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An Ideal L2 Self Intervention: Implications for Self-Concept, Motivation and Engagement with the Target Language

Jessica Mackay

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An Ideal L2 Self Intervention: Implications for Self-
Concept, Motivation and Engagement with the
Target Language

Tesi doctoral presentada per
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For Tom

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Summary

The field of research into second language (L2) learning motivation has changed beyond recognition in the last ten years (Dörnyei & Ushioda, 2011: xi; Dörnyei & Ryan, 2015: 88), largely due to Dörnyei's (2005, 2009a) proposal of the L2 Motivational Self System (L2MSS). This reconceptualization of L2 motivation addressed the growing dissatisfaction in the field with the construct of *integrativeness* (Gardner & Lambert, 1959), whose underlying principle (the wish to identify oneself with the community of the language being learnt) was losing relevance in a globalized world and failed to explain L2 motivation in contexts where there was little or no contact with the Target Language (TL) community, such as Hungary (Dörnyei, Csizér & Németh, 2006).

By turning to the mainstream psychological theories of possible selves (Markus & Nurius, 1986, Markus & Ruvolo, 1989) and self-discrepancy theory (Higgins, 1987), Dörnyei formulated the three principal tenets of the L2MSS:

- 1) The Ideal L2 self, the learner's self-relevant image of what they want to become using the L2.
- 2) The Ought-to L2 self, the learner's vision of what they should become to satisfy the demands of significant others and society.
- 3) The L2 learning experience.

There is plentiful quantitative empirical evidence to support the validity of the theory (e.g. Al Shehri, 2009; Csizér & Kormos, 2009) but as yet relatively little 'research has been directed at specifically developing an ideal language self' (Dörnyei, 2009a: 34).

This thesis describes the results of a study to analyse the practical applications of Dörnyei's L2 Motivational Self System (2005, 2009a) in EFL classes in a university language school in Barcelona. An intervention programme specifically designed to develop EFL learners' Ideal L2 selves was conducted with two groups at CEFR (The Common European Framework of Reference) B2:2 level taught by two different teachers (N=47). Results were contrasted with two further control groups (N=51) at the same level taught by the same teachers in the same academic year. The research objectives sought to ascertain the influence of the intervention on four areas: 1) Learners' development of possible-self guides (Ideal L2 self; Ought-to L2 self and Feared L2 self); 2) Development of learners' perceptions of the L2 learning experience; 3) Development of learners' motivated behaviour, operationalised as time spent engaged with the Target Language (TL) outside class, and 4) Learners' and teachers' reactions to the intervention.

Cross-sectional data were obtained by comparing the results of semi-structured interviews conducted at T2, post-intervention, from a subgroup of participants from the intervention groups (N=10) and from the control groups (N=10). Longitudinal data were obtained from five focal learners, all drawn from the intervention subgroup in the cross-sectional data above, interviewed both at T1 and T2. The interview data were transcribed and analysed using NVivo 2.0 qualitative data analysis software. Further qualitative data were obtained from Language Logs (LLs) in which learners recorded their weekly contact with the TL, and student written work derived from the intervention activities. Complementary quantitative data were obtained from a Language Contact Profile (LCP) questionnaire administered to all groups at T1 and T2. The mean scores of learners' TL contact in the four main skills domains (Listening,

Reading, Speaking and Writing) were compared at T1 and T2 using statistical analysis software SPSS v.18 to perform a Wilcoxon signed ranks test.

The results suggest that the intervention has the potential to influence learners' Ideal and Feared L2 selves, but this influence is very much dependent on a constellation of other factors, including the learner's maturity, previous experiences and beliefs and willingness to engage with new techniques such as visualisation. No influence of the techniques was observed on learners' Ought-to L2 selves.

Certain influences were also detected in the learners' perceptions of the L2 learning experience, including developing metacognition, a subtle shift towards a more internally regulated attributional system, positive perceptions of group dynamics and, for most, enhanced Willingness to Communicate (WTC) both inside and outside the classroom. This was reflected in minor increases in learners' engagement in TL contact among the intervention group and a greater willingness to experiment with new forms of TL contact. The quantitative analysis of data obtained from the LCP demonstrated significant increases in Speaking and Reading within the intervention groups.

In terms of their usability and practical application, the activities were generally well received by the participants, most of whom highlighted the novelty of the approach and the student-centred nature of the intervention. This allowed a genuine exchange of personal hopes, ideas and fears and contributed to a positive learning atmosphere. The teachers also reacted positively to the intervention, while cautioning that these activities need careful preparation and execution and would therefore be more suitable to experienced teachers.

General conclusions indicate that there is potential for the positive application of Dörnyei's L2MSS in EFL contexts. However, more research is needed, particularly

among school-age EFL learners in the process of establishing their L2 identities. Further longitudinal studies would also provide valuable insights into the long-term influence of an intervention of this type.

Resumen

El campo de la investigación sobre la motivación en el aprendizaje de una segunda lengua (L2) ha visto cambios radicales en los últimos diez años (Dörnyei y Ushioda, 2011: xi; Dörnyei & Ryan, 2015:88). En gran medida estos cambios se deben a la propuesta de Dörnyei (2005, 2009a) del Sistema Motivacional del Yo L2 (L2MSS). Esta reconceptualización de la motivación en el aprendizaje de la L2 partió de la insatisfacción creciente en el campo con el concepto de *motivación integradora* (Gardner y Lambert, 1959), cuyo principio subyacente (el deseo de identificarse uno mismo con la comunidad de la lengua que se aprende) estaba perdiendo relevancia en un contexto globalizado y no podía explicar la motivación en contextos dónde el contacto con la comunidad de la lengua meta fue limitada, como en el caso de Hungría (Dörnyei, Csizér & Németh, 2006). Basándose en las teorías de psicología general sobre los *yoes posibles* (Markus y Nurius, 1986; Markus y Ruvolo, 1989) y en la teoría de la auto-discrepancia (Higgins, 1987), Dörnyei formuló los tres principios principales de la L2MSS:

- 1) El *ideal del yo L2* (The Ideal L2 self) la auto-imagen relevante del yo que posee el alumno sobre lo que quiere llegar a ser usando la L2.
- 2) El *yo deóntico L2* (Ought-to L2 self) la visión del alumno sobre lo que debería llegar a ser en la L2 para satisfacer las demandas de las personas que cuentan en su vida y de la sociedad.
- 3) La experiencia de aprendizaje de la L2.

Varios estudios cuantitativos empíricos apoyan la validez de la teoría (por ejemplo Al Shehri, 2009; Csizér & Kormos, 2009). Sin embargo, todavía hay relativamente pocas

investigaciones ‘dirigidas específicamente a desarrollar el ideal del yo L2 ’ (Dörnyei, 2009:34).

La presente tesis detalla los resultados de un estudio realizado para analizar las aplicaciones prácticas del Sistema Motivacional del Yo L2 propuesto por Dörnyei L2 (2005, 2009a) en las clases de inglés como lengua extranjera en la Escuela de Idiomas Modernos de la Universidad de Barcelona (EIM). Se realizó un programa de intervención diseñado específicamente para desarrollar el *ideal del yo L2* de los estudiantes de inglés como lengua extranjera con dos grupos (N = 47) de nivel intermedio alto (B2:2 según el Marco Europeo de Referencia Común). La intervención fue llevada a cabo por dos profesoras diferentes y se contrastaron los resultados con otros dos grupos control (N = 51) del mismo nivel a cargo de las mismas profesoras durante el mismo curso académico. La investigación pretendía determinar la influencia de la intervención en cuatro áreas: 1) desarrollo de las guías del yo L2 posibles: El *ideal del yo L2*; el *yo deóntico L2* (Ought-to L2 self); el *yo temido L2*, 2) desarrollo de las percepciones de los alumnos de la experiencia del aprendizaje de la L2, 3) desarrollo del comportamiento motivado de los alumnos, interpretado como el tiempo comprometido con la lengua meta fuera de clase y 4) las reacciones de los alumnos y docentes a la intervención.

Se obtuvieron datos de corte transversal al comparar los resultados de las entrevistas semiestructuradas realizadas en T2, después de la intervención, de un subgrupo de participantes de los grupos de intervención (N = 10) y de los grupos de control (N = 10). Se obtuvieron datos longitudinales mediante el estudio de cinco alumnos focales, todos miembros del subgrupo de participantes del mismo grupo que proporcionó los datos de corte transversal anteriormente mencionado. Estos cinco

alumnos fueron entrevistados en T1 y T2. Las entrevistas fueron transcritas y analizadas utilizando el software de análisis de datos cualitativos NVivo 2.0. Se obtuvieron más datos cualitativos de registros semanales (Language Logs) en los cuales los estudiantes registraron el contacto semanal con la lengua meta y de trabajos escritos de los estudiantes basados en las actividades de la intervención. Se obtuvieron datos cuantitativos complementarios de un cuestionario sobre el contacto con la lengua meta. El 'Language Contact Profile' (LCP) fue administrado a todos los grupos antes y después de la intervención. Se compararon las puntuaciones medias de contacto de los alumnos en los cuatro habilidades principales (escuchar, leer, hablar y escribir) en T1 y T2 utilizando software de análisis estadístico SPSS v.18, a través de un análisis no paramétrico (Wilcoxon signed rank) de contraste de las medias.

Los resultados sugieren que la intervención tiene el potencial para influir el *ideal del yo L2* y el *yo temido L2* de algunos estudiantes de inglés, pero esta influencia depende mucho de la combinación de factores, incluyendo la madurez del alumno, sus experiencias previas de aprendizaje del idioma y la voluntad de comprometerse con técnicas como la visualización positiva. No se observó ninguna influencia de la intervención en el *yo deóntico L2* (Ought-to L2 self).

La intervención tuvo una pequeña influencia en las percepciones de los alumnos de la experiencia de aprendizaje de la L2. En algunos estudiantes se notó un cierto desarrollo en la metacognición, un cambio matizado en el sistema atribucional interno regulado, percepción positiva de la dinámica de grupo y, en la mayoría de los casos, mayor disposición a comunicarse (WTC) tanto dentro como fuera del aula. Esto se reflejó en pequeños incrementos en la participación de los alumnos del grupo de intervención en contacto con la lengua meta además de una mayor disposición a

experimentar con nuevas formas de contacto. El análisis cuantitativo del cuestionario LCP encontró aumentos significativos en los dominios de hablar y leer dentro de los grupos de intervención.

En cuanto a su utilidad y aplicación práctica, las actividades fueron generalmente bien recibidas por los participantes, la mayoría de los cuales destacaron la novedad del enfoque y las ventajas de las actividades centradas en el estudiante, lo cual permitió un intercambio genuino de información sobre las esperanzas, objetivos y miedos de los alumnos y contribuyó a un ambiente positivo de aprendizaje. Los profesores también reaccionaron positivamente a la intervención, al mismo tiempo advirtiéndole que estas actividades necesitan ejecución y preparación cuidadosa y por lo tanto, serían más adecuadas para profesores con experiencia.

Las conclusiones generales indican que hay potencial para la aplicación positiva del L2MSS de Dörnyei en contextos de enseñanza de lengua extranjera. Sin embargo, se necesita más investigación en diversos contextos, sobre todo entre los jóvenes en edad escolar en proceso de establecer su identidad en la L2. También se prevé la utilidad de más estudios longitudinales que podrían proporcionar información valiosa sobre la influencia de una intervención de este tipo a largo plazo.

Introduction: Origins of the study

I first became aware of the notion of possible L2 selves while researching my MA dissertation, which analysed the attitude of adult Catalan learners of English as a Foreign Language (EFL) towards Target Language (TL) communities. I had embarked on my MA research curious to explain a phenomenon I had identified in my teaching practice: the motivation of highly engaged and enthusiastic learners who had little or no interest in the culture or the speakers of English-speaking communities and conversely, the apparent lack of motivation among learners who had ample opportunity to engage with the TL culture. Needless to say, Dörnyei's reconceptualisation of language learning motivation, whose impact was just starting to be felt in the field, struck a chord with me and with many other language teaching practitioners.

The completion of my MA dissertation in 2009 and the search for a viable PhD research direction which would be classroom based and, I hoped, relevant to fellow practitioners, coincided fortuitously with the publication of 'Motivation, Language Identity and the L2 Self' (Dörnyei & Ushioda, 2009). In his chapter in the book, Dörnyei invited the research community to rise to the following challenge 'so far no research has been directed at specifically developing an ideal language self' (p. 34), while also offering the enticing prospect of translating the theory into classroom practice, as he argues 'the new theory has considerable practical implications as it opens up a novel avenue for motivating language learners' (p. 9).

I had little anticipated at the time that the field of second language (L2) motivation research was entering such a fascinating period of change and expansion. As Dörnyei and Ushioda point out in the introduction to the second edition of *Teaching and Researching Motivation*, 'Since the publication of the first edition [in 2001] the research

landscape of language learning motivation has changed almost beyond recognition' (2011: xi). Dörnyei himself led the shift in direction of research in the field with his proposal of the L2 Motivational Self System (L2MSS) (Dörnyei, 2005, 2009b) and he continues to redefine the agenda of research into L2 motivation.

The evolution and, indeed, revolution within this field continues apace, to such an extent that in August 2014 the first specialist conference dedicated to research into L2 motivation was held at the University of Nottingham. It is clearly a very exciting time to be a researcher working in this area, but equally exciting to be a teacher who wishes her practice to be informed by the latest developments in L2 motivation theory. This research project evolved from the combination of two facets of my actual selves: the experienced EFL teacher and the novice researcher. The vision of my future Ideal self that has motivated me throughout this process is that of the teacher-researcher who is able to adapt the theory to practical classroom reality and is able to guide fellow teachers to do the same.

Organisation of the thesis

Following this brief introduction, the thesis has been organised into four broad parts: Literature Review, Methodology, Results, Discussion and Conclusions. Each section is further subdivided into chapters, with an introduction and summary provided in order to facilitate the reading experience.

Part one of the thesis, the *Literature Review*, comprises three chapters, which examine in turn 1) the main concepts and areas in second language (L2) motivation research which emerged as relevant in this study, 2) research conducted into the L2 Motivational Self System from different methodological perspectives, and 3) the justification for the present study within this theoretical framework and the research objectives defined as research questions.

Part two, *Methodology*, consists of chapter four, which provides a detailed account of the methodological considerations which informed both the quantitative and qualitative elements of the present study. This is organised according to 1) context, 2) design, 3) participants, 4) instruments, 5) procedure and 6) analysis.

Part three of the thesis, *Results*, is organised into four chapters, corresponding to the four research questions (RQs): 1) Development of possible L2 selves, 2) Perception of the L2 learning experience, 3) Development in contact with the Target Language (TL) and 4) Teachers' and learners' reactions to the intervention. In each chapter results from different sources of data are presented.

The final part of the thesis, *Discussion and Conclusions*, is divided into two chapters. Chapter nine integrates the results for each of the four RQs, discusses the results of the research in relation to previous studies in the field and provides a synthesis of the data relating to the five focal learners in terms of their learner profiles and

archetypes. Chapter ten summarises the conclusions, discusses the limitations of the study and refers to implications for further research. The thesis concludes with a bibliography and appendices. Further appendices which may be of interest to the reader are accessible on the accompanying CD ROM.

***PART 1: REVIEW OF THE
LITERATURE***

Chapter 1: Theories, constructs and directions in L2 motivation research

1.1 Introduction

The importance of motivation as a factor in success in Second Language Acquisition (SLA) is undeniable. As Dörnyei states (2005: 65) ‘all the other factors involved in SLA presuppose motivation to some extent’. Ellis (2004: 536) identifies motivation as one of the ‘big two’ individual differences (IDs), along with aptitude, influencing SLA. However, the nature of L2 motivation and in fact the notion of IDs themselves have come under intense scrutiny in the last decade, with Dörnyei (2009b) questioning the very existence of an ID paradigm.

Given the recent proliferation of new and inspiring lines of research, this interest shows little sign of abating. In their 2015 review of the psychology of the language learner, Dörnyei and Ryan point out: ‘the past decade has seen no fewer than six edited volumes on the subject of language learning motivation alone’ (p. xi), reflecting the need to situate motivation within the present research paradigm and to examine the interaction with other variables in the SLA process. What is perhaps more surprising is that the construct of L2 motivation continues to elude precise definition.

This section of the thesis begins with a review of the key concepts referred to within the thesis (chapter 1). This includes the main historical definitions of L2 motivation (1.2), the origin and the theoretical underpinnings of Dörnyei’s (2005, 2009a) proposal of the L2 Motivational Self System (L2MSS) (1.3), a summary of key motivational constructs (1.4) and a description of the most recent directions in L2 motivation research (1.5).

This is followed in chapter two by a review of the studies conducted in order to validate and explore the L2MSS from different methodological perspectives: quantitative studies (2.2), qualitative studies (2.3) and mixed-methods approaches (2.4). There is particular focus on intervention studies designed to develop an Ideal self and, more recently, those designed specifically to develop the L2 facet of the Ideal self (2.5).

The Literature Review concludes, in chapter three, with the presentation of the study. This summarises the L2 motivation research landscape in the Catalan/Spanish context to date (3.2), sets out the objectives of the present research (3.3) and defines the research questions which have guided this study (3.4).

The following chapter aims to present the principal concepts referred to throughout this thesis and situate the present research within the current theoretical framework. It is divided into three sections. Section 1.2 summarises some of the main theories and definitions of L2 motivation, while illustrating why this complex and dynamic construct has continued to elude precise definition.

The next section (1.3) constitutes the main body of this chapter as it reviews the main theoretical basis of this study: Dörnyei's (2005, 2009a) L2 Motivational Self System (L2MSS). I review the origins of Dörnyei's (2005, 2009a) theoretical model. This will include a discussion of the relationship between attitudes to the L2 community and L2 motivation (1.3.1) and refers to the underlying psychological theories on which the theory is based (1.3.2). I then move on to summarise the main tenets of the L2MSS (1.3.3) and describe the conditions considered necessary to maximise the motivational potential of future self-guides (1.3.4). The section continues with a review of the importance of mental imagery (1.3.5) and emotions and senses (1.3.6) within the

L2MSS. The section concludes with a summary of concerns expressed with this proposed reconceptualization of L2 motivation (1.3.7).

The final section of the chapter summarises key constructs and new directions in L2 motivation research. The key constructs discussed are those which have emerged as relevant in the present research (1.4), namely *agency*, *attribution and self-efficacy* (1.4.1), *Language Anxiety (LA)* and *Willingness to Communicate (WTC)* (1.4.2) and *L2 identity and the L2 learning experience* (1.4.3). The section concludes with reference to the most recent lines of research within the field (1.5), namely the Dynamic Systems Theory (DST) approach to L2 motivation research (1.5.1) and Dörnyei, Ibrahim and Muir's (2014) proposal of a new theoretical framework of L2 motivation: the emerging study of Directed Motivational Currents, known as DMCs (1.5.2).

1.2 A slippery construct: Defining L2 motivation

The attempt to explain human motivation - the drive that controls choice, action and behaviour - has long fascinated psychologists. As current research takes into account the changing and evolving nature of the multiple factors that interact with and influence an individual's motivation to learn an L2, the task, like the subject under study, becomes even more complex.

Faced with an increased demand for foreign languages after World War II (Richards & Rogers, 1986: 44), teaching approaches and methods drew heavily on mainstream psychological and motivational theory. Skinner's theory of behaviourism (1953) was the guiding principle behind the dominant audiolingual approach in the 1950s and 60s. However, early motivation theorists were persuaded that motivation to learn went beyond the notion of stimulus-response conditioning. White's (1959) notion

of effectance motivation, suggested that ‘organisms are innately motivated to be effective in dealing with their environment’ and Maslow’s (1943) hierarchy of needs described how humans must fulfil basic needs before ultimately moving towards personal growth.

Following Chomsky’s criticisms of behaviourism (1959), attempts were made to explain motivation from a cognitivist perspective, taking into account the individual’s conscious thoughts and feelings (Williams and Burden, 1997: 112). For example, Atkinson (1957, 1964, 1966) built on Maslow’s notion of ‘self-actualisation’ when he described *achievement motivation*, defined as the the product of *motive*, *expectancy*, and *incentive*’ (Atkinson & Feather, 1966: 328). Hebb, (1959) expanded on White’s theory of effectance motivation (1959) when he emphasised the importance of curiosity, or a state of ‘optimal arousal’, a condition defined as ‘the need to experience an integrated and meaningful world’ (Byrne & Clore, 1967: 2).

The first attempts to explain the motivation experienced specific to the endeavour of language learning drew heavily on the process of learning the mother tongue (L1). In their seminal work, widely recognised as the starting point for research into the acquisition of an L2, Lambert and Gardner (1959) describe the motivation to learn a new language as similar to the motivation a child feels to learn his or her L1: ‘It is our contention then that achievement in a second language is dependent upon essentially the same type of motivation that is apparently necessary for the child to learn his first language’ (1959: 267), hence a parallel was drawn between the child’s desire to assimilate into the family and the wider world and the language learner’s ‘interest in members of the other linguistic community’ (p. 266). However, this comparison was soon dismissed due to the accumulation of evidence addressing age-related factors and

the essential differences between L1 and L2 acquisition (for a review, see Muñoz, 2006), which in turn led to a change of focus in the pursuit of a definition of L2 motivation.

By the 1980s, there was widespread acknowledgement of the difference between language learning motivation and the motivation to learn other academic subjects or skills. (Gardner, 1985, Crookall & Oxford, 1988). As Williams and Burden summarise:

There is no question that learning a foreign language is different to learning other subjects, mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being, it is part of one's identity, and is used to convey this identity to other people (1997: 115).

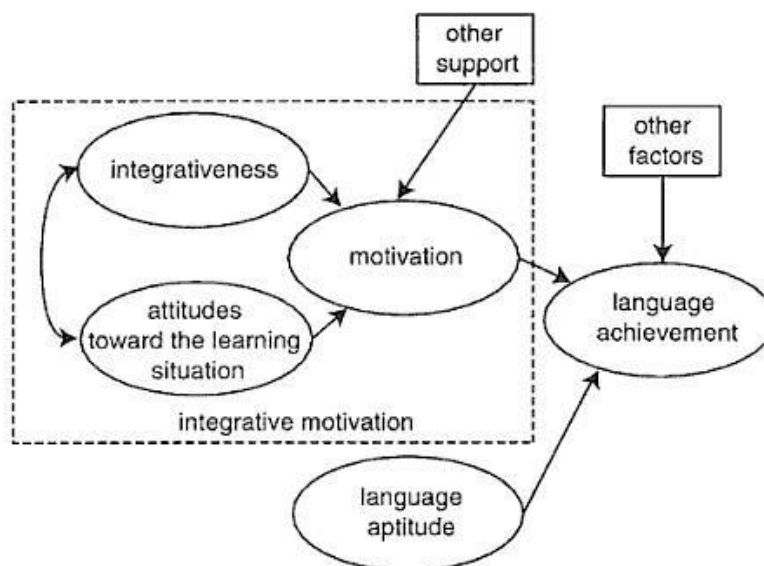
Subsequent efforts to define and explain L2 motivation drew on the situated, social and individual nature of the phenomenon. Deci and Ryan's (1985) Self-Determination Theory (SDT) explains motivation through the three tenets of autonomy, competence, and relatedness (connection to others). The theory was based on 'the organismic assumptions of activity and structure, recognising that human beings attempt actively to master the forces in the environment and the forces of drives and emotions in themselves' (1985: 8). Their description of motivation distinguished between *extrinsic* motivation: 'any sort of regulation that is external to the enjoyment of the activity itself' (Noels, 2009: 297) along a continuum according to the degree of control, and *intrinsic* motivation, defined as the 'life force or energy for an activity' (Deci & Ryan, 1985:8).

The notion of intrinsic motivation is core to the conceptualisation of 'flow' (Csikszentmihalyi, 1975, 1988, Csikszentmihalyi & LeFevre, 1989). As the extension of Hebb's (1959) 'optimal arousal', flow could be described as the perfect match between challenge and skill, at which point the learner is functioning at maximum capacity.

Csikszentmihalyi himself defines the construct as: ‘*autotelic* (from the Greek *auto* = self and *telos* = goal) activities - intrinsically motivated, goal-directed activities that require significant energy output (physical or mental) on the part of the actors’ (Csikszentmihalyi, 1975, quoted in Abuhamdeh & Csikszentmihalyi, 2012).

The various attempts to explain motivation as a whole and to learn an L2 in particular have resulted in a plethora of theories, terminology and models which could be characterised as an embarrassment of riches. Some of the overlaps and similarities between and even within definitions can lead to confusion. An illustration of this confusion can be seen in Gardner’s definition of the integrative motive, part of his Socio-Educational Model of Second Language Acquisition (Fig. 1.1).

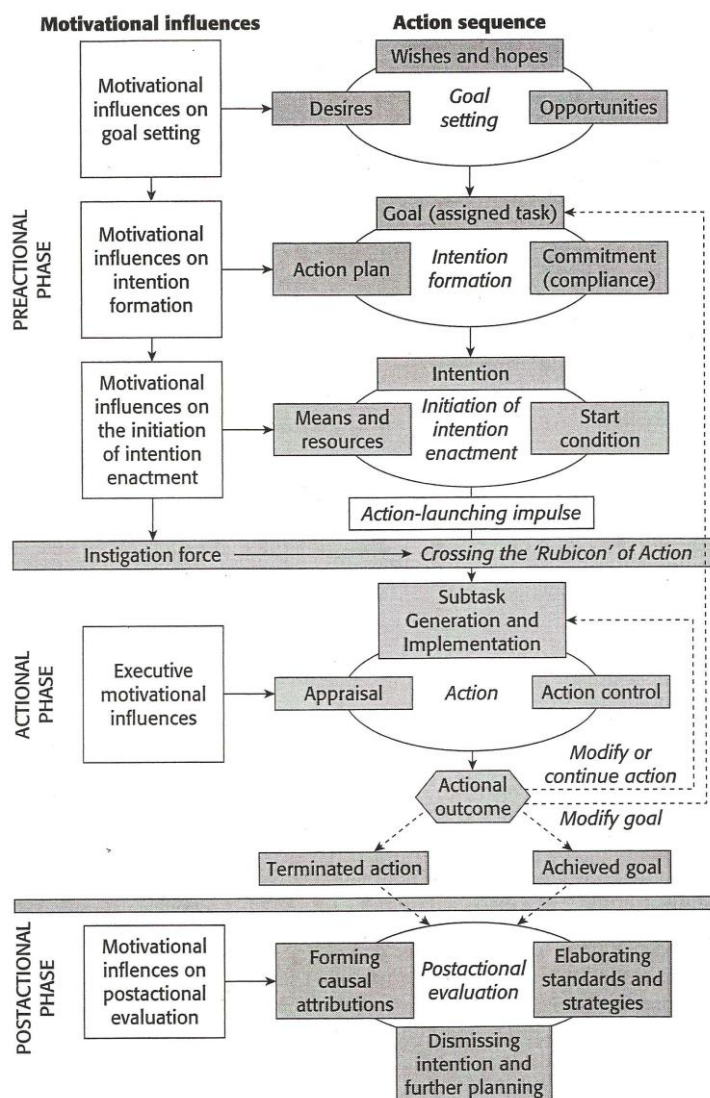
Fig. 1.1 *The Integrative Motive within Gardner’s Socio-Educational Model of Second Language Acquisition (2001:4).*



In this model, *integrative motivation* subsumes variables such as *motivation*, the engine driving behaviour, subsuming effort, desire and affect (Gardner, 2001) *attitudes to the learning situation* and *integrativeness*. This latter construct is ‘without doubt the most

researched and most talked about notion in L2 motivation studies' (Dörnyei, 2009a: 23), and is discussed in more detail in section 1.3.1.

Fig. 1.2 Dörnyei & Ottó's (1998: 48) process model of L2 motivation.



The turn of the century saw the first studies of motivation from a temporal perspective, which lent itself to qualitative methods as used by Ushioda (1998). This changed the focus of L2 motivation research from broad generalisations about motivation across populations towards a 'person-in-context relational view' of emergent motivation (Ushioda, 2009). In 1998, Dörnyei and Ottó's Process Model of L2

Motivation (Fig. 1.2) attempted to capture a comprehensive picture of the influences on the L2 learning motivational process.

The model represents L2 motivation in two dimensions: 1) *Action sequence*, which describes the process of transforming wishes, hopes and desires into goals and intentions. The intentions (may) lead to action, accomplishment and subsequent evaluation, 2) *Motivational influences* which generate, energise and maintain motivated behaviour.

In order to develop their Process Model, Dörnyei and Ottó drew on Heckhausen and Kuhl's (1985) Action Control Theory. This tradition of applying findings from mainstream and educational psychology to findings in L2 motivation research continues to this day. Most recently Dörnyei has analysed L2 motivation from the perspective of possible self theory (Markus & Nurius, 1986, Markus & Ruvolo, 1989) and Self-discrepancy theory (Higgins, 1987), (see section 1.3.2.2) and there is increasing interest in exploring the application of Complex Dynamics Systems theory to the SLA process and L2 motivation research in particular (de Bot, Lowie & Verspoor, 2007; Dörnyei, MacIntyre & Henry, 2015; Larsen-Freeman, 1997, Larsen-Freeman & Cameron, 2008) (see section 1.5.1).

Over the last 50 years, multiple theories have been proposed in an attempt to explain the motivation to learn a second language. Consequently, the corresponding definitions of L2 motivation are equally plentiful, complex and, apparently, in a constant state of evolution. Twenty years ago, Ellis observed: 'There is widespread recognition that motivation is of great importance for successful L2 acquisition, but there is less agreement about what motivation actually consists of' (1994: 36). Two decades later, most experts in the field would agree that the concept of motivation is

still hard to define. Dörnyei himself admits that: ‘he has been happy to conduct extensive research on (...) motivation, without resolving the controversy of what this construct really is’ (Dörnyei & Ryan, 2015: xiii).

In his more recent work, rather than attempting to define motivation as such, Gardner opts to list the attributes of a motivated individual: ‘goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives)’ (2006: 2). As the complexity of the construct defies definition as a whole, it is therefore often described in terms of typical observable characteristics, as above, or broken down into the underlying constructs, defined by Dörnyei as:

Models of motivation in which the multitude of potential determinants of human behaviour is reduced by identifying a relatively small number of key variables that are assumed to subsume or mediate other motivational components, and so are able to explain a significant proportion of the variance in people’s actions. (2010: 614).

In the introduction to their recent exploration of ‘Teaching and Researching Motivation’ (2011) Dörnyei and Ushioda (p. 4) attempt to provide a succinct description of motivation by summarising the only consistent points of agreement among researchers in the field, namely that motivation ‘concerns the *direction* and *magnitude* of human behaviour’. This is elaborated as:

- The *choice* of a particular action.
- The *persistence* with it
- The *effort* expended on it (ibid. italics authors’ own)

This summary can, however, only ever be seen as an introduction to the concept. The fact that the authors subsequently dedicate the first section and 99 pages of the book to explaining ‘What is motivation?’ is testimony to the complexity of the subject.

1.3 The L2 Motivational Self System

The following section deals with the principal focus of the present study, Dörnyei’s (2005, 2009a) proposal of the L2 Motivational Self System. I will explore the origins of the L2MSS by looking at the changing role of attitudes towards Target Language (TL) communities in L2 motivation research. I will then summarise the psychological theories of motivation upon which the L2MSS is based: self-determination theory (Higgins, 1987) and possible-self theory (Markus & Nurius, 1986). The principal tenets of the L2MSS and the conditions necessary to maximise its motivational potential will then be outlined. Subsequently, I will examine the importance of vision, mental imagery and visualisation as well as the role of emotions and senses within the theory. Finally, I refer to some of the concerns expressed about the L2MSS in the ten years since its introduction.

1.3.1 The role of attitudes towards speakers of the Target Language in L2 motivation research

The origins of L2 motivation research lie in the work of social psychologists Wallace Lambert and Robert Gardner in Canada in the 1950s. Their interpretation of L2 motivation within a social psychological paradigm, characterised by the use of large-scale surveys, dominated the field for four decades and continues to influence research methods and approaches to this day. Learners’ attitudes towards the TL community

were at the centre of their conceptualisation of motivation, which highlighted the construct of ‘integrativeness’ as a key factor in the effort, desire and attitude towards learning a language. Integrativeness was originally defined as the ‘willingness to be like valued members of the language community’ (Gardner & Lambert, 1959: 271).

Concerns with the construct and definition of integrativeness first began to emerge in the 1990s. As Dörnyei points out (2009: 9), integrativeness had no equivalent in mainstream psychological motivation theory. Furthermore, the underlying principle (the wish to identify oneself with the community of the language being learnt) was losing relevance in a globalized context or was simply ‘untenable for World Englishes learners’ (Coetzee Van-Roy, 2006). Burgeoning interest in English as a lingua franca in a globalised world was starting to influence the research agenda at the turn of the millennium. McClelland (2000) called for a definition of ‘integrativeness’ that focused on ‘integration with the global community rather than assimilation with native speakers’ (cited in Dörnyei, 2005: 95).

Other researchers also found it necessary to reclassify the concept of integrativeness. Noels, Pelletier, Clément & Vallerand (2000: 60) suggested that rather than ‘desire for contact and identification with members of the L2 group, four other orientations may be seen to sustain motivation: travel, friendship, knowledge and instrumental orientation’. Yashima (2000) proposed replacing integrativeness with ‘instrumental and intercultural friendship orientations’ which were identified as the most important within the Japanese context. In response to this growing body of research, Gardner himself expanded his definition of integrativeness to encompass ‘positive attitudes towards the TL community without a desire to assimilate into them’ (Gardner, 1985, 2001a, quoted in Dörnyei, 2005: 95). The positive disposition towards

TL communities described here further blurs the distinction between integrative and instrumental orientations, as it can include elements of utilitarian benefit, i.e. travel. Kormos & Csizér suggest that, in the case of English, it is difficult to separate instrumentality and integrativeness, as the knowledge of ‘World English’ brings many pragmatic benefits (2008: 331).

By the turn of the century, it was becoming increasingly apparent that the interpretation of L2 motivation in a bilingual Canadian context could no longer be applied to EFL contexts which had little contact with, or interest in, EFL communities. Nikolov (1999: 47) notes that attitudes towards speakers of English were conspicuously absent from the data obtained in her research with Hungarian school children aged 6-14. The learners in this study ‘emphasised the importance of English in making friends with foreigners in general, rather than native speakers of English’. She concludes ‘no trace of integrative motivation was found in the answers to the open-ended question’. Similarly, in the context of the present study, Tragant (2006: 245) highlighted a trend emerging in an extensive study conducted on school-age learners of English in Catalonia (Muñoz & Tragant, 2001; Tragant & Muñoz, 2000). The results showed ‘no explicit references to communicating with native speakers but with speakers from *other countries* around the world’ (Tragant, 2006: 249, authors’ own emphasis). The researchers used the neutral label ‘travel/communication orientation’ rather than ‘integrative orientation’ in their taxonomy when categorising their results.

This period of debate in the history of L2 motivation research saw the call for reinterpretation of the importance of the ‘native speaker’ (NS) in the motivational equation. Researchers in the field felt the need to distance themselves from the idea that NSs and TL cultures have a significant role to play in the motivation to learn a

language. Yashima (2002) proposed ‘International Posture’ as an alternative to integrativeness to explain learner motivation in the Japanese EFL context. This was defined as ‘interest in foreign or international affairs, willingness to go overseas to study or work, readiness to interact with intercultural partners . . . and a non-ethnocentric attitude toward different cultures’ (p. 57). More recently Yashima has suggested that this explanation is equally applicable outside Japan as it attempts to ‘capture a tendency to relate oneself to the international community rather than any specific L2 group, as a construct more pertinent to EFL contexts’ (Yashima, 2009: 145). Lamb (2004) conducted research into the motivation of Indonesian schoolchildren. He proposed that rather than NSs, the role-models in this context are ‘other urban middle-class Indonesians who have already acquired this global identity’ and that it is ‘the characteristics of their own compatriots, as a dominant cultural group within their society, which they covet’ (Lamb, 2004: 15).

From this fertile research landscape emerged Dörnyei’s proposal of a motivational model in which the role of identification with L2 native speakers is redefined rather than rejected, the L2MSS (see section 1.2.5 below). Within this proposed system, Dörnyei posits that the best representation of what a learner aspires to become in the L2 is in fact the native speakers of the TL themselves and the importance of attitudes to TL speakers is reasserted, ‘it is difficult to envisage that one can develop a potent ideal L2-speaking self while at the same time despising the people who speak the L2 in question’ (2005: 102).

The question of the role of TL speakers in L2 motivation still divides researchers. In his 2004 study (see above) Lamb concluded that English-speaking peers were the strongest role models for EFL learners in Indonesia. However, in a recent

study he observes that local teachers in an Indonesian high school encourage class visits by native or international speakers of English as a way of boosting their learners' long-term motivation to learn English. They argue that the 'imagined' community takes physical form, with all its threats and attractions (Lamb & Budinyanto, 2013: 24). While Kramsch (2010: 16) asserts that adolescent learners are 'seduced by the foreign sounds rhythms and meanings, and by the 'coolness' of native speakers' empirical studies in various contexts have found that a positive perception of NS communities is not a pre-requisite for L2 motivation. For example, Papi and Teimouri (2014) found evidence of learners who have a well-formed pragmatic Ideal L2 self and exhibit motivated behaviour while scoring low on scales for attitude towards TL speakers and culture.

Indeed, for some commentators, the role of the NS and the TL culture may even have a detrimental effect on learners' interest in English. Skutnabb-Kangas, 2000a: 25 accuses teachers of English, a dominant language, to speakers of a minority language, such as Catalan (the L1 of the majority of participants in the present study) as being complicit in 'linguistic genocide'. While this posture may seem extreme, Lasagabaster's research in a trilingual context where Basque, the local minority language has to assert itself alongside two of the most widely spoken global languages: Spanish and English, leads him to observe that these opinions 'pueden ser compartidas por los alumnos y, por lo tanto, se pueden ver reflejadas en sus actitudes hacia el inglés' (may be shared by the students, and consequently, may be reflected in their attitudes towards English) (2003: 153).

1.3.2 Theoretical basis of the L2MSS

One of the criticisms aimed at the construct of integrativeness (Gardner & Lambert, 1959), was that it had no equivalent in mainstream psychological theory. By reinterpreting the construct through the lens of established models of motivational psychology, Dörnyei attempted to resolve a conundrum which had emerged from the large-scale longitudinal studies he and his colleagues had conducted in Hungary in the 2000s (Csizér & Dörnyei, 2005, Dörnyei & Csizér, 2002, Dörnyei, Csizér & Németh, 2006). The construct of integrativeness was found to play a remarkably consistent role in motivated behaviour, across different languages and at different time points in the students' learning trajectory. Yet learners in a Hungarian context have little direct contact with an English-speaking community and no apparent desire to integrate into such (Kormos & Csizér, 2008).

1.3.2.1 Possible self theory

In order to find a satisfactory explanation for these data, Dörnyei turned to possible-self theory, which is based on the notion of an active self-concept as 'a complex dynamic entity that reflects ongoing behavior and that also mediates and negotiates this behavior' (Oyserman and Markus, 1990: 113). In this model, an individual's self-concept not only consists of their current perception of the self, based on past and present experiences, but also contains representations of hopes, wishes and fears in the shape of desirable and undesirable potential future selves. These possible future selves can act as 'future self guides', harnessing the potential of human imagination, informed by experience, to determine motivated behaviour in the present. Markus & Nurius (1986: 954) describe the influence of possible selves thus:

An individual's repertoire of possible selves can be viewed as the cognitive manifestation of enduring goals, aspirations, motives, fears and threats. Possible selves provide the specific self-relevant form, meaning, organization and direction to these dynamics. As such, they provide the essential link between the self-concept and motivation.

Researchers in this field also highlighted the importance of developing positive future self guides in the formation of the adolescent self-concept: 'The surest hallmark of this period [adolescence] is, in fact, the amount of time invested in envisioning, trying on, and rehearsing future or potential selves' (Oyserman & Markus, 1990:112). While the present study focuses on adult learners, many of the participants are in late adolescence and undergoing a period of transition from school to university, during which they will be adapting their self-concept to changing circumstances. Furthermore, in the modern world, the period of formation of identity normally associated with adolescence can extend into the 20s or 30s (Côté, 2009).

1.3.2.2 Self-discrepancy theory

Markus & Nurius's research was informed by the work of Higgins and his proposal of the Self-discrepancy theory. Higgins (1987, 1996) defined the *ideal self*: what you would like to become and the *ought self*: what you feel you should become, as desired future self states. When an individual can see the difference between their actual self and these future selves, they can also see what needs to be done to reduce the discrepancy, and this can provide the impetus for action and regulate motivated behaviour.

As the *ought self* represents the pressures one might feel not to disappoint family, significant others, and even society, it is often situated at the ‘prevention’ or ‘avoid’ end of the motivational spectrum. In contrast, the *ideal self* represents the desire to be your best possible self and therefore reflects a distinct ‘promotion’ or ‘approach’ focus. However, as Dörnyei points out ‘It is not always straightforward to decide at times of social pressure whether an ideal-like self state represents one’s genuine dreams or whether it has been compromised by the desire for role conformity’ (Dörnyei, 2009: 14). One’s *ought self* is internalised to some extent, somewhere on the self-determination continuum and is therefore not always easy to distinguish from the *ideal self*. Hadfield and Dörnyei (2013: 3) conclude: ‘in an ideal case the ideal and the ought-to selves - that is, what we want to do and what we think we should do - coincide!’.

Higgins (1987) himself suggests that the *ought self* can be interpreted as both a positive influence: the person I ought to be, with the possible overlap with the *ideal self*, and as a negative reference: the person I should not become. This negative reference point was expanded into a distinct future self-guide: the *feared self* by Markus & Nurius (1986). This self-guide has an unequivocal avoidance focus as it represents the person you are afraid of becoming. Thus, Markus & Nurius (p. 954) integrate these three facets into one’s future self-concept: ‘Possible selves represent individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation’

1.3.3 Principal tenets of the L2MSS

During long-term and large-scale research in his native Hungary, Dörnyei and his colleagues found that the construct of integrativeness was indeed a key element in L2

learning motivation in this context. Curiously, however, when carrying out Structural Equation Modelling (SEM) on the data, the immediate antecedents of integrativeness were found to be two markedly different variables: *Attitudes toward L2 speakers* and *Instrumentality*. The reconceptualization of L2 motivation from a possible-selves perspective allowed Dörnyei to resolve the apparent discrepancy in the data by subsuming both *integrativeness* and *instrumentality* within the L2-specific facet of a person's Ideal self.

If the person we wish to become is proficient in a foreign language, we can visualise this as our 'Ideal L2 self'. This envisioned future self image can use the language for both integrative and instrumental ends. Dörnyei interprets the integrative facet of the Ideal L2 self thus: 'our attitudes towards members of the L2 community must be related to our idealised language self image. I would suggest that the more positive our disposition toward these L2 speakers, the more attractive our idealised L2 self' (2009a: 28-29). On the other hand, the instrumental aspect of the Ideal L2 self stems from the pragmatic benefits that mastering another language may bring. Dörnyei further divides the instrumental motive into the promotion focus, e.g. in order to achieve academic or professional success and the prevention focus, e.g. to avoid failure in an important exam. This prevention focus, concerned with the individual's sense of obligation, responsibility or conformity, is compatible with the 'Ought-to self' of Higgins self-discrepancy theory (1987, 1998).

To these major facets of L2 motivation: the Ideal L2 self and the Ought-to L2 self, Dörnyei added a third component: the L2 Learning Experience. Considerable research evidence points to the impact of the classroom environment on the learner's

decision to learn and persistence in the endeavour (reviewed in Dörnyei 2001b, Dörnyei & Ushioda, 2011, Ushioda, 2003). Indeed, as Dörnyei points out:

For some language learners the initial motivation to learn a language does not come from internally or externally generated self images but rather from successful engagement with the actual language learning process (e.g. because they discover that they are good at it). (2009b: 28)

Consequently Dörnyei (2005, 2009a) proposed the L2 Motivational Self System (L2MSS), composed of the following three tenets:

- 1) The Ideal L2 self, which is the vision of the person we would like to become speaking an L2. This incorporates both integrative and internalised instrumental motives.
- 2) The Ought-to L2 self, which includes the qualities one feels one should possess to meet external expectations and avoid undesirable consequences. This includes more extrinsic, more externally-regulated instrumental motives.
- 3) The L2 learning experience, which refers to situated, executive motives concerned with the immediate learning environment and experience, for example the teacher, peers and materials used.

(adapted from Dörnyei, 2009a: 29).

As mentioned previously (in section 1.3.2.2), Dörnyei (2009a: 28) considers that the two facets of the L2MSS related to the possible future L2 self are not mutually exclusive, but indeed may overlap and interact with each other to such an extent that, in combination, they reinforce the same motivational stimulus. However, the ambiguity in

the definition of these two dimensions of the self-system has proven problematic, as discussed in section 1.3.7 below.

1.3.4 Necessary conditions for maximising the motivational capacity of future self-guides

Possible-self theory suggests that action and self-regulated behaviour is the result of a clear identification of desirable and undesirable future self-states. However, Dörnyei (2009a: 18) refers to a number of studies (e.g. Oyserman, Bybee & Terry, 2006; Yowell, 2002) which indicate that this motivational impulse is by no means automatic. He sets out the following list of nine optimal conditions (Dörnyei, 2009a, Dörnyei & Ryan, 2015, Dörnyei & Ushioda, 2011, Hadfield & Dörnyei, 2013) that should be met in order to maximise the motivational capacity of future self-guides, explained in more detail below:

1. The learner must have or create a desired self-image.
2. The image is sufficiently different from the current self.
3. The image is strengthened with elaborate and vivid detail.
4. The image is plausible and realistic in the individual's circumstances.
5. The desired self-image is not comfortably certain.
6. The image is acceptable in the learner's environment.
7. The image is regularly activated and maintained over time.
8. The image can be operationalized by appropriate procedural strategies.
9. The image is counterbalanced by awareness of the Feared L2 self: the potential negative consequences of failure to attain the Ideal future L2 self

The learner must have or create a desired self-image.

Humans are unique in their capacity for imagination, and that same imagination can be a compelling force for change. As Cantor (1990: 736) points out: ‘By recognizing the power of intelligent beings to think in novel ways about themselves and others, it acknowledges a potential for creative adjustment’. However, previous studies (e.g. Ruvolo & Markus, 1992) found that the ability to generate a desired self-image is not automatic. Hadfield & Dörnyei suggest that rather than generate a vision from nothing, a motivational intervention might ‘involve awareness raising about and guided selection from the multiple aspirations, dreams, desires etc. that the student has already entertained in the past’ (2013: 5).

This image is sufficiently different from the current self.

In order to perceive that a change in behaviour and increased effort is necessary, there needs to be a tangible discrepancy between the individual’s actual and desired future self. In the field of management psychology, Boyatzis, Smith, Van Oosten & Woolford (2013) developed what they term ‘Intentional Change Theory (ICT)’. This involves identifying the individual’s Ideal self and comparing it with the Real (current) self. The areas of both the Real and Ideal selves that coincide are ‘strengths’ while the gaps are considered ‘weaknesses’. Participants would then develop and implement a personalised ‘learning agenda’ and subsequently reflect on their behavioural changes before repeating the cycle.

In a language-learning context, one should not realistically expect the Ideal L2 self to coincide with the Real self in many elements of the learner’s skills and abilities, but the individual may be farther along the road to attainment in certain areas of their L2

proficiency than in others. Identifying the areas that need work and how this should be approached is a primary goal of any possible-self oriented intervention programme.

The image is strengthened with elaborate and vivid detail.

In order for a positive future self-image to direct self-regulated behaviour, it should be detailed and specific. Hadfield and Dörnyei (2013: 2) point out that possible selves are ‘more than mere long-term goals or future plans in that they involve tangible images and senses. If we have a well-developed possible future self, we can imagine this self in vivid, realistic situations’. Furthermore, Dörnyei (2009:19) claims ‘it has been found that the more elaborate the possible self in terms of imaginative, visual and other content elements, the more motivational power it is expected to have’. However, not only is there considerable variation between people’s ability to generate a future vision but also in the amount of detail and nuance they are able to create within the self-image. Therefore, classroom activities aimed at developing learners’ possible L2 selves should ensure that the visions generated contain information about senses, feelings and associated details.

The image is substantiated; it is plausible and realistic in the individual’s circumstances.

As human capacity for imagination is boundless, as many possible future self images may be generated as one wishes. However, in order for these self-guides to exert motivational influence, they must be within the individual’s grasp, otherwise they will be consigned to the realm of wishful thinking and will have little influence on behaviour. Furthermore, in order for self-regulated behaviour to ensue, the desired

possible self must be perceived to be within the individual's competence. Oyserman and James (2009: 373) summarise: 'affective experience (e.g., difficulty) is interpreted as meaning that the possible self is too hard to attain or that enough effort has already been expended'. In order to ensure the effectiveness of the mental image, a possible-selves intervention needs to ensure that the individual invests time and consideration in the development of this image. Cantor (1990: 737) noted that 'the more mental consideration given to these alternative self-views the more likely the person is to believe in their future possibility'.

The desired self-image is not comfortably certain; the learner perceives the need to exert effort.

The awareness of a need for increased effort in order to achieve the ideal possible self is necessary to generate motivational intensity and trigger action. As Oyserman and James put it, self-regulatory behaviour is cued:

...when relevant gaps—between one's current situation and future goal and between one's current level of effort and the effort required to attain this goal—are salient and when subjective experience is interpreted to mean that effort is needed (e.g., "This is hard work...This goal must be really important to me").
(2009: 373)

The image is acceptable in the learner's environment and does not contradict the expectations of significant others.

The individual's ideal possible self needs to be in harmony with expectations and norms of acceptable behaviour at a societal level and, more immediately, with those of family, friends and peers. For example, a commonly reported phenomenon (see Dörnyei, 1997:

488), particularly in secondary school environments, is the so-called ‘norm of mediocrity’ (Dörnyei, 1997; Jiménez & Horowitz, 2013; Kirkpatrick & Johnson, 2014; Ringness, 1967) which discourages learners from appearing to excel in a subject in front of their peers. A conflict between the Ideal and Ought-to self would inevitably create tension and diminish motivation. Conversely, alignment of the possible selves: Ideal, Ought-to and Feared, can engage maximum motivational potential.

The image is regularly activated and maintained over time.

A number of studies have shown that motivation can fluctuate over time, for example within academic courses or over periods of compulsory education: Chambers (1999); Gardner, Masgoret, Tennant and Mihic (2004); Inbar, Donitsa-Schmidt and Shohamy (2001); Tachibana, Matsukawa and Zhong (1996) and Williams, Burden, and Lanvers (2002) or over a greater span of the learner’s lifetime: Lim (2002), Shoaib and Dörnyei (2005). Therefore, in order for motivation to be maintained - described as the key element of ‘persistence’ by Dörnyei & Ushioda (2011: 4) - the learner’s Ideal self image should be a durable resource, which can be cued and regularly accessed even, or perhaps especially, in moments of decreased motivation over the course of time. Dörnyei and Ryan (2015: 92) postulate that possible self-guides will ‘only become relevant for behaviour when they are primed, for example, by various reminders and self-relevant stimuli’.

The image can be operationalized by appropriate procedural strategies.

The self-guide needs to consist of a component of mental images, accompanied by a set of plans and strategies in order to achieve the visualised goal. Dörnyei (Dörnyei &

Ushioda, 2011: 84; Dörnyei & Ryan, 2015: 92) refers to this as a ‘roadmap’. He points out (Dörnyei & Ushioda, 2009: 37) that ‘this is clearly an area where L2 motivation research and language teaching methodology overlap’ thus establishing one of the criteria for the present study: the applicability of L2 motivation theory in the language classroom. Hadfield and Dörnyei (2013) dedicate a section of their teacher resource book to class activities aimed at developing strategies with the purpose of ‘Mapping the journey; from dream to reality’ (p. 105). Any motivational intervention also needs to incorporate the opportunity to reflect on the success of the strategies implemented. As Cantor, (1990: 737) points out: ‘In their strategies, individuals ingeniously combine processes of anticipation, monitoring, and retrospection to direct their behavior in context’.

The image is counterbalanced by awareness of the Feared L2 self: the potential negative consequences of failure to attain the Ideal future L2 self.

The future self-guide will be at its most effective if it also contains information about the potential negative effects of not achieving the individual’s desired goals (Oyserman and Markus, 1990). The optimal combination of the ‘pull’ (approach) of the Ideal self and the ‘push’ (avoidance) of the Feared self should maximise motivational impetus. Although it is an understandable human trait to focus on the positive, Dörnyei points out the benefits of having all the potential future self-guides exerting their motivational influence in unison:

In language teaching terms this would involve regular reminders of the limitations of not knowing the languages as well as recurrently priming the

learners' Ought-to Self by highlighting the duties and obligations the learners have committed themselves to (2009a: 38).

Therefore a challenge to the educator is to encourage the learner to activate these potential future selves and find the balance necessary to achieve optimal motivation.

1.3.5 Vision and mental imagery

One of the fundamental principles underpinning Dörnyei's proposal of a possible selves approach in FL teaching practice is the link between imagination and motivation. As Dörnyei explains

The main attraction of possible self theory for me has been that it goes beyond logical, intellectual arguments when justifying the validity of the various future-oriented self types (...) possible selves involve images and senses, approximating what people actually experience when they are engaged in motivated or goal-directed behaviour (Dörnyei, 2009: 15)

This 'self-relevant imagery' (Markus, 2006, Markus & Nurius, 1986, Ruvolo & Markus, 1992), effectively means that possible selves can be seen, felt and experienced as vividly as in real life.

The capacity for imagination and visual imagery has long been acknowledged to simulate actual experience. Ganis, Thompson and Kosslyn (2004: 226), illustrate this through the use of Plato's metaphor of 'a mental artist painting pictures in the soul (Philebus 39c)'. Evidence from current neuroimaging research confirms this analogy. Brain activity during mental imagery and actual visual perception coincide in approximately two thirds of the same brain area (Kosslyn, Cacioppo, Davidson, Hugdahl, Lovullo, Spiegel & Rose, 2002: 342). Kosslyn (2005: 334) concludes that:

‘Visual mental imagery is a set of representations that gives rise to the experience of viewing a stimulus in the absence of appropriate sensory input’.

Chan (2014) distinguishes between *mental imagery* as the power to create mental images imbued with sensory stimuli (p. 45) and *vision*, with reference to van der Helm (2009: 98): ‘Vision emerges or is developed within personal development projects. This vision has much to do with giving meaning to one’s life, with helping to make shifts in professional careers and with coaching yourself in realising a personal dream’. Both facets of imagination are linked to behavioural change and motivational capacity as the successful use of mental imagery imbues the vision with realistic emotional and sensory content. Dörnyei & Chan’s (2013) study provided evidence to justify the claim that the capacity for vision is a pre-requisite for motivating future self-guides

The key assertion is that learners with a vivid and detailed ideal self-image that has a substantial L2 component are more likely to be motivated to take action in pursuing language studies than their peers who have not articulated a desired future goal-state for themselves. (p. 440)

The use of positive imagery as a motivational strategy through the visualisation of oneself achieving set goals is a technique regularly employed in many fields, perhaps most prominently in the training of elite athletes since the 1984 Olympics (Paivio, 1985), for recent reviews see Newmark (2012); Subramanyam (2014); Vodicar, Kovac & Tusak (2012). So ubiquitous is this technique that an internet search for ‘visualisation in sport’ will return thousands of motivational quotes by top athletes on how they visualise their own success. The technique is not, however, easy to master, and

concerted effort and work is required, as it is in any other part of the athletes' training regime:

It took me a long time to control my images and perfect my imagery, maybe a year, doing it every day. At first I couldn't see myself... or I would see my dives wrong all the time. I would get an image of hurting myself, or tripping on the board... As I continued to work at it, I got to the point where I could feel myself doing a perfect dive and hear the crowd yelling at the Olympics.

Gould, Damarjian and Greenleaf (2002)

Nevertheless, research has amply demonstrated that attention to mental imagery has positive results, and not only for professionals. A study by Munroe-Chandler, Hall and Fishburne (2008) showed that the self-confidence and self-efficacy of both recreational and competitive youth soccer players was significantly influenced by positive visualisation, which they call 'Motivational General-Mastery (MG-M) imagery'.

The importance of mental imagery in the field of education is also widely recognised. Arendt points out that the Greek word for 'to know' is 'to have seen' not only in the physical sense but also as a perception in the mind's eye (1978: 76). As long ago as the 19th century, Dewey stated:

I believe that much of the time and attention now given to the preparation and presentation of lessons might be more wisely and profitably expended in training the child's power of imagery and in seeing to it that he was continually forming definite, vivid, and growing images of the various subjects with which he comes in contact in his experience. (Dewey, 1897: 79)

Whitmore, (1986: 25, cited in Korthagen, 2004) claims that: ‘most learning occurs through imagining what is to be learned. If an individual cannot conceive of something in his mind it may be impossible for him to learn it in a lasting way’.

Learning a language involves the incorporation of a new set of self-images into ones working self-concept. As MacIntyre et al. point out (2009:51): ‘the process by which individual language learners change their view of self would be an interesting theoretical avenue to explore, and techniques for changing possible selves could be of practical use to educators’. Markus & Nurius (1986: 954) suggest that ‘many of these possible selves are the direct result of previous social comparisons in which the individual's own thoughts, feelings, characteristics, and behaviors have been contrasted to those of salient others’. The alignment of previous experience and possible-self visualisation was investigated in a study by Rathbone, Moulin and Conway (2008, 2009, 2011). Using participant-generated identity statements (e.g., I am a student; I will be a mother), they found that both autobiographical memories and images of future selves clustered robustly around periods of self-development. They conclude that ‘life narrative structures are used to organise future events as well as memories’ (Rathbone et al., 2011: 1175). These findings coincide closely with the narrative dimension, recently proposed in McAdams’s theory of personality (2006), which added the perspective of ‘integrative life narratives’ to classic theories of personality structure and the ID paradigm. As Dörnyei & Ryan (2015: 13) summarise, people ‘*narrate themselves into the person that they become*’ (authors’ own emphasis).

The capacity for imagination is by no means automatic and varies greatly between individuals (Diekhof, Kipshagen, Falkai, Dechent & Baudewig, 2011). Therefore mental imagery techniques have been developed to guide individuals towards

the selection and development of an effective and motivating vision of their future self, notably through the use of visualisations. Hall, Hall and Leech (1990) define scripted imagery as 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. Scripted imagery has been used in schools as part of social and health education development (e.g. Hall & Hall, 1988; Hall et al, 1990; Hornby, Hall & Hall, 2003). Guided imagery, on the other hand, does not follow a script but alternates question prompts and pauses to allow the participants to fill the spaces with self-generated mental images. Guided imagery has been used successfully in medical and addiction rehabilitation (e.g. Wallace, 1999; Zimmerman, 1989). The use of visualisation as a classroom technique in English Language Teaching (ELT) is outlined in section 4.3.2 Two recent studies, described in detail in section 2.5.2 used scripted imagery (Magid, 2011, 2014) and guided imagery (Chan, 2014) visualisation techniques as part of an intervention to develop learners' Ideal L2 selves.

1.3.6 The importance of emotions and senses in future self-guides

Affect and the emotional inner world of the learner is an area largely overlooked in SLA research. In her introduction to the overview of 'Affect in Language Learning', Arnold describes how psychologists 'considered emotion to be the Cinderella of mental functions' (1999: x) but also, hopefully, observes a reversal in the trend and the burgeoning recognition that affect and cognition are complementary and inextricably linked. As described by Swain (2013: 196) the 'relationship between cognition and emotion is, minimally, interdependent; maximally, they are inseparable/integrated' (Swain, 2013: 196). Yet in the recent research landscape, with the notable exception of

the effects of anxiety on language learning (e.g. Horwitz, 2001, MacIntyre, 1999), emotional factors are still conspicuously absent in research into language learning. Dörnyei and Ryan echo Arnold's concerns 16 years later when they state (2015: 9) 'Feelings and emotions play a huge part in our lives, yet they have been shunned to a large extent by both the psychology and the SLA literature'.

A fully realised future self-guide recreates the physical experience through sensory perception and triggers the emotions and feelings associated with such an experience and its significance to the individual. This affective component was central to Higgins' (1987) self-discrepancy theory. The theory 'assumes that the motivational or emotional effects of your actual/own attributes, or self-concept, are determined by the significance to you of possessing such attributes' (p. 322). Consequently, the emotional 'discomfort' that occurs when the actual self-state differs from the desired future self-state can provide an impetus for change. He defines the three possible selves: *actual*, *ideal* and *ought* in terms of their emotional impact, for example a discrepancy between the *actual* and the *ought* self leaves the individual 'vulnerable to shame, embarrassment or feeling downcast' (p. 323). Hiver summarises recent research when he concludes 'negative or positive emotion about oneself is an unavoidable component of possible selves' (2013: 212).

As argued in section 1.3.5, increasing evidence points to the capacity of mental imagery to recreate actual physical experience complete with emotions and sensations. Positive visualisation has already been shown to aid rehabilitation after injury (e.g. Bovend'Eerd, Dawes, Sackley, & Wade, 2012) and mentally prepare athletes for competition (Jackson & Masters, 2006). This has many interesting implications for the field of language learning in both the affective and physical domain, not least of which

is the possibility that the physical component of visualising successful language use may actually facilitate the learning process. Although the teaching approach known as Total Physical Response (TPR) has long fallen out of fashion, there is copious evidence that physical activity facilitates language learning (Dijkstra, Kaschak & Zwaan 2007; Glenberg, Meyer & Lindem, 1987; Reiser, Garing & Young, 1994 & Saikaluk, Pexman, Aguilera, Owen & Sears, 2008).

The learning capacity of the body is once again starting to attract attention in the field of SLA. Kosslyn, a leading researcher in the field of neuroimaging, often cited in this review, argues unequivocally for a Cartesian separation of mind and body: ‘In my view, “the mind is what the brain does”.’ (2005: 334). However, proponents of ‘embodied cognition’ argue that the mind and body are, in fact, inseparable. The neurologist Antonio Damasio suggests that complex organisms, consisting of the brain and body ‘also generate internal responses, some of which constitute images (visual, auditory, somatosensory, and so on) which I postulate as the basis for mind’ (1994: 89-90).

Atkinson (2010) presents the case for embodied cognition in SLA. He argues that cognitive representations are embodied and action-oriented in three overlapping ways. *Simulation*, which Barsalou describes as the cognitive ‘reenactment of perceptual, motor, and introspective states acquired during experience’ (Barsalou 2008: 618). *Analogical representations* are cognitive patterns incorporating environmental information, e.g. a path through the woods, and *image schema* are cognitive representations of accumulated sensory experiences. The implications for language teaching and learning are summarised by Thornbury (2010):

Experientially-based ‘image schemata’ are integral to meaning and rationality — and, of course, language. The way that language is, the way we use language, and the way that language is learned, are all structured and shaped by the fact that, as Johnson puts it, “*the body is in the mind*”. (Johnson 1987: xxxviii)

The mental imagery component of possible self theory resonates closely with the three cognitive representations described above, suggesting that the the recreation of physical experience and the role of physical sensation in the L2MSS may influence both L2 motivation *and* facilitate learning.

Atkinson (2010) claims that ‘learning is a process of alignment - of continuously and progressively fitting oneself to one’s environment, often with the help of guides’ (p. 611). The guides in this description could be conceptualised as the competent others of sociocultural theory or, alternatively, as the experientially-based future self-guides (see section 1.3.2.1), often informed by example in the shape of role models. Atkinson views the learning process from a Bakhtinian perspective, as extended and integrated:

Man has no internal sovereign territory, he is all and always on the boundary; looking within himself, he looks in the eyes of the other or through the eyes of the other. . . I cannot do without the other; I cannot become myself without the other; I must find myself in the other, finding the other in me (in mutual reflection and perception).

(1979, quoted in Wertsch 1998: 116)

The same quote might equally apply to a possible self perspective in L2 motivation, as one strives to become oneself through reflection, perception and the mediation of others.

