

# ENGAGING SPANISH ENGLISH-MAJOR UNDERGRADUATE STUDENTS THROUGH IMAGERY AND MOTIVATIONAL ACTIVITIES

Bianca Manuela Sandu  
María Esther Rodríguez Gil  
Universidad de Las Palmas de Gran Canaria

## ABSTRACT

This research study analyses the impact of a vision-based intervention programme on the motivation of fifty-eight English-major students in the first year of their degree in Modern Languages at the University of Las Palmas de Gran Canaria, Spain, based on Dörnyei's (2009) L2 Motivational Self System (L2MSS). A Motivational Factors Questionnaire (MFQ) and an online English language competence test were administered twice, in pre- and post- implementation phases, in order to explore the effects of this intervention on the participants' motivational profile towards learning English as a foreign language. The MFQ contained 50 items comprising 8 dimensions targeting ideal L2 self, ought-to L2 self, and L2 learning experience, alongside a range of related motivational variables. The results obtained confirmed the importance of L2 learning experience as a strong predictor of intended learning effort in both phases, while ideal L2 self emerged in the post intervention phase.

**KEYWORDS:** L2 Motivational Self System, motivation, ideal L2 self, L2 learning experience, imagery.

LA IMAGINACIÓN Y LAS ACTIVIDADES MOTIVACIONALES COMO ESTRATEGIAS PARA FAVORECER LA IMPLICACIÓN DE LOS ESTUDIANTES ESPAÑOLES DEL GRADO DE INGLÉS COMO LENGUA PRINCIPAL

## RESUMEN

El presente estudio analiza el impacto de un programa de intervención basado en la visión, e inspirado en el Sistema Motivacional del Yo L2 (SMYL2) de Dörnyei (2009), en la motivación de cincuenta y ocho estudiantes del primer curso del Grado en Lenguas Modernas de la Universidad de Las Palmas de Gran Canaria, España. Los participantes completaron un Cuestionario de Factores Motivacionales (CFM) y realizaron un test en línea de nivel de inglés en dos fases, pre y post, con el objetivo de explorar los efectos de esta intervención en su perfil motivacional respecto al aprendizaje del inglés como lengua extranjera. El CFM contenía 50 ítems y 8 dimensiones, con la finalidad de analizar el yo L2 ideal, el yo deóntico y la experiencia del aprendizaje de la L2, junto con una serie de variables motivacionales relacionadas. Los resultados obtenidos confirmaron la importancia de la experiencia del aprendizaje de la L2 como fuerte predictor del esfuerzo intencionado de aprendizaje en ambas fases, mientras que el yo L2 ideal surgió en la fase de post intervención.

**PALABRAS CLAVES:** Sistema Motivacional del Yo L2, motivación, yo L2 ideal, experiencia del aprendizaje de la L2, imaginación.



## 1. INTRODUCTION

Motivation is a primary driving force in the learning of any skill, including second language (L2) learning. In this field, research on what motivates non-native language learners has been growing steadily over the past several decades (Brady 2019a, 2019b; Cocca *et al.* 2017; Dörnyei 2014; Dörnyei and Ryan 2015; Irie 2003; Ushioda 2008; You and Dörnyei 2016), with much of the work focusing on identifying factors that influence motivation (Dörnyei 2009; Gardner 1960; Gardner and Lambert 1959; Higgins 1987; Markus and Nurius 1986), how to increase motivation (Al-Shehri 2009; Dörnyei and Chan 2013; Kim 2009; Murphy *et al.* 2014; Safdari 2021) and its impact on learning outcomes (Brady 2019a; Csizér and Kormos 2009; García-Pinar 2019; Kim and Kim 2011; Sandu and Oxbrow 2020). The first empirical investigations related to L2 learning motivation started in the 1960s with the Canadian psychologists Lambert and Gardner, who proposed a socio-educational theoretical model of L2 that identified two types of motivational orientations: instrumental and integrative. The former occurs when «the reasons [to learn an L2] reflect the more utilitarian value of linguistic achievement»; the latter takes place when «the aim in language study is to learn more about the language group, or to meet more and different people» (Gardner and Lambert 1959, as cited in Tatar 2017: 699). Integrative motivation comprises three constituents: ‘integrativeness’, ‘attitudes towards the learning situation’ and ‘motivation’ (Gardner 2001). Integrativeness, which differs from integrative motivation<sup>1</sup>, refers to the L2 learner’s desire «to come closer to the other language community» (Gardner 2001: 5). It follows that coming closer to the other language community implies social identification and / or ethnolinguistic identity. This underlying principle is tailored to the peculiarities of L2 learning environments, in which Lambert and Gardner conducted their research (Canada), where L2 learners might seek contact and identification with the L2 group. However, this type of motivation might fail in contexts where English is learnt as a Foreign Language (EFL), with no direct contact with the language and no apparent interest in connecting with Target Language (TL) communities (Dörnyei 2009: 23-24).

Since the last decades of the 20th century, there has been an unprecedented rise in the number of non-native English speakers of the language (Clyne and Sharifian 2008; Rao 2019), who study and use it in a wide variety of contexts and who have «little or no personal contact with TL communities, arguably the case of the majority of EFL learners around the world» (Mackay 2019: 51). This increase owes to a combination of factors such as increasing levels of interconnectivity, the use of English as a language of international communication in a wide range of fields, and the process of worldwide globalisation (Rao 2019). So much so that English «has become a “cultureless” language unassociated with a specific country, nation,

---

<sup>1</sup> For a critical review of the concept of integrativeness, see Dörnyei (2009: 22-25) and Zhe (2018).



or culture» (Tatar 2017: 698). This scenario has resulted in the need to advance our understanding of the construct of integrativeness in the field (Macintyre *et al.* 2009), which has created a breeding ground for a paradigmatic shift in L2 motivation theory, at the turn of the century, towards the integration of other disciplines that would help to understand the processes of motivation. Since then, several L2 motivation theories were put forward (for a review, see Dörnyei and Ushioda 2011), and in 2005, the Hungarian linguist Zoltán Dörnyei re-theorises L2 motivation with his L2 Motivational Self System (L2MSS), in an attempt to explain individual differences in language learning motivation. In this paradigm, students are encouraged to consider their roles as successful future L2 users as a way to motivate their language learning behaviour. Dörnyei's (2005, 2009) dimensions of L2 self-concept include ideal L2 self (the idealized version of one's self when learning a second language), ought-to L2 self (the beliefs we internalize about others' expectations for us as learners), and L2 learning experience (an individual's actual experience with learning a language). This construct has become «the dominant theoretical framework in the field» (Al-Hoorie 2018: 722), with over 400 publications a decade after it was first proposed (Boo *et al.* 2015).

The component of ideal L2 self correlates with intended learning effort (Al-Hoorie 2018; Dörnyei 2009), the underlying assumption being that if someone has high expectations for themselves as learners, then this would help them to push themselves further in their studies. Therefore, implementing learning activities that support students in creating vivid and insightful images of their future selves is crucial to successfully use vision and mental imagery as motivational tools (Al-Hoorie 2018; Muir and Dörnyei 2013). Over a decade ago, Dörnyei (2009) pointed out that conducting pedagogical intervention studies was a line of relatively unexplored research. Since then, a number of research outputs have been produced, targeting mainly Asian L2 learners and, more recently and to a minor extent, at Spanish L2 learners (see section 2.2.). To the best of our knowledge, Spanish L1 intervention studies have focused on English for Specific Purposes (García-Pinar 2019, 2021), on the one hand, and on language learners in Spanish bilingual communities (Cataluña) (Mackay 2014, 2019; Machin 2020) as well as in monolingual settings in Chile (Sato 2021), on the other hand.

This article aims to contribute to the (limited) existing literature through the analysis of the motivational variables: intended learning effort, ideal L2 self, ought-to L2 self, L2 learning experience, instrumentality (prevention / promotion), cultural interest, family influence and integrativeness, and language competence of English L2 learners in a monolingual Spanish setting in the first year of their Degree in Modern Languages. In particular, this research study surveys the effect of a vision-based intervention programme on the participants' motivation, following Dörnyei's (2009) L2MSS. Therefore, the research questions we address are the following:

1. How does each of the motivational variables (*i.e.* intended learning effort, ideal L2 self, ought-to L2 self, L2 learning experience, instrumentality (prevention/promotion), cultural interest, family influence and integrativeness) studied



- contribute to learners' motivated behaviour (intended learning effort) before and after the intervention programme?
2. What effect do learning activities based on the L2MSS have on learners' motivational levels?

## 2. THEORETICAL FOUNDATIONS

### 2.1. THE L2 MOTIVATIONAL SELF SYSTEM

Dörnyei's comprehensive theoretical construct is rooted in previous research on socio-educational and psychological theories. Dörnyei has reconceptualised the original notion of integrativeness in Gardner and Lambert's (1959) socio-educational model (Ai *et al.* 2021), in the sense that the language learner would identify with the globalised speaking community of English users, rather than with a specific culture or people, thus adapting to the current use of English as an international language of communication. Regarding psychological theories, the L2MSS pivots on two models. On the one hand, it relies on possible selves theory (Markus and Nurius 1986), which is concerned with possible selves as a representation of individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming. On the other hand, it is influenced by Higgins's (1987) self-discrepancy theory of the ideal self as an ideal vision of oneself in the future, and to the ought-to self, what we feel we should become in order not to disappoint others. In this construct, motivation «involves the desire to reduce the discrepancy between one's actual self and the projected behavioural standards of the ideal/ought selves» (Dörnyei 2009: 18).

