Motivation

A Glance at the Past and a Look into the Future

Outline

1. Historical Background to motivation research
2. Problems with Integrativeness
3. Future Possible Selves
4. The L2 motivational self system
5. Creative materials
6. A Teacher Development Activity

Motivation is…

…the explanation of the reasons behind human behaviour.

…the most common term teachers and students use to explain what causes success or failure in learning

Dominant ideas in L2 motivation research

- Instrumental and integrative motivation(1959-1990)

- Intrinsic/extrinsic: inner motivation vs situation specific motives (1990s)

- New Approaches : examine relationship between motivation and identity

Integrativeness

- A genuine interest in learning the second language in order to come closer to the other language community.

- An openness to and respect for other cultural groups and ways of life.

- In the extreme this might involve complete identification with the community and possible even withdrawal from one's own group.

- More commonly …involves integration within both communities.

- (Gardner 2001:5)

2. Some problems with integrativeness

Wikimedia creative commons: Artaxerxes

Some problems with integrativeness

- How relevant is integrativeness in situations where learners have no direct contact with a community of the L2 speakers?

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Integrativeness and the global community

The rise of English as a global language problematises the notion of 'community.'

Global English

New focus on 'bicultural identity'?
(Arnett 2002)

Or on integration with an imagined global community?

The notion of integrativeness is untenable for L2 learners in World English contexts.

Coetzee-Van Rooy 2006
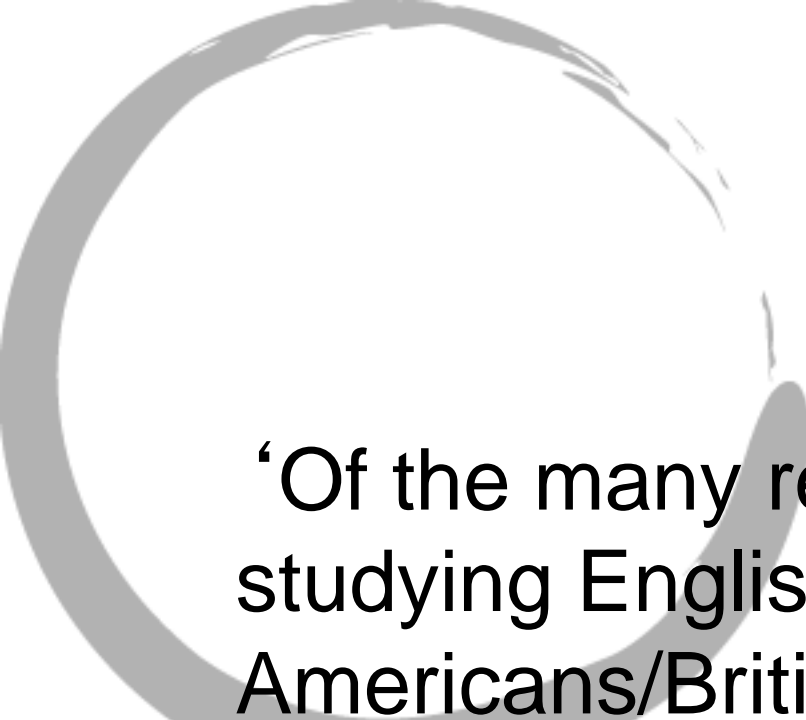
International Posture

source: wikipedia creative commons public domain

"International Posture"