1.3.7 Concerns with the L2MSS

The proposal of the L2MSS in 2005 generated considerable debate amongst L2 motivation scholars. In the edited volume ‘Motivation, Language Identity and the L2 Self’ (2009) in which Dörnyei further explores and expands his proposal of the L2MSS, the chapter immediately following (MacIntyre et al., 2009) summarises some of these issues and concerns. MacIntyre advises caution in future research in areas including: (1) methodological issues, particularly the need for a reliable instrument to measure possible selves, and a design that takes into account their changing temporal nature; (2) issues of definition: the role of the self in language learning may be hard to define given the multiple, often overlapping definitions of self-related concepts in the psychological literature and, in motivation theory specifically, the notions of goals and identity; (3) issues of cultural variation: MacIntyre urges acknowledgement of the ‘various culture-bound definitions of self that may impact on the motivational properties of possible selves’ (p. 54).

Perhaps the most common concern among the L2 motivation research community was Dörnyei’s reinterpretation of the long-standing and well-researched construct of integrativeness. In the same chapter mentioned above, MacIntyre warns that the rush to conceptualise L2 motivation within a possible-selves framework, might mean losing sight of the ‘social psychological and political dimensions of language’ and ‘the relevance of those individual differences in the motivations to communicate with people who speak the target language’ (MacIntyre et al, 2009: 45-46). In his analogy, this new direction in L2 motivation research is running the risk of ‘throwing the baby out with the bathwater’ (p. 49). Gardner himself warns against the assumption that ‘integrativeness’ can be simply equated with the Ideal L2 self: ‘(it) is quite possible that

individuals who are high in integrativeness may have different perceptions of their self and their ideal self, particularly as they relate to the second language but [so] it would seem better to use a different label' (Gardner, 2005: 8).

This concern was reiterated by two of Dörnyei's Hungarian colleagues, Judit Kormos and Kata Csizér. In order to explore the changing conceptualisation of integrativeness, they conducted a survey of Hungarian EFL learners of three different age groups: secondary, university and adult. The conclusions seem to contradict Dörnyei's assertion that the Ideal L2 self subsumes integrativeness (2005), as in the case of the Hungarian populations, the two measures emerged as distinct constructs (Kormos & Csizér, 2008: 347). Furthermore, they also raised questions about other aspects of the L2MSS, particularly the ambiguous relationship between instrumentality and the Ought-to L2 self:

Dörnyei argued that internalized instrumental motives might be part of the Ideal L2 Self, whereas extrinsic instrumental incentives are incorporated into one's Ought-to L2 self. The question is whether it is possible to separate intrinsic and extrinsic aspects of instrumentality. (2005: 332)

Recent studies (Islam et al., 2013; Li, 2014; Magid, 2014 & Taguchi et al., 2009) have distinguished between 'instrumentality – promotion' (related to the Ideal L2 self) and 'instrumentality – prevention' (related to the Ought-to self). The instruments used in these studies used scales relating to all four notions: *instrumentality: promotion* and *instrumentality: prevention*, *Ideal L2 self* and *Ought-to L2 self*.

Taguchi et al. use a further scale to measure *Family influence* specifically related to parental pressure, which appears in Ryan (2009) as '*Parental encouragement*' but which, in both cases, overlap considerably with the *Ought-to self* scales, so much so, in

fact, that two items are repeated in both scales in the Taguchi et al. instrument. Perhaps as a response to the similarity between the two scales, Islam et al. integrate items from both verbatim into one five-item *Ought-to self* scale. The Ryan instrument does not entitle any *Ought-to self* scale, instead separating the construct into *Parental encouragement* and *Milieu*, a scale replicated from the original Hungarian research (Csizer & Dörnyei, 2005; Dörnyei & Csizer, 2002), which measures the importance accorded to FLs in the learner's immediate environment (with one item relating to parental influence). The Islam et al. instrument also uses the *Milieu* scale, but this time to measure the influence of *all* significant others, including parents. The lack of consistency in the labelling of the various Ought-to self related scales inevitably raises the question as to how much these concepts overlap and may demonstrate the need for a more precise definition of the Ought-to L2 self construct.

Kormos & Csizér (2008) voice a further concern with the Ought-to self construct when they note that the model does not differentiate between the various demands imposed on the learner by his or her environment. A recent study (Kozaki & Ross, 2011) sought to define non-self-regulated orientations as 'aspiration to professional pursuit (APP) and 'orientation to the social mainstream' (OSM). Furthermore, several quantitative studies have found that the scale relating to the Ought-to self was not reliable in that context (Csizér & Kormos, 2009; Csizér & Lukács, 2010; Kormos & Csizér, 2008 & Lamb, 2012) and a number of studies indicate that the Ought-to L2 self has considerably less impact on motivated behaviour than the Ideal L2 self (e.g., Islam et al., 2013; Papi, 2010; Taguchi et al., 2009), which may indicate that the Ought-to L2 self is a highly context-specific facet of the L2 self-concept.

The assumption that a combination of a strong Ideal L2 self *and* Ought-to L2 self image (Hadfield & Dörnyei, 2013: 8) will generate the maximum motivational capacity may also be called into question. In a recent large-scale survey study in Iran, (Papi & Teimouri, 2014) the group of learners with a high score for Ideal L2 self and attitudes to TL community but low score for Ought-to L2 self were found to have the same level of motivated behaviour as those learners who scored highly in all three of the motivational variables.

To these above concerns I would add a couple of my own. Firstly, there appears to be ambiguity between the prevention focus dimension of the Ought-to L2 self and the Feared L2 self, which are both situated at the avoidance extreme of the motivational spectrum. From a methodological perspective, in the analysis of learner responses in psychometric tests, or even during interviews, how can the researcher distinguish between the learner's personally relevant Ought-to L2 self and the societally acceptable 'script' identified by Mercer and Ryan (2010: 439): 'learners' responses may be being driven by a script about what is important for successful language learning and to what extent this could be culturally- or contextually based'.

To summarise, it is still unclear:

- a) which external influences contribute to the Ought-to L2 self and whether this dimension should be further broken down into subconstructs such as *parental influence*.
- b) at which point the internalised Ought-to self promotion focus becomes indistinguishable from the Ideal L2 self.
- c) how much the Ought-to L2 self prevention focus and the Feared L2 self overlap.

d) to what extent the Ought-to L2 self is culture/context specific and therefore whether it has a significant motivational influence in contexts such as Western Europe.

e) whether the learners' articulations of their Ought-to L2 self are the result of a culturally constructed 'script' rather than an expression of a personally relevant self-system.

Where all the researchers above coincide is in the need for further research to address these issues and concerns. As Kormos & Csizér conclude: '(The) model needs further elaboration and empirical testing' (2008:332).

1.4 Key constructs in L2 motivation research

Conscious of the fact that there is 'a proliferation of concepts' (Van Lier, 2010, xvi) it is beyond the scope of this review to describe in detail all of the multiple and interacting constructs that influence and in turn are influenced by L2 motivation. Therefore, I focus on key constructs within the study of L2 motivation that emerged as particularly relevant in the present research, grouping together those that closely interact and are often combined in the literature:

Agency, attribution and self efficacy

Language anxiety and Willingness to Communicate (WTC),

L2 identity and the L2 learning experience.

For each construct or group of constructs, I will start by defining and explaining the relevance of the construct within the field of L2 learning and motivation in particular, before summarising the prominent related research findings.

1.4.1 Agency, Attribution and Self-Efficacy

These three constructs all relate to the learner's ability to analyse their role in the learning process and to take steps to maximise the possibility of positive learning outcomes. The overarching construct of *learner agency*, described by Dörnyei and Kubanyiova (2014: 35) as 'learners' proactive investment in the learning process' requires a level of self-knowledge on the part of the learner, including awareness of potential influences strengths and limitations which can be further defined as *attribution* and *self-efficacy*.

The constructs of Attribution and Self-Efficacy are often included together within an 'expectancy-value' framework of achievement motivation (Wigfield and Eccles, 2000), which focuses on the reasons for success (or lack thereof), in this instance, in the process of learning a language. In Williams and Burden (1997: 97-106), self-efficacy may be interpreted as a facet of the notion of 'ability' within the attributional framework, in its turn subsumed within learner self-concept. In a more recent overview of L2 motivation literature (Dörnyei and Ushioda, 2011, 14-18), the two theories are given equal prominence in the section entitled 'Expectancy of success'.

1.4.1.1 Learner Agency

Gao (2010a) broadly defines agency as being an individual's will and capacity to act. More specifically, learner agency relates to whether or not the learner has a sense that 'they cause and are in control of their actions, or whether they perceive what happens to them is controlled by other people' (Williams & Burden, 1997: 127). This sense of control and self-determination is a fundamental part of the learner's beliefs about learning or 'metacognition' (Vandergrift, 2005, Victori & Lockhart, 2005) and will

ultimately determine the choice of metacognitive strategies and learning behaviours such as planning, prioritizing, monitoring, evaluating, problem-solving and self-management (for a review, see Oxford, 1990). As perception and evaluation of progress are recognised as essential traits of the successful language learner, it is unsurprising, therefore that learner agency has been identified as a key element in learner autonomy (Gao, 2010b; Toohey & Norton, 2003; Yamaguchi, 2011), self-regulation (Cohen & Macaro, 2007; Huang, 2011; Moyer, 2014) and motivation (Mercer, 2011; Mohammadzadeh Vije, 2014; Murray, Gao and Lamb, 2011).

Lamb (2013) explored the constraints on learner agency in rural schools in Indonesia and found that factors such as the lack of financial and educational provisions, limited access to English or English-speaking role models resulted in vague Ideal L2 selves that failed to exert motivational potency. As he states in his introduction ‘Learning outcomes are always the product of the interaction between individual learner agency and social structures’ (p. 14). In a very different context, Mercer (2011) used data from two-year case study of an EFL student at university level in Germany to interpret agency from a Complex Dynamic Systems perspective. She concluded that ‘motivation, affect and self-regulation emerge as the ‘controlling’ components of this learner’s agentic system’ (p. 427), highlighting the interrelated nature of constructs in this area. Bown (2009: 580) concludes: ‘to effectively manage learning and regulate emotional responses, learners must be aware of their own agency and must believe themselves capable of exercising that agency’. The awareness and belief referred to here can be described by means of the constructs of *attribution* and *self-efficacy*, respectively, described below.

1.4.1.2 Attribution

Attribution theory is largely based on the work of Weiner (e.g. 1992). This theory suggests that rationalisations of past successes and failures influence present expectations and attitudes and thus behaviour and ultimately performance. Williams and Burden (1997: 105) refer to Weiner's classification of four main sets of attributions: a) ability, b) effort, c) luck and d) perceived difficulty of the task. These in turn can be distinguished as internal: *ability* and *effort*, which are the most commonly cited attributions in western learning contexts, (Dörnyei & Ushioda, 2011:15) or external: *luck* and *difficulty*. While ability and task difficulty are stable factors and therefore beyond our influence, effort and luck are unstable and can therefore be within the learner's control. This sense of agency may exert a potent influence on the learner's behaviour. For instance, a learner who believes that they are not progressing because of their lack of work is far more likely to persist in their efforts than a learner who believes they are simply not up to the task.

Attribution theory was unusual in that it was a cognitive model of motivation that also recognised the role of emotions (discussed previously in section 1.3.6). Dörnyei has emphasised the importance of emotions as a motivational force within the possible selves guiding the process of learning a language (2009:47).. As Dörnyei & Ushioda summarise:

(A)tributing failure to an internal uncontrollable factor such as lack of aptitude may trigger feelings of shame, embarrassment or humiliation, On the other hand attributing failure to an internal controllable factor such as lack of effort may evoke feelings of guilt. (2011:15)

The role of attributional frameworks in learners' success or failure in the language-learning endeavour originally proposed by Weiner (1992) was apparent in Ushioda's qualitative study of learners of French at an Irish university (Ushioda, 1996, 1998, 2001) and in Williams and Burden's (1999) survey studies of English schoolchildren, also learning French. Positive results were attributed to internal factors such as ability or effort, whereas negative results were interpreted as temporary issues which could be addressed, e.g. lack of time. More recently the relation between positive attributional attitudes and successful language learning has also been confirmed in studies of adults learning English in both EFL (Gabillona, 2013; Gonzalez, 2011) and ESL contexts (Baohua, 2013).

1.4.1.3 Self-Efficacy

One clearly defined and well-researched area of attribution is the learner's perception of their own competence or ability to do the task at hand, also known as self-efficacy. This key tenet of social cognitive theory (Bandura, 1986) relates to 'the individual's belief in their own capacity to achieve specific tasks' (Graham, 2011: 114). Dörnyei & Ushioda elaborate that a person's 'sense of efficacy will determine choice of activity attempted, along with level of aspiration, amount of effort exerted and persistence displayed' (Dörnyei & Ushioda 2011: 16). Bandura, who developed the theory in the 1980s, sees self-efficacy as the basis for all human endeavour: 'Efficacy beliefs are the foundation of human agency. (...) Whatever other factors may operate as guides and motivators, they are rooted in the core belief that one has the power to produce effects by one's actions' (Bandura, 2001:10).

The implications for language learning are clear. A low sense of self-efficacy will lead the learner to view difficulties as insurmountable. They will therefore expend little effort and are unlikely to persist in an endeavour which they perceive as futile. In an EFL context where there is little immediate contact with the TL culture or speakers, learners may become frustrated at what they perceive as a lack of progress. Typically, adult learners in this context have enrolled in English courses more than once, often repeating the same or possibly a lower level of proficiency than previously, compounding the sense that this task is simply beyond their capabilities.

There is copious evidence emerging that positive self-efficacy beliefs are related to successful learning outcomes e.g. Mills et al. (2007); Pei-Hsuan and Hyun-Sook (2010); Pintrich (2003) and Woodrow (2006b, 2011). Interestingly, research also indicates that the learner's sense of self-efficacy can be a better predictor of success than their actual ability (Bandura, 1997; Schunk, 1991). Of particular interest to this study is the possibility that a learner's sense of self-efficacy is related to their use of learning strategies (Yang, 1999) and that these beliefs can be positively influenced by strategy training. In their review of the self-efficacy literature, Raoofi et al (2012: 64) found seven intervention studies 'in which researchers examined the effects of strategy training on self-efficacy beliefs'.

1.4.2 Language Anxiety and Willingness to Communicate

Research into the influence of affective factors in SLA have tended to focus on the negative (Dörnyei & Ryan, 2015: 9), most specifically on the anxiety experienced when learning an L2. Language Anxiety (LA) or Foreign Language Anxiety (FLA) research explores the debilitating effects of LA on acquisition and performance. Within

this research framework, one of the most widely documented phenomena is an individual's (un)willingness to express themselves in the L2. Willingness to Communicate (WTC), is often interpreted as the productive facet of LA. Horwitz (2010: 163) suggests that WTC is 'an alternative framework to FLA in explaining the impact of an anxiety on L2 production' (2010: 163). In their study with Chinese university students Liu & Jackson (2008) found high correlations between WTC and LA, suggesting that research into affective factors in SLA should be approached via these two complementary aspects.

1.4.2.1 Language Anxiety

One reason why LA is accorded such importance within the literature relating to affect may be that it is a universal phenomenon. Experience of LA appears to be common to different learners in diverse contexts. Tran et al (2013: 216) claim that it 'has been found to exist in all of the cultures where it has been studied'. Similarly, the relationship between LA and L2 motivation is evident in recent studies such as Papi & Teimouri (2014), who found that the group of learners who have the most complete and well-rounded Ideal L2 self were also those who enjoyed the learning experience the most and suffered the least anxiety.

Researchers tend to agree on the distinctive nature of anxiety experienced when learning a language. Gardner (1985: 34) hypothesized 'a construct of anxiety which is not general but instead is specific to the language acquisition context is related to L2 achievement'. Cohen & Norst conclude the following:

(T)here is something fundamentally different about the performance aspect of language learning, and the fear it engenders, compared to other knowledge and

skill-based subjects. We hypothesise that language and self/identify are so closely bound (...) that a perceived attack on one is an attack on the other. (1989: 76)

Horwitz, Horwitz and Cope (1986) defined precise situation-specific language-learning anxieties: communication apprehension, fear of negative evaluation and test anxiety. In a survey of more than 200 learners of Spanish in secondary and university contexts, Young (1990) found that open class speaking activities resulted in higher anxiety. Conversely, lower anxiety was associated with small group work and teacher factors. In a later paper, Young proposed a six-part categorisation of causes of LA: '1) personal and interpersonal anxieties, 2) learner beliefs about language learning, 3) instructor beliefs about language teaching, 4) instructor-learner interactions, 5) classroom procedures and 6) language testing' (1991: 427).

LA research has examined the influence of task effects in reading and writing (Hilleson, 1886; Oh, 1992). Oh (1992) found that LA may be influenced by familiarity with task, level difficulty and/or learner perceptions of task validity. More recently, LA is being examined from a social and cultural perspective. In a study on the effect of social variables on LA, Dewaele, Petrides and Furnham (2008) found that adults who experienced lower anxiety typically had an earlier age of onset, knowledge of more languages and higher levels of the Emotional Intelligence trait. LA was also reduced by continued access to supportive conversational partners and L2 role models.

Dörnyei (2009a) suggests that the combination of the prevention focus of a Feared L2 self and the promotion focus of an Ideal L2 self should create the optimal motivational conditions for L2 learning. However, Chan (2014) cites studies in the Chinese context: Tsui (1996), Zhang and Head (2010), which equate fear and anxiety

which can have detrimental repercussions for L2 learning (Papi, 2010). However, in the results of her study in Hong Kong, the intervention was not found to reduce the intensity of the Feared L2 self.

1.4.2.2 Willingness to Communicate

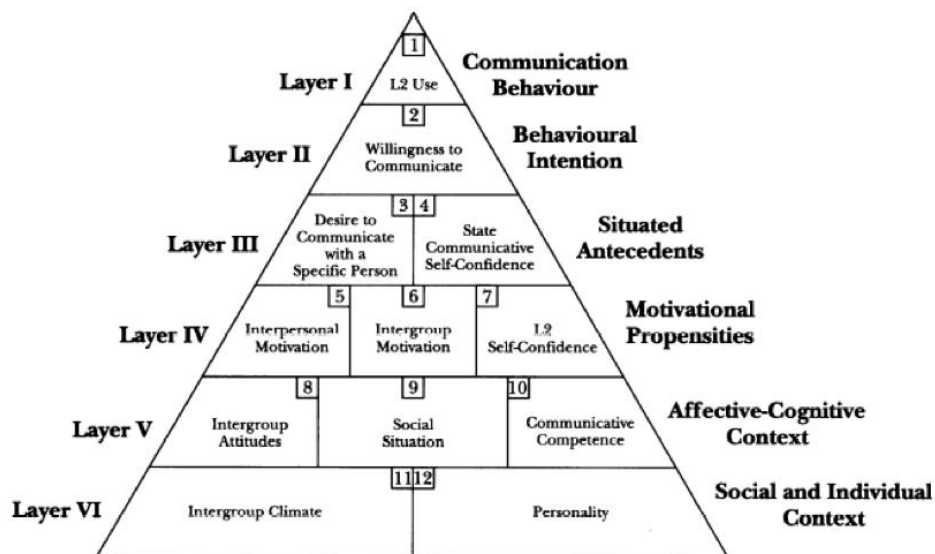
Willingness to Communicate (WTC), relates to the learner's choice whether or not to engage in spoken interaction in given situations. Prominent theories of SLA such as sociocultural theory (Vygotsky, 1978), the interaction hypothesis (Long, 1985) or the output hypothesis (Swain, 1985) emphasise the need for interaction in order to maximise language learning potential. As MacIntyre (2007: 567) suggests, WTC may be vital to the learning process: 'If we consider the interaction of motivation (approach) and anxiety (avoidance), we arrive at what might be the critical decision for language learning success: Does a learner choose to communicate when the opportunity arises?' Furthermore, for most learners, the ability to communicate is, after all, the ultimate goal of learning a language. As Pawlak & Mystkowska-Wiertelak (2014: 545) summarise 'being able to express the intended meaning in the target language is generally perceived as the main purpose of language learning'.

Most language teachers will have observed the phenomenon of highly proficient and capable learners who nevertheless choose to avoid interaction, particularly spoken communication in the TL, thus the study of WTC originated from the observation of *unwillingness* to communicate. Early studies cited by MacIntyre et al (1998) such as Burgoon (1976) and McCroskey and Baer (1985), researched WTC as a stable personality trait, related to the extroversion – introversion continuum.

However, rather than being a manifestation only of a stable characteristic of the speaker, MacIntyre (1994) proposed that WTC may also originate from context-specific variables. Among the factors influencing a speaker's WTC he includes: '(t)he degree of acquaintance between communicators, the number of people present, the formality of the situation, the degree of evaluation of the speaker (and) the topic of discussion' (MacIntyre et al, 1998: 546). MacIntyre's now familiar model of WTC (Fig. 1.3 below) is presented in a pyramid form in order to visually represent the interacting variables, from the broad basis, e.g. personality, moving through both context-specific and character traits to culminate in the top of the pyramid at the moment of L2 communication itself.

Seen from a L2MSS perspective, activities which foster the development of a clear Ideal L2 self should allow learners to visualise themselves speaking in different situations in the TL with a high level of WTC. Munezane's (2015) study with Japanese University EFL learners found that a combination of visualisation and goal-setting resulted in a significantly higher increase in WTC among Japanese EFL learners compared with a group which had done visualisation activities alone and a control group which received neither the visualisation nor the goal setting treatment. As Arnold (1999) suggests, visualisation activities which develop the image of the learner as a competent speaker of the TL are expected to reduce anxiety and facilitate performance when the actual situation arises.

Fig. 1.3 *Heuristic model of variables influencing WTC (reproduced from MacIntyre et al, 1998: 547)*



1.4.3 L2 identity and the L2 learning experience

Block (2007a) has highlighted the rise of identity in SLA research in the 21st century, largely due to the influence of seminal studies by Bonny Norton (Norton, 1997, 2000, 2001; Norton Peirce, 1995), which analysed the experience of identity formation of immigrant women in Canada and how their efforts to learn English were influenced by their access to NS communities and opportunities for practice. Norton introduced the sociological construct of *investment* to complement the psychological construct of *motivation* in SLA, in order to illustrate that the desire and determination to learn a language may not be sufficient if one is not invested in the site or community, the country, the workplace or the classroom.

Norton's work established the 'powerful relationship between identity and language learning' (Norton & Toohey, 2011: 413) and categorised identity as 'multiple, changing, and a site of struggle' (p. 414). This tension is further described by van Lier:

‘learning an L2 involves a struggle to forge a new identity that is true to the self’ (2004: 47), while Block observes that learners can experience ‘feeling a part and feeling apart’ (2007: 864) in ESL contexts. So far, as pointed out by Lamb and Budinyanto (2013: 18-19), the bulk of research has explored the identity formation of migrants trying to adapt to new linguistic communities or of learners in Study Abroad (SA) contexts and there is relatively little on those learning at home, distant from the community of L2 users. However, the traditional distinction between EFL / ESL settings is becoming blurred now that ‘the contexts of learning and using English in the globalised world are becoming fluid, flexible, mobile, transitory, borderless and less easily definable’ (Ushioda, 2013: 5).

Regardless of the context, Norton’s concepts of ‘imagined communities’ and ‘imagined identities’ appear entirely pertinent to the conceptualisation of L2 motivation through the L2MSS. Parallels can be drawn between the two descriptions below:

For many learners, the target language community is not only a reconstruction of past communities and historically constituted relationships, but also a community of the imagination, a desired community that offers possibilities for an enhanced range of identity options in the future. An imagined community assumes an imagined identity, and a learner’s investment in the target language can be understood within this context. (Norton & Toohey, 2011: 415)

This is echoed in Dörnyei’s description of the Ideal L2 self:

Our idealized L2-speaking self can be seen as a member of an imagined L2 community whose mental construction is partly based on our real-life experiences of members of the community/communities speaking the particular L2 in question and partly on our imagination. (Dörnyei, 2005: 102)

It would appear that the formation of an English-using identity or L2 self is an essential component of L2 motivation, seen from a possible-self perspective, especially as English increasingly becomes the world's Lingua Franca (Crystal, 2003; Graddol, 2006). Arnett (2002: 77) argues that 'most people in the world now develop a bicultural identity, in which part of their identity is rooted in local culture while another part stems from an awareness of their relation to global culture'.

However, in a Spanish context, Lorenzo (2014) found that 'EFL learners are alien to a community that lies beyond the borders of the classroom' and he advocates CLIL as a way to bring about 'the definition of a new community if students are to engage in language learning'. (p. 144). In an opposing view Block's (2007a) observations of adults in evening classes in a Spanish EFL context led him to argue that 'identity work' is absent in European settings where English is easily accessible and represents a similar culture to that of the local community. He notes 'there is usually far too much first language mediated baggage and interference for profound changes to occur in the individual's conceptual system and in his/her sense of self' (p. 144).

Furthermore, in a Spanish / Catalan context, adult EFL learner expectations may be influenced by their previous learning experience in a school system which does not prioritise 'identity work':

The extent to which learning English in school engages students' identities in a potentially transformative sense may be doubtful as long as they perceive English to be little more than the business of mastering grammar and vocabulary and taking tests. (Ushioda, 2013: 11)

In essence, the debate hinges on the extent to which learners in an instructed EFL context can engage their real or 'transportable' identities (mother, PhD student, model

train enthusiast) which exist outside the classroom or are limited by their ‘situated’ or ‘discourse’ identities (Richards, 2006): a role which is assumed in a given situation (doctor/patient, teacher/student) which dictates the content and direction of discourse.

This foregrounds the importance of group dynamics, explained by Dörnyei and Murphey as ‘the ways individuals in groups behave differently from the way they do outside the group’ (2003: 3). The onus is usually placed on the teacher to ‘develop a cohesive and supportive group atmosphere of a kind conducive to learning’ (Hadfield, 1992:12). However, recent research into the importance of ‘mindset’ as a motivational component of the classroom ecosystem (Henry, 2014; Mercer & Ryan, 2010) suggest that the learners themselves contribute equally to the establishment of an effective learning atmosphere. The most crucial role of the teacher, conducive to a possible L2 selves approach, may be to foster cohesiveness by helping students learn about each other by sharing genuine personal information (Daniels, 1994; Dörnyei 1997).

A further factor within the group ecology which may contribute to the learners’ development of a clear and positive L2 identity is the way the teacher deals with cultural and identity issues. Globally, around 80% of ELT teachers are locally trained and share their students’ culture and linguistic background (Braine, 2010: 12). In a Spanish / Catalan context, the proportion is probably higher (see section 4.2.1). While there are many compelling arguments in favour of this situation, it may result in the neglect of ‘identity work’. Local teachers may either be unfamiliar with the TL culture or, in certain cases, the culture represents values and principles which challenge local cultural norms. In such a situation, ‘teachers and pupils prefer to play safe by divesting the language of its cultural content’ (Lamb & Budinyanto, 2013: 31) and therefore the language is treated only as a body of knowledge. In the absence of any community with

which to identify, whether NS or global, English becomes a ‘language for communication’ rather than a ‘language for identification’ House (2003).

Even when learners have access to NS teachers, negative attitudes to the TL community may mean that concerted effort to develop a bicultural identity is often avoided because of the potential risks of cultural content. Canagarajah (1999) described active resistance of the identity associated with English among Sri Lankan EFL learners. While Block (2007a) rightly observes that identity work is less prevalent when there is little difference between local (Spanish /Catalan) culture and TL (English-speaking) culture, resistance does indeed exist (see section 4.2.2) and, I can personally attest to the fact that certain topics are avoided. Palmer (1997) asserts that teachers and students implicitly collaborate to create a ‘structure of separation’ and protect against ‘otherness’. This means they avoid ‘live encounters’, representing genuine communication which requires you to be yourself in class (Taylor, 2013: 44), thereby squandering a naturally occurring resource. Although, as Stevick succinctly observes, language learning happens ‘within and between the people in a language course’ (1980: 5), presenting English as an academic subject is more neutral and less culturally charged, regardless of the teacher’s nationality.

However, Lamb and Budinyanto (2013) argue that English is not a neutral subject. This is precisely why it provokes an emotional reaction, whether positive or negative, which is essential to the formation an L2 identity and vivid L2-speaking self guides. It is precisely the tension between learners’ local, situated identities and their ‘imagined identities of the future as sophisticated English-speaking citizens of the world’ (p.23) which makes the discrepancy noticeable and spurs them ‘to develop aspirations towards biculturality and ideal L2 selves’ (p. 31). van Lier (2007) was a

vocal advocate of EFL classroom ‘identity work’, arguing that people build new identities and find new ways to express and negotiate their identities through new words and in new worlds.

In this section I summarised certain aspects of the language learning experience which have emerged as relevant to learning motivation within this context, a task made more difficult by the interconnected and overlapping nature of the constructs. The language learning experience is subject to multiple influences both within and outside the participants’ control, and as such is a constantly evolving and adapting network or system. It is precisely the conceptualisation of L2 motivation as a constellation of variables forming a dynamic, adaptive, interdependent system that has led to the latest line of research in the field which is discussed in the following section (1.5).

1.5 New directions in L2 motivation research

In this section I will look at some of the most recent directions in the field of L2 motivation research, namely the analysis of L2 motivation from a Complex Dynamic System or Dynamic Systems Theory (DST) perspective and, within that approach, the identification of Directed Motivational Currents (DMCs) and their potential influence on the learning experience.

1.5.1 L2 motivation from a Complex Dynamic System perspective

Complex systems are the combination of different interrelated elements which create an integrated whole (Kauffman, 1995). The principles of Dynamic Systems Theory (DST) were first applied to the field of SLA by Larsen-Freeman (1997) prompting what Dörnyei and Ryan (2015: 11) have called a ‘dynamic turn’ in SLA research, which has

resulted in three published volumes on the subject (de Bot, Lowie, & Verspoor, 2007; Herdina & Jessner, 2002; Larsen-Freeman & Cameron, 2008) as well as special issues of journals (*Applied Linguistics*, December 2006; *Language Learning*, December, 2009)

1.5.1.1 Principles of Dynamic Systems Theory in SLA research

Various researchers into L2 motivation (Chan, 2014; de Bot et al., 2007; Dörnyei, 2009b; Gregersen & MacIntyre, 2015) have outlined the following eight key aspects of DST as applicable to SLA:

1. Sensitive dependence on initial conditions. Popularly known as ‘the butterfly effect’ in Chaos Theory, the slightest variation in initial conditions (e.g. varying levels of proficiency) may potentially result in greatly differing developmental trajectories.
2. Non-linear nature of development. Contrary to the causal interpretation of correlation studies common to SLA, a small change (e.g. the entry of a new student into a class) may have a massive effect (as above) or, conversely, a considerable change may not affect the system at all.
3. Self-organisation. The self-organising nature of a system over time will result in established patterns of behaviour, skills and schemata emerging, which are not fixed but can appear relatively stable over time.
4. Attractor and repeller states. Apparent stability can be caused by accepted and constant routines and conventions within the system. However, the introduction of a new element can destabilise the power these states exert.
5. Co-adaptation. Over time, subsystems will influence each other and align. According to Larsen-Freeman and Cameron (2008), co-adaptation is observable

in many aspects of SLA, e.g. the speech accommodation process of interlocutors or the backwash effect of assessment.

6. Interconnectedness. The innumerable variables in the system are completely interconnected. Change in one element will influence all the other elements of the system.
7. Interdependence of states. Each state in the system evolves from a previous state. A learner's current stage of development is a product of their learning history and will, in turn, influence future learning.
8. Phase transition. Development is not smooth or continuous but rather 'the growing variable jumps from one level (or stage) to the next without intermediary points (van Dijk & van Geert, 2007: 8).

In this conceptualisation of SLA, idiosyncratic details are important. Statistical analyses based on means and averages normally disregard and therefore lose information about intra-individual variability (for example, motivational fluctuation) which may provide valuable insights into the SLA process.

1.5.1.2 DST and L2 motivation

The dominant quantitative paradigm in L2 motivation research had allowed for snapshots of motivational tendencies of large populations at a particular moment in time, but did not take into account any temporal variation or 'the complexity of what is really going on in learning environments such as L2 classrooms' (Dörnyei and Ryan, 2015: 13). Ushioda first addressed this issue by introducing qualitative methodologies to the study of L2 motivation (1996, 1998, 2001) and advocated a 'person-in-context relational view of language motivation' (2009), which she defines as 'a view of

motivation as emergent from relations between real persons, with particular social identities, and the unfolding cultural context of activity' (p. 215)

The appeal of DST within this field is that it allows researchers 'to simultaneously abandon the notion of single and linear causality and frees them from the implicit demand in conventional research for large subject studies' thus allowing us to hear the learners' voices 'silenced by statistical analyses' and see the 'complex variation within individuals that characterizes SLA' (Schumann 2014: xvi). Dörnyei and Ryan reiterate this perspective:

When viewed from a complex dynamic systems perspective, not only are individuals a product of the constant interactions between their various individual attributes and contexts, but those attributes themselves are also multicomponential in nature and make up a holistic dynamic framework. (2015: 11)

1.5.1.3 L2 motivation studies adopting a DST approach

Recent studies have adopted a DST approach in the analysis of their results. In a study of EFL learners in a Korean university, Poupore concluded that task motivation was a complex system, influenced by combinations of socio-affective factors and task conditions. Csizér and Lukács (2010) examined the complex interplay between motivation and Ideal L2 selves of learners who were studying two FLs (English and German) in Hungary. They found that 'a powerful attractor state (i.e. one which provides a pull in the direction of persistent behaviour) is the internal desire to learn English as first foreign language in Hungary and German as a second foreign language' (2010: 11). They conclude that Ideal selves can act as an attractor state only if the the

initial condition of language choice is respected, if not, they may act as repellers, with long-term consequences for motivation and success in both foreign languages.

The adoption of a DST approach allows the researcher to trace the emergence and fluctuation of motivation over time, whether it is over the course of a school semester, as in Sampson's (2015) longitudinal study of 15-16 year olds in Japan, or on a second-by-second basis, as demonstrated by MacIntyre and Serroul as they tracked approach and avoidance motivation during L2 speaking tasks. Perhaps the most appealing application of the DST framework, due to its focus on unique intra-individual variability, is in the analysis of smaller groups of learners (Henry, 2015; Irie & Ryan, 2015; Yashima & Arano, 2015) and in particular, case studies. Mercer (2015) compared the data of two tertiary level EFL learners, also her own students, at an idiodynamic, micro level, reporting on their EFL self-confidence during speaking tasks, and at a macro level, focussing on their studies in general. The resulting composite analysis at different levels across different timescales highlighted 'the highly individual nature of each learner's self system' (Mercer, 2015: 160).

Given that Dörnyei's L2MSS conceptualises a complex combination of interacting factors, it is perhaps unsurprising that the adoption of a DST perspective for analysis of L2 motivation has quickly followed. However, Piggott (2012) tempers the current enthusiasm with a word of caution:

While complexity theory provides useful concepts for exploring motivation in new ways, it has nothing to say about ethics, morality, ideology, politics, power or educational purpose. Furthermore, calls for its use come primarily from researchers from the quantitative tradition whose aim in importing this paradigm from the physical sciences appears to be to conceptualize and model motivation more

accurately. The endeavor therefore remains a fundamentally positivist one. (2012: 349)

1.5.2 Directed Motivational Currents (DMCs)

Some learners experience a change or influence in their learning history that has a dramatic effect on their motivation to learn a language. Shoaib and Dörnyei identified ‘motivational transformation episodes’ (2005: 88), which included, among others, time spent in the TL community. Similarly, Muñoz (2012) examined the ‘turning points’: moments in the learner’s language-learning history which the learner is able to identify as evidence of rapid progress or change, experienced by Spanish EFL students in SA contexts.

In 2013, Muir and Dörnyei presented the construct of the ‘Directed Motivational Current’ which defines the experience of motivational impetus within the current L2 motivation research strands of vision, time and dynamic systems perspective but also draws on motivational theories such as goal-setting theory (Lock & Latham, 1990) and flow theory Csikszentmihalyi’s (1990). A DMC is defined as a ‘motivational drive which energises long-term, sustained behaviour (such as language learning)’ (2013: 357) and further as ‘a potent motivational pathway, which emerges when a specific set of initial conditions fall into place to allow for directed motivational energy to be channelled into a behavioural sequence that is aimed towards a predefined, explicit goal’ (p. 359).

The authors suggest that DMCs have a clear practical application as a motivational technique, provided the following conditions are met. The DMC 1) is directional: linked to a clear vision, 2) it is structured through various subgoals which provide perception of progress, 3) it is launched from a clear starting point, 4) it is

‘owned’ by the participant, that is to say highly personal and individualised and 5) positively emotionally loaded: the satisfaction of progress on a worthwhile journey. In common with flow theory, the learner experiences a DMC as a heightened sense of engagement. Muir and Dörnyei claim that DMCs can have considerable practical potential. If they can be initiated successfully, in the right circumstances, they may serve to combat the motivational fluctuations perceived during a task, a class or even a whole language course.

1.6 Summary

In this chapter we have examined some of the main theories and constructs which informed the present research. We began by summarising some of the most influential definitions of L2 motivations and illustrated the difficulties of attempting to define such a complex construct.

We then moved on to review the principal theory underpinning this study: Dörnyei’s L2MSS (2005, 2009a). First we looked at the origins of this reconceptualization of L2 motivation: the concerns with Gardner’s construct of integrativeness and then summarised the areas of mainstream psychology on which the L2MSS is based, namely possible self theory (Markus & Nurius, 1986, Markus & Ruvolo, 1989) and self-discrepancy theory (Higgins, 1987). The main tenets of the L2MSS and the conditions necessary to maximise motivational potential, including the importance of mental imagery, emotions and senses were summarised, before making reference to some concerns with the L2MSS expressed in the current literature in the field.

We then looked at some of the key constructs which form part of the complex motivational system of L2 learners: agency, attribution and self-efficacy, Language

Anxiety (LA) and Willingness to Communicate (WTC) before concluding the chapter with reference to some of the most recent directions in the field of L2 motivation research. These included the conceptualisation of L2 motivation from a Dynamic Systems Theory (DST) perspective and the analysis of intense transformational episodes or Directed Motivational Currents (DMCs).

Chapter 2: Research into the L2MSS

2.1 Introduction

Dörnyei's initial proposal of the L2MSS in 2005 triggered a period of intense research activity. Dörnyei & Ryan (2015: 88) recently calculated that the last decade has seen more than 200 papers published, including 127 journal articles and 113 individual chapters in seven edited volumes related to L2 motivation as well as nine authored books. In the following sections, I will provide an overview of the relevant recent literature relating to Dörnyei's L2MSS in order to situate the present study within the current research landscape. I begin by summarising the quantitative studies which have provided specific validation of the L2MSS model in section 2.2. I then move on to look at the increasing output of qualitative and mixed-methods research into L2 motivation in sections 2.3. and 2.4.. Finally, in section 2.5, I will describe previous Ideal self intervention studies, in both a general education context and those that have been conducted specifically in order to promote the learner's Ideal L2 self

2.2 Quantitative validation of the L2MSS

Unsurprisingly, perhaps, the first published research that equated the Ideal L2 self with the Gardnerian construct of integrativeness and interpreted large-scale survey findings through a L2MSS lens (Csizér & Dörnyei, 2005a; Csizér & Dörnyei, 2005b; Dörnyei & Csizér, 2005) coincided with Dörnyei's initial presentation of the L2MSS (Dörnyei, 2005). The following year, with the publication in book form of the results of their Hungarian research, Dörnyei, Csizér and Németh (2006) showed that the L2MSS was a valid model through which to interpret large-scale, longitudinal data. Subsequent quantitative studies (Kormos & Csizér, 2008; Henry, 2009; Henry & Apelgren, 2008) at

this time continued to provide empirical support for the L2MSS in the European contexts of Hungary and Sweden, respectively, with varying populations from school-age to adult learners. The culmination of this initial period of exploration into the validity of the L2MSS was the publication of Dörnyei and Ushioda's 2009 volume, containing a number of reports of quantitative studies, which served to consolidate the L2MSS as a viable model of L2 motivation. These studies, described below, all used quantitative survey methods to investigate the validity of the L2MSS in different contexts.

The study by Taguchi et al, (2009) declared its intention in the introduction 'to validate Dörnyei's L2 Motivational Self System in three important Asian contexts' (p. 66), by replicating the large scale Hungarian study in Japan (N=1586), China (N=1328) and Iran (N=2029). They used correlational and SEM analyses to explore the relationship between attitudinal and motivational variables and found similar results to those in the very different cultural context of Hungary, confirming the validity of the L2MSS model and of the construct of the Ideal L2 self, which was more successful in explaining motivated behaviour in 'a general foreign language learning context' (p. 88), than the construct of integrativeness.

Ryan (2009) also conducted a large-scale survey (N= 2397) among secondary and university EFL learners in Japan in order to investigate the applicability of the L2MSS in a context where learners have little contact with the TL community. On the basis of his results, he suggests that the 'Ideal L2 self variable demonstrates itself to be equivalent to integrativeness, strengthening the argument that integrativeness is simply one local manifestation of a much more complex, powerful construct' (p. 137).

Two further studies in the same volume also confirmed the validity of the L2MSS. Csizér & Kormos (2009) compared two populations of learners of EFL in Budapest, the capital of Hungary: secondary school learners (N=202), college / university students (N= 230). They found that the motivated behaviour of both groups was determined by the learners' Ideal L2 self, and the language learning experience, which was stronger in the case of the secondary school students. The influence of the Ought-to L2 self was only found to be significant for the university population. They conclude that 'self-regulated learning is hardly possible unless students have a positive image of themselves as users of another language' (2009: 110). Finally, Al-Shehri (2009) examined the relationship between visual learning style, imagination, possible L2 selves and motivated behaviour among 200 Arabic-speaking learners of L2 English in Saudi Arabia and the UK. He confirmed his initial hypothesis that visual learners' greater capacity for imagination and visualisation would be positively related to their ability to access an Ideal L2 self image, which also correlates significantly to learning effort and motivated behaviour.

Since the publication of this collection of papers in 2009, numerous large-scale, quantitative studies continue to confirm the robustness of the theory, principally in EFL contexts. Lamb (2012) examined the motivation of 527 Indonesian EFL learners aged 13-14 in urban and rural contexts and found that a positive learning experience was the strongest indicator of motivated behaviour, but that the Ideal L2 self also correlated significantly with intended effort in the urban contexts. Islam et al (2013) conducted a survey with 1,000+ university undergraduates in Pakistan. Using correlation and regression analysis, they found considerable support for the validity of the L2MSS, with

the Ideal L2 self and attitudes to the learning experience found to be the strongest predictors of intended learning effort. With regard to languages other than English as the L2, Oakes' (2013) study of 378 students of French and Spanish at an English university confirmed that: '(t)he notion of ideal L2 self proved potentially more useful than traditional motivational constructs' (p. 178).

The research output related to the L2MSS has increased sharply in recent years (Dörnyei & Ryan, 2015: 88). Recent examples include a questionnaire-based study of 2682 Korean high school EFL students, in which Kim & Kim (2014) found further evidence to confirm Al-Shehri's (2009) finding that visual learning style has the most substantial influence on development of the Ideal L2 self and motivated behaviour, and ultimately on levels of achievement in English proficiency. In the same year, Li (2014) used a self-report questionnaire to compare the motivation of 254 learners in an EFL (China) and ESL context (New Zealand), finding: 'the ESL learners expended or intended to expend more effort in learning English, developed stronger idealized self images as competent users of English, and had more favourable attitudes toward learning English than the EFL learners' (p. 451). Furthermore, Kormos & Csizér developed a new instrument specifically for the Hungarian context, and found that positive future self-guides were one of the 'prerequisites for use of effective self-regulatory strategies' (2014: 275).

Thus far, research has focussed principally on Asian contexts, particularly on China. Xu & Gao's (2014) longitudinal study used SEM techniques to demonstrate the development of L2 identity over time and yet more recently, Huang, Hsu and Chen (2015) surveyed 1132 college students in Taiwan and identified the Ideal L2 self, the

Ought-to L2 self, Cultural interest, and Identification with social role obligations as the most important predictors of intended learning behaviour. Studies in European EFL contexts, other than the numerous studies in Hungary, are still scarce.

The consolidation of the L2MSS has opened up other interesting lines of research in the area of L2 motivation. For example, the interaction between the Ideal L2 self and context (Lamb, 2012), the relationship between learning styles and the ability to develop L2 self guides (Dörnyei & Chan, 2013, Al-Shehri, 2009, Kim & Kim, 2014), the impact of gender on Ideal L2 selves (Henry, 2009, Henry & Cliffordson, 2013, Polat, 2011), the contribution of socio-economic factors (Kormos & Kiddle. 2013, Lamb, 2012) and the development of Ideal L2 selves when more than one L2 is being studied simultaneously (Csizér & Lukács, 2010; Henry, 2010; Huang et al., 2015). The interaction of possible L2 selves and other variables such as these lends itself to analysis within the DST paradigm (see section 1.5.1 above).

2.3 Qualitative research into the L2MSS

In this section, I aim to give an overview of research into the L2MSS using a qualitative approach, in order to situate the qualitative methods used in the present study (semi-structured interviews, learner and teacher diaries, student written production) within the current perspective of qualitative methodology in the field.

Until the 1990s, the field of L2 motivation research was dominated by quantitative methods of data collection and analysis following the social psychological tradition initiated by the founders of the field, Lambert and Gardner, in the middle of the 20th century. The use of qualitative methodology was pioneered by Ema Ushioda, who

demonstrated how this approach allowed a better illustration of the temporal variation and complex nature of L2 motivation:

(...) a more introspective type of research approach is needed to explore qualitative developments in motivational experience over time, as well as to identify the contextual factors perceived to be in dynamic interplay with motivation. (Ushioda, 1996a: 240-1)

In 2001, Ushioda conducted a groundbreaking study consisting of two rounds of interviews with university learners of French in Ireland. Her study pre-dated the proposal of the L2MSS, but established the importance of one of the fundamental tenets of the system: the learning experience itself. She found that 16 of the 20 participants attributed their continued motivation to positive past and present learning experiences, principally their enjoyment of the language and positive perceptions of their own abilities in the subject. Only four of the participants framed their motivation in terms of future-oriented goals, leading Ushioda to suggest that L2 goals take longer to crystallise.

Since Ushioda's pioneering studies in the 1990s, an increasing number of studies have sought to explore different aspects of L2 motivation within a purely qualitative research paradigm. These often use the semi-structured interview as the primary means of data collection (e.g. Bolster, 2009; de Burgh-Hirabe & Feryok, 2013; Lee, 2001 & Yang and Kim, 2011). To date, the research output on the L2MSS is still dominated by the quantitative paradigm (see section 2.2). However, an increasing number of studies approach the field from a qualitative or mixed methods perspective (see section 2.4).

Interview-based studies focussing on the L2MSS include Csizér, Kormos and Sarkadi's (2010) analysis of 15 Hungarian students with dyslexia learning various foreign languages. They chose the interview format in order to better explore the 'dynamic variables that are in constant interaction with student internal factors and the learning environment' (p. 483). Roohbakhsh Far, Rajab and Etemadzadeh (2012) used interviews to compare the 'Ideal L2 self' and 'integrativeness' of university EFL undergraduates in Iran, finding that the Ideal L2 self construct was a better indicator of L2 motivation in this context. In a study of tertiary EFL learners in Iceland, Jeeves (2014) used semi-structured interviews to establish the relevance of the L2MSS framework and the uniqueness of the high exposure to English in the Icelandic context.

Repeated interviews can also highlight the temporal aspect of motivational fluctuation, and thus can be used effectively in longitudinal case studies to explore learners' motivational development. Lee (2014) conducted a case study via regular interviews over a 12-month period with Mina, a Korean engineering student, aiming to explore Norton's theory of motivation as *investment* (Norton, 2010 & Norton & Toohey, 2011) and observe how the learner's L2 identity developed across time and place. Kim's (2013) case study of the ESL motivation of two Korean immigrants in Toronto used monthly interviews over a ten-month period to explore the influence of sociocultural factors on the individual's Ideal and Ought-to L2 selves and Hsieh (2009), also in an ESL context, studied the effects of a SA period in the US on the L2MSS of two Taiwanese learners.

A combination of qualitative techniques can further explore the multiple influences on L2 motivation over time. Yoshida (2013) collected data on four students

of Japanese as a FL at an Australian university via learner diaries, interviews and classroom observation over a 13-week semester. The study looked at how aspects of the classroom experience such as Language Anxiety (see section 1.4.2.1 above) and beliefs about language learning influence the learners' self-concept. All of the four learners but one, who already had a positive learner self-image at the beginning of the course, developed a more positive self-concept over the semester, due to factors such as interacting with peers in the TL and developing face-saving strategies.

Qualitative methodology has proved popular within the growing body of research carried out by the 'teacher-as-researcher' via Exploratory Practice (EP) or Action Research (AR). In Sampson's (2012) Ideal L2 self intervention study in Japan, he focused on raising his learners' awareness of their future possible selves through an AR framework (see section 2.5.2 for more detail). The AR or EP approach also allows the teacher to examine his/her own role in the motivational process. Li's (2006) paper entitled 'Researching and Experiencing Motivation' analyses her own experiences as a novice teacher and as a researcher over a four month period in China as part of her PhD research on task motivation. The role of the teacher is undeniable in the FL classroom (Noels, Clément & Pelletier, 1999; Papi & Abdollahzadeh, 2012; Ushioda, 2011). A number of recent studies featuring qualitative techniques have explored the motivational self-system of the EFL teacher. These include Gao & Xu (2014) in China, Hiver (2013) in South Korea and Kubanyiova (2006, 2009) in Slovakia (drawn from a larger, mixed-methods study).

Furthermore, as the L2MSS leads to new areas of exploration of L2 motivation, the qualitative approach appears particularly appropriate in the exploration of the

interaction of a multitude of factors. Hence, with reference to the increasing interest in the view of L2 learning motivation from a complex dynamic systems perspective (see section 1.5.1), Byrne (2002: 8) observes:

If we think of the world as complex and real we are thinking about it in a very different way from the ontological program that underpins conventional statistical reasoning and cause.

The present study is similar to previous studies (Bolster, 2009; Csizér et al., 2010; Ushioda, 2001) in the use of semi-structured interviews as the principal source of qualitative data. It also uses the repetition of interviews and learner diaries in order to gather data about longitudinal motivational processes as in the example of Lee (2014) and Yoshida (2013). Furthermore, this study resembles Sampson (2012) in that the researcher was also the class teacher for a section of the learners and uses teacher and learner diaries (Li, 2006) to explore the stakeholders' reactions to the intervention techniques.

2.4 Mixed methods approaches to L2MSS research

It would appear therefore that the study of L2 motivation benefits from the insights provided by both qualitative and quantitative approaches. Dörnyei (2007b: 174) anticipated that 'the full emancipation of the [mixed-methods] approach is not too far away'. In a State-of-the-art article seven years later, Mehdi et al. (2014: 136) assert 'a mix of these two research methodologies provides a more comprehensive understanding of the object of study'.

The two research methods can be combined in a number of ways. Practitioner research allows for the use of data collection techniques (journals, interviews, observations etc) which have a dual research and pedagogical purpose. Used on their own or in combination with quantitative instruments such as questionnaires, results can be shared with the learners as part of a reflective process to raise learners' awareness of an issue and promote autonomy. A common combination of methodologies is questionnaire and interviews. Qualitative and quantitative methods can be used simultaneously for the purposes of triangulation or one methodology can be used to inform and focus a subsequent study using an alternative methodology. For example, an exploratory, qualitative study can be conducted as the basis of formulating a quantitative instrument (e.g. Tseng, et al, 2006). Alternatively, the initial findings of the qualitative study can be validated via a larger scale survey. Conversely, commencing the study with a questionnaire can allow for purposive sampling in the interviews, or the selection of 'focal learners' (Lamb, 2004). The use of follow-up interviews can shed light on findings from statistical analyses (e.g. Brady, 2015).

Mixed-methods research into the L2MSS also tends to combine questionnaires and interviews. Ryan (2009a) conducted a large-scale quantitative survey, followed by interviews in order to illuminate some of the findings from a qualitative perspective. His study confirmed that Japanese EFL learners do not identify with any specific TL community but rather aspire to belong to a global English-speaking community as suggested in Yashima (2002). Lyons (2009) explored L2 motivation and the L2 self among volunteers learning French as a Foreign Language in the singular environment of the French Foreign Legion, highlighting 'the issue of power relations between the L2

learner and the L2 community’ (p. 267) which a purely quantitative approach may have failed to identify.

Recent use of mixed-methods approaches to explore aspects of the L2MSS in a European context include a large-scale, longitudinal study of school and university learners of German in the UK (Busse, 2013; Busse & Walters, 2013). They found that motivation declined over the course of an academic programme and suggested that attention to learners’ generally low self-efficacy beliefs may nourish their Ideal L2 self image and thereby counteract demotivation. More recently, Iwaniec (2014) used a combination of qualitative interviews (N=9) and questionnaires (N=236) to explore the motivation of Polish EFL learners aged 15-16. She found that learners in this context are principally motivated by knowledge and international orientations and that parental encouragement plays an important role in learner motivation. Self-regulated behaviour was found to be closely related to a positive self-image as a language learner. The increasing use of mixed-methods studies reflects the value of this approach in exploring the multiple influences on L2 motivation and self-concept.

In the most comprehensive research of possible L2 selves in the Spanish context to date, Brady’s (2015) doctoral research explored the L2MSS in Spanish university undergraduates in different academic areas: English Studies and Translation studies (‘English Majors’) (33.1%), ‘Education’ (32.9%) and ‘Other Studies’ (32.7%). All of the subjects required the completion of EFL courses as part of the degree, ranging from English Studies, requiring 200 ECTS (European Credit Transfer and Accumulation System) to subjects such as Communication Studies (6 ECTS). The study followed a qual – QUAN – qual design (Ryan, 2008), which involved three phases: an exploratory

interview in order to guide the design of the quantitative instrument (N=9, of whom 6/9 were 'English Majors'), the administration of a motivational factors questionnaire (N=529, mean age 21.5) and subsequent explanatory interviews (N=2, both from the 'Education' group) to explore issues arising from the quantitative data.

In the quantitative analysis Brady found that the Ideal L2 self construct correlated significantly with the criterion measure, *Intended Learning Effort*, regardless of academic subject, confirming that this is a highly motivating factor for Spanish undergraduate students. However, the Ought-to self was found not to be representative of Spanish undergraduate learners, not even those in the 'Education' group for whom EFL is now a professional requirement. In fact, items designed to elicit attitudes towards the external pressures of society and significant others scored negatively for the sample as a whole (mean 1.43 on a 5-point Likert scale), with the English Studies majors scoring lowest (0.7). There was, in fact, an inverse correlation between the Ought-to self dimension and *Intended Learning Effort*. This suggests that the Ought-to self does not function as a major motivational influence, but for learners of this age in this context, it may actually have a demotivating effect on their desire to learn English.

In terms of the third tenet of the L2MSS: *Language learning experience*, the study provided intriguing results. The means obtained in the scales relating to past experiences of learning English obtained relatively low scores (2.9), with a significantly lower ($p < .000$) mean score registered, perhaps surprisingly, by the 'Education' specialism group (2.6). The author suggests that negative personal experiences of learning English at school may have influenced these learners' choice of undergraduate degree. Using Pearson's correlation coefficients to analyse the strength of the

relationships between past experiences and current attitudes to learning English, the ‘Other Studies’ group was found to manifest an extremely strong relationship, suggesting that past experiences are highly relevant in their current attitudes.

Brady completed her study by means of two semi-structured interviews. She chose participants from the ‘Education’ group in particular to explore the Ought-to self in light of a recently-imposed government requirement for EFL certification for trainee teachers. The younger participant (Elena, 24) is defensive and resentful about this barrier to entry into her desired community of practice, manifesting a strong prevention-focussed Ought-to L2 self. Elena’s poor level of proficiency (CEFR A2) after 12 years of English at school is attributed to the inadequacies of the education system and she struggles to identify any English-speaking role models among her peers other than those who have benefitted from SA experiences.

In contrast, Andrés (32) is more informed and positive about the requirement of English for entry into this community of practice and demonstrates highly self-determined behaviour. He has a clear Ideal L2 self vision of himself using English as a professional and his Ought-to self is completely internalised. Where he and Elena coincide is in their perception of this new stipulation as a ‘negocio’ (way of making money) and in the general confusion about the type and level of EFL qualifications necessary. Furthermore, neither of these learners appeared to assign importance to the influence of parents or significant others in their English learning.

Among her conclusions Brady provides some practical recommendations. In a Spanish context, enjoyment of the learning experience is still a highly significant factor in L2 learning motivation, in contrast to previous studies in other contexts (Csizér and

Kormos, 2009a; Magid, 2011) which found that the importance of intrinsic motivation gave way to more instrumental motives between secondary education and university. Therefore, a sense of the importance and usefulness of English is not sufficient to motivate university level EFL students in Spain. Enjoyment of the experience is also necessary. Furthermore, as there appears to be a strong relationship between the Ideal L2 self vision and academic achievement, whether real or perceived (p. 268) in this context, any motivational programme based on the L2MSS should seek to enhance learners' self-efficacy beliefs.

2.5 Ideal self intervention studies

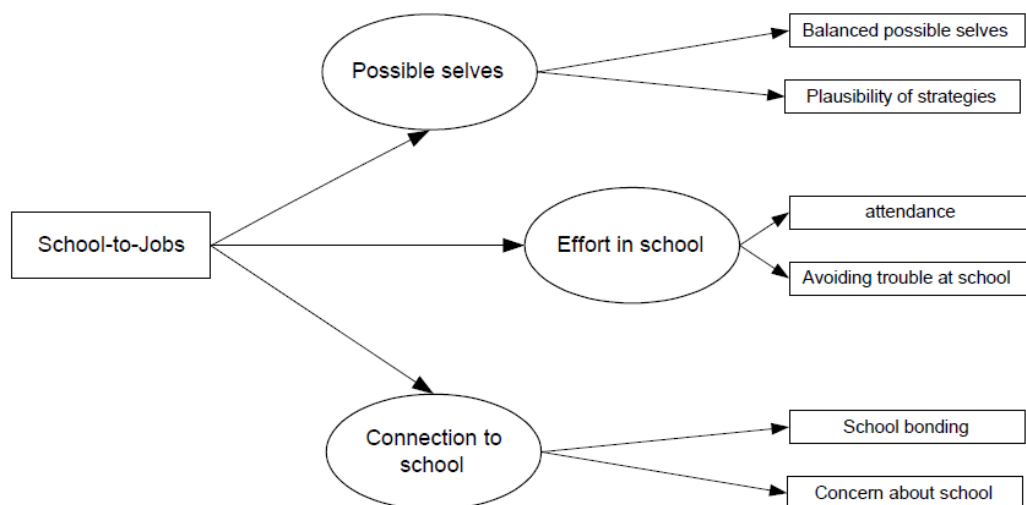
A number of studies have tested the practical applications of possible self theory (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987, 1996) in a mainstream educational context. The success of these possible-selves interventions provided inspiration for the application of the techniques in the context of L2 learning.

2.5.1 Possible self interventions in mainstream education

This section reports on five possible self interventions in mainstream education which have demonstrated how possible self enhancing activities can successfully shape participants' self-concept. Activities from these interventions were then adapted for use in L2-specific contexts. The original model which inspired subsequent Ideal L2 self interventions took place in a compulsory general education context in the US. The successful 'Schools-to-Jobs' programme was conducted over nine weeks with African American secondary school students in small group after-school sessions (Oyserman,

2003; Oyserman, Terry & Bybee, 2002). The programme aimed to guide these students towards imagining themselves as successful adults and to promote the development of strategies by relating their present behaviour in their high-school context with the realisation of this vision. This entailed creating and developing an Ideal self image, enhancing the students' sense of academic self-efficacy and the promotion of communication and listening skills. Figure 1.4 below illustrates the intended results of the Schools-to Jobs programme.

Fig. 2.4 *Hypothesized effects of Schools-to-Jobs intervention. Reproduced from Oyserman et al, 2002, p. 315.*



After work on group identity and dynamics, the facilitators encouraged the participants to access an Ideal future self from among the wide range of potential selves by identifying plausible role models. They did this by selecting images of successful African Americans as representations of what they themselves aspired to be in the areas of work, family, community and lifestyle. Once selected, the pupils had to explain the

Ideal selves to their peers and identify at what age they could attain this goal. Participants were subsequently asked to list as many personal, achievable goals in each of the four areas as they could. As well as the previously selected positive role models in each domain, they were encouraged to identify a negative role model, thus counterbalancing the image of their Ideal selves with an image representing their Feared selves.

Subsequent sessions included defining how the pupils saw their future development and progress in the shape of a timeline. They were asked to represent choices by drawing forks in the road and show obstacles as roadblocks. At each stage, participants were required to articulate realistic strategies both for achieving their goals and for dealing with potential problems. Their goals, timeframes and strategies were also produced in written form. The end of the programme included practical sessions on university application, career advice and interview techniques and during the last two sessions, parents and community members were invited to participate. At the conclusion of the academic year, the researchers compared the intervention participants (N=62) with a control group within the same population (N=146). Those in the intervention group reported ‘more bonding to school, concern about doing well in school, "balanced" possible selves, plausible strategies to attain these possible selves, better school attendance, and for boys, less trouble at school’ (Oyserman et al, 2002: 313).

Following the success of the ‘Schools-to-Jobs’ programme, further programmes reported encouraging results. A similar intervention in another context, with pupils from disadvantaged communities, followed the pupils’ progress for two years following the completion of the programme and found that, when compared to the control cohort, the

intervention participants were better able to articulate goals, had improved academic results and fewer absences, instances of depression and reports of misbehaviour. (Oyserman et al., 2006).

Further examples of interventions that have proved successful in a mainstream education context include a recent intervention using metaphor imagery (Landau, Oyserman, Keefer & Smith, 2014), which found that priming undergraduate students to visualise their motivation as a journey towards goals caused them to express stronger academic intention and increase effort on academic tasks. Two other successful intervention programmes have been the source of activities used in L2-motivation intervention programmes: Firstly, the ‘Possible Selves’ programme described in Hock, Deshler and Shumaker (2008) as cited in Chan (2014), promoted the identification of ideal future selves through the image of a tree. As part of this intervention, participants (middle-school students and university athletes) drew a tree to represent their future, with limbs for different areas of their future lives and branches as the specific goals. Secondly, the ‘Best Possible Selves Writing Project’ (Sheldon & Lyubomirsky, 2006) found that university undergraduates engaged in a written task to describe their best possible selves were more motivated to continue and complete the task than those engaged in two other written tasks: ‘Gratitude’: a detailed description of the things participants were grateful for and ‘Life Details’: a detailed description of a typical day.

The activities used in the intervention programmes listed above were modified for use in subsequent interventions to promote L2-specific motivation (see following section). Magid (2011, 2014) based his intervention on Oyserman et al. (2006), but also incorporated elements of the writing project used in Sheldon and Lyubomirsky (2006).

Chan's intervention (2012, 2014) focused on the tree imagery used in Hock et al. (2008).

2.5.2 Intervention studies designed to develop Ideal L2 selves

The first study to use an intervention programme specifically designed to develop the L2-specific facet of a learner's Ideal self was conducted by Michael Magid. He collected data in the UK in 2008-2009 as part of his research at the University of Nottingham for a PhD completed in 2011. The participants were 31 Chinese international students following undergraduate programmes (N=17) and postgraduate (MA and PhD) courses (N=14) at the same university. Magid developed a programme inspired by techniques successfully used in mainstream programmes (Hock et al., 2008; Oyserman et al., 2002 and Sheldon & Lyubomirsky, 2006, for details see preceding section).

The intervention took the form of one two-hour session per week over a four-week period. Each session contained a possible-selves component as well as other activities related to western culture and careers such as writing a CV and covering letter or preparing for job interviews. The programme was divided into four 'units':

Unit 1: 'Visions of Adult Selves' introduced the notion of Ideal selves. Participants listened to two scripted imagery situations, the first 'Becoming part of the community' based on situations the participants had described to the researcher in preliminary interviews and the second 'My ideal language self' from a teacher resource book (Arnold et al, 2007). Next, each participant made a list of goals in the domains of

jobs, relationships and lifestyle and noted a positive and negative role model for each area.

Unit 2: ‘Timelines’ consolidated the Ideal L2 self vision by means of another scripted imagery situation: ‘A day at the university’ describing an Ideal academic self using English successfully in a university context. A further guided imagery text: ‘The Time Machine’ (Arnold et al, 2007) helped to exercise the imagination and prepare them for the elaboration of a timeline, detailing goals for their Ideal L2, work, career and lifestyle goals, indicating possible choices and problems.