Drawing on these constructs, Dörnyei's L2MSS posits that:

if L2 learners can identify with an ideal future self image in addition to a current self and recognize the discrepancies between current and desired states, then the L2 ideal self has the capacity to regulate behaviour and motivate L2 learners to work towards reducing these discrepancies and towards the attainment of L2 goals and the ideal state. (Fryer and Roger 2018: 160)

The L2MSS comprises three main tenets:

- 1) Ideal L2 self: learners imagine themselves as successful English speakers. This vision will spark the desire to bridge the gap between the actual and ideal selves, acting as a powerful motivation to learn the L2.
- 2) Ought-to L2 self: learners believe they should meet expectations to avoid negative learning outcomes or to cause negative impressions in others, in terms of success or failure.
- 3) L2 learning experience: this component links motivation to the learning environment or experience, namely, factors like the teacher, the peer group or the learning materials.



Hadfield and Dörnyei (2013) claim that language learners can create vivid, detailed mental images of themselves as proficient users of the language in the future; they can visualise themselves achieving their objectives. This will «facilitate the translation of goals into intentions and instrumental actions» (Markus and Ruvolo 1989, as cited in Dörnyei 2009: 16). In other words, when a learner is able to imagine himself or herself achieving their language learning goals, they will intentionally plan actions to actually fulfil their expectations, which will, in turn, increase their intended effort in learning the L2 (Dörnyei 2009).

In the pedagogical realm, this model entails practical implications, as it paves «new avenues for motivating language learners» (Dörnyei 2009: 32). According to this scholar, learning activities might consider including motivational strategies and interventions, since they would «help learners to construct their ideal L2 self, that is, to create their vision» (Dörnyei 2009: 33). It is precisely this component of the L2MSS, ideal L2 self, that inspires Dörnyei (2009) to propose six steps in motivational interventions, which were the basis for a vision enhancement programme outlined by Dörnyei and Ryan (2015). Such programme would, ideally but not necessarily, follow six steps: *creating the vision, strengthening the vision, substantiating the vision, transforming the vision into action, keeping the vision alive, and counterbalancing the vision* (Dörnyei and Ryan 2015: 98). This programme provided the basis for some guidebooks that offer teachers vision-based activities to implement in their classrooms (Dörnyei and Kubanyiova 2014; Hadfield and Dörnyei 2013) and which have been used in recent studies (see section 2.2.).

## 2.2. PEDAGOGICAL INTERVENTIONS BASED ON THE L2 MOTIVATIONAL SELF SYSTEM

From a pedagogical point of view, there are several reasons that support the implementation of the L2MSS in the classroom in order to enhance learners' motivation as suggested by several scholars (Dörnyei 2009; Lamb 2017; You *et al.* 2016). Firstly, because ideal L2 self and L2 learning experience are commonly found to explain motivation and actual intended learning effort (Al-Hoorie 2018; Al-Shehri 2009; Csizér and Kormos 2009; Kormos *et al.* 2011; Taguchi *et al.* 2009). Therefore, designing a vision-based pedagogical intervention seems to increase learners' intended effort when studying; students can use vision to become more confident and enjoy the process of learning, which makes them exert more effort now and therefore reduce the distance between their actual L2 self and their future ideal L2 self. Secondly, when such motivational activities are designed accordingly, one's possible selves can arouse feelings of efficacy, competence, control and optimism (Ruvolo and Markus 1992), which have an impact on learners' behaviour. Finally, «the active, dynamic nature of the self-system [...] that mediates and controls ongoing behaviour» (Dörnyei and Ushioda 2011: 80) means that the classroom setting is essential and that intervention programmes can lead to positive outcomes in terms of motivation, confidence and therefore effort to make progress.



In 2017, Lamb pointed out that intervention programmes «are to be encouraged because they offer the most persuasive evidence of motivational impact» (334) and, although these empirical studies of teaching innovation are still scarce, the reports found in the Scopus database (July 2022) highlight the importance of carrying them out due to positive results and pedagogical implications. These research studies, which were conducted with Asian students (Chan 2014; Ghasemi 2021; Magid 2014a, 2014b; Magid and Chan 2012; Sadfari 2021) and Spanish speaking learners (García-Pinar 2019, 2021; Machin 2020; Mackay 2014, 2019; Sato 2021), aimed at making students exert more effort and dedicate more time to English L2 learning by improving their ideal L2 self vision, developing specific goals and creating action plans to achieve them.

Intervention programmes conducted before the publication of Dörnyei and Kubanyiova (2014) and Hadfield and Dörnyei (2013) contained activities based on Oyserman (2003) and Oyserman *et al.*'s (2002) School-to-Jobs Programme and included a brief introduction to the concept of ideal selves, scripted or guided imagery to enhance students' vision, listing goals, drawing a timeline and developing action plans. Chan's (2014) participants also worked on an Ideal Selves Tree, based on Hock *et al.* (2006), with stems envisioning ideal future selves and branches indicating action plans. Magid and Chan (2012) showed that their intervention programmes carried out with Chinese learners in England and Hong Kong, increased the strength of their participants' vision of their ideal L2 self, motivated them to learn English and also made them more confident. Although the programmes were different in terms of structure, length and activities, the aim and the results were the same. Undergraduates' vision of their ideal L2 self improved during the course of the programme; they also claimed they made more effort towards learning English, the positive scripted imagery increased their confidence in their English and their goals became clearer and more specific. Chan (2014) conducted the research project with 80 second-year Chinese university students of different levels of proficiency (high intermediate to advanced), who were familiarised with the concept of ideal self and vision as a way of enhancing the motivation over twelve weeks. Descriptive analysis showed learners' ideal L2 self increased and most of them (68.8%) found visualisation exercises useful, while the Ideal Selves Tree activity was reported to be moderately effective. Magid (2014a) worked with 31 participants from China taking different courses at a British University at different stages (bachelor's degree, master's degree and doctorate) in 2008 and 2009. The author found that ideal L2 self increased significantly from Time 1 to Time 2. The qualitative analysis showed an interesting relationship between participants' motivation, confidence, vision of their ideal L2 self and goals for learning English, as well as more constant motivation. Magid (2014b) carried out the intervention programme with 16 participants (8 in the control group and 8 in the experimental one) from Singapore. The analysis showed that 90% of the L2 learners in the experimental group became more motivated and more confident and half of the subjects improved the ideal L2 self vision. The qualitative analysis confirmed these findings.

The rest of the research projects were inspired by Dörnyei and Kubanyiova (2014), Hadfield and Dörnyei (2013) and Arnold *et al.* (2007), which offer a



wide range of vision-based activities aimed at empowering English learners with all motivational strategies they need along the long road of acquiring the desired language competence. The first one (Mackay 2014) was a 12-week intervention programme, carried out in Spain with 25 treatment and 36 control Catalan EFL students at B2:1 competence, according to the Common European Framework of Reference (CEFR), and included visualisation training, mental imagery practice, examples of ideal L2 selves and a timeline with their objectives, activities taken or adapted from Arnold *et al.* (2007) and Hadfield and Dörnyei (2013). The author found a significant increase in willingness to communicate and a certain improvement relating to international contact. In terms of qualitative analysis there were subtle differences. Based on the same study, Mackay (2019) published the results drawn from data (seven interviews at the beginning and 20 at the end, five of whom were focal learners) collected both longitudinally and cross-sectionally via semi-structured interviews (Ryan 2009). The qualitative analysis proved that more intervention than control students claimed they enjoyed learning and that the former changed their attitudes toward English. Participants with established L2 self guides also broadened their vision and, in some cases, it became more specific and focused. Yet, the researcher concluded that the vision resulting from this type of activities may result too distant or hypothetical to trigger a significant change in learners' behaviour.

Another intervention programme (García-Pinar 2019) was conducted with 151 undergraduates at a Spanish polytechnic university with activities designed by the researcher using TED speakers as role models. Participants worked on their ability to visualise and realise the way different verbal and non-verbal modes were used in these talks to spread knowledge. The analysis indicated a significant increase of participants' ideal L2 self, L2 learning experience and multimodality. Two years later (García-Pinar 2021), the qualitative analysis of the same research study showed that six of the eleven interviewed students «realised that the implementation of modes had enriched the content of their presentations» (914), which strengthened their confidence and even helped some of them visualise themselves as competent L2 speakers.

