Escola d'Idiomes Moderns

Universitat de Barcelona

Dublin TEFL

Motivation in Language Learning

Jessica Mackay

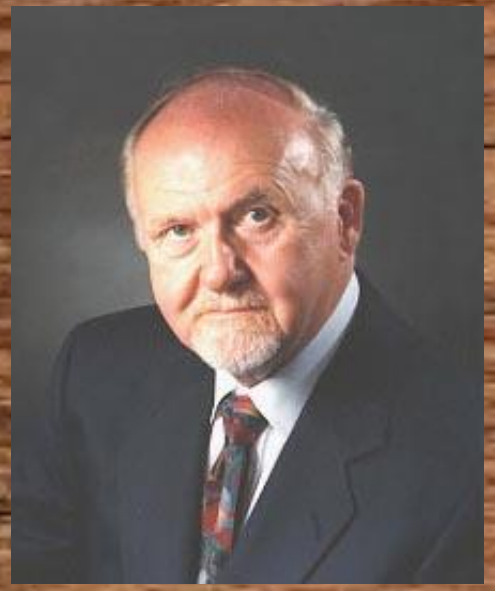
DUBLIN TEFL Workshop, 09/03/22

Overview

- Language Learning Motivation
  - Background / Definitions
  - Research
- Research project
  - Vision & possible selves
  - Practical activities
  - Results