Yashima (2009) found that it 'has become increasingly difficult for Japanese EFL learners to identify a clear target group or culture.'
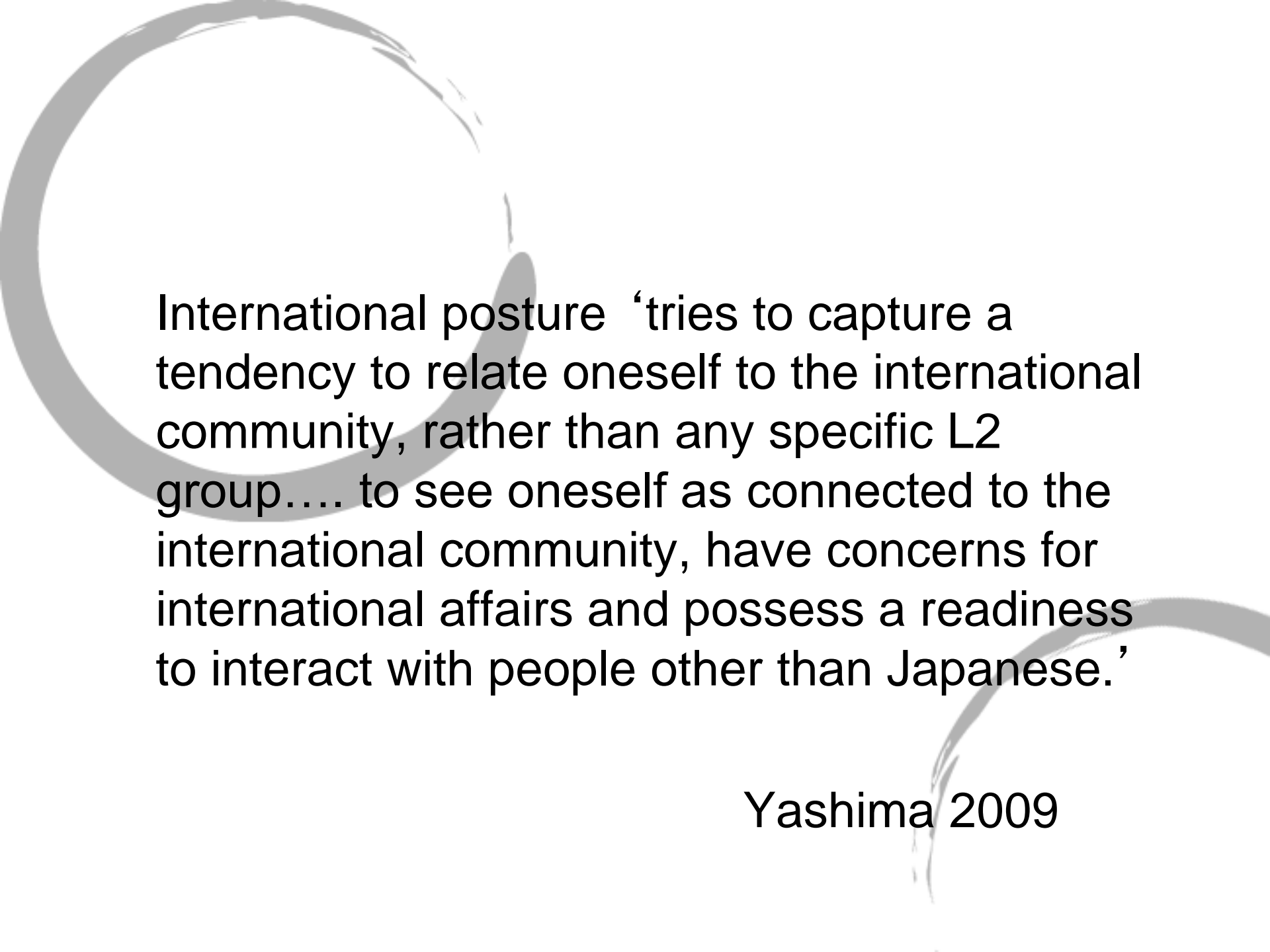
'Of the many reasons given for studying English, identification with Americans/British was among the least endorsed items in an earlier study of my own.'

(Yashima 2009

International posture 'tries to capture a tendency to relate oneself to the international community, rather than any specific L2 group…. to see oneself as connected to the international community, have concerns for international affairs and possess a readiness to interact with people other than Japanese.'

Yashima 2009

Findings

'international posture is a valid construct that relates to motivation to learn and willingness to communicate … International posture affects learners' motivation, which leads to proficiency as well as self-confidence which in turn accounts for L2 WTC."

Yashima 2002, 2004 summarised in Yashima 2009

3. Future Possible Selves Theory

Source: creative commons labelled for reuse: montessorischooltoledo

New Theories of Motivation

New theories of motivation began to link motivation with research on the Self.

The Self…

…or Selves?

The postmodern view of identity is not as single and fixed but as multiple, complex and a 'site of struggle.'

(Norton 1994)

Self-psychology

Markus and Nurius and Higgins posited the idea of multiple selves, not only in the present, but existing in the imagination as 'future possible selves'.