Ghasemi's (2021) project aimed at alleviating students' helplessness, strengthening their future self-guides, vision and their results, as well as analysing the durability of the motivational strategies. The 74 male students who were selected by using the learned helplessness scale were all from Tehran and spoke Persian as their mother tongue. The three-month intervention programme covered the six steps proposed by Dörnyei (2009) and used activities designed by Dörnyei and Kubanyiova (2014), together with scripted and guided imagery (Hall *et al.* 2006). Significant differences were found in the results obtained by the participants in the second term, but not in the first one, which indicates the long-term effects of the programme. The level of helplessness in the experimental group was also reduced, and this remained stable six months later. The author also pointed out the essential role of the teacher and, consequently, of specific teacher training courses. Another intervention programme (Sadfari 2021) carried out in Iran, had as an objective to build and enhance vision with activities prepared by Dörnyei and Kubanyiova (2014),



and Hadfield and Dörnyei (2013), also covering the six steps suggested by Dörnyei (2009). It included classroom activities, homework assignments and projects, and lasted seven weeks. The 24 male and 27 female subjects were English learners at a private academy with Persian as their mother tongue. Two experimental and two control groups did the activities suggested and statistically significant differences were found when analysing all variables (intended learning effort, ideal L2 self, attitude toward L2 learning and imagery capacity), except for ought-to L2 self. The qualitative analysis also showed an improvement in their motivation, ideal L2 self vision, attitude towards language learning and capacity to make specific action plans to achieve their objectives.

As can be seen, some of the intervention programmes presented in this section included activities designed by the researchers themselves, some others from well-known aforementioned books in the field, covering part of the steps suggested by Dörnyei (2009) or all of them. Yet, in general, even when activities differed within the same research study, the aim and the outcomes were similar: better vision, more confidence, more effort, more enjoyment, and clearer goals. As a matter of fact, Hadfield and Dörnyei (2013) themselves indicate that «this is very much a ‘pick and mix’ research and resource book, rather than setting out an actual teaching sequence, and it is up to you to select activities that you and your students will enjoy and find meaningful» (21-22). Our intervention programme is based on activities from Hadfield and Dörnyei (2013) and also some others created by the researchers, with the purpose of providing first-year undergraduates with the necessary motivational strategies which would allow them to become confident, resilient and competent L2 learners during the «lengthy and often tedious process of mastering a foreign/second language» (Hadfield and Dörnyei 2013: 11). The pre- and post-intervention phases of this intervention programme allowed us to explore the students’ intended learning effort, ideal L2 self, ought-to L2 self and L2 learning experience, the main components of the L2MSS commonly analysed in the intervention programmes included in this section. Additionally, we have analysed other variables –instrumentality (prevention / promotion), cultural interest, family influence and integrativeness–, which have been proven important motivational components (*e.g.* Dörnyei *et al.* 2006, Brady 2019a, Taguchi *et al.* 2009, You and Dörnyei 2016), in an attempt to shed some more light on the complex nature of language learning motivation when motivational activities are carried out.

### 3. METHODOLOGY

#### 3.1. PARTICIPANTS

The present study was carried out with fifty-eight English-major students (14 male, 2 non-binary, 42 female) in the first year of their degree in Modern Languages offered by the Faculty of Philology, at the University of Las Palmas de Gran Canaria. All the participants in the study were native speakers of Spanish, with English as their second language. The participants enrolled in an obligatory integrated skills



English course (Inglés I), which required a B1 competence, according to the CEFR. The initial English proficiency test indicated participants' language competence varied from B1 (29) to B2 (27) and C2 (2).

### 3.2. MATERIAL AND DESIGN

Two types of instruments were administered to gather data: an online English proficiency test and a motivational questionnaire, each of which took 15 to 20 minutes to be completed on-site. In the case of the former, a standard online language proficiency test from the British Council was used (British Council 2021). It comprised 25 multiple-choice questions, which tested English grammar, vocabulary and phrasing. Additionally, participants were given a closed questionnaire in class to address the level and nature of their motivation. The initial section consisted of questions eliciting students' background information and a second section with 50 six-point Likert scale items. The statement-type instrument was developed by You and Dörnyei (2016)<sup>2</sup>, who drew on a previous questionnaire used by Taguchi *et al.* (2009), and by Gardner (2004), and allowed the analysis of the following motivational variables:

- 1) Intended learning effort (5 items): *e.g.* «Even if I failed in my English learning, I would still learn English very hard» (Cronbach  $\alpha$  = Pre .55<sup>3</sup> / Post .68).
- 2) Ideal L2 self (5 items): *e.g.* «I can imagine myself in the future having a discussion with foreign friends in English» (Cronbach  $\alpha$  = Pre .82 / Post .85).
- 3) Ought-to L2 self (7 items): *e.g.* «Studying English is important to me because the people I respect think that I should do it» (Cronbach  $\alpha$  = Pre .85 / Post .87).
- 4) L2 learning experience (5 items), *e.g.* «I always look forward to English classes» (Cronbach  $\alpha$  = Pre .75 / Post .86).
- 5) Instrumentality: this concept is related to the perceived pragmatic utility of learning English. The 'approach / avoid' tendency (Higgins 1998) led to a subsequent division of instrumentality into two types:
  - a) promotion (8 items), focusing on positive outcomes and related to the ideal self. *E.g.* «Studying English is important to me in order to achieve a personally important goal (*e.g.* a degree or scholarship)» (Cronbach  $\alpha$  = Pre .58 / Post .55).
  - b) prevention (5 items), focusing on avoiding negative outcomes and related to ought-to L2 self, *e.g.* «I have to learn English because I don't want to fail the English course» (Cronbach  $\alpha$  = Pre .68 / Post .79).

---

<sup>2</sup> The questionnaire, initially accessible on Zoltán Dörnyei's website, was kindly provided by Chenjing You, to whom the authors are deeply grateful.

<sup>3</sup> The decision to include factors with Cronbach Alpha internal consistency below 0.7 is based on previous research studies, such as Taguchi *et al.* (2009) and Brady (2019a), who also include them.



- 6) Cultural interest (5 items): how much learners seem to value the L2 culture, such as their interest in films or books in the target language, *e.g.* «I really like the music of English-speaking countries» (Cronbach  $\alpha$  = Pre .65 / Post .74).
- 7) Family influence (5 items): the possible role parents might play in the process and success of their offspring's language learning experience, *e.g.* «I have to study English because, otherwise, I think my parents will be disappointed with me» (Cronbach  $\alpha$  = Pre .67 / Post .82).
- 8) Integrativeness (5 items): *e.g.* «My motivation to learn English in order to communicate with English speaking people is strong» (Cronbach  $\alpha$  = Pre .61 / Post .63).

The activities in the intervention programme were taught at the beginning of the first term, in the first of the three units which made up the course. They did not follow the sequencing in Hadfield and Dörnyei (2013), as «the ordering of the components in the original programme was not explicitly designed to reflect an actual teaching sequence» (16). They were aimed at raising awareness about the role of imagery and motivation when learning languages and were worked on together with other unit contents. These were as follows:

- 1) The first seven minutes of a video in which Dörnyei (2017) explained vision, which helped learners understand the significance of imagination in language learning. Students watched the video and answered some interactive comprehension questions related to vision and motivation. This activity was carried out at home, while in the classroom the teacher and the participants discussed the definitions of vision provided by Dörnyei (2017, 1:01), based on the Oxford English Dictionary, as «a vivid mental image, especially a fanciful one of the future», and on Shakespeare, «to see through the mind's eye», and talked about how they could use vision to become successful English speakers. In this video, students learnt that vision was one of the most important motivational tools and that Dörnyei thought vision empowered people to act. Also, they found out that the vision of who students would like to become as L2 users seems to be one of the most reliable predictors of their long-term intended learning effort and how they could use this to keep themselves active and stay motivated even when they are tired or feel they cannot do it.
- 2) A role model role-play activity (Hadfield and Dörnyei 2013: 215), whose main aim is to raise awareness of what makes a good language learner and belongs to the step *keeping the vision alive*. Students worked in two groups and read about a successful language learner. While reading, they had to ask themselves the question: What can I learn from this person's experience? Participants were then regrouped and had to pretend they were that person and answered questions about what they did to become successful language learners, what made them continue, how they dealt with difficulties, about setting and breaking down goals, if they felt as a different person when they spoke a foreign language and about the importance of speaking another



language in their lives. Students were then assigned an activity to carry out in pairs as part of their autonomous learning process. They had to imagine they were successful language speakers in the future and record a four-minute video interviewing each other on how they managed to become proficient language speakers.

- 3) An audiovisual activity, which aimed at helping participants avoid distractions and set clear and specific goals related to language-learning (Eyal 2019). Eyal's video addresses the price of progress and how to take responsibility for behaviours. Students talked about the role technology plays in our life, as it is more pervasive than ever, and learned ways of mastering internal and external triggers. Students then set themselves a realistic and achievable goal to improve one linguistic item they were struggling with and made a two-week action plan to accomplish it. The action plan had to be specific and measurable. In pairs, students explained their goals to each other and suggested activities or ideas that would help their partner achieve their goal. After this period, learners were assigned a new partner with whom to interchange an email about the learning goal, their progress and feelings during the process. Their classmate answered back with some feedback. These activities would belong to the step *mapping the journey: from dream to reality* (Hadfield and Dörnyei 2013).
- 4) My future self activity (Hadfield and Dörnyei 2013), which consolidated the concept of the future L2 self and encouraged students to visualise their ideal L2 self and to speak about it providing as much detail as possible. This activity, which belongs to the step *creating the vision*, also focused on the importance of using their senses when imagining themselves in the future as successful English speakers (Dörnyei 2009: 12). Learners were then encouraged to speak to their partner and also write about their imagined future self. This activity was carried out by 25,8% of the participants, as it was voluntary.