Image credit: quora.com

Background: Key figures



Robert Gardner

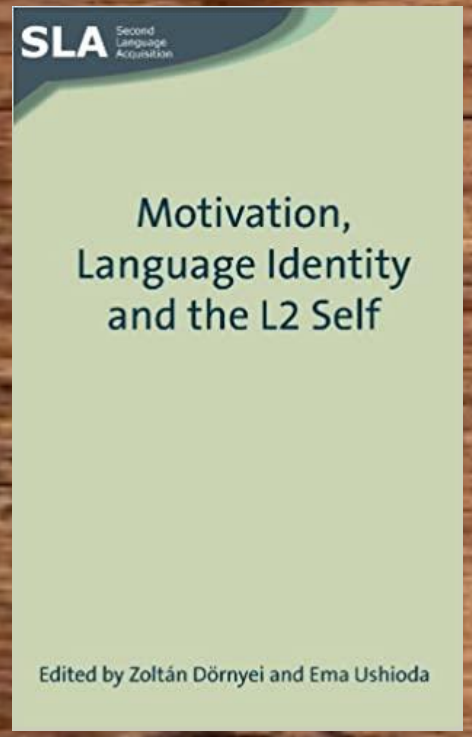
Zoltán Dörnyei

Ema Ushioda

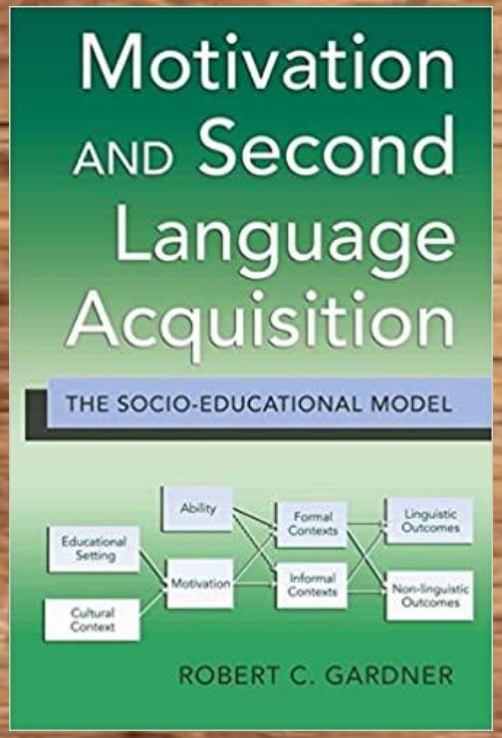
Sarah Mercer

Image credit: everypixel.com

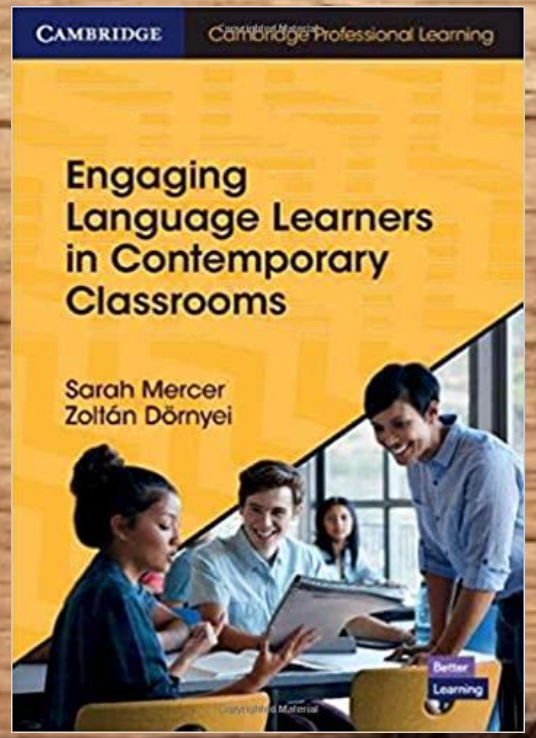
Background: Key texts



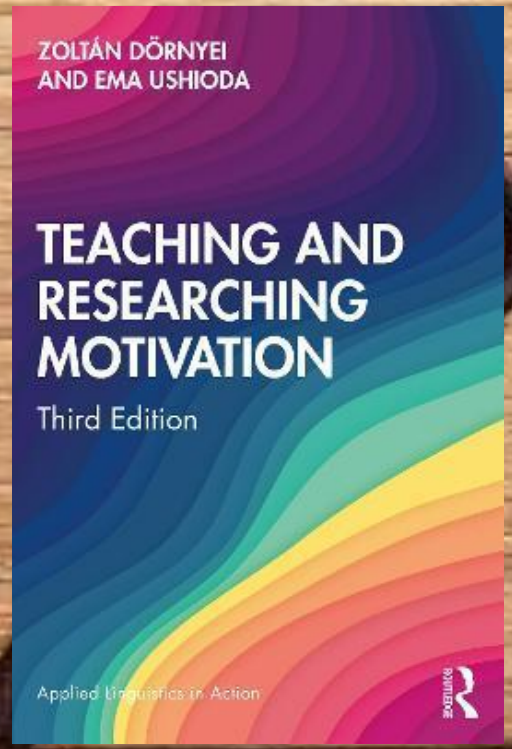
2009



2010



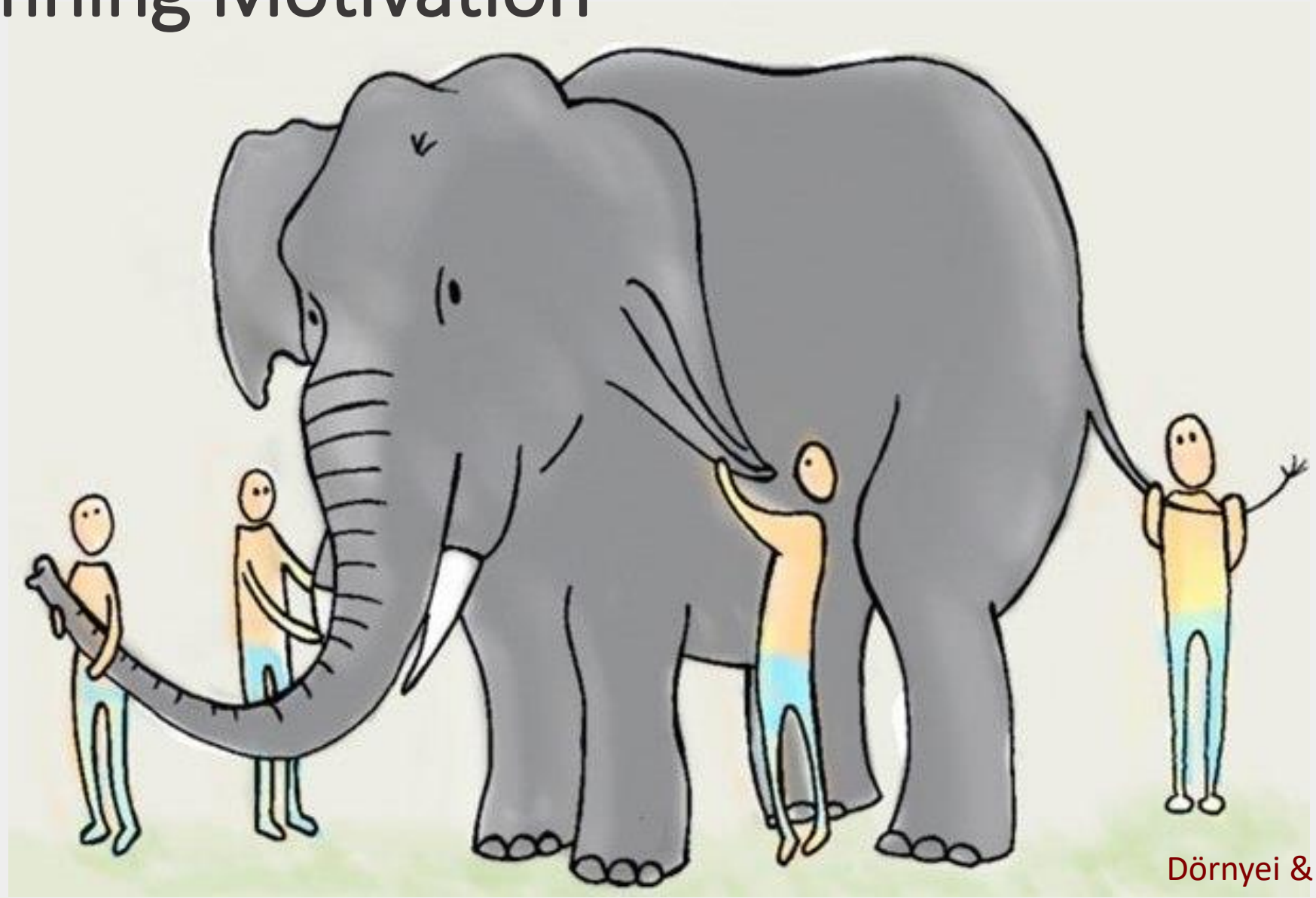
2020



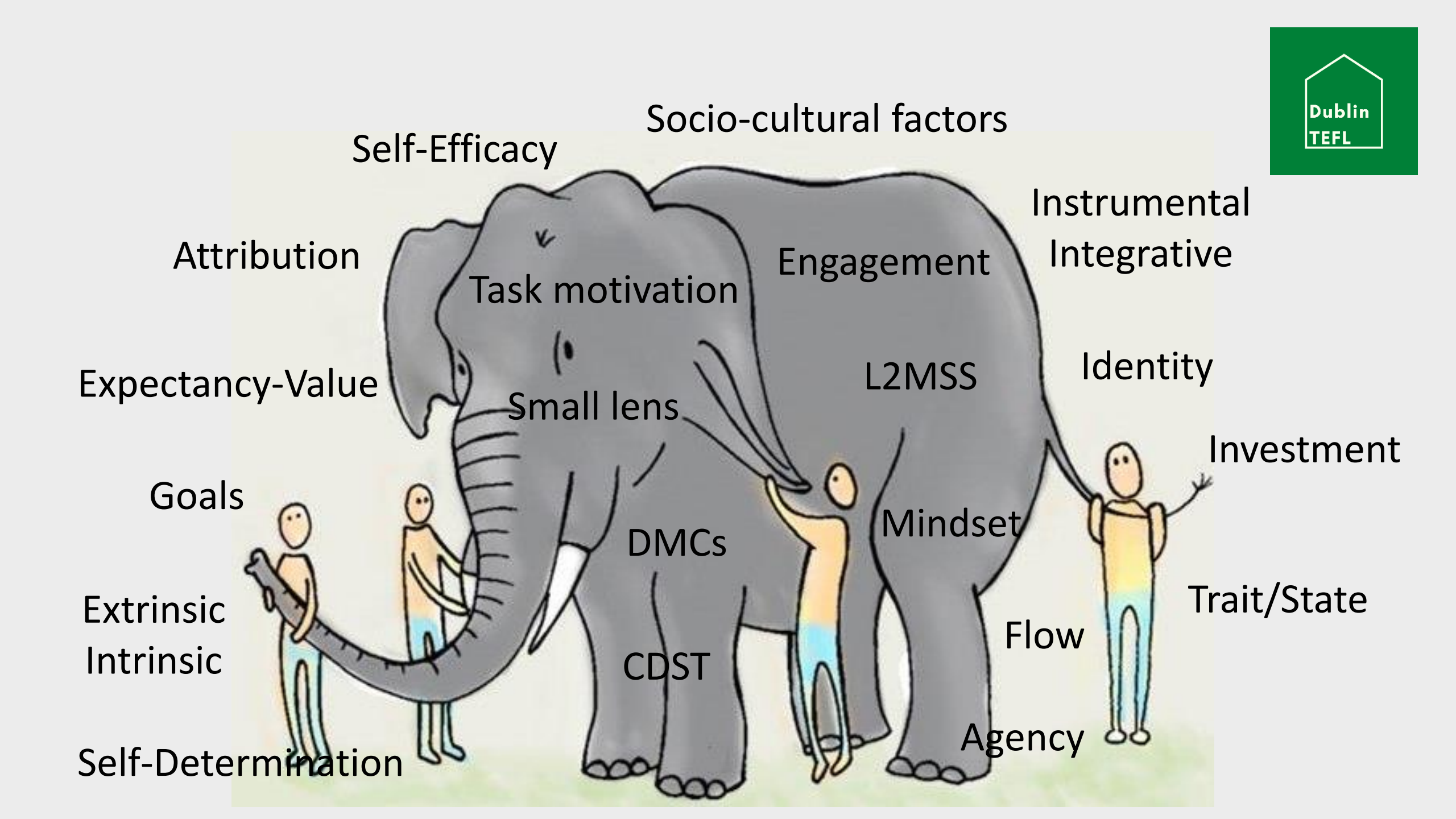
2021