Unit 3: ‘Action Plans’ reviewed potential obstacles and contained two further scripted imagery situations. A negative scenario ‘Wasted opportunities’ introduced the Feared L2 self and encouraged participants to think of strategies to prevent these outcomes. Then, after role-playing job interview situations participants listened to another Ideal L2 self situation ‘The perfect job interview’. They then listed their objectives in order of priority and suggested appropriate strategies.

Unit 4 ‘The Feared L2 self’ once again the session offset the Feared and Ideal L2 self scenarios with two scripted imagery situations, one negative ‘A boring job’ and one positive ‘The perfect job’. Participants then outlined ways to avoid the negative situation.

Participants were encouraged to describe their mental images after each visualisation, focusing on different senses and sensations. A supportive atmosphere was fostered by asking participants to present and share their work and thoughts and offer constructive feedback and suggestions wherever possible. After the conclusion of the four week programme, Magid provided each of his participants with recordings of the scripted visualisation carried out in class for their personal use after the conclusion of the intervention and each learner had two follow-up counselling sessions with the researcher. Magid describes his intervention as lasting four months. Although there were two follow-up sessions (duration is not specified) and the participants were encouraged to use the recorded script post-intervention, there were, in fact, only four classroom-based input sessions in this intervention and Magid was not the learners' regular class teacher.

Results from the quantitative aspect of Magid's intervention study indicated a significant increase in the strength of the participants' Ideal L2 selves. Using a paired samples t-test to compare questionnaires administered pre- and post-intervention, the strength of the participants' Ideal L2 self was found to have increased significantly from Time 1 ($M = 5.30$, $SD = .82$) to Time 2 ($M = 5.46$, $SD = .53$), $t(30) = -4.40$, $p < .0005$ (two-tailed). As part of the qualitative aspect of the same study, in the post-workshop interviews, 28 out of 31 participants reported that they devoted more effort to learning English and 25 out of 31 spent more time (a mean amount of 5 hours more per week) learning English outside class. Magid's interview participants also observed improvements in their English proficiency, capacity for imagination, study techniques and attitudes towards learning English, although the number of learners who

experienced these improvements is not specified. He concluded that there was there was a mutually supportive relationship between strength of Ideal L2 self vision, motivation and confidence.

Two years after Magid's intervention study, in 2010, Letty Chan also implemented an Ideal L2 self intervention programme, reported in her PhD thesis, completed in 2014. In this case, Chan was also the class teacher for a group of second year science students (N=80, mean age, 21) at an English-medium university in Hong Kong and the intervention was integrated into a compulsory 12-week English course. To provide an opportunity for the participants to develop an Ideal L2 self image, Chan used the Ideal Selves Tree activity (Hock, et al, 2008) with limbs representing their Ideal L2, work and personal selves. She also conducted four ten-minute visualisation activities in class time: a practice task and three Ideal L2 self visualisations. Rather than follow a script as in Magid (2011, 2014) she used a guided visualisation technique, using prompts or questions to allow the listener to fill in the gaps. There were also two 20-minute counselling sessions for each participant.

Chan used a questionnaire to measure the strength of her participants' ideal L2 selves pre- and post-intervention period, combined with qualitative data from 14 informants via interviews and counselling sessions. She notes (2014: 366) the existence of 'emergent L2 selves' (possible L2 selves which did not appear at T1 but were present at T2), 'stable L2 selves' (present both at T1 and T2) and 'fading L2 selves' (present at T1 but not at T2), which could be applied to different facets of the participants' self-concept as language learners, e.g. a learner may demonstrate an emergent *speaking* Ideal L2 self but a fading *reading* Ideal L2 self.

She concludes that the intervention succeeded ‘in significantly enhancing the strength of the participants’ ideal L2 self’ (p. 370) and in certain cases the Ideal L2 selves had become more specific and had extended to other areas of their lives. More concretely, the intervention proved to maintain and enhance the L2 *speaking* self. All 14 informants mentioned this aspect of their Ideal L2 self at some point and 10 out of 14 indicated a stable or emerging L2 speaking self, reinforced by reference to role models. On the other hand, the intervention did not seem to reduce the Feared L2 self and the levels of anxiety associated with it. Feedback from her participants showed that two thirds found the visualisation activities useful, but the relative success of the imagery component depended on factors such as individuals’ varying ability to generate mental images, time of day and the learners’ understanding of the benefits of the technique.

Two further intervention studies have been carried out in Japan. Sampson (2012) conducted an Ideal L2 self intervention in a women’s university over the course of an optional semestral English programme. In the study, three cycles of action research were used to identify and enhance the Ideal L2 self image of three groups of female students. (N=34). A series of task-based activities were integrated into the language programme, and data were collected via written production and learner diaries reflecting on these activities. These students were found to have a limited conception of their Ideal L2 selves at the beginning of the intervention. Feedback showed that learners were motivated by practical activities such as the creation of timelines and the selection of role models. They also appreciated the interactive and interpersonal nature of the activities.

Fukada, Fukuda, Falout and Murphey (2011) also conducted a series of activities, designed to promote the development of Ideal L2 selves and aspiration contagion, over a semester-long English programme, once again in a Japanese university context. The activities included listing aspects of their future Ideal L2 career selves, drawing social network maps of their interactions in the TL and role-playing a mock ten-year reunion party. This larger study, involving 466 participants from 25 different university departments, used a mixed-methods approach to collect and analyse data. The findings of the quantitative study indicated that visions of possible selves correlated with motivation and learning behaviour, irrespective of the varying academic disciplines (Fukada et al, 2011: 341). The authors concluded that it is possible to incorporate possible-self related activities into ongoing EFL programmes as a motivational resource.

In a Spanish context, a classroom intervention based on the principles of the L2MSS took place as part of an MA project at the University of Seville. Fernandez (2011) implemented an intervention of five sessions with university undergraduates training to be English teachers, in order to develop and strengthen their Ideal L2 selves. In the initial sessions, she encouraged the identification of an Ideal L2 self by the combination of spoken comments and ‘visual images relating to aspects of possible experiences in which knowing English would be important for these students’ (Arnold, 2013: 40). In later sessions, the researcher used visualisation techniques to encourage the learners to form mental images of themselves using English successfully in a variety of contexts. In a final questionnaire 80% of the participants reported returning to these

mental images after the class input and 94% reported that the visualisation sessions had made them feel more motivated.

Mackay (2014) analysed the effects of the intervention described in the present study (see section 4.3.2) in terms of development of motivational factors pre- and post-intervention using an extensively validated Motivation Questionnaire, (Ryan, 2009). The instrument proved to be less sensitive to motivational tendencies in this context than in previous studies, possibly due to the smaller cohort. After performing tests of reliability, only seven of the original 15 scales were found to have reached the minimum alpha level at both T1 and T2.

1. Instrumentality (5 items)
2. International Contact (4 items)
3. Travel Orientation (3 items)
4. English Anxiety (6 items)
5. Attitudes to learning English (6 items)
6. Ideal L2 Self (6 items)
7. WTC (8 items)

A Wilcoxon Signed Ranks test was used to compare the results of the four groups (two intervention, two control, see section 4.3.1) between T1 and T2. One of the control groups (A) experienced a significant decrease in motivation in the scale pertaining to *International Contact* with mean scores dropping from 5.37 at T1 to 4.96 at T2 ($Z = -2.034, p = 0.042$) and the other control group (B) displayed a significant decrease in the

scale pertaining to *Instrumentality* with mean scores at T1 of 5.55 and at T2 of 5.27 ($Z = -2.108, p = 0.035$). No significant decreases were found in any of the scales for either of the intervention groups. These results suggest that the intervention activities may mitigate the decrease of motivation over the length of a language course.

2.6 Summary

In this chapter we have looked at research into the L2MSS since its initial proposal in 1995. The first section of the chapter looked at the quantitative validation of the L2MSS in a number of different contexts such as China, Iran, Japan and Hungary, which largely sought to establish the construct of the Ideal L2 self as an alternative to the problematic construct of integrativeness (Gardner & Lambert, 1959). We also saw how the increasing consolidation of the L2MSS has branched into other lines of research, such as explorations within a DST framework or the influence of the Ideal L2 self in contexts where more than one L2 is being learnt.

The following sections explore recent research into the L2MSS using mixed-methods and qualitative methodologies, including a recent study in Spain (Brady, 2015). These studies have confirmed the use of the semi-structured interview as a primary research tool. The final section of the chapter looks at intervention studies aimed at developing the Ideal self. We described the studies conducted in mainstream education upon which L2 specific studies were based and then looked in detail at recent specific Ideal L2 self interventions in ESL (Magid, 2011), English-medium (Chan,

2014) and EFL (Fukada et al., 2011; Sampson, 2012) contexts. We concluded with a summary of quantitative data obtained from the participants in the present study by means of a Motivation Questionnaire (Mackay, 2014).

Chapter 3: Presentation of the study

3.1 Introduction

Having given an overview of the theoretical background to this study, in the following section, I will outline the areas that the present research sets out to explore. In section 3.2. I will explain how the present research may contribute to the existing body of research in this context, by providing a brief summary of some of the prominent areas of L2 motivation studies in Spain. In the following section (3.3) I will summarise the research objectives and conclude by defining the corresponding research questions (3.4.)

3.2 Studies on motivation to learn English in Spain and Catalonia

The relationship between motivation and L2 achievement has been repeatedly confirmed in the Spanish/Catalan context, in the main part in studies among school-age learners (Alabau, 2002; Bernaus, 1995; González Garcia, 2004; Tragant, 2006). These studies predominantly follow a well-established quantitative tradition. Extensive quantitative research into motivation, attitudes and learning strategies in Catalan EFL school contexts has been carried out by Mercé Bernaus, a regular collaborator of Gardner's. In a series of studies between 1995 and 2009 (Bernaus, 1995; Bernaus & Gardner, 2008; Bernaus, Masgoret, Gardner & Reyes, 2004; Bernaus, Wilson & Gardner, 2009) Bernaus concluded that motivation was a key factor in secondary school learners' progress in English in the Catalan context. Further research has examined the influence on motivation of pedagogical policy decisions such as the reduction of the age of introduction of English as a school subject (Tragant, 2006) or the implementation of

new methodological approaches such as CLIL (Content and Language Integrated Learning) (Doiz, Lasagabaster & Sierra, 2014; Lasagabaster, 2011; Lorenzo, Casal & Moore, 2010).

Research into the L2 motivation of adult learners in Spain also tends to follow a quantitative agenda. This includes three studies whose context and participants closely resemble that of the present study. Lasagabaster (2003) surveyed the language attitudes of 1,097 Basque university students in varying degree disciplines and concluded that the learners' L1 (Basque or Spanish) was a significant factor in the attitudes towards the two international languages (Spanish and English). Artieda (2014) used statistical analysis to examine the relationship between individual differences, including aptitude and motivation, among adult EFL learners in an EOI (Official School of Languages) in Barcelona. Most recently, as explained in more detail in section 2.4, Brady used a questionnaire as part of a mixed-methods study on the Ideal and Ought-to selves of Spanish undergraduate students in Murcia (Brady, 2015).

These three studies describe motivational profiles and factors affecting L2 motivation, but as yet, to the best of my knowledge, no study has attempted to assess the effects of classroom practice designed to influence motivation in this context. Therefore the present research aims to expand the existing body of research on motivation to learn EFL in Spain by focusing on adult EFL learners, both university students and working graduates, and by using a mixed-methods design in order to assess the motivational effects of specifically designed classroom practice.

3.3 Objectives of the intervention programme

The present research aims to examine the results of the practical application of Dörnyei's L2MSS in an authentic EFL classroom context. The intervention programme designed specifically for this study includes the innovative technique of visualisation aimed at sensitising learners to the difference between their present and desired L2 selves. The intervention was designed to guide the participants towards creating, developing and enhancing possible future L2 self-guides, which are distant enough to be motivating, but realistically attainable and do not conflict with their present context. The intervention activities also aimed to alert the learners to the potential negative consequences of failure to learn the TL. The strategy training component was designed to raise learner awareness of their strengths and weaknesses, enhance their self-efficacy beliefs, encourage regular and repeated activation of the possible self visions and guide learners towards operationalising their vision through the development and implementation of an action plan.

Therefore the principal objective of the present research is to analyse the effects of the intervention programme in the three areas outlined below. These in turn have been summarised as research questions in section 3.4.

3.3.1 The potential development of future self-guides

The Ideal L2 self and Ought-to L2 self are principal tenets within the L2MSS model. As a counterpoint to these positive self-guides, the complementary facet of the Feared L2 self reminds the learner of the potential consequences of failure. The L2MSS emphasises the emotional and sensory dimensions of future self-guides. The combination of visualisations and strategy training should result in well-developed

future visions, including sensory information, as well as promoting the positive emotions of pride, pleasure and enjoyment of the task of language learning through a sense of accomplishment. Such positive feelings would be hoped to stimulate a learner's intrinsic motivation and serve as an incentive to persist in the endeavour.

Therefore, the first objective of this study is to ascertain whether the intervention is successful in influencing the development and enhancement of these possible L2 self dimensions, whether through the creation of a new vision or the expansion or change of an existing vision.

3.3.2 The potential development of the perception of the L2 learning experience

If L2 motivation is considered as a complex dynamic system, any change in the learner's self concept as a result of the intervention will also involve alteration and development in the constellation of factors that influence and in turn are influenced by this motivation. By encouraging participants to analyse their language-learning goals, aspirations and even fears, and to identify the strategies that may be useful, students may become more proactive, self-aware and autonomous learners.

The sense of identification with an English-speaking community, whether through the adoption of an 'International Posture' (Yashima, 2002) or interest in a TL culture, is integral to the concept of Dörnyei's L2MSS. Therefore it is of interest to explore any changes in learner attitudes towards speakers of the TL.

Furthermore, a teaching approach which incorporates a possible selves perspective would allow the learner to identify their strengths and weaknesses, and to visualise their Ideal L2 self as a confident and competent speaker and user of the L2, with the potential, and desirable, effect of reducing present levels of anxiety. Factors

identified as reducing LA in the literature are incorporated into the intervention activities: identifying a clear L2 role model, a supportive classroom atmosphere and interpersonal dynamics which serve to foster participation. The study therefore aims to identify any reduction in LA and concurrent increase in WTC, as the productive, communicative facet of LA which may be a result of the intervention.

The temporal process of L2 motivation will also be explored by examining the effect of the learners' past and current learning experiences on the learners' attributional framework and sense of self-efficacy. The study will attempt to explore the influence of the intervention on development manifested in these areas.

3.3.3 The potential development of motivated behaviour

The study also aims to examine the development of motivated behaviour, operationalised as time spent engaged with the TL outside class hours. This is particularly interesting in this context as Spanish learners have been identified as having one of the lowest rates of engagement with the TL in Europe. TL contact is not only evidence of autonomous, self-directed learner behaviour, it is also felt that increased contact with the TL, through cultural products or members of the TL community will enhance intrinsic enjoyment of the language, and is therefore any increase in this contact is a desirable outcome of an intervention designed to increase motivation.

The intervention design aims to emphasise the interrelatedness of the learners' past, present and future learning experiences. This 'narrative' structure should raise the participants' awareness of their own (lack of) engagement with the learning process and draw their attention to the potential need for change. Unlike previous studies, which have asked learners to speculate about future *intended learning effort*, the longitudinal

nature of this study will allow us to evaluate real changes in learner behaviour, both from learner self reports and the teachers' perspective.

3.3.4 Classroom application of the L2MSS: students' and teachers' reactions

The success of an intervention of this type is not only measured in the potential development in observable facets of the learners' motivational system, but also in the practicality and useability of the materials specifically designed for the purpose. Therefore the activities need to be well received by all the participants in the process in order to confirm that the approach is both 'easily implemented by language teachers' (Magid, 2014: 351) and perceived as useful, motivating and enjoyable by the learners.

3.4 Research questions

As a result of the research objectives outlined in section 3.2. above, the following research questions (RQs) were formulated to encapsulate the aims of the study:

RQ1: To what extent is there a development of learners' future self-guides (Ideal L2 self, Feared L2 self and Ought-to L2 self) as a result of a specifically designed Ideal L2 Self intervention? (section 3.3.1).

RQ2: To what extent is there a development in the learners' perceptions of the L2 learning experience as a result of a specifically designed Ideal L2 Self intervention? (section 3.3.2)

RQ3: Does an Ideal L2 self intervention influence motivated behaviour, operationalised as time spent engaged with the TL and Willingness to Communicate in the TL outside class? (section 3.3.3)

RQ4: What were students' and teachers' reactions to the Ideal L2 self intervention? (section 3.3.4)

3.5 Summary

This chapter began by situating the present study within the background of L2 motivation research in Spain by briefly summarising some of the main lines of research in this context. We then looked at the principal research objectives of the study, which intend to ascertain the potential effects of a specifically design Ideal L2 self on the following areas: development of learners' possible L2 selves, development of learners' perception of the L2 learning experience, development in learners' motivated behaviour, operationalised as contact with the TL outside class and the practical applicability of such an intervention, analysed through learner and teacher feedback. These objectives were then summarised as the four research questions which guide this study.

PART 2: METHODOLOGY

Chapter 4: Methodological considerations

4.1 Introduction

The following section outlines the methodological considerations that guided the present research. I will give a detailed description of the context (section 4.2) the research design (section 4.3) and the participants for both the quantitative and qualitative aspects of the study (section 4.4). Subsequently, I will outline the instruments used (section 4.5), the data collection procedures (section 4.6) and then describe the methods and protocols for analysis performed on the principal sources of data in each case (section 4.7). A list of reference codes used in this section is provided in appendix A.

4.2 Research context

In this section I will summarise the current status of English as a Foreign Language as an academic subject in the Spanish and Catalan education system (section 4.2.1) and English in society (4.2.2) then provide a description of the teaching context and institution where the present study took place (section 4.2.3).

4.2.1 English in the Spanish and Catalan education system

There is little doubt that English is the dominant FL in Spain and Catalonia. In this context, a certified level of competence in English is increasingly a pre-requisite for university entrance, completion of an undergraduate degree and finding a job. In Spain and Catalonia, English has well and truly made ‘the transition from ‘foreign language’ to basic skill’ (Graddol, 2006: 118). Consequently, the teaching of English in the three

levels of state schools eclipses all other FLs, reaching 100% in secondary education (Lasagabaster, 2003) and effectively eradicates the element of choice, with the inherent implications for motivation as ‘self-regulation is associated with autonomous motivation and is characterized by a sense of volition and choice’ (Reeve, Ryan, Deci, & Jang, 2008: 225).

Recently, much media attention (Oliveras, 2013; Rodriguez, 2014) has been paid to disappointing results in English in PISA (Programme for International Student Assessment) surveys (Cenoz, 1991; Lasagabaster, 1998), where ‘Spanish students get very low results in the three English skills that are evaluated’ (de la Rica & Gonzalez, 2013: 11). Learners and parents of school age learners have often resorted to paying privately for English tuition, either through private English schools or by periods of study abroad (SA). An estimated 40,000 Spanish students visit the UK alone each year in order to study English (British Council, 2011). This gives rise to what Ushioda terms ‘motivational dissonance’ (2013: 8), namely the economic divide between those learners who have access to private tuition and those who do not (McKay, 2012). This is demotivating for both groups of learners: those who feel disadvantaged and those who have access to private tuition who are so far ahead of their classmates that the syllabus is unchallenging and unstimulating (Banegas, 2013).

This is perhaps most noticeable during the transition from primary to secondary education. Ushioda points out that this change can often be detrimental to learner motivation:

(...) for children who are motivated by early experiences of learning English through play and fun activities in primary school, the transition to the more

cognitively demanding challenges of formal language study in secondary school may quickly turn that motivation sour. (Ushioda, 2013: 7)

More specifically in the Catalan context, a recent study of schools in Barcelona (Muñoz, Tragant & Camuñas, 2015) showed that a lack of coordination between primary and secondary school teachers resulted in disparate teaching practices and the tendency for the secondary school teacher to ‘start (almost) from zero’ (p. 13) in order to homogenize the diversity of levels arriving in their classrooms.

Negative publicity and pressure from stakeholders have compelled the Spanish state and the administration of autonomous communities to take measures to improve EFL standards in state education. In Catalonia, since the late 1990s, this has resulted in the spread of English ‘down and across the curriculum’ (Ushioda, 2013: 7) as English is introduced as a school subject at primary and even pre-school level, as well as the increasing popularity of teaching subject content in English, commonly known in Europe as CLIL (Content and Language Integrated Learning).

4.2.2 English in Spanish/Catalan society

There is little doubt that university level and adult learners in Spain and Catalonia recognise the need for English in today’s society. The recent and ongoing economic crisis, with youth unemployment hovering around 50%, (Eurostat, EC Statistics portal, 2012) has had obvious repercussions on the need for FLs, especially English. The profile of learners in the adult courses that I teach has changed, with more unemployed university graduates planning to move abroad to look for work opportunities and out-of-work professionals investing their redundancy money in English courses in order to become more employable.

This pressing economic reality combines with what Kuchah (2013) terms a ‘culture of certification’. This is embodied in the Spanish word ‘titulitis’, which roughly translates as the addiction to qualifications (titles) inherent in a society which sets great store on documented proof of existence and abilities. However, long experience teaching EFL to adult learners in this context has provided me with ample anecdotal evidence that initial enthusiasm at the start of the academic year often fades as the realities of other commitments intrude. If viewed from the perspective of Dörnyei and Ottó’s (1998) process model of motivation. Spanish learners are compelled by the pre-actional (choice) phase of motivation but are often unable to maintain and control the actional phase (procedure, strategies and self-regulation) and post-actional phase (retrospection and appraisal).

Regarding other factors relating to motivation, research findings suggest that Spanish learners tend to attribute their success, or lack thereof, in learning English to factors outside their control. These factors may be internal to the learner, such as ability, or external, such as difficulty. In a comparative study of 16 year olds in France, Sweden and Spain, Gil and Alabau (1997) found that Spanish students were significantly more likely than their Swedish counterparts to attribute success to aptitude for learning languages. More recently, according to the results of a national survey, González Garcia (2004) confirmed that Spanish learners perceive English as being difficult. The potential implication of this attributional framework is that learners may not be as motivated to persist in their learning as those who attribute their progress to factors within their control, such as effort.

The interconnected nature of attribution and motivated behaviour may also be evident in a recent survey of 11,363 Spanish students aged 14-15 by the Spanish

Ministry of Education. This research showed that of 11 European countries, Spain ranked second lowest, ahead of France, in ‘Contact with English through the Communication Media’ (Vez, Martinez & Lorenzo, 2013: 39). This contrasts starkly with results from studies in other contexts, such as Sweden (Henry, 2014) where young people have such extensive contact with English outside class that they tend to regard EFL classes as rather a waste of time. It seems that in spite of the developments in technology and the use of social media, the situation in the Spanish/Catalan context has not reached the level of countries where English is ‘a constant background presence’ (Ryan & Mercer, 2011: 166).

4.2.3 Context of the present study

This study took place at the EIM: *Escola d’Idiomes Moderns* (School of Modern Languages) of the University of Barcelona (UB). This language school was originally founded in 1953 as a service for university staff and students wishing to improve their knowledge of foreign languages. The language courses on offer do not form part of the students’ degree course requirements and are done on an optional basis. Throughout its history, the EIM has always been fee-paying, with a discount offered to members of the university community. Prices are now comparable to the large, private language schools in Barcelona, although class sizes are larger, with an average of 24 students per group in the English department in 2010-2011. The school offers general FL courses in 18 different languages. Although the school headquarters have recently moved to a nearby location, at the time of the study, classes were taught in the EIM central school classrooms in the historic university building in *Plaça Universitat* (University square) as well as in various university departments in different locations across Barcelona.

The learners who took part in this study were all studying in the English department of the EIM. This department is the largest section within the school, accounting for 2766 of the 3,618 students enrolled in the academic year 2010/2011. The majority of learners (68.2%) enrolled in the English department are full-time university students, with a mean age of 25.6. The remainder (31.7%) are members of the wider university community: teaching and administrative staff or UB graduates employed elsewhere. The majority of EFL students in the EIM are women (65.9%) while men account for 34.1%.

4.3 Research design

The objective of this research was to test the implications and applications of the L2MSS in an adult EFL context. The research design therefore aimed to measure and evaluate learners' motivation and motivated behaviour before and after a classroom intervention developed specifically to develop an 'Ideal L2 Self'. The intervention was conducted with two intact groups (Intervention A and Intervention B) taught by two different teachers (Teacher A, the researcher, and Teacher B), both of whom taught a further group at the same level which would serve as a control group for the purposes of comparison (Control A and Control B). The 12-hour intervention programme was carried out over a period of 12 weeks, taking approximately one hour of the four weekly contact hours of each of the intervention groups. Meanwhile, the control groups used this hour for consolidation exercises or further skills practice, all drawn from the supplementary material provided with the coursebook (*English File Upper Intermediate*, Latham-Koenig & Oxenden, 2014). The following sections provide a

description of the approach adopted for the purpose of collection and analysis of data as well as a brief summary of the intervention programme.

4.3.1 The study design

A predominantly qualitative design, complemented by quantitative elements, was chosen in order to observe the results of the intervention from all possible angles. Table 4.1 below summarises information relevant to the type of data collected, the collection times and which RQ these data addressed.

Table 4.1 *Data collection timetable*

	Data collection times	Cross-sectional (CS) and/or longitudinal (Long).	Control (Cont.) and /or Intervention (Int.) groups
RQ1. Possible selves	Pre-intervention	Long.	Int.
	During intervention	Long.	Int.
	Post-intervention	Long.	Int.
	Post-intervention	CS	Int. & Cont.
RQ2. Learning experience	Pre-intervention	Long.	Int.
	Post-intervention	Long.	Int.
	Post-intervention	CS	Int. & Cont.
RQ3. Motivated behaviour	Pre-intervention	Long.	Int. & Cont.
	During intervention	Long.	Int.
	Post-intervention	Long.	Int. & Cont.
	Post-intervention	CS	Int. & Cont.
RQ4. Teacher & learner reactions	During intervention	Long.	Teachers
	Post-intervention	Long.	Teachers
	Post-intervention	Long.	Int.

4.3.2 The intervention

The following section aims to provide a summary of the purpose and the main components of the intervention programme. A more detailed description, including the intervention calendar, sample activities, teacher coordination and guidelines and student

written work produced in response to the programme can be found in appendices A-E. The complete version of the intervention can be found in Appendix J (CD ROM).

The materials for the intervention, drawn from both published teacher resource books, (Arnold et al., 2007, Hadfield & Dörnyei, 2013) and activities developed by the researcher, aimed to develop learners' visions of their Ideal L2 self, by means of exercises which emphasised the use of imagination and mental imagery. The intervention materials fell into three broad categories:

a) Preparation and visualisation training (approximately 3 hours of class time)

The use of Positive Visualisation (PV) in Sports Psychology was introduced through reading and translation activities. A practice general Ideal self visualisation was conducted to introduce breathing and relaxation techniques and to accustom students to using visual stimuli to trigger mental images. Learners had the opportunity to feedback on how they used their imaginations and to describe their visions.

b) L2 Self visualisations (approximately 4 hours of class time)

After the introductory activities, one visualisation (Ideal L2 self, Ought-to L2 self, Feared L2 self) was conducted per week for the three subsequent weeks of the intervention programme. Each visualisation followed the same procedure. Learners were asked to read and summarise the written visions of possible selves of four fictional learners (for examples see appendix C), and then to choose which of the four they most identified with. They also viewed and responded to a powerpoint presentation of images related to the relevant possible self (e.g. Ideal L2 self: successful job interview). These

awareness-raising activities aimed to encourage the learners' to select relevant possible selves from numerous potential future alternatives.

Finally, the teacher guided the learners through each visualisation with their eyes closed by reading a prepared script consisting of questions, with deliberate pauses to allow the formation of a mental picture. Upon conclusion, the learners would describe and compare their visions. The visualisations were written up as a homework activity, allowing learners yet further opportunity to expand and embellish the vision. The written version was used in subsequent classes as part of a process writing activity which provided the opportunity not only for language work, but also for sharing and comparing the visualisations among the group.

c) Practical Strategies (approximately 5 hours of class time)

Activities designed to help learners develop practical strategies to realise their vision were interspersed throughout the intervention, but mainly concentrated towards the end. Examples of these activities include: writing a learning timeline (week 3) to encourage participants to identify and elaborate proximal and distal language-learning objectives within a realistic time frame, an interview with a successful learner (week 10) in order to encourage the participants to choose an appropriate role model from their own context and learn more about the strategies that led to this success, and the creation of 'goal statements' (week 12), which allowed the learners to analyse the syllabus set by the coursebook and course evaluation and relate its relevance to their own learning objectives.

4.3.3 Comparison with previous intervention studies

The intervention programme presented here is similar to the previous studies described in section 2.5.2 in its primary objective of developing an Ideal L2 self. Furthermore, activities were chosen to promote interaction (Magid, 2011, Sampson, 2012) and positive classroom dynamics (Magid, 2011). The principal technique among the intervention activities is the use of visualisation (Chan, 2014, Magid, 2011; Magid & Chan, 2012; Munezane, 2015), which involves the development of mental imagery through the use of visual and verbal prompts. Following Chan (2014), guided visualisation was chosen in order to allow freer reign to the participants' imaginations. Like Sampson (2012) the intervention activities were based on tasks and there was a focus on learning outcomes through groupwork presentations or roleplays. Furthermore, the written tasks describing the possible L2 selves promoted further development of the vision and use of imagination.

Nevertheless, the present study differs from the previous intervention studies in a number of aspects:

(1) Awareness of the aims of the intervention: Before beginning the intervention, both Magid and Chan provide a brief description of the theory of the Ideal L2 self and how it may positively influence L2 motivation. The following is an extract from the written information about the study provided by Magid in the first of his four sessions:

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. (Magid, 2011: 152)

Although Magid and Chan both emphasise that they avoided providing into too much explicit detail in order ‘not to compromise my research by creating a social desirability bias among my participants’ (Magid, 2011: 152), the participants are nonetheless aware of the focus of the study and the desired outcome. The impact of Confucian traditions on educational contexts (Chen, 2012, Chen et al., 2009, Huang, 2015, Hwang, 2012) stress the obligation to fulfil the expectations of others within your social network, including the teacher.

(2) Level of proficiency and educational background: The participants in Magid’s and Chan’s studies were all advanced learners of English, meaning that they were already successful learners and may have already achieved certain aspects of their Ideal L2 self. Furthermore, in the interviews to follow up Magid’s validation survey, the participants (N=10, mean age 25) consisted of two undergraduates, six MA students, one PhD student and one learner following a post-doctoral programme at the University of Nottingham. Of these, three were students of Applied Linguistics or Educational Research Methodology at MA or PhD level and could therefore be considered to have expert knowledge of the research subject in a way that the majority of learners of English would not. Although no educational background data are provided for the participants interviewed as part of the intervention study (N=31), it can be reasonably assumed that the group either includes the same learners interviewed previously or others of a similar range of educational levels and disciplines.

(3) Context: In Magid (2011, 2014) the participants are studying at a UK university. Li (2014) found that ESL learners at university in Australia expended or intended to expend more effort on learning English, developed stronger idealized self images as competent users of English, and had more favourable attitudes toward learning English

than EFL learners in China. Although Chan's study takes place in Hong Kong, the students are in an English-medium university and are therefore not representative of a typical EFL context where students are exposed to a maximum of three to four hours of EFL classes a week. The learners in the present study are potentially more similar to those in the Japanese studies (Fukada et al., 2011 & Sampson, 2012), following optional EFL courses with a limited number of contact hours per week.

(4) Length of intervention. The intervention described in the present study dedicated 12 hours of class time to activities related to developing an Ideal L2 self and was therefore longer than the Magid and Chan studies (between 4-8 hours approximately). The total number of hours in Fukada et al (2011) and Sampson (2012) is not specified but shared characteristics with the present study in that the intervention was integrated into an ongoing English course over a semester, or in this case an academic year.

The differences and similarities between the intervention studies are summarised in table 4.2 below, where information is available.

Table 4.2 *Summary of recent Ideal L2 self intervention studies*

	Length	Approx. input hours	N° visualisations	Integrated into lang. course	Objectives explained	Adv. learners	'Typical' EFL context	Control groups
Magid, 2011 (N=31)	4 months	8h	7+ (scripted)	X	✓	✓	X	X
Fukada et al., 2012 (N=466)	One semester	?	0	✓	?	?	✓	X
Sampson, 2012 (N=34)	10 weeks	?	0	✓	?	Mixed	✓	X
Chan, 2014 (N=80)	12 weeks	2-3h	4 (guided)	✓	✓	✓	X	X

The number of intervention studies where the teacher/researcher implements activities specifically designed to develop the learners' Ideal L2 self are still relatively thin on the ground, probably due to the inherent difficulties of working with real learners in real classrooms. The number that have utilised visualisation techniques is even fewer. To my knowledge, this is the first completed Ideal L2 self intervention study in Spain and the first to implement visualisation techniques in a European EFL context. Furthermore, it is the first study in any context to involve two teachers and control groups in order to measure the effects of the programme.

4.4 Participants

The survey respondents in the quantitative element of the study were learners enrolled in four intact groups (two intervention groups: A & B and two control groups: A & B) at EIM level 4 (Upper-Intermediate level, equivalent to Council of Europe Framework of Reference [CEFR] B2:1). This particular level was chosen as there seems to be a motivational hiatus post FCE (Cambridge First Certificate in English), equivalent to CEFR B2:2. Many students in this context aim to pass this internationally recognised official exam and then choose to discontinue their studies. Furthermore, this level is the largest level in the EIM, which facilitated the administrative problems of organising two similar groups at the same level for two different teachers. While every effort was made to ensure that the groups were as homogeneous as possible for the purposes of comparison, inevitably, given the context of a working language school, there is some variation in the times and locations of the groups. Table 4.3 (below) summarises some of the general characteristics of the groups.

Table 4.3 *General group characteristics*

Group	Sex	Mean age	Teacher	Occupation	Location	Days / Time
Intervention A N = 22	M 20% F 80%	28.9	A	Student 73.3% Working 26.7%	EIM	Tu / Th 8-10h
Control A N = 23	M 26.3% F 73.3%	24.3	A	Student 84.2% Working 15.8%	Seminary / EIM	Tu / Th 15-17h
Intervention B N = 25	M 53.3% F 46.7%	21.4	B	Student 86.3% Working 13,7%	Faculty of Philology	Fri 15-19.30h
Control B N = 28	M 10.5% F 89.5%	26.1	B	Student 52.6% Working 47.4%	Faculty of Economics	Mon / Wed 14-16h

The two intervention groups (A & B) and the first control group (A) were all taught in central university locations around University square. The second control group (B) was the only one to be taught at another location, specifically in the faculty of Economics, in the university district on the outskirts of the city. Correspondingly, a large proportion of this group (63.2%) were Economics or Business Administration undergraduates. This group also had the largest number of learners who classified themselves as ‘*working*’ on the questionnaire data. Many students enrolled in these degree courses are employed and study on a part-time basis.

The mean ages of the participants range from 21.4 (Int. B) to 28.9 (Int. A) which is consistent with the English department mean of 25.9. One of the groups (Int. A) followed a morning timetable, while the other three (Control A, Int. B and Control B) were mid to late-afternoon groups. The female gender bias in the school was reflected in three of the four groups (Int. A, Control A, and Control B) while one group (Int. B) was unusual in that a larger proportion of male students (53.3%) were registered than female students (46.7%).

4.4.1 Subgroup of participants in the cross-sectional study design

The qualitative study was carried out with a sample (N=22) of the learners from the four participating groups (Intervention A & B, Control A & B). The subgroup used for the cross-sectional analysis consisted of intervention group (N=12) and control group (N=10) participants. Of these, 15 (Cont. =10, Int. = 5) were interviewed at T2 only, post-intervention. Five focal learners were interviewed at both T1 and T2 in order to obtain longitudinal data (see below). There were originally intended to be seven focal learners, but two students changed groups before the end of the programme, hence two learners were only interviewed at T1. The data from these two learners is only included in the cross-sectional data in reference to previous L2 experience. Table 4.4 below summarises the biographical data for these participants from each group.

Table 4.4 *Characteristics of participants in the semi-structured interviews.*

Group	Time of Interview	Gender	Mean age
Intervention A (N=8)	T1 only (N=2) T1 & T2 (N=5) T2 only (N=1)	F = 6 M = 2	32.8
Control B (N = 6)	T2 only	F = 4 M = 2	26.5
Intervention C (N = 4)	T2 only	F = 4 M = 0	28.0
Control D (N = 4)	T2 only	F= 1 M = 4	20.2

4.4.2 Focal learners in the longitudinal study design

The five ‘focal learners’ were included in the cross-sectional dataset. These participants were interviewed both at T1 and T2 in order to obtain longitudinal data. More detailed biographical information about these learners is included in table 4.5. below.

Pseudonyms are used in all cases to ensure anonymity. More complete learner histories are included in the case studies in appendix M (CD ROM).

Table 4.5 *Focal learner biographical data*

Name	Age	Occupation	Age of Onset	Number of work / SA periods	Dates of Interviews
Anna (S2)	21	2nd year Architecture student	6	x 1 (2 months as au pair in England)	2/11/10 5/4/11
Carmen (S7)	19	1st year Law student	6	x 3 (2-3 weeks SA trips to UK / Ireland)	23/11/10 12/4/11
Jaume (S6)	62	Retired literary editor	57	No	16/11/10 24/3/11
Ramona (S1)	28	Optician	11	x 2 (2-week SA courses in UK)	28/10/10 30/3/11
Rosa (S5)	47	Unemployed / Doing online degree course	12	No	16/11/10 31/3/11

The focal learners were all students in Intervention group A (the researcher's group). Volunteers were requested at the beginning of the course and the teacher chose learners with a diverse range of ages and motivational profiles based on their introductory essays. A further student (Carmen) was identified as representative of an unmotivated learner. She did not originally volunteer but was asked to participate by the researcher and agreed willingly. Of the initial seven interviewees, two later changed groups and were not interviewed at T2. Only the data related to the previous learning experience of these students are included in the analysis. The five focal learners interviewed at both T1 and T2 constitute the primary source of data in the longitudinal analysis.

4.4.3 Participating teachers

The teachers who took part in the study are both female British native speaker EFL teachers who are permanent members of staff at the EIM. Teacher A (the researcher), taught two of the participating groups (Intervention A and Control A). I have worked at the EIM since 1995, have more than 20 years teaching experience and hold the RSA

Dip. TEFLA and an MA in Applied Linguistics. Teacher B taught the other two participating groups (Intervention B and Control B). This teacher also has 20 years teaching experience, is qualified to RSA Dip. TEFLA level and had worked at the EIM for ten years at the time of the study.

4.5 Instruments

The design of the study involved the collection of both quantitative and qualitative data at different times of the intervention period (see section 4.6). Table 4.6 summarises the instruments used to collect data relevant to the different RQs.

Table 4.6 *Instruments used for data collection relevant to the Research Questions*

	Primary instruments	Secondary instruments
RQ1. Possible selves	Semi-structured interviews	Learner written work (WW)
RQ2. L2 Learning experience	Semi-structured interviews	Learner written work (WW)
RQ3. Motivated behaviour	Semi-structured interviews	Language Logs (LLs)
	LCP questionnaire	Teacher observations
RQ4. Teacher reactions	Field notes	
RQ4. Learner reactions	Semi-structured interviews	Anon. online questionnaire

In the quantitative element of the study, all participants (N =98) in both control and intervention groups were administered a questionnaire before and after the intervention period, which measured contact with the TL (as representative of motivated behaviour) in order to examine development over time and identify any differences between groups. The instrument used was the Language Contact Profile (LCP) (Freed, Segalowitz & Dewey, 2004) (see section 4.5.1 below).

Three instruments were designed specifically for the purpose of collecting qualitative data. The primary instrument was the series of semi-structured interviews conducted at T1 and T2 (N=27). Two rounds of interviews were conducted with focal students (N=5) from the intervention groups at T1 and T2 in order to obtain longitudinal

data and observe development and change over the intervention period. Further interviews were also conducted with learners from each of the four groups at T2 in order to obtain cross-sectional data and observe any differences between those learners in the control and intervention groups.

The interviews were complemented by a Language Log (LL) to provide longitudinal data on TL-related activity outside class from the intervention groups and an anonymous online feedback questionnaire at T2 to collect data on the participants' observations and impressions of the intervention materials. Finally, qualitative data was also derived from other sources such as student written production and teacher field notes, which are described further in section 4.5.5.

4.5.1 The Language Contact Profile (LCP)

The LCP was developed by Freed et al. (2004) to measure contact with the TL (Spanish) outside the hours of class time in a college language programme in the US. The wording was changed (*Spanish* → *English*, *semester* → *language course*) to reflect the present context. Please refer to appendix E to see the complete version of the LCP. The purpose of this instrument was to obtain data in order to address RQ3: to illustrate whether an Ideal L2 Self intervention would have a positive effect on motivated behaviour, operationalized as time spent in contact with the TL outside class.

As well as questions to elicit biographical data and learning history, the LCP consisted of 35 items relating to different areas of language contact and use. The exit version of the LCP distributed at T2 omitted the biographical data so was shorter than the version administered at T1. The sections, together with example items, are listed below in figure 4.1.

Fig. 4.1 LCP questions and scales

LCP

Questions

1. What is your language situation at home (choice of 6 options)
2. On average, how much time do you spend speaking, in English, outside class with native or fluent English speakers?
- 3a-3f 3. Outside of class, I try to speak English to:
a. *My teacher* (6 items)
- 4a-4d 4. How often do you use English outside class for the following purposes?
a. *To clarify work related to my English course or studies* (4 items)
- 5a-5b 5. How much does your English in the classroom and the English outside class cross over?
e.g. a. *How often do you try to use things you were taught in the classroom (grammar, vocabulary, expressions etc.) when using English outside the class (but not for homework)?* (2 items)
- 6a-6d 6. How much time do you spend doing the following each week?
e.g. a. *Speaking another language (not English, Catalan or Spanish) to a native speaker of that language.* (4 items)
- 7a - 7f Reading in the TL (6 items)
- 7g - 7k Listening in the TL (5 items)
- 7l - 7p Writing in the TL (5 items)
- 8 On average, how much time do you spend speaking in English outside class?

In questions 2-8, each item asked the respondent to quantify how many *hours per day* and how many *days per week* were spent engaged in the activity in question by circling the corresponding quantity following the item. Thus the items were presented in the following format (Fig. 4.2).

Fig. 4.2 Example of LCP item

2. On average, how much time do you spend speaking, <i>in English</i>, outside class with native or fluent English speakers?							
Typically, how many days <i>per month</i> ?							
0	1	2	3	4	5	6	7+
On those days, typically how many hours <i>per day</i> ?							
0-1	1-2	2-3	3-4	4-5	more than 5		

This instrument was piloted in an intensive summer course group at the same level as the eventual subjects (CEFR B2:2) in July, 2010. The learners in this context had no difficulties understanding and completing the questionnaire, so it was not felt necessary to translate the items into Catalan. Other than the change of wording for the context, the LCP was used verbatim in the main study.

4.5.2 Semi-structured interviews

The interviews began with a series of questions to elicit biographical data and information regarding the participant's language learning history and experiences (only asked at T1 for the five focal learners). Thereafter, the questions were aimed at eliciting data on various aspects of motivation. The interview guide is reproduced in full below (Fig. 4.3).

Fig. 4.3 *Semi-structured interview guide*

1. How long have you been learning English? / How old were you when you started learning English
2. What experience did you have with English at school?
3. Did you ever do English outside school? Can you tell me about it?
4. (T1) What do you want to achieve in this course?
(T2) What were your expectations of this course?
5. Was there any particular point in the past when you felt you *really* improved your English? What was your experience? Can you describe what happened?
6. What do you think about learning English?
7. Why did you decide to do this course?
8. (T1) Do you do any English-related activities outside class?
(T2) From Oct till now, have you done any English-related activities outside class?
9. Have you ever travelled to an English-speaking country? What was your experience like? If not, would you like to? Where?
10. (T1) Do you have any friends who are native speakers of English? How did you meet them? Do you speak in English?
(T2) Since October, have you had any contact with friends who are NSs of English?
11. Do you have any friends or family who speak really good English? How did they learn?
12. Is this your first course in the EIM? If not, can you describe your experience in the EIM?
13. What do you think your English will be like in 5 years' time?

14. Imagine yourself speaking and using English in the future. Describe where you are and what you are doing? Do you think this is possible or realistic?
15. What do you need to do to learn English? How long do you think is necessary?
16. What is your opinion of your own language-learning ability?
17. What are some possible problems studying English?
18. (see q. 11 above) Is there a person you know whose English level you would like to achieve?
19. What will happen if you don't learn to speak English as well as you would like?

20. Do you ever have to speak in public? In English? In your own language? How does this make you feel?
21. When was the last time you had to speak English to a stranger, e.g. a tourist asking for directions? How did that make you feel?
22. How do you feel about talking to people you don't know in English? And in your own language?
23. If you travel to an English-speaking country do you prefer to talk or let someone else talk for you? Why? / Why not?
24. How do you usually feel about speaking in front of the English class?
25. Which language do you usually use to speak with the other students in English class?
26. (T2) Do you think you speak more English now than at the beginning of the course? How much?

27. Do you have any friends from other countries / English-speaking countries? (see q.10)
28. Do you see yourself going and living / studying abroad in the future? Why? / Why not?
29. How much influence do you think English-speaking countries have in the world today?
30. What do you think about people from the USA? and people from the UK?
31. What do you think of the pop culture (films/books/TV etc.) that comes from the USA? And from the UK?
32. Do you do anything to keep up to date with International politics?
33. Do you speak any other foreign languages? If you do, tell me about them (which ones? what level? etc.)

34. What do you think about the course in comparison to other English courses that you have had in the past?
- 35.** What have you noticed about your learning of English in this course? In what areas have you noticed more progress? What do you attribute it to?
36. How do you feel about the activities (outside the book) we have done in class?
37. Were there any activities that you thought were particularly effective?
38. Did you notice any turning point in the course?
39. If you were to take another English course at the EIM, would you like it to include similar activities?
40. What advice would you give me about these activities? Would you recommend any changes if I use them again?

The interview guide was initially based on the scales of a quantitative motivation questionnaire (Ryan, 2009) which were found to be reliable in this context (Mackay, 2014) as summarised in table 4.7 below.

Table 4.7 *Semi-structured interview questions related to Ryan (2009) scales*

Ryan (2009) Scale	Related interview questions
Instrumentality	6, 7, 15
International Contact	10, 27, 28
Travel Orientation	9, 27, 28
English Anxiety	20, 21, 22, 23, 24, 25, 26
Attitudes to Learning English	6, 12, 25, 26, 33
Ideal L2 Self	11, 13, 14, 15, 16, 18, 19
WTC	20, 21, 22, 23, 24, 25, 26

Furthermore, additional questions were based on themes emerging from student written work prior to the intervention study. This written work was a collection of 100+ compositions on the topic ‘English and Me’ collected by the researcher from my own groups at EIM level 4 over the academic years 2009-2010 and 2010-2011, including the two groups that I taught during the study. This written work was the learners’ summaries of an activity done on the first day of class, eliciting their experiences of English in the past, their present attitudes and needs and future goals. As a result of common threads which were identified in this sample of written work, the following areas and questions were also included in the semi-structured interviews.

Table 4.8 *Semi-structured interview questions related to themes emerging from student written work*

Theme	Related interview questions
Ought-to L2 self	6, 7
Learning experience	1, 2, 3, 4, 5, 12
Self- Efficacy	16
Motivated Behaviour	8, 9, 10
Language-learning goals	4,7
Turning points	38

All interviews followed the same guide, but there was some variation between interviews at T1 and T2. In the case of five focal learners, who repeated the interview post-intervention, the questions regarding biographical data and language learning

history were not repeated at T2. Furthermore, of the 20 interviewees at T2, only those ten from the two intervention groups were asked to provide feedback on the intervention activities (questions 36, 37, 39 & 40 in Fig. 4.3 above). Table 4.9 below summarises how the questions relate to the four research questions (see section 3.4).

Table 4.9 *Semi-structured interview questions according to RQ*

Research Question		Related interview questions
1.	Development of future self-guides	6, 7 (Ought-to L2 self), 13, 14, 18 (Ideal L2 self), 17, 19 (Feared L2 self)
2.	Learners' perceptions of L2 learning experience	1, 2, 3, 5, (previous L2 learning experience) 4, 7 (goals) 12 (current L2 learning experience) 16 (self-efficacy), 20, 21, 22, 23, (WTC outside class), 24, 25, 26 (WTC in class), 34, 35 (perception of progress)
3.	Influence on motivated behaviour	8, 9, 10 (real TL contact outside class) 27, 28, 29, 30, 31, 32, 33 (hypothetical TL contact outside class)
4.	Students' and teachers' reactions	36, 37, 39, 40

4.5.3 Language Logs (LLs)

Students in both control and intervention groups were asked to complete a weekly table of their language-related activities (the LL material is included in the Teacher's handbook in appendix J (CD ROM). See also appendix F for a sample page). The data from this source proved to be irregular as not all the learners completed the task. A summary of the descriptive statistics related to the LL is provided in table 4.10 below.

Table 4.10 *Learner completion and submission of Language Logs*

	Intervention A N = 22	Intervention B N = 25	Control A N = 23	Control B N = 28
Proportion of learners who did the LL task (fully or partially).	16/22 (72.7%)	5/25 (20%)	21/23 (91.3%)	4/28 (14.2%)
Of those, average n° of weeks completed	7 weeks	10 weeks	1 week	1 week

It should be observed that the participants were asked to complete the LL on a voluntary basis. The researcher's groups (Int. A and Control A) contributed to this task more than the second teacher's group. This is probably because I was more insistent about the completion of this activity, as it was my own research, but the second teacher's groups may be more indicative of a typical group's engagement with this type of task. In total, 4 students from the intervention groups (one from Int. A and three from Int. B) completed the task fully, giving a day-by-day breakdown of their language-related activity outside class, total number of hours and observations about their activities over the whole 12 weeks.

4.5.4 Online feedback questionnaire (OFB)

The final instrument produced with the specific purpose of collecting qualitative data was an online questionnaire. This survey, designed using the free *SurveyMonkey* online application, requested feedback on groups of activities used as part of the intervention. A short explanation and brief instructions were provided at the beginning. In keeping with the other elements of data collection (see section 4.6 below), the research objectives were kept deliberately vague. The text is shown in Fig. 4.4 below:

Fig. 4.4 *Text for introduction of research project to participants*

Dear students,

I would like to get your feedback on some of the activities you have used during the course. Can you please take some time to answer the following questions?

For each question, please mark it on the scale from 1 to 5 as indicated. Then could you please explain your reasons why in the space underneath? These comments are very useful.

Be as honest as you can as this will help us to improve the material and activities in the future.

Thank you for your collaboration

Jessica Mackay

As the free version of this online application allows a maximum of ten questions, five types of intervention activities were identified and labelled thus in the questionnaire:

1. Visualisations
2. Writing tasks: 'English & Me' and 'Using English'
3. Student examples
4. Forming realistic objectives
5. Models to follow

The names used followed the wording used in class and in order to further facilitate recall of the specific activities a brief (one-line) description was provided for each exercise or technique, e.g:

***'Student examples':** Reading & Speaking activities to see examples of what other learners (Jill, Charlie, Yunjie and Karen) want or need to do in the language.*

Combining the activities into the five groups above allowed the inclusion of both a quantitative and qualitative question. First, respondents were asked to evaluate the success of this type of activity according to a five-point Likert scale (see Fig 4.5. below)

Fig. 4.5 Example of quantitative questions on the online feedback questionnaire

Not at all useful

Extremely useful

How useful were these activities?

After each quantitative question, space was provided for respondents' to justify their answer by giving comments or explanations. This open-ended question is illustrated in fig. 4.6 below.

Fig. 4.6 *Example of qualitative questions on the online feedback questionnaire*

The image shows a screenshot of an online feedback questionnaire. It features a light blue background. At the top left, there is a section header '8. Reasons / Comments' in bold black text. Below this header is a white rectangular text input field with a thin black border.

Internet-based surveys have both advantages and disadvantages (Wilson & Dewaele, 2010) and in this case, given the voluntary nature of this survey, the response rate was unsurprisingly low. The email request for participation, including a direct link to the survey, was sent to the 42 learners who were registered in the groups both at T1 and T2 at a time which did not coincide with other in-class questionnaires or the final exam period. The full online survey can be found in appendix G and the full list of answers to the open questions is included in online appendix K (CD ROM).

4.5.5 Further sources of qualitative data

The design of the study allowed the integration of methods of data collection which also have a pedagogical purpose. A supplementary source of data was the student written work produced as a direct result of the intervention activities (see appendix D). After obtaining the participants' permission, relevant written work was copied and saved before being returned. For a list of the sources of written student data, please see appendix A. Given the focus of the intervention, the written versions of the

visualisations done in class were of particular interest. These written compositions were brought to class, and corrected in peer-work activities. Each written visualisation went through two such revisions before a final version was submitted. The process nature of the writing activity, which allowed the opportunity to correct, expand and rewrite the written vision, gave the students the freedom to develop their ideas thoroughly.

4.6 Procedure

Year-long courses at the EIM follow the academic calendar of the University of Barcelona (October – June). The four groups in this study began their courses in the week of 4-8 October 2010. After allowing the learners time to settle into their new environment and routine, the potential research project was presented to the students by their respective class teachers in the third week of October. I was also present in these presentation sessions for the second teacher's groups, to introduce myself and to clarify any doubts. The information was presented orally, but both teachers followed a prepared checklist, agreed beforehand, to ensure consistency. Fig 4.7 below provides an outline of the points covered in the presentation, which took about 5-10 minutes, depending on whether students raised questions:

Fig. 4.7 *Oral presentation of research project to potential participants*

- This is a research project about EIM learners of English for my/Jessica's PhD (introduce Jessica)
- If you agree to take part, we will ask you to complete 4 questionnaires in total: 2 now and the same 2 later in the course
- Each questionnaire should take a maximum of 15 minutes
- You can choose to do the questionnaires in class or at home
- The teacher will help you with any questions you do not understand

- We will ask you to put your names on the questionnaires, so we can detect any development, but your personal information will not be used or published anywhere outside this research project.
- Your participation is voluntary, you *do not have to* do the questionnaires (emphasise) You can choose to stop your participation at any time.

(For the intervention groups only)

- At the beginning of next month (November) we will present some activities that we want to try with you.
- There are a series of activities outside your coursebook that we will take about an hour each week.
- After trying the first activity, you can decide if you are interested in continuing. We will only use these activities if everyone agrees
- Thank you for listening. If you have any questions here are my contact details (Jessica)

In order not to unduly influence the participants and bias the results, at no point were the students informed of the specific purpose of the research. In fact the use of the word *motivation* was avoided throughout the data collection period unless it was mentioned by the learners. In the semi-structured interviews there was no specific reference to motivation until the penultimate question at T2. ‘Can you compare your motivation now with the beginning of the course?’. If requested, the purpose of the research was described as evaluation of general progress and testing the effectiveness of new materials.

4.6.1 Questionnaire distribution and collection

All four groups agreed to complete the questionnaires and chose to do so in class time rather than take them home. The questionnaires were completed in the last 15 minutes of class time, with the class teacher on hand to clarify doubts and answer

questions. Fig 4.8 below shows the calendar of the questionnaire distribution at T1 and T2.

Fig. 4.8 *Calendar of distribution of questionnaires*

Week of course	Activity
Fri 15, Mon 18, Tues 19 October, 2010	Presentation of research project in all four groups
25-29 October	T1 Distribution and completion of LCP in class
Nov 2009 – Mar 2010: INTERVENTION PERIOD	
11-15 April, 2011	T2 Distribution and completion of LCP in class

As students' university courses may follow different timetables in the winter and spring terms, the EIM allows the flexibility of changing groups, usually during the Christmas break, in order to continue the course in another time slot. Inevitably, this affected the total number of learners who completed the questionnaires pre- and post-intervention.

Table 4.11 below summarises the number of questionnaires received during each collection period, as well as the total number of students who completed the questionnaires both at T1 and T2. At T2, the number of LCPs collected was lower for three of the four groups. In this context, attendance can fluctuate from week to week due to students' compulsory participation in practical / laboratory sessions in many subjects. It is also possible that the return rate of the LCP at T2 was affected by a fatigue factor.

Table 4.11 *Total numbers of questionnaires collected*

Group	LCP T1	LCP T2	LCP completed both T1 and T2
Intervention A	15	12	12
Control A	17	19	17
Intervention B	18	14	14
Control B	15	11	11
Total (Int.)	33	26	26
Total (Control)	32	30	28
Total	65	56	54

4.6.2 Organisation of semi-structured interviews

The semi-structured interviews (N=27) were conducted on a voluntary basis. Two participants, S7 (also a focal learner) and S11 did not initially volunteer. Based on introductory written work and teacher observations, these learners were identified as having low motivation before the intervention took place and were approached by the researcher and asked to participate. In this way, the sample was not composed uniquely of a self-selected group of highly motivated learners. Two rounds of interviews were conducted during the academic year 2010-2011, timed to coincide with the periods at the beginning and end of the intervention (Oct/ Nov 2010 and Apr/May 2011 respectively). The interviews were conducted outside class time at the participants' convenience.

The data consist of 27 separate interviews with 22 individual participants. Twenty students were interviewed at T2. Seven participants, from intervention group A (teacher A), were interviewed at T1 pre-intervention but two later changed group so five of the seven were also interviewed post-intervention. This gives a final tally of 27 interviews:

Only T1:	2
T1 and T2:	5
Only T2:	15
Total:	22 (27 interviews)

In total, more than 17 hours of interview data were recorded, which were then transcribed by the researcher, providing a corpus of 140,664 words. The average length of the interviews was 38m 10s. See appendix I for sample of T1 and T2 transcripts. Full interview transcripts are included in appendix N (CD ROM).

4.7 Analysis

The following section describes the procedures used for the analysis of the sources of quantitative and qualitative data. I will outline the statistical analysis of the LCP using SPSS v. 18. I will then go on to describe the protocol used for the coding and analysis of the semi-structured interviews using NVivo 2.0 qualitative data analysis software. The results of these analyses can be found in chapter five.

4.7.1 Analysis of the Language Contact Profile

In order to quantify how much time the respondents spent engaged in different activities related to the TL outside class, each item on the LCP asked the respondent to specify how many *hours per day* and how many *days per week* they spent on each activity. In accordance with previous research (Freed et al, 2004, Lafford, 2004), for each item, the product of ‘days per week’ and ‘hours per day’ was calculated to provide an estimate of

total time per week engaged in each activity. These data were coded and entered into an SPSS matrix.

Previous studies using this instrument adopted different approaches: (1) analysing the total language contact hours by calculating the sum of all the items in the questionnaire (e.g. Lafford, 2004), (2) calculating the contact hours according to the ‘four basic skill domains of speaking, listening, reading and writing’ (Segalowitz & Freed, 2004: 177) (e.g. Isabelli-Garcia, 2010) or (3) calculating the contact hours by individual item in order to give a more specific analysis of the type of contact (e.g. Hernandez, 2010). In the present study we adopted the second approach, proposed by the original authors of the instrument, which analysed changes in ‘skills domains’ by grouping items relating to each of the four macro-skills, in order to detect any changes in TL contact over the course of the intervention.

The scales corresponding to the four language skill groupings were submitted to tests of reliability, summarised in table 4.12 below.

Table 4.12 *Alpha values of scales according to macro skills*

LCP Scale	LCP items	Cronbach’s Alpha T1	Cronbach’s Alpha T2
1. Language Use: Purpose	4a, 4b, 4c, 4d,	0.658	0.438
2. Language Use: Transfer	5a, 5b	0.670	0.311
3. Speaking: Context/Interlocutor	3a, 3b, 3c, 3d, 3e, 3f	0.780	0.495
4. Speaking: Language Dyads	6a, 6b, 6c, 6d	0.342	0.290
5. Reading	7a, 7b, 7c, 7d	0.721	0.720
6. Listening	7g, 7h, 7i, 7j, 7k	0.750	0.775
7. Writing	7l, 7m, 7n, 7o, 7p	0.649	0.754

Only the scales for Reading, Listening and Writing were found to have an alpha value > 0.7. This may be due to the fact that the Speaking scale contained disparate elements referring to interlocutor, purpose, language spoken etc, which were therefore analysed on an item-by-item basis. Non-parametric tests were used for the purpose of analysis.

Differences in mean scores between T1 and T2 were compared using a Wilcoxon signed ranks test.

4.7.2 Analysis of the interview data

The basic unit of analysis of the interview data was the ‘theme’. The objective of the analysis was to identify themes from the learner data rather than impose any pre-determined criteria. Miles and Huberman (1994) suggest that qualitative data must be reduced and displayed before conclusions can be drawn and verified. In order to reduce the large amount of interview data (140,000+ words) into identifiable categories and themes, the Constant Comparison Method (Maykut & Morehouse, 1994) was used.

This involves a four-step procedure (p. 134) outlined below.

Stage 1. Inductive category coding and the simultaneous comparison of units of meaning across categories

The initial classification of data followed the groupings of questions in the interview guide, based on Ryan (2009) and learners’ introductory essays (see section 4.5.2). A MS Word document was created for each grouping, in addition to a further section ‘Provisional data’ for any other areas of interest that emerged. I then read two interview transcripts: S1 (T1) and S18 (T2), to include both biographical data and intervention feedback, and copied and pasted extracts from the transcripts under the relevant heading or headings, at the same time noting the student code (e.g. S1, RC, T1) and the approximate time of occurrence within the transcript (e.g. 03:30).

After completing this process with two interviews, I produced a provisional coding list of *themes* that suggested themselves. To illustrate this, the following are

some of the initial categories that emerged from the group of questions related to L2 learning experience:

- Negative experience of English at school
- L1 used in class at school
- Did extra English classes while at school
- Enjoys studying English

Stage 2. Refinement of categories and themes

A checklist was produced, which listed the initial themes on the vertical axis and the student code on the horizontal axis (see table 4.13, below).

Table 4.13 *Extract of provisional coding scheme*

Student code	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. English at school negative	X	X	X			NA	X	X	X	X	X	X	X	X
2. Spoke L1 in class at school	X	X	X	X	X	NA			X		X			
3. Did extra English classes at school		X				NA	X	X						
4. Enjoys studying English		X						X				X		

All 27 transcripts were now read and the responses were included on the table. If there were no comments relevant to a particular theme, the column was left blank. If the question was not applicable to this particular interviewee, the code NA was used, ie, for S6 above, questions 1-3 were not relevant as this learner started studying English as an adult. Working with the checklist as an open document allowed me to add rows as further themes emerged. An example of this can be shown using theme 1 on table 4.13. It was necessary to define why the learner's experience had been negative, so more detailed coding description was added, shown in Table 4.14, below.

Table 4.14 *Extract of expanded coding scheme*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. English at school negative	X	X	X			NA	X	X	X	X	X	X	X	X
1a. Initial enjoyment	X	X				NA	X							
1b. School Eng. repetitive / boring	X					NA	X	X	X	X		X	X	
1c. NNSTs at school disadvant.	X				X	NA	X	X	X					
1d. No speaking in TL at school	X	X	X	X	X	NA			X		X			
1e. Discipline problems		X				NA							X	
1f. Low level in Spain?		X		X			X	X		X		X		X

The interviews were read a further two times in order to ensure no themes had been overlooked and to merge themes when deemed appropriate. For example, item 1b. in table 4.14 above: *‘School English was repetitive / boring’* was originally coded as two separate items, until it became apparent that the participants’ description of the subject as *repetitive* or similar was being used synonymously with *boring* e.g. in the following extract from Carmen: *‘At first it was really funny but after you were learning grammar and things like that, all the time the same things, so it’s boring’* (S7, T1, 02:04).

In order to control for the potential confounding influence of being interviewed by their own classroom teacher, I eliminated from the analysis the observations made by participants in my groups which were not reiterated by at least one participant from Teacher B’s group. For example: *‘I like the manner that you do the classes. I remember the days that you couldn’t go to the classes and I missed you’* (Ramona, Intervention A, Int T2, 26:00), was eliminated because it is the kind of personal comment that would only be made to your own class teacher.

