

USING IMAGERY AND IMAGINATION TO MOTIVATE EFL STUDENTS

Jessica Mackay
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Outline

- Defining language learning motivation
- New directions in SLA motivation research
- Practical Applications
 - Positive visualisation
 - Strategy training

What is motivation?

■ **Extrinsic motivation**

.. can derive from external sources such as material rewards.
(Ellis, R. 1994: 36)

■ **Intrinsic motivation**

.. can derive from the personal interests and inner needs of the learner.
(Ellis, R. 1994: 36)

■ **Instrumental motivation**

Relates to the desire to learn the L2 for a particular purpose, such as getting a job or fulfilling some educational requirement.
(Siegel, in Doughty & Long, 2003: 185)

■ **Integrative motivation**

Relates to the learner's wish to identify with the L2-speaking community.
(Siegel, in Doughty & Long, 2003: 185)



Zoltán Dörnyei

SLA Second
Language
Acquisition

Motivation, Language Identity and the L2 Self

Edited by Zoltán Dörnyei and Ema Ushioda

Possible Self theory:

- Ideal Self: What a person wants to become.
- Feared Self: What a person is afraid of becoming.
- Ought to Self: What other people want a person to become.
- Sports / Management / Educational / Clinical Psychology
 - Positive Visualization / Imagery Enhancement











Intervention Design

- Preparation & Visualization Training
- Future L2 Self visualizations
- Practical Strategies

Research and Resources in Language Teaching

Motivating Learners



Jill Hadfield and Zoltán Dörnyei

ALWAYS LEARNING

PEARSON

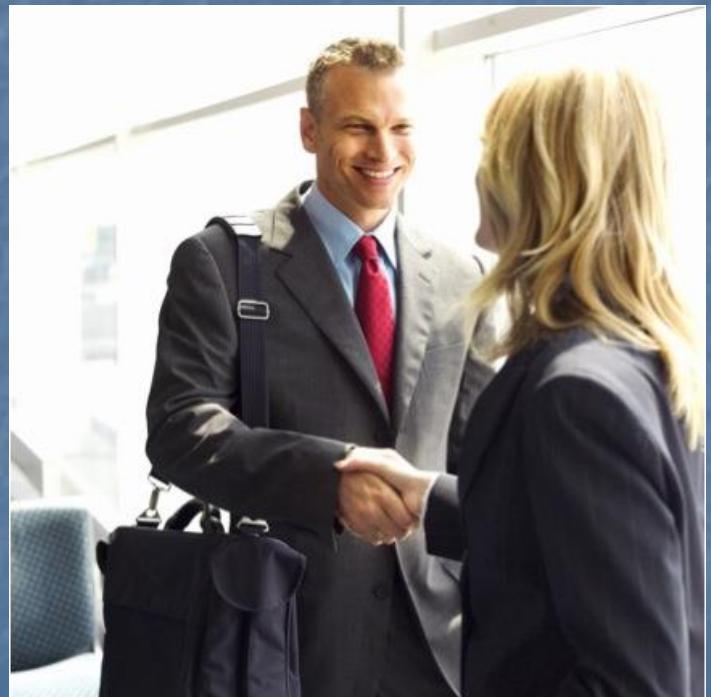
Visualisation Preparation (1): Introduction



Als meus jugadors. Els demano allò que poden fer perquè, primer de tot, se sentin segurs abans de sortir al camp. A mi em passava quan era jugador. Abans de començar jo ja veia el partit aquí (es toca la templa), veia el partit amb els ulls tancats i el veia clar. Llavors, aquell partit el tenia a la butxaca, m'ho passava bé.

Visualisation Preparation (2)

Visual
prompts



Visualization preparation (3)

Jigsaw Reading

- Texts: aspects of Ideal L2 self;
 - Ideal career/member-of-the-community / tourist / family / cultured / student self etc.
- Group work
 - Summarise content
 - Identify with text?

"I close my eyes and I imagine my life three or four years later. I'm speaking in English like I speak in Spanish or Catalan currently. In my dream I live in London. I work in a hospital looking after my patients and talking with them with fluency and understanding all that they say to me. I am very self-confident.

I'm aware of the importance of the language in my job, because a nurse works with human lives. She has to talk with her patients to know how they are and to reassure them. She also talks with the doctor about the treatment of the sick. A small mistake can have an enormous and terrible consequence."

