在下面各题中，请在您认为合适的一个数字上画圈，表明您对该陈述的认可程度。请不要遗漏。

Strongly Disagree	Disagree	Slightly Disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6
很不同意	不同意	不太同意	基本同意	同意	很同意

(Example) If you strongly agree with the following statement, write this:

例如：如果您强烈同意以下说法，就请在数字“6”上画圈：

I like skiing very much. 我非常喜欢滑雪。

1 2 3 4 5 **6**

1	Learning English is important to me because I would like to travel internationally. 对我来说学习英语很重要，因为我想去国外旅游。	1	2	3	4	5	6
2	My parents/family believe that I must study English to be an educated person. 父母/家人认为，我要成为受过教育良好的人就必须学英语。	1	2	3	4	5	6
3	I think that I am doing my best to learn English. 我觉得自己正尽全力学习英语。	1	2	3	4	5	6

4	Studying English can be important to me because I think it will someday be useful in getting a good job. 对我来说学英语很重要，因为英语有助于我今后找到一份好工作。	1	2	3	4	5	6
5	I study English because close friends of mine think it is important. 我的好友认为英语很重要，所以我才学英语。	1	2	3	4	5	6
6	I can imagine myself living abroad and having a discussion in English. 可以想象，今后如果在国外生活我能用英语与当地人交流。	1	2	3	4	5	6
7	I have to study English because I don't want to get bad marks in it. 我必须学好英语，因为我不想考个烂分数。	1	2	3	4	5	6
8	I think that there is a danger that Chinese people may forget the importance of Chinese culture, as a result of internationalisation. 随着中国的国际化，中国人可能会忘记中国文化的重要性。	1	2	3	4	5	6
9	I would be happy if other cultures were more similar to Chinese. 要是其他文化更像中国文化就好了。	1	2	3	4	5	6
10	Studying English is important to me because English proficiency is necessary for promotion in the future. 对我来说学习英语很重要，因为它是今后我工作提升的必要条件。	1	2	3	4	5	6
11	Studying English is important to me in order to bring honours to my family. 学英语对我来说很重要，因为学好它可以为全家争光。	1	2	3	4	5	6
12	I consider learning English important because the people I respect think that I should do it. 学英语对我来说很重要，因为我所尊敬的人认为我应该学。	1	2	3	4	5	6
13	I would like to spend lots of time studying English. 我想花大量时间学英语。	1	2	3	4	5	6
14	I imagine myself as someone who is able to speak English. 可以想象，今后我会熟练地讲英语。	1	2	3	4	5	6
15	Most other cultures are backward compared to my Chinese culture. 同中国文化相比，其他大部分文化很落后。	1	2	3	4	5	6
16	Studying English can be important to me because I think I'll need it for further studies. 学英语很重要，因为我今后的学习中将用到英语。	1	2	3	4	5	6
17	Because of the influence of the English language, I think the Chinese language is becoming corrupt. 我认为，受英语的影响汉语正在退化。	1	2	3	4	5	6
18	Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner. 学英语很重要，因为如果我不懂英语，别人会认为我的学习很差。	1	2	3	4	5	6
19	Learning English is necessary because people surrounding me expect me to do so. 学英语之所以必要是因为我周围的人希望我学。	1	2	3	4	5	6
20	Studying English is important to me because without English I won't be able to travel a lot. 学英语很重要，因为如果不会英语，我将不能经常去国外旅游。	1	2	3	4	5	6
21	I must study English to avoid being punished by my parents/relatives. 我必须学英语以免被父母或亲人责怪。	1	2	3	4	5	6

22	Studying English is important because with a high level of English proficiency I will be able to make a lot of money. 学英语之所以重要是因为高水平的英语可以帮我增加收入。	1	2	3	4	5	6
23	I am prepared to expend a lot of effort in learning English. 我准备努力学英语。	1	2	3	4	5	6
24	Other cultures should learn more from my culture. 其他文化应该从中国文化中学习更多东西。	1	2	3	4	5	6
25	Studying English is necessary for me because I don't want to get a poor score mark or a fail mark in English proficiency tests. 学英语之所以必要是因为我不想英语等级考试和入学考试中考个烂分数，甚至是不及格。	1	2	3	4	5	6
26	Because of the influence of the English-speaking countries, I think the morals of Chinese people are becoming worse. 我认为，受英语国家的影响，中国人的道德观正日趋恶化。	1	2	3	4	5	6
27	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss. 学英语很重要，因为我想获得同学/老师/家人/老板对我的认可。	1	2	3	4	5	6
28	The things I want to do in the future require me to use English. 我将来要做的事要求我使用英语。	1	2	3	4	5	6
29	I can imagine myself speaking English as if I were a native speaker of English. 可以想象，我能像母语是英语的本族人那样说英语。	1	2	3	4	5	6
30	Being successful in English is important to me so that I can please my parents/relatives. 学好英语对我来说很重要，因为这样我就能让父母/亲戚高兴。	1	2	3	4	5	6
31	I would like to concentrate on studying English more than any other topic. 我想花大部分学习时间在英语课上。	1	2	3	4	5	6
32	I find it difficult to work together with people who have different customs and values. 与不同的文化背景和价值观的人共事对我来说很困难。	1	2	3	4	5	6
33	I have to learn English because I don't want to fail the English course. 我得学好英语，因为我不想英语这门课上考试不及格。	1	2	3	4	5	6
34	I think the cultural and artistic values of English are going at the expense of Chinese values. 我认为英语文化和艺术价值观正削弱我们的价值观。	1	2	3	4	5	6
35	Studying English is important to me because it offers a new challenge in my life. 学英语之所以重要是因为它给我的生活带来新的挑战。	1	2	3	4	5	6
36	It will have a negative impact on my life if I don't learn English. 如果不学英语，我在生活中就会遇到很多麻烦。	1	2	3	4	5	6
37	Compared to my classmates, I think I study English relatively hard. 与我的同学相比，我觉得我学习英语比较努力。	1	2	3	4	5	6
38	I can imagine myself speaking English with international friends or colleagues. 可以想象，我能用英语和国外的朋友或同事交流。	1	2	3	4	5	6