Stage 3. Exploration of relationships and patterns across categories

The next stage of the analysis, following Heigham & Croker (2009) was to classify the individual themes into more general categories in order to identify patterns across the

data. Using the categorization of Area > Category > Theme, a guide was produced to illustrate the coding procedure. The full coding guide is included in appendix L (CD ROM). An extract from the guide is shown below in Fig. 4.9.

Fig. 4.9 *Extract from coding guide*

	AREA	ATTITUDES TO LEARNING ENGLISH
A	Category	General attitudes to learning English
1.	Theme	English is an <i>obligation</i>
	Example	(S7, T1, 00:58) <i>It's an obligation and people don't like obligations</i>

Each of the themes in the guide was illustrated by quotes from the data and where necessary, an example of what did *not* correspond to the theme was also included. For example, responses such as ‘I want my English to improve in the future’ were not specific enough to be coded as theme D20: ‘Can verbalise a clear vision of Ideal L2 Self’. Once the guide was completed, it was given to a colleague for reference. He then used a blank version of the expanded checklist, shown in Table 4.14 above, to code the data in two of the interviews, chosen at random from T2 (one intervention: S19 and one control: S8). My coding and the reviewer’s coding for the same interviews were compared and found to coincide in 92% of cases.

The final stage of the analysis was to conduct a micro-comparison of the interview data specifically for the five focal learners who were interviewed both at T1 and T2. In order to do this, a table of three columns headed ‘T1’, ‘T2’ and ‘observations’ was created, as in Fig. 4.10 below. Responses to the same questions were pasted into the first two columns and any differences noted in the final column. This comparison allowed me to look for subtle changes in the learners’ responses to the same questions, even at word level.

Fig. 4.10 *Extract from data comparison for focal learner (S2)*

AREA: Self-concept			
CAT: Ideal L2 self	T1	T2	Observations
Theme: D21 Role Model	Lets boyfriend lead conversation when abroad. <i>A: I have to recognize that, er, he use to speak, more than me. Because, er, I think it's because, er, they, they can do it better than me. But that's a problem because I have to, to do it too, yes. (18:30)</i>	Thinks she's catching up to her boyfriend's level <i>A: I will do it now (speak in English) I think it might be, I suppose. But I think now (laughs) I'm approaching to him (12:10)</i>	Increased WTC She feels she is approaching the level of her role model. = Increased confidence. Approximating Ideal L2 self represented by role model

Stage 4. Integration of data that yield an understanding of the people and setting being studied

All the transcripts were coded using NVivo 2.0, which facilitated the process of examining commonalities and differences in the data. Firstly, I attempted to identify common characteristics within this cohort. I then compared the cross-sectional data and the longitudinal data to examine changes and development. Finally, it was also possible to compare the data of the control groups and the intervention groups within the cross-sectional data to identify any potential effects of the intervention. Assumptions drawn here could then be confirmed by comparison with other sources of data.

The last stage of analysis was to relate the areas that had emerged from this analysis to relevant literature in the field. For example, having found that the majority of participants in the research described their experience of learning English at school as negative, I was interested to know if these experiences shared a common attribution and whether or not this attribution persisted in more recent learning experiences.

4.8 Summary

In this chapter we have introduced the context in which the study took place and factors of this particular context which influence the design of the study. We have outlined the design of the study and the intervention upon which the study was based. A description is provided of the participants in the study as a whole, as well as the subgroups who constitute the participants in the cross-sectional qualitative design, and from within that subgroup, the five focal learners who were the primary source of data in the longitudinal design.

We then looked at the instrument adopted for the purposes of data collection by quantitative means (LCP) in order to address RQ3 regarding contact with the TL outside class. Subsequently, we described the primary (semi-structured interviews) and secondary instruments (LLs, OFB, student written work) used to collect qualitative data which addressed all four RQs. The final sections dealt with the procedure for collection of data and the analysis of each of the primary instruments.

PART 3: RESULTS

Chapter 5: Development of possible L2 selves

5.1 Introduction

The purpose of this chapter is to explore the development of participants' future self-guides: the Ideal, Feared and Ought-to L2 selves, from a qualitative perspective. The analysis draws on two sources of qualitative data: cross-sectional and longitudinal. The cross-sectional data examines the semi-structured interview data to explore differences between the intervention and control groups at T2. This initially focuses on the existence of the vision (section 5.2.1), for as Dörnyei points out (2009: 33) 'the (obvious) prerequisite for the motivational capacity of future self guides is that *they need to exist*' (author's own emphasis) and subsequently on the number and type of participants' possible L2 self visions (section 5.2.2). The existence of differences between the two sets of interviewees may indicate any possible influence of the intervention activities.

The longitudinal analysis also draws principally on the interview data, but is further complemented by other data sources in order to examine the development of participants' possible selves over the course of the intervention. The focus of this analysis is to observe whether L2 self visions emerge over time (section 5.3.1) and to note changes in the type of vision (section 5.3.2) as well as development in the detail and focus (section 5.3.3) in the L2 self visions of the five focal learners.

5. 2 Insights from the cross-sectional data

The following section draws on cross-sectional data from the semi-structured interviews in order to identify differences between the participants in the control and intervention groups in terms of the existence and type of their possible L2 self visions.

5.2.1 Existence of possible L2 self visions

The first observation that appears in the cross-sectional data is that all but one of the learners from the intervention groups were able to describe an Ideal L2 self vision at the end of their language programme, compared to only 6/10 in the control group, as can be seen in table 5.1 below.

Table 5.1 *Ability to articulate Ideal L2 self vision at T2*

Categories	Intervention (N = 10)	Control (N = 10)
Clear Ideal L2 self vision	9	6

In the control group, those learners who did not produce a clear vision responded by defining a future learning objective: *‘I think that I will be able to speak in English because the next year, for example, I will study in Belgique, Brussels’* (Jon, Int, T2, 03:55) or by focusing on the mechanics of language learning, as in this example:

Extract 1

I don’t know, I feel better if I can speak with another person in English and I don’t have any problems. I feel better. (...) Well, I have to work hard at class, to try to improve my English like gr..., exercises, studying and, er, you, and I can see films. (Andreu, Int, T2, 09:00)

Although six participants in the control group were able to describe an Ideal L2 self vision, only four of the interviewees were able to produce an immediate and spontaneous response. The two other interviewees from the control group needed a certain amount of guidance in order to understand what was being asked of them. This is entirely understandable given that this was the first time they were responding to this question, unlike the intervention students. The following exchange illustrates the type of prompting needed:

Extract 2

Int: If you imagine yourself in the future, speaking English, where do you imagine yourself? What are you doing?

M: What I'm doing? I don't know the meaning of the question.

Int: If you have a vision of yourself speaking English in the future, using English? Where? Who with?

M: Who with? Well, I think that in my job I don't need English but if I, if I did it well because I study Pharmacy and I work in a Pharmacy and if one, one tourist enter or need something, well I could, I would be able to help them. (Mariona, Int, T2 07:30)

The hesitation that this student demonstrates is not necessarily due to a lack of comprehension, as all participants in the interviews were at a similar level of proficiency. It seems more likely that the interviewee in this case was simply taken by surprise by a question she had not previously considered. This also occurred in the intervention group at T1, for example with Ramona (see section 5.3.1 below) but after the visualisation training and practice, these learners were able to immediately access a clear and vivid vision. The clarification needed suggests that learners in the control group do not have rapid access to this mental resource. They simply may not have

considered the possibilities of what they want to be and do in English in the future before this interview.

According to Higgins's self-discrepancy theory (1987) a learner first needs to perceive the difference between their desired self and their actual self in order to develop a relevant self guide. The students who had taken part in the Ideal L2 self intervention, with its focus on positive visualisation (PV), were more likely to have a clear vision of what they wish to do with English in the future. They verbalised mental images without hesitation or need for clarification and often provided specific detail:

Extract 3

Int: Imagine yourself using English in the future. Where are you and what are you doing?

B: In my job, in my job, I am writing a report for an international pharmaceutical (...) company. Yeah. And I am, and I am in a team, international team and we speak (...) in an international meeting. (Belén, Int, T2, 07:05)

This student has described her desired future activity in English, related to her work aspirations, but her vision also needs to be realistic. When asked if this vision is achievable she responds: '*It have (has) to be*' (Int, T2, 07:15) implying that this is a priority for her. Not only does she possess an Ideal L2 self vision, this vision represents an aspiration which has given her learning a sense of urgency. This clarity of focus has helped her to identify her own specific needs and to recognise that these needs may not be met in the present language course:

Extract 4

Int: What's the best way for you to improve?

B: I think I have to start to work in English. If, if I only go to a classes where we are talking about, I don't know, er, the media, the radio, the clothes, I will not learn the English that I, that I need. (Belén, Int, T2, 07:40)

She then suggests strategies in order to reach the level she aspires to and realize her vision: *'(I need) to work in an environment which demands English. This is the way'*. (Belén, Int, T2, 08:00).

As the learners developed a more vivid and nuanced Ideal L2 self, one would also expect to notice the concurrent development of the opposing future self guide or Feared L2 self. A clear conception of the consequences of failure accentuates the negative extreme of the 'approach' and 'avoid' ratio identified as a factor in motivation (Williams & Burden, 1997:114) and is therefore a necessary part of the learner's L2 self-concept. Another observation drawn from the cross-sectional data is that all the six learners from the control group who were able to articulate an Ideal L2 self vision at T2 were also able to describe a potential negative future scenario or Feared L2 self (see table 5.2 below).

Table 5.2 *Ability to articulate Feared L2 self vision at T2*

Categories	Intervention (N = 10)	Control (N = 10)
Clear Feared L2 self vision	5	7

Furthermore, another learner in the control group articulated a Feared L2 self vision without an accompanying Ideal L2 self vision, meaning that he was only able to frame his future L2 vision in terms of the consequences of potential failure.

Extract 5

Well, the problem is that I need a paper or a degree to apply to the universities in the United States so I, I have to do it. And if not, well, there's other ways I suppose but I don't know what (those) ways are. (Félix, T2, 15:00)

Slightly fewer (5/10) of the intervention group described a clear Feared L2 self, possibly due to the emphasis on positive learning outcomes in the intervention activities. Nevertheless, there were similarities in the way learners from both groups articulated the Feared L2 self, often expressing potential frustration or disappointment, as in the following example from a learner in intervention group B: *'It will be the consequence that maybe I will feel frustrated. I will get to a level and go down again'* (Naomi, T2, 14:30). This frustration may be a result of a certain crossover between the Feared and Ought-to L2 selves as learners describe the feared results of not achieving what they or others feel they should achieve, as illustrated by this extract from a learner in the control group:

Extract 6

Int: If you don't learn English to the level that you want, will there be any negative consequences for you?

J: Er, to disappoint my family or my friends because, or myself! But I have my motivation and I would like to continue study but yes, of course my, my family, my mother!' (Jon, T2, 14:34)

The primary analysis of data pertinent to learners' Ought-to self perceptions focused on participants' responses to the question 'What do you think of learning English?' Learners' opinions were categorized into the two following areas: (1) Learning English is an enjoyable activity, if the response included *'like, enjoy, fun* or so on, or (2)

Learning English is a necessary activity. For the purposes of coding, responses fell into the second category if they included references to *important*, *necessary*, *obligation* or use of modal verbs *have to*, *must*, *should*, *need* or *ought to*, as in the following example:

Extract 7

When I grew up I realized that the, the globalization of English is very important to, it's, er, yes, it's too important so, er, this is the main reason why I, I'm motivated and I'd like to continue learning. So this is the reason. (Marc, Int, T2, 03:19)

Using this categorisation, the learners' responses are summarised in table 5.3, below.

Table 5.3 *The 'Ought-to L2 Self': Learner responses to question 'What do you think of learning English?'*

Opinion of learning English	Intervention (N = 10)	Control (N = 10)
enjoyable	7	3
necessary	6	8
total no of answers	13	11

What becomes apparent from this line of analysis is that at the end of their language course, the learners in the control groups and those in the intervention groups justify their decision to study English in different ways. Participants in the control groups are more likely to reference externalised motives such as the importance of this language in their globalized society (8/10). English is an asset they ought to have in order to improve their prospects of employment, as explained by this recent graduate:

Extract 8

'For my experience or for me, ten years ago, it (English) was a stone in my life (around my neck) because I didn't like studying English, but now I, I, I feel completely different, er, because I know that the importance of the, of the, the, the, the language and for my career or for my work it's very important. (Mari, Control, Int, T2, 03:00)

While most (6/10) of those interviewed from the intervention group also mentioned the importance of English in the current climate, more of these participants (7/10) quoted intrinsic motives and the enjoyment of learning as a reason for studying English, as in the following example: *'I feel really comfortable, because, er, I'm learning English, erm, for, er, for know, for knowing things. It isn't a, isn't a duty for me, isn't an obligate, an obligation'* (Alex, Intervention, Int, T2, 02:00).

The learners in both groups had the same teachers and followed the same courses in similar circumstances, yet only 3/10 of the control group interviewees mentioned the pleasure of learning English during the interviews. It seems reasonable to speculate, therefore, that the intervention activities led the learners in the treatment groups to a greater awareness of their own intrinsic motives for learning. The visualisation element of the intervention allowed learners to focus on the future benefits of learning the language. Furthermore, the aspect of the intervention that encouraged participants to analyse their own needs and explain their reasons for studying this language may also have shifted learners' focus away from externalised obligations and more towards personalized goals. This potential development is explored further in the analysis of the longitudinal data in the following section.

5.2.2 Type of possible L2 self visions

Cross-sectional data pertaining specifically to the Ideal L2 self indicated a difference between the control and intervention macro-groups in the type of vision described, whether personal, pragmatic or both. The responses given by the interviewees are summarised in table 5.4 below.

Table 5.4 *Type of Ideal L2 self vision articulated at T2*

Ideal L2 self vision	Intervention (N = 10)	Control (N = 10)
personal	5	0
pragmatic	3	5
both	1	1

Of the nine learners in the intervention group who had an L2 self vision, six described possible scenarios which were either entirely personal or had incorporated personal elements as well as work-related aspects. In contrast, only one of the six learners who could describe an Ideal L2 self in the control group mentioned areas related to their personal life in combination with the more pragmatic aspects of their vision. The only learner in the control group who described a personal element in their Ideal L2 self vision was about to participate in an Erasmus exchange programme the following year and therefore had a clear and present motive for learning English. When asked how she imagined using English in the future, her first response was to focus on the pragmatic context, then, as an addition, to mention the more personal aspect of friendships and relationships:

Extract 9

Er, I think that when I will be in class, the presentations and the exams all will be in English and wh, er, outside with my flatmates or my friends from the

university, er, anywhere, I will talk in, in English with them. (Susana, Int, T2, 06:15)

The data suggest, therefore, that learners without visualisation training and practice tend to relate their language-learning aspirations to the pragmatic, financial and practical incentives for speaking English whereas those who have participated in the intervention activities will focus primarily on the social, humanistic and personal benefits of using a language. Given the current level of youth unemployment in Spain, the following extract from an interview with a learner in the control group is fairly representative of students of this age and socio-economic background. This extract seems to epitomise the overlap between the Ideal L2 self and generalised Ought-to L2 self present at societal level, English is fundamental for university students as it is seen as a ‘way out’:

Extract 10

(I imagine myself) working in a corporation with my Business Administration, with my degree. Could be, I don't know, in Germany or Holland, with English, huh? (...) Germany and Spain, they have a deal that, er, Germany employs Spanish Business Administration students and to go to Germany and to work so it could be a way out. (Marc, Int, T2, 09:00)

There can be little doubt that the learners in the intervention group also experience this pressure to learn English, but interestingly, only one of the nine participants in this group who described an Ideal L2 self vision mentioned both pragmatic and personal benefits and yet another five were entirely focused on the personal dimension alone, without mention of work-related issues, as shown explicitly in this example:

Extract 11

N: I imagine myself maybe talking with, with some English friends in English or more social life than work because I don't think I will use English at my ideal job, but maybe.

Int: So when you say social life, what's the picture that you have in your mind? Where are you when you're speaking English?

N: In a group of friends, maybe in a bar. Yeah. Having a few drinks. (Naomí, Int, T2, 08:53)

In the above extract the learner describes herself in a bar. It is interesting to note that all six of the learners in the intervention group who described using English for personal benefit mentioned the social activities of eating and drinking, as illustrated by these extracts: '*I was in America with another cousin in his home, in a lunch. Lots of people, friends and people like this*' (Ondina, Int, T2, 09:35), '*In Sweden, I could be in a bar, in a restaurant, not being all the time with my brother in sight*' (Carolina, Int, T1, 10:38). For Spanish and Catalan students at least, the social use of language seems to involve groups of people, food and drink.

These data suggest that learners exposed to the intervention programme are more inclined to perceive their future L2 self vision within a personal context. Therefore the intervention not only helped learners to create their Ideal L2 self vision, but also helped to develop this vision by expanding the focus into different areas other than the purely pragmatic. The fact that the visions of the intervention students were more personal also allowed them to include more nuances and details than those that were only work-related. When listing the prerequisites for successful future self-guides, Dörnyei (2009: 34) states that in order to be effective, the learner's desired self-image should have 'a

sufficient degree of elaborateness and vividness'. An example of vivid and intimate detail can be seen in this example from a 19-year-old Pharmacy student:

Extract 12

It was a sunny Sunday lunch and I was pregnant. I was next to Jeong Rim, my cousin's wife and we were talking about my future baby which is a funny situation because she is going to have a baby soon. In the visualization she was giving me some advice about the pregnancy and I was feeling really proud of myself for understanding all the things she was telling me. (Ondina: WW)

This example, taken from the learner's written version of her Ideal L2 self visualisation, is revisited in her interview data when she is asked to describe her vision:

Extract 13

O: I was talking with everybody very fluently and very good. Yes.

Int: Was the one where you were pregnant?

O: Yes! (laughs) Last, on Monday my cousin had the, the pregnant had the baby.

Int: Ah, congratulations!

O: Two days.

Int: A boy or a girl?

O: Tell me? A boy baby, yes. (Ondina, Int, T2, 10:30)

These learners have situated their visions in familiar and, as above, intimate situations. The vision seems to come alive for the learner when set in real places and accompanied by real people.

5.3 Insights from the longitudinal data

The following section explores the development of L2 selves from a longitudinal perspective. As in the preceding section the analysis first examines the existence and

potential emergence of L2 self visions. Regarding the type of vision described, longitudinal analysis allows for a more detailed exploration of the evolution and detail. According to Chan's (2014) criteria, four out of the five focal learners in the present study had a stable Ideal L2 vision of themselves, in that they were present at T1 and T2, but longitudinal analysis allows us to see how these visions changed and developed over the course of the intervention.

Furthermore, the development of the Ideal L2 self may serve to reduce the impact of the negative scenario within the learner's motivational profile. In Chan's study (2014), three of the four learners observed fading Feared L2 selves subsequent to imagery training, suggesting that this type of classroom activity may reduce the influence of the Feared L2 self for certain learners. The analysis in this study, however, suggests that both the Ideal L2 self and the Feared L2 self vision remained stable in most (4 out of 5) cases, summarised thus:

- Stable imbalance. Stronger Feared L2 self (Carmen and Rosa)
- Stable imbalance. Stronger Ideal L2 self (Anna and Jaume)
- Emergent balance of Ideal and Feared L2 selves (Ramona)

The Ought-to L2 self vision proved to be the most difficult to identify within the data and when expressed, appeared impervious to the influence of instructional or motivational classroom practices, but rather subject to external circumstances. The analysis below describes in further detail changes observed within the learners' L2 self-guides.

5.3.1 Existence of possible L2 self visions

All five of the focal learners (a subset of the intervention macro-group in the cross-sectional analysis) were able to articulate a clear Ideal L2 self vision at T2. The longitudinal analysis also allows us to see the extent of changes in the vision. Perhaps the most pronounced development between T1 and T2 was the case of Ramona. At T1, she was not able to articulate her Ideal L2 self at all. In fact, she deflected questions about her future L2-speaking self with repeated responses of ‘I don’t know’ and ‘I’m not sure’. In the first interview, before starting the intervention programme, when asked to use visualisation techniques Ramona resisted, for example in the following exchange:

Extract 14

Int: If you like you can close your eyes and imagine it. Describe to me where you are and who you are speaking with and what English are you speaking?

R: ... (pause) ... (laughs) ... I don't know.

Int: No?

R: Hmm, (pause) (laughs). I don't know. No because I've got my eyes. (Int, T1, 24:00)

Given that the majority (4/5) of the focal learners were unfamiliar with visualisation techniques at T1, if the interviewee appeared to have difficulty responding, the questions related to the future L2 self in the first interview were reiterated, once only. In Ramona’s case the question was reformulated several times in order to offer her every opportunity to respond. Eventually, the researcher resorted to scaffolding her answers to such an extent that she simply provided yes/no responses and there must be some doubt as to whether these are her own unelicited ideas.

Extract 15

Int: Uh huh, so travelling to visit friends?

R: Yes, to travel and visiting and (talking) about our lives and those things.

Int: Going out for dinner?

R: Yes.

Int: Meeting the family?

R: Yes, the family, friends, could be and, er, going there. (Int, T1, 29:20)

In contrast, at T2, when asked the same questions about her future L2-speaking self, Ramona responded immediately and with minimal prompting. Furthermore, she included detail about real people and location, as in the following extract:

Extract 16

Int: (In the visualisation) What are you doing with your friends?

R: Ah, maybe drinking some beer or something like that in some flat or maybe I'm walking or on the beach.

Int: Are you in Barcelona or in another country?

R: In Barcelona or in another country. The two. And if I can, (I'll) go to visit to them because I will try to go to Italy this year and visit two friends that I have there. (Int, T2, 05:45)

As Ramona's L2 vision came into existence over the course of the intervention, her description of her Ideal L2 self in the interview at T2 above, while limited, constitutes definite progress when compared to her starting point. In common with the other focal learners, the written version of the Ideal L2 self vision allowed her the time and freedom to develop these ideas even further. In the oral interview, the use of vague language such as 'maybe' and 'or something like that' were probably due to her insecurities about

her spoken English. In contrast, in the written version she develops a more confident and assertive narrative, choosing to describe herself on honeymoon in Australia:

Extract 17

After leaving the luggage, we were with the group of the hotel to visit the city, went shopping, taking photos, drinking something and I understood all the advertisements and the signs around the city easily. Next, we decided to have a romantic dinner and we met a friendly couple from Holland and we were telling jokes and explain our lives. (WW, T2)

Ramona's written visualisation not only depicts a detailed and intimate account of her future self, it is also a declaration of her future confidence in her language ability: *'We desire every day to see more and more. We got the dreamed honeymoon and also improved our English. For all that, I am so happy and proud of my English now'* (WW, T2).

The development of Ramona's Ideal L2 self vision is counterbalanced by the simultaneous development of a Feared L2 self vision. As was the case of her Ideal L2 self vision, Ramona's Feared L2 self emerges over the course of the intervention. At T1, she was unable to articulate a clear vision of her fears and preoccupations. In fact, she seemed at a loss to understand the purpose of the question, as illustrated by this exchange during the first interview:

Extract 18

Int: If you don't learn English, will anything happen?

R: No, why?

Int: No.

R: Why?

Int: So, it's purely for you?

R: Yeah, it's for me. (Int, T1, 32:00)

In contrast, after the visualisation relating to the Feared L2 self has taken place, she is clearly more able to express her concerns. The following is an extract from the written version of Rachel's visualisation, completed as homework:

Extract 19

I'm afraid of having an unintelligible English speaking. If I don't study with hard effort and improve my English as much as possible in the courses (...), I won't be able to get a better job and be proud of myself in a few years. (WW, T2)

The extract above is unusual inasmuch as it refers to using English at work. Both Ramona's Ideal and Feared L2 self visions emphasise the personal benefits of learning English, as she already uses English at work on a daily basis. However, she seems increasingly aware that her regular contact with English can provide her with useful learning affordances, manifested here in the written version of her Feared L2 self vision

Extract 20

Anyway, I think if I don't improve my English in my work, I'll continue doing the same activities that I do now, but I would lose the opportunity to meet people of other nationalities, with the same interests as me. (WW, T2)

Both her Feared L2 self and her Ideal L2 self visualisations emphasise the importance of the personal relationships she has developed by using the TL outside class, at work and on SA trips abroad. In this case, she expresses her fear at the possibility of not being able to maintain these friendships because of her lack of English; *'Sincerely, I'm really afraid of (not) speaking English with my friends I know*

abroad, with whom I have always spoken in English' (WW, T2). In this case, a balanced parallel development of her Feared L2 self vision appears to be successful in enhancing the motivational potential of Ramona's Ideal L2 self guide.

Ramona found the techniques introduced in the intervention extremely useful, to such an extent that by T2, she had incorporated PV into her language-learning routine as a personal motivational tool to maintain focus and impetus. She provides an example of how she uses this technique in the second interview: *'I try sometimes. The same as (we did) in class. I imagine myself with my friends in another country enjoying (myself) with them'* (Int, T2, 05:20). This description of herself using the language includes mention of people (my friends), place (in another country) and emotion (enjoying myself). There is further evidence of her adoption of this technique in her language learning log. An entry made at the end of the intervention programme describes her English-related activity outside class: *'Sun: Listening to music (Bob). Dream time. I imagine myself in English, 30 mins'* (LL entry for 17/4/11). These observations stand in stark contrast to her initial reaction in the first interview, when the researcher's request to imagine herself speaking English in the future was met with incomprehension and bewilderment.

5.3.2 Change in type of future L2 self visions

Longitudinal analysis of the qualitative data allows for a comparison of the type of vision expressed by learners at T1 and T2 and therefore may indicate a change of focus in the participants' perceptions of their future selves. Of the five focal learners, Carmen and Rosa appeared to have developed the least intense Ideal L2 self visions, in the sense that their descriptions contained less detail and personalisation than the other three. In their case the prime motive for learning English was pragmatic. Both had a highly

developed Feared L2 self at the beginning of the study, manifested in the wish to avoid an undesirable outcome. Carmen, for example, needed English in order to graduate in her degree in Law, as she explains when asked what will happen if she does not achieve her goal of passing the FCE qualification: *‘Everybody knows that nowadays English is something basic that you have to have. In my case at university if you don’t have First Certificate when you finish the degree you won’t graduate’* (Int, T1, 25:00).

Rosa’s Feared L2 self vision was potentially even stronger than Carmen’s as she was not discussing a possible hypothetical future, but a reality which she was already experiencing. Having tried unsuccessfully to find work in her area for the previous year, Rosa was studying English again after a 20 year absence. At T1, when asked what the consequences would be of not learning English, Rosa stated: *‘(I will be) disappointed, frustration and in my case, well, the job’* (Int, T1, 58:00). Her answer at T2, while more detailed and elaborate, is essentially the same:

Extract 21

To find (a) job (...) I have to do an interview and if I don’t (have) enough English of a good level. Er, well the people say ‘you don’t interest me’. (...) I don’t know if (I need it) in the job but I need it in the interview. (Int, T2, 15:03)

Both of these learners have a strong Feared L2 self vision, which remained stable across the intervention period. Furthermore, they seem to have conflated the Feared L2 self and Ought-to L2 self facets of their self-concept as the fear of failure is translated into the need to prove their competence by means of an official qualification:

Extract 22

Yeah. It depends on if it’s a multinational for example. They always want you (to be able to) speak in English and you (to) know a level, First Certificate level for

example. But then, in my job, in my real job I don't know if I need (English). But they want (it). (Rosa, Int, T2, 15:55)

Rosa's repeated references to her doubts about the real-world necessity for the required qualifications are an indication of her ambiguity towards the study of English. Both Rosa and Carmen refer to their worries about future consequences and present obligations and, in both cases, this appears to reduce their enjoyment for learning the language.

The overlap between Carmen's Feared L2 self and her Ought-to L2 self is also evident from the outset. At T1, Carmen describes her changing relationship with English in her introductory essay: *'In the past, learning English was something strange and extraordinary, but now the importance of having the FCE has increased to find job'* (WW, T1). Her enthusiasm for the language seems to have decreased proportionately to the level of external imposition. In the second interview, when answering the introductory question 'What do you think about learning English?', Carmen succinctly explains why English has lost its appeal for her: *'(English) is an obligation and people don't like obligations'* (Int, T2, 00:58).

In light of the above observations, it is perhaps understandable that these two learners were also those who expressed least enthusiasm for the intervention activities in the interview data. As Rosa explains: *'It's very interesting but sometimes a little bit repetitive (laughs) and I have to talk about this thing all the time'* (Int, T2, 35:30). Nevertheless, in spite of their reservations, there is evidence of development in these learners' L2 self guides over the course of the study as the focus of their visions shifts from the wholly pragmatic to the more interpersonal and humanistic benefits of TL use.

At T2, Carmen continues to emphasise the pragmatic consequences of not learning English to a sufficient level, as in this exchange from the second round of interviews:

Extract 23

Int: Will anything happen if you don't speak English to the level that you want?

For example if you don't get First Certificate, will there be any consequences?

C: (laughs) I won't (get) my career, my degree. Maybe I, yes I, I'll understand some basic things but I need it, for the future, I need it because all the things are in English. (Carmen, Int, T2, 12:30)

However, in her written version of the Feared L2 self visualisation conducted in class, Carmen apparently contradicts her previous claim that FCE is a necessary prerequisite for obtaining her degree (in fact, the requirement of a demonstrable level of English was not introduced until the academic year 2013-2014). Rather than focusing on her concerns for her future career, here Carmen expresses her fear of not being able to function in English in social situations:

Extract 24

Nothing (bad) would 'happen' because it isn't an academic requirement, but personally I will disappoint myself because it was an aim to make another step to be more accurate in my communication with others. It would be frustrating to not understand jokes or not to be part of a discussion because I was not prepared. (WW, T2)

Further evidence of this change of focus in both Carmen and Rosa's future self guides can be found in the development of their descriptions of their Ideal L2 selves. At T1, their Ideal L2 self visions are wholly pragmatic, in many aspects simply reflecting an inverted image of their Feared and Ought-to L2 self visions. At the beginning of the

course, Rosa found it difficult to see far beyond her immediate necessities for the language. In fact, in the initial written course activity ‘English and Me’ where students had to write about the significance of English in their past, present and future, she omitted the final section, regarding the future, altogether, choosing to comment exclusively on her experiences of learning English in the past and her reasons for learning English in the present. In the first interview, Rosa does concede that English will play a part in her future, but this future vision is firmly rooted in her current preoccupations: *‘I am studying English for business. I desire, I am visualizing a successful interview or a business conference’* (Int, T1, 31:50). It is not altogether surprising, therefore, that at T1 Rosa seems to consider learning English as a necessary task which has to be ticked off her ‘to do’ list: *‘I think that if I started to learn English, it’s good that I finish’* (Int, T1, 01:05:30).

Carmen also emphasises the importance of English in her future career in her Ideal L2 self vision. In the following extract, she uses the obligation structure ‘have to’ even when talking about something she considers desirable:

Extract 25

One of the reason that I come here, it’s because (the) University gives us the possibility to go to America to continue our career or degree. So to do it I, I have to go, I have to have the English in a good situation. (Int, T1, 19:15)

The practical advantages of the language continue to be of great importance to them both at T2. Rosa states: *‘I need English to find a job and validate the subject in the multimedia degree I’m studying’* (WW, T2) but at this later stage she has also incorporated the recognition of the personal benefits derived from knowledge of English into her vision, as expressed here in the written version of her Ideal L2 self

visualisation: *'I see my future self fully prepared and confident, able to follow the native speakers' conversations and speeches. I see myself sitting at home, able to watch BBC TV programmes: documentaries, films, news'* (WW, T2). There is also evidence that the expansion of Rosa's vision persists beyond the conclusion of the intervention, as she returns to the theme in the interview at T2: *'I would like to read more in English because I like reading very much and I think it's very important (to) read the novels or the books in the language that have been written'* (Int, T2, 04:00).

Carmen's articulations of her Ideal L2 self follow a similar progression. In the interview at T1 her vision is limited to the importance of English in her future career. However, in her written versions of the in-class visualisations, removed from the online pressure of a face-to-face encounter, she seems to have taken time to reflect on both internally and externally-regulated motives for learning, as can be seen in both her written Ideal L2 self visualisation: *'I'll need it (English) in the future to find a job, to keep up old friendships and having new ones, to feel calm when I travel'* (WW, T2) and her written description of her Ought-to L2 self:

Extract 26

English is important because our life isn't only our job. There are relationships, travels and some interests that make English a nice, successful, enjoyable and good point to satisfy them. That's why I'm studying English and obviously it can't be a bad thing knowing another language if it produces more positive things than negative. (WW, T2)

While there is evidence of development insofar as these learners have changed the focus of their visions between T1 and T2, Carmen and Rosa themselves express doubts as to whether this change is sufficient to be truly motivating. Carmen's lack of

conviction is manifested in the interviews through her choice of language when describing her vision, moving from confident affirmative statements in the present tense at T1: *'I'm in a job conference. I'm doing the conference so I have to know a lot of English, perfect English'* (Int, T1, 19:15), to the more cautious use of modality and future forms at T2: *'Maybe I will go to a congress'* (Int, T2, 07:30), and, in another example: *'I'm studying law so if I'm in a firm we will have branches in other countries. Maybe I will have to write them letters or something'* (Int, T2, 08:05).

Rosa expresses her doubts more explicitly as she feels that the discrepancy between her actual and her envisioned L2-speaking self is simply too wide:

Extract 27

It's a curious thing because when I imagine in my head, I speak in English and I can say a lot of things and (do it) very nice, well. But when I want to express (myself) in real words, I'm choked, I'm not so fluent. Yeah, in my brain it's so fluent but then when I want to express (myself) in the reality, er, I don't. It's not the same, yeah. (Int, T2, 07:58)

It seems that Rosa has developed a future Ideal L2 self-guide which is distant enough to need sustained effort and work, but does not yet appear plausible and attainable to her. While her confidence in her linguistic abilities has improved (see section 6.3.3 below) she is not yet convinced that her future vision of herself as a confident, fluent English-using self is a truly achievable possibility. Interestingly, age factors do not seem to influence the ability to construct a motivating vision, as Carmen (18) and Rosa (47) were the youngest and second-oldest participant, respectively, in this study.

Although neither of these learners feel that their motivation has improved as a result of the intervention, they both admit that the activities have contributed to an

increase in self-awareness as language learners. For example, at T2, Carmen is able to analyse her own motivation, or lack thereof, by comparing it to the examples of motivation in other learners that she has encountered during the intervention programme: *‘No tinc una motivació així especial’ (I don’t have a special motivation). I have (motivation) but it’s not a nice kind of motivation, an illusion apart from academic things’* (Int, T2, 01:45). The ‘nice kind of motivation’ or ‘illusion’ (Spanish *ilusión* meaning excitement or eagerness) that Carmen alludes to here probably refers to her emerging awareness of a possible Ideal L2 self, one which she does not feel she actually possesses. She is also more able to articulate the non-self-regulated nature of her objectives, describing the ‘pressures’ in the following excerpt;

Extract 28

There are some, some pressures that make you think that you will have to be like what you want. Bueno, no sé si me explico. (I don’t know if I’m explaining it clearly). To have my, my degree I have to have First Certificate or something like that so it will be better if I will have a better level. (Int, T2, 06:53)

The above extract from the T2 interview reiterates how Carmen’s perception of her Ought-to L2 self reflects the externally-regulated obligations imposed, in this case, by the university administration. As her English teacher, the interviewer is an employee of this university and has the ultimate decision as to whether she may proceed to the following level, the all-important preparation course for FCE, which Carmen clearly holds as her immediate goal. As such, Carmen is addressing someone she may perceive as a gatekeeper. This would explain her occasional defensive position in class as well as the contradictions between the oral and written data collected in the present study.

Rosa also demonstrates increased metacognition at T2, through the ability to analyse her motives in more detail. Consequently, she has complemented her vision of the obligatory nature of English with the admission that this language may also bring other future benefits:

Extract 29

It (English) 's very interesting for me because really is very useful. Yeah. I really need it because when you visit a website in Internet most times are in English. And I need for my studies, er, and I think sometime I'll need in the real life (laughs) Really today this is not (currently) my motivation because really I don't need it at the moment. (Int, T2, 03:03)

Interestingly, in contrast to T1, she is able to recognize the potential of learning English for future, as yet unrealized and unspecified situations. Although she does not elaborate on what these situations may be in the shape of a vivid L2 self vision, she has at least accepted the potential existence of these future scenarios. This is a clear change of focus from T1 when Rosa's attention was very much on the immediate reality of interviews and work. In her feedback on the intervention activities she states:

Extract 30

I think it's useful to think about the future because normally we don't. In this, concerning the languages you don't think about the future. Always you are only studying and (you) don't think about this language. What (will) happen with this language in relation to you in the future? And it's a good reflection. (Int, T2, 36:03)

To sum up, for Carmen and Rosa the Ought-to L2 self was possibly the primary factor in their decision to study English and it is a sense of pressure that they both

perceive in their present reality which also manifests itself as a Feared L2 self (see extracts 21-25 above). In fact, rather than providing motivational impetus, these external pressures may actually have exerted a demotivating influence (extracts 27 and 28). While this suggests that further work on visualisation of the Ideal L2 self is necessary in order to balance the motivational impact of the differing L2 self visions, it is precisely their conception of the study of English as a necessary chore which leads these learners to resist the techniques which may ultimately help them. In spite of these difficulties, at the end of the intervention programme, both Carmen and Rosa have expanded their Ideal L2 self visions to incorporate a personal as well as pragmatic dimension (extracts 26 and 29). Furthermore, they are both better equipped to appraise their own contributions to and feelings about the learning process (e.g. extract 30).

5.3.3 Expansion of existing L2 self visions

Another aspect of the development of the L2 self visions that is only observable from a longitudinal perspective is the growth of a vision already existing at T1. Jaume and Anna maintained stable Ideal L2 self visions between T1 and T2. The development lies in the addition of detail and personalisation at T2, thereby satisfying Dörnyei's criteria (2009: 34) that in order to be an effective motivator, the vision must be nuanced and vivid. Both learners were able to describe an imagined English-speaking future scenario at T1, including details about the location and people involved. Jaume makes reference to his family in this extract: *'You invited us to dream. I described an ideal situation where I was visiting California, where my son was. I imagined we were there, me & my wife, for some weeks for a holiday'* (Int, T1, 38:00). Being one of the last to be interviewed at T1, Jaume had already been introduced to Positive Visualisation (PV)

techniques before the interview took place, hence his references to an in-class visualisation in the above extract. His ability to provide one of the more complete descriptions of an Ideal L2 self vision is inevitably influenced by the timing of the interview.

Anna's description of her Ideal L2 self at T1 is less confident than Jaume's. Nonetheless, she also makes reference to location, albeit more vaguely: *'Well, I'm studying architecture, so I want to, to work, er, I don't know, there (the UK)'* (Int, T1, 10:30) and to people: *'Well, I think if, if you go to, er, to live, er, abroad or, erm, I think the most interesting is if, er, relation with, with people from there, not just from Spanish, er, Spain. Yes'* (Int, T1, 10:40). Similarly, Anna's description of her Feared L2 self at T1 makes reference to both pragmatic and personal concerns, but is very general and indefinite. Note the use of modality, conditional structures and hedging language in the following extract: *'I don't know maybe I won't, er, have, er, good opportunities at job or I don't know. I will have problems if I travel or...'* (Int, T1, 16:20).

By T2, both learners have expanded their visions substantially to include rich and personal detail. Jaume mentioned his son's residence in California in his description at T1 and this continues to feature prominently at T2, but this time in far greater depth of detail. This suggests that Jaume had revisited his vision over the course of the programme in order to refine, expand and embellish the mental image:

Extract 31

I imagine I am in California where my son is working as a doctor. In the visualisation, he's living there. He went to California for a year and he liked this country very much. So when, when he finishes his studies he is expecting to go there to follow his training and to work there and I can imagine visiting him for a month or two months and staying there visiting some places, er, San

Francisco, Sacramento and other cities maybe Santa Rosa valley where there are important vineyards. (Int, T2, 18:00)

Anna's future vision at T1 was vague and non-specific. While she referred to a plan to move to an English-speaking country, her language was characterised by hesitation and the frequent repetition of '*I don't know*'. However, by T2, the vision had crystallised into a definite plan to live in Scotland with her boyfriend for an extended period in the foreseeable future. While she still displays some hesitant verbal traits at T2, in general, the language used in the following extract reflects a more decisive and determined attitude, with the use of present tenses indicating that this is a present reality for Anna:

Extract 32

I want to go to Scotland. Oh yes (laughs) if I can I want to do it. Because, er, we are being, er, speaking a lot about this with my boyfriend and I have been there two, twice and, I don't know, I really like it. I think it's a good country to live in (...) and I can improve my English. (Int, T2, 03:00)

The intensity of Anna's vision appears to develop in parallel with the strength of her conviction to move abroad to live and work in the future, for example when she describes how she sees her future progress in English: '*I think it will improve. I'm sure because I'm very interested in it. And I really want to go to live in, to, to another country*' (Int, T2, 03:00).

The language used: modality, tense and lexis, also reflects the development in the descriptions. In the first interview, Jaume refers to his vision using the terms '*an ideal situation*' and '*I imagined*' which would suggest that he is successfully utilizing

the positive visualisation technique. However, this choice of lexis, combined with the reference to this possible future as part of a '*dream*', may suggest that at this stage his vision is not a tangible reality. He also uses the past tense to describe his vision, possibly as a result of referring to the class activity itself, which had taken place shortly before the interview.

In contrast, at T2, Jaume chooses the present tense to describe himself using English, both during the interview and in the written version of his Ideal L2 self visualisation, where he describes a weekly routine: '*Once a week, on Thursday in the evening, we go to the farmer's market. I want to know things about their job, their life and overall I enjoy buying fresh products and eating something in the place*' (ISV, T2). The use of the present tense and the omission of references to 'dream', 'imagine' or 'ideal' indicate that he is describing a clear and present mental image, rather than a dream scenario. He also chooses to describe a routine, which is by definition repetitive, suggesting the development of an imagined narrative. Jaume has probably revisited this mental image over the process of the writing activity in order to refine and expand on detail. Dörnyei notes that the vision should be regularly accessed with the aim of 'keeping the vision alive' (2005: 37). Anna also indicates an element of repetition in her description of her Ideal L2 self vision: '*I'm always imagining me in a pub (laughs) meeting some people*'. (Int, T2, 4:00). Her use of the frequency adverb 'always' demonstrates that is a scenario that she has visualised and revisited often.

As Chan (2014) observes, an emerging or developing Ideal L2 self vision may contribute to the reduction of the Feared L2 self. In the case of Jaume, his denial of the existence of any potential negative outcomes remained stable across the intervention period. At the beginning of the course, he is under no obligation to learn English and

has no need for the language other than enjoyment of the classes and the pleasure he derives from the communication this allows. Unsurprisingly, therefore, there is no mention of any worries about negative consequences during the interview at T1. In fact, in keeping with Jaume's general optimism and positive outlook, he dismisses the question pertaining to the negative consequences of failure at T1 with a breezy '*I don't think about problems*' (Int, T1 46:00) and his answer to the same question at T2 is very similar: '*In general, I don't think that there are problems that can stop me! (laughs)*' (Int, T2, 24:02).

However, Jaume is the only one of the focal learners who showed development in his Ought-to L2 self vision, due to changes in his personal circumstances. At the end of the course Jaume is contemplating a temporary move abroad and his motives for learning English are no longer wholly intrinsic. As a result, there is evidence of an encroaching realization of the potential consequences of not attaining a satisfactory level of English. Utterances such as the following may be the first indication of Jaume's shift in focus: '*and all the important result of my learning is being able to speak with people from anywhere*' (Int, T2, 22:40).

While Anna's description of both her Ideal and Feared L2 self at T1 were inherently vague, by T2 she has gained conviction, not only in her Ideal L2 self vision but also in her steadfast refusal to be drawn on her fears or worries:

Extract 33

Int: And what will happen, if anything, if you don't learn English to the level that you want? Will there be any consequences?

A: Well, I don't know. Because I, I think I'm going to learn English. (Int, T2, 08:45)

Curiously, as well as being the two focal learners who most fervently rejected the Feared L2 self, Anna and Jaume were also the two learners who produced the least required coursework over the length of the academic year (5% and 30% respectively). This behaviour may be entirely coincidental, however, one could also speculate that, as they claimed not to fear failure, they did not worry about the consequences of failing the course. Interestingly, both learners went on to pass the course comfortably. Unlike Jaume, with no changes in her life circumstances to exert an influence on her self-concept, Anna's perception of her Ought-to L2 self remained constant across the intervention. At T1, when asked to explain her reasons for learning English, Anna responded: '*I think it's very important. Er, it's fun. I like that. Yes.*' (Int, T1, 05:30) and her response at T2 was practically identical: '*Well, I think it's very important and, and fun also. Yes.*' (Int, T2, 00:30). Anna's vague notion of the Ought-to L2 self, characterised by the use of 'it's important' rather than by any specific examples, may be fairly representative of learners of her age and background. Society dictates that English is a requirement but there is little real pressure to fulfil this until the realities of working life intrude.

To sum up, the expansion of the Ideal L2 self vision may include personalisation in the shape of real people. Jaume refers to family, Anna refers to her boyfriend and Ramona describes international friends she had met on previous study trips: '*I imagine myself with my friends in another country enjoying (myself) with them*' (Int, T2, 05:20). A further aspect of development is the incorporation of familiar locations. With the exception of Jaume, none of the learners mentioned a specific location for their scenarios at T1. By T2, the participants all endeavoured to situate their potential future interaction. The locations are often based on the participants' own

experiences, for example, Jaume situates his vision in California (see extract 33), Anna sees herself in a warm Scottish pub and Rosa visualises repeating a pleasant trip ‘*On holiday, I take the aeroplane to London and have no problem asking for directions and understanding to reply and go to the theatre in the West End*’ (WW T2). The visions may also include imagined contexts based on personal experience like a boardroom or a beach (Carmen and Ramona respectively). Each of these visualised locations allow the learners to anchor their visions and to explore and interact with these imagined environments. Furthermore, the locations are populated by significant others who bring the vision into closer contact with the present. This ideal, yet familiar, imagined situation may allow the learners to see themselves using English socially, comfortably and fluently, as Jaume concludes in his written version of the Ideal L2 self visualisation: ‘*I realize I am able to live in English...it’s amazing!*’ (ISV, T2).

5.4 Summary

The analysis of the cross-sectional data seems to indicate that there is indeed a difference in the L2 self visions articulated by learners in the control and intervention groups. It appears that those students who have taken part in the intervention activities are more often able to access a clear and detailed L2 self vision and that their vision is more often focused on the personal rather than purely pragmatic benefits which may result from learning the TL.

Furthermore, the longitudinal data indicate that certain aspects of the learners’ TL-speaking self-concept were susceptible to change and that the intervention activities were effective in influencing this development. All of the focal learners in the present study showed development in their Ideal L2 self vision, attenuated by a corresponding

Feared L2 self vision. There is evidence (Ramona) that the intervention activities may help those learners who initially appear to have no clear Ideal L2 self vision to develop a plausible and detailed mental image. Learners who maintain their L2 self vision across the intervention period are able to enhance their vision by adding detail, personalisation and nuance to their existing self-guides (Anna and Jaume). Even those learners for whom the intervention apparently seemed less successful were able to expand their visions into different, more personally relevant areas and acknowledge their growing awareness of their abilities and priorities as language learners (Carmen and Rosa).

However, as Dörnyei points out (2005: 32), the student's Ought-to L2 self vision is external to the learner and 'does not lend itself to obvious motivational practices'. Of all the aspects of their L2 self-concept, the Ought-to L2 self is the area where all the focal learners showed least development. The only learner whose Ought-to L2 self vision had altered by T2 was Jaume, and this was due to changes in his personal circumstances, discussed in his individual case study (appendix M, CD ROM). For the other four focal learners, the Ought-to L2 self seemed to reflect an already well-established requirement at societal level: you need to speak English in order to achieve academic and career goals. In the case of Rosa and Carmen particularly, the Ought-to L2 self and Feared L2 self are inextricably linked, as their sense of external pressure is linked to a fear of failure in the future.

Chapter 6: L2 learning experience

6.1 Introduction

In this section we address the third tenet of Dörnyei's L2MSS, related to learners' experience of learning the L2, drawing on both cross-sectional and longitudinal data. In order to gain insight into the complex area of learner perceptions the analysis explores the dynamic interplay between previous and current experiences and how these may inform expectations, conceptions and attributional frameworks.

The exploration of the cross-sectional data examines the learners' perceptions of previous learning experience (section 6.2.1) and compares the T2 interview data of the intervention and control groups regarding their current learning experience, with particular focus on group dynamics (section 6.2.2) and perception of progress (6.2.3).

The analysis of the longitudinal data also focuses on the learners' perceptions of groups dynamics) and additionally explores the learners' views on the role and influence of the teacher (section 6.3.1). As with the cross-sectional data, the learners' perceptions of their progress are analysed from a longitudinal perspective (section 6.3.2). A further area of interest that emerged particularly from the longitudinal data during analysis was the development of learners' WTC and LA in class time (section 6.3.3). The final section explores issues which were unique to the longitudinal aspect of the qualitative data, by examining the potential influence of the strategy-training component of the intervention on learners' ability to conceive and set goals (section 6.4.1) and the development of their beliefs and attitudes, with a particular focus on attributional frameworks (section 6.4.2).

6.2 L2 learning experience: Insights from the cross-sectional data

In this section we first explore the data from the semi-structured interviews for both groups in order to gain an insight into aspects of learner histories in this particular learning context which may influence attitudes to the present learning situation. We then go on to compare the interview data from the intervention and control group participants in order to identify any differences in the way learners in the two groups experience group dynamics and perceive progress.

6.2.1 Previous experience of learning English at school

Of the total of 22 interviewees, 20 had studied English as a compulsory subject at school. These learners were asked to describe their experiences of learning English at school, and if negative, were asked to explain why. Some students provided more than one reason in this category. Table 6.1 below summarises the responses.

Table 6.1 *Participants' opinions of English as a compulsory school subject*

Opinion of English at school	Learners who studied English at school N=20	
	Control (N=10)	Intervention (N=10)
Positive	2	1
Negative	6	6
Mixed	2	3
<i>Total</i>	10	10
Reasons for negative experience		
Repetitive / dull	6	3
No speaking	2	6
NNSTs	2	5
Discipline problems	1	2
<i>Total</i>	11	16

The importance of this question lies in the observation that the majority of the interviewees (18/20) had had partially or totally negative experiences of learning English at school. This has clear repercussions for the present learning situation as these

students had reached university level with up to twelve years of English behind them which unfortunately had set their expectations low and tempered their enthusiasm for the subject. As this student in the control group observes:

Extract 34

At the school, the primary school? It was a bad experience because, erm, I think the teacher, er, er, it was a man, he was a man. Always the same teacher. And I think that he, he, he didn't know a lot, a lot of English. And I think, I remember than, bad didactic methodologies. Because we, er, we all, we used to repeat and repeat. That is a book, this is a man, no? And, erm, not very good, very old-fashioned methodologies. (Sara, Int, T2, 01:59)

The implications for the EFL teacher at university level are clear. Not only are the majority of students focused on pragmatic, external goals such as recognized qualifications, but they are demotivated by their previous learning experience. It was therefore a primary objective of the cross-sectional analysis to observe whether the intervention activities would be successful in re-engaging the interest of learners.

6.2.2 Current learning experience: Group dynamics

The first observation to be drawn from the interview data is related to learners' comments regarding the atmosphere in class and interpersonal relationships. Six different interviewees from the intervention group mentioned the positive atmosphere in class, whereas this was not mentioned at all in the control group interviews, as can be seen in table 6.2 below. Interestingly, there was no question in the interview script designed specifically to elicit opinions of this aspect of the classroom experience (see section 4.5.2). However, this theme emerged during the qualitative analysis as it became

apparent that a number of learners were commenting on the positive classroom atmosphere when asked to describe their reactions to the course.

Table 6.2 *Interview responses at T2 regarding group dynamics*

	<i>Intervention</i> (<i>N</i> = 10)	<i>Control</i> (<i>N</i> = 10)
Learners who commented on positive classroom dynamics	6	0
Learners who commented on negative classroom dynamics	1	3

The difference between the groups in number of observations on this area of the course is interesting. The importance of this aspect cannot be underestimated given that learners often have to make a considerable effort to come to English class. As one learner in Intervention group B explains:

Extract 35

It's a well (good) experience. Er, the classmates are very, very funny and yeah, it's a yeah, it's an entertainment. I think the Friday (...) afternoons are very hard work to learn English (...) four hours (of) English. But the classmates, the atmosphere of the class is, is (...) a good combination of people. (Belén, Int, T2, 25:08)

This was particularly pertinent in this group, in light of the potential negative effects of timetabling, as they had one four-hour class on a Friday afternoon. As another student in the same group observes:

Extract 36

I think I am more motivated now, yes, more motivated. I think also the cl., the, the atmosphere with the classmates and these things are important because I'm not from Barcelona. I come only here for this class on Friday and you know in

Friday there is a lot of things to do. And I come always very happy and oh! I want to see them and do the English class. I like it, yes. I like to study English.
(Ondina, Int, T2, 33:30)

There were also observations on negative aspects of the classroom atmosphere, although fewer in total (Intervention 1, Control 3) as in this example:

Extract 37

Last year was OK, was fine, I like all of them (the students), but this year I don't know what happened, I don't like with them. And that make me feel not OK in the middle of the course. (Joan, Int, T2, 33:20)

However, it became increasingly clear during analysis that the observations of positive group dynamics emerged from the intervention group only (Intervention 6/10, Control 0/10), making this one of the most marked differences between the two groups, all the more fascinating given the spontaneous nature of the comments, as can be seen below:

Extract 38

Int: How do you feel about speaking in English in front of this class?

J: I have no problems. We, er, we, our group have a special relationship between us. We have the, erm, in the Facebook we have the group so our first aim was all that we write that we writing in the group, (...). We have a lot of relationships. Yeah we have a piña, (Spanish 'pineapple', meaning a tight-knit group) we call it. (Jordina, Int, T2, 17:30)

It may be speculated that the personal nature of the intervention activities, asking learners to share their hopes, fears and aspirations, broke down preconceptions about the artificial nature of using a language other than your mother tongue to communicate intimate thoughts. In contrast, the learners in the control groups may have still perceived

the need to use the L1 for real, personal communication, as this learner in control group A explains:

Extract 39

J: Ah no, if I have to speak in English, I speak in English (...). It depends on the people, because if Sonia and, and I, as we are, are good friends, I have to say something about our lives and then we have to speak in, in Spanish. But we have to say something in English, we have no problems, but with the other, er, people, I don't speak about my life. I, er, and then I speak English with them.

Int: So, it would be impossible for you to speak to Sonia in English about things, personal things?

J: Not with my (friend), no, I can't. (Joan, Control A, Int, T2, 20:30)

In contrast, the learners in the intervention groups seemed more at ease with using English as a vehicle for communication in different situations, as observed by this student in intervention group A: *'I always try to use English. Why not? Yes. And I feel, I feel really comfortable, for example with my partners'* (Alex, Int, T2, 27:10). Of course, there are many factors influencing this aspect of classroom interaction, including the greater age of students in the intervention groups (Intervention: 33.9, Control 24.0). Nevertheless, the humanistic nature of the activities may also have encouraged learners to empathise and share with other members of their learning community.

6.2.3 Current learning experience: Perception of progress

The ability to perceive one's own progress in the long-term endeavour of language learning is almost certainly a pre-requisite for maintaining motivation over an extended period. Somewhat counter-intuitively, therefore, it was the control group rather than the intervention group, who more often responded positively when asked if they had made

progress during the course (Control N=9, Intervention = 6) as summarised in table 6.3. below. This is particularly surprising given that the intervention programme included activities which asked the learners to establish realistic learning goals and should therefore have helped them to identify the progress made.

Table 6.3 *Learners' perceptions of progress at the end of their current English course*

Categories	Intervention (N = 10)	Control (N = 10)
Perceived progress	6	9
Related progress to grammar only	0	5

However, the difference between the two groups may be further explored by focussing on the nature of the progress observed. In the control group, the majority of references to progress (5/9) focus only on a traditional view of grammar and structures as the building blocks of language, as exemplified by this learner:

Extract 40

S: In general I think that I'm improving. In general, I don't know if one aspect, erm, maybe, er, maybe my writings, no? Are better now than last year because I think that, erm, I have more, er, interiorized, exist?

Int: Yeah, internalised.

S: Internalised the grammar. My grammar, no? Several, several rules of grammar I think I can, I, I, erm, have the ability to put on, in writing, no? (Sara, Control A, Int, T2, 27:20)

This view of language as the accumulation of discrete items and structures, famously labelled 'grammar McNuggets' (Thornbury, 2010) is understandable given the focus on grammar in the school system and the predominantly grammar/lexical syllabus of current popular course books, including those used during the research period (*English*

File Upper Intermediate, OUP). While learners may complain about the emphasis on grammar in the school curriculum (see section 6.2.1), it has nevertheless influenced their need to measure progress in terms of units and associated grammar structures covered.

The learners in the intervention groups also mentioned these tangible aspects of language when asked to comment on their progress. However, they additionally described their progress within the framework of other, less explicit, milestones, for example, the use and utility of English in their everyday lives, or in the following case, in terms of WTC:

Extract 41

I think I feel more confident and I speak with everybody in the class without any problem. And last year maybe I speak less, or it, it depends if I talk with people who knows good English, I, for me it was difficult. Or I speak less with the teacher then. For me, now, it's not a problem if (the other person) knows how I speak. (Ondina, Intervention, Int, T2, 29:00)

This may be an indication of a heightened metacognitive awareness amongst the learners in the intervention groups. Together with a readjustment of their expectations as to what they want to accomplish in the language, due to the visualisation activities, it may simply be the case that the learners in the intervention groups are no longer measuring progress simply by ticking boxes.

6.3 L2 learning experience: Insights from the longitudinal data

The analysis of aspects of the L2 learning experience from a longitudinal perspective aims to shed light on areas previously explored in the cross-sectional analysis. As we

have seen in chapter five, the development of an Ideal L2 self vision does not automatically lead to predictable results, such as a more tangible perception of progress. The exploration of longitudinal data aims to look closer at the development of these aspects over time. The nature of the longitudinal data also allowed for a focus on aspects of the L2 learning experience, such as the evolution learners' perception of WTC and LA issues, which were not evident in the cross-sectional data.

6.3.1 Classroom dynamics and the role of the teacher

As we saw in section 6.2.1, learners in this context often express dissatisfaction with the quality of English teaching during compulsory education, as in this example from Anna: *'Boring, yes because every year it is the same and there are a lot of people who don't really like study English and sometimes the teachers aren't, erm, motivated'* (Int, T1, 01:50). Carmen is also representative of her peers when she complains about the lack of NS teachers in primary and secondary schools: *'I hate that my teachers were Spanish. Everybody says that we're really good at grammar but very bad at accent'* (Int, T1, 43:00). Nevertheless, learners' experiences of between 6 and 12 years of predominantly teacher-centred English classes at school has led to a set of expectations which ascribe the central role to the teacher. Even Jaume, who did not study English as a compulsory subject at school, observes:

Extract 42

In the case, of English, at least, I have been very lucky. All my teachers have been very, very good. In French I didn't have the same experience. (The teacher) is the person who transmit the knowledge, this person gives us motivation to (continue) improving. (Jaume, Int, T1, 39:00)

Consequently, many learners in this context can be observed to lack autonomy, as they believe that the success or failure of a given class, and indeed their entire learning trajectory, is ultimately dependent on the teacher. Rosa, for example, states '*I need) to go to class*' (Int, T2, 11:00) as she sees the teacher as the key to the learning process: '*In all the subjects you have to learn it's (the teacher) the most important thing.*' (Int, T1 40:00).

Rosa also comments that her enjoyment and intrinsic motivation in a subject are directly affected by the teacher: '*there's a feedback because you can be very motivated, but if the teacher isn't, your motivation goes down*' (Int, T1, 40:41). Learners seem to interpret a positive group dynamic as a direct result of this 'feedback' that Rosa mentions. This is perceived as almost entirely attributable to the influence of the teacher, irrespective of the importance of the interaction between peers. Nevertheless, the qualitative data reveal some interesting developments regarding the interpersonal dynamics within the group as a result of the intervention activities.

Acceptance and tolerance of classmates: Ramona, Anna and Carmen

Both Ramona and Carmen expressed negative perceptions of their peers during the interview at T1, but for very different reasons. In the first case, although Ramona revealed her insecurities about not fitting into the group (see section 6.3.3), she persevered in her attempts to speak English in open class, in spite of her obvious insecurities:

Extract 43

In a big group (like this) I don't (like), no I feel very shy I don't want to speak. Yes. I'm ashamed. (laughs) in these cases. Yes, if it's a small group, it's different

because I feel more comfortable and if I have more people there, I get more nervous. In my body, yeah, I'm feeling so (nervous) (laughs). (Ramona, Int, T1, 34:00)

Ramona was not defeated by her shyness and regularly contributed in groupwork as well as open class throughout the course, giving an outward impression of confidence. When asked at T2 if she felt more comfortable speaking English with her classmates, her answer is guarded, but there is some evidence of a more positive perception: *'Er, not much, oh, maybe with some people. No, I like the people that are in this group because. There's kind people and very nice in general, but I don't know'* (Int, T2, 15:40). She seems to have resigned herself to the fact that her interaction in the TL will be limited by the reluctance of her peers: *'I understand them but the problem is it's too difficult to speak only with two guys and the rest of the people, they don't want to change'* (Int, T2, 18:20), but at the same time has gained in confidence sufficiently to develop strategies to maximize her interaction outside class (see section 7.4.3).

Notwithstanding her disappointment at the lack of speaking practice in the TL, by the end of the intervention, Ramona is willing to admit that there is a generally positive working atmosphere in the class: *'The only difference (from other courses) is the people. (...) Maybe it's the big difference that I compare and maybe it's easier to learn more if the rest of the people want to do the same'* (Int, T2, 26:09).

Ramona's sentiments are echoed by Anna. In her reflections on the oral activities carried out during the intervention, she too observes that there is a lack of commitment to using the TL in class:

Extract 44

A: One when we are speaking between us. If people take it seriously because if it not it doesn't, it don't work, it don't work.

Int: Does not everybody in the class take it seriously?

A: No I think, I don't think so. (Anna, Int, T2, 24:02)

On the other hand, she also recognizes the effective work ethic that is clearly prevalent as part of this group's dynamic: *'I think we have a lot of people who is very interesting to, interesting to learn in our class'* (Int, T2, 13:25).

In contrast to Ramona and Anna, Carmen's dissatisfaction with group speaking activities stemmed from her perception that she was at a higher level of proficiency. In fact, one consequence of this perception is that she refused to interact with her peers in the TL, thus becoming one of the classmates who so frustrated Anna and Ramona's attempts to use English exclusively. At the beginning of the course she resents being held back and has a superior, even dismissive attitude towards her classmates: *'(The problem) is when I speak with these people (other students) maybe they don't have the same level than me so they don't know if I'm good or not'* (Int, T1, 45:30).

By T2, her evaluation of her classmates' language abilities is largely unchanged, but her choice of words is far more diplomatic *'I am a little bit frustrated because there are many people (in the class) who aren't better than me'* (Int, T2, 13:00). She continues to see little utility in pairwork or peer correction: *'When I go abroad people don't correct me, why should people in the same level do it?'* (Int, T2, 19:06). However, given the prevailing positive group attitude, Carmen has found it impossible to maintain her antagonistic stance. As she herself concedes: *'(studying here) is nice but tiring (..) It's not hard. It's not boring, it's nice'* (Int, T2, 26:30).

Integration within the group: Rosa and Jaume

Rosa and Jaume had vastly different reasons for wanting to learn English as well as very different classroom personalities. Their initial comments on where they choose to sit in class are a good illustration of this. Jaume jokes '*I am a (laughs) a floater*' (T1, 1:03:00), referring to the fact that he usually sat with a different partner in each class whereas Rosa maintains: '*I am very territorial*' (Int, T1, 01:02:30), sitting in the same seat in every class, prompting the teacher/interviewer to observe: '*You like that seat next to the door, don't you? Easy access!*' (Int, T1, 01:02:40).