The last three activities were meant to provide procedural strategies for students to set and achieve goals. Since motivation is a dynamic process fluctuating over time, it is necessary to guide students on how to set a system of specific proximal subgoals, or goal-focused strategies (Miller and Brickman 2004), that is, a roadmap to avoid empty dreams and fantasies and to pursue plausible objectives.

Participants completed the proficiency test and the motivational questionnaire twice, at the beginning (pre-intervention phase) and at the end of the course (post-intervention phase). In the post-intervention phase, the survey included three more questions related to their L2 learning experience when carrying out the motivational activities described above. These were: 'How much did you enjoy imagining yourself in the future as a successful English speaker? Please mark your experience below' (1 = didn't enjoy it at all – 10 = really enjoyed it); 'Does imagining yourself in the future as a successful English speaker make you study more now in order to become what you imagine?'; and 'Does imagining yourself in the future as a successful English speaker motivate you to learn the language in the present?'



TABLE 1. ENGLISH COMPETENCE ACCORDING TO THE PROFICIENCY TEST TAKEN AT THE BEGINNING AND AT THE END OF THE COURSE

PRE-INTERVENTION PHASE	POST-INTERVENTION PHASE
B1 – 29 students (50%)	B1 – 7 students (12%)
B2 – 27 students (47%)	B2 – 23 students (40%)
C1 – none (0%)	C1 – 18 students (31%)
C2 – 2 students (3%)	C2 – 10 students (17%)
N = 58	N = 58

### 3.3. DATA ANALYSIS

The IBM SPSS programme (Statistical Package for the Social Sciences) version 25.0 was used in order to carry out correlations or linear regressions. Correlation coefficients were calculated to describe the strength and direction of the linear relationship between the two variables. Dörnyei's indications were considered when assessing possible relationships between motivation variables; accordingly, correlations of 0.3 to 0.5 are thought to be meaningful, whereas results of 0.6 or above imply that two variables are strongly correlated and can even measure the same concept (Dörnyei 2007: 223). Multiple linear regression analysis was also performed in order to explore the role of motivational activities and strategies based on imagery in the participants' intentions to invest effort in learning English L2.

## 4. RESULTS AND DISCUSSION

### 4.1. GENERAL RESULTS AND DESCRIPTIVE STATISTICS

In the pre-intervention phrase of the survey, participants were asked why they had chosen the degree in Modern Languages and 76% of them claimed that they «like[d]», «love[d]», «adore[d]», «[felt] passionate about» languages in general and English in particular. Furthermore, 36% of students also mentioned the fact that they wanted to learn more about the culture of the languages they chose, and some others also mentioned travelling (5%) and more instrumental reasons, such as «more opportunities» (16%). Furthermore, 78% of participants chose the degree in Modern Languages as their first option and 8% chose Translation and Interpretation, which indicates a clear focus on languages as both degrees dedicate a large number of credits to learning languages or about languages.

Regarding their English competence, Table 1 shows that participants' proficiency raised at the end of the course as some students' competence increased from B2 to C1 and some others to C2.

The descriptive statistics of the data show similar results in students' motivational levels in the pre- and post-intervention phases, which indicates Modern



TABLE 2. DESCRIPTIVE STATISTICS OF THE MOTIVATIONAL VARIABLES STUDIED

Motivational variables	Pre-intervention		Post-intervention	
	Average	SD	Average	SD
Integrativeness	5.63	.33	5.6	.36
Cultural interest	5.39	.53	5.45	.55
Ideal L2 self	5.33	.72	5.37	.69
Instrumentality (promotion)	5.29	.47	5.35	.41
L2 learning experience	5.10	.54	4.66	.89
Intended learning effort	5.09	.48	4.98	.63
Instrumentality (prevention)	4.23	1.07	4.17	1.11
Ought-to L2 self	2.50	.97	2.55	1.00
Family influence	2.33	.76	2.3	.83

Results are reported on the six-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = slightly agree, 5 = agree, 6 = strongly agree).

Languages participants are strongly motivated to learn English as a foreign language and which confirms findings obtained in other studies (Brady 2019a, 2019b; Sandu and Oxbrow 2020). Table 2 reveals that the strongest variable is integrativeness, which means that most students are open to the target culture and wish to communicate with members of the other language group, that is, they want to get integrated in the English speaking community. It is also interesting to highlight the deep interest in the culture of English-speaking countries, which seems to coincide with their arguments related to the reason why they chose the degree in Modern Languages.

With regard to the three components of the L2MSS, the results in Table 2 show that most students agreed with the statements which correspond to ideal L2 self and L2 learning experience. The opposite is true for ought-to L2 self, which corroborates results obtained in other studies (Al-Hoorie 2018; Brady 2019a; Csizér and Kormos 2009; Sandu and Oxbrow 2020).

#### 4.2. CORRELATIONS AND MULTIPLE LINEAR REGRESSIONS

Correlations in Table 3 show that the results obtained in the post-intervention phase evolved as there were eight more significant correlations and some of these were stronger. In the pre-intervention phase, the criterion variable intended learning effort correlated with L2 learning experience (.529\*\*), instrumentality (prevention) (.398\*\*) and cultural interest (.375\*\*), whereas in the post-intervention phase two more variables were added to the list; these are instrumentality (promotion) (.322\*) and integrativeness (.312\*), apart from L2 learning experience (.694\*\*), instrumentality (prevention) (.308\*\*) and cultural interest (.331\*\*). At that point, students seemed to have understood the usefulness of English focusing now on positive outcomes





TABLE 3. PEARSON CORRELATIONS BETWEEN MOTIVATIONAL VARIABLES AND THE PROFICIENCY TEST IN THE PRE- AND POST-INTERVENTION PHASES

	INTENDED EFFORT	IDEAL L2 SELF	OUGHT-TO L2 SELF	L2 LEARN. EXP.	INSTRUM. (PROM.)	INSTRUM. (PREV.)	CULTURAL INTEREST	FAMILY INFLUENCE	INTEGRATIVENESS
Proficiency test	-.185 / -.008	.20 / .259*	.068 / -.197	.052 / .194	-.220 / -.002	-.309* / -.235	-.024 / .423**	.002 / -.224	.060 / .185
Intended effort		.203 / .120	.109 / -.021	.529** / .694**	.150 / .322*	.398** / .308*	.375** / .331*	.033 / -.145	.150 / .312*
Ideal L2 self			-.231 / -.172	.355** / .360**	.232 / .448**	.052 / .018	.323* / .622**	-.156 / -.070	.211 / .410**
Ought-to L2 self				.117 / -.008	.384** / .303*	.510** / .540**	-.123 / -.085	.730** / .763**	.192 / .006
L2 learn. exp.					.185 / .374**	.150 / .061	.322* / .473**	-.055 / -.098	.307 / .414**
Instrum. (prom.)						.356** / .304*	.093 / .368**	.323* / .244	.446** / .490**
Instrum. (prev.)							.084 / .072	.458** / .416**	.130 / .171
Cultural interest								-.187 / -.060	.225 / .410**
Family influence									.175 / -.080

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

(promotion) and on achieving their goals, which is something they worked on during the intervention programme. Furthermore, their willingness to become integrated in the English-speaking community seems to have been enhanced during the course. Regarding strength, in the pre-intervention phase, intended learning effort correlated with L2 learning experience at .529\*\*, while in the post-intervention phase Pearson correlations showed a result of .694\*\*. L2 learning experience correlated with four variables in the pre-intervention phase (intended learning effort at .529\*\*, ideal L2 self at .355\*\*, cultural interest at .322\* and integrativeness at .307\*), while in the post-intervention phase a new correlation came to light with instrumentality (promotion) at .374. As well as that, all correlations were stronger in the post phase (intended learning effort at .694\*\*, ideal L2 self at .360\*\*, cultural interest at .473\*\* and integrativeness at .414\*\*). L2 learning experience, the Cinderella of the L2MSS (Dörnyei 2019), is essential in the present study as the motivational activities carried out during the course belong to this variable and these results might indicate the positive effect these had on the participants' degree of enjoyment in the classroom and its impact on intended learning effort. These results might mean that students used vision to become stronger learners and exert more effort, which corroborates results found in other intervention programmes (García-Pinar 2019; Ghasemi 2021; Magid and Chan 2012; Sadfari 2021).

The ideal L2 self, the main component of the L2MSS, correlated with L2 learning experience (.355\*\*) and cultural interest (.323) in the pre-intervention phase, whereas in the post-test three more correlations appeared. These were proficiency test (.259\*), instrumentality (promotion) (.448\*\*) and integrativeness (.410\*\*), apart from the two variables already mentioned (L2 learning experience at .360\*\* and cultural interest at .622\*\*), this time more meaningful.