39	It would be a better world if everybody lived like the Chinese. 如果每个人都能像中国人那样生活，世界会变得更好。	1	2	3	4	5	6
40	My family put a lot of pressure on me to study English. 我的家人在学习英语上给我很大压力。	1	2	3	4	5	6
41	Studying English is important to me in order to achieve a special goal (e.g., to get a degree or scholarship). 学英语的重要性在于它能助我达到一个既定目标（比如获得文凭或奖学金）。	1	2	3	4	5	6
42	Studying English is important to me because an educated person is supposed to be able to speak English. 学英语的重要性在于它是受过良好教育的标志。	1	2	3	4	5	6
43	Studying English is important to me, because I would feel ashamed if I got bad grades in English. 学英语对我来说很重要，因为英语考试分数低会让我丢面子。	1	2	3	4	5	6
44	I think that, as internationalisation advances, there is a danger of losing the Chinese identity. 随着中国日趋国际化，中国将面临失去自我的危险。	1	2	3	4	5	6
45	If an English course was offered in the future, I would like to take it. 如果今后进修的时候有英语课，我会学习该门课程。	1	2	3	4	5	6
46	Whenever I think of my future career, I imagine myself using English. 无论以后我从事什么职业，我想我都可以用英语与人交流。	1	2	3	4	5	6
47	I study English because with English I can enjoy travelling abroad. 我学英语是因为我可以享受国外旅行的快乐。	1	2	3	4	5	6
48	Studying English is important to me in order to attain a higher social respect. 学英语对我来说很重要，因为学英语可以获得社会的认可。	1	2	3	4	5	6
49	Studying English is important to me because other people will respect me more if I have a knowledge of English. 学英语的重要性在于要是我懂英语，别人就会更加尊敬我。	1	2	3	4	5	6

Part II 第二部分

These are new questions but please answer them the same way as you did before.
在下面各题中，请在您认为合适的一个数字上画圈，表明您对该陈述的认可程度。请不要遗漏。

not at all	not so much	so-so	a little	quite a lot	very much
1	2	3	4	5	6
根本不	不太	一般	一点	许多	非常

(Example) If you like "curry" very much and "green pepper" not very much, write this:
例如：如果您非常喜欢咖啡而不是很喜欢青椒，那么您对下面两个题目的选择是：

Do you like curry? 你喜欢咖喱吗?	1	2	3	4	5	6
How much do you like green pepper? 你有多喜欢青椒?	1	2	3	4	5	6

50 Do you like the atmosphere of your English classes? 您喜欢上英语课时的气氛吗?	1	2	3	4	5	6
---	---	---	---	---	---	---

51	How tense would you get if a foreigner asked you for directions in English? 要是老外用英语向您问路，您会紧张吗？	1	2	3	4	5	6
52	How much would you like to become similar to the people who speak English? 您多大程度上想成为会说英语的人？	1	2	3	4	5	6
53	Do you like the music of English-speaking countries (e.g., pop music)? 您喜欢英文歌曲么（如流行乐）？	1	2	3	4	5	6
54	Do you like the people who live in English-speaking countries? 您喜欢生活在英语国家的本族人吗？	1	2	3	4	5	6
55	Do you find learning English really interesting? 您觉得学英语真的很有趣么？	1	2	3	4	5	6
56	How uneasy would you feel speaking English with a native speaker? 当和老外说英语的时候，您多大程度上感到不自在？	1	2	3	4	5	6
57	How important do you think learning English is in order to learn more about the culture and art of its speakers? 您认为学英语对了解英语国家文化和艺术重要吗？	1	2	3	4	5	6
58	Do you like English films? 您喜欢英文电影吗？	1	2	3	4	5	6
59	Do you like meeting people from English-speaking countries? 您喜欢和英语国家的人打交道吗？	1	2	3	4	5	6
60	Do you always look forward to English classes? 您总是渴望上英语课么？	1	2	3	4	5	6
61	How nervous and confused do you get when you are speaking in your English class? 您在英语课上说英语感到紧张和不知所措吗？	1	2	3	4	5	6
62	How much do you like English? 您多大程度上喜欢英语？	1	2	3	4	5	6
63	Do you like TV programmes made in English-speaking countries? 您喜欢英语国家的电视节目吗？	1	2	3	4	5	6
64	Do you like to travel to English-speaking countries? 您愿意到英语国家旅游吗？	1	2	3	4	5	6
65	Do you really enjoy learning English? 您真的喜欢学英语吗？	1	2	3	4	5	6
66	How afraid are you of sounding stupid in English because of the mistakes you make? 说错英语的时候您会害怕出洋相吗？	1	2	3	4	5	6
67	Would you like to know more about people from English-speaking countries? 您想更多地了解英语国家的人吗？	1	2	3	4	5	6

Part III
第三部分

Please provide the following information by ticking (✓) in the box or writing your response in the space so that we can interpret your previous answers better.