However, as fellow mature students, they both initially shared a sense of insecurity that they would not be able to maintain the pace of their younger colleagues, most of whom were still in full time study. This conception contributed to Jaume's surprise at his classmates' reticence to use the TL in class. At T1 he states: '*For me the problem is the partner. In general, they have a very good level. They know all the answers, but they don't have the idea that we are working*' (Int, T1, 01:01:00). Rosa, in contrast, feels unable to speak in English herself, at the beginning of the course: '*It comes out in Catalan. I have no control about it*' (Int, T1, 01:00:30).

However, by the end of the intervention, both learners have increased in confidence (see section 7.4.2) and have perceived an increase in TL interaction in class. In Rosa's case, she has found a niche within the group where she feels comfortable: '*With X and J (I) nearly always (speak) in English because they always want to speak in English to practise. It's OK*' (Int, T2, 22:00). Unlike Ramona above, this limited interaction suits Rosa. In a small group she feels supported and confident, without risking the exposure of open class contribution. Rosa observes that this increased confidence is a generalised phenomenon in the group:

Extract 45

R: (I speak) more English now.

Int: And is it you who has changed or the other students who have changed?

R: I think all (of us). (Rosa, Int, T2, 22:30)

Towards the end of the intervention period, Jaume feels comfortable enough within the group to be able to spontaneously present his experiences of a recent holiday by showing and discussing photos. In spite of his insecurities about his L2 proficiency (see extract 46), as a gregarious and popular member of the group, Jaume knows that his presentation will be accepted and appreciated. At T2, he still admits frustration at his classmates' unwillingness to put their knowledge into practice: *'They feel very self-confident so I don't understand (why they use L1). I imagine they (the younger students) work hard on doing compositions'* (Int, T2, 36:30). However, he also reveals an affection towards his younger peers and a warm positivity about the experience: *'I was able to share my time with people who are like my children but in this case they were my classmates and I feel it was a very good thing'* (Int, T2, 01:05:30). Jaume summarises the feelings of many of his classmates when he observes that this positive atmosphere in class may be a result of the element of sharing and humanistic focus inherent within the intervention activities: When asked for feedback on the visualisation activities, he states: *'It's like being at yoga, so I like this experience in the class. You know your classmates and you know you better'* (Int, T2, 01:16:30).

6.3.2 Perception of progress

In order to sustain the effort necessary for the long-term endeavour that language learning represents, it is crucial for learners to reflect upon how their progress can be

maximized and, ideally, to see a return on the strategies they have chosen to implement and thereby acknowledge their own progress. With that objective in mind, during the interviews at T2, the participants were asked to evaluate their own development in the TL and assess their levels of motivation compared with the beginning of the language course. Three of the five focal learners in the study were able to identify aspects of their learning which had improved. Their self-assessment emphasised development in different ways, for example, a deeper understanding of the language itself, a sense of improvement in the area of skills and perhaps most importantly, the dawning realisation that progress is indeed possible in an EFL context.

Positive perception of progress: Jaume, Rosa and Anna

Unusually, Jaume had opted to repeat the level he had studied the previous year in order to consolidate the course content. The mere fact of covering the same syllabus and material could potentially hinder any sense of progress, especially as Jaume appears to equate the course content with the grammar syllabus outlined in the course book. At T2, he continues to feel that he lacks control of the basic structures:

Extract 46

After doing level 3 and level 4 I learnt plenty of things. But now when I am repeating the course, I have problems about these things I learned before so I feel a little worried about it (...) because, I thought I understood a little for all these resources, that I was able to use them (but) no I was unable, unable.
(Jaume, Int, T2, 17:05)

However, Jaume does seem to be realising that mastering the structural syllabus is not necessarily the only measure of progress in a language: *‘I think the progress is about*

feeling comfortable doing it (speaking English) but sometimes I feel worse about other things. Maybe I think I need to support the grammar structures but maybe it's not necessary' (Int, T2, 01:09:55). This observation may reflect the change in Jaume's learning priorities over the course of the academic year, largely due to the formulation of a very clear and compelling personal goal. He and his wife are going to volunteer abroad on her retirement as a GP, and as he says: *'I, I, I (laughs) can't be able to be, to be a doctor (...) If I, if I can do something interesting'*. (Int, T2, 38:04).

Jaume's initial reason for starting to learn English was as a hobby, as he puts it *'the reason why I decided to study English was to understand the lyrics of the soundtrack of my life'* (Int, T2, 24:59). However, at T2, learning this language has recently become a means to an end as well as a cultural interest. Jaume is able to identify the progress he perceives which directly relates to this newly-formed goal: *'And all the important result of my learning is being able to speak with people from anywhere'*. (Int, T2, 22:40).

In spite of his apparent lack of success with the TL grammar, in general, Jaume has an optimistic nature and prefers not to dwell on the negative: *'I don't think about problems'* (Int, T1, 46:00). He has little difficulty identifying positive progress both in terms of specific achievements: *'in my past exam I felt very happy because in a part of the exam I got 10 out of 10. I was very proud.'* (Int, T1, 01:09:02), as well as a general sense of improvement over the duration of the language course: *'I feel I am improving a little in this (learning English). In general I am very interested in doing it.* (Int, T2, 00:55). Nevertheless, he is not unrealistic about the challenge he is facing. His natural optimism and positivity are also tempered by an awareness of the work involved, especially in light of his new life and work objectives: *'We (my wife and I) need to work hard on our (English learning) project if (we) want to make progress'* (Int, T1, 15:00).

Rather than becoming dismayed at such a daunting undertaking, Jaume measures his progress in terms of his own persistence: *‘My (self-) evalution is very positive because I am interested in continuing’* (Int, T2, 23:00).

Rosa was another learner who had a positive perception of her development over the length of the intervention. At T1, she demonstrated a certain frustration at her slow rate of progress: *‘For me it’s very slow’* (Int, T1, 08:00). At this stage, she seems to lack any sense of agency. Her use of the impersonal pronoun ‘it’ is rather revealing, as she does not relate this slow progress to any lack of commitment or investment of time on her part, but prefers to divorce herself from the process, justifying her frustration by emphasising that, as a mature student, at her stage in life learning is no longer a luxury or leisure activity: *‘I am very impatient (laughs) it’s a problem (of) mine, it’s my problem. It’s because, well, we are an age, all things that I want to do, I want (now)’* (Int, T1, 43:00).

At T2, Rosa seems to have reconciled herself to the fact that her progress may not be as fast as she had hoped: *‘I can take a part of this time and more slowly than other persons but I go on’* (Int, T2, 13:15). This observation differs markedly from her comments at T1, as the implication here is that she is determined to continue in spite of her perception of slow progress. She also seems to have personalized the process somewhat, by using the first person and comparing her progress to others. As part of the intervention activities focused on establishing achievable goals, Rosa may have adjusted the unrealistic expectations causing her frustrations at T1. Although she continues to believe that she does not have sufficient free time to dedicate to English, she at least acknowledges the connection between time spent engaged with the language outside class and rate of progress: *‘if I can practise English a lot of time, if I can go to England,*

for example, in six month, I think I improve very much but I can't at this moment. Well, I do what I can (laughs)' (Int, T2, 12:57). As someone who insists that she has very little time to dedicate to English, Rosa seems surprised that English has gradually introduced itself into her life outside class in surprising ways: *'Sometimes I dream in English. It's very strange'* (Int, T1, 36:00).

When asked to evaluate her own progress, Rosa acknowledges an improvement, although her lack of confidence in her own abilities often manifests itself in the need to qualify this positive development with a condition, as in this example concerning her comprehension skills:

Extract 47

I think during this course I improve my English for example listening, but I understand better what the people say if the conversation is in group(s), it's better for me listening. When somebody speaks (to) me directly sometimes I doubt (laughs) but when it's listening, er, impersonally, er, I think I improve a little bit. (Rosa, Int, T2, 06:50)

In contrast, there is one area of her English where Rosa is willing to recognise her progress. In this extract, in which she describes her satisfaction at the improvement in her speaking and particularly in her ability to self-correct, her sense of pride is palpable:

Extract 48

I think I'm speaking now more fluently than the first time you heard me, (the first time) we did the interview. And a very important thing for me (is) while I am speaking, I can correct (myself). I said, oh! You said this thing and it's not correct. You can't say this thing. And now not all the time but sometimes, for

example, in the time of the verbs I can correct (myself) at the same time. (Rosa, Int, T2, 32:20)

This in itself is a major development for Rosa. The impact on her linguistic self-confidence and WTC are discussed in more detail below, but simply her recognition of her own success has subtly changed her attitude to the learning process, and allowed her to perceive it as a pleasure rather than a necessary obligation.

Unlike Rosa, Anna had never perceived the study of English as an obligation. She maintained a positive approach to learning over the course of the study, using almost exactly the same words in both interviews: *‘Well, I think it (learning English) is very important and, and fun also. Yes’* (Int, T2, 00:20). Where she and Rosa coincide, however, is in their perception that the optimal way to learn a language is to live and work in the country where it is spoken: *‘Liv(ing) with native people. I think it’s the only way. The real only way’* (Int, T2, 04:30). Indeed, this is a commonly held conviction among the participants in this study, perhaps most vociferously expressed by Carmen: *‘I want to (go abroad). It’s not studying, it’s survival, it’s the real world’* (Int, T2, 20:50).

At T2, in contrast to Carmen, Jaume, Rosa and Anna acknowledge that it is possible to make progress in an instructed EFL context. For example, at T2 Anna appears more than satisfied with her skills development:

Extract 49

I think the good thing is now I can understand English better than a few months ago. Because, yesterday online, I, I was, er, watching, erm, some videos in YouTube but it, it’s, er, it was an interview and it, it was for a native people because it, it was a show from US, United States and, and I could understand everything so I was very happy. (Anna, Int, T2, 06:00)

In other words, Anna feels that she has improved even without immersion in the TL. She is able to identify specific moments when she noticed an improvement, as in the example given above. Not only does she acknowledge the development in her listening skills, perhaps even more importantly, she allows herself to celebrate this progress.

Lack of progress: Carmen and Ramona

While three of the five focal learners experienced a definite sense of progress in their English learning during the intervention, the remaining two learners Carmen and Ramona were less positive in their self-evaluations. This in itself is not surprising, given that motivation has been shown to decrease over time (for a comprehensive summary of factors contributing to amotivation and demotivation see Dörnyei & Ushioda, 2011 p. 137-157). This temporal fluctuation may be translated into a lack of momentum in the learning process.

At T1, Carmen's self-concept at T1 was of a competent and fluent TL speaker; *'I know that when I'm speaking with other people I don't have problems'* (Int, T1, 40:20). Her disappointment and frustration at being placed in a level that she considered too low may have compelled her to prove a point by following and passing the course with minimum effort. To this end, she defends her decision not to use the TL in class on the basis that her classmates are at a lower level than her (see section 6.3.1). Furthermore, her L1 Catalan is a strong aspect of her identity; *'(I feel) a little bit strange (speaking English) because people like me speak in Catalan'* (Int, T1, 36:00).

At T2, there is a change in Carmen's attitude as she is prepared to concede that she was probably placed in the right level: *'But maybe I'm in the right level, I don't know. That's my problem because speaking I'm not so bad.'* (Int, T2, 28:30) and she

realises that her profile is different from the other learners in the class: *'I'm a little bit, a little bit strange student'*. (Int, T2, 31:30). In spite of these admissions, she still perceives that she has made no progress: *'I make the same mistakes, I think'* (Int, T2, 27:30). In fact, she feels that her level has decreased, principally because she has not been in a TL-speaking context: *'because last year I didn't go abroad (...) speaking now I know that I regress'* (Int, T2, 11:00). In fact, she resorts to her L1s, Catalan or Spanish on a number of occasions during the interview at T2, which did not happen at T1.

Ramona also struggled to articulate any specific change, whether positive or negative, when asked directly about her progress:

Extract 50

Int: Do you feel more confident about anything?

R: No, because I always feel more comfortable only speaking and writing. It's the same in Spanish. (Ramona, Int, T2, 29:17)

This may be a consequence of her general perception of herself as a poor language learner (see section 6.4.2 below). As her self-concept is of someone who lacks language-learning ability, she is far more comfortable acknowledging progress if it is mediated through a third party, often someone she regards highly as a language learner, e.g. in this example of a classmate she met during a SA period;

Extract 51

The guy from Germany, he is one of my best friends now. (...) He was telling me the last day, your English is better (now). I understand you more now than the first time. (...) I didn't know what to say. When you can see (that) the other people say (you have improved) you know, I open my eyes. I say OK, alright maybe I have the same vocabulary the first day and the last day but maybe the grammar and the pronunciation was clearer. (Ramona, Int, T2, 27:00)

As can be seen in the following section, Ramona did, in fact experience turning points during the academic year, which are evidence that progress has occurred. She is, however, reluctant to acknowledge them without prompting and even less to allow herself to take credit for them. It almost seems that for Ramona, progress is something that happens in spite of her.

Experience of ‘turning points’: Ramona, Jaume and Anna

In the example given in the previous section, Anna describes her pleasure and delight in being able to understand a TV show without subtitles. The ability to identify and capitalize on examples of success may be crucial in order to channel and maintain learner energy. Recent research (Dörnyei et al., 2015) explores the influence of Directed Motivational Currents (DMCs): intense motivational episodes which can have a profound effect on a learner’s effort and consequent progress. Muñoz (2012) refers to ‘turning points’, moments in their language-learning history which the learner is able to identify as evidence of rapid progress or change.

For the purposes of this study, participants were asked if they were able to recall a moment when they noticed substantial progress and to explain the context and the cause. Unsurprisingly, at T1, these turning points were often associated with SA experiences, as is the case of Ramona, when she described the moment she realized she could communicate adequately in English, even with other Spanish speakers:

Extract 52

I met two girls that spoke (Spanish) the same as me and we want(ed) to learn English. And (this) is (what) we did in the end, we tried to speak to each other in English not in Spanish (and) with other people too. (Ramona, Int, T1, 15:20)

Over the course of the intervention, Ramona is consistent in her belief that SA is more beneficial as a learning experience. In the interview at T2, she compares the different attitudes of learners during SA with those studying in an EFL context:

Extract 53

You can see a very big difference when you are here than when you are in another country. The people open their minds and here it's closed minds. (...) When you are in another country you change your mind, you think OK, I want to speak in English and not speak another language. (Ramona, Int, T2, 16:20)

However, in a curious development, when asked to identify a turning point at T2, Ramona did not refer back to the SA experience but to another, more recent, although apparently less dramatic, incident during the current English course:

Extract 54

Maybe, erm 2 or 3 weeks ago. (...) I remembered the words and some phrasal verbs and now I understand (them more) quickly than the first time and maybe I open my mind a bit more than at the beginning of the course. (Ramona, Int, T2, 32:45)

It is interesting to note Ramona's choice of the same expression 'open my mind' as she used when describing the advantages of SA. Perhaps the real change here is her realization that progress does occur, albeit less obviously, in contexts other than SA. Unlike other focal learners who had also had SA experiences, Ramona did not feel that SA was the *only* way to learn a language.

Jaume's experience of a turning point also changes from T1 to T2. In the first interview, he refers to a meeting with his first English teacher, prior to the start of the course, when he was pleased to find that he had been able to spend '*an hour speaking*

with him in English' (Int, T1, 08:00). However, at T2, he refers to an incident that occurred during the intervention period. Upon returning from a long weekend away in Dublin, he gave an impromptu class presentation: *'In class I did a little explanation about my trip to Ireland (and....) I felt fine (giving the presentation)* (Int, T2, 27:30). This is all the more remarkable given that Jaume is intensely aware of his own lack of fluency and particularly, automaticity in English: *'I have problems speaking in English because I have to think about every word I need to say. It's a pain*' (Int, T2, 34:01). This episode is of particular importance to Jaume as it is something he would not have imagined possible before the intervention took place.

In the case of Anna, rather than identify a particular incident or episode, she refers instead to a realization that is clearly significant to her. During the interviews, participants were asked to describe a role model for their English language learning. Dörnyei points out that one potential factor which may influence the development of an Ideal L2 self is the existence of a clear, relatable example to follow: 'role models that the students have seen in films, on TV or in real life' (2009: 33). The two youngest of the focal learners, Carmen (18) and Anna (21) both had clear role models. Carlson (1965) identifies that students of university age still have a flexible self-image, during which they are willing to 'try on' new identities and therefore the existence of a role model may be more significant at this stage than to those learners with greater life experience.

The role models took the shape of Carmen's elder brother: *'He has a really good accent and everybody says and I know he's really fantastic with languages*' (Int, T1, 15:00) and, for Anna, her boyfriend: *'Well, my boyfriend speaks better than me. (...) He learned, like me, at school, at high school but now he is in the last year, erm, of the*

Escola d'Idiomes (Official School of Languages)' (Int, T1, 08:34). As a result, she admits that she often deferred to him in English-speaking contexts:

Extract 55

I have to recognize that, er, they (the boyfriend) usually speaks more than me. I think it's because, er, they, they can do it better than me. But that's a problem because I have to, to do it too, yes. (Anna, Int, T1, 18:30)

Throughout the intervention, Carmen's opinions seem to coincide with her those of the brother whose abilities she admires, for example regarding the best way to learn a language: '*He always says that all he knew is (from) when he went abroad*' (Int, T1, 16:00). In marked contrast, Anna's sense of her own progress led to a change in her self-concept when related to her role model. When asked if she had experienced a turning point, she compares her level to his: '*I think now (laughs) I can see I'm approaching to him*'. (Int, T2, 12:10). This realization may, in turn, influence the nature of Anna's future interactions:

Extract 56

I have to recognize that the last summer, when we went to Scotland, he, he started the conversations that happened, yes. Er, so yes, yes, I have to recognize that but I think that if I was alone, I'd do it. (...) I was alone all this summer and I could do it. (Anna, Int, T2, 11:20)

In Anna's case, the turning point came as the acknowledgement of her progress against a specific point of reference. If her boyfriend's English is a tangible representation of the way Anna wishes to speak English in the future, the fact that she feels she is closing

the gap between them seems to represent a reduction in the discrepancy between her current L2 self-concept and her Ideal L2 self.

The incidents described above may not be transformational in the sense of a truly intense DMC, but it is also true to say that recognition of progress may also be the result of a series of apparently minor, incremental changes, which, if kept fresh in the learner's mind, may contribute to the persistence and effort necessary for the maintenance of motivation.

6.3.3 Willingness to Communicate and Language Anxiety in class

As can be seen in section 7.4.1 below, four of the five focal learners (all except Carmen) reported increased WTC in their interactions in the TL outside class. The researcher, who was also class teacher for this group of students, was able to witness the parallel development of their WTC within class time, in particular in their use of the TL in pair and group work and in their ability to contribute in open class. The use of the TL as a means of communication in the classroom in particular, seems to be a clear manifestation of motivated behaviour. Most of the younger students are still in full-time education and their parents are paying for their education, an aspect which does not go unobserved by other members of the group:

Extract 57

Yes, and I think in class the youngest people speak, erm, more in Catalan than the, er, older.: Because, well, I think the old people is, one, one reason is, they are paying this class so they are very conscious that is very important. (Anna, Int, T1, 12:21)

However, it is simply not the case that all the older students use the TL exclusively. As Rosa, the second oldest participant in the study, reveals at T1: *‘I try to speak in English but sometimes my brain goes (off)’* (Int, T1, 01:00:30). It seems that maturity is only one of the factors that contribute to linguistic self-confidence. All the focal learners claimed to use the TL equally (very little in the case of Carmen) or more at T2. The interview data suggest that increased WTC is due to factors such as positive group dynamics and an overall reduction in Language Anxiety, which also manifested itself in greater confidence in other areas of language skills development.

In order to ascertain whether there was a difference in this aspect of the learners’ motivated behaviour pre- and post-intervention, interviewees at both T1 and T2 were asked to estimate how much of the class they spent speaking in English and then to justify their reasons. At T1, the primary factor that appears to influence whether or not learners are inclined to use the TL is the perceived usefulness of this activity. Learners in this context tend to consider peer input as degraded or inferior. At T1, Ramona comments: *‘On the first day I remember, (...) I said (to my partner) ‘It’s better if you speak in English’ and (she) said ‘No, but it’s not good and maybe I get your mistakes’.* (Int, T1, 11:30). Furthermore, the use of the TL in a monolingual context does not sit comfortably with all the participants. Carmen, for example, responds similarly at T1 and T2 when asked how she feels about speaking English in class: *‘a little bit strange because people like me speak in Catalan’* (Int, T1, 36:00). She even goes so far as to suggest that by trying to speak the TL in class, other learners are compromising their own identity. They are only able to speak English to other Catalan speakers *‘because they are more actors and actresses’* (Int, T1, 39:00).

Consistent use of the Target Language in class: Carmen, Jaume and Ramona

Carmen has a positive self-concept of herself as a language learner and at T1, she considers her level of proficiency to be beyond the reach of her classmates: *‘Maybe because sometimes I’m making jokes and that’s when (I notice) that I’m in a superior step. In a higher level’* (Int, T1, 18:30). Consequently, she perceives no benefit in using the TL with her classmates: *‘(I don’t speak in English) Maybe that I know that when I’m speaking (English) with other people I don’t have problems’* (Int, T1, 40:20). Carmen’s position on the use of the TL remained consistent throughout the language course. She only used English when in direct conversation with the teacher.

Jaume was unique in the group inasmuch as he had started learning English as a complete beginner in the same language school and therefore had always been exposed to the communicative approach used in this institution. He used only English while in class and even during the breaks, but was reluctant to volunteer in open class discussion: *‘In general I don’t take part, in general I don’t ask the questions (in class) (...) This is because I’m not spontaneous, I need to do a little (preparation)’* (Int, T2, 34:10). Possibly as a result of his learning background, he makes the following observation: *‘If the partner has a better level (of English) than me, it helps me’* (Int, T1, 01:02:00). Jaume has instinctively identified the notion of the ‘more knowledgeable other’ in Sociocultural theory (Vygotsky, 1978) and is using the principle of ‘near peer role modelling’ (Murphey, 1996, 1998), which suggest that learning can take place between classmates. By T2, Jaume continues to use the TL exclusively in class. He reveals his surprise at his classmates’ refusal to use English: *‘I try to use only English in class. I am a little astonished to see people using Catalan or Spanish (...) as our willingness is the way’* (Int, T2, 35:30).

Another learner who shared Jaume's dismay at the lack of TL use in class was Ramona. Unlike Jaume, she participated actively in open class in the TL from the beginning of the course and gave the outward impression of self-confidence. However, the interview data revealed her struggle with insecurities, as the lack of interaction in English made her feel isolated within the group. The following quote comes from her interview at T1, barely a month after the course had started.

Extract 58

If they (the other students) want, (they) all speak in Catalan and in Spanish (...) and sometimes I'm bored because I think (exhales) I feel bad because I think maybe I'm strange (...) I enjoy to speak with other people. I like to feel OK and not feel 'el raro del turno' (the odd one out) (laughs) because if you are all the time trying to speak in the (target) language a lot of people say this is 'la empollona' ('the swot'). (Ramona, Int, T1, 10:10)

While this observation is primarily addressed to the younger members of the class, Ramona is also considerably younger than the other mature students, whose ages range between 39-61 and who are predominantly male. She finds herself in the invidious position of not really belonging to either group. While she continues to persist in her use of the TL, Ramona confesses that the issue of language use is inextricably connected to her self-concept and identity as a language learner, which has an inevitable effect on the anxiety she feels about speaking English in class:

Extract 59

And if they (the other students) speak in English in class all the time and I continue speaking with them outside the class, I feel strange, raro? (strange). And I don't know, I don't like too much to show this aspect about me. I prefer not (to). I don't know why but I think they have problems if you speak in English.

And they are very shy maybe and young, more than me, I don't know. And they don't want (so) I don't want to speak in English. (Ramona, Int, T2, 16:50)

Notwithstanding her negative feelings about how she is perceived within the group, Ramona persisted in her use of the TL until the end of the course, which is a measure of her commitment to the learning process. She was prepared to continue in her endeavours despite her obvious discomfort.

Increased use of the Target Language in class: Anna and Rosa

In spite of Jaume and Ramona's disappointment with the amount of English spoken in class, there is evidence that some of the other focal learners have increased their use of the TL, as is the case of Anna. At T1, she admitted: *'I know (laughs) I, I want to do that (speak in English) but sometimes they (the other students) ask it in Catalan and you just answer in Catalan.* (Int, T1, 12:00). In contrast, at T2 Anna is actively making an effort to interact with classmates with whom she can interact in the TL. As she states *'(I) sit with X and we are always speaking in English'* (Int, T2, 12:50). As a result, the proportion of time she reported speaking in English during class time had increased to *'more than 50%'* (Int, T2, 13:10).

Another learner who claims to have increased the amount of TL spoken is Rosa. At T1, she admitted: *'(I speak in English) if you ask me but when I speak with another person who is Spanish or Catalan, it is unnatural'* (Int, T1, 35:00). At T2, while she still avoids public speaking she explains that her WTC has increased as she has come to feel more comfortable with her classmates. When asked how she feels about speaking English in class, she responds: *'Now, good, we know the people better and the relation(ship) is good but in general I don't like speaking in public'* (Int, T2, 21:05),

reflecting the importance of the positive group dynamics observed in sections 6.2.2 and 6.3.1.

Reduction in Language Anxiety: Jaume and Rosa

It is perhaps noteworthy that the two learners who felt the most anxious about their English proficiency in general were the two older learners in the group, Jaume and Rosa. Although their learning backgrounds were very different, both Jaume and Rosa were able to perceive positive progress (see section 6.3.2 above). Post-intervention, Jaume has seen that there are strategies he can employ to reduce his LA: *‘If I can continue to speak with another classmate or another partner, it can help to make me more self-confident’* (Int, T2, 13:50) and he has been able to identify a specific incident during the course as evidence of this improvement, his presentation about his trip to Ireland. It is precisely this type of experience of success that Jaume will be able to access in the future in order to maintain his language-learning vision over time. By the end of the intervention, Jaume was able to recognise his development in this area, albeit modestly: *‘I was very timid, but now I’ve changed a little bit’*. (Int, T2, 31:30).

Unlike Jaume, Rosa had previously studied English at school and had returned to the subject after a twenty year gap. She admits to feeling doubt or anxiety in many aspects of her language learning, for example, when listening: *‘When somebody speaks (to) me directly sometimes I doubt’* (Int, T2, 06:40) or when reading: *‘I don’t know if I can (read) all types books, if I am prepared to read all the high literature. (...) It’s erm, er, no me atrevo, (I don’t dare)’* (Int, T2, 05:00). However, one area in which Rosa will acknowledge her own increase in confidence is in her speaking skills. At T2, she describes herself as speaking *‘more fluently than the first time’* (Int, T2, 32:30) and is

also aware of an improvement in accuracy, through an ability to self-correct: ‘*sometimes (...) I can correct myself at the same time*’ (Int, T2, 32:40).

6.4 Further observations from the longitudinal data: Developments in approach to learning

The data derived from the focal learners proved to be a rich source of insight into many aspects of the learning process. A complete case study for each learner, including specific detail which was unique to each individual has been included for reference in appendix M (CD ROM). However, in this chapter, in order to address only the more prevalent issues, the analysis has been limited to observations that were common to three or more of the five focal learners. Having established the above criteria for inclusion in this analysis, two further broad areas of commonality emerged from the data: 1) identification and elaboration of goals and 2) changes in beliefs, attitudes and attributional framework. These changes may be interpreted as a result of the section of the intervention dedicated to developing specific strategies.

The strategy training component of the intervention focused specifically on what Dörnyei terms ‘operationalising the vision’ (2009: 37) As Dörnyei himself states ‘This is clearly an area where L2 motivation research and language teaching methodology overlap’, and is therefore of primary importance in any research into the practical application of the L2MSS. A close comparison of the learner responses pre- and post-intervention suggested that the development of a realistic and workable action plan required learners to question some of their previously held beliefs about learning. Therefore, the following section examines the potential effects of the strategy-training component of the intervention on learners’ approach to learning in general.

6.4.1 Strategy training: identification and elaboration of goals

During the intervention, learners were encouraged to tailor the objectives established by the course syllabus and materials in order to make them relevant to their personal context and needs. When asked to describe their learning objectives at T1, most learners found it difficult to articulate specific goals. Jaume avoided answering the question entirely while Anna and Ramona referred to very general improvement, as in these examples: *‘(I hope) it (my English) will be better, better, yeah’* (Anna, Int, T1, 09:55) and *‘(I don’t know), er, I want to learn more’* (Ramona, Int, T1, 19:00).

At this stage, if a more particular language goal was mentioned, it was generally related to improvement in grammar or accuracy, illustrated by these extracts: *‘So I want to be here to, to learn structure, to be better or more correct than, than I am.’* (Ramona, Int, T1, 05:07) *‘It’s better to study hard to know, to improve the grammar’* (Carmen, Int, T1, 16:00). As mentioned previously in section 6.2.1, this is probably due to the emphasis on the structural syllabus in the Catalan secondary school system (see extract 34 for an example). A grammar-based syllabus is quantifiable, through discrete item tests, often provided as support material for modern coursebooks, and these can provide learners with a tangible sense of progress in the early stages of learning. The only exception to this emphasis on form among the focal learners was Rosa, who identified listening comprehension as her specific objective: *‘Really I’m more interested now in understanding people than speaking’* (Rosa, Int, T1, 16:30), probably due to the immediate demands of her online degree course, which required her to watch video lectures in English. The qualitative analysis compared these learner responses at T1 with the articulated objectives at T2 in order to identify any differences observed in type and specificity.

From vague to specific: Ramona and Anna

At T1, Ramona's learning objectives were articulated vaguely, as a general need to improve: *'I know that I make a lot of mistakes when I (...) talk to other people and I want to correct these'* (Int, T1, 19:10). In the interview at T2, while accuracy is still clearly a priority, she has recognized the need to be more specific about the areas for improvement:

Extract 60

(I have) the same, erm, (objectives, but) maybe are more specific than the first time. (...) I recognize that the big problem that I have is in pronunciation and in grammar and I think that the only way is to work on it. (Ramona, Int, T2, 28:29)

Extracts from Ramona's written data also indicate that she has expanded her objectives to include speaking skills and has added an affective element to her goal by describing the recognition she hopes to achieve, as illustrated in the following excerpt from the written version of Ramona's visualisation of her Feared L2 self:

Extract 61

It'll be much better to speak in different topics or aspects of our lives with my friends abroad. Besides studying grammar and vocabulary, spending more time speaking with foreign people or English people [means they] are likely to be impressed with my English. (Ramona, WW, T2)

Ramona, in common with many of her peers, chose to frame her language learning goals in terms of internationally-recognised official examinations, or CEFR levels, as can be seen in the extract from her written timeline: *'2011-2012 age 29 [pass] FCE with good level. 2012 (30) Start Advanced (C1) I speak English with my friends and I can travel without problem too'* (WW). However, these measures of progress may

simply be a widely accepted aspect of the Ought-to L2 self in this context. In the interview conducted at T2, Ramona seems more animated by a newly formed plan to meet see ex-classmates:

Extract 62

And if I can, (I'll) go to visit to them because I will try to go to Italy this year and visit two friends that I have there. (...) One of my friends, she's from Milan, Milano and she's really nice, really nice. (Int, T2, 06:00)

Ramona's data suggest her objectives became more specific and more personally relevant over time. In contrast, Anna had very clear personal goals from the outset: the wish to live and work in an English-speaking context, articulated thus: '*I want to go to live, er, in England or Scotland*' (Int, T1, 10:00). However, in common with Ramona, her objective has become honed over the course of the intervention period. Her plan has been discussed with significant others and has become a more tangible possibility:

Extract 63

I want to go to Scotland. Or yes (laughs) if I can I want to do it. Because, er, we are being, er, speaking a lot about this with my boyfriend and I have been there two, twice and, I don't know, I really like it. I think it's a, a, a good country to live. I don't know if always, I don't, don't think so. But, er, it's a, it's good country to live and I can improve my English. (Int, T2, 03:06)

Both these cases suggest a parallel development between the Ideal L2 self vision and the participants' learning objectives. As these two students form a more precise and detailed image of their future English-speaking selves, their goals for learning the language become more tangible and specific. In tandem with this development, both learners reported an increase in engagement with the TL outside class (see chapter 7

below) in the form of regular consumption of cultural products (Anna) and participation in a language exchange (Ramona).

Focus and expansion of goals: Rosa, Carmen and Jaume

Both Carmen and Rosa had strong pragmatic language-learning goals, whereas Jaume's goals were more personal and family-oriented. Where they coincide is that these goals remain constant across the intervention period. The development lies in the elaboration of specific strategies and time frames as well as the inclusion of further goals which reflect other potential benefits not previously considered at T1.

Prior to the beginning of the intervention, Rosa had already established that the FCE qualification is the minimum requirement necessary for finding the job that she wants and this objective remains stable across the intervention: *'It depends on if it's a multinational for example. They always want you (to be able to) speak in English and you (to) know a level, First Certificate level for example'* (Int, T2, 15:55). Carmen also sets herself a clear objective of a recognised qualification at both T1 and T2: *'In my case at university if you don't have First Certificate when you finish the degree you won't graduate'* (Int, T1, 25:00).

Carmen shows development, post-intervention, in the way she is able to set her objectives within a clearly-defined time dimension which was not present at T1:

Extract 64

I think maybe First Certificate is the level that makes you (...) accurate and that contains all of the things to be understood for people, no? (...) I think I need two years, erm, hm, in two years I will have (it). (Int, T2, 09:57)

The following extract from Carmen's written timeline activity shows that her responses in the interview are consistent with the deadlines she had set for herself in the classroom activity:

Extract 65

2010 *Studying English in the EIM*

2011 *Maybe I'll go to America to study Law for 6 months*

2012 *Try to get FCE.* (Carmen, WW)

It would appear that the intervention activities have been effective in helping Carmen to focus her learning goals. She seems to have a consistent, clear and realistic time frame in mind that was not present at T1. Similarly, during the interview at T2, Rosa reflected on the benefits of setting learning goals, an activity she had not previously contemplated.

Extract 66

I think it's useful to think about the future goals because normally we don't. In this, concerning the languages you don't think about the future. Always you are only studying and (you) don't think about this language. What (will) happen with this language in relation to you in the future? And it's a good reflection. (Rosa, Int, T2, 36:03)

Rosa continues to emphasise the importance of a qualification in her future career and, similarly to Carmen, she specifies that goal in her language learning timeline: '2012: *Get First Certificate*' (WW). However, she also appears to expand her goals to include more personal objectives. In the timeline she allows herself to indulge her future dreams: '2020: *Buy Masia (Catalan farmhouse) with vineyard. I will need English to deal with my international customers*' (WW). In the second interview she

admits: *'I think sometime I need (English) in the real life (laughs)* (Int, T2, 03:03). More revealingly, in her written work consolidating the L2 self visualisation, she highlights the value of fluency when she describes *'going to a job reunion where I can communicate with the foreigners colleagues without problems'* (WW). It does seem that, post-intervention, Rosa has allowed herself to envisage the goal of using English as a future tool for communication.

Both learners were also able to observe changes in their attitudes to the externally-imposed obligation of studying English. Rosa needed to follow part of her on-line degree course programme in English. While the amount of contact with English of this type does not necessarily increase over the course of the study, she seems to develop a more positive attitude towards this obligatory requirement. At T1 her use of the modal verb emphasises the compulsory nature of the activity. *'I have to hear in Internet some interviews'* (Int, T1, 18:00). However, at T2 this same requirement is described thus *'It's very interesting for me because (it) really is very useful (...) When you visit a website (they) are normally in English'* (Int, T2, 03:03).

A similarly subtle but perceptible progression can be noticed in Jaume's attitude over the period of the intervention, as his focus moved away from a focus on structure and accuracy towards a focus on fluency. Compare, for instance, his observations at T1: *'(in the class reader) I marked all the sentences with an accusative structure'* (Int, T1, 01:12:00) and at T2:

Extract 67

Maybe I think I need to support the grammar structures but maybe it's not necessary, I don't know. But I think I am rational about my process of learning. Maybe I have to be more spontaneous without worrying about this feeling. Maybe I need, I need change. (Int, T2, 01:09:55)

This realization that he needs to change his methods may be a reflection of his change in learning objectives. To put it simply, he has realized that his previous learning strategies are not providing the results he desires. The new learning objectives may in turn be a repercussion of Jaume's newly-visualised focus. He has honed a vision of a future reality which includes spending time with his son in a part of California he knows and enjoys and the real possibility and challenge of working as a volunteer in a developing country using English. When asked if his goals have changed at T2, he replies:

Extract 68

Yes because we would like to live in abroad, maybe in Brazil or maybe in Africa. My wife is a doctor. A General Practitioner and she has always wanted to go to work in a mission, on a charity project as a General Practitioner. She's thinking about doing it when she is 60. (Int, T2, 38:04)

This new objective is reflected in the timeline activity done during the intervention:

'2014: My wife will retire. We want to work as volunteer, maybe in Africa, so I will need to have English in conditions' (WW). His reflection on this activity during the interview at T2 showed that he found it useful, despite some reservations: 'it is maybe a little infantile doing this timeline but it's very important because you can notice what you do and what you don't do' (Int, T2, 01:17:10).

The specificity of his objectives have led Jaume to focus on his learning priorities. At T1, when asked why he is learning English, he responds rather generally that English may be useful *'because it is the Lingua Franca'* (Int, T1, 01:04:00), while at T2, he expands: *'All the important result of my learning is being able to speak with people from anywhere'* (Int, T2, 22:40). As Jaume has identified this new objective of

improving his fluency, he takes steps to maximize his speaking practice outside class, in his words: '*It's important to (try to) live in an English bubble*' (Int, T2, 20:30).

6.4.2 Strategy training: Influence on learner beliefs and attitudes

An important aspect of the strategy training component of the intervention required learners to examine their expectations about language learning. The participants were asked to analyse and re-evaluate their goals in order to set realistic objectives. In certain cases, this may have involved questioning some preconceived ideas about how best to learn a language. As a result, subtle changes were observed in the learners' beliefs about the optimal route for learning. The following section summarises findings related to the development of learners' beliefs and attitudes, with particular focus on the areas of attribution and self-efficacy.

According to Attribution Theory (Weiner, 1992, Graham, 1991) which focuses on subjects' explanations of their past failures and successes, ability and effort are the most commonly cited attributions in Western learning contexts. Ability is a factor outside the subject's control and therefore impossible to change, whereas effort is a factor for which the learner is solely responsible and may be influenced by strategy training. In contrast, learners faced with lack of progress may choose to deny their own role in the process and explain this failure through external causes. Representative external attributions exhibited by this group of learners at T1 include the following:

- a) A generalised belief in a failure of the education system to teach this subject adequately (Anna, Carmen & Rosa) summarised here by Anna: '*Spain has a problem with languages*' (Int, T1, 14:30)

- b) Low self-efficacy and the belief that they do not possess an innate language aptitude, (Ramona, Rosa & Jaume) as in this extract from the interview with Ramona at T1: *‘There are some (people) that (...) are good at languages. They are normal, they love languages too and they don’t have too many problems’* (Int, T1, 30:10).
- c) The notion of the ‘intermediate plateau’ (Jaume, Ramona, Carmen) as described here by Jaume: *‘I realize I reached to my top in 3rd course’*. (LL, Tues 2nd Nov). The plateau stage may cause learners to believe that their progress has stalled and, in some cases, discourage them from continuing.
- d) Lack of opportunities for practice (Rosa, Carmen & Jaume). Rosa observes: *‘I live in a Catalan bubble. The only thing I do in English is go to class’* (Int, T1, 42:00). This in turn is related to the belief that languages are best learnt in SA contexts as exhibited by Carmen: *‘All I know it’s for going abroad, not to stay in (this country)’* (Int, T1, 16:05).
- e) The most common attribution was lack of time (Carmen, Rosa, Ramona & Anna). Carmen is representative of all the learners except Jaume when she comments:

Extract 69

(The class) is nice. I like it. But maybe the only thing is that I’m really tired when I’m come here at 8 and sometimes I do the homework at the last moment (...) because I don’t have time. (Carmen, Int, T1, 16:50)

The first attribution concerns the learners’ previous experience and is therefore beyond the scope of strategy training. Attributions b) and c) are related to the learners’ self-efficacy and may be influenced by a tangible perception of progress (see sections 11.2.3

and 11.3.2). The last two attributions are the areas where strategy training may have the clearest influence.

While it is undoubtedly true that learners lead busy lives outside the classroom, finding the time to dedicate to the language-learning process may also be equated with an increase of effort on the part of the learner. Learners who identify time as a factor in their lack of progress may, in fact, be attempting to justify their inability or unwillingness to make the necessary effort. Therefore, the first step in the development of strategies is the learner's recognition of their own agency.

Recognition of learner agency: Carmen, Ramona and Rosa

The first observable development within the learners' attributional framework was their ability to recognise their own role in the learning process. Carmen provided a subtle, but significant example of this in the following interview extract: *'To make progress you have to sacrifice yourself and I never have time to do it'* (Int, T2, 01:05). It is revealing that Carmen equates the effort needed for language learning in this context with the negative concept of 'sacrifice', which she has been unable, or unwilling to make. This suggests that she finds learning English in EFL contexts to be a necessary chore, in stark contrast with her perception of SA as naturalistic learning without effort (see above). Nevertheless, at T2, Carmen is more willing to concede that she herself plays a role in her language learning, as she admits the importance of her own effort; *'I need to be concentrate and more centred in what I'm doing because if not I don't learn it'* (Int, T2, 08:25).

Although she is the youngest participant in the study, Carmen exhibits some of the most strongly held beliefs. She began the language course and the intervention

activities, with firm pre-conceived ideas about how a language should be learnt. At T1, she believes that her progress depends on developing accuracy; *'I think it's better to study hard to know the grammar'* (Int, T1, 16:00). While she continues to emphasise the importance of accuracy at T2, her metacognitive awareness seems to have developed. For example, she acknowledges that her SA experiences have resulted in a level of fluency which is not commensurate with her other skills; *'Most people first know the structure and then get more fluent. I do the opposite. It's hard because when you know that people understand you, it's difficult to say OK! Now, subject object...'* (Int, T2, 16:50).

Over the course of the intervention, Carmen becomes increasingly prepared to admit that her lack of exposure to the TL outside class is a matter of personal choice: *'Maybe reading books in English is really nice but I have the translation in Catalan or Spanish and I prefer (it)'* (Int, T2, 02:15). Her developing awareness that her engagement with the TL outside class is her own decision may be a step towards recognising her own responsibility for her progress, or lack thereof. While Carmen has a positive sense of self-efficacy, she is beginning to admit that her lack of effort was potentially influencing her progress. Attribution theorists note that causal attributions related to effort are perceived as less stable and therefore more within the subject's control than factors such as ability (Dörnyei & Ushioda, 2011: 15).

In contrast to Carmen, Ramona had low self-efficacy, but was able to acknowledge her own increased effort post-intervention. While still convinced that she is a poor language learner, Ramona attributes her current English level more equally to both ability and effort, as this comment from the interview at T2 reveals: *'I recognize that I am not so lucky in this idiom (but) I work hard at homework'* (Int, T2, 07:30).

Post intervention, she is more likely to admit the importance of her own input; *'I think it (English) is easy to learn but I think it's work.'* (Int, T2, 10:54). In this case, the difference between T1 and T2 is Ramona's increasing recognition of her own dedication to the challenge of learning a language, which may compensate for her perceived lack of innate ability.

Rosa began the language course frustrated at her lack of results: *'For me it's very slow learning. (I want) results in fact (taps table) now!'* (Int, T1, 08:00). During the first few weeks of the intervention, Rosa made sparse notes in her Language Log, even though she claimed to be watching English presentations regularly. However, by the end of the study, she was making very detailed notes, often every day, as in these examples:

Extract 70

Mon, 21st Feb: Copied Grammar Bank 1-2 into notebook (1 hour)

Tues 22nd Feb: Correcting composition (30 mins). (Rosa, LL)

In the last three weeks of the intervention, Rosa noted that she was spending more than four hours a week of her own time engaged with English. Although this is not necessarily a large amount compared to other participants in the study, as Rosa perceives that she has very little time, this represents an important investment for her. Perhaps even more important is her recognition that she is dedicating her time to English. Whereas, at the beginning of the intervention, Rosa did not consider many English activities worth noting down, as she pays more attention to her dedication to the task, she also appears to achieve greater objectivity about her ability and progress:

Extract 71

Ah, well, (my ability is) in the middle, I don't know. Not very (good), I have to do many things and this is (only) one and if I can practise English a lot of time, if I can go to England, for example, in six month(s), I think I improve very much but I can't at this moment. And well, I do what I can (laughs). (Int, T2, 12:57)

In general, these learners were able to progress from entirely external attributions at T1 to the recognition of the importance of their own effort at T2. Rosa summarises this neatly in the interview at T2. When asked how realistic her learning goals are, she responds: *'It depends in my effort to do this, this. It's my effort and my continuity on learning English. It's nearly (a) possibility'* (Int, T2, 10:40).

Developing a more positive attitude to the TL community; Rosa, Anna and Carmen

The development of Dörnyei's L2MSS was motivated in part by the need to address the relevance of the construct of 'integrativeness' in modern, globalized EFL contexts (2009:26). However, he also concedes that 'it is difficult to imagine that we can have a vivid and attractive Ideal L2 self if the L2 is spoken by a community that we despise' (2009:29). Consequently, positive attitudes to the TL community can facilitate the development of a motivating self-guide. Mackay (2009) found that the attitude of Catalan EFL learners towards TL speakers is generally positive, although inevitably influenced by national stereotypes. The data obtained from the learners in this study were consistent with those findings, as exemplified here by Rosa's observation at T1: *'English people are very formal and cold but I think Catalans have the same character so it's not bad for me'* (Int, T1, 1:12:00).

The same study also found that attitudes improved if the learner had had some experience of living in the TL community, consistent with other studies on the subject (e.g. ‘As Others See Us’ British Council, 2014). All of the focal learners in this study had spent time in English-speaking countries, whether on holiday (Jaume and Rosa) on SA periods (Carmen and Ramona) or working (Anna). Most learners expressed largely positive attitudes which were generally maintained across the course of the study. However, three of the learners, Anna, Carmen and Rosa were seen to express more positive observations of NS communities post-intervention.

Anna, who was the only learner who had spent an extended period in contact with NSs (as an au pair in the UK), had a positive, but not wholly uncritical attitude, based on her personal observations:

Extract 72

I like people from England, but I, when, when I go there I, I thought they are living on the past and it's very, it's very surprise for me because here we have all the traditions, but they are not so important for us. And the houses are very old and the new houses look like the old houses (laughs) it's very strange. (Int, T1, 25:05)

Over the course of the intervention, Anna's plan to go and live in the UK in the foreseeable future had become further developed and defined. As it is her goal to live in this TL society, by T2 she emphasises the aspects that will contribute to a positive improvement in her life, comparing UK society favourably with aspects of her own country: *'I think they (the British) are ve, er, more conscious (that) people can change the things or have a responsibility on the society than here. You know? The, the, the community concept'* (Int, T2, 16:50).

Rosa reported generalised stereotypes or indifference to TL cultures at T1, as in this extract, when asked about US culture in the interview at T1: *'I don't know any people from there. I only know (it) from films'* (Int, T1, 01:10:10). However, at T2, she takes the time to consider the question more fully and provides a more expanded answer, taking into account both the positive and negative aspects of the stereotype:

Extract 73

It's a cliché and I don't know (any)body from this country but from the films, about the culture in general I feel (they are) very ingenuous, innocent but, er, immature. But, for example, in business, (they) are the best people in the world, I think. (...) In business all people is equal and you have an opportunity. In this case (there are) no prejudice like here. (Rosa, Int, T2, 26:32)

As was often the case, Carmen exhibited some of the more extreme attitudes, in this case towards TL communities. Carmen's experience of TL culture was obtained through two SA periods at the ages of 15 and 17, although she admitted that most of her English-speaking contact during these trips had been with other NNSs: *'People like me, young people who wanted to learn English in a fun way'* (Int, T1, 50:00). However, she claimed to maintain contact with some of the young NS teachers that she met on these trips: *'About the international course. Our teachers are really young, so sometimes they give you a mail. It's, it's nice, it's, er, spontaneous'* (Int, T1, 05:00).

It is therefore initially surprising to observe Carmen's negative attitudes to TL speakers at the beginning of the language course, for example, when talking about English-speaking tourists in Barcelona, she verbalizes her irritation when tourists expect everyone to use English: *'(I feel) a little bit annoyed because maybe I can understand but (...) people make your family feel inútil (useless) or a loser'* (Int, T1, 31:00).

Carmen's attitudes reflect a growing discomfort among the local population of Barcelona with the growing tourist 'invasion' of the city, (Burgen, 2015).

More specifically, she also professed the view that people from the UK were 'superior', 'cold' and 'closed' (Int, T1, 48:30-49:18). These comments may be a manifestation of Carmen's frustration at being placed in a level that she felt was beneath her own, which occasionally translated into negative behaviour in class, often manifested by verbal criticisms of the English language and the TL culture, aimed at the teacher, herself a member of this TL community.

By T2, however, Carmen's critical stance had softened somewhat, describing her contact with tourists thus:

Extract 74

I feel a little bit happy because they look at you and smile. I like it when people listen to me and my accent and they think maybe it's not a Spanish girl. They are surprised and I like it. It makes me feel nice. (Int, T2, 35:00)

In general, her attitudes to speakers of the TL seem to have mellowed post-intervention. Although she can still be very defensive, as in this example when asked to described cultural influences from the US:

Extract 75

I think there are a lot of TV programmes. They arrive, but, erm, do you think, do you really think that USA has a culture? As we say? Yes, but which culture? In, in eating which culture? Hamburgers and that, it's not a culture. (Int, T2, 22:30)

Nevertheless, these attitudes are tempered by more positive opinions. When describing US citizens she suggests; 'Maybe people think they are superior, but I think they're fun and really friendly' (Int, T2, 21:30). Her opinion of the British, however,

remained largely unchanged, although she distances herself from direct criticism by using the third person: *‘Everybody thinks they (people from the UK) are really formal, they don’t make jokes, really serious too. Cold (...). It’s because (of) the weather (laughs)’* (Int, T2, 20:20).

In general, the apparently improved disposition of these three participants toward members of the TL community may be a result of the positive group dynamics reported by participants in the intervention group (see sections 11.2.2 and 11.3.2). It may also have been influenced by the development of the relationship with the teacher / interviewer, resulting in greater familiarity and comfort with a representative TL speaker. In Anna’s case, the shift in attitude may have been brought about by the newly formed intention to live and work within that community in the future. The evidence of development as a possible result of the intervention lies not so much in the change of attitudes, but in the learners’ ability to articulate these attitudes. This growing self-awareness may result from the strategy building component of the intervention, which required the learners to analyse their own beliefs and expectations.

Developing metacognition: Ramona, Carmen and Rosa

None of the previous observations would have been possible without the learners’ own increasing ability to explore and explain their self-concept as a language learner. Therefore, in general, one of the most important results of the strategy training activities was the focal learners’ enhanced metacognition. All five learners seemed to be able to articulate the language learner facet of their self-concept more clearly post-intervention and were able to reveal the thought processes behind their learning, which were not

expressed at T1. The three cases analysed below show the clearest development of this self-awareness.

Importantly, the qualitative data revealed aspects of the learners' self-concept that simply would not have been evident in the course of normal classroom interaction. This was clearly the case of Ramona. While she outwardly gave the impression of being an extrovert and confident personality in class, the qualitative data revealed a more complicated picture. In the following extract from the interview at T1, she admits to insecurity and reticence to speak in public, which is certainly not visible in her classroom persona: *'Yes. I'm ashamed. (laughs) in these cases'* (Int, T1, 34:00). At T2, she still feels uncomfortable about her abilities, but she is more pragmatic about her possibilities: *'I recognise that sometimes we want to spend more time that we can and sometimes maybe there are new things, you decide to do a lot of, too many things'* (Int, T2, 00:20). In other words she is not as critical of herself as she seemed to be at T2, allowing for a more realistic appraisal of her progress.

Ramona thinks that she is a poor language learner: *'(Learning English) for me it is difficult, (..) it's not easy because (..) I think my mind is more from Maths and Science'* (Int, T1, 15:40). Nevertheless, she recognizes the need to practise and participates frequently in class. Anna adopts completely different strategies from Ramona. She contributed little in open classwork, doing most of her language practice outside class. From the beginning, Anna did not set herself unrealistic goals, but revealed a quiet confidence in her abilities in the first interview, *'I think I'm better in, er, languages than in Maths, for example, so yes, I really like write, er, writing and reading'*, (Int, T1, 13:15). As we tend to enjoy activities that we are good at (Ushioda, 2001), this reveals Anna's positive self-concept as a language learner. Interestingly, at

T2, Anna is aware that she has not been able to dedicate herself as much as she would have liked to the task of language learning, but seems to have increased in self-confidence and, consequently, in motivation:

Extract 76

Yeah. As I've realized that I can improve, I, I'm more motivated now. Yes. But it's, erm, a contradiction because I have to recognize that I, I'm making less work from here now than, than in the (beginning) but I don't worry about that because I know that I'm very motivated and I'm making, I'm doing the best I can. But I'm going to try to do my homework (laughs). (Anna, Int, T2, 25:30)

As a mature student, Rosa is less likely to change her beliefs and self-concept. However, she does become more aware of her needs and preferences as a language learner. For example, she has come to the conclusion that she is not a successful autonomous learner and needs the discipline and routine of the classroom environment:

Extract 77

Yes. I think now I need classes. Because (it's) my only way, it's very difficult for me to learn. I think the class is an obligation, a good obligation in the good sense of the word and if I don't (have) this obligation I think it's not possible for me. (Int, T2, 14:04)

The above quote from Rosa is almost exactly the opposite of the sentiment expressed by her classmate, Carmen: '*(English) is an obligation and people don't like obligations*' (Int, T2, 00:58). Nevertheless, Carmen is probably the most pronounced example of developing self-awareness of all the focal learners. In the first instance, Carmen clearly attaches a great deal of importance to her self-concept as a good language learner, so much so that the discrepancy between the institution's evaluation

of her level and her sense of her own ability may have caused her to behave defensively. Faced with the reality of her lack of tangible progress at the end of the course, she searches for external attributions which do not compromise her self-image. She sees the course content as unchallenging and lacking relevance in her particular situation, which translated into a lack of motivated behaviour in class:

Extract 78

I think that for more, uf, no por más te hablo ingles en clase, aprenderé más. (I won't learn any more by speaking to you in English in class).

J: You don't think it will help you.

C: No because I will make the same mistakes. (Int, T2, 19:15)

However, as well as admitting the importance of her own contribution (see above) Carmen has clearly become aware of the importance of motivation, or in her case, the lack of it; '*No tinc una motivació així especial*' (*I don't have a special motivation*). *I have (motivation) but it's not a nice kind of motivation, an illusion apart from academic things*' (Int, T2, 01:45). The 'nice kind of motivation' or 'illusion' (Spanish *ilusión* meaning excitement or eagerness) that Carmen alludes to here, probably refers to her awareness of an Ideal L2 self, which she has been exposed to through class activities, but does not feel she personally possesses. It is nonetheless a small but significant admission on her part that she is aware that this type of motivation is important. Her ability to identify what she is lacking may be the first step to overcoming that obstacle.

6.5 Summary

In this chapter we have seen how EFL students in this context generally arrive at university with negative learning experiences, and how their backgrounds can

nevertheless influence their conception of the central role of the teacher and the grammar syllabus. A positive perception of progress is clearly an essential element of the maintenance of L2 learning motivation. This is perhaps particularly important at the stage of interlanguage development which these learners are currently experiencing, the so-called ‘intermediate plateau’ (Richards, 2008) a period when many learners feel they are treading water and become disillusioned with the process. It appears that learners struggle to measure progress beyond the accumulation of grammar structures but may be more successful at identifying moments of success or ‘turning points’

In terms of group dynamics, the communicative nature of the programme, involving the exploration and articulation of motives, needs and desires as a joint activity with their peers and teachers appears to have a positive influence on attitudes towards other members of the classroom community and a consequent reduction in LA and increase in WTC. Further observations emerging from the longitudinal data in particular suggest that learners in the intervention groups may be more successful at identifying and elaborating goals. Finally, a subtle shift was observed in certain attitudes among the focal learners regarding attribution, attitudes to the classroom and TL community and metacognition, which may be indicative of enhanced awareness of their language-learning self-concept.

Chapter 7: Contact with the Target Language

7.1 Introduction

Most, if not all, adult EFL learners are aware that increased exposure to the TL will ultimately have a positive impact on their rate of learning, but many fail to find ways of implementing this strategy in a consistent manner, as observed here by Rosa at T1:

Extract 79

We haven't make an immersion in English. It's very difficult because we are always speaking in Catalan or Spanish and it's no problem (laughs) obviously! But in English, I only listen to English when a tourist comes to me and asks questions. (Rosa, Int, T1, 2:00)

This section explores the data pertaining to RQ3. Section 7.2 summarises the results of the quantitative analysis of the LCP. Section 7.3 will compare the cross-sectional interview data pertaining to TL contact from the control and intervention groups in order to ascertain any potential influence of the specifically designed activities on learner engagement. The following section (7.4) summarises the analysis of the longitudinal data. Drawing primarily on the interview data, section 7.4.1 summarises learners' self-perceived progress while section 7.4.2 tracks the development of self-reported WTC in situations outside the classroom environment. Finally, the Language Logs (LLs) are analysed in section 7.4.3 in order to gain further insight into potential progression of learners in both control and intervention groups.

7.2 The Language Contact Profile

The data obtained from the LCP at T1 and at T2 for each skills domain was compared on an group-by group basis. A summary of these results can be found in table 7.1 below.

Table 7.1 *Contrast T1 & T2 language contact in hours per week: skills domains by group using Wilcoxon signed ranks test*

Group	Int.	A, Teacher A	First data collection (T1) N = 15		Second data collection (T2) N = 12		Sig. (T1 → T2) N=12
			Mean	SD	Mean	SD	
		LCP Question					
		7a – 7f Reading	8.36	6.39	9.25	8.12	.513
		7g – 7k Listening	13.87	11.86	13.25	11.13	.240
		7l – 7p Writing	4.40	2.35	4.58	2.23	.877
		8 Speaking general	6.67	6.88	6.25	7.38	.399
Group	Control	A, Teacher A	First data collection (T1) N = 17		Second data collection (T2) N = 19		Sig.(T1 → T2) N=17
			Mean	SD	Mean	SD	
		LCP Question					
		7a – 7f Reading	10.18	9.58	12.28	9.08	.952
		7g – 7k Listening	13.53	6.51	15.37	9.20	.700
		7l – 7p Writing	6.82	4.81	5.63	3.59	.645
		8 Speaking general	6.88	6.90	8.69	8.08	.326
Group	Int.	B, Teacher B	First data collection (T1) N = 18		Second data collection (T2) N = 14		Sig. (T1 → T2) N= 14
			Mean	SD	Mean	SD	
		LCP Question					
		7a – 7f Reading	10.17	5.09	12.08	4.81	.012*
		7g – 7k Listening	13.56	11.85	19.15	17.14	.059
		7l – 7p Writing	4.76	3.54	5.50	4.76	.811
		8 Speaking general	1.17	1.50	2.36	2.62	.026*
Group	Control	B, Teacher B	First data collection (T1) N = 15		Second data collection (T2) N = 11		Sig. (T1 → T2) N=11
			Mean	SD	Mean	SD	
		LCP Question					
		7a – 7f Reading	11.36	10.47	11.00	6.55	.752
		7g – 7k Listening	14.80	7.20	18.64	8.22	.116
		7l – 7p Writing	4.73	5.92	4.91	3.67	.916
		8 Speaking general	5.33	5.94	6.83	6.43	.221

* $p < .05$ (two-tailed test. statistically significant)

In this analysis, the only significant results were found in the second treatment group: Intervention B (N = 14). The respondents showed significant increases in the amount of reading between T1 and T2 with mean scores of 10.17 → 12.08 ($Z = -2.501$, $p = .012$) and in the general speaking scale with mean scores of 1.17 → 2.36 ($Z = -2.232$, $p =$

.026). The effect sizes for the reading and speaking tests were high ($r=0.83$) and medium ($r=0.38$) respectively. Furthermore, the result for the amount of listening was also approaching significance ($Z=-1.887$, $p=.059$) with a medium to large effect size ($r=0.49$).

7.3 TL Contact: Insights from the cross-sectional data

During the semi-structured interviews at T2, participants from both macro-groups were asked to describe the amount and type of voluntary contact they had with English outside the classroom, excluding homework and other course requirements, as well as any change in the amount of contact since the beginning of the course. The interviewees' responses regarding their opportunities for contact with English in their own time are summarized in table 7.2, below.

Table 7.2 *Responses regarding engagement with the TL outside class*

Learning experiences outside class during the current English course	Intervention (N = 10)	Control (N = 10)
Regular contact with English (<i>more than once a week</i>)	7	5
Occasional contact with English (<i>less than once a week</i>)	2	4
No contact with English	0	1
Not mentioned	1	0
Total	10	10

The interview data do not indicate any differences between the intervention and control groups in terms of total number of students who actively engage with English outside of class, as 9/10 interviewees in each subset claimed to do so. However, a slightly larger number of participants (7/10) in the intervention group mention regular contact with the TL (once a week or more), compared with 5/10 in the control group.

Those interviewees who mentioned voluntary engagement with the TL outside class were asked to specify what type of contact they had. The responses are displayed in table 7.3 below.

Table 7.3 *Responses regarding type of TL contact outside class time.*

Type of TL contact mentioned	Intervention (N = 10)	Control (N = 10)
Films	9	8
TV	8	7
Books	3	1
Internet	5	4
Occasional NS contact	4	2
Regular NS contact	4	1
Total	33	23

In total, there are 33 different references to contact in the intervention group interview data, compared to 23 instances in the control group. In all the different media mentioned (TV, Internet etc.), more students in the intervention group claimed to have experienced this particular type of contact than in the control group.

In addition, participants were also asked if they had any contact with NSs of English outside class and, if the answer was affirmative, they were asked to specify what type of contact this was and how regularly it occurred. As with their general contact with the TL, answers were coded as ‘occasional’ if the learner had sporadic contact, most typically with tourists, as in this example: *‘Sometimes I have to speak with someone in English, no? Some foreign people. But not very often, eh? Not very often’* (Sara, Control A, Int, T2, 04:30). On the other hand, answers were coded as ‘regular’ if the participant claimed to have NS contact once a week or more. The reasons for this type of contact were more diverse. Some students were participating in a conversation exchange, others had English-speaking flatmates and a number of learners had contact

via social media, skype or email with NS friends they met previously, for example on SA periods.

Furthermore, during the interview at T2, learners were asked to compare the amount of contact they had with the TL compared with the beginning of the language course. Table 7.4 below summarises their responses.

Table 7.4 *Responses regarding differences in amount of TL contact outside class time from T1 to T2*

TL contact T1→T2	Intervention (N = 10)	Control (N = 10)
Increased TL contact	8	6
Decreased TL contact	1	2
TL contact unchanged	1	2

Eight of the ten interviewees in the intervention groups claim to have increased the amount of time they spent engaged in certain TL-related activities, for example a student in intervention group B made this observation:

Extract 80

I think I make more of an effort listening. I, I'm, all the series I saw in TV this year are in English and some of the movies too. I go to the cinema for the first time this year to see films in English. (Ondina, Intervention B, Int, T2, 03:00)

Other students claimed to have reduced their contact with the TL, sometimes, due to work and study commitments, lack of interest or circumstances beyond their control, as in the following example:

Extract 81

B: Yeah, (until last year I used more English) I was working in a pharmaceutical industry and I, er, received emails and, er, we have, er, international, ¿cómo se di....reunión?

J: Meetings.

B: Meetings, yeah. I was listening only, but (...) because I was analista, I was the last, (

J: And do you do anything in English for pleasure? Reading or films or...?

B: No. It's very difficult for me. I prefer not to. It's a closed door. (Belén, Int B, T2, 04:30)

Interestingly, learners in this context often complain of the lack of opportunities to practise. The introductory composition produced in the first week of class included observations such as the following: *'I can write and read English well, but I can't speak it in a normal conversation, because I never get the chance to practise'* (Artur, EM, T1) and *'I used to think I could practise and improve my English by myself, but I can't. I'm too lazy to do that on my own and the only contact I have with native people is in class'* (Carol, EM; T1). By T2, however, it seems that a greater number of learners in the intervention group (4/10) are pro-actively seeking out contact with NSs by means of language exchange programmes and conversation groups, compared to the control group (1/10). The learners in the intervention groups have been encouraged to analyse their needs and interests in the TL, and then to identify strategies with which to realize these goals.