The third element of the L2MSS, ought-to L2 self, showed very strong correlations with family influence and instrumentality (prevention), which was expected, but no correlations with intended learning effort, ideal L2 self or L2 learning experience, which confirms outcomes in previous research (Al-Hoorie 2018; Brady 2019a; Csizér and Kormos 2009; Sandu and Oxbrow 2020). Learners do not seem to be motivated by duties, obligations or responsibilities imposed by relevant people around them. In other words, making a negative impression on others in terms of success or failure or disappointing people they respect by not learning English do not seem to affect learners' motivational behaviour. This might indicate ought-to L2 self is a less important component of the model of language learning motivation, as also shown in research studies carried out by Csizér and Kormos (2009) in Hungary, by Brady (2019a) and Sandu and Oxbrow (2020) in Spain, or by Al-Hoorie (2018), whose meta-analysis provided information on 32 research reports conducted between 2005 and 2014 in Middle East, Asia and Europe.

The proficiency test was introduced as a more objective criterion measure, hence answering Al-Hoorie's (2018) request for more diverse criterion measures «in the hope of shedding more light on the multifaceted nature of motivation» (734). This variable correlated negatively with instrumentality (prevention) at -.309\* in pre-phase, while in post-phase it correlated positively with ideal L2 self (.259\*) and cultural interest (.423\*\*). Therefore, the stronger the participant's ability to imagine



themselves as successful English speakers in the future and the more avid their cultural interest, the better their proficiency. Nevertheless, the results obtained in the proficiency test did not correlate with intended learning effort, which is in line with results in previous research (Al-Hoorie 2018).

It is worth mentioning that in the pre-intervention phase, integrativeness showed two meaningful correlations (L2 learning experience (.307\*\*), instrumentality (promotion) (.446\*\*), while in the post-intervention one, three more emerged (intended learning effort (.312\*), ideal L2 self (.410\*\*) and cultural interest (.410\*\*), apart from the fact that correlations with L2 learning experience (.414\*\*) and instrumentality (promotion) (.490\*\*) became stronger.

Multiple linear regression was performed with all the motivational variables. The total variance explained by this model in the pre-intervention phase was 44% (adjusted  $R^2 = .440$ ) and the relationship between the variables analysed was statistically significant  $F(4.815) \geq 3.84 / p = .000 < .05 / NC 95\%$ . Pearson R (.663<sup>a</sup>) was above 0.5, which means the motivational variables related to each other correctly in order to explain the criterion measure intended learning effort. F Change 4.815 was above 3.84, which indicates this is a significant model of variables (Sig. F change .000) which work together to create a good equation. R square (.440) means that 44% of these variables explain or predict the effort Modern Languages students make to learn English. What is interesting is that this percentage raised to almost 65% (R square .649) in the post-intervention phase, which might imply that when motivation is boosted through specific motivational activities, students make more effort to learn EFL. Multiple linear regression performed when the course finished also showed a statistically significant relationship between the motivational variables considered in the study (Sig. F change .000), this time Pearson R reaching .806<sup>a</sup> and F Change 11.332.

Partial regression plots also showed that L2 learning experience (Sig. pre-intervention .001 / post-intervention .000) made a significant contribution to the model, while ideal L2 self came to light as a significant variable in the post-intervention phase (Sig. .018). This confirms findings in other studies (García-Pinar 2019; Ghasemi 2021; Mackay 2019) and might imply that the motivational activities carried out in the classroom helped participants to ignite the vision of themselves as successful language learners, enjoy more the language learning process and, therefore, devote extra effort to learning EFL.

### 4.3. OTHER FINDINGS

With regard to the answers to the question ‘How much did you enjoy imagining yourself in the future as a successful English speaker?’, learners had to mark their experience from 1 (= didn’t enjoy it at all) to 10 (= really enjoyed it). Participants’s average was 8.44 (32% marked it 10, 18% with 9, 25% with 8, 13% with 7, and 12 % with 6 or below), which means that, in general, students enjoyed imagining themselves in the future as successful English speakers.



When asked ‘Does imagining yourself in the future as successful English speakers make you study more now in order to become what you imagine?’, 90% of students answered ‘yes’, 7% ‘no’ and 3% ‘I don’t know’, which means the vast majority of the participants recognised the usefulness of the activities carried out for the actual L2 learning experience. Similar results were found regarding the question ‘Does imagining yourself in the future as a successful English speaker motivate you to learn the language in the present?’, as 97 % of the learners answered ‘yes’.

These findings confirm the usefulness of the intervention programme and the results obtained when carrying out correlations and multiple linear regressions. L2 learning experience, that is, the context, the syllabus and teaching material, the learning tasks, the peers and the teacher (Dörnyei 2019: 25), is, therefore, a key element of the learning process and can have a profound impact on students’ progress when activities based on vision are implemented in the classroom.

## 5. CONCLUSIONS

The present intervention programme showed that raising learners’ awareness of the importance of vision as a strong predictor of long-term intended learning effort together with other motivational strategies contributed to stronger and more correlations between the variables considered and the criterion measure intended learning effort.

Although descriptive statistics show similar results in the pre- and post-intervention phases, hinting at the high motivation of Modern Languages learners and confirming findings in previous studies conducted with undergraduates in Spain (Brady 2019a, 2019b; Sandu and Oxbrow 2020), correlations and multiple linear regression analyses shed some light on the dynamic and complex relationship of the different motivational variables studied. L2 learning experience stands out as the factor with the strongest correlation in the post-intervention phase (.694\*\*), which highlights the importance of the immediate learning environment and learners’ experience. It is not the first time that L2 learning experience has been found the most powerful predictor of intended learning effort (Csizér and Kormos 2009; Kormos and Csizér 2008; Lamb 2012; Papi and Teimouri 2012; Taguchi *et al.* 2009) or an essential pillar in vision-based intervention programmes (García-Pinar 2019; Ghasemi 2021; Magid and Chan 2012; Sadfari 2021). The present study only confirms such results, which might imply that the motivational activities carried out in the classroom had a positive impact on the effort participants claimed they made. Despite the fact that the other criterion measure, language competence, did not correlate with intended learning effort, this does not mean there will not be long term effects in terms of proficiency. Only longitudinal studies could measure the impact of such programmes on subjects’ competence. Nevertheless, as shown in the study, students’ proficiency correlated with ideal L2 self and cultural interest and increased considerably in the post-intervention phase of the survey.

Multiple linear regression indicates that in both phases of the study the motivational variables related to each other correctly to explain intended learning



effort, although the percentage of variables which predicted the effort subjects made increased from 44% to 65% in the post-intervention phase and this led to the conclusion that the motivational strategies students were provided with might have contributed to this enhancement. This was corroborated by partial regression plots and also by the answers participants gave in post-phase, suggesting that most of them enjoyed imagining themselves in the future as successful English speakers, and that for the vast majority this made them study more and motivated them to learn the language in the present.

As far as the descriptive statistics of the three L2MSS components is concerned, ideal L2 self (5.33/5.37) and L2 learning experience (5.10/4.66) were very strong as most students agreed or strongly agreed with these statements. The opposite was true for ought-to L2 self (2.5/2.55), which indicates that students claimed they were not motivated by what significant people around them thought of learning languages and which confirms results obtained in other studies (Al-Hoorie 2018; Brady 2019a; Csizér and Kormos 2009; Sandu and Oxbrow 2020). In terms of correlations, although ideal L2 self does not correlate with intended learning effort, it does show stronger and more correlations in the post-intervention phase, one of them being proficiency test. With regard to ought-to L2 self correlations, these only confirm the marginal relevance of this variable for motivated behaviour.

At the end of the course, what seems to have motivated students to make an effort to improve is how much they enjoyed the language learning process (L2 learning experience), their interest in the English-speaking culture(s) (cultural interest), their will to become part of the English-speaking community (integrativeness), and the usefulness of this language for their future (instrumentality (prevention/promotion)).

The findings of this first vision-based intervention programme carried out in a Spanish monolingual community with Spanish L1 first-year Modern Languages undergraduates show the potential of this kind of programmes and corroborates the usefulness of implementing the L2MSS in the classroom based on books such as Arnold *et al.* (2007), Dörnyei and Kubanyiova (2014), Hadfield and Dörnyei (2013), or designed by teachers themselves. The pedagogical implications of this research study are auspicious. When teaching in the classroom, it can be challenging to manage time effectively, as there are often many tasks and responsibilities to juggle. Yet, as this research study shows, even with a small selection of motivational strategies learners can be empowered with some of the necessary tools to walk the arduous road of mastering a language. In this survey, we have used activities to familiarise learners with vision as one of the most reliable predictors of their long-term intended effort, to introduce them to the characteristics of a good language learner and to give them the opportunity to learn from their experience; also, we have provided specific strategies to avoid distractions and be able to set achievable and realistic goals. Practical motivational activities like these could thus be an asset if teachers included them in their syllabus in order to boost learners' effort to learn English, to increase students' confidence in their linguistic competence of the L2 and to identify their goals and make specific action plans to achieve their objectives.

Some limitations of the research project, such as the lack of a control group due to curriculum and organisational restrictions, the use of a more comprehensive



proficiency test, the inclusion of activities which cover more dimensions proposed by Dörnyei (2009) or the use of more objective criterion measures, such as lexical availability, should be addressed in future studies. As well as that, further research with younger age groups in order to find out if vision-based and action-planning motivational activities appeal to all learners is obviously required (Lamb 2017). Finally, this quantitative research study shall also be complemented with a qualitative analysis, in an attempt to validate these conclusions and to better understand «the intricate and multilevel construct of motivation» (Dörnyei and Ushioda 2011: 237).