请就以下问题打“√”以便我们能更好地使用您上面提供的信息。

- Male 男 Female 女
- Chinese 中国人 Non-Chinese 非中国人
(请注明国籍) (Please specify: _____)
- Your age (in years): _____
您的年龄 (以年为单位)
- Have you ever had or do you have now a native English-speaking teacher?
英语外教曾经教过或现在正在教您学习英语吗?
 Yes 是 No 否
- Have you spent a longer period (at least a total of three months) in English-speaking countries (e.g., travelling, studying)?
您曾经在英语国家逗留过吗 (至少三个月以上, 比如学习或旅游)?
 Yes 是 No 否
- Where are you studying English at the moment? (Please mark more options if necessary.)
您目前在哪里学英语? 可以多选
 at private language school 私立语言学校 at secondary school 中学
 at college / university 大专院校 with private tutor 家教
 on my own 自学
- What is your current employment status?
您目前是
 Secondary school student 中学生
 College/university student (If you tick here, please answer the question below.)
大专院校学生 (要是选该项的话, 请回答以下问题)
Are you majoring in English?
您是英语专业的吗?
 Yes 是 No 否
 Working professional 专业人士 (利用工作后的业余时间进修英语的人)

- Please rate your current overall proficiency in English by ticking one.

请选择一个能够描述您目前英语熟练程度的选项：

- Upper Intermediate level and over**— Able to converse about general matters of daily life and topics of one's specialty and grasp the gist of lectures and broadcasts. Able to read high level materials such as newspapers and write about personal ideas.
中上到高级程度 – 能够进行日常一般生活对话，而且和他人能进行主题会话。并能全面领会广播和演讲的主题，能够阅读复杂的材料例如报纸，并记下个人的想法。
- Intermediate level**— Able to converse about general matters of daily life. Able to read general materials related to daily life and write simple passages.
中等程度 - 能够进行日常一般生活对话，能阅读一般的和日常生活相关的材料，并可以记下简单的段落。
- Lower Intermediate level**— Able to converse about familiar daily topics. Able to read materials about familiar everyday topics and write simple letters.
中下程度 – 能对日常熟悉的话题进行交流，能阅读日常读熟悉的话题，并写简单的信。
- Post-Beginner level**— Able to hold a simple conversation such as greeting and introducing someone. Able to read simple materials and write a simple passage in elementary English.
初上级程度 – 能进行简单的会话，比如介绍自己或别人以及问候。能阅读非常简单的英文材料，用简单的英文写作。
- Beginner level**— Able to give simple greetings using set words and phrases. Able to read simple sentences, grasp the gist of short passages, and to write a simple sentence in basic English.
初级程度 – 能用英文单词进行简单的问候，能阅读简单的句子，领会短句，能用最简单的英文写很简单的句子。

Thank you for your cooperation!

谢谢合作！

Note. The Chinese translation of the questionnaire above has been slightly modified from the original one that was used to collect data for this study. The changes that were made were mainly stylistic ones in order to make the questionnaire sound more modern in Chinese.

Appendix B

Interview Questions

The First Interview

- 1) Where are you from and what course are you studying here?
- 2) Why did you choose that course?
- 3) How long have you been living in the UK?
- 4) Why did you choose to study in the UK?
- 5) How much do you like learning English?
- 6) Do you like the people who live in English-speaking countries and would you like to know more about them?
- 7) How do you hope or imagine yourself using English in the future if your dreams come true?
- 8) What are your parents' dreams of how you will use English in the future?
- 9) Are your dreams for how you want to use English in the future in any way different from those of your parents'?
- 10) If there is a conflict between your dreams and those of your parents, how do you resolve it?
- 11) Do you have anything to add or ask about before we finish the interview?

The Second Interview

- 1) How have your attitudes toward learning English changed over the years since the time that you were a middle school student?
- 2) How has the amount of time and effort that you put into studying English changed since the time that you were in middle school?
- 3) When you were a middle school student, did you have a clear idea about how you would wish to use English in the future?

- 4) How did your image or dream of yourself using English change since the time that you were a middle school student?
- 5) When you were studying English, did you study more because it was something that you really wanted to do or was it more because the people you respected or the people around you expected you to do it? How have your reasons for studying English changed since you were a middle school student?
- 6) When you were a middle school student, did your parents put a lot of pressure on you to study English or punish you if you didn't study English hard? How has the influence from your family to study changed over the years since you were a middle school student?
- 7) If you could get a job promotion by studying English hard, would you do it? Why or why not?
- 8) Was studying English important for you to further your studies in China and in the UK? Why did you want to continue your studies?
- 9) When you were studying English, was it more to avoid negative consequences like failing a test/getting bad marks in your English class or was it to achieve a goal you had like studying abroad/finding a good job? How has this changed since you were a middle school student?
- 10) Was there anything important that came to mind that you didn't have a chance to say?