Future Possible Selves

Possible Selves are individuals' ideas of

- what they **_could_** become,
- what they **_would like to_** become, and
- what they are **_afraid of_** becoming

                    (Markus and Nurius, 1986)

- what they would like to be: the **Ideal Self**)
- what they feel they should be: the **Ought To Self**

                    (Higgins 1998)

What you would like to become: the Ideal Self

Source: wikimedia creative commons author Jerzy Kuczka Poland 1980

What you are afraid of becoming: the Feared Self

Source: http://creativecommons.org/licenses/by-nc-nd/2.0/deed.en

What you could become : the Default Self

The Ought to Self

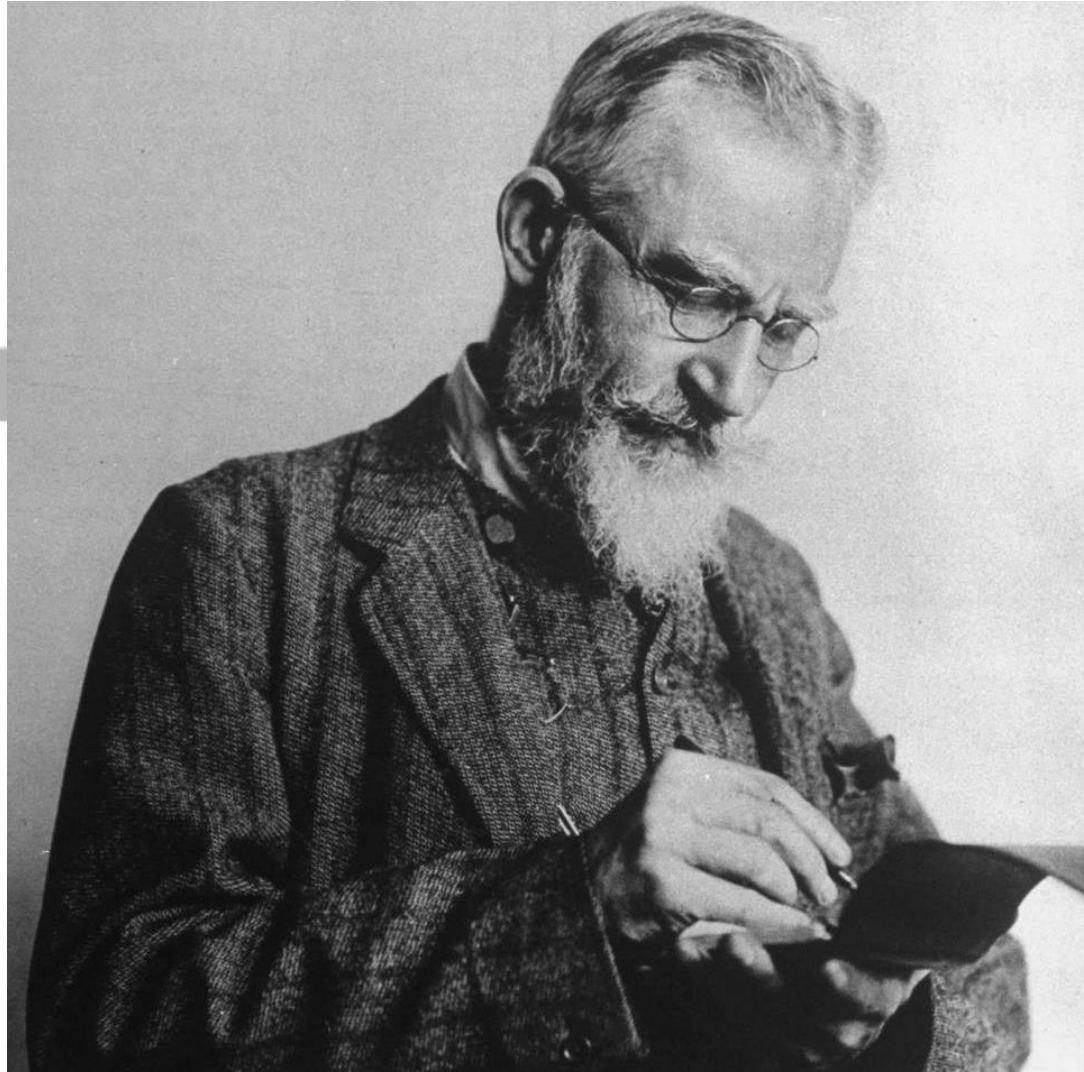# Possible Selves and the connection with Motivation

Self discrepancy theory

- People are motivated to reach a condition where their *self-concept matches their self- guide.*

- Motivation can be defined as the *desire to reduce the discrepancy*.