Image credit: everypixel.com

Defining Motivation



Dörnyei & Ushioda, 2021: 3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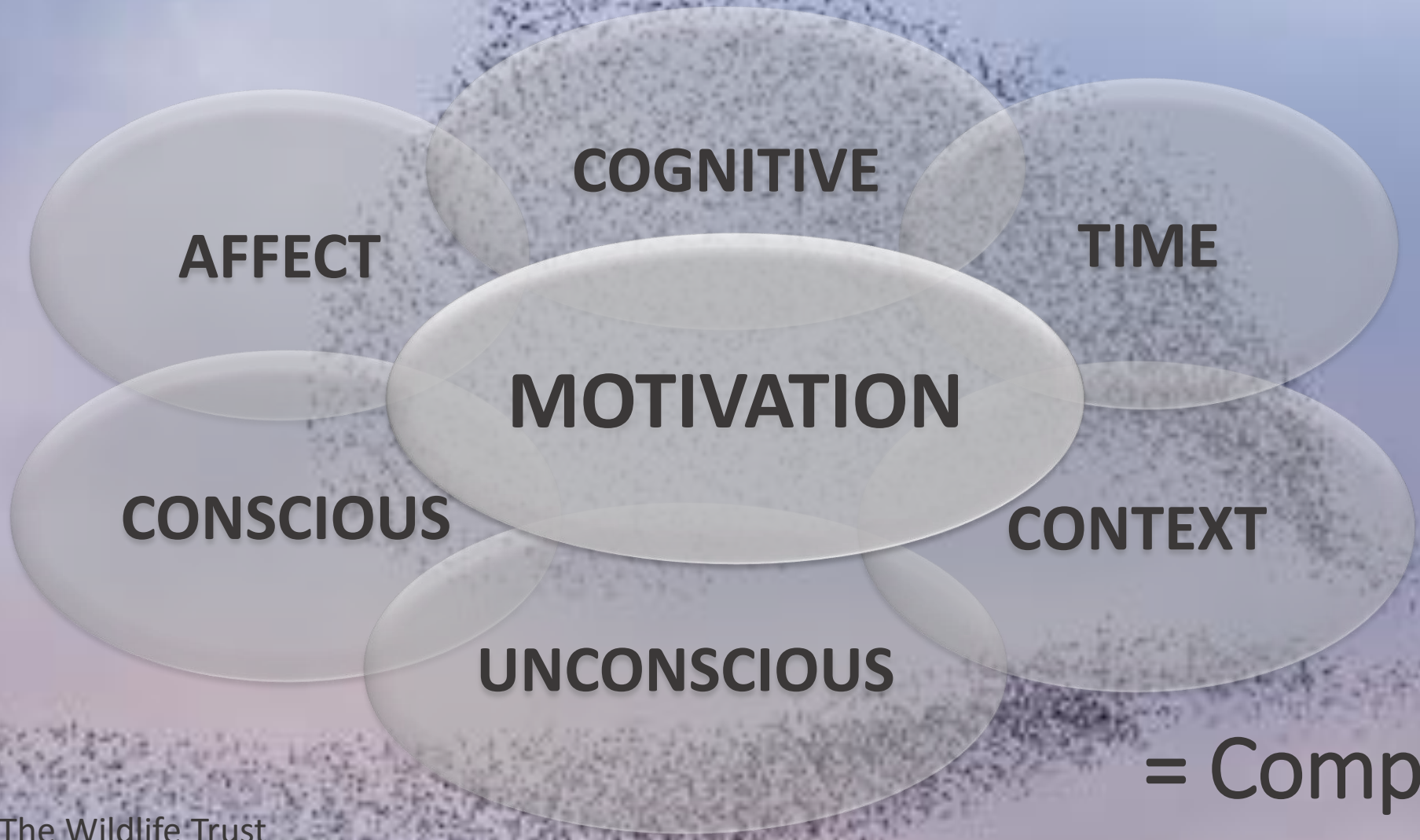
Socio-cultural factors
Self-Efficacy
Instrumental
Integrative
Attribution
Engagement
Task motivation
Identity
Expectancy-Value
L2MSS
Small lens
Investment
Goals
Mindset
DMCs
Trait/State
Extrinsic
Intrinsic
Flow
CDST
Agency
Self-Determination

Defining Motivation



= Complexity

Image credit: The Wildlife Trust

Defining Motivation

Choice

Why?

Effort

How much?

Persistence

How long?

Dörnyei & Ushioda, 2021: 4

Researching Motivation

- Time, context & vision
  - L2MSS
  - Ushioda's 'Person-in-context relational view'
- Cognitive theories and classroom reality
  - Self-determination: Intrinsic v Extrinsic
  - Attribution, goals, flow
- Social psychological beginnings
  - Gardner
  - Integrative vs Instrumental