Appendix C

Information Sheet

I. Personal Background

Please provide the following information by ticking (✓) in the box, or writing your answer on the line.

Chinese Name: _____ English Name: _____

E-mail address: _____

• Male Female

• Your age (e.g. 21): _____

When did you arrive in the UK to start your course? (e.g. Sept. 15, 2008): _____

Have you been to the UK before? Yes No

If you answered “yes”, how much time did you spend in the UK? (e.g. 1 year): _____

When will your course at the University of Nottingham end? (e.g. July 20, 2009): _____

How long would you like to stay in the UK? (e.g. 2 years): _____

Do you have any family living in the UK? Yes No

What is the name of your hometown and province? (e.g. Guilin, Guangxi) _____

Where did you grow up? (e.g. Hangzhou, Zhejiang) _____

Which degree are you doing right now?

• Bachelor's degree Master's degree PhD

What course are you taking? (e.g. Computer Science) _____

Do you have a degree related to English? (e.g. Bachelor's degree in English) Yes No

Did you take the IELTS exam? Yes No

If you answered “yes”, what score did you get? (e.g. 7) _____

Did you take the TOEFL exam? Yes No

If you answered “yes”, what score did you get? _____

What was your average at university last year? (e.g. 70%) _____ %

Did you study at the University of Nottingham in Ningbo? Yes No

If you answered “yes”, what was your average in Ningbo in your first year? _____ %

Are you taking any classes to improve your English now? Yes No

If you answered “yes” to the question above, which class(es) are you taking and who offers it/them?

(e.g. Research Writing at CELE)

II. Interests and Needs

What topics would you like to learn about in the classes that we will offer? You can tick more than one box.

- Jobs (preparing for interviews, writing a covering letter and resume)
- Social English (popular ways of speaking English in the UK and North America)
- Culture (British culture, North American culture, and Chinese culture: Similarities and differences)
- “Popular Culture” and Humour (British and American films, TV, and mass media)
- Understanding Nottingham (understanding the local culture and area, and what you can do to join in)
- Study skills (effective ways to study in the UK)

Now, please add more topics that you would like to learn about by writing them on the lines below:

1. _____

2. _____

3. _____

Which of the four skills do you really want to work on a lot in the classes? You can tick more than one box.

- Speaking
- Listening
- Reading
- Writing

Thank you for your cooperation!

Appendix D

Participant Consent Form

Project title: Enhancing the Ideal Second Language Self of Chinese Learners of English

Researcher's name: Michael Magid

Supervisor's name: Professor Zoltán Dörnyei

- I have been informed of and understand the purpose of the study;
- I have been given an opportunity to ask questions;
- I understand that my participation will involve interviews and that the interviews will be recorded;
- I have been informed that any information which might potentially identify me will not be used in any publications;
- I have been informed that I am free to withdraw from the study at any time without explaining or prejudice;
- I have been informed that I need to attend all four workshops;
- I consent to participate in this study.

Name: _____ Signature: _____ Date: / / _____

Special Request: Please come to all four workshops. This is really important for my research to go well. If you will miss even one workshop, then I won't be able to include you in my research project and I need as many participants as possible. I really appreciate your help and hope you will find the workshops useful!

Thank you for your cooperation!

谢谢合作！

Appendix E

Participant Questionnaire

Strongly Disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly Agree
1	2	3	4	5	6

(Example) If you strongly agree with the following statement, write this:

I like travelling very much.

1 2 3 4 5 **6**

1	I can imagine myself speaking English with international friends or colleagues. 我可以想象和国外朋友或同事用英语交流。	1 2 3 4 5 6
2	I imagine myself as someone who is able to speak English. 我可以想象我能说英语。	1 2 3 4 5 6
3	I can imagine myself speaking English as if I were a native speaker of English. 我可以想像我用英语像自己母语一样交流。	1 2 3 4 5 6
4	Whenever I think of my future career, I imagine myself using English. 无论将来的职业是什么，我可以想象用英语交流。	1 2 3 4 5 6
5	I can imagine myself living abroad and using English effectively for communicating with the locals. 我可以想象自己在国外生活并用英语和当地人交流。	1 2 3 4 5 6

Appendix F

Post-workshop Interview Questions

The First Interview

- 1) Has anything changed since the last time we met in terms of your motivation toward learning English, your goals for learning English, your goals for the future, your Ideal L2 self or anything about the way you think or feel?
- 2) Do you feel more or less motivated to learn English now than you did before you took my workshops? Why or why not? Can you give me examples of activities from the workshops that motivated you to learn English?
- 3) Do you feel more or less confident about your English now than you did before you took my workshops? Why or why not? Can you give me examples of activities from the workshops that gave you more confidence to learn English?
- 4) What do you remember the most about our classes?
- 5) What did the classes help you to learn?
- 6) The classes I taught were part of an experimental programme that I created for the first time. It's very useful to hear both positive comments because they show me what worked well and negative comments because they show areas that can be improved. Can you remember anything in the classes that you think didn't work well?
- 7) In our first class together, when you wrote down your goals for your jobs, relationships, and lifestyle, what effect did that have on you?
- 8) In our second class, when you wrote the timeline, what effect did that have on you?
- 9) In our third class, when you wrote your Ideal L2 self action plans, what effect did that have on you?