Higgins (1987,1996)

Imagination is the beginning of creation. You imagine what you desire; you will what you imagine; and at last you create what you will. *George Bernard Shaw* *Back to Methuselah*

The role of imagination in Self motivation

Imaging one's own actions through construction of elaborated possible selves achieving desired goals may directly facilitate the translation of goals into intentions and instrumental action.

Markus and Ruvolo

Imagination is looking at an apple seed and seeing a tree: Wenger

Source: creative commons: http://www.flickr.com/photos/calliope

Throughout history humans are driven by imagination and the ability to see images of the desired future: Boyatzis and Akrivov

Source:Leonardo da Vinci sketch of parachute: creativecommons.org: http://web.sc-celje.si/tomi/seminarske2010/EkstremniSporti/padalstvo/cesar_shun.jpg

Possible Selves and Vision

Imagination and imagery are central to possible selves theory – possible selves harness the 'remarkable power of the imagination in human life.'

(Markus 2006)

Markus and Nurius emphasise that future ideal selves are a reality for people, a vivid and tangible image that they can 'see' and 'hear.'

(Markus and Ruvolo 1989)

Fusion of cognitive and affective elements

- Future possible selves are more than simple long-term goals since they involve imagination and affect .

- At the same time, there is an element of planning and goal setting.

Motivation based on the vision of a future possible self is…

…fantasy tempered by expectation - or expectation leavened by fantasy.

…the social cognitive act of future planning combined with the equally human act of generating fantasy.

Segal 2006

Affect + cognition imagination + practicality

…blest are those

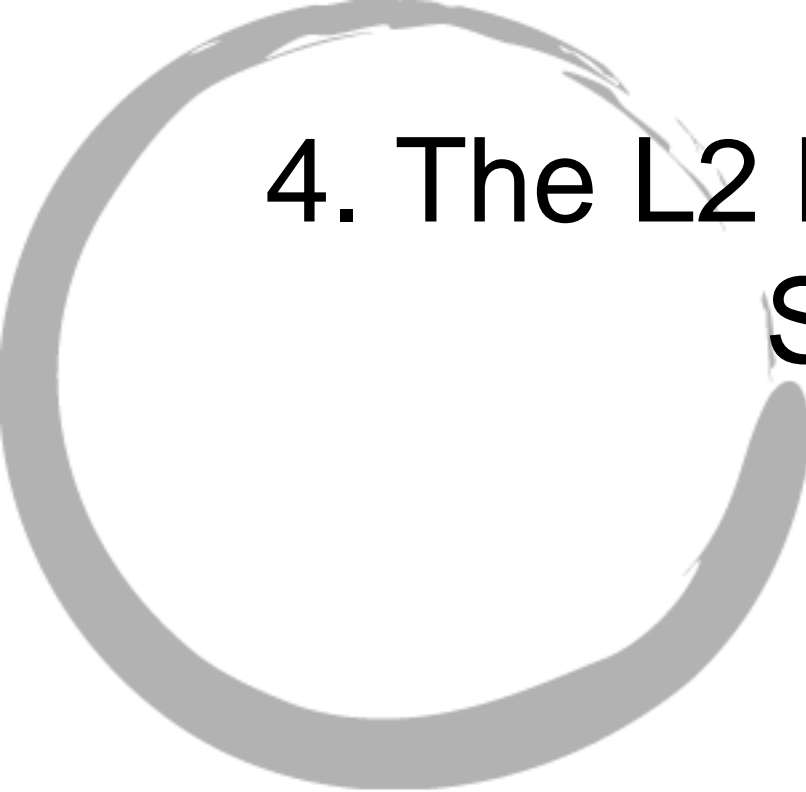Whose blood and judgement are so well commingled

That they are not a pipe for Fortune's finger

To play what stop she please.

Shakespeare: Hamlet

4. The L2 Motivational Self System

You are as many people as the number of languages you speak

Hungarian proverb

L2 Motivational Self System

- *Dornyei proposes three components:*

- **Ideal L2 Self** – 'the L2-specific facet of one's *ideal self*: If the person we would like to become speaks an L2, the *ideal L2 self* is a powerful motivator because we would like to reduce the discrepancy between our actual and ideal selves.'