RECIBIDO: julio de 2022; ACEPTADO: enero de 2023.



## BIBLIOGRAPHY

- AI, Jingyi, Yujie PAN and Wenjia ZHONG (2021): «The role of motivation in second language acquisition: A review», in H. Ma, N. W. Lam and M. Ganapathy (eds.), *3<sup>rd</sup> International Conference on Literature, Art and Human Development (ICLAHD 2021)*, n.p.: Atlantis Press, 623-627. <https://doi.org/10.2991/assehr.k.211120.115>.
- AL-HOORIE, Ali H. (2018): «The L2 motivational self system: A meta-analysis», *Studies in Second Language Learning and Teaching* 8, 4: 721-754. <http://dx.doi.org/10.14746/ssl.2018.8.4.2>.
- AL-SHEHRI, Abdullah S. (2009): «Motivation and vision: The relation between the ideal L2 self, imagination and visual style», in Zoltán Dörnyei and Ema Ushioda (eds.), *Motivation, language identity and the L2 self*, Bristol: Multilingual Matters, 164-171.
- ARNOLD, Jane, Herbert PUCHTA and Mario RINVOLUCRI (2007): *Imagine that! With CD-ROM/ audio CD: Mental imagery in the EFL classroom*, United Kingdom: Cambridge University Press.
- BOO, Zann, Zoltán DÖRNYEI and Stephen RYAN (2015): «L2 motivation research 2005-2014: Understanding a publication surge and a changing landscape», *System* 55: 145-157. <https://doi.org/10.1016/j.system.2015.10.006>.
- BRITISH COUNCIL (2021, May 1): *Online English level test*. <https://learnenglish.britishcouncil.org/online-english-level-test>.
- BRADY, Imelda Katherine (2019a): «A multidimensional view of L2 motivation in southeast Spain: Through the 'Ideal Selves' looking glass», *Porta Linguarum* 31: 37-52.
- BRADY, Imelda Katherine (2019b): «Exploring the L2 motivational self system in Spain: Study design and preliminary findings», *Journal of English Studies* 17: 43-73.
- CLYNE, Michael and Farzad SHARIFIAN (2008): «English as an international language: Challenges and possibilities», *Australian Review of Applied Linguistics* 31, 3: 28.1-28.16. <https://doi.org/10.2104/ara10828>.
- CHAN, Letty (2014): «Effects of an imagery training strategy on Chinese university students' possible second language selves and learning experiences», in Kata Csizér and Michael Magid (eds.), *The impact of self-concept on language learning*, Bristol: Multilingual Matters, 524-552.
- COCCA, Michaela, José Alberto PÉREZ GARCÍA, Jorge Isabel ZAMARRIPA, Yolanda DEMETRIOU and Armando COCCA (2017): «Psychometric parameters of the attitude/motivation test battery instrument in a Mexican environment», *Revista de Psicología del Deporte* 26, 2: 149-155.
- CSIZÉR, Kata and Judit KORMOS (2009): «Learning experiences, selves and motivated learning behaviour: A comparative analysis of structural models for Hungarian secondary and university learners of English», in Zoltán Dörnyei and Ema Ushioda (eds.), *Motivation, language identity and the L2 self*, Bristol: Multilingual Matters, 98-119.
- DÖRNYEI, Zoltán (2005): *The psychology of the language learner: Individual differences in second language acquisition*, Mahwah, NJ: Lawrence Erlbaum.
- DÖRNYEI, Zoltán (2007): *Research Methods in Applied Linguistics: Quantitative, qualitative and mixed methodologies*, Oxford: Oxford University Press.
- DÖRNYEI, Zoltán (2009): «The L2 Motivational Self System», in Zoltán Dörnyei and Emma Ushioda (eds.), *Motivation, Language Identity and the L2 Self*, Bristol: Multilingual Matters, 9-42.
- DÖRNYEI, Zoltán (2014): «Motivation in second language learning», in Marianne Celce-Murcia, Donna M. Brinton and Marguerite A. Snow (eds.), *Teaching English as a second or fore-*



*ign language* (4th edition), Boston, MA: National Geographic Learning / Cengage Learning, 518-531.

- DÖRNYEI, Zoltán (2017, July 6): *Motivating L2 learners and teachers through vision* [Video], YouTube. <https://www.youtube.com/watch?v=bnZ9XPFpPXA>.
- DÖRNYEI, Zoltán (2019): «Towards a better understanding of the L2 learning experience, the Cinderella of the L2 Motivational Self System», *Studies in Second Language Learning and Teaching* 9, 1: 19-30. <http://doi.org/10.14746/sslt.2019.9.1.2>.
- DÖRNYEI, Zoltán and Letty CHAN (2013): «Motivation and vision: An analysis of future L2 self images, sensory styles, and imagery capacity across two target languages», *Language Learning* 63, 3: 437-462.
- DÖRNYEI, Zoltán, Kata CSIZÉR and Nóra NÉMETH (2006): *Motivation, Language Attitudes and Globalisation*, Clevedon: Multilingual Matters.
- DÖRNYEI, Zoltán and Magdalena KUBANYIOVA (2014): *Motivating learners, motivating teachers: Building vision in the language classroom*, Cambridge: Cambridge University Press.
- DÖRNYEI, Zoltán and Stephen RYAN (2015): *The psychology of the language learner revisited*, New York: Routledge. <https://doi.org/10.4324/9781315779553>.
- DÖRNYEI, Zoltán and Emma USHIODA (2009): *Motivation, Language Identity and the L2 Self*, Bristol: Multilingual Matters.
- DÖRNYEI, Zoltán and Emma USHIODA (2011): *Teaching and researching motivation* (2nd ed.), Harlow: Longman.
- EYAL, Nir (2019, October 28): *How to Become Indistractable with Nir Eyal* [Video], YouTube. <https://www.youtube.com/watch?v=OfI2PWbC6TE>.
- FRYER, Mitchell and Peter ROGER (2018): «Transformations in the L2 self: Changing motivation in a study abroad context», *System* 78: 159-172. <https://doi.org/10.1016/j.system.2018.08.005>.
- GARCÍA-PINAR, Aránzazu (2019): «The influence of TED talks on ESP undergraduate students' L2 motivational self system in the speaking skill: A mixed-method study», *ESP Today* 7, 2: 231-253. <https://doi.org/10.18485/esptoday.2019.7.2.6>.
- GARCÍA-PINAR, Aránzazu (2021): «Taking a closer look at the speaking of ideal self of Spanish undergraduates», *Studies in English Language and Education* 8, 3: 901-916. <https://doi.org/10.24815/siele.v8i3.20504>.
- GARDNER, Robert C. (1960): *Motivational variables in second-language acquisition*. Doctoral dissertation. McGill University, McGill University's institutional digital repository. <https://escholarship.mcgill.ca/concern/theses/qf85nf780>.
- GARDNER, Robert C. (2001): «Integrative motivation and second language acquisition», in Zoltán Dörnyei and Richard Schmidt (eds.), *Motivation and second language learning*, Honolulu, HI: University of Hawai'i Press, 1-20.
- GARDNER, Robert C. (2004): *Attitudel/Motivation Test Battery: International AMTB Research Project*. <https://publish.uwo.ca/~gardner/docs/englishamtb.pdf>.
- GARDNER, Robert C. and Wallace E LAMBERT (1959): «Motivational variables in second-language acquisition», *Canadian Journal of Psychology / Revue canadienne de psychologie* 13, 4: 266-272.
- GHAsemi, Farshad (2021): «L2 Motivational Self System in practice: Alleviating students' learned helplessness through a vision-based program», *School Mental Health* 14, 1: 179-188. <https://doi.org/10.1007/s12310-021-09464-4>.