- 10) Which of the action plans have you been carrying out since our last class?
- 11) In our last class, when you wrote about your Feared L2 self, what effect did that have on you?
- 12) What are you most afraid will happen if you don't study English hard?
- 13) In the last session evaluation sheet, you mentioned that in these workshops, the most important things you learned were ... Can you give some examples of activities from the workshops in which you learned these things? What other important or useful things did you learn in these classes? Can you give some examples of activities from the workshops in which you learned these things?
- 14) What did you learn from the first class about culture?
- 15) What did you learn from the second class about educational systems?
- 16) What did you learn from the movie?
- 17) What did you learn from the third class about preparing for job interviews?
- 18) What did you learn from the fourth class about writing covering letters and resumes?
- 19) What were some reasons why you chose your course?
- 20) Do you have anything to add or ask about before we finish the interview?

The Second Interview

- 1) Has anything changed since the last time we met in terms of your motivation toward learning English, your confidence about your English, your goals for learning English, your goals for the future, your Ideal L2 self or anything about the way you think or feel?
- 2) What are your dreams for your life?
- 3) Can you imagine achieving these dreams without using English?

- 4) What is your Ideal self? In other words, what is the way you would like to be if your dreams come true? How can you be an ideal father/mother, husband/wife, son/daughter, friend, and colleague?
- 5) What is your Ideal L2 self? In other words, what is your dream of how you would like to use English in your work, studies, relationships, and in your free time?
- 6) Did you have a vision of your Ideal L2 self before you took these classes? If so, please describe it for me.
- 7) Did your vision of your Ideal L2 self change because of these classes? If so, how did it change? Can you give me some examples of activities from the classes that made it change?
- 8) Does your vision of your Ideal L2 self motivate you to learn English? If so, how does it motivate you? Does your vision of your Ideal L2 self motivate you more or less than before you took these classes? Why?
- 9) Does your vision of your Ideal L2 self depend on what you think you can achieve?
- 10) Do you think you had a good imagination before you took these classes?
- 11) Do you think that your imagination became better or worse as a result of these classes? Why do you think it became better or worse?
- 12) What effect did imagining the positive and negative situations have on you? What did you feel when you imagined those situations? Did these feelings motivate you to learn English? How? Out of those two situations, which one was the most useful one to make you study English? Why?
- 13) Do you use your imagination more or less often than before you took the classes?
- 14) Do you imagine things in more or less detail than before you took the classes?
- 15) What do you use your imagination for these days?

- 16) Did listening to the recordings I e-mailed you have any effect on you? Some were positive, some were negative, and some were just relaxing. What feelings do you have when you listen to those recordings? Do the recordings help you to practise using your imagination? Which ones? Do the recordings help you to improve your imagination? Which ones?
- 17) What effect did writing the positive situation have on you? How do you feel when you listen to the recording of your positive situation? Does that feeling motivate you to learn English? Does it motivate you more or less than the positive situations you listened to in the classes? Why?
- 18) What effect did writing the negative situation have on you? How do you feel when you listen to the recording of your negative situation? Does that feeling motivate you to learn English? Does it motivate you more or less than the negative situations you listened to in the classes? Why?
- 19) When you think about English, what is the first thought that comes to mind? When I say the word “English”, do you think about working, studying or relaxing or all three? Which one do you think of first? Why do you think of that one first? What is the most important reason why you want to improve your English? (2nd most important, 3rd most important, others?)
- 20) Before you took my classes, did you have very clear and specific goals about learning English? If so, what were they? If not, how did they change after you took the classes?
- 21) Are your goals more or less clear than before you took the classes? What activities in the classes helped you to make your goals more clear?
- 22) Are your goals more or less specific than before you took the classes? What activities in the classes helped you to make your goals more specific?

- 23) Did imagining the positive and negative situations in the classes make your goals for your future more specific?
- 24) When you were studying English in middle school and university, did you study more because it was something you really wanted to do or was it more because the people you respected or the people around you expected you to do it? How have your reasons for studying English changed since you were a middle school student?
- 25) Have your reasons for studying English changed since you took these classes? If so, how have they changed? Do you now study English more because it's something you really want to do or more because the people you respect or the people around you expect you to do it?
- 26) Are you able to control yourself and force yourself to study hard when you need to? How do you do it? How do you force yourself to study hard even when you don't want to?
- 27) Are you studying English harder now than before you took my classes? Why or why not? Do you spend more time studying English now than before you took my classes? How much more time do you spend now studying English per week than before you took my classes?
- 28) Did you lack the motivation to learn English before you took these classes? Why?
- 29) Did you lack confidence in your English before you took these classes? Why?
- 30) Do you have anything to add or ask about before we finish the interview?

Appendix G

Independent samples t-test of the secondary and university students (N=1,154)

Scales	Sample	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	Effect size ^a
Ideal L2 Self	Secondary school	4.76	.95	1153	-.32	—
	University	4.78	.80			
Ought-to L2 Self	Secondary school	3.20	.86	1153	.12	—
	University	3.19	.86			
Criterion measures	Secondary school	4.19	.85	1153	-3.32*	.009
	University	4.38	.73			
Instrumentality-promotion	Secondary school	4.48	.79	1153	-3.19*	.009
	University	4.65	.67			
Instrumentality-prevention	Secondary school	3.37	1.19	1153	3.01*	.008
	University	3.13	1.07			
Family influence	Secondary school	3.53	.88	1153	1.86	—
	University	3.41	.87			
Attitudes to learning English	Secondary school	3.97	1.16	1153	-.77	—
	University	4.03	1.03			
Attitudes to L2 community	Secondary school	4.71	.97	1153	-1.10	—
	University	4.78	.81			
Cultural interest	Secondary school	4.89	1.01	1153	-.37	—
	University	4.91	.86			
Integrativeness	Secondary school	4.69	.98	1153	-4.34**	.016
	University	4.97	.82			

**p* < .05.

***p* < .001.

^aEta squared.