Image credit: iStock

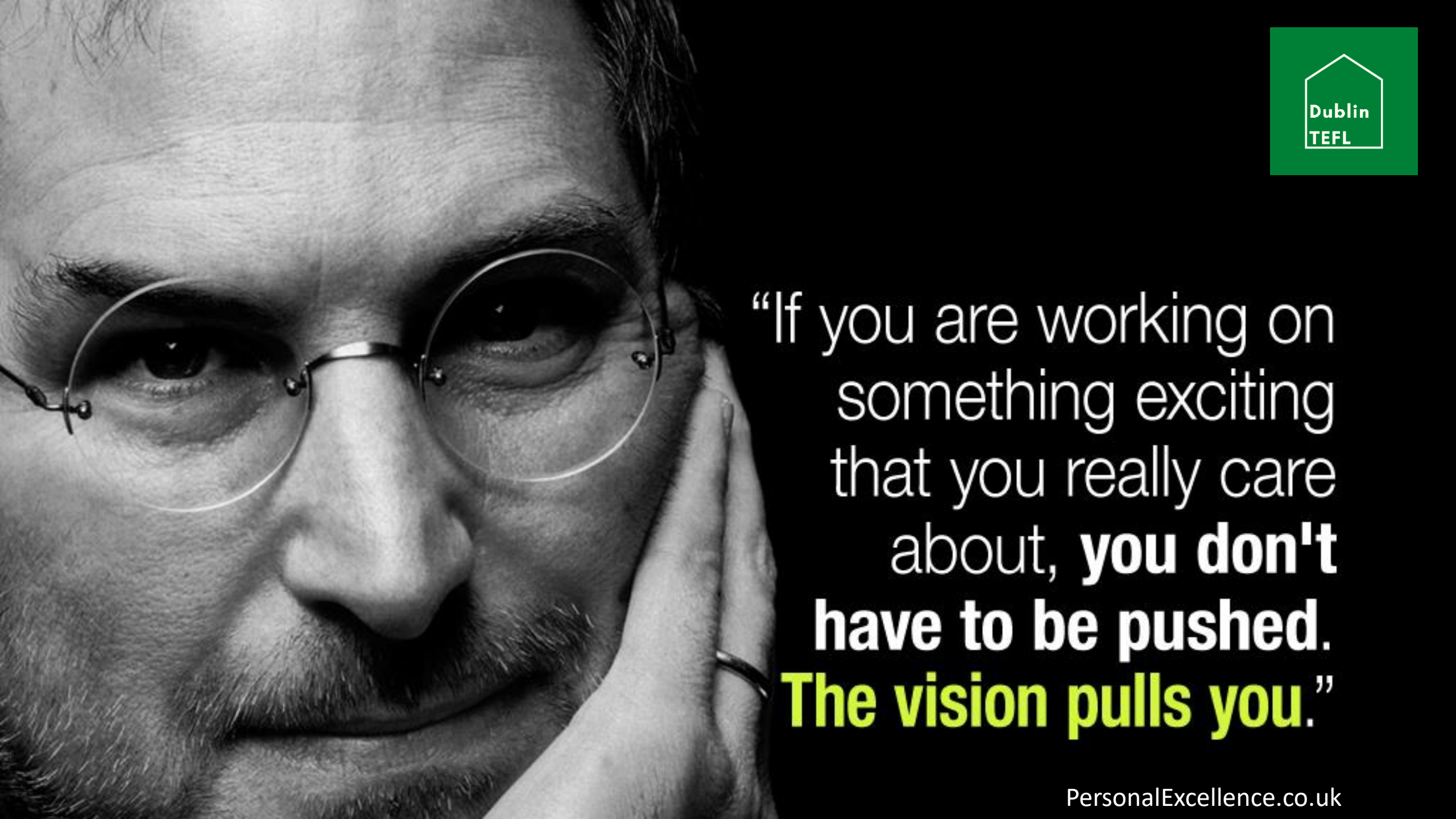
Dörnyei & Ushioda, 2021: 39

Vision and possible selves

Dörnyei's L2 Motivational Self System (L2MSS)

- Possible self theory (Markus & Nurius, 1986)
- Self-discrepancy theory (Higgins, 1987, 1998)
- Vision: mental imagery, senses, emotions

Image credit: flickr.com


Dublin
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“If you are working on something exciting that you really care about, you don't have to be pushed. The vision pulls you.”
PersonalExcellence.co.uk

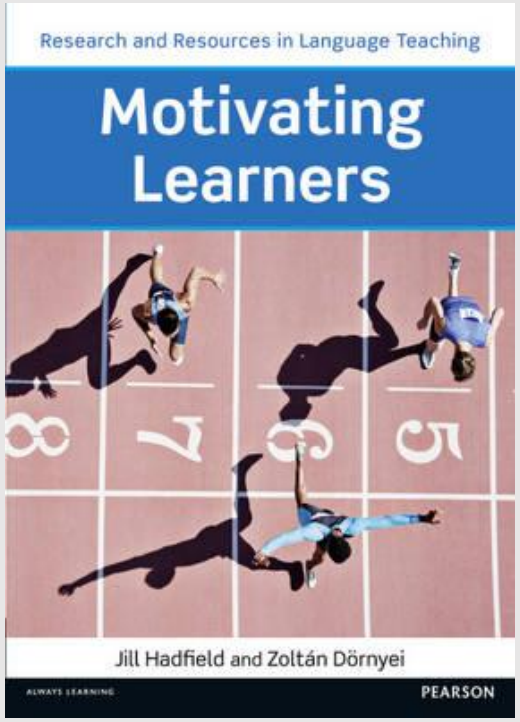
Vision and possible selves

Dörnyei's L2MSS

Ideal L2 self	• Your TL-speaking future self • Approach/Pull
Ought-to L2 self	• Influence of society, family, peers, etc. • Avoidance/Push
L2 learning experience	• Situated, personal • Context, teacher, peers, curriculum, etc.

Vision and possible selves

Dörnyei's L2MSS: Necessary conditions



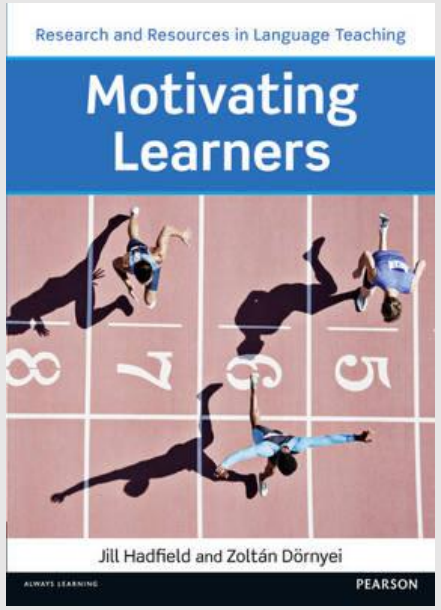
Hadfield & Dörnyei, 2013

1. A Future L2 self-image *needs to exist*, which is....
2. ..... *sufficiently different* from actual self
3. ..... *elaborate* and *vivid*
4. ..... *plausible*
5. ..... ***not*** *comfortably certain*, needs effort
6. ..... *does not clash* with expectations of others
7. ..... *regularly activated*
8. ..... accompanied by relevant *plans* and *strategies*
9. ..... *counterbalanced* by a 'feared L2 self'

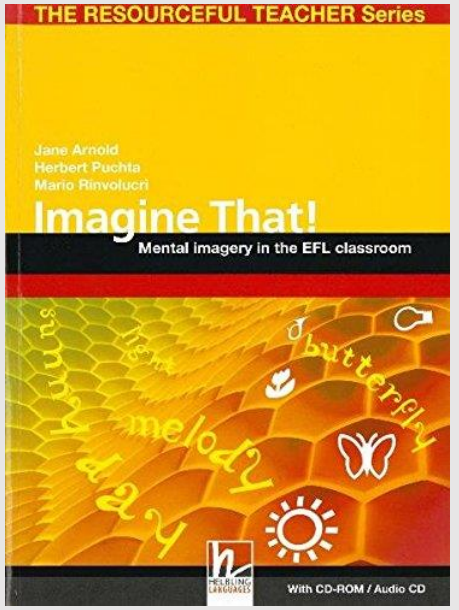
Dörnyei's L2MSS

Implementing an Ideal L2 self intervention

- Preparation & visualisation training
- Visualisations (x 4)
- Strategy training



Hadfield & Dörnyei, 2013



Arnold et al., 2007

Vision and possible selves

Implementing an Ideal L2 self intervention

I ask the players what they are capable of doing so that, above all, they feel confident before they go out on to the pitch. This is what I did when I was a player: before going out I would see the game up here (he taps his brow). With my eyes shut I could see the game clearly. That way I had it all wrapped up, and I enjoyed it.