Marta P, 22. Nursing student.

“I can see myself in China. It is a place I have always wanted to visit and nowadays I think it is specially important to know this country. I don't speak Chinese but I am doing everything in English. I check into the hotel, ask the waiters to explain the dishes in the restaurants, etc.

One day, we go on a tour to visit the wall and I listen to the guide and ask him questions. He explains the history to me and I translate for my family. They are very proud of me and I feel good for helping them”.

David O, 20. Geology student.

Positive Visualization

- Breathing / Relaxation techniques
- *Guided* visualization
 - T asks questions
 - Where are you?
 - What can you see/smell/ hear?
 - Are you with anybody else? Who? etc...
- Write up and expand *vision* for homework

Enhancing the vision

- Role models: Compare 'Before and After' Youtube interviews



- Peer interviews with successful language learners

Counterbalancing the vision

- 'Ought to' Self
 - The 'Mom Song' activity

Is it 'a' is it 'ar', is it right or wrong?

Is it 'can' is it 'can't', is it short or long?

Pay attention to the pronunciation,

Or you caaaaaaaan't have a conversation.

Practical Strategies

- Reality Check: Use students' own examples
 - Relate objectives to time and opportunity

Easy to achieve	Possible but more long term	Hard to achieve	Not really possible at present
<ul style="list-style-type: none">- Read street signs- Shopping- Asking the way	<ul style="list-style-type: none">-Understanding directions- Talking about family	<ul style="list-style-type: none">- Talking about customs	<ul style="list-style-type: none">-Talking about politics- Reading the newspaper

- Syllabus Check; Personal aims? Useful?

(Hadfield & Dörnyei, 2013)

Practical Strategies

■ Timelines

2010	2011	2012	2014	2015+
I start to learn English again. I want to learn so I am trying to improve my willpower (2010-2011)	I would like to travel and stay in California for 3 months for work and improve my English.	I hope to finally buy a village house in the Pyrenees. There are English speaking people in the village I can to practise.	I will do an especial course for academic writing. I hope to write alone my first article in English for an specialized and scientific journal	I can write and speak English without have to think. I travel to do lectures abroad The people understand me without problems.

Oscar, 32, University lecturer

Teens: L2 Self Projects

Csilla Jaray-Benn,
France

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I'm 24 years old and I have studied English for 18 years. Now I live in a big house with a pool, in California. I'm living with my best friends. I don't have a job yet, but I'm at university. I enjoy it, because later in my life, I want to have a good job to make a lot of money to do what I want to do. I think, when I finish university, I will be a little bit freer and will be able to earn my living. I need English every day, because I'm living in the USA. When you speak English, it's very useful, because you can use it everywhere, all around the world. I need English to do everything in my country, for example to buy things. At my university, we speak English and I have to understand it. With most of my friends I speak English as well, but with my German friends, I speak German. When I travel and I can't speak the language of the country, I also speak English. I'm at my best friend's house in Germany. We're having a lot of fun and we enjoy life. My friend's house looks like a normal family-house. I can see this house very well. It has nothing special. There are 8 persons around me. They don't look special either, they look like they are having fun. They wear only normal things: jeans and T-shirt. I can hear some music and my friends laughing, talking around me. We're chatting and listening to music... I'm dressed like my friends, nothing special. I'm talking in German with my friends, but suddenly, my phone is ringing. It's an American friend. He wants to tell me, that he's in Germany and he wants to meet up with me. Normally, I speak English every day, so it's nothing special to speak English with my friend! I feel....

Studying in California



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Results: Summary

- Intervention group ($N = 45$) *increased* in..
 - Time spent outside class..
 - Speaking ($p = 0.012$)
 - Reading ($p = 0.026$)
 - Willingness to communicate ($p = 0.030$)
- + Self-confidence
- + Effect on group dynamics.
- + Positive feedback on activities

"In my visualization I was around twenty nine years old and I was just sitting there, in my cousin's apartment in Los Angeles. It was a sunny Sunday lunch and I was pregnant. We were sitting around the table with some of their friends. 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 advices about the pregnancy and I was feeling certainly proud of myself for understood all the things she was telling to me."

Ona F, 19, Pharmacy student.

Thank you

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