Appendix H

The Structure of Western Interviews

- 1) **The Welcome:** Introductions, a brief description of the job and the company and an outline of the rest of the interview
- 2) **Structured Questions:** Questions to probe your skills and experience and how you use these in the jobs you have had

The fundamental skills that are useful in almost every job are called the transferable skills or soft skills and may not be mentioned directly in job ads.

The skills are:

- **Teamwork**
 - **Communication**
 - **Problem Solving**
 - **Analysing (making a decision or judgement)**
 - **Organising and Planning**
 - **Flexibility and Adaptability (the ability to change and develop, multitask and adapt to the demands of the job)**
 - **Drive and determination (the ability to recover from a disappointment, overcome obstacles, and achieve results above set targets)**
- 3) **Person-specific Questions:** These are questions specifically related to what you put in your CV.
 - 4) **Your Questions for the Interviewer:** Prepare two or three questions that show your interest in the job and company such as questions about the job responsibilities, departmental organisation, opportunities for travel, training, and promotion and questions about the expectations, growth, and development of the company.

Examples: 1) What would be the priorities in this job for the first six months?

2) What would my career prospects be with the company?

3) How does the company see the job developing over the next few years?

The End: The interviewer will tell you if there are further stages such as a second interview or assessment tests. You might be told when you may expect to hear the results.

How to Prepare for the Interview

1) **When you read through the job ad underline key points such as:**

- Specific skills
- Areas of experience
- Responsibilities
- Qualifications and training
- Knowledge areas
- Qualities and characteristics
- Abilities

Then write down how, when, and where you have demonstrated each requirement.

Have at least one good example for each requirement. You may think of examples from previous jobs, voluntary work, societies, and your personal life.

2) **Do research about the company:**

- **What does the company do?** (products and services)
- **What does it do it for?** (What is the market for these goods and services? Who are the customers?)
- **How is the company organised?** (How big is it? Is it a single company or a conglomerate? Is it a multinational? Are there many subsidiaries or is everything centralised?)

- **What is the competition?** (Who are its competitors? What are they currently doing?)
- **What is its history?** (When was it established? What are its biggest achievements? What has changed over the years?)
- **What is its future?** (What is the company's vision and its mission statement? What are its major current and future projects and priorities?)

Show that the job matches your skills and abilities, gives you the chance to use those skills to tackle the company's problems, and develops naturally from your experience.

Answering Interview Questions

1) Listen to the question and stick to the point when you answer it. Make your answers shorter than two minutes but don't just say "yes" or "no".

2) Illustrate your answers with real-life examples. Remember **SAR**:

Situation: Who or what was involved? What were the problems?

Action: What did you do? What skills and abilities did you use?

Result: What was the result of the action you took? What was the benefit to those involved? What did you learn from the experience?

3) You can begin some of your answers in the following way: "I believe I am ... People have told me I ... I would say that I ... My past record suggests ... My boss would probably say ... Friends say that I ... My experience tells me ... Colleagues tell me that ..."

Popular Interview Questions

- 1) What experience do you have for this job?
- 2) How has your job changed since you have been there?
- 3) Do you have more responsibilities now than when you started?

- 4) What has your current job taught you? (Talk about the personal qualities and practical skills you have developed.)
- 5) Do you prefer working alone or with others? (Say that you are happy to do either depending on the requirements of the job.)
- 6) How well do you work in a team? (Show that you are communicative, supportive of the other members, flexible, unselfish, and interested in the success of the team as a whole.)
- 7) Why do you want to change jobs? (You would like to have the opportunity to develop; more demanding responsibilities; this job is a step up from your current one; your salary no longer reflects your value; you want to apply to a more prestigious company; you want a more secure job with a more stable company and a more convenient location.)
- 8) What interests you most about this job?
- 9) Tell me about yourself. (Talk about your current job, education and training, skills and strengths that make you good at the job, experience and accomplishments, attraction to your field and how you got into it, high points of your career so far, as well as goals for the future.)
- 10) What do you dislike about your current job? (You may talk about routine tasks such as form filling, filing, record keeping, etc.)
- 11) What is your greatest strength?
- 12) What is your greatest weakness? (I'm a bit of a perfectionist or a workaholic.)
- 13) Do you feel your lack of practical experience could be a problem? (Show you understand how your theoretical knowledge applies in practice. Demonstrate how quickly you learn practical things, giving past examples of this ability. Emphasise practical experience and show how it applies to this job.)