(Thornbury, 2011)

Vision and possible selves

Implementing an Ideal L2 self intervention

1. Introduction to visualisation
2. Activating the vision: visual prompts

Vision and possible selves

Implementing an Ideal L2 self intervention

1. Introduction to visualisation
2. Activating the vision: visual prompts
3. Visualisation
   a. Example visions + groupwork

"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.

Vision and possible selves

Implementing an Ideal L2 self intervention

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3. Visualisation
   a. Example visions + groupwork
   b. Guided visualisation + explain in pairs

Vision and possible selves

Implementing an Ideal L2 self intervention

1. Introduction to visualisation
2. Activating the vision: visual prompts
3. Visualisation
   a. Example visions + groupwork
   b. Guided visualisation + explain in pairs
   c. Written version + language work

"I close my eyes and I imagine my life in three or four years. 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.

Vision and possible selves

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3. Visualisation
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   b. Guided visualisation + explain in pairs
   c. Written version – language work
4. Enhancing the vision
   'Worst case scenario'; Role models

Penelope Cruz on Letterman, 2005

Vision and possible selves

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4. Enhancing the vision

   'Worst case scenario'; Role models; The 'Mom Song'

   Anita Renfroe: https://www.youtube.com/watch?v=CXgoJ0f5EsQ

Vision and possible selves

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.

- Norma, Óscar, Victor (B2.1, 2019)

Vision and possible selves

Dublin TEFL

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4. Enhancing the vision
   'Worst case scenario'; Role models; The 'Mom Song'
5. Practical strategies
   Syllabus check, goal statement, timeline

Vision and possible selves

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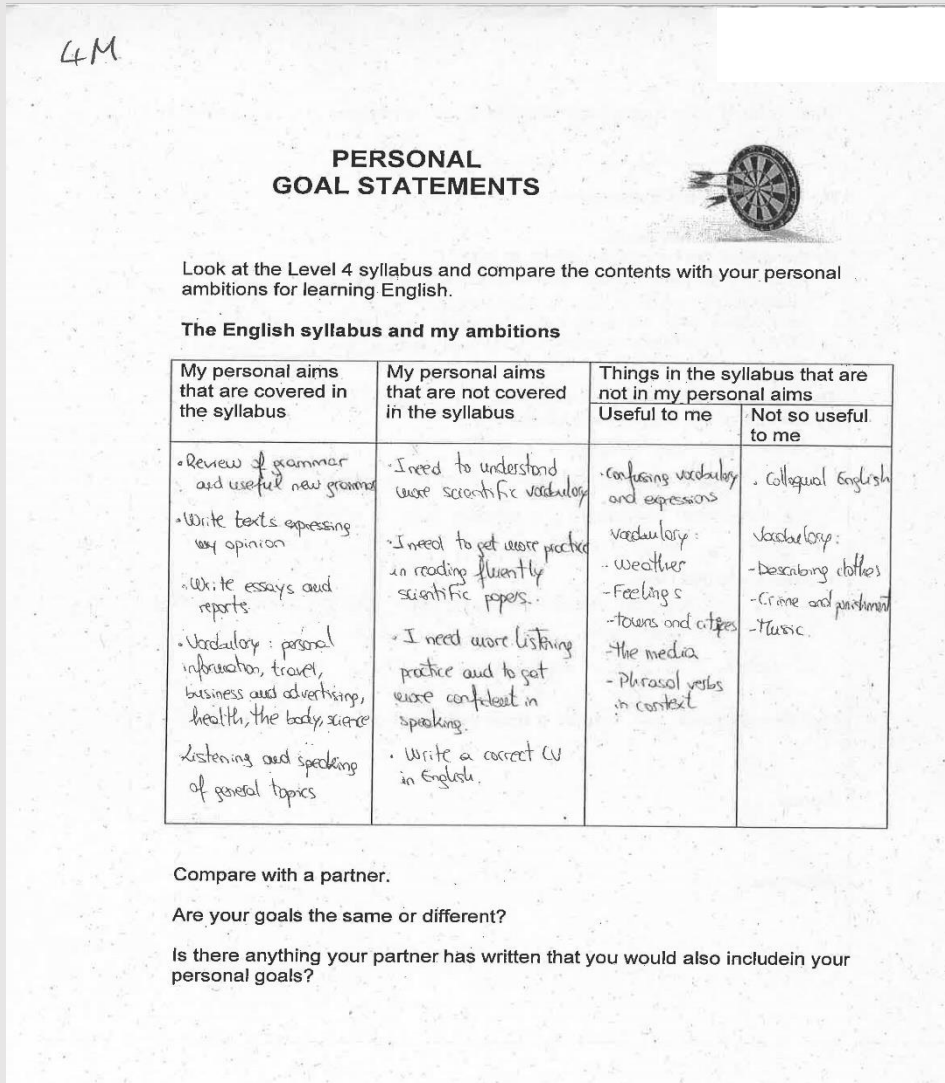

4M

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
• 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	• 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.	• Confusing vocabulary and expressions Vocabulary: - Weather - Feelings - Towns and cities - The media - Phrasal verbs in context	• Colloquial English Vocabulary: - 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 includein your personal goals?