In conclusion, it appears that learners from the intervention groups were more likely to have *regular* contact with the TL outside class and that their sources of contact (reading, TV etc.) were more varied. Furthermore, more learners in the intervention groups claimed to have increased the amount of contact with the TL over the period of

the language course, possibly suggesting an implementation of the strategy training which formed part of the intervention.

7.4 TL Contact: Insights from the longitudinal data

The analysis of the semi-structured interviews at T1 and T2 suggests that three of the five focal learners (Anna, Jaume and Ramona) increased their engagement with the TL in their own time and of their own volition. The other two learners (Carmen and Rosa) did not claim to have increased the amount of contact with the TL. However, in Rosa's case, further sources of data (the LL) indicated a clear increase (see section 7.4.3). This highlights the potential discrepancy between a learner's perceptions and actual TL contact which may influence the results of instruments such as the LCP.

7.4.1 Self-perceived increase in TL contact

Autonomous learners: Anna and Jaume

In the interviews at T1, two of the focal learners, Anna and Jaume had established that they were relatively autonomous language learners, having already found successful learning strategies, which they enjoyed, before the intervention took place. The most noticeable change for these two learners pre- and post-intervention seems to be in the increase in exposure to the TL at T2. For example, Anna's time commitment appears to grow as the course progresses. At T1, she already watches films in English regularly: *'Well, if I, if I have time, two or three times (a week). Well, I always, (whenever) I'm watching films, I do it in English'* (Int, T1, 06:40) but at T2 the frequency has increased: *'I always watch films in English. I'm trying to do it every day (now)'* (Int, T2, 00:50).

Furthermore, as well as the time she spends on these activities, Anna has also expanded the range of her engagement with English. At T1 she described her passion for creative writing but this did not include writing in English:

Extract 82

A: I really like, er, writing and reading, so if I feel like I can do it in another language, I think it's very great (...)

Int: Uh huh. Do you like writing in English?

A: Er, no, I like writing in Spanish or Catalan.

Int: Have you never tried it in English?

A: Well, in classes. Not for myself. (Anna, Int, T1, 05:40)

In contrast, at T2 when asked what activities she does in English outside class, she responds '*Well I'm, I'm writing in English sometimes*'. (Int, T2, 00:40). Developments such as these suggest that Anna has developed her own course of action for maintaining and improving her English, which do not necessarily correspond to the activities required by her language course. These strategies often demand a certain dedication on her part, as she reveals here;

Extract 83

At night I'm very tired and I just don't want to do anything. But I think if I watch some, well, not film because they are too long, but some series or, or short videos in English it, it's fun and it's practice for me. (Anna, Int, T2, 01: 20)

Similar to Anna, Jaume chooses to ignore most of the set work which forms part of the language programme: '*In general I do my homework but not all I should*' (Int, T1, 02:05). He favours activities of his own choice: music, film and literature. His initial impetus to study English stemmed from his desire to understand the language he

encountered in these fields. He had listened to English-language music and watched subtitled films even before he enrolled in any language courses: *‘I watched plenty of English films but I didn’t, er, er, I didn’t learn anything from English films, er, un, until the moment I started studying’* (Int, T1, 22:00). He continued with his lifelong habit of seeing films in the original language, but at T1 was already using a strategy to maximize the learning potential of his hobby: *‘Sometimes I go to the cinema with a pen and paper’* (Int, T1, 07:00), indicating that he does not expect to acquire the language passively.

This proactive approach to learning is continued in Jaume’s other areas of interest. As the academic year progressed, Jaume read more extensively and for pleasure. He went on to read several novels before the end of the course. These books were not adapted for learners of English and many of them would be considered extremely challenging for learners at this level of proficiency (e.g. *‘Dubliners’* by James Joyce). According to his Language Log, Jaume’s exposure to English through cinema remained constant throughout the intervention period, watching an English-language film at the cinema at least once a week. However, the time he spent on extensive reading in English increased from two or three 30-minute periods a week to a minimum of 30 minutes a day.

Jaume’s contact with spoken English also increased over the intervention period. Whereas at T1, his English speaking encounters were limited to occasional contact with tourists: *‘It’s the only way I have to speak a little English, so when I see some people I ask “Can I help you?”’* (Int, T1, 05:40), at T2 he was continuing to speak in English after class over coffee with a classmate: *‘Now I go to the cafeteria with X after class and we talk in English for 50 minutes’* (Int, T2, 13:40). Significantly, perhaps, Jaume

was aware that this increase in exposure to the TL was directly related to the activities done during the intervention. When asked for feedback on the experience he stated:

Extract 84

(Thanks to the activities) there were some days when I finished my class I lived in an English bubble for two hours. I was thinking in English and that's important because when I finish the class I have to start another thing. (Jaume, Int, T2, 01:18:30)

Interestingly, Rosa's annotations in the LL suggest that, proportionally, she had one of the largest increases in TL contact when comparing the two periods of the intervention. She recorded a mean of 1h 40m TL contact in period 1 compared to 4h 20m in period 2, representing an increase of 2h 40m a week. However, she herself did not seem aware of this increase and claimed that her contact was the same when responding to the relevant question in the interview of T2. This begs the question whether a learner needs to be fully aware of their increased effort in order for it to have positive repercussions on their attributional framework and self-concept as a language learner (see section 6.4.2).

Persistence and determination: Ramona

Like Jaume, Ramona had also decided to maximize her spoken interaction in English. She had joined an international conversation group at a local bar which had been advertised as an opportunity to practise English, but was dismayed with the result:

Extract 85

Most of the people were talking in Spanish (laughs) and they only wanted to meet somebody to go out (laughs) and nothing more. I say 'oh OK' and I don't

know what I'm doing there. Yes. It was ridiculous, and I think I won't do it again (laughs). (Ramona, Int, T1, 20:20)

In spite of this initial disappointment, after the Christmas period, halfway through the intervention period, Ramona reconsidered and joined another conversation exchange programme. The entries in Language Log indicate that she was experiencing a mixed return on her investment: *'It was very funny day. I enjoyed a lot'* (LL entry 17/12/10), *'We were few people and only we were speaking Spanish'* (LL entry 27/3/11). By the time of the second interview, Ramona is still rather disillusioned by the activity:

Extract 86

It's an exchange. But I'm not convinced because (...) sometimes it's empty or there are two people there and it's not enough and maybe you are bored and the other person, that boy is a Spanish speaker. Again, you continue speaking in Spanish or in Catalan, not in English. (...) And it's not such a good idea (as it was at) first

Int: So, are there fewer people now.

R: Now, yeah. Maybe now because the sun appears and it is spring now.
(Ramona, Int, T2, 01:57)

Nevertheless, the fact that Ramona persisted with these language exchange group meetings throughout the course, in spite of her misgivings, is evidence of the strength of her commitment to the task of learning the language. Of all the learners in this study, Ramona was the one who dedicated most time outside class to contact with English. Her Language Log shows that the amount of time she spent engaged with English, (excluding her work commitments) increased considerably over the

intervention period. At the end of each week, learners were asked to note a quantity in response to the prompt:

‘Total time spent this week’.

Ramona was one of the two focal learners (along with Rosa) who completed the LL for at least three of the six weeks in each of the two terms (the criteria set for calculation of means, see section 7.4.3). Table 7.5 below shows the available data from Ramona’s LL noted in the pre- and post-Christmas periods. While there is some variation from week to week, the progression in Ramona’s dedication to the task is evident:

Table 7.5 *Ramona’s LL notes on contact with TL per week*

Week 1: 1 h 5m	Week 7: 6h 30m
Week 2: 5h	Week 8: no data
Week 3: 8h 25m	Week 9: 9h 30h
Week 4: 12h 15m	Week 10: 8h 45m
Week 5: 4h 30m	Week 11: 14h
Week 6: 13h	Week 12: no data
Total Period 1: 44h 15m (mean 7h 30m per week over 6 weeks)	Total Period 2: 38h 45m (mean 9h 30m per week over 4 weeks)

7.4.2 Increase in Willingness to Communicate outside class

In order to increase their spoken interaction in the TL outside class, as discussed in the previous section, learners need to overcome any negative perceptions they feel about speaking the language. There is evidence to suggest that the three learners who engaged more frequently with the TL post-intervention (Jaume, Anna and Ramona) had also increased concurrently in WTC. A further learner (Rosa) while not registering any specific increase in TL contact in her interview data, showed a more positive disposition to the possibility of interaction with NNSs and NSs alike at T2. All four of these

learners demonstrated a reduction of anxiety related to the aspects of language learning related to communicative ability.

Acceptance of challenge: Anna and Rosa

Anna's increased confidence in her English over the period of the intervention is reflected in her attitude towards using English in difficult situations. When asked, for example, how she would feel about speaking in public at T1 she reveals that she does this regularly in her L1 as part of her degree, but has not had to do so in English:

Extract 87

A: In my career (degree) we have to do that (speak in public) a lot of, of times.

Int: You're quite accustomed?

A: Yes (but) in English, it would be worse (laughs). (Anna, Int, T1, 16:50)

By contrast, at T2, while she is still describing a hypothetical situation, she gives a more detailed and complete response:

Extract 88

I think it, it would be fine because I know that English is not my native, er, language so I have, er, well, you know, I can do, I can say things that they are not correct but it doesn't matter. But I, in the university I can't say things that are not right because (I'm) supposed to, I have to do it well. So I think it's very, I'm more worried about that than speaking in English, to people in English. (Anna, Int, T2, 10:00)

Therefore, on reflection, Anna has decided that the stress of public speaking in the TL, in this case English, does not lie in the difficulties of the language itself, but rather in the accuracy of the content, much as it would be when giving a presentation in her L1.

Rosa also allowed the possibility of using English in situations she would previously have avoided. At T1 she explains how these situations emphasise her insecurities:

Extract 89

It's difficult to speak in a language when I have the impression that I don't have control And I don't like (...) this sensation. And I, er, uf (tuts and laughs) I realize that it's not the way, but for me, it is very difficult to accept that I have no control and (so) I go away. (Rosa, Int, T1, 06:00)

It appears that the anxiety she experiences on these occasions is intrinsically linked to the unpredictability of the situation. When asked if she ever takes the opportunity to speak to tourists on the streets of Barcelona, she admits: '*No. I go away*' (Int, T1, 5:30)

This may reflect an aspect of Rosa's personality in general, as she appears reluctant to expose herself to potential failure and avoids public speaking even in her L1. '*I don't like speaking in public...in any language*' (Int, T1, 54:00). Furthermore, Rosa has recently become unemployed after twenty years in the same job and has the impression that her next job depends on her being able to 'perform' in English at interview: '*When you go to a job interview, they always want you to know perfect English*'. (Int, T1, 45:00). These factors can only contribute to her sense of unease when communicating in the TL.

At T2, Rosa's feelings about public speaking have not changed: '*It's, er, difficult for me in my language, imagine in other languages*'. (Int, T2, 16:40) but, in contrast to T1, she adds that she will speak in public if required to do so: '*In general I don't like it (but) if I have to, I do it*' (Int, T2, 16:30). Similarly, her increased confidence

is evident in the way she describes how she is willing to seek out opportunities for future practice:

Extract 90

(I don't practise speaking) because I have no time and going to speak to unknowing persons (people I don't know), for me is very strange. But I suppose I find the way. I'm sure I find the way. (her emphasis). I don't know how but I (am) sure I (will) find it. (Rosa, Int, T2, 11:30)

These are subtle but important developments, as Rosa is admitting the possibility, however hypothetical, that she will speak in English in challenging situations in the future. Rosa's development may partly be due to her increased confidence in her classmates (see section 6.3.3). However, she has also undergone quite a dramatic shift in her own tendency to self-criticism. The following exchange with the interviewer reveals how her increased tolerance of her own errors has had a positive impact on her WTC both inside and outside class:

Extract 91

R: Now I speak and if I'm wrong about I'm saying, I don't mind. I don't mind really. I hope that people understand me more or less and if I have, and I do that I can it's the only (way).

Int: So you don't worry about making mistakes, then?

R: Now, not any more. No.

Int: (You) used to worry before?

R: Yes. Before I was very worried about this. (Rosa, Int, T2, 16:59)

In the next extract, Rosa elaborates on just how crippling her fear of error had been and goes on to explain how this increased confidence extends outside the confines of the English classroom:

Extract 92

R: Er, I (used to) think oh! How terrible! What a shame that the people think you are a terrible person and a silly person. No but I was very worried about this and now I think, well, why not do that? It's not Spanish. Er, you speak Spanish and make mistakes and it's not a terrible thing and why will I be worse (in English)?

Int: Exactly. So do you think this is something that has changed in this course?

R: In, in this course and in my life too. OK. And the course helps me to do this and my life helps me too. (Rosa, Int, T2, 18:30)

The intervention activities encouraged learners to elaborate personal learning goals and to measure these objectives against realistic expectations. It would seem that Rosa's excessively high demands on herself at the beginning of the course had contributed to her LA and may have actually impeded her progress. It is to be hoped that the intervention allowed Rosa to set herself more attainable objectives and consequently to relax and begin to enjoy the experience.

Expanding horizons: Ramona and Jaume

In Ramona's case, her increased WTC manifested itself in real, rather than hypothetical situations. As mentioned above (section 7.4.1), Ramona uses her English regularly with both NS and NNS clients. According to her Language Log (LL), during the intervention period, this could amount to as much as 1-2 hours of contact a day. The following is a typical LL extract, on two consecutive days in December; *'Talking in English in my job*

with 2 girls from Iceland, 1 hour.’ (LL entry 13/12/10) ‘*Talking in English with Italian people, approx. 2 hours*’ (LL entry 14/12/10). As she pointed out at T1, she was already able to function perfectly adequately in her working context. Not only did her use of English at work no longer hold any challenges for her, she actually found it quite tedious:

Extract 93

I’m only (us)ing the same words in the end it’s boring. And I prefer to learn more because you (can) have a conversation with other people, (...) if you are in another country. (But) if you find people that speak in English only specific for your job, OK, you need it (but) I feel like a robot. (Ramona, Int, T1, 23:10)

At T2, Ramona still feels that her language use at work is unchallenging, ‘*it is specific vocabulary and it’s not different*’ (Int, T2, 03:50). However, while she had previously thought that you could only have real conversations ‘*in another country*’ (Int, T1, 13:30), she now seems to have ventured into different types of interaction with some of the clients she meets in the shop:

Extract 94

It depends on the people. If it’s young people or they want to speak (about) another thing, you can talk about a lot of other things, about Barcelona, what is your opinion, or what you can recommend me to do here or something like that. (Ramona, Int, T2, 04:15)

Ramona has stepped beyond the boundaries of her workplace script and has entered unpredictable territory. It is a mark of her increased confidence that she has departed from the relatively safe strictures of her professional talk and has allowed the possibility of free and more challenging conversation

Jaume also found that he was able to overcome his lack of confidence in his spoken English at T2. At the beginning of the course Jaume was aware of his insecurities but was not sure how best to remedy this. He had attempted to go to a mixer organized by the school to meet foreign exchange students but, as a mature student, he had felt out of place: *'they were all teenagers'* (Int, T1, 25:00). By contrast, at T2, his goal of practising his spoken English had overcome his inhibitions and he had developed several strategies to maximize his English production, for example continuing to speak in English after the class has finished: *'If I can continue to speak with another classmate or another partner, it can help to make me more self-confident'* (Int, T2, 13:50). In general, Jaume's WTC seems to have increased sufficiently for him to overcome his reservations, both inside class (see section 1.4.2.) and outside class. At T2 he has put his first unsuccessful attempt at finding an exchange partner behind him and states firmly: *'I am very decided to find someone to do an exchange'* (Int, T2, 12:10).

7.4.3 Language Logs: General longitudinal data

In this section, the interview data pertaining to the focal learners is supplemented by information obtained from the Language Learning Logs (LLs). As an instrument which was designed to obtain data from both control and intervention group students, this allows a further exploration of the issue of TL contact viewed from a longitudinal perspective. For details on the content and administration of the LL, please see section 4.5.3.

The first observation to be made is that this task was completed in an intermittent fashion, especially by learners in the control groups, with the majority of

the learners (45/51 or 88.2%) only submitting one or two weeks of the 12-week log. On the other hand, the submission of the LL from the intervention groups was higher, which is in itself a finding, as the higher rate of homework assignment completion may be indicative of more motivated behaviour. While there were insufficient data from the control group to conduct a cross-sectional analysis, the more complete data obtained from the intervention groups (including two focal learners: Ramona and Rosa (see section 7.4.1), made it possible to compare the amount of contact at T1 and T2 for a wider sample of learners from this macro-group.

Of those students in the intervention groups who kept regular weekly notes (at least 50% in each of the six-week periods) of their language contact in the LL (21/47 learners or 44.6%), more than half (11/21) were found to have increased the amount of time engaged with the TL by an average of 50m. Of those remaining, five maintained the same level of TL contact and five decreased contact by an average of 30m a week. Table 7.6 below shows the data obtained only from those six participants who provided the most complete LL data (ten or more weeks of the 12 weeks of the intervention period) allowing a more accurate picture to be drawn of the amount of language contact. The number in brackets indicates a participant who also took part in the semi-structured interviews.

Table 7.6 *Average no of hours of TL contact per week*

	Intervention period	
	Weeks 1-6 (before Christmas)	Weeks 7-12 (after Christmas)
Xènia (group Int. A)	1h30m	2h30m (+1h)
Rosa (group Int. A) (S5)	1h40m	4h20m (+2h, 40m)
Ondina (group Int. B) (S18)	5h10m	4h10m (-1h)
Naomí (group Int. B) (S20)	3h20m	7h20m (+4h)
Ramona (group Int. A) (S1)	7h30m	9h10m (+2h, 20m)
Jordina (group Int. B) (S20)	11h50m	11h30m (-20m)
Average	4h20m	4h40m (+20m)

Interestingly, all but one of the learners in this group were also interviewees, indicating that the level of participants' involvement in the interviews may increase their commitment to participation in other aspects of the research process, although not necessarily their TL contact, as two of the interview participants (Ondina and Jordina) recorded a decrease in their average contact amount post-Christmas. The final line of the table shows the average increase in mean weekly TL contact across the 21 learners who met the minimum criteria for inclusion (50% in both intervention periods).

For those learners who increased the amount of TL contact, the difference seems to be in the regularity, rather than the duration of each contact episode. For example Naomí (group Int. B) recorded an increase of more than 50% in the second period of the intervention. In the first 4 weeks of the LL she notes very clearly '*Nothing today!*' more than three times a week. However, in the final 5 weeks of the LL her annotations indicate that she engaged with the TL at least 5 days a week, for periods from 10 minutes to 4 hours.

Within the participants in the intervention groups, there was enormous variation in the amount of contact outside class both at T1 and T2. The smallest recorded amount of time spent in contact with the TL per week was between 0 - 4 hours (Xènia, group Int. A), whereas the most was between 4 -17h (Jordina, group Int. B), who was often required to use English at work. Although Jordina had the largest amount of weekly contact, there was no perceptible increase over the intervention period, with an average number of hours of 11h 50m in the first 6 weeks and 11h30 in the second six-week period after Christmas. Nevertheless, her annotations are revealing. *At the beginning of the intervention she observes '3-4 hours: I was tired, so I just review my work again'* (LL, Tues 9/11/10), while by the end of the intervention period her entries include

examples such as ‘*Staff meeting with European partners. Reading book. 2,30 hrs. I felt confident in the meeting*’ (LL Thurs 10/2/11). At the beginning of the intervention she reveals that her engagement with the TL is something of a chore, whereas the latter entries indicate a burgeoning sense of pride and satisfaction.

The average across both intervention groups (N=21) for the length of the intervention period was 4h30 of contact with the TL per week (coinciding with the weekly average of the six most complete LLs shown in table 7.6 above), with a slight increase (+50m) in the second term, after Christmas. While motivations levels are generally found to decrease over the course of a language programme, in this case, 16 of the 21 participants who completed at least 50% of the LL were found to have maintained or increased their TL contact over the intervention period. Although there are insufficient data from the control groups for the purposes of comparison, these more general data seem to support the more specific findings of the focal learner data that participants in the intervention groups tend to increase or maintain their contact with the TL over the course of the intervention

7.5 Summary

The quantitative data derived from the LCP tentatively suggest an effect of the intervention as the only significant increases were detected among the intervention groups, where reading and speaking had increased significantly at T2 and the increase in listening was approaching significance.

These results are echoed in the findings of the cross-sectional data, where a slightly higher proportion of the intervention group claimed to have more TL contact at T2 (Intervention – 8/10, Control – 6/10). Furthermore, the cross-sectional data indicate

that learners in the intervention group may have more varied and more regular contact with the TL and with TL speakers outside class.

The results of the longitudinal data largely reflect those of the cross-sectional data, with a similar proportion (3/5) claiming to have increased TL contact. A further learner (Rosa) may have increased her contact considerably but lacked awareness of this change in her behaviour, an important consideration when increased self-efficacy and internally regulated attributional associations may contribute to her positive self-concept as a language learner.

Chapter 8. Teacher and learner reactions to the intervention

8.1 Introduction

One of the primary objectives of this research was to examine the practical applications of Dörnyei's L2MSS. Dörnyei himself suggested that it should be possible to 'devise creative ideal-self generating activities' (Dörnyei & Ushioda, 2009: 34) and, in fact, he rose to his own challenge with the publication of a teacher resource book (Hadfield & Dörnyei, 2013) designed to translate the L2MSS theory into practical classroom activities, some of which were used during the intervention in the present study. The next logical step, therefore, was to test the success of these activities in a real classroom context, not only to measure the effect on learner motivation but also to gauge the reactions of the primary stakeholders involved, the teachers and the learners.

In the following chapter we will examine the teachers' reactions to the intervention activities in section 8.2. Learners' reactions to the intervention are explored by means of two sources of data: an online questionnaire specifically designed to collect feedback anonymously (section 8.3.1) and feedback recorded as part of the semi-structured interviews (section 8.3.2). As a result, we hope to provide an overview of the reactions of both parties involved in the process which will contribute to the evaluation of the practical applications of the L2MSS.

8.2 Teachers' reactions

In order to better understand the success of the intervention from the teacher's perspective, the teacher/researcher kept notes about each of the activities during the 12 weeks of the intervention period (see appendix I for an extract). As it was not possible

to write field notes during class time, due to the obvious constraints of teaching practice, observations and perceptions were noted down at the earliest possible moment after the end of the class. The second teacher did not make notes about each activity, but rather noted occasional comments in the intervention 'teacher's manual' which included the materials and the teacher guidelines (see online appendix Ai). At the end of each week the researcher and the second teacher met to coordinate their activities. Where relevant, the second teacher used her notes to provide feedback on the activities which had been done that week. During the same meeting, any remarks or comments made during informal conversation were also noted by the researcher.

Both teachers agreed that the experience of trying something new and unfamiliar in the classroom was both challenging and stimulating. We also admitted to feeling nervous about our learners' reactions to using relaxation and visualisation techniques. We were particularly worried, from long experience of the varying levels of maturity of our learners, that some of the younger members of our groups, having only recently left the disciplined environment of the school system, would not participate fully and could potentially disrupt the visualisation activities. Even those learners who actively took part in any classroom exercise, might fail to see the purpose of what we were asking them to do. Our first challenge, therefore, was to present and introduce the intervention in such a way that would appeal to all our learners as well as to ensure that we communicated the potential benefits of the activities we were proposing.

Consequently, the first, and potentially most crucial, stage of the intervention was to introduce the learners to the technique of positive visualisation. The examples of how top sportspeople use PV in sports psychology (see section 4.3.2) proved to be successful in intriguing even the most sceptical learners, but the real coup de grâce was

the reference to a quote by Pep Guardiola, then coach of FC Barcelona, which held enormous appeal for this demographic. At the end of the session both teachers agreed that we would ask our learners if they would be interested in trying these techniques in class. I myself was particularly concerned about the reaction of some of the younger men in the group. Fortunately for the present research, both groups unanimously agreed. My field notes for the first day of the intervention read:

Extract 95

Phew! That was easier than I thought. General reaction was “if it’s alright for Pep, it’s alright for us” so all ss keen to give it a go by the end. First viz next class. (FN, T1, 2/11/10)

One recurring theme running through our notes and conversations was the element of the unexpected and the unpredictability that visualisation techniques brought to the classroom, as the participants’ histories and narratives emerged and we learnt more about our learners. For example in this observation on the jigsaw reading for the Feared L2 self (see section 4.3.2): ‘*R talked about how nervous she was speaking in public. I did not see that coming*’ (FN, T1, 1/2/11).

Another observation made by both teachers was that the nature of the material and activities were very learner-centred, as the learners themselves introduced the themes that concerned them. This learner-generated content was also evident in the written work that the students produced to describe and develop the visualisations done in class. It was decided to adopt a process-writing approach to the production of the written visualisations, as this would allow more detailed development of the visions and because of the cognitive and methodological advantages of such an approach (Manchón, 2011). Knowing that their classmates would be reading their work seemed to focus the

learners on the content of the writing, rather than seeing it as a formal exercise imposed by the teacher. Instead, the focus on content and communication appeared to open a dialogue between the individual, the teacher and the classmates. My notes for 30/11/10 read '*some fantastic, personal detail in the written versions of IS visualisation*'. The second teacher corroborated this. When she gave me the written work from her group she noted '*these visualisation write-ups are fantastic*' (3/12/10). The learners seemed to take a genuine interest in what they were writing and the process nature of the task allowed them not only to expand and elaborate on the initial vision, but also to focus on form in the subsequent revisions and re-writes. All in all, my colleague and I would agree that this was probably one of the most successful aspects of the intervention, providing not only a motivational focus, but also an all-round language activity.

The sharing of the learners' written visualisations, with their emphasis on the learners' hopes, fears and expectations, was undoubtedly a contributory factor to our next observation: the positive and mutually supportive group dynamics. This is particularly interesting given the other factors which may have influenced the atmosphere in class. In my case, I taught my intervention group twice a week in the mornings from 8-10 am with a short five minute break in the middle. The class took place in an old and rather uncomfortable room. The second teacher's intervention group, however, took place only once a week on a Friday afternoon from 15h-19.30, with a longer, 30 minute break between the two sessions. In contrast to the other group, this class was taught in a relatively modern, spacious room in a new building on the university campus. While learners in Friday afternoon groups were obviously tired at the end of the week, the second teacher observed that by the standards of the other Friday groups she had taught previously, this group formed a close relationship very

quickly: *‘(teacher) says she’s very happy with the way ss are getting along, esp. For a Fri. afternoon’* (FN, 3/12/10). One learner described the group as a *‘piña’* (Spanish for pineapple, meaning close-knit group) (Jordina, Int, T2, 17:30).

While we both coincided overwhelmingly in the positive observations above, there was more variation when we described the difficulties we had encountered. This may be due to the fact that, as the researcher, I had a certain number of advantages. I had written some of the material myself. I had already piloted the materials on an intensive summer course previously that year, so had the benefit of previous experience, I had a background in the topic and, obviously, had a vested interest in the outcome of the project. On the other hand, the second teacher was using the activities for the first time. Subsequently, she occasionally found the tasks difficult to set up and her notes tended to refer to practicalities: *‘not sure what I’m supposed to do with this!’* (FN, T2, 11/3/11). In contrast, my notes on the materials tended to focus more on the motivational impact of the activity in question. This was particularly the case with those activities designed to promote awareness of the learner’s Ought-to L2 self. One example was the ‘Mom Song’ activity (Hadfield & Dörnyei, 2013:75) which proved to be extremely popular with students. In my notes for the day of this activity, however, I observe *‘Great fun! Not sure this is going to change anything though’* (FN, T1, 15/2/11). While appreciating the intrinsically enjoyable nature of the activity, it seemed that the only outcome of this activity was possibly to raise learners’ awareness of an already established Ought-to L2 self. In general, for both of us, the positive feedback outweighed our concerns.

There was one final area where we were both united in our opinion. We found that our commitment to this project had a physical cost: *‘Friday meeting. (Teacher) says*

v. tired now. Have to agree' (FN, 3/2/10). For the purposes of this research, we were only conducting these activities with one of our five groups, and so were able to compare how we felt after these sessions in contrast with our other classes. We agreed that the intervention sessions were more tiring. In discussion, we agreed that we both felt a heightened engagement and interest while teaching these activities. These classes, while potentially more satisfying in their novelty, were ultimately more tiring, possibly due to the element of risk inherent in trying something new with relatively new students.

While the learners observed that activities such as relaxation, breathing and PV techniques had precisely the desired effect, and they felt more relaxed and confident in class, the teacher was experiencing the opposite sensation. In conclusion, we both agreed that we enjoyed teaching the activities and could see the positive benefits both for ourselves and our students, although the intensity of the intervention was draining. Having used the same materials subsequently, I have found that familiarity with the activities may make the experience less demanding for the teacher, while hopefully maintaining the level of novelty and intensity for the learner.

8.3 Learner feedback

In order to examine the participants' reactions to the intervention activities, data were analysed from these sources:

- a) An anonymous online questionnaire specifically designed to elicit feedback on different areas of the intervention.
- b) A request for feedback on the intervention in general during the semi-structured interviews.

For the purposes of clarity, this chapter has been divided into two sections corresponding to the two sources of learner feedback. The questionnaire feedback is both quantitative and qualitative in nature, as there was opportunity allowed for open responses to each question. The remainder of the data is qualitative, obtained orally during the semi-structured interviews.

8.3.1 Online questionnaire on intervention

The online questionnaire was sent out to participants in the intervention groups at the end of their academic course in May 2011, a month after the conclusion of the intervention programme. The questionnaire invited learners to give voluntary and anonymous feedback on 5 activities or activity types used during the intervention, according to the following 5-point Likert scale shown in Fig. 8.1.

Fig. 8.1 *Extract from online feedback questionnaire*

In your opinion, how useful were these activities? 1) Not at all useful 2) 3) 4) 5) Extremely useful

The response rate on the questionnaire was 26.25% (16/42 learners). The results are summarised in table 8.1 below. For a more complete description of each of the activities listed in the table, please refer to section xxx, intervention materials.

Table 8.1 *Mean scores of the online feedback questionnaire (N=16)*

Activity	1) Not at all useful	2)	3)	4)	5) Extremely useful	Mean score /5
Visualisations	0 (0%)	0 (0%)	5 (31.3%)	8 (50%)	3 (18.8%)	3.88
English & Me	0 (0%)	3 (18.8%)	2 (12.5%)	8 (50%)	3 (18.8%)	3.69
Learner examples	0 (0%)	3 (18.8%)	5 (31.3%)	7 (43.8%)	1 (6.3%)	3.38
Learner expectations	0 (0%)	1 (6.3%)	4 (25.0%)	9 (56.3%)	2 (12.5%)	3.75
Role models	0 (0%)	2 (12.5%)	1 (6.3%)	6 (37.5%)	7 (43.8%)	4.13
Total						3.76

It is apparent that these respondents were generally positive about the intervention, with an overall mean score of 3.76/5. It is also interesting to note that the visualisation activities, which were the particular innovation in this programme, received an above average mean score of 3.88/5 and was also the technique which polarised the respondents the least, with all participants awarding 3/5 or above.

However, an inevitable drawback of any feedback questionnaire is the issue of the individual's interpretation of the questions. We can see from the open answers (below) and the descriptive statistics (above) that one of the highest-rated activities was 'Learner Expectations'. This activity, designed to highlight and develop the learner's Ought-to self, was awarded 4/5 by more than half the respondents in the survey. The results of both the qualitative and quantitative data analysis indicate that the Ought-to self is potentially the least susceptible to influence in this context. Therefore, the respondents probably interpreted 'useful' in a different way to the one the researcher had originally intended, possibly alluding to the vocabulary input or skills practice inherent in this activity. It is also highly likely that the respondents have simply conflated 'useful' with 'enjoyable' as this activity involved a watching a video of an amusing song with which learners immediately identified.

In order to better interpret these results, we can turn to the qualitative data obtained in the same survey. After responding to each numerical question using the Likert scale above, respondents were also invited to explain their answers in an open space entitled 'Reasons / Comments?'. Fortunately, many of the respondents (15/16) took advantage of this opportunity to clarify their responses, providing a total of 51 individual comments on the activities. By doing so, the participants provided valuable insight into their attitudes and metacognition. The responses are reproduced in full in

appendix K (CD ROM). In the summary below, representative comments have been chosen for analysis.

Visualisations

There were four visualisations conducted during the intervention: a general Ideal self visualisation as an introduction to the technique and then three more related specifically to facets of the L2 self: *ideal*, *'ought-to'* and *feared*. The aim of the visualisations was to allow the learners to develop a rounded and detailed vision of their future L2-speaking selves.

Thirteen of the 16 respondents chose to comment on the visualisation activities. While none of their reactions were negative per se, three respondents observed that they considered these activities as another approach to learning, without any particular emphasis on the motivational element of the activity, for example: *'In my opinion this activities are useful for learn english but not more than other that we realized'*. (25/5/2011)

However, rather than commenting on the general success of the visualisation activities, certain respondents identified that this type of activity was a departure from the usual classroom methodology. One observation was that this particular technique was interpreted as a holistic and humanistic activity. Three respondents made reference to the opportunity for personal reflection, e.g. *'In these cases, you think in your personal experience with the English and it's something you don't do in the lessons of the class book'*. (18/12/2011). Three of the thirteen comments made positive reference to the novelty of the technique, as in this example: *'An original and alternative way to*

learn English (the more learning English ways we have, the more we learn)' (21/5/2011).

Clearly in line with the objectives of the intervention, six of the learners' responses linked the visualisation techniques to an increase in their perception of visible goals: *'I think that's important for students having some determinated objectives to catch up their personal goals'* (21/5/2011) and one of the respondents even drew a direct link between these techniques and their personal motivation: *'Thinking about me being able to speak English properly has motivated me to work hard to be really able to do it (I didn't realized I thought it was not possible to get fluency)'* (2/12/2011) .

Closely aligned to the development of their personal learning objectives, some responses also indicate a development in these learners' metacognitive processes. Three learners mention a change in their perceptions of the learning process, using vocabulary such as *conscious, aware, realize*, etc. in their answers: *'It was good to take conscious about what we really want'* (24/11/2011). This may be a manifestation of the learners' developing sense of autonomy and awareness of their own agency in the learning process. Further support for this may be derived from the number of respondents who made reference to increased confidence in the feedback on the visualisations. Five learners made similar comments to the following: *'If people imagine they can speak in English fluently, people take confidence in the English study process'* (21/5/2011).

A further four learners made specific reference to the importance of the imagination in the visualisations, as in the following example: *'You can try to imagine yourself doing something that you wouldn't imagine to do. It's useful'* (23/5/2011). One learner even used the phrase: *'I see myself speaking English fluently'* (13/12/2011). This

suggests that the visualisation activities have allowed these learners to develop a mental image of their Ideal L2 self.

Learner histories 'English and Me'

This was a speaking and writing task conducted at the beginning of the intervention, which asked learners to reflect on their English learning Past, Present and Future, with the aim of promoting awareness of learners' individual perceptions, needs and objectives.

The feedback on this activity was also generally positive, although more mixed than in the case of the visualisations. Of the 14 responses, two could be discounted as they had misinterpreted the question (making reference to writing tasks in general). Nine of the remaining 12 comments drew positive conclusions about the effects of the activity. Six learners emphasised the usefulness of the self analysis, as one learner put it: *'It's useful because people can analyze their own process'* (21/5/2011). Evidence of growing self-awareness is clear in the following comment: *'I have realized I never improved my English, even if I had studied for a long time, because I always studied the same subjects'* (2/12/2011). In general, the learners seemed to understand the objective of the activity and to appreciate the importance of more personal and individual focus. Two learners even referenced a direct effect on motivation as a result, as in this example: *'with these activity you think about your English in the past, in the present and about the future, in this way this one motivates me to continue with this language'* (26/11/2011).

Interestingly, although this learner history activity was conducted at the beginning of the intervention, before the visualisations took place, in this feedback,

post-intervention, one learner has re-interpreted their reactions to the task from a visualisation perspective: *'You think about your past experience and your future related with the English. The visualitation is very motivating, because we are always positive'* (18/12/2011). In spite of the generally positive response, this activity was not to everyone's taste, with two respondents providing negative feedback, e.g. *'I don't like this exercise at all and I don't understand its purpose'* (21/5/2011). In neither case, however, could the learner explain more explicitly why they did not find the activity useful.

Learner examples

In this jigsaw reading activity, which was done before each of the three L2-related visualisations, learners read about examples of four fictional learners and explained their stories to each other. These texts allowed learners to encounter various possible L2 selves and discuss to what extent they identified with these future visions before being invited to imagine their own.

Once again the respondents in the online questionnaire provided mixed feedback. Of the 13 comments on this activity, a total of nine respondents responded favourably and four provided neutral or negative feedback. This particular activity seemed to provoke strong reactions, as can be seen in the nature of the two following positive comments: *'Maybe this is one of the most interesting exercises because helps you to improve in your learning'* (21/5/2011), *'In my opinion, it's the most useful because you can think some ways to learn more and see the worries that we have and try to avoid them'* (23/5/2011).

Conversely, the negative views were also strongly held: *'I wasn't interested about it at all because I found it was fictitious'* (23/5/2011). This last comment may provide some insight into the relative success of this activity with some students as opposed to others. The learners' positive response seemed to depend on their ability to identify with the fictional learners. Some respondents included more than one justification in their feedback comments, but of these, four respondents related the characters' situation directly to their own: *'It's important to identify our situation and a possible future reality about job, family, etc; above all four students/young people'* (20/5/2011), while six learners mentioned the usefulness of learning from others' examples: *'I have thought about other useful reasons to learn English, which help me to feel more motivated'* (26/11/2011).

Learner Expectations: Timelines / Miracle English / The Mom Song

The first two of these activities were related to the strategy training aspect of the intervention while the 'Mom Song' was part of a consciousness-raising activity for the Ought-to Self visualisation. The reason they have been grouped together is because they all required the participants to explore and analyse their expectations, both the expectations you set yourself or those imposed on you by others. This section of the survey obtained the fewest comments (12) but all of these were positive.

Two of the comments were disregarded as the respondent seemed to have misinterpreted the question. Of the remaining ten comments, six of the observations suggest that the learners had understood the objective of these activities and were in the process of adopting the strategies. These six learners made mention of *'realistic goals / reasons for learning'* or synonyms in their observations. The following comment is

representative: *'Nowadays, the objective has for me a schedule and doesn't seem to me an abstract goal'* (2/12/2011). Even the learners who did not specifically mention the analysis of their goals and expectations also seemed to benefit from the activities, but perhaps by taking from them the linguistic content that they personally perceived as useful: *'I've seen only "the mom song" and I think it's useful to learn more vocabulary'* (21/5/2011). This comment also seems to confirm a suspicion expressed by the teachers (see section 8.2) that some activities related to the Ought-to L2 Self, while enjoyable and useful, did not always have a clear motivational objective, and were interpreted by the learners in terms of linguistic goals.

Role models

Within the section of the intervention devoted to developing strategies and realistic objectives, two activities promoted the idea of role models, in order to provide learners with examples of successful learners. The first was a video activity based on two interviews with Penelope Cruz and the second was a peer interview with a successful language learner (an EIM intern). These presented learners with examples of success stories from their own language background and (in the second case) the opportunity to analyse the route to success.

In this section, 12 of the 15 responses to the open question were positive, while the three remaining comments were neutral or critical. The two activities related to role models garnered an enthusiastic reception in the online feedback, both in the quantitative data and in the open-ended questions. The general reaction is one of encouragement. Six learners described their positive reaction to the activity because, as one learner puts it: *'If they can, you can'* (20/5/2011). Of these six, two used the word

‘encourage’ explicitly, as in this example: *‘This kind of activities are very encouraging’* (22/5/2011).

The objective of the activity, to show students that they can learn by example was also clearly understood by the respondents. Four comments refer to the usefulness of the activity, exemplified by the following observation: *‘Knowing some personal experiences can help us in order to be constant in our working process of learning English’* (23/5/2011). Five of the positive comments also reflect how the participants may have incorporated incorporated elements of the successful learner’s example into their own personal visions: *‘Watching how much has improved another person makes me thing i’ll be able, too’* (2/12/2011).

These activities were not without their detractors, as one learner objected to the fact that they were being presented with a non-native model: *‘Good but your/their accent will never be a good English accent’* (20/5/2011), reflecting some of the attitudes towards NNS models that were revealed in the interviews (see section xxx). Perhaps more legitimately, another learner questioned the usefulness of Penelope Cruz as a representative language learner: *‘It is a good listening activity, but I think it’s not as motivating as others. Because her experiences, it is not as mine’* (18/12/2011).

8.3.2 Semi-structured interview feedback

During the semi-structured interviews at T2, the interviewees from the two intervention groups (N=10) were asked to provide feedback on the intervention activities. Two questions were asked in order to elicit learners’ opinions about the course in general and the specific techniques introduced:

- 1) How would you compare this course to other English courses that you have done?
- 2) What do you think about the activities we have done during this course? The special activities apart from the coursebook, for example the visualisations?
- 3) Would you like to use these techniques and activities again in another course in the future?

The first and second questions attempt to elicit the participant's opinions of the new and novel techniques utilised during the intervention. If the interviewee did not specify any differences between this and previous courses, it would indicate that the activities were not memorable or effective. All the intervention group interviewees (10/10) highlighted the differences of this course, in particular the use of visualisation, as in this example:

'(These activities) focus on the oral and it's a very funny and motivating exercise to think about your future in English' (Belén, Int, T2, 25:08). The second question aimed to focus the participant more explicitly on some of the individual activities used in the course. All of the interviewees mentioned the visualisations, highlighting the novelty of this memorable classroom technique. Due to the similarities in the responses to these two questions, they are analysed together in the following analysis.

The third and final question was designed to elicit the participants' reactions to the intervention activities in a less direct manner. Conscious of the fact that half the learners were being interviewed by their own class teacher, it was hoped that this question would allow them to indirectly express any disagreement or negativity they might feel towards the activities. By observing that they would not be willing to repeat the activities in a subsequent course, this might indicate their dissatisfaction with the intervention while avoiding a direct criticism of the interviewer.

Criticism of the intervention activities

While all the ten interviewees who had taken part in the intervention were generally positive about the experience, three of them singled out certain aspects of the programme for criticism. None of the learners had previously used or encountered the technique of Positive Visualisation in their personal lives, let alone in a language classroom. Conscious of this, the teachers had taken time to set up the activities in such a way that the learners were keen to experience the activity. Nonetheless, in spite of this careful preparation, the technique of visualisation was not to everybody's liking. One of the interviewees from intervention group C explained that she failed to see the purpose of the activity:

Extract 96

So we start the class and just close (our eyes), we feel the questions. (...) Yes, yes. But we don't, we didn't understand (why). Because we don't think in English, we don't talk, we don't write, we just think and so what's the purpose? Maybe we need to make a composition or something. (Jordina, Int, T2, 38:00)

It is evident that some aspect of the process of setting up the activity has failed, whether this is due to lack of clarity on the part of the teacher or the student's resistance to the new technique is not known. Jordina seems to need a clear linguistic or functional goal in the activities conducted in class, in spite of her later observations to the contrary (see below). She was not aware, or did not remember, that the visualisations also involved a written follow-up activity, which would have satisfied her desire for language or skills practice. It is also interesting to note that she uses the plural pronoun 'we'. Whether this is because this observation emerges from discussion with her peers or from a desire not to appear isolated in her opinion is unclear.

Jordina's need for a tangible linguistic purpose is, of course, not unreasonable, as these learners are paying customers who want to feel that their time and money has been well spent. Another learner, Carmen, while claiming to understand the rationale behind the visualisations, could not summon any enthusiasm for what she saw as the abstract and hypothetical nature of the task: '*A composition about what I will, what I feel about English, it was a little bit boring because all of the things were sup, supos, suposicións (suppositions)*' (Carmen, Int, T2, 29:45). These extracts highlight the potential difficulty of convincing learners of the importance of learning about and enhancing their own motivation, a less tangible objective than the discrete items or 'grammar McNuggets' (Thornbury, 2010) which are the mainstay of the language classroom.

Another interesting observation that should be taken into consideration is that even those learners who were very positive about the intervention activities and open to trying new things in class, may have found the various exercises rather similar in nature, as described here: '*The alternative (exercises) were very interesting but sometimes a little bit repetitive. (laughs) And I have to talk about this thing all the time*' (Rosa, Int, T2, 35:10).

When asked if they would like similar activities to be included in subsequent courses in the EIM, five out of the ten intervention group learners responded affirmatively, two of the ten with a more tentative 'possibly' and one learner responded negatively. The other three learners omitted to answer this question. The one learner who definitely did not want to repeat the activities clarified that it was not because she did not find the activities useful or enjoyable, but rather that she did not see them as appropriate within the context of the following course:

Extract 97

No, I like (the activities) but I, I think that, that is a problem in, in the next course if I pass because it is the First Certificate and I've to do an exam and, and I think the exam is about grammar and perhaps we can, er, erm, we can make an effort in the grammar and the vocabulary. (Rosa, Int, T2, 38:05)

Once again, this observation seems to reveal that the intervention activities were seen by some learners as using class time which might otherwise be spent on more explicit language work.

Positive feedback on the intervention activities

As mentioned previously, all ten of those learners interviewed from the experimental groups provided positive feedback about the intervention. Even the three participants who were critical of certain aspects, such as Jordina (see section 3.3.1 above) were able to see the benefit of a programme designed to enhance motivation, as she reveals in the following observation:

Extract 98

Yes I think we need to work in different steps or stages or fields. One is the grammar, the language in there and the other side is the motivation. If students are motivated to develop something, I think they could work more than they perhaps expected so I think it's necessary. (Jordina, Int, T2, 35:00)

It would seem that learners appreciated the novelty of the techniques used, in particular the visualisations, as five of the ten interviewees explicitly referred to the programme as '*different*', '*new*' and '*interesting*' as in this example from a learner in

intervention group A: *'This kind of things could, er, change a bit the mono..., monotony'* (Alex, Int, T2, 42:30) and in this observation from a learner in intervention group C:

Extract 99

It's a different way to..., not to learn English but to know what you expect of, of learning English. Er, it makes you think about, er, what do you want to do in the next years. (Naomí, Int, T2, 30:30)

Another aspect of the intervention which generated a favourable response was the design of the activities, which involved learners analysing their own attitudes and responding to and identifying with those of others. This provided a rich source of learner-generated content within the intervention lessons. The learners viewed these activities as communicative and interactive and consequently focussed more on meaning than on form:

Extract 100

(It is) different from my, er, my, er, previous experience because here we use more the language to speak, to express ourselves, to focus on the people, what we are doing on the future. Er, we use, er, English that it's normal used. (Jordina, Int, T2, 27:52)

This humanistic aspect of the intervention, with its emphasis on the shared experience of the people in the room seemed to have a positive influence on affective factors within the classes, such as positive group dynamics and increased self-confidence among individual learners. The visualisations themselves incorporated relaxation and breathing techniques, which may have helped to alleviate stress. One learner even went so far as to compare the visualisations to a yoga class:

Extract 101

For me it worked very, very well. It's good because it's a kind of thing we don't do usually. It's like we are, we were in yoga (laughs). Close your eyes. Imagine. But, er, I liked it. I do yoga so I, I like this experience in the class. (Jaume, Int, T2, 01:16:01)

This reduction of anxiety may in turn have contributed to the significant increase in WTC observed in quantitative data (Mackay, 2014), an observation confirmed by the interview feedback as a number of learners (8/10) made mention of their enjoyment of both the class and their classmates, which in turn lead to increased confidence. As this learner described the positive group dynamics helped her lose her initial fears:

Extract 102

(At the beginning of the course) I, I, I was frightened but (...) it's a good combination of people. Er, all of the time we are talking in, we are, I think, eh, we are focused in the oral, in the oral exercise. Yeah. And it's very funny the motivating exercise. (Belén, Int, T2, 25:08)

Furthermore, in the particular case of the learner above (Belén) the interview data suggest that the intervention may have had a positive effect on a demotivated learner, possibly because of the novelty and the humanistic focus. This learner freely admitted at the beginning of the interview that she did not like English and was not learning out of choice: *'I prefer not to (learn English). It's difficult for me. I think it's a closed door'* (Belén, Int, T2, 04:00). However, her reaction to the intervention techniques is very interesting:

Extract 103

It's, er, difficult for you to start to do an exercise, to start to, to read books, to start to, yeah, to listen your teacher, it's difficult for you and nobody helps you. (...) Nobody (gives you) this kind of 'dan la palmadita' (pat on the back), yeah? Yeah, yeah, (these activities) they encourage you. Yeah! And it's funny, it's funny and it's very, er, they prepare for you for the next months, not only the first months. (Belén, Int, T2, 30:30)

It would seem that the intervention techniques have provided Belén with an impetus to look beyond the here and now of the learning process, which she perceives as an obligation and a chore, in order to focus on the future. This long-term perspective, together with the feeling of encouragement she mentions may be crucial in enabling her to 'keep the vision alive' (Dörnyei, 2009:37).

The intervention also appeared to succeed in heightening learners' awareness of their needs and objectives. In the following example, the learner seems to be recognising the duality of her motivation, reconciling her Ought-to L2 self and the Ideal L2 self:

Extract 104

The thing is, I have to do (learn English) because I need and sometimes I think, OK, I like it and now I see the two parts, the obligation of knowing it for my studies or my, or my life in general and then I think, I also feel about it as a, I don't know, erm, 'com una manera de fer, o sigui, per anar de viatge'. (a way to go travelling). A key. (...) A tool, yes, 'clar'. (of course). I have, I have the two feelings. (Anna, Int, T2, 33:20)

As well as enhancing self-awareness, the primary objective of the visualisations and subsequent follow-up exercises was to enable learners to develop and refine aspects of

their self-concept as a language learner. The feedback suggests that this was successfully achieved in certain cases, as for example by this learner, who describes her development thus:

Extract 105

I think that the visualizations and these things were good because I saw myself doing things that I never think in it, then the activity made me think in it and think that maybe in three, four years I could talk as well as other people around me and English will not be ever problem. (Ondina, Int, T2, 30:00)

Finally, the feedback also suggests that at least two learners were able to develop strategies in order to attain their desired self-image. Those activities which focused on ‘operationalising the vision’ (Dörnyei, 2009: 37), such as creating a time line for language learning goals, were particularly effective for certain learners. This is illustrated by these comments from 2 participants, the first from Intervention group A: ‘Thanks to the activities, my goals are more specific now than the first time (we did an interview)’ (Ramona, Int, T2, 28:29) and the second from Intervention group C:

Extract 106

They (the intervention activities) prepare for you for the next months, not only the first months. It’s your English. In this exercise you have to think about your English, not the English of the class or the school, or of level 4, no, no! Your English. (Belén, Int, T2, 32:34)

In conclusion, both sources of learner feedback (online questionnaire and semi-structured interview data) indicate that the learner response to the intervention was on the whole favourable. During the interviews, 9/10 of the intervention students interviewed at T2 provided positive feedback and 6/10 claimed they would be happy to

use these types of activities again in a subsequent course. Inevitably, however, there was a variation within the responses. Some learners (2/9) expressed preferences for some activities above others and therefore provided both positive and negative feedback on different aspects of the intervention. Furthermore, within the positive feedback some participants (3/9) expressed very general comments which may have been a reflection of their enjoyment of the activity as a whole rather than the success of the motivational aspect of the exercise. Similarly, 14/51 of the positive responses in the online questionnaire were of a general nature e.g. 'I enjoyed this activity' or 'very funny'.

However, the majority of the feedback received (6/10 interviewees and 37/51 online comments) indicate that the objectives of the intervention were realized successfully. These positive responses also confirmed that the learners had understood the aims of the intervention by the use of language such as 'encouraging', 'objectives' and 'motivating' (appendix K on CD ROM). It also proved very useful to have two forms of learner feedback. There were issues with recall in the T2 interviews, during which a wide variety of topics were covered and when learners sometimes struggled to recall each intervention activity clearly. However, the brief description of each activity provided in the online questionnaire was able to elicit more detailed responses. These responses, being anonymous, were also more objective as the participants were not being questioned by the teacher responsible for designing and implementing the activities. The online feedback also indicated that certain activities, e.g. 'The Mom Song', proved to be highly successful and enjoyable language and skills practice tasks but may not necessarily have been recognised as having a clear motivational objective by many learners.

8.4 Summary

Both teachers concluded that they had enjoyed the intervention activities and felt they were of positive benefit to their learners, providing a learner-centred focus that fostered a positive group atmosphere and encouraged more reticent learners to overcome their concerns. We also agreed that the experience was quite intense and therefore somewhat tiring, although this may be mitigated through experience and familiarity with the materials and techniques.

During the interviews, the majority of the intervention students interviewed at T2 (9/10) provided positive feedback and claimed they would be happy to use these types of activities again in a subsequent course (6/10). Inevitably, however, there was a variation within the responses. Some learners (2/9) expressed preferences for some activities above others and therefore provided both positive and negative feedback on different aspects of the intervention. Furthermore, within the positive feedback some participants (3/9) expressed very general comments which may have been a reflection of their enjoyment of the activity as a whole rather than the success of the motivational aspect of the exercise. Similarly, a number of the positive responses in the online questionnaire (14/51) were of a general nature e.g. 'I enjoyed this activity' or 'very funny'.

In conclusion, the intervention activities seemed to be of particular benefit to some, but not all, learners in terms of their specific motivational value. However, those learners who did not necessarily identify the motivational focus still derived enjoyment from the activities and treated the activities as useful language practice exercises. Indeed, the only negative comments were directed at the frequency of the activities. Therefore it could be maintained that the intervention activities are successful for most

of the learners, perhaps those who are developmentally prepared for the next stage in the evolution of the language-learning self-concept, while still providing useful language and skills focus for the group as a whole.

***PART 4: DISCUSSION AND
CONCLUSIONS***

Chapter 9: Discussion

9.1 Introduction

The aim of this chapter is to summarise the results of the research presented in chapters five to eight in order to examine their potential contribution to the field of study. For this purpose, the findings will be compared and related to previous studies and analysed in terms of their relevance to the immediate context: adult EFL learners in Catalonia, Spain, as well as within the broader theoretical framework of research into the L2MSS.

The discussion will initially be structured on the four previously formulated Research Questions, which are reproduced below for ease of reference:

RQ1: To what extent is there a development of learners' future self-guides (Ideal L2 self, Feared L2 self and Ought-to L2 self) as a result of a specifically designed Ideal L2 Self intervention? (section 9.2)

RQ2: To what extent is there a development in the learners' perceptions of the L2 learning experience as a result of a specifically designed Ideal L2 Self intervention? (section 9.3)

RQ3: Does an Ideal L2 self intervention influence motivated behaviour, operationalised as time spent engaged with the TL and Willingness to Communicate in the TL outside class? (section 9.4)

RQ4: What were students' and teachers' reactions to the Ideal L2 self intervention?
(section 9.5)

The concluding section of the discussion (section 9.6) synthesises different aspects of data to formulate profiles of the five focal learners in this study and extrapolate potential learner archetypes in this learning context.

9.2 Future self-guides

The first research question asks whether a specifically-designed intervention programme will result in the development of learners' future self-guides.

RQ1: To what extent is there a development of learners' future self-guides (Ideal L2 self, Feared L2 self and Ought-to L2 self) as a result of a specifically designed Ideal L2 Self intervention?

The future self-guides include the first two tenets of Dörnyei's model of the L2MSS: the Ideal L2 self and Ought-to L2 self, as well as the Feared L2 self, which is interpreted in the literature, somewhat ambiguously (see section 1.3.7) as the necessary counterpoint to the Ideal L2 self, or as the extreme end of the Ought-to L2 self prevention-focus continuum. Tables 9.1 and 9.2 below summarise the findings of the cross-sectional data and longitudinal data derived from the semi-structured interviews, which are discussed in more detail in the following sections.

Table 9.1 *Summary of cross-sectional data: possible self-guides*

	Intervention group (N=10)	Control group (N=10)
Clear Ideal L2 self vision at T2	9	6
Personal Ideal L2 self vision	5	0
Pragmatic Ideal L2 self vision	3	5
Both pragmatic and personal	1	1
Mentions NS contact in Ideal L2 self vision	6	0
Clear Feared L2 self vision at T2	5	7
Ought-to self dimension: references to enjoyment & pleasure	7	3
Ought-to self dimension: references to necessity & obligation	6	8

Table 9.2 *Summary of longitudinal data: possible self guides*

	Anna	Carmen	Jaume	Ramona	Rosa
Emergent Ideal L2 self				✓	
Emergent Feared L2 self				✓	
Emergent Ideal L2 speaking self			✓		✓
Fading Ideal L2 speaking self		✓			
Stable imbalance: Stronger Ideal L2 self	✓		✓	✓	
Stable imbalance Stronger Feared L2 self		✓			✓
Emergent Ought-to L2 self			✓		

9.2.1 Development of possible L2 selves

The qualitative data indicate that the intervention may influence the development of future self-guides. In the cross-sectional comparison, nine of the ten intervention students interviewed at T2 were able to fully articulate an unprompted and clear Ideal L2 self, compared to six of the ten interviewees in the control group, two of whom needed guidance and clarification in order to do so. In the longitudinal data, one learner (Ramona) demonstrated a clearly emerging Ideal L2 self and a concurrent Feared L2 self, according to Chan's (2014) criteria.

The Feared L2 self was more prevalent in the control group (7/10) than the intervention group (5/10), meaning that certain learners in this group had a future L2 self vision which was entirely prevention-focussed. This result was reversed in the intervention group, where learners more often had an Ideal L2 self vision (9/10) than a Feared L2 self vision (5/10), possibly due to emphasis on the positive future benefits of learning the TL during the intervention.

The longitudinal data also indicate that the Ideal L2 self and the Feared L2 self do not counterbalance each other equally, but one facet of the L2 self-concept is often dominant. Four of the five focal learners demonstrate stable Ideal and Feared L2 selves, present at both T1 and T2, but in all four cases one of the facets is dominant. The two learners with a dominant Feared L2 self (Carmen & Rosa) also initially reported negative experiences and attitudes to the TL culture, whereas those with a dominant Ideal L2 self (Anna and Jaume) shared positive life experiences related to the TL, which may have a positive effect on possible selves (Barreto & Frazier, 2012) and positive experiences of the TL culture, contributing to a positive International Posture (Yashima, 2002). The exception to this imbalance was Ramona, who demonstrated emerging but balanced Ideal and Feared L2 selves over the course of the intervention. Ramona was also unique in that her Feared and Ought-to L2 selves were distinct, as she felt no external obligation to learn English. This contrasted with the Feared L2 self-dominant learners (Carmen and Rosa) whose data indicated that their Feared and Ought-to L2 selves were often conflated

Data from two of the focal learners (Jaume and Rosa) appeared to support Chan's (2014) observation that emergence or reduction of the Ideal L2 self can be

identified within separate facets of the learner's self-concept, as they demonstrated an emerging speaking self and a corresponding increase in WTC (see section 6.3.3), while one learner (Carmen), whose previous experience of successful L2 learning depended primarily on SA experiences, reported a fading Ideal L2 speaking self.

A further difference evident in the visions of the intervention group was the ability to frame their visions in terms of personal relationships and activities (6/9). The control group (1/6) generally limited their descriptions to the practical advantages of mastering English, especially for employment purposes. This suggests that, without specific visualisation training, learners in this context tend to describe their future TL-using self almost entirely in terms of hypothetical pragmatic benefits or concerns, reflecting the relatively low value accorded to English in Spanish learners' social lives and leisure time, compared to other European contexts (Vez, Martinez & Lorenzo, 2013: 39).

These observations were confirmed in the longitudinal data. Two of the learners (Carmen and Rosa) who had maintained a stable Ideal L2 self (present at both T1 and T2), indicated a transition from a wholly pragmatic vision at T1 to the incorporation of a personal dimension at T2. This marked difference echoes Chan's (2014: 370) observation that, after visualisation training 'the ideal L2 selves of some students became more specific and were extended to different contexts'. The value of the intervention here seems to be in the extension of the participants' vision beyond the generally accepted societal 'script' (Mercer & Ryan, 2010) or 'orientation to the social mainstream' (Kozaki & Ross, 2011), that English is useful for future work and academic prospects.

This ‘script’ is representative of the learners’ Ought-to L2 self. An analysis of the interviewees’ explanations of their reasons for learning English revealed the dominance of obligation modality (*must, have to, should*) and adjectives (*important, necessary etc.*) in the control group participants (8/10) and, to a slightly lesser extent the intervention group (6/10). However, there is little indication in either the cross-sectional or longitudinal data that the Ought-to L2 self exerts a strong motivational influence. Those learners in the longitudinal study with a highly developed Ought-to L2 self (Carmen and Rosa) suggested that this sense of obligation is in fact a demotivating factor. This coincides with Brady’s (2015) findings in a Spanish context, where an inverse correlation was detected between the strength of the Ought-to L2 self dimension and the criterion measure ‘intended learning effort’. Furthermore this negativity extended to the attitude that English is a ‘negocio’ (a money-making racket) (Brady, 2015: 242), an observation echoed in the qualitative data of the present study: *‘I think, er, here in Spain, the English is, er, a business’* (Belén, Int, T2, 10:15).

Furthermore, there is no evidence in the qualitative data that an intervention of this type can influence the development of this facet of the L2MSS, therefore confirming Dörnyei’s observation (2005: 32), that the learner’s Ought-to L2 self vision is external to the learner and ‘does not lend itself to obvious motivational practices’. The only focal learner who indicated an emerging Ought-to L2 self (Jaume) did so because of personal circumstances outside the classroom.

The influence of the intervention appears to lie in encouraging the participants to identify personal, rather than externally imposed, reasons for studying the language, thus potentially enhancing learner agency, as in this student’s feedback on the

intervention at T2: *'It's **your** English. In this exercise you have to think about **your** English, not the English of the class of the EIM, no, of level 4, no, no! **Your** English, yeah.* (Belén, Int, T2, 32:34). The cross-sectional data reveal that a greater number of the intervention group were able to identify intrinsic pleasure in learning the TL (7/10) compared to a minority in the control group (3/10), implying that within the intervention group, English has developed beyond an instrumental tool to become a 'language for identification' House (2003).

9.2.2 Development of self-guides within a complex dynamic system

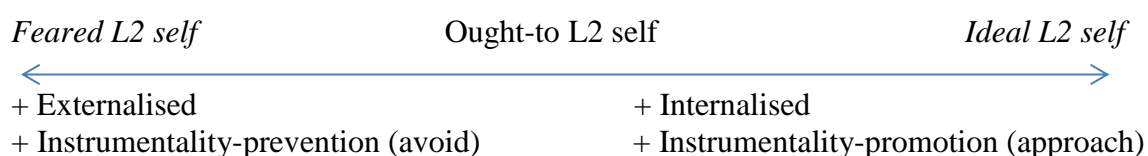
The findings in this study indicate a reciprocal and interactive relationship of future self-guides for certain learners, as in the parallel development of a clear Ideal L2 self and Feared L2 self guide (Ramona). The intensity of Feared L2 self guides which are grounded in a strong instrumentality-prevention focussed Ought-to L2 self can be offset by the emergence of a clear Ideal L2 self (Carmen and Rosa). From a DST perspective, this would mean that the Ought-to self still represents a strong basin of attraction for learners such as Carmen and Rosa, but a complementary basin has formed, corresponding to the Ideal L2 self, which has diverted some of the motivational impetus towards a more positive focus. Meanwhile, an apparent repeller state, such as negative attitudes to the TL community (Carmen), may be mitigated by a positive learning experience, mutual support and positive attitudes of peers.

These findings lend support to Kormos, Kiddle and Csizér's proposal of an emerging 'interactive model of motivation' (2011: 511). Within this model, the different self-guides form a system together with self-efficacy beliefs, goals and attitudes. These

interacting subsystems evolve, fluctuate and mutually influence each other. Placing this system within the larger context of the learners' lives, which Ushioda describes as 'the unfolding cultural context of activity' (2009: 215), their goals and attitudes may in turn be influenced by changes in circumstances.