- **Ought-to L2 Self** – 'the attributes that one believes one *ought to* possess to *avoid* possible negative outcomes and which may bear little resemblance to the person's own wishes '

- **L2 Learning Experience** –'motives related to the immediate learning environment and experience (e.g. the positive impact of success, the enjoyable quality of a language course).'

L2 Motivational Self System

- Thus, the L2 Motivational Self System offers a tripartite structure of the motivation to learn a foreign/second language:

- The **internal desires** of the learner

- the ***social pressures*** exercised by significant people in the learner's environment

- The **experience of being engaged** in the learning process.'

Conditions necessary for motivation through future self guides

- 'The individual *has* a desired future self-image,

- which is *elaborate* and *vivid*;

- which is perceived as *plausible* and is *in harmony with the expectations* of the individual's social environment;

- which is *regularly activated* in his/her working self-concept;

- which is accompanied by relevant and effective *procedural strategies* that act as a *roadmap* towards the goal;

- which contains information about the *negative consequences* of *not* achieving the desired goal.'
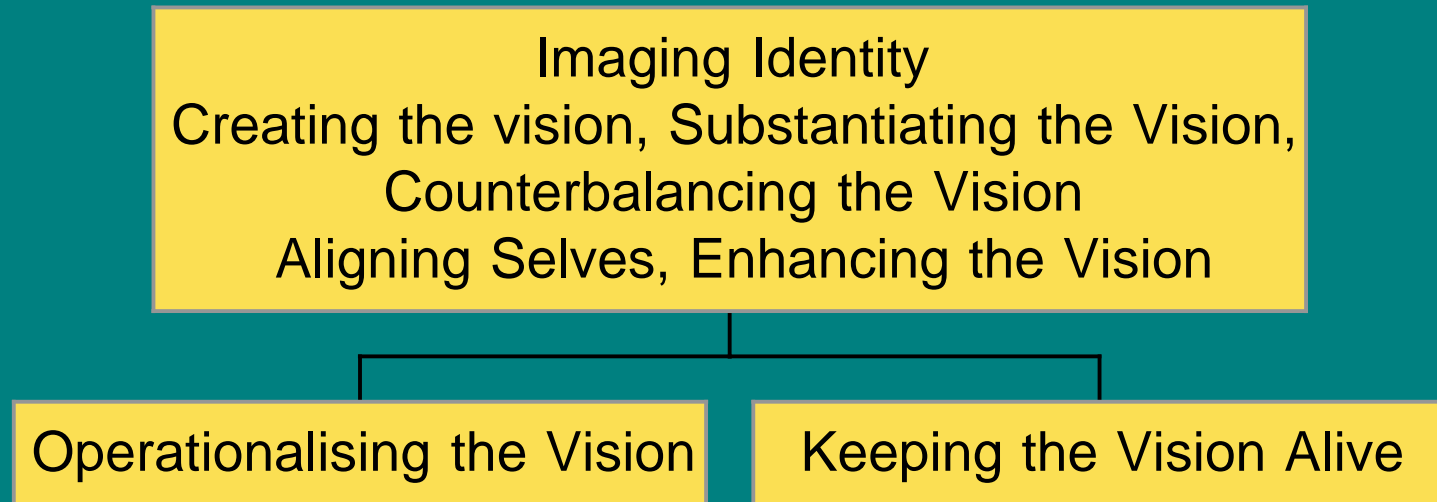
Dornyei's six steps

- Creating the Vision
- Enhancing the Vision
- Substantiating the Vision
- Operationalising the Vision
- Keeping the Vision Alive
- Counterbalancing the Vision

A framework for a motivational programme

Imaging Identity
Creating the vision, Substantiating the Vision,
Counterbalancing the Vision
Aligning Selves, Enhancing the Vision