- 14) Why did you choose the course/subjects you did?
- 15) Why did you choose the college/university you did?
- 16) What were your favourite subjects and why?
- 17) Which aspects of the course interested you most? (Choose something that has relevance to the job you are applying for.)
- 18) What have you learned that you think would be useful here? (self-discipline, organisation, prioritising, meeting targets and deadlines)
- 19) What did you like about your weekend or holiday job? (being part of a team, learning new skills, being given responsibility, working with the public, tackling a difficult task)
- 20) What are you looking for in a job? (the chance to apply your skills and start in your chosen career)
- 21) Why do you think you will be successful in this field?
- 22) How do you feel about starting at the bottom?
- 23) How do you feel about routine work?
- 24) Have you ever worked under pressure? How did you cope with it?
- 25) Where do you see yourself in five years' time?
- 26) What have you done that shows initiative?
- 27) What sort of interests do you enjoy? (Talk about team activities and positions of responsibility.)
- 28) What do you think influences progress within a company?
- 29) How do you get on with other people? (I can get on with people from different backgrounds. I am adaptable and open to new experiences.)
- 30) Why do you think you would like this type of work?

After the Interview

- Make notes of the names and job titles of the people you saw.
- Write details of any useful information about the job and the company.
- Make notes on the questions asked, the questions you found difficult to answer, and anything you would do differently next time.
- Write a letter or e-mail to thank the interviewer.

Appendix I

Visualisation Training Activities

1) The Dreamer Within Me

This first activity will give the participants practice in using their senses while they have a daydream. Write the word 'daydream' on the board and ask your participants to tell you the words that appear in their mind when they think about daydreaming. Write these words down on the board and then lead a discussion on the topic of daydreaming. You may ask the following questions:

Do you all daydream?

What kind of daydreams do you have?

When do you usually have daydreams?

Where do you usually have daydreams?

When you daydream, do you see in colour or in black and white?

Do you hear anything during your daydreams such as voices, music, natural sounds or anything else? Can you taste or smell anything in your daydreams?

Now, ask your participants to close their eyes and imagine holding a red apple in their right hand. Tell them to imagine that they are feeling the apple and then to imagine taking a big bite from it. Ask them to imagine the sound that biting the apple would make and to imagine the taste of the apple. Ask your participants to open their eyes and describe how the apple felt in their hand. Ask them if they could hear the sound of themselves biting into the apple and if they were aware of the taste of the apple in their mind.

Explain to your participants that you would like them to daydream now about anything they like while listening to some soft music. Encourage them to use all of their senses while they daydream. Play some soft music for your participants

for five to ten minutes. Then, ask them to get into groups of two and describe their daydreams to each other by including as many details as they can remember about what they saw, heard, smelled, tasted, and felt while they daydreamed. Finally, ask some of the participants to describe their daydream to the entire group (Arnold et al., 2007, pp. 54-55).

2) Point to Where the Window Is

Ask your participants to hold a thick book on their lap and to touch all four sides of it. As they are doing this, say the following:

“As you are touching the four sides of the book, I would like you to pretend that this is not a book, but your bedroom. I would like you to pretend that the four sides are not the sides of your book, but the walls in your bedroom. Now touch where the door to your room would be. Touch that spot. Now use your fingers to walk from the door to the bed. Touch where the bed is. Now touch where the window is and if there are more windows, touch where the other windows are. Now walk with your fingers from one of the windows to the light switch. Touch the light switch. Imagine that you are turning on the light. Imagine you can hear the sound of the switch being turned on. Now walk to all the other objects in your room that you haven't touched yet. Maybe there is a chair and a desk, a carpet, curtains. Take your time and touch all the objects in your room” (Arnold et al., 2007, p. 31). Ask your participants to imagine how the objects feel and get a sense of their colour.

This activity may be done several times with the same group of participants by asking them to imagine different rooms each time, such as their living room, their kitchen, the classroom, and a room in a shop. Alternatively, this activity may be done in pairs with the participants taking turns telling each other which objects in their room to touch.

Finally, ask the participants to imagine that they are walking through all of the rooms at home. Instruct them to draw a floor plan of their home and add a drawing or words of pieces of furniture in each room. Then, they should imagine hiding a small object somewhere at home. In pairs, partner A should tell partner B what object they have hidden and B should find where it is by looking at A's floor plan. When Bs guess correctly, then they should hide their object for As to find.

3) The Kitten on your Lap

Ask your participants to close their eyes and imagine that there is a little kitten on their lap. Then, say the following:

“Feel the warmth of the kitten on your lap. Imagine that you are gently touching the kitten's head now. Start exploring the kitten's head. Touch its little ears gently. Now start stroking its fur very gently and as you are doing this, imagine that the kitten starts purring. It likes your strokes. Feel the vibration of the kitten purring and as you feel it, imagine that you can also hear it. Take your time. Enjoy stroking the kitten's fur and keep listening to its relaxed purr. Now, you notice that the kitten is standing up on your lap. Carefully move your hands back. Watch the kitten as it turns around and then sits down again on your lap. Now, the kitten's head is on the other side. Gently touch the kitten's head again and start stroking it. Feel the warmth of her fur and notice the purring” (Arnold et al., 2007, pp. 33-34). Ask the participants to imagine as many details as they can about the appearance of the kitten. Then, ask some participants to describe how they imagined the kitten looks.