The relevance of external, societal factors is particularly important within the Ought-to L2 self dimension. If the degrees of internalisation of external influences within the Ought-to L2 self dimension were measured along a continuum (Noels, 2009: 118), as in the example of Deci and Ryan's (1985) self determination theory, the more internalised aspects of the Ought-to L2 self system would be indistinguishable from the instrumentality-promotion facet of the Ideal L2 self whereas the instrumentality-prevention extreme of the spectrum equates with the learner's Feared L2 self. (Islam et al., 2013; Li, 2014; Magid, 2014; Taguchi et al., 2009) (see Fig. 9.1 below).

Fig. 9.1 *Ought-to self continuum*



The conceptualisation of the Ought-to L2 self as a continuum allows the identification and analysis of different factors which interact within the system, e.g. *APP* (Kozaki & Ross, 2011) *family influence* (Taguchi et al., 2009), *milieu*, (Csizer & Dörnyei, 2005; Dörnyei & Csizer, 2002; Ryan, 2009), *national interest*, (Islam et al., 2012), *OSM* (Kozaki & Ross, 2011), *parental encouragement* (Ryan, 2009). The findings in the present study support Dörnyei's (2009) assertion that the Ought-to self is subject to

destabilisation by learner-external factors set at a societal level which are beyond the reach of teaching practice.

9.3 The L2 learning experience

This section addresses the second research question, reproduced below for ease of reference.

RQ2: To what extent is there a development in the learners' perceptions of the L2 learning experience as a result of a specifically designed Ideal L2 Self intervention?

This research question corresponds to the third tenet of the L2MSS, concerning the influence of the individual's past and present learning experience. Relevant results of the cross-sectional data and longitudinal data are summarised in tables 9.3 and 9.4 below and are further discussed in the following sections.

Table 9.3 *Summary of cross-sectional data: L2 learning experience*

	Intervention group (N=10)	Control group (N=10)	Total (N=20)
Experiences of English at school			
Positive experience	1	2	3
Negative experience	6	6	12
Mixed experience	3	2	5
Repetitive /dull	3	6	9
No speaking	6	2	8
NNSTs	5	2	7
Discipline problems	2	1	3
Current L2 learning experience			
Perceived progress	6	9	
Progress related to grammar only	0	5	
Positive perception of group dynamics	6	0	
Negative perception of group dynamics	1	3	

Table 9.4 *Summary of longitudinal data: L2 learning experience*

	Anna	Carmen	Jaume	Ramona	Rosa
Previous learning experiences	mixed	negative	NA	mixed	negative
Perception of progress	positive	negative	positive	same	positive
Attributional development					
Increased WTC			✓		✓
Increased TL use in class	✓				✓
Improved attitudes to classmates	✓	✓		✓	
Integrated into group			✓		✓
More specific or different goals	✓	✓	✓	✓	✓
Evidence of increased metacognition	✓	✓	✓	✓	✓
Improved attitudes to TL community	✓	✓			✓

9.3.1 The influence of previous L2 learning experiences

Most of the interviewees (20/22 – 2 left the study before T2) had attended English classes during compulsory education (between 8-12 years depending on age of onset). These participants' perceptions of their learning experience at school were worryingly negative. A majority (12/20) reported that experience of English at school was entirely negative, some mixed (5/20), where the positive experiences were related to one particular teacher, generally the exception.

The most common cause cited for these negative experiences was the boring, repetitive nature of the subject. In this respect, the findings resound surprisingly closely with observations from vastly different educational and cultural contexts (Lamb & Budinyanto, 2013; Taylor, 2013) and do not seem to change across the range of different ages in the present study, indicating that this negative perception has not improved in the last 20 years. The data tend to confirm previous observations in other contexts that English is taught as an academic subject rather than a communicative tool (Taylor, 2013; Williams & Burden, 1999).

The accumulated experience, assumptions and expectations over these years of L2 learning are an important factor in the learners' present attitudes to the TL, and as such, are integral to what Block (2007a: 144) terms 'first language mediated baggage' which inhibit the individual's ability to create a positive L2-using identity. Seen from a Complex Dynamic System perspective, the learners' personal 'baggage' and its attendant attitudes and expectations will form a strong basin of attraction within their working self-concept. Furthermore, the constant repetition and routine referenced by many participants in this (and other) contexts will have established a stable pattern of behaviour within the learner's self-system. The addition of a novel element such as the intervention, may serve to destabilise the system and promote self-examination. Within a DST paradigm, the magnitude and direction of the change is largely unpredictable, but some posterior insights may be gained from the participants' perception of progress.

9.3.2 Perception of progress

An initially surprising result that emerged from the interview data was that more participants in the control group (9/10) claimed to have perceived progress than in the intervention group (6/10). However, a closer analysis of the participants' descriptions of their progress revealed that five of the control group interviewees evaluated their progress entirely in the accumulation of discrete grammar items. This is almost certainly due to previous experiences of learning English as an academic rather than a practical subject (see section 6.2.1) and the fulfilment of established patterns within the learning system (section 1.5.1). In contrast, none of the intervention group interviewees used only grammar structures as a measure of their progress in the TL, preferring instead to

frame their development in terms of increased skills, confidence and experiences gained.

This observation is confirmed by the longitudinal data obtained from the focal learners. Three of the five focal learners had positive perceptions of their own progress, and measured this development in terms of confidence and skills. Particularly interesting was the case of Jaume, who was repeating the course and therefore most at risk of feeling that his progress had stalled. In fact, Jaume reveals a growing awareness of his dependence on grammar structures and is beginning to question whether this a true indication of progress: *'Maybe I think I need to support the grammar structures but maybe it's not necessary'* (Int, T2, 01:09:55).

9.3.3 Group dynamics

One noticeable difference between the groups observed in the cross-sectional data is the number of references to positive group dynamics. Six of the ten interviewees in the intervention group made some reference to this aspect of the learning experience, while it was not mentioned at all by the control group. What makes this finding more remarkable is that it was not targeted by the interview guide, but emerged spontaneously during the interviews, indicating that this was a strong impression within the intervention groups. Within the longitudinal data, three learners (Anna, Carmen and Ramona) who admitted negative perceptions of their classmates at T1, had developed more positive attitudes by the time of the second interview. Similarly, the mature learners (Rosa and Jaume), who were initially intimidated by the differences perceived with their younger classmates, felt integrated and accepted into the group by T2.

The nature of the intervention activities, which involved sharing of personal wishes, aspirations and fears may go some way to revealing the learner's transportable identity within the inevitably artificial situation of an EFL class. This process may, in turn, have led to a sense of community, manifested as group outings and dinners, and using English in class groups on social media and in chats over coffee after class. While the atmosphere in the control groups was perfectly normal and healthy within the teachers' experience, there was no indication that the group relationship extended into their lives outside class. Furthermore, the only comments related to classroom dynamics during the interviews referred to potential negative influences (3/10).

This seems to indicate that the intervention group learners had created a community 'that lies beyond the borders of the classroom' which was not 'alien' as reported in Lorenzo's (2014) assessment of EFL classes. Lorenzo further observed that EFL classes breach the *reality principle* (2014:144), as learners feel that communication between learners who share the same L1 is inauthentic. Qualitative data obtained from both control and intervention students confirm this assumption, but experiences such as those described above serve to mitigate these negative perceptions. Therefore, it is conceivable that this type of intervention fosters a positive and mutually supportive group atmosphere widely acknowledged as an essential factor in instructed SLA (Dörnyei & Malderez, 1997; Dörnyei & Murphey, 2003; Hadfield, 1992; Matsumoto, 2010; Pica & Doughty, 1983).

9.3.4 Language Anxiety and WTC

The qualitative data in the present study indicate that certain learners experienced a reduction in LA and increase in WTC. This confirms the findings of a previous study (Mackay, 2014), which analysed quantitative data obtained from a motivation questionnaire administered at T1 (pre-intervention) and T2 (post-intervention), which found a significant increase was observed in the WTC ($p = 0.030$) of the intervention group. Chan (2014) predicted that a reduction in the Feared L2 self would lead to a corresponding reduction in LA. However, as in the present study, no decrease in learners' Feared L2 selves was observed post-intervention.

The increase in WTC may be related to the development of a vivid Ideal L2 self (Jaume) or the positive group dynamics experienced in class (Anna and Rosa). In contrast, no comparable observations emerged from the control group data. None of the interviewees in the control group who perceived progress (9/10) referred to improvement in their oral skills or confidence when speaking. In contrast, while fewer of the interviewees in the intervention group perceived progress (6/10), four of these explicitly described improved linguistic confidence and greater oral ability.

In terms of the use of the TL in class, we can see that three of the focal learners (Carmen, Jaume and Ramona) were consistent across the intervention period, while the other two (Anna and Rosa) claimed to speak more, due to increased confidence and the positive group atmosphere which fostered TL use. Furthermore, the longitudinal data also indicate a potential increase in WTC outside class, as certain learners acknowledged that they would speak, or already had spoken the TL in situations they would previously have avoided (see sections 6.3.3 and 7.4.2).

9.3.5 Agency, Attribution and Self-Efficacy

The strategy-training component of the intervention emphasised the identification and elaboration of personalised goals. The interview data indicate some influence of this training, as two focal learners (Ramona and Anna) have created goals where there were no clear objectives previously and the other three (Carmen, Jaume & Rosa) have either redefined existing goals to make them more specific and achievable or expanded their previous objectives.

The longitudinal data also suggest that activities directed at goal setting enabled learners to focus on personal achievements and strengths and promoted recognition of the learner's role in the language learning process. Three of the focal learners (Carmen, Ramona and Rosa) demonstrated an expanding attributional framework as they increasingly acknowledged the importance of their own effort in the learning process. Needless, to say, this realisation, although important, does not always translate into a change in behaviour. As Busse (2010: 126) points out, intention does not actually imply commitment, and quantitative measures of intended learning effort in previous studies (Brady, 2015; Magid, 2011; Ryan, 2009; Taguchi et al., 2009) have not been compared against actual effort. Although Carmen came to realise that her lack of progress was due to factors ultimately within her control (time, effort, attitudes), but she did not show any evidence of applying the strategies outlined during the intervention.

The potential value of the strategy training component of the intervention for students such as Carmen (above) may lie in her recognition and subsequent questioning of her dominant 'fixed mindset' (Mercer & Ryan, 2010). This mindset may equate progress with natural talent, or in Carmen's case, as identified by Henry (2014), the

belief that the optimal conditions for L2 learning are naturalistic, rather than instructed, resulting in declining motivation to learn in the classroom. Carmen's data indicated a subtle shift towards a 'growth mindset', characteristic of learners who believe in the value of 'hard work and the potential to influence their ability through practice and effort' (Mercer & Ryan, 2010: 437).

Dörnyei and Ushioda (2011: 15) point out that learners are more likely to feel that they can change aspects of their behaviour which are not fixed, such as effort and therefore take charge of their learning. This sense of control, or agency, is vital to learner autonomy and motivation, but the learner will only increase the level of effort expended if the goal is realistic and perceived as attainable. Low self-efficacy (Bandura, 1986) is associated with the perception that the learner's difficulties or failure are caused by their own lack of ability, an attribution which is beyond their control. One of the focal learners, Ramona, perceives no progress in spite of evidence to the contrary. However, by the end of the intervention Ramona has adopted PV as a self-motivation technique, and is able to acknowledge the importance of her own effort on her learning trajectory, rather than attribute her perceived inadequate progress to her own lack of ability or the learning context.

9.3.6 The influence of context

If we view the development of the learners' future L2 self-guides from a DST perspective, the stability of the system is inevitably influenced by the larger system of the immediate learning context. Comparison of the present study with the two previous L2 intervention studies of a similar format show that the effects of the intervention must

be interpreted within the educational and linguistic context. In terms of linguistic immersion, Magid's study (2011, 2014) took place in an ESL context, while Chan's study (2014) was conducted in an English-medium university. The present study, however, was carried out in an EFL context where the students have a maximum of four hours of classroom input per week.

In line with Li's (2014) findings that Chinese ESL students in Australia developed significantly stronger and more vivid Ideal L2 self visions than EFL learners in China, the differing contexts will inevitably have an impact on the results. The development and emergence of the Ideal L2 self in the Magid (2011, 2014) study is considerably more dramatic than in the two other studies. Magid's participants not only significantly increased their Ideal L2 self but also reported improved language proficiency, imagination and attitudes to language learning (2014: 351).

Chan's participants are clearly aware of the link between the intervention activities, motivation, confidence and goals. However, certain learners refer to the short life-span of the mental image (2014: 358), suggesting that without the constant cues provided by linguistic and cultural immersion, as in Magid's study, the vision is harder to maintain (Dörnyei, 2009: 37). In the present study, the participants' feedback generally referred to the 'fun' factor. This is in line with the findings in Brady (2015) who suggests that an important intrinsic motivation for adult EFL learners in Spain is their perception of enjoyment in class.

Chan (2014: 371) reported some variation in her informants' ability to understand the objective of the visualisations, as well as some scepticism about the technique, a finding that coincides with some of the less positive feedback in the present

study (see section 8.3). In contrast, Magid does not report any negative feedback from his participants. Inevitably, seen from a ‘person-in-context relational view of emergent motivation’ described by Ushioda (2009), the learner’s immediate environment and exposure to the TL will be an important factor in the success of a programme of this type and should be considered as a part of a holistic interpretation of the data. The gains in linguistic confidence and L2 motivation within participants in the intervention groups were not universal, and appear subtle in comparison to previous studies, but are nonetheless indicative of influence of the intervention activities.

9.4 Development of motivated behaviour

The third research question aims to measure the potential influence of an Ideal L2 self intervention on motivated behaviour.

RQ3: Does an Ideal L2 self intervention influence motivated behaviour, operationalised as time spent engaged with the TL and Willingness to Communicate in the TL outside class?

In order to address this issue, motivated behaviour is operationalised as contact with the TL outside class, defined as voluntary engagement with English, rather than the fulfilment of homework tasks or course requirements. Tables 9.5, 9.6 and 9.7 below synthesise the results of the cross-sectional and longitudinal data.

Table 9.5 *Summary of cross-sectional data from interviews T2: TL contact*

	Intervention (N=10)	Control (N=10)
Regular TL contact (> once a week)	7	5
Occasional TL contact (< once a week)	2	4
No TL contact	0	1
Not mentioned	1	0
<i>Type of TL contact</i>		
Films & TV	9	8
TV	8	7
Books	3	1
Internet	5	4
Regular (> once a week) NS contact (exchanges etc.)	4	1
Occasional (< once a week) NS contact (tourists etc.)	4	2
<i>Change in TL contact T1→T2</i>		
Increased TL contact	8	6
Decreased TL contact	1	2
TL contact unchanged	1	2

Table 9.6 *Summary of longitudinal data from interviews at T2: TL contact*

Focal learner data T2	Anna	Carmen	Jaume	Ramona	Rosa
Increased TL contact	✓		✓	✓	✓*
Increased contact: Films & TV	✓		✓		
Increased contact: Speaking			✓	✓*	
Increased contact: Reading			✓	✓*	
New forms of contact since T1	✓			✓	
Increased WTC outside class	✓		✓	✓	✓
More positive attitude to TL speakers	✓	✓			✓

Table 9.7 *Summary of longitudinal data from Language Logs at T2: TL Contact*

LL data T2	Intervention (N=47)	Control (N=51)
Regularly completed LL	21/47 (44.6%)	6/51 (11.7%)
Increased TL contact	11/21 (52%)	3/6 (50%)
Same TL contact	5/21 (23.8%)	2/6 (33.3%)
Decreased TL contact	5/21 (23.8%)	1/6 (16.6%)

9.4.1 Actual TL contact outside class

While previous quantitative studies have used ‘intended learning effort’ as a criterion measure (e.g. Csizér & Dörnyei, 2005a; Csizér & Kormos, 2009; Lamb, 2012; Ryan, 2009; Taguchi et al., 2009), the longitudinal data in the present study were able to

measure actual increases in learning effort. Changes in learners' TL contact over the course of the intervention period can be discussed from both a quantitative and qualitative perspective. In the quantitative analysis, the results of the LCP (see section 7.2) found significant increases in TL contact in the skills domains of reading and speaking within the intervention groups only. In contrast, no significant increases (or decreases) were found among the control groups at a macro-skills level.

Observations from the cross-sectional data also indicate increases in TL contact as eight of the ten interviewees in the intervention group (80%) claimed to have more TL contact at T2 than at the beginning of the course. Magid (2014) used a similar form of analysis of his qualitative interview data and found that 80% of the 31 participants 'put more time and effort into learning English after taking part in the programme' (p. 343). The similarity of these results is interesting given the influence of the different contexts (ESL v EFL) noted in section 9.3.6. However, data from the LLs indicate that the increase in TL contact among the intervention group learners is modest, with only 52% recording a weekly increase (average 50m) in the second half of the intervention period. This is considerably less than the average 5h per week (between 0-14h) increase reported by Magid's participants in their interview data (2014: 344), and may therefore be a more accurate reflection of the differing learning contexts.

The design of the present study also allows us to compare these findings with a control group. Although the quantitative analysis found no significant increases in TL contact in the control group, the qualitative analysis suggests that the majority of these learners also increased their TL contact, albeit slightly fewer (6/10) than the intervention group. Fewer participants in the intervention group (1/10) observed a

decrease in the amount of TL contact than the control group (2/10). Although, the slight difference in the increase in TL engagement may be attributable to the intervention programme, there is a positive overall effect of instruction in both groups.

Regarding the frequency of the TL contact, the cross-sectional data indicate that more participants in the intervention group (7/10) had regular contact with the TL (defined as more than once a week) compared with the control group (5/10). Within the subset of focal learners, three of the five learners (Anna, Jaume and Ramona) were aware of an increase in regular TL contact outside class. The LL data from a further learner (Rosa) showed that she did in fact increase her TL contact considerably, although her interview data indicated that she was not aware of this development.

In terms of type of TL contact, learners in the intervention group not only had more regular contact, but this contact was also more diverse and varied than their counterparts in the control group. This may be interpreted as a positive indication of motivated behaviour, especially when situated in a Spanish context, where young people ranked among the lowest in terms of contact with English in their everyday lives (Vez et al., 2013: 39). Three of the five focal learners (Anna, Jaume and Ramona) displayed increasingly autonomous learner behaviour, implementing strategies they had themselves suggested during the intervention in order to fulfil their personal learning objectives. The potentially positive influence of the strategy training component element of the intervention supports the findings in Munezane (2015) that visualisation needs to be combined with goal setting in order to exert maximum influence on learners' behaviour.

9.4.2 Intended TL contact

As well as actual TL engagement, intention to increase TL contact was also indicated by four of the five focal learners (except Carmen) who all demonstrated a greater hypothetical WTC outside class, and a desire for greater future interaction with NSs. Interestingly, of the intervention group participants who had a clear Ideal L2 self vision at T2 (9/10), six made explicit reference to interaction with NSs on a personal and social level, whereas there was no mention of this type of potential interaction in the Ideal L2 self visions of the six control group participants who could describe a future L2-using self at T2.

Furthermore, two of the five focal learners (Carmen and Rosa) incorporated NSs into the Ideal L2 self vision at T2, an aspect which had been absent at T1. Carmen also indicated a more tolerant attitude to NSs. This apparent change may have been a result of the intervention or may also have arisen from prolonged contact with a member of the TL community (the teacher). Most probably, Carmen was influenced by the prevailing positive attitude manifest within her learning environment. In other words, she alligned herself to the system formed by the group.

While Dörnyei argues that the development of a positive Ideal L2 self vision will entail positive reference to a TL community (2005: 102), other researchers see the development of an L2-using self-image and a concurrent bicultural identity (Arnett, 2002) within a more global context, associated with communication with speakers of other languages (Yashima, 2002) rather than a specific NS group. The intervention in the present study addressed the lack of ‘identity work’ observed by Block (2007a), by presenting models and potential situations including interaction with both NSs and

NNSs and encouraging contemplation and discussion of the participants' attitudes towards these scenarios. It appears that the majority of those learners exposed to the intervention activities are more prepared to incorporate interaction with representatives of the TL community into their Ideal L2 self visions.

9.5 Reactions to the intervention

The fourth and final research question aims to explore the success of a specifically designed Ideal L2 self intervention in terms of its useability and usefulness for both teachers and learners.

RQ4: What were students' and teachers' reactions to the Ideal L2 self intervention?

Table 9.8 below summarises the reactions of the two participating teachers to the intervention activities and tables 9.9 and 9.10 represent the reactions of the learners in the intervention groups.

Table 9.8 *Teachers' reactions to intervention activities*

	Teacher A (researcher)	Teacher B
Kept notes on each activity	✓	
Initial concern about learners' reactions	✓	✓
Found positive response to intervention	✓	✓
Found activity instructions clear	✓	
Found intervention tiring	✓	✓
Observed benefits for learners	✓	✓

Table 9.9 *Learners' reactions to intervention activities: online questionnaire*

	Mean scores from questionnaire respondents (N=16)
Highest rated intervention activity	Role models (4.13/5)
Lowest rated intervention activity	Learner examples (3.38/5)
Overall rating	Intervention in general (3.76/5)

Table 9.10 *Learners' reaction to intervention activities: semi-structured interviews*

	Intervention interviewees (N=10)
<i>Positive feedback on intervention</i>	
- Novel/different	10
- Visualisations interesting	10
- Promoted good classroom atmosphere	6
<i>Negative feedback on intervention</i>	
- Failed to see learning objective	1
- Too hypothetical	1
- Too frequent / repetitive	1
<i>Would learner repeat intervention activities in another course?</i>	
- definitely	5
- possibly	2
- no	1
- no response	2

9.5.1 Teachers' reactions to the intervention

Regarding the teachers' reactions to the intervention activities, both teachers were initially worried about the use of unusual techniques such as visualisation in class, but subsequently agreed equally that with adequate preparation and the presentation of carefully selected examples, the visualisation and other intervention activities were received positively by the learners.

Unsurprisingly, the first teacher (the researcher) kept more complete field notes about the activities and also had no difficulty understanding the instructions and the objectives, given that she had prepared them, and had had the benefit of piloting the materials previously. The second teacher occasionally found the instructions unclear,

which, in turn, may not have been clear for the learners. This highlights the need for clear instructions and/or some initial training for teachers using these techniques.

Both teachers agreed that the intervention period was an intense and therefore tiring experience. Nevertheless, we both observed a positive reaction from our students, an appreciation of the novelty of the techniques and the commitment of the teachers, as well as a general improvement in group dynamics, which we considered to have made the additional effort worthwhile.

9.5.2 Learners' reactions to the intervention

Both sets of feedback, from the anonymous online questionnaire and the semi-structured interviews, indicate that the learners generally reacted positively to the intervention activities, highlighting the differences with previous learning experiences. Furthermore, all the learners referred to the positive classroom atmosphere created directly or indirectly by the interactional nature of the intervention. These observations underline two factors that may contribute to the maintenance of motivation in this context: the introduction of novelty and avoidance of routine and the reinforcement of group and interpersonal dynamics.

The majority of the learners (7/10) would be happy to have similar activities in subsequent courses, although, of course, the familiarity with the techniques may impact on the 'novelty factor'. Those who expressed reservations (3/10) explained that the visualisation activities may not be compatible with the nature of the following course (a preparation course for FCE). Overall, the learner responses in both forms of feedback were generally positive, however there were reservations. In this respect the learner

reactions have more in common with Chan's (2014) intervention also conducted in an EFL context than with Magid's (2011) study in an ESL context.

9.6 Focal learners: Profiles and archetypes

The newly-proposed methodological procedure of Retrodictive Qualitative Modelling (RQM), (Dörnyei, 2014) can utilise the expert insider knowledge of a teacher focus group to identify representative learner archetypes (Chan, 2014). As a teacher-researcher with long experience in this particular teaching context I have extensive knowledge of the background of my learners which usually helps me to identify potential problems, both at a linguistic and at an emotional or social level.

The five focal learners in this study were not chosen on the basis of their representative status. Nevertheless, having built up a detailed picture of their learning histories, attitudes and possible L2 self visions, there are elements of their behaviour patterns which are recognisable and, to a certain extent, predictable, across my experience of learners in this context. The following section synthesises the results obtained from the longitudinal data and presents a potential characterisation of each learner as a learner archetype.

9.6.1 Anna: *integrative migratory learner*

Learner profile

Anna's positive attitude and increasing contact with English outside class suggest an intrinsically motivated and autonomous learner who has developed her own personal strategies for learning, which she finds both enjoyable and successful. In spite of her

low rate of written production and attendance, Anna claims to enjoy and benefit from the classes and provided positive feedback about the intervention activities.

There is evidence in the data to suggest that the intervention activities have had a positive influence on Anna's self-concept as a future speaker of the TL. Her language-learning objective of living and working in an English-speaking context has become crystallised in terms of destination, time span and expectations of what can be achieved during this period. Her future Ideal L2 self vision of as a user of English has developed depth and nuance as she visualises herself in specific situations of language use.

Anna also seems to gain in metacognitive awareness over the course of the intervention and is able to analyse and discuss her current learning trajectory, including her poor performance in the continuous assessment scales from a reasoned and objective perspective. Interestingly, as she becomes more able to articulate the attributions behind her engagement with the TL outside class, she also claims to increase in motivation over the research period. Anna would appear to have claimed ownership of her progress in English and to have developed a sense of her own agency in the learning process. She recognises that although she has no time to dedicate to studying and her links to native-speaking friends are dwindling, she has found the energy and enthusiasm to engage with English in her own way, through English-language media rather than through more traditionally-recognised forms of study.

Learner archetype

It is an unfortunate fact that given the high levels of youth unemployment in Spain, university undergraduates have little choice but to prepare themselves to emigrate to

find work after university. This almost inevitably involves the study of English. Anna is fully committed to moving abroad and has had positive contact with NSs. She identifies with the people and culture of her preferred destination, Scotland, and can be described as having an integrative disposition.

A far more common archetype recognisable in this context is the *instrumental migratory* learner, who would greatly prefer to stay in their home country, but is resigned to moving abroad under the circumstances. Unfortunately, these learners may be the architects of their own failure, as their negative disposition towards the enforced change translates into negativity towards the host country's language, people and culture. Returnees reinforce negative stereotypes with stories of unfriendly locals, bad weather and food, little realising their own part played in this self-fulfilling prophecy. Carmen (below) is in the first year of her university studies, but already has strong negative opinions about TL cultures. Unless these attitudes change, she will probably seek to confirm her opinions during her probable job search in one of these TL communities in the future.

9.6.2 Carmen: *identity assertion and resistance to instruction*

Learner profile

Of all the focal students, Carmen initially seemed to derive the least benefit from the intervention activities and the English course as a whole. However, there is evidence of development, especially in her attitudes to her current and future learning experience. For example, it is possible that the intervention activities have introduced Carmen to the notion of an Ideal L2 self that she had not been aware of previously: in her words, 'a

nice kind of motivation'. She acknowledges the existence of an Ideal L2 self but has not yet incorporated this idea into her own self-concept as a language learner.

Her perception of the teacher as an element of the system that is frustrating her progress may also have influenced her answers during data collection, especially in the interview data. However, one noticeable development was the general improvement in Carmen's attitude and behaviour in class. While she continued to refuse to speak in the TL, unless it was to the teacher directly, instances of disruptive behaviour appeared to decline as the course progressed. The positive group dynamics, potentially a result of the intervention activities, contributed to softening Carmen's initial defensive and antagonistic stance. She appeared to become more flexible and consequently more open to questioning her own beliefs regarding language learning as the course progressed.

Possibly as a result of this re-evaluation of her attitudes towards language learning, Carmen appears to have lost confidence in her L2 vision between T1 and T2. This may be a reflection of the process of change that Carmen is experiencing. Not only is she going through the transition from school to university, she is being asked to examine and question some long-held values and prejudices. The loss of such firm convictions may make her appear less self-assured, but may also be a necessary stage in the development of a more flexible and realistic L2 self-concept and may also account for some of the inconsistencies and apparently conflicting opinions expressed in the data.

Learner archetype

It is a relatively common phenomenon at the level chosen for this study (CEFR B2:1) that learners feel their abilities have been underestimated. This is often due to the use of higher level textbooks in secondary schools or even misleading, sometimes unscrupulous, labelling of levels in private language schools ('pre-First Certificate' can cover a wide range of proficiency) which understandably lead to frustration when these self-conceptions are challenged. This often results in 'difficult' students who, in order to save face and reinforce their positive learner self-concept, dismiss the course activities as beneath them and therefore resist active participation and show little personal investment. In Carmen's case, this was mitigated to a certain extent by the positive attitudes and 'aspiration contagion' (Fukada et. al, 2011) demonstrated by her classmates.

9.6.3 Jaume: *intrinsically motivated 'senior'*

Learner profile

Perhaps the most intrinsically motivated of the focal learners, Jaume enjoyed the social aspects of the language course. Having recently emerged from a long and intense career, and as someone whose identity has been defined in terms of his role as employee, father and husband, Jaume also seemed to relish the opportunities provided by the intervention to focus on himself and his own needs and desires: 'The day when you made us do this in class (the visualisation) I liked it very much, because it was a new experience to feel very interested in me (myself)' (Int, T2, 17:58). Consequently, Jaume seemed

particularly open to experimentation and provided some of the most positive and articulate feedback post-intervention.

The development of Jaume's Ideal L2 self vision was evident in the increased level of detail and personalisation in his descriptions, as well as a perceptible shift in the use of tenses (Future / Conditional → Present / Past) a phenomenon only observed in the intervention students, which seems to indicate that those learners who have not experienced the visualisation activities see the use of English as a distant, hypothetical possibility, whereas the participants from the intervention groups saw their vision as more present and therefore, possibly, more real.

In Jaume's case, the intervention seemed to enable him to address the difficulties he was experiencing on entering the so-called 'intermediate plateau' by providing novelty: 'For me it worked very well. It's good because it's the kind of things we don't usually do' (01:16:01) and a much-needed standard by which to measure progress: 'it is maybe a little infantile doing this timeline but it's very important because you can notice what you do and what you don't do' (01:17:10). Consequently, Jaume underwent a clear progression over the course of the intervention as he developed a clear and vivid Ideal L2 self and concurrently shifted his language learning objectives.

Jaume was also unique in being the only learner whose Ought-to L2 self showed progression over the course of the intervention, due to personal circumstances. Seen from the perspective of his newly-formulated learning goals, the language classes had changed from a largely social activity to a means to achieving a specific end. Elements of the Feared L2 self, which Jaume had previously resisted, may have compelled Jaume to seek out new learning affordances. Combined with increased WTC and gaining

confidence, this translated into greater TL contact at the end of the language programme.

Jaume continues to study English to this day, now at the subsidized EOI (Official School of Languages). Due to budget cuts in the Public Health service, his wife has not yet retired, but they both still plan to do volunteer work abroad as soon as possible. Jaume regularly visits his friends among the staff and students at the EIM.

Learner archetype

Students categorised as ‘lifelong learners’ are an increasing target market within the ELT private sector in Spain. These learners are often retirees with disposable income, in search of a hobby which also promotes intellectual activity and provides some social interaction and structure and as such, are a distinct group from other learners in terms of their needs and, in certain cases, cognitive abilities. The university language school in the present study provides dedicated classes for this group, aimed at the over 55s.

Jaume was both representative and unrepresentative of this group. He himself identified his cognitive decline and felt he struggled with the speed of the class. He repeatedly revealed his low sense of self-efficacy by commenting on his age and the effects on his language abilities. Yet at the same time, Jaume preferred the company of younger learners and was probably the most intrinsically motivated learner in any of the four groups, voraciously consuming the TL through literature, film and TV and actively seeking out opportunities to interact with NSs.

9.6.4 Ramona: *insecure but persistent 'eternal' learner*

Learner profile

An initial analysis may indicate that the intervention did not succeed in increasing Ramona's low sense of self-efficacy as a language learner. She does not perceive any progress from T1 to T2. However, the longitudinal data indicate a clear development in Ramona's ability to visualise an Ideal and concurrent Feared L2 self vision. In fact, she was the only one of the focal learners who demonstrated an emergent Ideal L2 self-concept, as she was unable to verbalise an Ideal L2 self at T1. While she herself appears not to explicitly aware of this development, apparent in her self-perceived lack of progress, the creation of a clear Ideal L2 self vision seems to have ramifications for her learning behaviour.

Ramona is the only learner who claims to have adopted positive visualisation as a motivational technique, evidence of her positive reception to the activities used in class. Her ability to verbalise an Ideal L2 self seems to have been greatly enhanced as a result of the implementation of these techniques. Similarly, although always a consistently diligent language learner, she increases the amount of TL contact over the course of the intervention period and gains in confidence enough to use English in contexts she would not have previously contemplated.

Ramona's beliefs about the optimal conditions for language learning show indication of change during the study period as she acknowledges that it is possible to learn in EFL rather than SA contexts. This may be a further indication of her increasing confidence, as she attributes success to effort, rather than the context of learning, which is beyond her control.

As a learner who is already required to use English at work, there is little change in Ramona's vision of her Ought-to L2 self between T1 and T2 and this aspect of her self-system does not seem to be a highly-motivating factor in her particular self-concept. However, a clear change is observable in the type of interaction she has with her clients, moving beyond the workplace script into unpredictable conversational territory. This seems to further indicate development in her WTC which may be a result of a clear vision and strategy training. The challenge in this case seems to be to enable Ramona to recognise her own progress and incorporate this success into her L2 self-concept.

Learner archetype

Ramona is representative of a commonly-occurring phenomenon in the Spanish / Catalan EFL context. Many adult EFL learners in Spain have made numerous attempts to learn the language, and are increasingly demotivated after being placed in the same level after each successive break in their learning. If we add to this Ramona's low sense of self-efficacy and her lack of integration in the class groupings (too old to be a university student, too young to be a mature learner).

Nevertheless, despite her misgivings and her frustration at her apparent stabilisation at the current level. Ramona remains committed to the language-learning process. Without the pressure to earn a recognized qualification or to achieve career goals, many learners in this situation would simply abandon the study of a foreign language at this stage (Graham, 2004). Nevertheless, Ramona persists and is buoyed by the vision of future holidays with her international group of friends.

9.6.5 Rosa: *recently unemployed mature learner*

Learner profile

At the time the study took place, Rosa was in the third EFL course after a prolonged (20 year) absence. She made it very clear at the outset of the study that personal circumstances had propelled her into this course of action rather than any personal interest in or need for the language. The timing of the intervention during this particular developmental stage in Rosa's English learning career seems to be crucial, as she appears primed to make important discoveries about her own potential.

On first appraisal, the intervention activities do not seem to have encouraged Rosa to develop a clear ideal L2 vision. In the interview at T2, she did not produce a detailed or personalised description of her future English-speaking self. Nevertheless, although Rosa seemed to resist the objectives of the intervention, on closer inspection, the longitudinal data suggest development in Rosa's attitudes towards her own learning and the potential future utility of the language itself. Her written version of her Ideal L2 self visualisation and her timeline describing learning objectives, for example, are far more elaborate and detailed than her descriptions during the interviews.

By the end of the course, however, Rosa can describe personal objectives beyond obtaining a recognised qualification. She has experienced and, importantly, is able to identify and acknowledge, some small learning success. Although she does not as yet have a very clear L2 vision for herself, she has opened her mind to the possibilities that English may offer for work and pleasure beyond the immediate need to pass the next interview and is simultaneously developing linguistic confidence and a sense of agency. Possibly as a result of this increased confidence, Rosa increasingly

attributes her progress to her own effort and her contact with the TL outside class more than doubled in the latter half of the intervention (from a mean of 1h 40m to 4h 20m per week).

Rosa did in fact go on to pass FCE as she had foreseen in her intervention timeline. Rosa had originally planned only to continue studying until achieving this objective, but in fact, she re-enrolled the following academic year (2012-2013) in an advanced course. Although she subsequently failed this level, at the time of writing she is repeating the course, evidence of her persistence in a subject which she had initially hoped to ‘finish’ as soon as possible.

Learner archetype

The qualitative data revealed that Rosa shared many insecurities concerning self-efficacy and especially WTC with the other ‘mature’ learners in the group (Ramona and Jaume), especially regarding their perceived inability to keep up with the intellectual pace of their younger classmates. Rosa chose to deal with her worries by staying quiet and not volunteering in open class. Rosa also belonged to a growing group of mature English learners: the *recently unemployed*. The economic situation in Spain has seen an increase in learners who are investing their redundancy payments in English to improve their CVs. Rosa would probably have had no interest in learning English if she had not lost her job of 20 years.

Her recently unemployed status, her return to the unfamiliar environment of full-time study combined with a natural shyness and lack of WTC even in her L1, combined

to make Rosa an insecure language learner. This makes her growth in confidence and her ability to recognise her achievements an important accomplishment.

9.6.6 Learner archetypes: observations

While I find the possibilities of RQM intriguing, I cannot help but raise the inevitable concern at the generalisation inherent in learner archetypes. While these may be useful categorisations for researchers in search of explanations for a particular motivational profile, as a teacher with experience in a particular context, I have learnt to identify these archetypes within the first days or even hours of a course. What is far more appealing to me is to identify the uniqueness of the individual learners. For example, in the case of Carmen above, it is a relatively common phenomenon for learners at this level to feel frustrated and even resentful that they have not been placed at FCE level. What interests me more is Carmen's extremely negative attitudes to TL cultures, especially as she has enjoyed successful SA periods in the past and has a wide group of international friends, including NSs. The RQM adaptation used by Sampson (2015) to track motivational emergence over a finite time span (the language course) may prove a useful technique within classroom research.

9.7 Summary

In this chapter we have discussed the results in relation to the four RQs and to previous research in the same field. In the first section, we have seen that a specifically designed intervention may influence the development of future self-guides in certain learners, by helping to create new visions or expand and personalise existing visions. In contrast, we

have seen that the Ought-to self is not subject to influence by teaching approaches and a strong prevention-focus Ought-to self may actually have a detrimental effect on L2 motivation in this context.

Secondly, we have observed the interconnected nature of the L2 self system. Consciousness-raising activities may lead to changes in the learner's attributional framework and self-efficacy. The combination of development of L2 self-guides and strategy training can establish clear goals which promote a sense of L2 identity and linguistic confidence (as in Munezane, 2015). The humanistic nature of the activities encourages a positive group atmosphere and aspiration contagion (Fukada et al., 2011). The combination of all the above factors can generate positive learning attitudes, leading to greater contact with the TL outside class. The challenge to the educator is how to help the learner to enter this positive learning cycle. Feedback from both learners and teachers indicates that these activities were generally well received by all participants and, in the case of certain learners, may make a positive contribution to their L2 motivation.

The final section of the discussion synthesises the findings from the longitudinal data for the four research questions in order to summarise the extended case studies of the focal learners, provided in appendix M (CD ROM). The five learners were discussed in terms of individual profiles and potential learner archetypes in this particular learning context.

Chapter 10: Conclusions and implications of the study

10.1 Introduction

The following chapter aims to draw conclusions based on the previous discussion and to present practical implications for both classroom practice and further research. Section 10.2 looks at considerations which should be taken into account by teachers wishing to implement a motivational programme of the type. These include recommendations for the execution of new techniques (section 10.2.1) and the benefits of written consolidation (section 10.2.2) It continues by suggesting the benefits of introducing these new techniques into teaching routines (section 10.2.3) but also acknowledges the potential teaching burden of experimental practice (10.2.4).

The following section provides an overview of how the classroom application of the L2MSS relates to current areas of ELT methodology (10.2.5) and a summary of the advantages and disadvantages of simultaneously adopting the dual roles of teacher and researcher (10.3). The final sections deal with the limitations of the study (section 10.4) from both a classroom and methodological perspective and offer suggestions for further research in this particular area (10.5) before drawing some final conclusions (10.6).

10. 2 Considerations for classroom practice

In the following section the practical application of the L2MSS by means of a specifically designed classroom intervention will be considered and the implications for teachers and students will be discussed.

10.2.1 The importance of preparation of visualisations

Holistic activities of this type, while generally positively received, may not conform to learner expectations borne of their previous learning experiences and may encounter some resistance. In Chan's study (2014) 31.2 % of her participants did not rate the visualisation activities as useful (p. 367) and she noted scepticism among some of her students as to the usefulness of the technique as a motivational tool for language learning. As a result, she recommends providing learners with evidence of the benefits of PV before proceeding to the implementation of the technique (p. 371).

The extended length of the present intervention allowed three hourly sessions dedicated to introducing the PV technique and practice of breathing, relaxation and visualisation exercises. As a result of the careful introduction and explanation of the technique all ten of the interviewees gave positive feedback on the use of visualisation in class as well as a positive rating from 13/13 respondents in the anonymous online questionnaire. Nevertheless, in spite of the care that was taken in preparing the students for the activities, one of the interviewees (Jordina) also commented on the need for a more specific form focus, suggesting that her objectives did not align with the purpose of the activity.

Therefore, apart from careful preparation and introduction of the technique, a further recommendation for the use of visualisation in language programmes is that the activity should incorporate the possibility of focus on form for those learners who may experience insecurity when deprived of a clearly structured grammar syllabus. While there are many arguments in favour of weaning learners off this dependency (see section 10.2.5 below), if the change is too brusque and the rationale is not clear, learners will not benefit from the motivational development the activities are designed to

promote. In the current intervention the process nature of the written consolidation exercises post-visualisation allowed for explicit feedback and language focus.

10.2.2 Consolidation of visualisations through process writing

As described in section 4.3.2, learners were able to produce written versions of their visualisations by means of a process writing activity. It may be the case that a writing task was more conducive to the engagement of learners' imagination than a spoken task, during which they had to contend with the additional pressures of online communication. Irrespective of using the TL or the L1, it is not a simple matter to invent or articulate stories and situations with an audience attending to one's every word. The privacy of the writing process allows more time to generate, discard and hone ideas. Furthermore, the process nature of this activity allows learners to revisit the written work two or three times, allowing the learners to focus on content as well as form. Each subsequent revision saw the addition of further detail and nuance as the mental image became more enhanced and vivid over time.

It is therefore recommended that practitioners wishing to incorporate motivational activities of this type into their language programmes should include writing to consolidate classroom visualisation. Not only does the process writing technique allow the learners the time and space to develop their ideas, it also incorporates the element of repetition, which maybe incorporated into the learner's routine. Repeated access to the idealised vision was identified by Dörnyei as necessary for the prolonged investment in an endeavour such as language learning (2005: 37).

10.2.3 The motivational value of the novelty factor

While it is important to encourage learners to regularly access the Ideal L2 self vision in order to ensure continued engagement in the learning process, it is also advisable to avoid the risk of routines which become predictable and demotivating. Learners' written and interview data were consistently and vociferously critical of the repetitive and unchallenging nature of their experience of learning English at school. None of the participants in this study had used visualisation as a classroom technique before and the power of trying something new and different in class is not to be underestimated.

Ten out of ten interviewees from the intervention groups commented on the novelty of the visualisation experience (see section 8.3). However, it should be borne in mind that the techniques were also relatively new and untried for the classroom teachers involved in the research. This unpredictability might have resulted in teachers' heightened sense of engagement and the need to monitor the activities more closely to ensure their success. The learners' perception of the increased attention may have had a positive effect on the group dynamics and their subsequent evaluation of the exercise.

Furthermore, one of the focal learners (Rosa) found the number of visualisations excessive. Needless to say, the interest inherent in a novel technique will soon wane if the learner feels it is being overused. Based on these observations, one recommendation for teachers wishing to use these activities in an ongoing language programme would be to increase the intervals between activities. Rather than 12 weekly one-hour sessions, an intervention consisting of six two-hour sessions would maintain the structure and focus of the programme used here, but allow more time for development and reflection between input sessions while maintaining the learners' interest in the new technique.

10.2.4 Implications of the intensity of the motivational programme

If the intervention programme were implemented over longer, but less frequent sessions, a further benefit would be to reduce pressure on the teacher. There are undeniable benefits for the learner of the teacher's heightened engagement and attention as mentioned in section 8.2. However, this proved taxing for the teacher.

Both teachers in the present study concurred that they found the implementation of new techniques such as visualisation quite intense. These 'live encounters' (Palmer, 1997) are a high-risk strategy for the teacher as they eliminate the 'structure of separation' (Taylor, 2013: 44) by relinquishing control of the content and direction of the lesson to the learners. Furthermore, considerations such as classroom management in unpredictable circumstances, as well as the possible contravention of learner expectations leading to the failure of the activity were additional worries during the activities, resulting in an experience that was at once rewarding but somewhat stressful.

The intensity of these activities allowed little 'downtime' during class for the teacher to regroup, gather her ideas and mentally prepare the following activity. This is a consideration to bear in mind when planning the frequency of this type of activity within the programme. Spacing the intervention activities to allow more time between each session would not be detrimental to the learners. On the contrary, increasing the intervals between sessions may be of benefit for some (see section 9.5.2 above).

The intensity of the programme, combined with the observation that the intervention appeared more successful for those students who were developmentally prepared to benefit from the techniques, might lead us to the conclusion that the intervention would be better conducted in complementary sessions as in Magid (2011) rather than integrated into an ongoing course. However, the long-term effects of such a

programme cannot be accurately determined at the stage, and precisely those learners most in need motivational stimulus would be the ones most disinclined to volunteer for sessions outside normal class time. Furthermore, the gradual inclusion of these techniques within regular teaching practice would reduce the impact of preparation and effort noticed by the teachers while, ideally, maintaining the novelty and freshness of the approach for the students.

10.2.5 How the L2MSS relates to current ELT methodology

One of the primary objectives of the present research is to confirm the claim made by previous researchers that using classroom techniques based on the L2MSS ‘is an educator-friendly approach in that there is a potential to increase the language learners’ motivation by changing their future self-guides’ (Magid, 2011:117). While the importance of motivation in the EFL classroom is undisputable, previous research into this essential component of the learning process has been of little practical value to ELT practitioners, as expressed succinctly by Ushioda:

Thus, we might say that effective language teachers who have long recognized the importance of motivating the person rather than the abstract language learner and who have consistently engaged in such practices, do so *despite* rather than because of what the L2 motivation literature has to say to teachers. (2011: 204, author’s own emphasis)

As such it is vital to ascertain whether the activities developed and used in this and previous interventions would be compatible with current ELT methodology and practice.

The use of mental imagery in the language classroom has long been advocated in the humanistic approach to language teaching (e.g. Moskowitz, 1978). Recently, Arnold (2013:38) draws on examples of the mental rehearsal of elite athletes and professional musicians to suggest that the visualisation of oneself performing the task well can have a positive effect on self-efficacy and confidence. A number of recent teacher resource books have exploited the potential of mental imagery in the EFL classroom (Arnold, Puchta & Rinvoluti, 2007; Hadfield & Dörnyei, 2013).

A possible-selves approach is also compatible with recent movements in ELT such as ‘Demand-High ELT’, launched by prominent ELT practitioners Jim Scrivener and Adrian Underhill in 2012 in response to concerns shared by Dörnyei and others (Arnold, Dörnyei & Pugliese, 2015; Celce-Murcia, Dörnyei & Thurrell, 1997, 1998; Dörnyei, 2009b) that the essence of Communicative Language Teaching (CLT) has somehow been lost in current ELT practice. In order to focus on actual learning rather than the rituals of classroom practice, Scrivener claims that classroom work needs ‘to challenge every student individually at their own *learning edge*... requiring differential responses from learners as they engage with whatever the current task is’ (2014: 51).

Furthermore, the principal resource of an Ideal L2 self intervention programme is the learners themselves, as they discuss their own experiences, histories and, essentially, articulate what they explore in their imagination. An intervention of this type exploits learner-generated content and addresses language needs as they emerge, rather than depending on ‘one-size-fits-all’ published material. As such it observes the central tenets of the now firmly established ‘alternative’ approach within ELT methodology commonly known as Dogme ELT or ‘Teaching Unplugged’ (Meddings & Thornbury, 2009; Thornbury, 2000). As Ushioda summarises (2011:205) ‘Relevant to

our concerns here is the value Dogme places on students' own voices and identities in these conversational interactions'. (Ushioda, 2011: 205).

10. 3 The advantages and disadvantages of being a practitioner-researcher

Attempts to bridge the gap between research and practice in ELT have led to increasing interest in the field of practitioner research. The valuable contribution of practitioners to the research agenda is summarised below by Keith Richards, in words that have buoyed me throughout this process:

Most ESOL teachers are natural researchers. We're used to working out the needs of our students, evaluating the effects of particular approaches, spotting things that work or don't work and adjusting our teaching accordingly. Very few teachers approach their work mechanically and nearly all of us reflect on what we do in the classroom. (Richards, 2003: 232)

Within the qualitative paradigm, the practitioner-researcher is a participant in the teaching-learning process, and is herself a valuable source of data. An increasing number of published studies in the field of L2 motivation are adopting an AR or EP methodology (e.g. Li, 2006; Sampson, 2012, 2015) which allows the researcher to draw on rich situated data. Recent approaches to the analysis of L2 motivation such as possible self theory, DST or a person-in-context perspective benefit from this type of intimate and intricate analysis.

Nevertheless, the 'teacher as researcher' approach has its own inherent problems. The neutrality and detachment of the researcher as observer is not always compatible with the role of teacher as facilitator. This is possibly most apparent during the semi-structured interviews. I particularly empathise with the experience described

here by Mercer: ‘In the interview transcripts it is possible to see instances when I slip into ‘teacher role’ and offer reassurances or advice’(2014: 145). As a researcher, you endeavour to be aware of your role in the process and wherever possible to recognise your potential influence on the data, but complete researcher objectivity is difficult to achieve in your own classroom and is acknowledged in section 10.4, below. Once again, I am inclined to agree with Mercer, who concludes: ‘I cannot remove myself from my identity and role as teacher, to do so would be to deny our common reality and shared relationship’ (p. 145).

10.4 Limitations of the study

The importance of gaining greater understanding of the experience of classroom learning is undeniable, yet, as Turner and Meyer (2000: 69) succinctly summarise, ‘classroom research is messy’. The present study was limited by a number of factors arising from the realities of conducting research within a real working language school. Perhaps the most obvious limitation was the high mortality rate, especially due to group changes during the Christmas break, at the mid-point of the intervention. Consequently, in the four intact groups involved in this study, there were a total of 98 learners enrolled over the academic year 2010-2011, but only 66 of these (Int. = 30, Control = 36) were enrolled in the same group for both intervention periods, pre- and post-Christmas. This mortality rate clearly reduced the amount of data which could be collected from learners.

When viewed from a DST perspective, we can consider each of the four groups in this study as separate systems in themselves, subject to varying initial conditions in proficiency and imaginative capacity as well as discrepancies in learner profiles. While

every effort was made to find groups as similar as possible, there were inevitable differences, ranging from the conditions of the classrooms to the time of day of the classes. These variations, however small, could influence the subsequent development of the attractor states, manifested as group characteristics (e.g. ‘aspiration contagion’, Fukada et al., 2011).

A notable difference occurred in the age of the participants. In the semi-structured interviews, the mean age (31.2) of the participants in both intervention groups (N=12) was considerably higher than that (23.9) of the control groups (N=10). This discrepancy also continued in the subgroup of focal learners. Although their ages ranged from 19-62, the mean was higher than the institutional average (35.6) and different levels of maturity and different life concerns would clearly influence the participants’ responses.

As the present study involved the participation of the researcher also as the teacher of two of the class groups, there may inevitably be an effect of the researcher’s investment in the outcome of the study. There is great value in the emic perspective of the researcher as an active participant in the evolving classroom system, but this close involvement may also reduce objectivity. While every attempt was made to avoid undue influence (no direct explanation of the objectives, the inclusion of a second teacher in the research design) the researcher cannot be considered an entirely impartial observer.

The researcher also conducted the semi-structured interviews, which may have influenced the responses of those participants who were learners in the researcher’s groups (11 of the 20 interviewees). This may have been manifested as reluctance to speak openly with an interlocutor considered a gatekeeper within the institutional system, or conversely, as a desire to please which may have prevented the participant

from providing negative feedback. Although there were complementary sources, the majority of data were drawn from these two rounds of semi-structured interviews. Ideally, a further round of interviews would have been conducted at the mid-point of the intervention and a further follow up interview would have been able to assess more long-term effects. Furthermore, the interview data sample in the cross-sectional aspect of the study is also rather small (N=22) and the subsection of focal learners in the longitudinal analysis (N=5) were drawn from the same sample.

A methodological decision was made to conduct the interviews in English, in order to attract as many participants as possible by offering extra speaking practice with the researcher's/teacher's undivided attention. Although participants were encouraged to revert to their L1 if necessary, the level of proficiency (CEFR B2:1) may have constrained their ability to express themselves fully. This was particularly evident in the interviewees' descriptions of their Ideal L2 self visualisations, which were considerably less complete and detailed than in the written medium.

In the quantitative element of the study, the relatively low number of respondents and the high mortality rate made it difficult to generalise the results. Additionally, the quantitative measure of language contact provided by the LCP proved to be rather imprecise, as the design of the instrument allowed for a potential variation of up to two hours in each item. This resulted in a marked discrepancy between data collected quantitatively via the LCP and data collected qualitatively via the LLs from the same participants.

10.5 Suggestions for further research

To date, there are still relatively few completed intervention studies of this type, and these have tended to focus on learners in Asian contexts (Hong Kong and Japan) or Asian learners in ESL contexts. There is clearly a need to explore the influence of motivational interventions based on L2MSS principles in different geographical and pedagogical situations, in order to further examine the implications for teaching and learning in different educational contexts.

Given the importance of the learners' initial experiences of L2 learning at school, there is a need for research into the possible effects of motivational programmes with younger learners. Another learner group of increasing importance in ELT is the so-called 'life-long' learner. There is a growing body of research into other areas of SLA within this age group, such as working memory and L2 development (Mackey & Sachs, 2011), but as yet, to our knowledge, no studies have examined the distinct motivational profiles of this learner group. If we consider that these learners will have a well-formed and relatively fixed L2 identity and learner self-concept, the analysis of their learning histories, perhaps using a RQM approach, could reveal much about the long-term development of L2 motivation.

In fact, there would be considerable value in more longitudinal studies in general in order to follow the development of motivational trajectories. The RQM approach may offer a solution to some of the methodological and logistical challenges of such research, but there is also the possibility of a more conventional case study approach. This is perhaps an area particularly suited to the teacher as researcher, given the time and opportunity, as learners may stay in a certain institution for a number of years and

often remain in contact with former teachers, allowing a continuing view of the learner's development over time.

10.6 Final conclusions

The analysis of the intervention conducted in the present study indicated that a combination of visualisation and strategy training certainly has potential as a motivational tool in an EFL classroom. The data suggest that students and teachers reacted favourably to the activities and that certain learners in the intervention groups derived benefits directly or indirectly from the process, such as clearer goals, more realistic attributional frameworks, recognition of self-efficacy, enjoyment of the L2 experience, positive group dynamics and enhanced WTC, all of which may contribute positively to enhancing motivated behaviour and maintaining motivation over time. However, the intervention activities did not appear to have a positive influence on all the learners taking part in the intervention, and the length of the study did not allow us to observe any further long-term effects.

It appears that the motivational impact of the activities may be influenced considerably by the learning context and the consequent exposure to the TL in participants' daily lives. This consideration may also influence the immediacy of the learners' perceived need for English and the resulting vision can prove too distant or hypothetical to result in a noticeable change in motivated behaviour. Furthermore, the interaction of a constellation of other factors, not least of which are age, previous L2 learning experience and resultant beliefs and attitudes, lend support to Kormos et al.'s 'interactive model of motivation' (2011). The intervention can be interpreted as an element introduced to an already highly complex system, which may or may not serve

to destabilise this system and create or enhance positive or negative influences within it.

The effects of a motivational intervention of this kind need to be followed over a longer period to truly ascertain any potential long-term benefits.

PART 5: BIBLIOGRAPHY

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PART 6: APPENDICES

Appendix A: List of reference codes used in this study

Ref. Code	Data derived from research instruments
	<i>Quantitative</i>
LCP	Language Contact Profile
OFB	Online feedback questionnaire (specific to intervention activities)
	<i>Qualitative</i>
Int, T1	Semi-structured interview Time 1
Int, T2	Semi-structured interview Time 2
LL	Language Log
OFB	Online feedback questionnaire (specific to intervention activities)
WW	Data derived from student written work relating to intervention:
	English & Me (introductory learner histories)
	Feared L2 self (written version after in-class visualisation)
	Ideal L2 self (written version after in-class visualisation)
	Ought-to L2 self (written version after in-class visualisation)
	Ought-to L2 self song (activity indicating external expectations)
	Personal Goal Statements (list of personalised learning goals)
	Reality Check (student lists achievable objectives)
	Summary of Angel & Devil ‘ought-to self’ roleplay
	Time Line (visual representation of learning objectives)

Appendix B: Intervention Calendar

WEEK	ACTIVITY
OCT pre-intervention	Administer Questionnaire Introduce Language Learning Log and Identity Project
WEEK 1 NOV 1-5	VISUALISATION TRAINING Reading & Translation activities. Positive Visualisation ppt visuals.
WEEK 2 NOV 8-12	INTRODUCTION TO VISUALISATION (1) The long and winding road' Powerpoint images Breathing technique, 'My Ideal Self' visualisation of general Ideal self
WEEK 3 NOV 15-19	PRESENTING POSSIBLE IDEAL L2 SELVES Ss compare written versions of general IS visualisations Discussion task 'Using English' 'Timelines'
WEEK 4 NOV 22-26	VISUALISATION 2: IDEAL L2 SELF Jigsaw reading (groups of 4), Future Alternatives', & PPT visuals My Future L2 Self visualisation. Ss picture themselves speaking English in the future Comparison & Discussion (pairs or small groups)
WEEK 5 NOV 29- DEC 3	CONSOLIDATION IDEAL L2 SELF Process writing 'follow up' with Ideal L2 self visualisation compositions 'Reality Check' Activities to substantiate the vision 'Vision revision' Activity
DEC 6 – 10	No activities (festes)
WEEK 6 DEC 13-17	VISUALISATION 3: FEARED L2 SELF 'Worst Case Scenario' 'Reading newspaper articles from Spanish press about lack of English Jigsaw reading 'What if?' & PPT images, Feared L2 self visualisation Comparison and discussion
WEEK 7 JAN 31 – FEB 4	CONSOLIDATION OF FEARED L2 SELF First round of written visualisation 'follow up' peer review Present role model: Activities on two Interviews with Penélope Cruz.
WEEK 8 FEB 7 - 11	VISUALISATION 4: OUGHT-TO L2 SELF Activities to introduce the Ought-to L2 self e.g. 'Great Expectations' L2

	<p>learning expectations.</p> <p>Jigsaw reading , PPT images & Ought-to L2 self Visualisation from script</p> <p>Comparison and discussion</p>
<p>WEEK 9</p> <p>FEB 14 - 18</p>	<p>CONSOLIDATION OF OUGHT-TO SELF VISUALISATION</p> <p>‘Peer review’ feedback on written version of O2S visualisation</p> <p>Activities to consolidate the Ought-to L2 self e.g. The Mom Song,,</p> <p>Practical Strategies: Meeting the Barrier Self, Angel and Devil Role Play</p>
<p>WEEK 10</p> <p>FEB 21-25</p>	<p>POSITIVE ROLE MODELS: PEER INTERVIEW</p> <p>Presenting positive role models Prepare & conduct Peer Interview, with L1 Catalan good language learner</p>
<p>WEEK 11</p> <p>FEB 28 – MAR 4</p>	<p>PRACTICAL STRATEGIES</p> <p>Create realistic goals e.g. From Reality Check to Goal Sheet: A Greek example</p>
<p>WEEK 12</p> <p>MAR 7 - 11</p>	<p>PRACTICAL STRATEGIES</p> <p>Compare needs against course / book syllabus: Syllabus Check</p> <p>Personal Goal Statements</p>

Appendix C: Sample intervention activities

Activity 1: Introduction to Positive Visualisation

PPT image 1



Questions:

First picture only:

1. Use your imagination. Put yourself in the shoes of the athlete on the starting blocks. What is going through your mind? Close your eyes and think.
2. How is the athlete feeling?
3. What is she thinking?

Second picture

4. How is this athlete feeling?

Both pictures

5. What do you think is necessary to go from the first to the second picture?
6. What kind of preparation does an athlete need to do?

Activity 2: Sample of example learners (Pre-visualisation reading)

Text 1. Karen's Future Ideal English Self

I see myself in the future graduating from the university for a few years with a Master's degree. After graduating, I attend a job interview with many other participants. The job that I apply for is quite international with a rather satisfying salary, so the competition is understandably fierce. I do a lot of research on this job and prepare fully for the interview. I behave very confidently and can answer all the questions in English without difficulty, though some questions are very hard. One section of the job interview is to work on a task with 3 other participants. I am active in the discussion and share my ideas in English freely. I also ask other people's ideas and show my respect to their thoughts, because I know that team-work is very important.

After the interview, I am quite satisfied with my performance, though I don't know whether I can get that job or not. After a few days, I receive a phone call confirming that I have been hired along with the other 2 people who applied for the job. I am quite excited and appreciate what I have learnt at university. The working environment is international since my colleagues are from different countries. English becomes our working language. I do well in my work and my boss is so satisfied with me.

My parents don't have to work hard because I have the ability to support my family. I also have time for vacations with my family. We travel abroad a lot and I can handle most of the situations by using English and other languages such as French as well.

Activity 3: Guided visualisation script

Ideal L2 Self visualisation: Script

Imagine yourself in the future. You have studied English and now you can speak it well.

Imagine yourselfhow old are you? What do you look like now? Where are you living?What is your house like? Who lives with you? What job are you doing? Why do you enjoy it? What makes you happy about your life?

How is English useful to you now? What can you do in English?Do you use it in your work?..... Do you use it to study? Do you have English-speaking friends? Do you use it when you travel as a tourist?

Imagine the one that is most important to you: work, study, friends, travel
Now imagine yourself in that situation.Where are you? in an office? , at a meeting?, on the phone?, with friends?, in a university?. in the foreign country? ... in a cafe?... in a shop?... in the street?,,, at a station?....

Choose one Where are you? What does the place look like? What can you see around you? How many people are there? What do they look like?What are they wearing?What can you hear? What are you doing? What are you wearing? You are speaking English to someone..... Who is it?What do they look like?Imagine that you are speaking English very well What are you talking about?What kind of things can you say? How do you feel talking English?How do people react to you?

Appendix D: Examples of student written work produced in response to the intervention

1: Example of introductory essay: English and Me

English now

I didn't learn English at school. When I was a child the most usual thing was studying French. On 2003 I travelled to Brazil where I met my cousin, who has been living there for 50 years. In a little journey we did together, I realised that both liked the same music, but there were a little difference: he knew all lyrics while I didn't understand anything. So I thought that sometimes I should study English.

When I took my retirement, five years ago, I decided to start to study English. "Jau-du-iu-du" (How do you do?) "Aidonnou, aidonnou..." (I don't know) were pieces of some lyrics of sixties songs that I reminded –without understanding his mean– and I amazed when, in my first course, I noticed that it was an important key in the grammar structure. Knowing it helped me very much. I enjoyed doing this activity so I'm continuing. In the other hand coming to EIM at 8 p.m. helps me to organize my life.

Now I feel very well studying English: I like sentences with the preposition at the end, I like the way of making derivations in the words (like unwillingness)... but I still have plenty of problems about listening, about vocabulary... What about my future English? I don't know... Although, I'm interested in improving a little more: I want to achieve being able to speak English more fluently and, overall, being able to understand people who speak English.

October 14, 2010

2: Examples of written versions of learners' Ideal L2 self visions after visualisation**'s Future ideal language self.**

First of all I see myself living in Berlin, the move to my new house has been already done so my flat looks like real place to live, though it's not too big. We have very few pieces of furniture, most of all are from Ikea, but they are useful and enough for us. Besides, I have some previous experience giving the place some cozy and warm atmosphere with few money. Our neighborhood Kreuzberg is also called the little Istanbul and is the most cosmopolitan of the city, so is very common to listen and to use English in the daily grind. I live with my partner, he is Catalan too so we help each other with the typical difficulties living far from our own home.

The reason of moving to that city is because both of us have been accepted in Humboldt's university to develop our PhD in philosophy, and because it has been always one of my dearest wishes setting off on new adventures living abroad. The work here is done in quite a different way from Catalan university, here it is usual to work in research groups, people is used to collaborate with each other, and because the most important point is to share information and a lot of partners are not German native speakers, English is used as a rule and as the handiest way to carry on with common work. That also happens when some of us have to give a talk in front of people from all over the world. In general the atmosphere is very stimulant.