- HADFIELD, Jill and Zoltán DÖRNYEI (2013): *Motivating learning*, Edinburgh: Pearson Education Limited.
- HALL, Eric, Carol HALL, Pamela STRADLING and Diane YOUNG (2006): *Guided imagery: creative interventions in counselling & psychotherapy*, London: Sage.
- HIGGINS, Edward Tory (1987): «Self-discrepancy: A theory relating self and affect», *Psychological Review* 94, 3: 319-340. <https://doi.org/10.1037/0033-295X.94.3.319>.
- HIGGINS, Edward Tory (1998): «Promotion and prevention: Regulatory focus as a motivational principle», *Advances in experimental social psychology* 30: 1-46.
- HOCK, Michael F., Donald D. DESHLER and Jean B. SCHUMAKER (2006): «Enhancing student motivation through the pursuit of possible selves», in Curtis Dunkel and Jennifer Kerpelman (eds.), *Possible selves: Theory, research and applications*, New York: Nova Science, 205-221.
- IRIE, Kay (2003): «What do we know about the language learning motivation of university students in Japan? Some patterns in survey studies», *JALT Journal* 25: 86-100.
- KIM, Tae-Young (2009): «Korean elementary school students' perceptual learning style, ideal L2 self, and motivated behavior», *Korean Journal of English Language and Linguistics* 9: 461-486.
- KIM, Yoon-Kyoung and Tae-Young KIM (2011): «The effect of Korean secondary school students' perceptual learning styles and ideal L2 self on motivated L2 behavior and English proficiency», *Korean Journal of English Language and Linguistics* 11: 21-42.
- KORMOS, Judit and Kata CSIZÉR (2008): «Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves, and motivated learning behavior», *Language learning* 58, 2: 327-355.
- KORMOS, Judit, Thom KIDDLE and Kata CSIZÉR (2011): «Systems of goals, attitudes, and self-related beliefs in second-language-learning motivation», *Applied linguistics* 32, 5: 495-516. <https://doi.org/10.1093/applin/amr019>.
- LAMB, Martin (2012): «A self system perspective on young adolescents' motivation to learn English in urban and rural settings», *Language learning* 62, 4: 997-1023. <https://doi.org/10.1111/j.1467-9922.2012.00719.x>.
- LAMB, Martin (2017): «The motivational dimension of language teaching», *Language Teaching* 50, 3: 301-346. <https://doi.org/10.1017/S0261444817000088>.
- MACINTYRE, Peter D., Sean P. MACKINNON and Richard CLÉMENT (2009): «The baby, the bathwater, and the future of language learning motivation», in Zoltán Dörnyei and Ema Ushioda (eds.), *Motivation, language identity and the L2 self*, Bristol: Multilingual Matters, 43-65.
- MACHIN, Elizabeth (2020): «Intervening with near-future possible L2 selves: EFL students as peer-to-peer motivating agents during Exploratory Practice», *Language Teaching Research*: 1-18. <https://doi.org/10.1177/1362168820928565>.
- MACKAY, Jessica (2014): «Applications and implications of the L2 Motivational Self System in a Catalan EFL Context», in Kata Csizér and Michael Magid (eds.), *The impact of self-concept on language learning*, Bristol: Multilingual Matters, 553-588.
- MACKAY, Jessica (2019): «An ideal second language self intervention: Development of possible selves in an English as a Foreign Language classroom context», *System* 81: 50-62. <https://doi.org/10.1016/j.system.2019.01.003>.



- MAGID, Michael (2014a): «A motivational programme for learners of English: An application of the L2 Motivational Self System», in Kata Csizér and Michael Magid (eds.), *The impact of self-concept on language learning*, Bristol: Multilingual Matters, 489-523.
- MAGID, Michael (2014b): «An application of the L2 Motivational Self System to motivate elementary school English learners in Singapore», *Journal of Education and Training Studies* 2, 1: 228-237. <http://dx.doi.org/10.11114/jets.v2i1.232>.
- MAGID, Michael and Letty CHAN (2012): «Motivating English learners by helping them visualise their Ideal L2 Self: Lessons from two motivational programmes», *Innovation in Language Learning and Teaching* 6, 2: 113-125. <https://doi.org/10.1080/17501229.2011.614693>.
- MARKUS, Hazel and Paula NURIUS (1986): «Possible selves», *American Psychologist* 41, 9: 954-969. <https://doi.org/10.1037/0003-066X.41.9.954>.
- MILLER, Raymond B. and Stephanie BRICKMAN (2004): «A model of future-oriented motivation and self-regulation», *Educational psychology review* 16, 1: 9-33. <https://doi.org/10.1023/B:EDPR.0000012343.96370.39>.
- MUIR, Christine and Zoltán DÖRNYEI (2013): «Directed motivational currents: Using vision to create effective motivational pathways», *Studies in Second Language Learning and Teaching* 3, 3: 357-375. <https://doi.org/10.14746/ssllt.2013.3.3.3>.
- MURPHY, Tim, Joseph FALOUT, Tetsuya FUKUDA and Yoshifumi FUKADA (2014): «Socio-dynamic motivating through idealizing classmates», *System* 45: 242-253.
- OYSERMAN, Daphna (2003): *School-to-jobs facilitators manual*, Michigan: University of Michigan.
- OYSERMAN, Daphna, Kathy TERRY and Deborah BYBEE (2002): «A possible selves intervention to enhance school involvement», *Journal of adolescence* 25, 3: 313-326. <https://doi.org/10.1006/jado.2002.0474>.
- PAPI, Mostafa and Yaser TEIMOURI (2012): «Dynamics of selves and motivation: A cross-sectional study in the EFL context of Iran», *International Journal of Applied Linguistics* 22: 287-309. <https://doi.org/10.1111/j.1473-4192.2012.00312.x>.
- RAO, Parupalli Srinivas (2019): «The role of English as a global language», *Research Journal of English* 4, 1: 65-79.
- RUVOLO, Ann P. and Hazel R. MARKUS (1992): «Possible selves and performance: The power of self-relevant imagery», *Social cognition* 10, 1: 95-124. <https://doi.org/10.1521/soco.1992.10.1.95>.
- RYAN, Stephen (2009): «Self and identity in L2 motivation in Japan: The ideal L2 self and Japanese learners of English», in Zoltán Dörnyei and Ema Ushioda (eds.), *Motivation, language identity and the L2 self*, Bristol: Multilingual Matters, 120-143.
- SADFARI, Saeed (2021): «Operationalizing L2 motivational self system: Improving EFL learners' motivation through a vision enhancement program», *Language Teaching Research* 25, 2: 282-305. <https://doi.org/10.1177/1362168819846597>.
- SANDU, Bianca M. and Gina L. OXBROW (2020): «Exploring the L2 motivational self system through lexical availability and overseas experience amongst English-major students in Gran Canaria», *Revista electrónica de lingüística aplicada* 19, 2: 108-125.
- SATO, Masatoshi (2021): «Generating a Roadmap for Possible Selves via a Vision Intervention: Alignment of Second Language Motivation and Classroom Behavior», *Tesol Quarterly* 55, 2: 427-457.



- TAGUCHI, Tatsuya, Michael MAGID and Mostafa PAPI (2009): «The L2 motivational self system among Japanese, Chinese and Iranian learners of English: A comparative study», in Zoltán Dörnyei and Ema Ushioda (eds.), *Motivation, language identity and the L2 self*, Bristol: Multilingual Matters, 66-97.
- TATAR, Sibel (2017): «An overview of research on second/foreign language learner motivation and future directions», *Çukurova University Faculty of Education Journal* 46, 2: 697-710. <https://doi.org/10.14812/cuefd.282067>.
- USHIODA, Ema (2008): «Motivation and good language learners», in Carol Griffiths (ed.), *Lessons from good language learners*, Cambridge: Cambridge University Press, 19-34.
- YOU, Chenjing J. and Zoltán DÖRNYEI (2016): «Language learning motivation in China: Results of a large-scale stratified survey», *Applied Linguistics* 37: 495-516.
- YOU, Chenjing J., Zoltán DÖRNYEI and Kata CSIZER (2016): «Motivation, vision, and gender: A survey of learners of English in China», *Language Learning* 66, 1: 94–123. <https://doi.org/10.1111/lang.12140>.
- ZHE, Wang (2018): «Language Learning Motivation in Global Context: From Integrativeness to the Ideal L2 Self», *Proceedings of ICGET 2018*, Malaysia. Nigeria: Global Trends Academy, 9-12. URL: <https://globaltrendsacademy.com/ICGET-2018/ARTS%20AND%20EDUCATION/Language%20Learning%20Motivation%20in%20Global%20Context%20-%20From%20Integrativeness%20to%20the%20Ideal%20L2%20Self.pdf>; 16/11/2022.



# APPENDIX 1. QUESTIONNAIRE

## SCALES

1 (Strongly disagree), 2 (Disagree), 3 (Slightly disagree), 4 (Slightly agree), 5 (Agree), 6 (Strongly agree)

For each item, the tables below show the sequence number in the questionnaire, and the items' mean and standard deviation in the pre and post phases.

	Pre Mean / SD	Post Mean / SD
<b>INTENDED LEARNING EFFORT (5)</b>		
34 I would like to concentrate on studying English more than any other topic. (Me gustaría concentrarme en estudiar inglés más que en cualquier otro tema.)	4.10 (1.15)	4.19 (1.26)
40 Even if I failed in my English learning, I would continue learning English very hard. (Aunque fracasara en el aprendizaje del inglés, seguiría aprendiendo mucho el inglés.)	5.55 (0.62)	5.29 (0.79)
49 I am prepared to make a lot of effort in learning English. (Estoy dispuesto a dedicar mucho esfuerzo a aprender inglés.)	5.48 (0.59)	5.31 (0.77)
52 I would like to spend lots of time studying English. (Me gustaría pasar mucho tiempo aprendiendo inglés.)	4.66 (0.98)	4.53 (1.17)
56 English would be still important to me in the future even if I failed in my English course. (El inglés seguiría siendo importante para mí en el futuro aunque suspendiera mi curso/asignatura de inglés.)	5.67 (0.50)	5.59 (0.62)