Vision and possible selves

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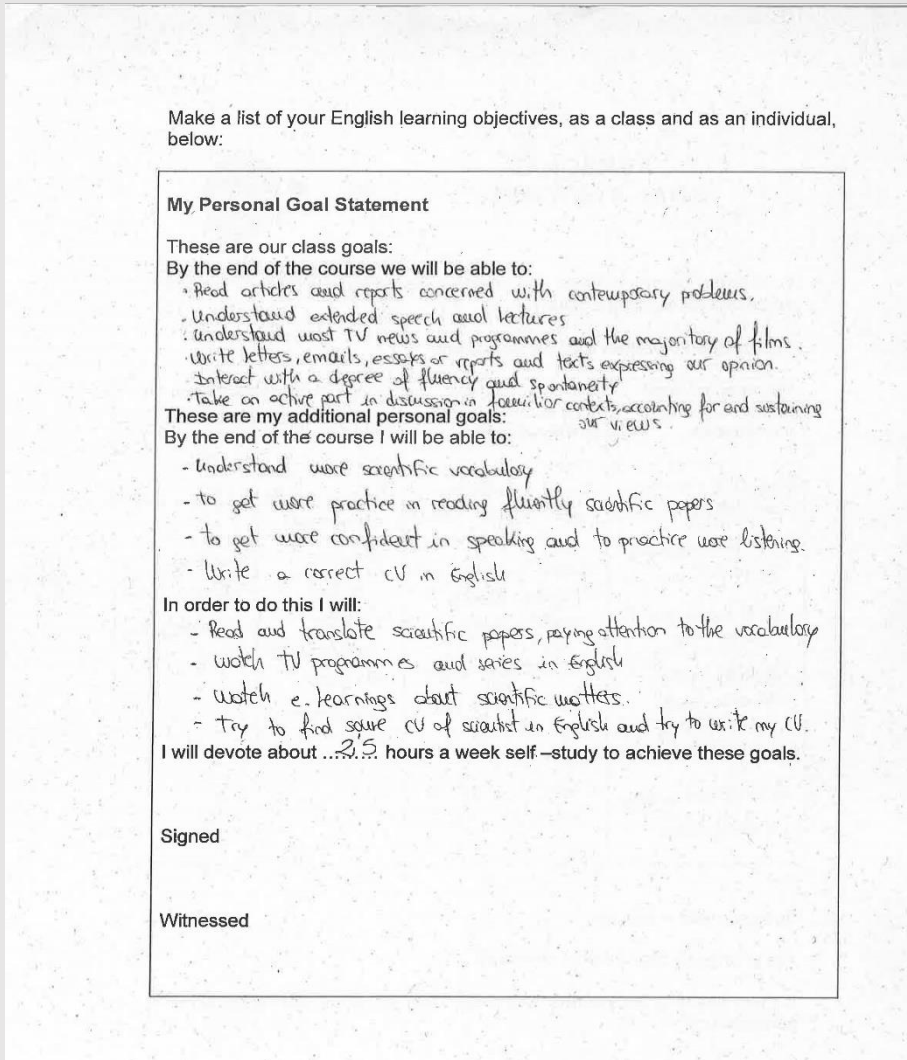


Make a list of your English learning objectives, as a class and as an individual, below:

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

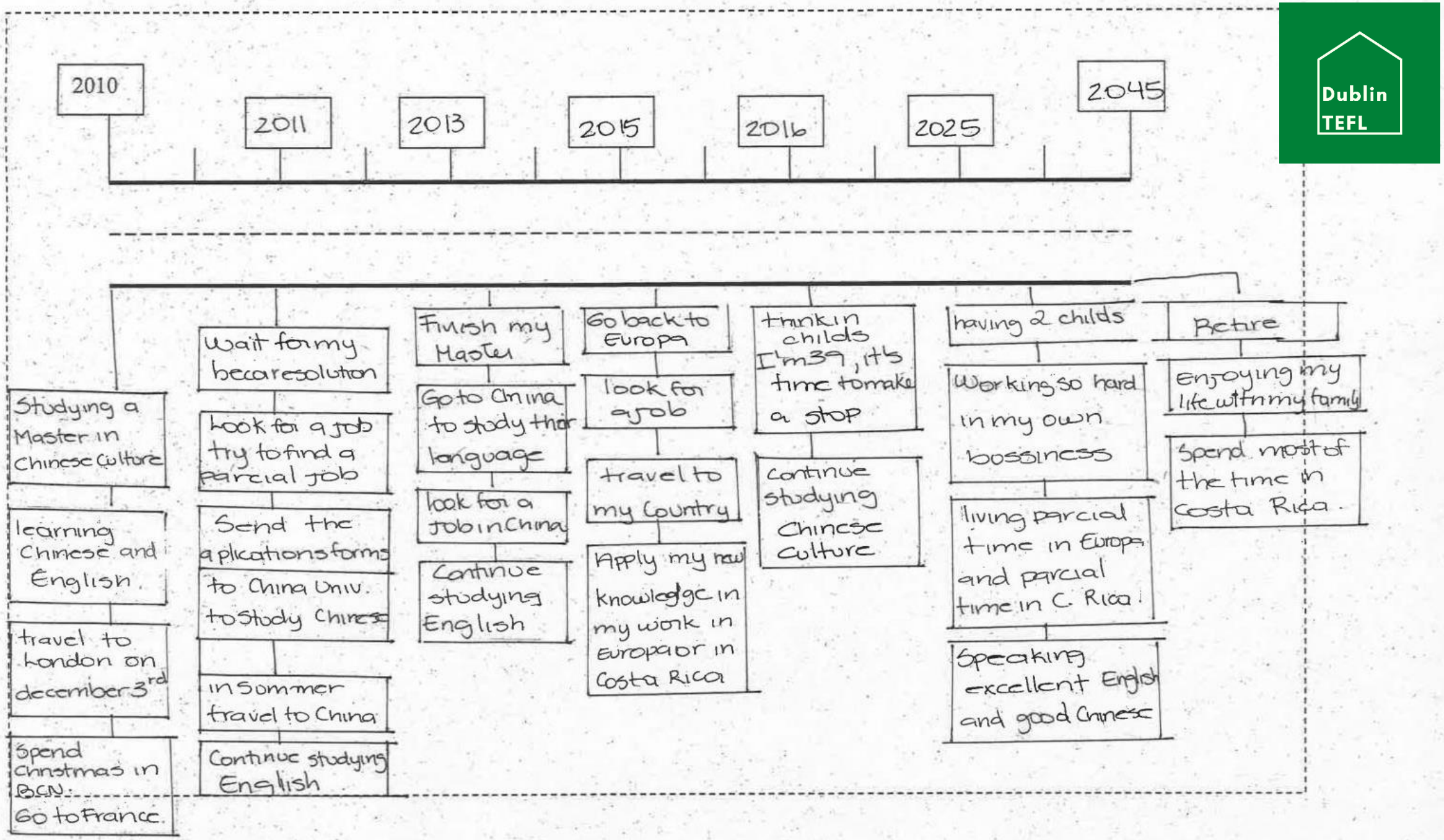
These are my additional personal goals:
By the end of the course I will be able to:
- understand more scientific vocabulary
- to get more practice in reading fluently scientific papers
- to get more confident in speaking and to practice more listening.
- Write a correct CV in English

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


2010
2011
2013
2015
2016
2025
2045
Studying a Master in Chinese Culture
learning Chinese and English.
travel to London on december 3rd
Spend christmas in BCN: Go to France.
Wait for my becaresolution
look for a job try to find a parcial job
Send the aplications forms to China Univ. to Study Chinese
in Sommer travel to China
Continue studying English
Finish my Master
Go to China to study thier language
look for a job in China
Continue studying English
Go back to Europa
look for a job
travel to my country
Apply my new knowledge in my work in Europa or in Costa Rica
thinkin childs I'm 39, it's time to make a stop
Continue studying Chincse Culture
having 2 childs
Working so hard in my own bossiness
living parcial time in Europa and parcial time in C. Rica
Speaking excellent Englis and good Chinese
Retire
Enjoying my life with my family
Spend most of the time in Costa Rica.

Vision and possible selves

L2 self intervention: results

- Positive feedback from learners (novelty factor)
- Previously unmotivated learners reported increase in motivation
- Increase in confidence and WTC
- Increased exposure to TL outside class
- Enhanced group dynamics
- Clear & detailed learning objectives and L2 self vision

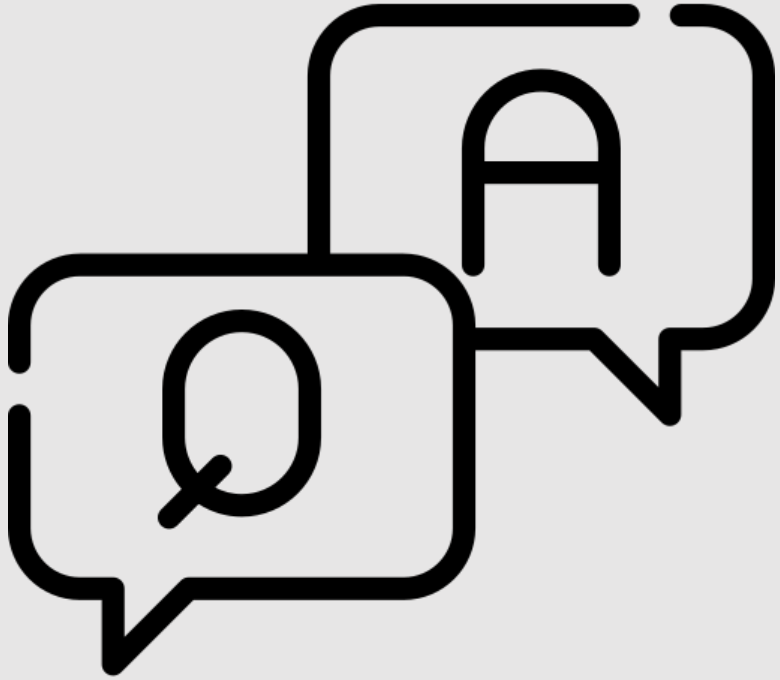
Vision and possible selves

"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

Image credit: unsplash.com

THANK YOU



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JessBCN

https://www.eim.ub.edu/en/teacher-development/

http://eim-ub.blogspot.com/