4) Come to your Senses

Write the names of the verbs of the senses on the board in the following way:

see	hear	touch	taste	smell

Ask the participants to brainstorm the things they like in each category and write these under the appropriate verb. You may give the participants a few examples of your own such as the smell of bread baking in the oven or the sound of raindrops falling on the roof. After they have finished brainstorming, the participants should get into pairs. Tell them that they are going to give each other gifts for each of the five senses. They can use the objects that they brainstormed or think of new ones as well. The participants should be encouraged to be creative and enjoy the gifts that they are given. You may demonstrate how to do the activity by role playing the following dialogue with a volunteer for the verbs 'see' and 'hear'.

A: I want you to see a garden of flowers. It is a nice, sunny day.

B: I want you to see a mountain with snow.

A: I want you to hear a piano.

B: I want you to hear children playing in a park and laughing” (Arnold et al., 2007, p. 38).

When the participants have given and received all five senses, ask them to discuss the following questions with their partner: Which image could you visualise most easily? What were some details about this image? How did you feel when you imagined it?

5) **From Touch to Inner Picture**

Participants should be instructed to do this activity with a partner. In turn, they should put their right hand on their desk, palm down. They should imagine that the back of their partner's hand is a notepad. Tell the participants that they will make imaginary drawings on their partner's hand. Participant A should think of a noun that can be drawn and then pretend to draw the noun on B's hand with their index finger. Participant B's eyes should be closed. When B thinks that they have recognised the word, they should pretend to write it in capital letters on the back of A's hand. Each letter should be big enough to cover the back of the hand and should be written on top of the last letter. If A reads the word correctly, they exchange roles, but if not, they need to start again (Arnold et al., 2007, p.40).

6) **Seeing Colours and Numbers**

Ask your participants to take a deep breath, exhale very slowly, and close their eyes. Then say the following in a calm and quiet voice:

“Imagine you can see the colour red, and the number 7. Feel how your head and your face relax. Now imagine the number 6 and the colour orange. Feel how your shoulders and your chest relax. Imagine the number 5 and the colour yellow. Feel how your stomach and your thighs relax. Imagine the number 4 and the colour green. Feel how your feet relax. Imagine the number 3 and the colour blue. Feel how your whole body is relaxed. Imagine the number 2 and the colour pink. Feel how your mind is relaxed. You are completely calm now. Imagine the number 1 and the colour purple. You are now completely relaxed. Mind and body. Completely relaxed” (Arnold et al., 2007, p. 36).

7) **Your Own Name**

Ask your participants to take a deep breath, exhale very slowly, and close their eyes. Then say the following in a calm and quiet voice:

“I would like you to focus on any sounds you can hear in this room at the moment. Focus on your breathing as it comes and goes. Just observe your own breathing. Do not make it faster or slow it down. Just notice your breathing and notice how you may already be a bit more relaxed now. Imagine that on the floor in front of you, there is a bag. What colours can you see? Is there a handle on it? If so, what does it look like? Is there a lock on the bag? If there is one, what colour is it?

Imagine that you open your bag now. What does it feel like to open your bag? Take out your favourite pen now. Imagine you are holding it in your hand. What temperature is it against your skin? How heavy is it? What does it feel like? Now take your pen and write your name on a piece of paper. What does doing this feel like? How does the pen move over the paper? Is it a smooth glide or do you feel any friction?

What do you hear as you are writing? What colour are you writing in and what does your name look like? Are you writing in capital letters or in joined-up script? Are the letters big or small? Do you like what your name looks like? What parts do you like about it?

Now imagine that you put the pen into your other hand. How does it feel to hold the pen in that hand? How is it different from the previous experience? Now write your name again. What does it feel like? How does the pen move over the paper now? Is it a smooth glide or do you feel any friction? How is the movement different from when you used your other hand?

What do you hear as you are writing? What colour are you writing in and what does your name look like? Are you writing in capital letters or in joined-up script? Are the letters big or small? How does your name look different from the name you wrote with your other hand? Take your time to slowly open your eyes again and come back slowly to the classroom” (Arnold et al., 2007, pp. 48-49).

8) **Washing Your Hands**

Ask your participants to take a deep breath, exhale very slowly, and close their eyes. Then say the following in a calm and quiet voice:

“Imagine that you are in your bathroom. You are standing in front of the wash basin. Imagine the tap or taps and a bar of soap. Look at the shape of the basin. Touch it with your hands. Notice what its surface feels like. Notice its temperature. Notice its colour. Now look at the soap. What colour is it? What shape has it got? Now put the plug into the plughole. Turn the taps on. Listen to the sound the water makes as it runs into the basin. The water is slowly getting higher. How does the sound change? Look at the place where the water flowing from the tap meets the water in the basin. What does it look like? Before the basin gets full, turn the water off.

Now put a hand into the basin. Is the temperature okay for you? If it’s too hot or cold, turn a tap on again until the temperature is right. Put both hands in the water. How does the water feel against your skin? Now pick up the soap. How does it feel? Bring it up to your nose and smell it. What is the smell like? Now start washing your hands. Notice the foam the soap makes. Notice the sounds you’re making. Carry on washing your hands. Then put the soap back on the edge of the basin and put your hands into the water. Notice how the colour of the water changes. Are there any bubbles on the water? Pull out the plug. What does it sound like? What does it look

like when the water runs out of the wash basin? Now take a towel and dry your hands. What does that feel like? Bring your hands close to your face and smell them. Slowly open your eyes and come back to the classroom” (Arnold et al., 2007, p. 50).