We have struck up a friendships with a lot of nice international people and it's usually for us to throw a party at home where I can listen the most mixing of languages that I had ever listened in Barcelona, but English and German prevail over the others. →

Three or four days a week I teach Spanish in an academy and I try to save the most I earn. We use that money in every opportunity we have to travel abroad to don't let it go, the situations and problems during the trips can be handled by the English better than only making faces or things like this.

My live moves constantly between Spanish , Catalan, English and German and that likes me very much. The most languages you can use, the most open minded you become and your wold becomes bigger and bigger.

Like Martin Luther King said: *I have a dream*, and in this dream I'm a citizen of the world. For that reason I need to be totally confident with foreign languages, especially in English which is the second language, after the Chinese, used in the world.

Now, improving my English level is one of my principal purposes to achieve in two years. Other two goals are being updated in my professional career, in particular about the "Instructional Design & E-learning", and also enjoying much more my weekends with friends and family.

Although I can't forget the importance of the English in my work, it's a reality that now I can find a job without any English level as a requirement. I think this happens because we are thinking in a locally market but when the first graduates on Bologna's Master degrees enter into the job market I guess that I need to be enough confident in English.

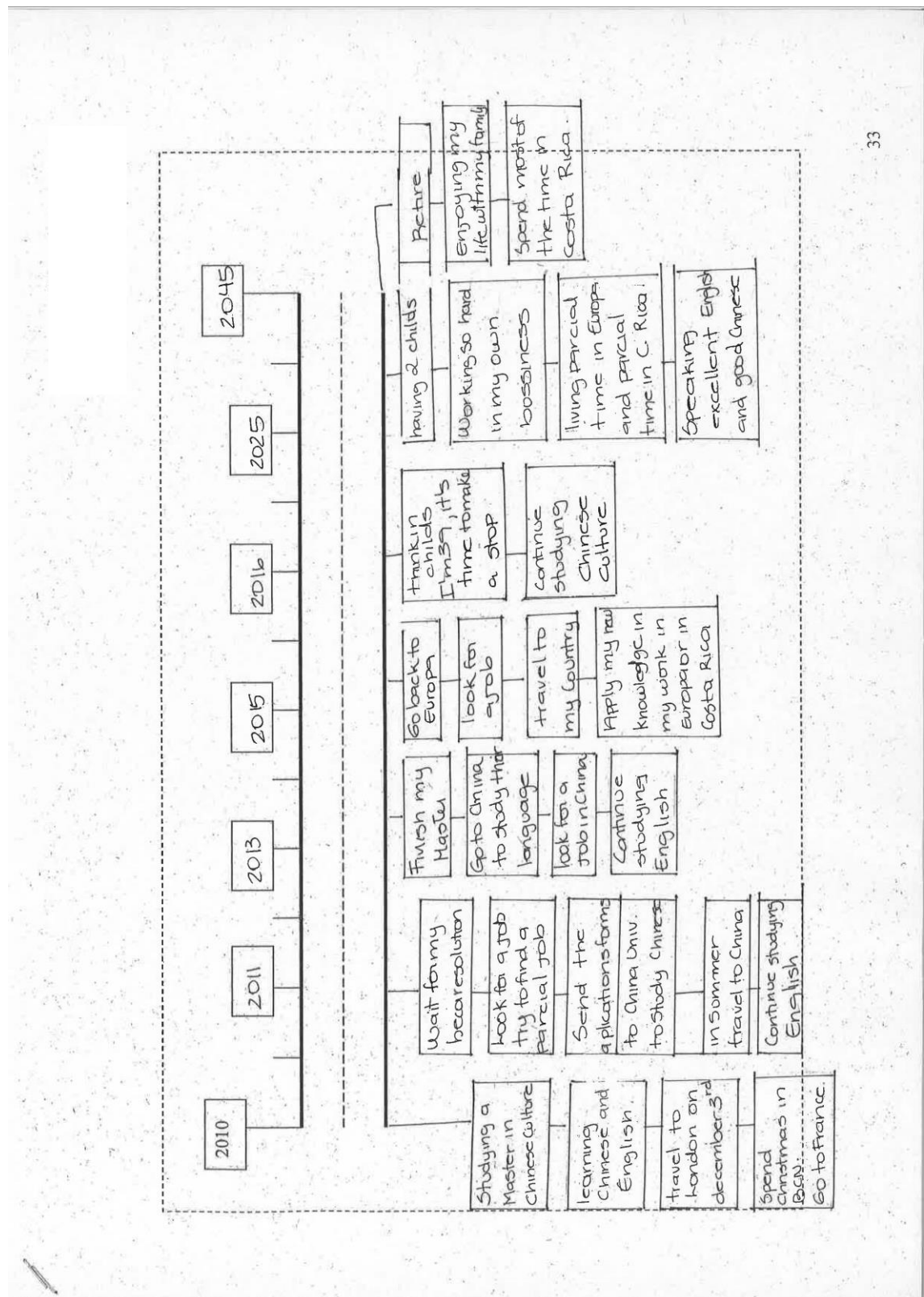
However, since I could travel around the European countries, I have the idea that I need to finish my personal English challenger because I like to make friends, and also I will like to speak in English with my sons from the beginning including it as their tongue language.

For these reasons, I see myself in the future using different languages easily, without doubts on the vocabulary or the grammatical structures. I image myself in a good job, in which English could be valuable and I earn a good salary. Maybe I'm in charge of the International projects in the company and I guess that I need to travel around the European and American countries as an expert in European projects about instructional design and E-learning subjects.

Besides Catalan, Spanish and English languages, I would like to learn Basque, France, Dutch, Russian and Chinese. But this is an unlikely future because I haven't enough money and time to learn all of these languages. Perhaps when I will retire, like my parents are doing, I will be able to achieve this dream and I will spend my time learning foreign languages just for fun and also travelling around the world.

For the moment, my future starts with the First Certificate because this qualification is very important for the enterprises. It's a signal about what it's expected that I know and be able to do. Then, this certification plays an indispensable role in my future career, through its strengths and weaknesses.

3: Examples of student timeline



4: Example of Feared L2 self vision after visualisation

Thinking about my future I imagine myself working as a psychologist in a public hospital or in a private clinic. I think English is very necessary in my professional life if I want to continue learning and growing up in my profession. So, if I don't improve my English I would not be able to talk to English speaking people. It's to say, I would not be able to attend an international conferences about Psychology because I would not be able to understand the speech and also, I would not be able to exchange information or ideas with other psychologists. In addition, I would not be able to read articles written in English about my career.

I think not be able to understand, write and speak in English would limit very much my professional options, as well as I think don't know English would not leave me travel to foreing countries with enough confidence. However, I believe all that won't happen because I'll try hard in order to improve my English.

5: Example of student's Ought-to self song

17/02/2011

ENGLISH: The Learning English Song

You must learn, you must learn
The English lang
Says my mum
Every day
It is important

You must speak, you must speak
The English lang
And also you have
For above the all
To understand

I agree, I agree
I'm going to try
I'm going to study
Twice a week
At the University


I'll do the best, I'll need it
English is the king
It's in our life
It's in the work
And in the TV

It's hard, It's a mess
But you must speak up
Do your beeeest, and you'll success!

6: Example of strategy training: Student goal statements

4M

PERSONAL GOAL STATEMENTS



Look at the Level 4 syllabus and compare the contents with your personal ambitions for learning English.

The English syllabus and my ambitions

My personal aims that are covered in the syllabus	My personal aims that are not covered in the syllabus	Things in the syllabus that are not in my personal aims	
		Useful to me	Not so useful to me
<ul style="list-style-type: none"> • Review of grammar and useful new grammar • Write texts expressing my opinion • Write essays and reports • Vocabulary: personal information, travel, business and advertising, health, the body, science • Listening and speaking of general topics 	<ul style="list-style-type: none"> • I need to understand more scientific vocabulary • I need to get more practice in reading fluently scientific papers. • I need more listening practice and to get more confident in speaking. • Write a correct CV in English. 	<ul style="list-style-type: none"> • Confusing vocabulary and expressions Vocabulary: <ul style="list-style-type: none"> - weather - Feelings - towns and cities - the media - Phrasal verbs in context 	<ul style="list-style-type: none"> • Colloquial English Vocabulary: <ul style="list-style-type: none"> - Describing clothes - Crime and punishment - Music

Compare with a partner.

Are your goals the same or different?

Is there anything your partner has written that you would also include in your personal goals?

77

Make a list of your English learning objectives, as a class and as an individual, below:

My Personal Goal Statement

These are our class goals:

By the end of the course we will be able to:

- Read articles and reports concerned with contemporary problems.
- Understand extended speech and lectures
- Understand most TV news and programmes and the majority of films.
- Write letters, emails, essays or reports and texts expressing our opinion.
- Interact with a degree of fluency and spontaneity
- Take an active part in discussion in familiar contexts, accounting for and sustaining our views.

These are my additional personal goals:

By the end of the course I will be able to:

- Understand more scientific vocabulary
- to get more practice in reading fluently scientific papers
- to get more confident in speaking and to practice more listening.
- Write a correct CV in English

In order to do this I will:

- Read and translate scientific papers, paying attention to the vocabulary
- watch TV programmes and series in English
- watch e. learnings about scientific matters.
- Try to find some CV of scientist in English and try to write my CV.

I will devote about ...2.5... hours a week self-study to achieve these goals.

Signed

Witnessed

Appendix E: The Language Contact Profile

LANGUAGE CONTACT PROFILE

PROJECT: ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE

The answers that you give in this questionnaire will be confidential. The information requested below is to obtain more details for the study and in case the researcher needs to check any information with you.

Thank you for your cooperation. The information that you provide will help us to understand the profile of learners of English in this context. Your honest and detailed responses will be greatly appreciated.

Name

Part 1: Background information

1. Gender (please circle): A) Male B) Female
2. Age:
3. Country of birth:
4. What is your native language? A) Catalan B) Spanish
C) Other (please specify)
5. What languages do you speak at home? A) Catalan B) Spanish
C) Other (please specify)
- 5a. If you speak more than one language, with whom do you speak each of these languages?
.....
6. In what language did you receive the majority of your education *before university*?
A) Catalan B) Spanish
C) Other (please specify)
- 6a. If you studied in more than one language, please give the approximate number of years for each language.
.....
7. Have you ever been to an English-speaking country *for the purpose of studying English*? (please circle)
A) Yes B) No
- 7a. If yes, when?..... 7b Where?
- 7c. For how long? 1 month or less.....1-3 months.....more than 3 months.....
8. Apart from the study abroad in question 7, have you ever lived in a situation where you were exposed to a language that was not your native language (e.g. living in a multilingual community, using the language at work, visiting the country for work or study, family members who speak a different language. etc.) (please circle)
A) Yes B) No

Appendices

If the answer to question 8 is Yes, please give details overleaf. If more than three, list others on the back of this questionnaire.

	Experience 1	Experience 2	Experience 3
Country/region			
Language			
Purpose			
From when to when			

9. In the boxes below, evaluate your language ability in each of the languages that you know. Use the following scale:

0) Poor 1) Good 2) Very good 3) Native/nativelike

How many years (if any) have you *studied* this language in a formal school context?

Language	Listening	Speaking	Reading	Writing	Number of years of study
Catalan					
Spanish					
English					
Other					

10. Have you studied English in the past at each of the levels below? If yes, for how long?

a) nursery (escola bressol)	No	Yes	Less than 1 year	1-2 years	More than 2 years
b) primary school	No	Yes	Less than 1 year	1-2 years	More than 2 years
c) secondary school	No	Yes	Less than 1 year	1-2 years	More than 2 years
d) University /college	No	Yes	Less than 1 year	1-2 years	More than 2 years
e) Other (please specify)	No	Yes	Less than 1 year	1-2 years	More than 2 years

11. What do you do?

a) undergraduate (student) b) graduate (working) c) postgraduate (student)

12. If you are at university, what do you study and what year are you in?

Studies Year

Which English language course(s) are you taking at university / the EIM this term / year?

Level	Group code	Type of course
.....
.....
.....

1. Which situation best describes the language situation at home?

- a) I live with my family and we speak mainly in Spanish.
- b) I live with my family and we speak mainly in Catalan.
- c) I live with my family and we speak mainly in another language (please specify)
- d) I live with flatmates and we speak mainly in Spanish.
- e) I live with flatmates and we speak mainly in Catalan.
- f) I live with flatmates and we speak mainly in English.

For the following questions please indicate

- (i) how many days you typically use English in the situation described and
- (ii) on average how much time you spend using English in this situation.

2. On average, how much time do you spend speaking, *in English*, outside class with native or fluent English speakers?

Typically, how many days *per month*?

0 1 2 3 4 5 6 7+

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

3. Outside of class, I try to speak *English* to:

3a. My teacher

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

3b. Friends who are native or proficient speakers of English

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

3c. Classmates from my English class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

3d. Strangers with whom I think I can speak English?

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

3e. *Flatmates or people you live with*

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

3f. *Other (please specify)*

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

4. How often do you use English outside class for the following purposes?

4a. *To clarify work related to my English course or studies*

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

4b. *To obtain directions or information (e.g requesting information from a website.)*

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

4c. *To interact with tourists or English speakers in your city / university (e.g. giving directions)*

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

4d. *Extended conversations with English-speaking friends, flatmates or family with whom you speak English.*

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

5. How much does your English in the classroom and the English *outside class* cross over?

5a. *How often do you try to use things you were taught in the classroom (grammar, vocabulary, expressions etc.) when using English outside the class (but not for homework)?*

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

5b. How often do you bring things you learnt outside the classroom (grammar, vocabulary, expressions etc.) back into the class for question or discussion?

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

6. How much time do you spend doing the following *each week*?

6a. Speaking another language (not English, Catalan or Spanish) to a native speaker of that language.

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

6b. Speaking English to a native speaker of English.

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

6c. Speaking Spanish / Catalan to non-natives speakers of English (e.g. classmates)

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

6d. Speaking English to non-native speakers of English (e.g. classmates).

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7. How much time do you spend doing each of these activities *outside class*?

7a. Overall, reading in English outside class in total.

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7b. Reading newspapers (paper or on-line) in English outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7c. Reading novels / books in English outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7d. Reading magazines (paper or on-line) in English outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7e. Reading information (timetables, menus, instructions etc.) in English outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7f. Reading on the Internet (e-mails, blogs, web pages etc.) in English outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7g. Overall, listening to English outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7h. Listening to English television and radio (on TV or on-line) outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7i. Listening to English films (on TV, DVD or on-line) outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7j. Listening to English songs outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7k. Listening to other people's conversations in English (e.g. on the bus) outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7l. Overall, writing in English in total outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7m. Writing homework assignments in English outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7n. Writing personal notes or letters in English outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7o. Writing e-mails / in messenger / in chatrooms in English outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

7p. Filling in questionnaires or forms in English outside class

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

8. On average, how much time do you spend speaking in *English outside class*?

Typically, how many days *per week*? 0 1 2 3 or more

On those days, typically how many hours *per day*?

0-1 1-2 2-3 3-4 4-5 more than 5

Please check you have answered all the questions.

Thank you very much for your time. If you have any questions regarding this study please do not hesitate to contact me.

Jessica Mackay
jmackay@ub.edu

Appendix F: Sample pages of Language Log

Week 5.. from 29th NOVEMBER to 5th DECEMBER...

DATE	ACTIVITY	TIME SPENT	NOTES
	I went to a group of English conversation at UB. (Provided by the Centre d'Autopromoció de Reus)	60'	We talked about character and Star signs. Marion Ironside, from US (born in England) is our 20 y.o. guide. Pretty. But I can't understand her as well. Carol or
Tuesday 30	Exchanged language with Carol today in English. 2 exercises about Narrative tenses 20'	70'	is really well-balanced. difficult identifying English in Catalonia.
Wednesday 1	Revised Vocabulary unit 2	60'	Outrageous, warpath, closely linked... fond of, perhaps I'll forget this.
	after a guess (Without checking them in the book) + remembered/realised at that moment a TV series "Cuéntame"		Stereotype, matches and hardly. It's better late than never! song "What a fool believes" (from
	I met my English teacher around my neighbourhood. What a challenge!	2'	Maybe the most embarrassing English lesson I've ever had.
Saturday 4	Downloaded "What a fool believes" (Lyrics) because from the internet compositions revised and added... 30' narrative tenses.	20' 30'	previous day understood words still sure Part perfect continuous
Sunday 5	Nothing, darling. I worked exhibition. But English		painting for a Christmas collective my mind 😊

* by The Doobie Brothers (those were the days)

TOTAL TIME SPENT THIS WEEK 4h 57'

Week 12 from 7th FEBRUARY to 13th FEBRUARY...

DATE	ACTIVITY	(Approx.)	
Monday 7	Listened to Vaughan Radio Read the book	- 30' - - 30' -	
Tuesday 8	Revised 3C and did exercises on p. 31	- 30' -	
Wednesday 9	Listened to Radio did	- 20' - - 45' -	I'm so slow. Or is it difficult?
Thursday 10	* (P. 137)	- 15' - - 20' -	expect that in ridiculous I don't know what the right place for "after" is (gap) really useful always
Friday 11	- A	Radio - 30' - studied English Philology, taught	"Come what may"
Saturday 12	ce. understanding English I Love Art - Did the exercises (chapter) of	"let face future in difficulty understood English '(English)' Some words are	wonderful experience lots of titles and
Sunday 13	Did Draft	- 50' -	

TOTAL TIME SPENT THIS WEEK 5h 30'

COMMENTS

Appendix G: Online Feedback Questionnaire

Dear students,

I would like to get your feedback on some of the activities you have used during the course. Can you please take some time to answer the following questions?

For each question, please mark it on the scale from 1 to 5 as indicated. Then could you please explain your reasons why in the space underneath? These comments are very useful.

Be as honest as you can as this will help us to improve the material and activities in the future.

Thank you for your collaboration

1. Visualisations:

Activities to visualise "My Ideal Self" , 'My Ideal English Self', 'My Ought-to Self' etc.

Not at all
useful

Extremely
useful

How useful
were these
activities?



2. Reasons / Comments

3. 'English & Me' and 'Using English'

Writing and Speaking activities about your English in the Past, Present and Future.

Not at all
useful

Extremely
useful

How useful
were these
activities?



4. Reasons / Comments

5. Student Examples

Reading & Speaking Activities to see examples of what other learners (Jill, Charlie, Yunjie & Karen) want/need/have to do in the language etc.

Not at all
useful

Extremely
useful

How useful
were these
activities?



6. Reasons / Comments

7. Realistic Objectives:

'Timelines' Activity to establish a time sequence for goals in learning English.

'Miracle English' Activity to establish what is realistic for you.

'The Mom Song' Activity to establish others' expectations of you.

Not at all
useful

Extremely
useful

How useful
were these
activities?



8. Reasons / Comments

9. Models to follow:

Video interviews with Penélope Cruz

Interviews with advanced learners (Anna or Maria)

Not at all
useful

Extremely
useful

How useful
were these
activities?



10. Reasons / Comments

Appendix H: Extract of Teacher's fieldnotes

Day 1 2/11/10

PHEW! That was easier than I thought.
General reaction was "If it's alright for
Pep it's alright for us" so all ss keen to
give it a go by the end.

- This refers to the
quote by Pep Guardiola
that Elsa found for me
p 8-9 in Banc de
Sabadell ad.

First (viz) next class.

Also did reading on PV - OK as intro to
PV but task is a bit simple - needs
weakening

Ss, (as I thought!) v. interested in sport
bodes well!

Next Thurs:

General Ideal self visualization
(p.7) as introduction to technique
Health / Work / Family etc.

Thurs 4/11

GENERAL Ideal self
health/home/family
etc.

Visualisation today. I was prob more
nervous than Ss. They all seemed to do it
willingly. No objections.

Joan said it was like going to a yoga
class

→ Come back to
this later *

Stage 2: Picture Yourself?

Below!

Activity 4: If they can do it!

Level:	CEF B1+
Time:	45 mins
Aim:	To enhance sts vision of their Ideal L2 self by showing speakers of their L1 successfully communicating and using English. To emphasise the possibility of improving your language self by showing an example of progress. (Penélope Cruz).
Preparation:	Access to a computer to show interviews on Youtube Interview 1: http://www.youtube.com/watch?v=qTnhfF-zncgc Interview 2: http://www.youtube.com/watch?v=3HMOjG7hUY Photocopies of worksheet
Procedure:	<ul style="list-style-type: none"> • Intro: Ask students to name famous Spanish speakers who live or work in English-speaking countries, e.g. Javier Bardem, Penélope Cruz, Fernando Torres etc. This can be done as a competition. • Explain to sts that they are going to watch two interviews with Penélope Cruz. Emphasise that you want them to notice the difference in her English in the two years that separate the interviews. • Interview 1, Point out to students that emphasis is placed on Cruz's errors, especially in pronunciation. • Do the exercises for interview 1 • Interview 2, Before starting, focus attention on the structures Cruz uses during the interview. Sts may need a little help completing these as the extracts are de-contextualised. Point out that these are complex and sophisticated structures. Ask sts to try to notice them during the interview. Does she use them naturally? • Do the exercises for interview 2 • After watching both interviews, ask sts to comment on the improvement in Cruz's English. What did they notice? E.g. her pronunciation is a little clearer, she uses more complicated structures and vocabulary, she seems more fluent and confident.
Remarks & Extension:	Ask sts to find other interviews in English of famous Spaniards, make notes and report to class.

sts motivated to watch. Pleased they could follow and comment on both interviews. They were also quick to notice the difference in her English. For example, she seemed more confident and fluent.

Appendix I: T1 and T2 interview transcripts (Focal learner Ramona)

ANNA (S2) FOCAL LEARNER Intervention group A T1 INTERVIEW (2.11.10)

A: I'm tired now.
 J: You tired?
 A: I hate these stairs.
 J: Oh the stairs!
 A: Yeah.
 J: Oh yes, I know, it's ..it,.. one of these days they might have a, a better lift.
 A: (Yes)
 J: Everybody can use, as it's such an old lift they only give access to teachers and staff.
 A: Yeah, I know (inaud.)
 J: So you've been in Girona this weekend?
 A: Yes.
 J: Is that where you're from? From Girona?
 A: Erm, my mother lives there..
 J: OK, so you've been to visit.
 J: ..and my boyfriend and other people
 J: Oh, but during the week you live in Barcelona?
 A: Yeah, with my father.
 J: Yes, alright then, well, I mean, this is a little bit, erm, interview about your motivations...
 A: (uh huh)
 J: .. and why you're learning English, and, and, what you hope to achieve from the course and everything, no?..
 A: (OK)
 J: ...so there's ... erm. If anything's not clear you just ask me and I'll repeat it...
 A: (OK)
 J: ...and, or explain it in a different way. OK so, first of all a little background information. Tell me how old you were when you started studying English.
 A: Er, the first time I was, seven or eight years old I think.
 J: Seven or eight years old.
 A: That's true, yes
 J: So how long does that mean that you've been studying in total?
 A: I don't know, 10 years? Yes. Ten or eleven years.
 J: Continuously?
 A: Yes, at school and then at high school.
 J: School, high school and then you continued at university, you didn't (take a break)..
 A: (Er) (01:20) I start the university I was two years without English but then I thought it was very important and I started to, to study here
 J: I started again
 A: Yes, yes.
 J: OK. And what was your experience like at school?
 A: Erm, I think I, I like it when I was a child, but, er, it was, it was very, er, bored?
 J: Boring
 A: Boring, yes because every year it is the same and there are a lot of people who don't really like study English and sometimes the teachers aren't, erm, moti..? moti..?
 J: Motivated?
 A: Motivated, yes.
 J: The *teachers* aren't motivated?
 A: Sometimes.
 J: But that's not just English, no? That's ..
 A: Yes exactly.
 J: OK, that's...
 A: And I think the problem is there are a lot of people in the class
 J: Uh huh.

A: So you never speak English in ten or twelve years, (you know, there are..)

J: (How many people) were there in class?

A: Sorry?

J: How many people were (there in class)

A: (Erm) I think the normal is twenty five people.

J: Uh huh.

A: Or more, or thirty.

J: Uh huh. The same here

A: Yes, but here people is an adult and they are very disciplined. We are childs. It's different.

J: Uh huh. Did you ever do any extra English classes outside school?

A: Er, yes, sometimes, I think when I was fifteen or seventeen, one year and then...no, that's all.

J: Uh huh. In a, in a language school or with a private teacher or..?

A: Er, yeah with a private teacher.

J: With a private teacher. Erm, tell me about it. Was it...? How was your experience with that?

A: Erm, it was great because we, we were two people in class so we, we were speaking all the time and I think it's the most important, but I know it's very complicated if you have twenty five people...

J: (Yes)

A: ...in a class

J: Erm, so was there any particular point in the past when you felt that you really made progress with English?

A: Sorry?

J: Any point, any moment in the past when you though you *really* made progress?

A: Well I, I went to England the last summer for a month.

J: Last summer?

A: Yeah, this summer

J: OK (03:50)

A: So I think it's, er, it's (?) when I started to really learn English

J: What were you doing there?

A: Er, I was au pair..

J: An au pair

A: ..with a family, uh huh, yes and it was very, very..

J: W.., tell me more about this, this erm...

A: Er, I was in, near Longhampton and they were, er, they had three little girls and they are farmers.

J: Oh!

A: Yes, and, I don't know, it was great because I felt like if I was, the, in the family, you know, a part of their family. And I think, er, the bet.., er, the better way, the best way to learn English is living with people who speaks English

J: OK, hold on a second (asks colleagues to be quiet). OK. So, tell me then, next question. What do you think about learning English?

A: I think it's very important.

J: Uh huh

A: Er, it's fun. I like that. Yes.

J: Why?

A: (05:33) I don't know. Because, erm, well I really like, er, writing and reading, so if I feel like I can do it in another language, I think it's very great and I can (inaud.) I don't know.

J: Uh huh. Do you like writing in English?

A: Er, no, I like writing in Spanish or Catalan.

J: Have you never tried it in English?

A: Well, in classes. Not to myself.

J: What did you, why did you decide to do this course?

A: This course?

J: Uh huh.

A: Er, because I, I, in here? Here?

J: Uh huh.

A: Because I studies here last, the last year.

J: Uh huh.

A: So I wanted to continue.

J: OK. Do you have, erm, or do you do any English-related activities outside class?

A: Erm, I'm always watching TV, films and series in English.
 J: Uh huh.
 A: Er and is, is all.
 J: Which ones do you watch?
 A: I don't know, a lot of kind of film.
 J: OK, how often do you do this?
 A: Two or three, well, if I, if I have time, two or three times. Well, I. Always, I, I, I'm watching films, I'm do it in English.
 J: Uh huh.
 A: But, er, my, my mother, she, she doesn't speak English, but she is always doing that.
 J: Yeah?
 A: Yeah, so I'm used to do it since I was a child.
 J: And she doesn't speak English?
 A: No.
 J: That's interesting. But she understands it?
 A: I don't know. No, but she like, erm, listen the original film.
 J: OK, so you watch it with subtitles.
 A: But sometimes now, I'm doing with English subtitles, so it's a better way.
 J: Very good.
 A: Hmm.
 J: OK, have you ever travelled to an English-speaking country apart from England this summer?
 A: Er, no.
 J: No?
 A: Well, I was..I travelled to Scotland two years ago.
 J: And what was your experience like there?
 A: It, I think it's very good (laughs) yeah!
 J: It's positive.
 A: Yeah
 J: Yes? Why, tell me..
 A: Er, because you can see, erm, how they live and you, you can speak with the real people in their (inaud.)
 J: Uh huh.
 A: If I, if I, I go to France I can't (laughing) speak with anybody, so..
 J: No, but you can speak to them in English.
 A: Yes (laughs).
 J: They probably won't answer you but.... Do you have any friends who are native speakers of English?
 A: Well, now I have this family.
 J: Uh huh. Are you still in contact with them?
 A: Yes.
 J: Uh huh. How old were the little girls?
 A: Ah, two years, five and seven.
 J: Oh!
 A: Yeah (laughs)
 J: And, erm, when you speak to them you always speak in English?
 A: Sorry?
 J: When you speak to them, (do you always) speak in English.....?
 A: (Yes, yes, yes)
 J: ...to the little girls as well?
 A: Yes, I tried (laughs).
 J: And do you have any friends or family who speak really, really good English?
 A: (Errr)
 J: (That you would) like to be that level?
 A: Well, my boyfriend speaks better than me.
 J: Hmm? And how did he learn?
 A: Erm, like me, at school, at high school and now he is in the, erm, *Escola d'Idiomes*
 J: Uh huh.
 A: *Oficial*.
 J: W..oh, *Escola Oficial*.

A: Yes, now in Girona.

J: Oh, Ok, so he's still up in Girona? OK. Erm, this is not your first year in the EIM, is it? It's your second year?

A: Er, my three.

J: Third year?

A: (third year)

J: OK. So what's your experience like in the EIM compared to school?

A: Erm, I think it's better here because people is, is a (inaud.) and I like because here we, we haven't the same, yeah, we haven't the same age...

J: (Hmm).

A: ...so I think this is very good.

J: Because there's a variety (of ages).

A: (Yes)

J: Uh huh.

A: You can listen people who speaking things different than you and I'm working, I'm study, I'm ..., and I think, I like that.

J: Good, OK. 'Cos especially in your (group).

A: (Yes).

J: ...there's a nice mixture of people.

A: But, er, the last year it was the same

J: The same.

A: ...as here.

J: Uh huh. And what do you think your English will be like in five years' time? (English ..inaud.)

A: (I hope) it will be better, better, yeah.

J: What do you imagine yourself doing in English?

A: I want to go to live, er, in England or Scotland.

J: Really?

A: Yes, some, some years

J: Uh huh, not permanently or just for a period of time?

A: Erm, no (laughs) I don't think so, but, erm, a few years yes.

J: Uh huh, so, OK, imagine yourself living in Scotland..

A: Uh huh.

J: OK? And, and you're speaking English, erm, where are you? What are you doing? (10:22)

A: I don't know. I think I will need (?) at work

J: So what kind of job are you (doing)?

A: (Well) I'm studying architecture, so I want to, to work, er, I don't know. (10:30)

J: So you're working in an architect's office.

A: Well, if I can do it, yes.

J: So, are you speaking English to your colleagues?

A: Yes, if I can do it.

J: Uh huh. What about your social life. Where you be spe, speaking English?

A: (10:40) Well, I think if, if you go to, er, to live, er, abroad or, erm, I think the most interesting is if, er, relation with, with people from there, not just from Spanish, er, Spain. Yes.

J: Perfect. What do you need to do, Anna, to learn English? What is your...? What actions do you need to take in your opinion?

A: To learn English?

J: Hmm.

A: Speak with people.

J: So speaking is your priority.

A: (v. quietly) Yes, I think so.

J: Anything else?

A: Er, well and can understand.

J: And how are you going to do this? Specifically, what are you going to do to speak to people and to understand things?

A: Er, one, one thing is going to live there some, some years, or, erm, maybe m, meet people here from there, or, or people who wants to speak English.

J: To practise.

A: Hmm.

J: And in class?
A: In class?
J: Uh huh.
A: (12:00) Well, maybe, er, speak all the time in class in English, I know (laughs) I, I want to do that but sometimes they asked it in Catalan and you just ask in Catalan.
J: It's very easy to (change into Catalan I know).
A: (I know, I know).
J: erm, the last, Raquel in the last interview she said exactly the (same thing)
A: (Er, yes)
J: So, it's interesting, 'cos you all **want** to speak in English, but sometimes you just automatically go into Catalan.
A: Yes, and I think in class the youngest people speak, erm, more in Catalan than the, er, older.
J: Yes. Why do you think that is?
A: Beause, well, I think the old people is, one, one reason is, they are paying this class so they are very conscious that is very important.
J: Uh huh.
A: And young people sometimes doesn't, I don't know, you're eighteen or nineteen 'I'm going there but (v. quietly) I don't know.
J: Their pare, their parents are paying (for it)
A: (Yes) I agree.
J: And also they've just come out of school.
A: Yes, and if, if (tuts) I think some people, the last year, they are, they were in school, so it, it's not...it's the same for them.
J: Uh huh, they haven't adapted yet. I agree with you. Erm, what do you think of your own language learning ability? Are you good at learning languages?
A: I don't know (laughs) I don't know. But I think I'm better in, er, languages than in Maths, for example, so yes, I really like write, er, writing and reading.
J: You need Maths to be an architect (don't you?)
A: Yes, but just in, in, in the fi, erm one, firs year.
J: First year, to (make your calculations)
A: Er, (I mean the fourth year) (laughs)
J: Oh OK (inaud.) And tell me what you think the possible problems are about studying English.
A: Er, you, you, you can study in English and grammar and writing and reading but in this country, er, anybody speaks English, er, sometimes, so I think it's our problem.
J: Anybody or nobody?
A: No, nobody
J: Negative?
A: Yes.
J: Yes. OK. Nobody speaks English?
A: Well, yes, there are a lot of people but not in, in, like in other countries, I think.
J: So there's not the same level?
A: No, no.
J: So, erm, apart from...
A: I, I mean the university, erm, a lot of students in my university don't speak English
J: Hmm (14:24)
A: ...at all, and don't study in English, so I think it's a problem because if you are in the university, you need English.
J: And why do you this is?
A: Er, I don't know. Spain has a problem with languages.
J: Really?
A: Yes.
J: But it's interesting, isn't it, that it's particularly in this country?
A: Is. I think is, is because the *Franquisme* you know?
J: Because of the dictatorship?
A: Yes, because they prohib, prohib, prohibited for years
J: (prohibited)

A: prohibited all, all, all things, all, I don't know, boo.., well, the cu, culture, they censured and they, they don't study, they didn't study English at school, I don't know. People didn't travel like in another country, er, well..

J: True.

A: ..a lot of things

J: It was thirty years ago now, things have changed.

A: Yes, yes, thirty years and this time is always one generation

J: Uh huh.

A: ..and they don't use at, at, at street.

J: No, OK, true. Although, though Spain is one of the countries that is visited by..

A: Yes.

J: ...by most English-speaking (people)

A: (yes)

J: It's one of the most popular destinations.

A: Yeah and all, there are a lot of young people who can speak English. It's better than thirty years ago.

J: Erm, what will happen..? What will the consequences be if you don't learn to speak English to the level that you want?

A: Erm.

J: Will anything happen?

A: I don't know maybe I won't, er, have, er, good opportunities at job or I don't know. I will have problems if I travel or...

J: OK.

A: Yes.

J: So, do you ever have to speak in public, Anna? Do you ever have to speak in front of a group of people?

A: If I can?

J: In English, in Catalan, in Spanish or in any language.

A: Erm, no I think I haven't (problem)

J: (Do you think that), er, would you be, er, nervous about speaking in public?

A: Well, maybe, yes, sometimes, yes but if I can, if I have to do, I do it.

J: OK.

A: In my career we have to do that a lot of, of, some, sometimes.

J: OK, so you see..

A: A lot of times.

J: You're quite accustomed

A: Yes

J: To (Inaud.) So, if you did it in English, it wouldn't be (such a ...)

A: (Well, it) would be worse (laughs)

J: But you could do it.

A: I think yes. I hope.

J: When was the last time you had to speak English to somebody you don't know, to a stranger, for example, to a tourist in (Barcelona)?

A: (The last) time.

J: Do you remember?

A: I think, this summer.

J: And what happened?

A: Er, they don't understand at, (inaud.) at once (laughs) at the first time

J: Uh huh.

A: But they, er, they finally understand me.

J: Did they speak to you or did you speak to them?

A: I think it was in Scotland and yes, we, we, we, we, we, we speak, I don't know.

J: To each other?

J: So, it's never happened to you in Barcelona, that a tourist (stopped) to ask you for directions or something?

A: (No) Sometimes, but, no.

J: Well, it happens to me (laughs) Erm, how do you fee, er, er, how do you feel about talking to people you don't know in English? Does it make you nervous or is it OK?

A: No, because it's, it's so difficult if, if I don't know the people (laughs)

J: It's the same?
A: It's the same
J: And if you travel to an English-speaking country, do you prefer to do the talking or would you prefer to let your boyfriend do the talking?
A: I have to recognize that, er, they use to speak, more than me
J: Yeah.
A: Because, er, I think it's because, er, they, they can do it better than me.
J: Y, your boyfriend?
A: Ah, very sorry 'he'.
J: Uh huh.
A: But that's a problem because I have to, to do it too, yes.
J: You, you let him talk (because his English) is better,
A: Something, yes, something.
J: And how do you feel about talking in front of the English class? If I ask you a question, in front of the class, how do you feel about that?
A: I haven't any problem.
J: No problem?
A: No.
J: No, it doesn't make (you feel nervous) or embarrassed?
A: No, because, we are in class and ..
J: Yes. OK and what language do you usually use to speak to the other students in the English class?
A: (laughs) I think Catalan. Well it depends on the person (laughs) Yes. I prefer speaking in English, so if they ask me something in English, I, I, I'll ask for them.
J: Answer.
A: answer them. Yeah, I answer in English
J: It depends on the person you're sitting next to?
: Yes, in m....
J: Which people do you speak the most English with? (19:22)
A: Er, the older people.
J: So, Xavi, or..?
A: Xavier or Raquel. NO, er, I don't remember all the names (now)...
J:(uh huh)
A: ..yeah depends on the person.
J: It depends on (the person)
A:(I don't know)
J: OK, so always sit next to these people, that's the thing.
A: Hm, yes.
J: Erm, do you have any friends from other countries. I mean, obviously you've told me about this family in England, but do you have friends from other countries.....
A:(er)
J: ..that are not English-speaking?
A: I know, I know a boy from Poland, Poland.
J: Uh huh.
A: Is, is, a, a friend's boyfriend.
J: Uh huh
A: And we speak English to each other.
J: And you speak English (to each) other?
A:(yes).....He is better than me, but we can (?)
J: Very good! And is he living here?
A: Er, no, he's living in England. We met in England.
J: OK.....(fantastic)
A:yes.....(we met him) in England.
J: So you use English to communicate with people from different countries?
A: Yes, uh huh.
J: Do you see yourself, well, you've already told me, do you see yourself living and studying abroad in the future?
A: Yes.
J: Yes. In England, Scotland?

A: I prefer Scotland that this.
 J: B..., why do you prefer Scotland?
 A: I think they are, erm, more similar like us than English people.
 J: Strange, no? because it's very...
 A: Yes, it's very strange.
 J: ..it's further north.
 A: Yes, I, I know. Maybe it's, well, I don't know, but they are..when I was at, in England and I said 'I'm go..' because the final of summer, I went to Scotland one week with my boyfriend and another friend, and I, when I was in England I say that 'I'm going to Scotland' and, er, lots of people said me 'Oh Scotland is, is horrible and people is very, erm, is, is, they aren't friendly' and I, I didn't understand because I thought they are more, I don't know, (laughs) English people is very, er..
 J: These are English people who've probably never been to Scotland.
 A: Yes, yeah exactly and (...inaud).
 J: Poss, possibly because you as a Catalan or Spanish girl have a much better reaction in Scotland than (an English person)
 A:(Yes, I)...think I can understand Scotland people because we are Catalan.
 J: And also they don't.., There's this friction between England and Scotland, no? So if an English-speaking person goes there, they're not going to treat them in the (same way)
 A:(yeah, yeah, yeah)
 J: ..as they treat you.
 A: I tried to ex, explain the Catalan and the Spanish situation in, in the family.
 J: Yeah.
 A: ...and they, they didn't understand, but they 'well, it's like Scotland' Yeah, I, I know, but they didn't really understand.
 J: Not exactly the (same)
 A:(no).
 J: But it's very difficult to understand from outside.
 A: Yes, I know, I know.
 J: Erm, how much influence do you think English-speaking countries, United States, England, Scotland, etcetera, have in the world today?
 A: Er, the, the, the culture, culture?
 J: Uh huh culture /k^ltsə/
 A: Culture, because the moral of life,erm, and people all around the world, er, wants to imi, imitate this model of life.
 J: Uh huh.
 A: But I think it's a mistake because, er, for example her, people wants to live now in, erm, in a house with a garden, with a car, with dog and this is not our culture and we haven't, we haven't enou.., we have another kind of life.
 J: Yeah..(OK)
 A:(And) the cinema, all the cinema is from United States.
 J: So you think this...
 A: Well, the commercial cinema, because..
 J: These models come from the media, then? From cinema or..?
 A: Yes, the movies, the television.
 J: And what do you think of people from the USA? What's your opinion?
 A: Erm, I think the United States, it's very big and there are a lot of different kind of person, though I, erm, I, I, I (laughs) I don't say 'I don't like the people of United States because they are, er'. I know there are things that I don't really like, but I, the, (tuts) I think there are things that are good.
 J: What things do you not like?
 A: Er, I think they are very *in, ingenuos*?
 J: Innocent or naïve.
 A: Yes.
 J: Uh huh.
 A: And they are think, they, they think they are in the centre of the world and I don't know. Er, I don't know, they are..
 J: OK, so not aware of...
 A: Yes.
 J: And what things do you like?

A: I like, er, some, some things that, er, of, er, of their character. They are very optimistic and they are very *in, in, inovadores*?

J: Innovative.

A: And, er, *emprendadores*

J: Yes, entrepreneurial.

A: Yes, and when they have one idea they, they have to try it and in Spain we are very (laughs) No! and 'it doesn't works', no it..

J: OK, yes. And what about people from the United Kingdom? You've already mentioned the difference between England and Scotland, no?

A: Yes.

J: But in general what was your..?

A: (25:05) I, I like people from England, but I, when, when I go there I, I thought they are living on the past

J: Yes.

A: And it's very, it's very surprise for me because here we have all the traditions, but they are not so important for us, so I don't know..

J: (So)

A: (Like), like the girls who I., they, they went to a private school. They did, er, ride the horse.

J: Uh huh.

A..well, pony. They, er, I don't know, a lot of things, in..

J: Yeah.

A: They, they, they do that because, erm they have to do that.

J: Uh huh. It's their, their upbringing. One thing that surprises people from here is that farmers..

A: Yes

J: in the United Kingdom

A: The farmers, they are very important, it's like an institution, the farmers..

J: Yeah, yeah, yeah

A: Yeah, yeah it was very strange.

J: They have a lot of land and quite a lot of (money)

A:(Yeah) It's very different (from)

J:(middle) class, good schools.

A: Yes, exactly.

J: It's different.

A: And the houses are very old and the new houses are like the old houses (laughs) it's very strange.

J: Yes (laughs) building new houses (to look) like old houses.

A:(Yes!).....They do it with blocks of *hormigón* I don't know how..

J: concrete.

A: But then they put (laughs)

J: covering

A: It's like, er, in the nineteenth century.

J: Yeah (No, you're right)

A:(It's very strange)

J: Erm, what do you think about the popular culture, films, books, television etcetera that comes from the United States? You said that you like watching television

A: Yes, th..., I don't know there are, there are things that are very good.

J: Uh huh.

A: The series now, is, they are the best series in the world.

J: do you have any favourites?

A: Er, I don't know, I, I have seen a lot of, I, I really like the Tudors.

J: The Tudors?

A: Yes

J: Ah, that's from the United Kingdom.

A: yeah, I know. Er, I don't know, the Sopranos.

J: From the United States.

A: Yes. The Good Wife I think it's very good, from the United States, I think.

J: Uh huh

A: I don't remember (anything)

J:(And you) watch these in original version, Eva?

A: Yes

J: Oh, and how do you find the (Sopranos?)

A:(in Internet)

J: And the Sopranos in original version?

A: no, it's, it's, er, no.

J: It's very difficult probably.

A: Yeah, yeah, yeah, yeah. It's very funny.

J: It's, it's a bit difficult, no? But you like them? And books and tel, and films?

A: Er, no. I'm not..

J: Just television, generally, OK? (And..)

A:(Well) I really like John Irving

J: Ah hah!

A: But I read it in Span, in Spanish

J: OK.

A: I, er, when I went to London, er, I tried to *bus, buscar*?

J: Fin..look for.

A: Yeah, look for the last novel from John Irving in English but it was very expensive and I thought that well (laughs) I mean it was like this (indicates with hands) and ..

J: Uh huh.

A: I had to return here, so..

J: His books are always like this, though, aren't they?

A: Oh. (laughs)

J: If you've read the books in Spanish, maybe you should try reading them in English now.

A: Yeah, yeah

J: Now you know the story.

A: I know.

J: Yes. Erm, do you do anything to keep up to date with (*mantenerte al día*) with international politics?

A: With international politics? Yes, but not in English.

J: Not in English. No, it doesn't matter but..

A: No.

J: What, what do you do?

A: Erm, I, I read the newspaper and watch the, erm the news

J: Now do you (inaud.)

A: The (news, the news) yes.

J: On television or on the Internet?

A: No, on television.

J: On television, right.

A: Yes.

J: And apart from English do you speak any other foreign languages?

A: No.

J: Would you like to?

A: Yes, my, my family is from, from Finland.

J: Oh really?

A: Yes, and well, I want to can speak in Finland but, er, I am...

J: when you say your family, is it your mother, your father

A: No, my unc., I'm not from. My uncle went to Finland when they, er, finished the career, be he's a doctor, like, like the..

J: Yes!

A: .. other class. And my cousins are, well they are living there.

J: OK, so you have a lot of family..

A: Yes.

J: ..living in Finland.

A: Yes. I'm not from Finland but I, I have..

J: But they, they speak very good English in Finland, no?

A: Better than us, yes.

J: Have you ever visited?

A: Yeah, we won there, we won there? We go each in, each summer.

Appendices

J: Oh OK, ah really?

A: Yeah, yeah.

J: Oh fantastic. OK. Brilliant

A: (laughs)

J: Right, I think we can finish there, let's see if I can turn this off!

ANNA (S2) FOCAL LEARNER Intervention group A
T2 INTERVIEW (5.4.11)

J: Right I think that's working. I'll put that there. So, erm. Some of the questions are the same as before, but don't worry if you don't remember the answers.

A: OK.

J: You just say what you think now, no?

A: Now.

J: So for example, what do you think about learning English?

A: Well, I think it's very important and, and fun also. Yes.

J: Since the beginning of the course in October until now..

A: Hm.

J: ..have you done any English activities, any English-related activities outside class?

A: Er, well I'm, I'm writing in English sometimes.

J: Uh huh.

A: And I always watching films in England, ay, sorry in English.

J: Uh huh.

A: Yeah, that's all I think.

J: Do you do this quite regularly?

A: Yes.

J: How reg, how often? (01:00)

A: I, I'm trying to do it every day.

J: Hm?

A: Yes, at night because at night I'm very tired and I just don't want to do anything.

J: J: Uh huh.

A: But I think if I watch some, well, not film because they are too long, but some series or, or short videos in English it, it's fun and it's practice for me.

J: Good. OK. Have you been to an English-speaking country since October?

A: Er..

J: Have you visited an English-speaking country?

A: (gestures no)

J: Erm, do you have any friends who are native speakers?

A: Yes (?)

J: Have you had any contact with them since October?

A: Er, just a few emails.

J: And how do you keep in touch?

A: How, how I, by email. Yes.

J: By email. OK. And how often do you write to them?

A: Not, it's not too like I wish.

J: Not as much as you'd like.

A: Yeah. (01:58)

J: Are these the family that you worked for? So you still like keeping in contact?

A: Yes, but not, not more, no.

J: Not a lot.

A: Not a lot, yes. Because I, I won't be able to go this, this summer, so I think, well I don't know, that's going to be less.

J: Are you going to lose contact?

A: Yes. I think so.

J: Not completely.

A: No because I think they are not so, so interested in keep, keep, er, keep the contact. I don't know.

J: They're interested in you coming back in the summer.

A: Yes. Exactly, it's that.

J: Erm, what do you think your English will be like in 5 years' time?

A: I think it will improve. I'm sure because I'm very interested in it. And I rea, really want to go to live in, to, to another country.

J: Uh huh. Do you know which one?

A: I want to go to Scotland. Or yes (laughs) if I can I want to do it. (03:06)

J: Why Scotland, Anna?

A: Because, er, we are being, er, speaking a lot about this with my boyfriend and I have been there two, twice and, I don't know, I really like it. I think it's a, a, a good country to live. I don't know if always, I don't, don't think so. But, er, it's a, it's good country to live and I can improve my English.

J: At the same time.

A: At the same time, so..

J: When you imagine yourself in the future, speaking in English, what do you imagine? Where are you? What are you doing?

A: Working and, yeah working and I don't know, doing some different things and I can.

J: Uh huh.

A: Meeting people, different people.

J: Can you describe a scene to me? (03:59) Describe the picture.

A: Well, I don't know. I'm always imagining me in a pub (laughs) meeting some people and well, I don't know and, and working also. It would be great.

J: OK, what kind of work do you see yourself doing?

A: I really interested in cooperation in architecture, you know?

J: Uh huh.

A: And I, I need to can speak in English.

J: Er, what do you think is necessary? What do you need to do to speak English? To learn English?

A: Live with native people. I think it's the only way. The, the real only way.

J: Uh huh. How long do you think is necessary to learn English to the level that you want?

A: I don't know, I don't know. More than 2 or 3 months.

J: But in the country.

A: But, er, I don't want to be a native people so I don't need a lot of years I guess, I know, I don't know. (05:06)

J: OK. What level are you going to be happy with?

A: Well, if I can live between English people and I, I can understand them and they can understand me and I can und, er, speak about a lot of things, not just the, you know? I, I will be happy.

J: Happy. Erm, what is your opinion of your own ability to learn languages? What are your strong points and your weak points?

A: My weak points are definitely the vocabulary, the vocabulary (laughs).

J: Uh huh.

A: And I think the good thing is now I can understand English better than a few months ago. (06:00)

J: Uh huh.

A: Because, I don't know, yesterday online, I, I was, er, watching, erm, some videos in YouTube but it, it's, er, it was an interview and it, it was for a native people. (06:10)

J: Hm?

A: Because it, it was a show from US, Un, United States and, and I could understand everything so I was very happy.

J: Very good.

A: Yes.

J: OK. So you're happy with your ability to listen, no?

A: Yes,

J: Your listening skills. Are there any other things that you think you do well?

A: I, I'm well, what?

J: Which other things do you do well?

A: Ah.

J: In English?

A: I don't know (laughs) I don't know if people can understand me.

J: So, are you worried about your expression?

A: Yes, I suppose.

J: Erm, you say that you feel that you've made progress....

A: Yes.

J: ...in listening, no? Are there any other areas where you think you've made progress during the course? (06:55)

A: No, it's sad because I don't have enough time to study grammar or vocabulary. And I, I, it's not too fun so when I'm tired I don't want to do it. I don't want to do it because if, if I have time I have to do my

work from University so then I, I don't know what I have progressed. I can watch films or another things in English because it's fun for me.

J: Yes.

A: And I'm, I'm good.

J: Uh huh.

A: But if I, if I have to an effort, an extra effort at 12 on night, at 12 o'clock at night I just can't do it.

J: Not surprising.

A: I can't do it.

J: Do you think your listening has improved so much because you watch so much...?

A: Yeah. I, I'm sure. I'm sure, because now I'm just doing every, every night. Er, how can I say *encara que*?

J: Although.

A: Although, although 15 minutes or 20 minutes but I have to watch it (07:59).

J: Er, what are the possible problems for you studying English? What is going to stop you from studying English?

A: I think time. I can't give to the, ...yes.

J: Do you not have enough time?

A: No. (laughs) I, I not time for my important things.

J: Hm.

A: You can imagine for this, English is very important for me but University is more important now.

J: Uh huh.

A: So I have to choose.

J: You have to prioritize.

A: Hm. Yes.

J: And what will happen, if anything, if you don't learn English to the level that you want? Will there be any consequences?

A: Well, I don't know. I, I think I'm going to learn English and if I, if I can say that *si, hasta el punto que*.

J: Until the point that.

A: Yes.

J: Or up to the point that.

A: Er, that I need.

J: Hm. (08:59)

A: So if, if, a moment if a moment I feel like I need more, more English I'll do it. But if I see it's just fine, so..

J: OK. So you'll need more English, for example, if you go to live in a country where..

A: Yes.

J: ..where people speak it.

A: Yes. Yes.

J: That's going to make a difference. Erm, since the course started, Anna, have you had to speak in public?

A: In English?

J: In any language?

A: Yes. A lot of times.

J: In Catalan, Spanish or in English?

A: Yeah, in Catalan and Spanish, not in English.

J: Not in English. And how do you feel about speaking in public?

A: In public? If, if, if I know that I'm explaining I feel fine.

J: Uh huh.

A: Yeah, I think so.

J: How would you feel about doing this in English? (09:57)

A: I don't know because I never do that bit I, I think it, it would be fine because I know that English is not my native, er, language so I have, er, well, you know, I can do, I can say things that they are not correct but it doesn't matter because..

J: People understand you.

A: But I, on the university I can, can't say things that are not right because it's supposed to, I have to do it well. So I think it's very, I'm most worried about that than speaking in English, to people in English.

J: OK, that's interesting. How do you feel about talking to people you don't know in English?

A: Er..

J: Somebody in the lift?

A: Yeah. Well, maybe I'm, I feel, I feel or I'm feeling?

J: I feel (10:57)

A: Maybe I feel more uncomfortable that in Catalan or in Spanish but it's OK, I, I think.

J: If you travel to an English-speaking country do you prefer to do the talking or do you prefer, for example, your boyfriend to do the talking?

A: I have to recognize that the last summer, when we went to Scotland, he, he started the conversations that happened, yes. Er, so yes, yes, I have to recognize that but I think that if I was alone, I, I'll do it, I'll do it, no? If I was alone..

J: I would do it.

A: I would do it.

J: Ok, so you have to stop your boyfriend..

A: Well, I, I (laughs) you don't come with me! No, I was alone all the summer, so ..and I could do it.

J: And you did it.

A: Yes.

J: OK, so it's just, does your boyfriend speak English better than you?

A: Yes. (11:57)

J: He does.

A: Hm.

J: So is that why you let him..

A: I think it might be, I suppose. But I think now (laughs) I'm approaching to him.

J: Yeah, yes. You're catching..

A: But just in, just in speaking and listening, not in writing, grammar.

J: OK, what level has your boyfriend got?

A: I think he's on the, on the 5th year on the *EOI*.

J: U huh.

A: But..

J: So, it's not much difference.

A: No but he, he has a higher level than this, than the, the 5th.

J: Definitely, OK.

A: Yes.

J: Because that's the top that they do in the *EOI*. Er, how do you feel about speaking in front of the English class? When I ask you to speak..

A: I'm fine.

J: ..in front of the rest of the class.

A: I'm fine.

J: And which language do you normally speak to the other students in the English class?

A: It depend the student because now I'm sitting with Xavi and we are always speaking in English.

J: Hm.

A: And I think that way.

J: What proportion do you think you speak of the class in English? (13:00)

A: Our class?

J: Yes, of, the English class, no? How is it, 100%, 90%?

A: 50% I, I guess.

J: 50%?

A: More, yes.

J: More than 50? OK.

A: I think we have a lot of people who is very interesting to, interesting to learn in our class.

J: Hm. A lot of people who only speak English. (13:25)

A: Yes.

J: Hm, er..

A: Or try.

J: Or try.

A: Or try to yes.

J: Do you see yourself, I know the answer to this, do you see yourself living and studying abroad in the future?

A: yes,

J: In Scotland, no?

A: (laughs) yes, or in London. Where I can.

J: Scotland, for example. Why do you want to do this? Can you explain?

A: Because I, I am, I want to live a different experiences, experiences that, that I live here.

J: So you want to try something different (13:59)

A: Yes. I think the world is very big and I don't know.

J: Uh huh. How much influence do you think that Eng, English-speaking countries have in the world today?

A: A lot of influences, I think. Yes.

J: Can you explain?

A: Er, well, as, I don't know, the, er, main, official culture in the world is from the Anglo-Saxon countries. Well, maybe it's not so important, er, I don't know.

J: Are you starting to doubt?

A: Yes. Because I know a lot of people here who is not so influenced, er, about the Anglos-Saxon music or films or..I think you can choose another type of, because I, I want to, to go to there, to know that, but this is not that means that I prefer this kind of life, you know. I, I, I just want to know about it but I, there are things here that I, I prefer. (15:14)

J: So when you want to go and live and study a, in a different country, you're not thinking permanently, you're thinking (maybe for) a year or two,

A:(Er, no).....Yes. Or 3 or 4 or 5 but I want to live when I was 30, when I was, no=

J: When I am.

A: When I am 30 or 40 I think I want to live here.

J: You want to come back here.

A: Yes.

J: Er, what do you think about people from the USA?

A: I think the ster, the ster, the stereotype..

J: The stereotype.

A: The stereotype is.., ay, is wrong. No, is wrong, no. Is just not so good here. But I think there is a lot of differences from that. I don't know. (15:59)

J: Do you have any experience of people from the USA?

A: No. Not actually, no.

J: And what about (people)..

A:(Well) yes, I had a teacher here from Chicago, I think, just one or two days and I thought he were great.

J: He was..?

A: He was great.

J: He was great, huh?

A: yes.

J: OK, good. And what about people from the UK? You have more experience with them. OK, what do you think about that?

A: I, I like them, Yes. There are a lot of things, I think, are very, very fun but, yes, I like them.

J: Can you tell me why? What do you like?

A: I don't know, I(laughs) I don't know now. I think they are ve, er, more conscious about the, er, people can change the things or have a responsibility on the society than here. You know?

J: Hm. (17:03)

A: The, the, the community concept.

J: Uh huh.

A: I like that.

J: OK, so you're part of the community.

A: Yeah. Yes.

J: OK. What about popular culture? Films, books, television that comes from the USA? I think you're watching 'The Wire' at the moment.

A: Yes.

J: You wrote that in your diary.

A: I really like that.

J: It's a fantastic series but isn't it a bit difficult to understand it?

A: Yeah but this I, I, I'm watching with subtitles.

J: ok.

A: Yes, I can't understand anything.
 J: Me neither!
 A: No, er,
 J: The first series..
 A: yeah, yeah, yeah.
 J: ..for me was practically impossible to understand.
 A: And all the, the black people. I don't understand anything (laughs) You have this English?
 J: No, I'm the same, eh? It's not just you. OK, so why were you attracted to this series in particular? Why did you start watching this? (18:00)
 A: Er, I don't know. I love the cinema and I think, I think, I really think that series from US are better than the series from here.
 J: Uh huh.
 A: Not the cinema but just the TV.
 J: The television.
 A: yes, the television. And this about 'The Wire', this is a reality who I don't know and it's interesting to, to know it.
 J: Hm.
 A: Yes. And it's helpful with, with the English.
 J: So, erm, in terms of cinema then you're not so interested in American cinema?
 A: Depend on the cinema but not only, just commercial cinema.
 J: OK, what about the same thing, popular culture; films, books, television, that comes from the United Kingdom? You must have watched quite a bit of television when you were in the United Kingdom, no? (19:04)
 A: Yeah well, there is anything here from the UK
 J: No?
 A: At first.
 J: Not on Catalan telly?
 A: From, series from UK or cinema? Well, yes, there are cinema but (But not too much)
 J:(probably not as) much as the United States.
 A: Well, I have seen 'Up and Down', 'Up and Down'?
 J: 'Upstairs, Downstairs'.
 A: 'Upstairs, Downstairs'.
 J: Historically, there have been things, no? At the moment I'm not so sure, but things like 'The Inbetweeners' or 'Little Britain'
 A: Yes, no.
 J: Not so popular, no?
 A: No, not here.
 J: Er, and what do you do, do you do anything to keep up to date with international politics? To find out what's happening in the world?
 A: Yeah, if I am interested in that, yes.
 J: And what do you do to keep up to date?
 A: Well, I, I, I read the newspaper who my parents, my parents, who my father, er, buys. (20:07)
 J: Every day?
 A: Yes he, he buy every day. And I'm watching the news on the TV.
 J: OK, again, every day?
 A: Yes, I guess, well. When I'm alone on the sofa.
 J: Ah, and on the Internet, do you ever look on the Internet?
 A: No.
 J: Not so much.
 A: No. I tried yesterday to go to the BBC news but I think I, I was so tired that I couldn't understand nothing.
 J: No. (OK; try at) a different time.
 A: ,,,,/I couldn't).....Yes. I know.
 J: OK, and this final section is a little bit of feedback about the course and the activities, OK?
 A: Hm.
 J: So, can you describe your experience in the EIM?

A: (laughs) I think it's great because, er, here we are not chlds and we are not supported here because they have to do it, so I think this is the most important thing. (21:08)

J: Uh huh.

A: And yes, it's great. I don't know.

J: Uh huh. How would you compare it to other English courses you've done before?

A: Here?

J: For example.

A: I, my, my first year here, I, I, I had the Miguel as a teacher and he's great, actually but I prefer a teacher from, from, well a native teacher, because I think maybe it's the only chance to, it's the only opportunity to speak, oh sorry, to listen a native people during the year.

J: Uh huh.

A: So I, I prefer that.

J: You like that. Did you see that Miguel was on 'the Guardian'?

A: Yes. Well I, I haven't read it yet but..

J: You should read it (it's very good)

A:.....(I want to read it) He's great.

J: He is great. Er, what do you want to achieve in this course, what your objective for this course? (22:03)

A: This course? Er, learn as well I can, hm, well and pass the test and hm..

J: Yes, pass the exam.

A: Yes the exam.

J: Now you told me before that you though your listening had improved.

A: Yes.

J: Because you thought you could understand more things than at the beginning of the course. Erm, is this the area that you've made most progress, do you think?

A: Yes.

J: Listening? ER, speaking, writing?

A: Er, no. (laughs)

J: Not so much.

A: No, it's sad but..

J: And how do you feel about the activities that we've done throughout the course? For example the Ideal Learner, the reading texts about the students who are studying languages, the visualizations?

A: I, I, yes, no great I think that this is a, a fine and I especially like the activities who, who explain you about life in the other countries. (23:05)

J: Uh huh.

A: Because this is very motivate, I think.

J: Uh huh.

A: For me. And when, when you asked us to thinking about you in that country or, it's it's *implicar*?

J: It involves...

A: Yeah exactly, you feel involved in the activity and, and that's great.

J: Uh huh. Were there any activities that you thought were particularly effective, that made a difference for you that has been very useful.

A: One when we are speaking between us.

J: Uh huh.

A: If people take it seriously because if it not it doesn't, it don't work, it don't work.

J: Does not everybody in the class take it seriously?

A: No I think, I don't think so. (24:02)

J: It depends on the student?

A: Yes.

J: And, erm, was there any moment in the course when you thought Yes! I've made progress? Was there a turning point for you?

A: No, it has been slowly, I think.

J: So a gradual process.

A: Hm.

J: There wasn't a lightbulb.

A: (laughs) No, I'm 'I can speak English!'

J: Yes, like 'The Matrix'.

J: OK, if you did another course in the E, EIM..

A: Uh huh.

J: ..next year for example, would you like it to include similar activities to the ones we've done in this course?

A: Yes, yes.

J: And finally, well, finally, penultimate question. What advice would you give me about these activities? Is there anything that you'd recommend that I change or..?

A: Er, I don't know. The most important is, is, is fun, I think, no? It's fun. (24:59)

J: Yes.

A: And, yes, when we are, when are making exercise, grammar exercise, that's boring. We know that. So we, if we can find a way to do it more funny, it is but I know it's difficult.

J: OK.

A: Yes.

J: And the activities like the visualization, did you find those..?

A: Visualization?

J: When you had to imagine.

A: Oh yeah. Yeah, I liked that. And speaking. Speaking between us is most important, is most important thing.

J: OK. And finally, how would you describe your motivation now..

A: Uh huh.

J: ..compared to the beginning of the course?

A: Er, I think that, how I, no, *com, como me he dado cuenta?*

J: As I've realized.

A: Yeah. As I've realized that I can improve, I, I'm more motivated now.

J: So you're more motivated now than at the beginning of the course?

A: Yes. But it's, erm, a contradiction.

J: Uh huh.

A: Because I have to recognize that I, I'm making less work from here now than, than in the,,but I don't worry about that because I know that I'm very motivated and I'm making, I'm doing the best I can, so. Well, I don't know.

J: That's all.

A: But I'm going to try to do my homework (laughs).

J: OK.

A: I know I'm not doing it.

J: All right Anna I think we can finish there.