	Pre Mean / SD	Post Mean / SD
<b>IDEAL L2 SELF (5)</b>		
9 I can imagine myself speaking English in the future with foreign friends at parties. (Puedo imaginarme en el futuro hablando inglés con amigos extranjeros en una fiesta.)	5.60 (0.72)	5.55 (0.73)
19 I can imagine myself in the future giving an English speech successfully to the public. (Puedo imaginarme en el futuro dando un discurso en inglés delante de un público con éxito.)	4.69 (1.21)	4.86 (1.01)
31 I can imagine a situation where I am doing business with foreigners by speaking English. (Puedo imaginar una situación en la que estoy haciendo negocios con extranjeros hablando en inglés)	5.09 (1.09)	5.19 (0.99)
37 I can imagine that in the future in a café with light music, a foreign friend and I will be chatting in English casually over a cup of coffee. (Puedo imaginar que en un futuro, en una cafetería con música de fondo, un amigo extranjero y yo estamos hablando en inglés de manera informal con una taza de café delante.)	5.59 (0.85)	5.55 (0.86)
48 I can imagine myself in the future having a conversation with foreign friends in English. (Puedo imaginarme en el futuro llevar una conversación con amigos extranjeros en inglés.)	5.71 (0.74)	5.71 (0.67)





OUGHT-TO L2 SELF (7)		
4 Studying English is important to me in order to gain the approval of society. (Aprender inglés es importante para mí para obtener la aprobación de la sociedad)	2.57 (1.33)	2.71 (1.27)
13 Studying English is important to me in order to gain the approval of my peers. (Aprender inglés es importante para mí para conseguir la aprobación de mis coetáneos.)	2.24 (1.28)	2.40 (1.31)
14 Studying English is important to me because other people will respect me more if I have a knowledge of English. (Aprender inglés es importante para mí porque los demás me respetarán más si tengo conocimiento de esta lengua)	2.50 (1.28)	2.79 (1.34)
16 I study English because close friends of mine think it is important. (Aprendo inglés porque mis amigos íntimos creen que es importante.)	1.78 (0.95)	1.95 (1.09)
25 Studying English is important to me in order to gain the approval of my teachers. (Aprender inglés es importante para mí para obtener la aprobación de mis profesores.)	3.10 (1.68)	3.00 (1.48)
36 I consider learning English important because the people I respect think that I should do it. (Considero que aprender inglés es importante porque las personas a las que respeto creen que debería hacerlo.)	2.31 (1.2)	2.41 (1.21)
51 Studying English is important to me because a cultured person is supposed to be able to speak English. (Aprender inglés es importante para mí porque se supone que una persona educada puede hablar inglés.)	3.05 (1.43)	2.64 (1.54)

L2 LEARNING EXPERIENCE (5)		
6 I always look forward to English classes. (Siempre tengo muchas ganas de tener mis clases de inglés.)	4.78 (0.85)	4.48 (1.06)
22 I really like the actual process of learning English. (Realmente me encanta el proceso de aprendizaje del inglés)	4.74 (1.05)	4.31 (1.32)
30 I find learning English really interesting. (Considero que aprender inglés es realmente interesante.)	5.55 (0.65)	5.29 (0.97)
35 I think time passes faster while studying English. (Creo que el tiempo pasa más rápido cuando estoy estudiando inglés)	4.93 (0.45)	3.98 (1.20)
45 I really enjoy learning English. (Realmente me encanta aprender inglés.)	5.50 (0.73)	5.24 (0.94)

FAMILY INFLUENCE (5)		
3 My parents/family believe that I must study English to be a cultured person. (Mis padres/mi familia cree(n) que debo aprender inglés para ser una persona culta.)	4.17 (1.28)	3.88 (1.24)
10 I have to study English, because, otherwise, I think my parents will be disappointed with me. (Tengo que aprender inglés porque, si no, creo que mis padres se sentirán decepcionados conmigo)	1.81 (1.17)	1.98 (1.06)
17 Studying English is important to me in order to gain the approval of my family. (Aprender inglés es importante para mí para conseguir la aprobación de mi familia.)	1.86 (1.09)	2.00 (1.04)
41 I sometimes feel a lot of pressure from my parents when I'm learning English. (Puedo sentir mucha presión por parte de mis padres cuando aprendo inglés.)	1.81 (0.98)	1.78 (1.06)
54 My image of how I want to use English in the future is mainly influenced by my parents. (La principal influencia sobre la imagen de cómo quiero usar el inglés en el futuro es de mis padres.)	2.03 (1.24)	1.86 (0.98)

INSTRUMENTALITY (PROMOTION) (8)		
1	Learning English is important to me because I would like to travel internationally. (Aprender inglés es importante para mí porque me gustaría viajar por todo el mundo)	5.78 (0.46) 5.66 (0.71)
5	Studying English can be important to me because I think I'll need it for further studies. (Aprender inglés puede ser importante para mí porque creo que lo necesitaré en mis futuros estudios)	5.33 (1.01) 5.64 (0.52)
8	Studying English is important to me because I am planning to study abroad. (Aprender inglés es importante para mí porque estoy planeando estudiar en el extranjero)	4.93 (1.25) 5.22 (1.14)
12	Studying English is important to me because without English I won't be able to travel a lot. (Aprender inglés es importante para mí porque sin el inglés no podré viajar mucho)	4.41 (1.4) 4.59 (1.06)
23	Studying English is important to me in order to achieve a personally important goal (e.g., to get a degree or scholarship). (Aprender inglés es importante para mí para conseguir una meta importante desde un punto de vista personal (por ejemplo, obtener un título o una beca))	5.59 (0.79) 5.43 (0.77)
27	Studying English is important to me because my life will change if I acquire good command of English. (Aprender inglés es importante para mí porque mi vida cambiará si consigo un buen dominio del inglés)	5.19 (0.84) 5.22 (0.89)
32	I study English because with English I can enjoy travelling abroad. (Estudio inglés porque con el inglés puedo disfrutar viajando en el extranjero)	5.60 (0.62) 5.52 (0.8)
42	Learning English is important to me because I plan to travel to English-speaking countries in the future. (Aprender inglés es importante para mí porque estoy planeando viajar a países de habla inglesa en el futuro)	5.57 (0.65) 5.6 (0.64)

INSTRUMENTALITY (PREVENTION) (5)		
20	Studying English is important to me, because I would feel ashamed if I got bad grades in English. (Aprender inglés es importante para mí porque me sentiría avergonzado si tuviera malas notas en inglés.)	4.00 (1.69) 3.91 (1.57)
24	I will study English harder when thinking of not becoming a successful user of English in the future. (Estudiaré inglés más si pienso que no voy a llegar a ser un buen usuario del inglés en el futuro.)	3.78 (1.68) 3.74 (1.72)
33	Studying English is necessary for me because I don't want to get a poor score mark or a fail mark in English proficiency tests (Cambridge, Trinity, OTE, IELTS,...). (Aprender inglés es necesario para mí porque no quiero sacar una nota mala o suspender el examen de inglés (Cambridge, Trinity, OTE, IELTS, etc.))	4.43 (1.47) 4.28 (1.49)
38	When thinking of not becoming a successful user of English in the future, I feel scared. (Cuando pienso que no voy a llegar a usar el inglés con éxito en el futuro, me asusto.)	4.67 (1.48) 4.66 (1.19)
46	I have to learn English because I don't want to fail the English course. (Tengo que aprender inglés porque no puedo suspender mi curso de inglés.)	4.28 (1.44) 4.29 (1.45)





CULTURAL INTEREST (5)		
2 I like watching films or series in English. (Me gusta ver películas o series en inglés.)	5.48 (0.73)	5.59 (0.67)
7 I think learning English is important in order to learn more about the culture and art of its speakers. (Creo que aprender inglés es importante para aprender más sobre la cultura de sus hablantes.)	5.41 (0.75)	5.41 (0.77)
15 I like TV programmes made in English-speaking countries. (Me gustan los programas de televisión realizados en países de habla inglesa.)	5.41 (0.70)	5.38 (0.89)
29 I really like the music of English-speaking countries (e.g., pop music). (Me gusta mucho la música de los países de habla inglesa (por ejemplo, música pop).)	5.83 (0.46)	5.88 (0.32)
44 I like English-language magazines, newspapers, and books. (Me gustan los libros, los periódicos, las revistas de habla inglesa)	4.84 (1.25)	5.02 (1.05)

INTEGRATIVENESS (5)		
11 Studying English is important because it will allow me to be more at ease with people who speak English. (Aprender inglés es importante para mí porque me permitirá estar más a gusto con las personas que hablan inglés.)	5.43 (0.70)	5.53 (0.56)
21 Studying English is important because it will allow me to meet and speak with more people from different countries. (Aprender inglés es importante para mí porque me permitirá conocer y hablar con personas de diferentes países.)	5.83 (0.38)	5.78 (0.42)
26 Studying English is important because I will be able to interact more easily with speakers of English. (Aprender inglés es importante para mí porque me permitirá interactuar con más facilidad con hablantes de inglés.)	5.86 (0.34)	5.79 (0.4)
39 My motivation to learn English in order to communicate with English speaking people is strong. (Mi motivación por aprender inglés con el objetivo de comunicarme con personas que hablan inglés es fuerte.)	5.64 (0.52)	5.6 (0.52)
43 My attitude toward English speaking people is favourable. (Mi actitud hacia las personas de habla inglesa es favorable).	5.40 (0.62)	5.34 (0.82)