Operationalising the Vision

Keeping the Vision Alive

Imaging Identity
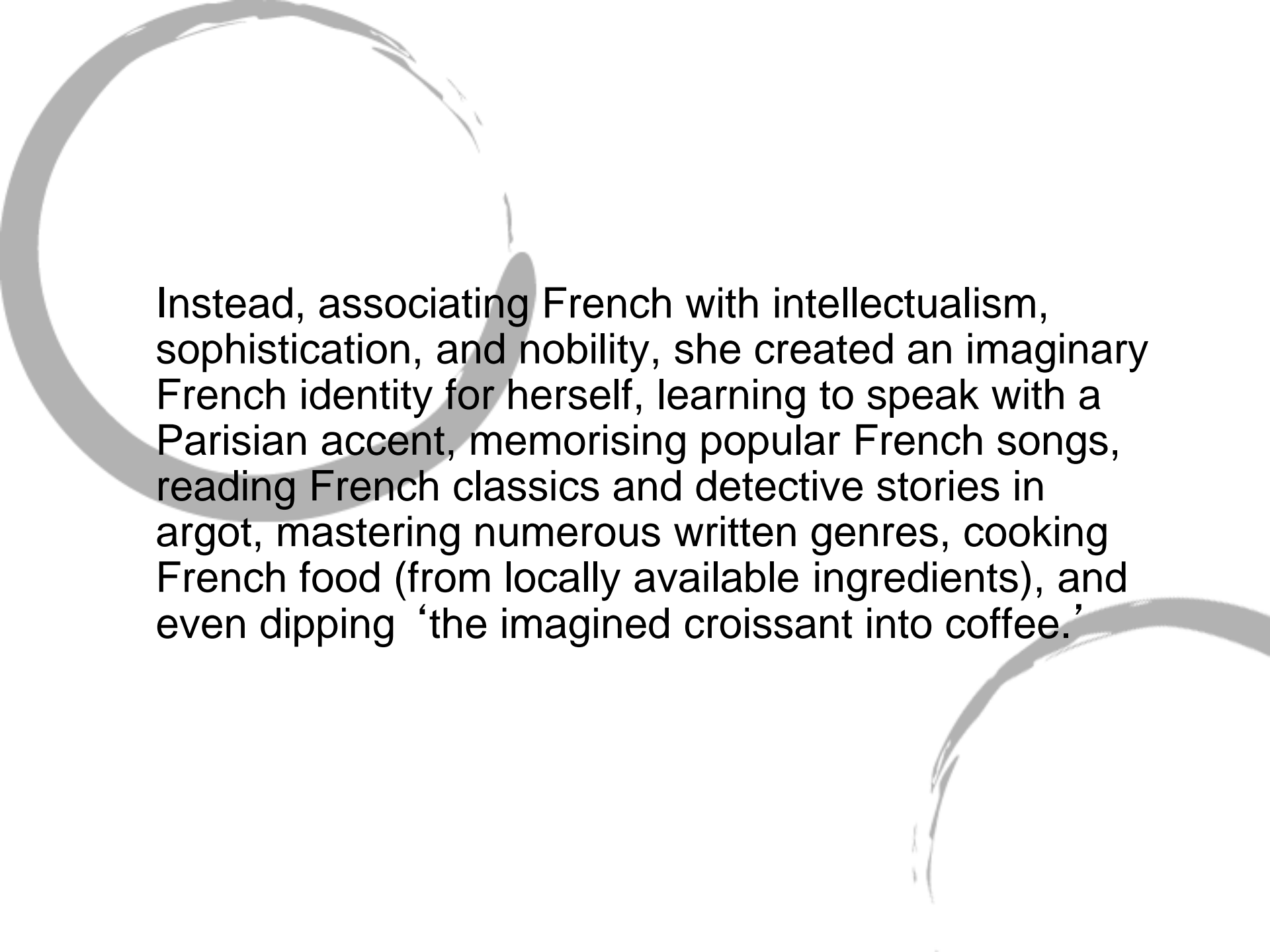

Source:: wikimedia creative commons: Juan Fernandez

Imaging Identity

'I could never travel to the country of my dreams to work, study, develop professionally, or see people who were dear to me.'

Instead, associating French with intellectualism, sophistication, and nobility, she created an imaginary French identity for herself, learning to speak with a Parisian accent, memorising popular French songs, reading French classics and detective stories in argot, mastering numerous written genres, cooking French food (from locally available ingredients), and even dipping 'the imagined croissant into coffee.'

For her, this was the only possible escape from the political reality:

'A French personality, after all, was much less confusing and safer than being a Jew in Soviet Russia.

It was a beautiful Me, the Me that I liked'

(Lvovich, 1997: 8-9).

Aim

To create an image of the future possible L2 self that is

- attractive and desirable
- elaborate and detailed
- vividly experienced

Four Ideal Selves

- Successful Tourist Self
- Successful Global Citizen Self
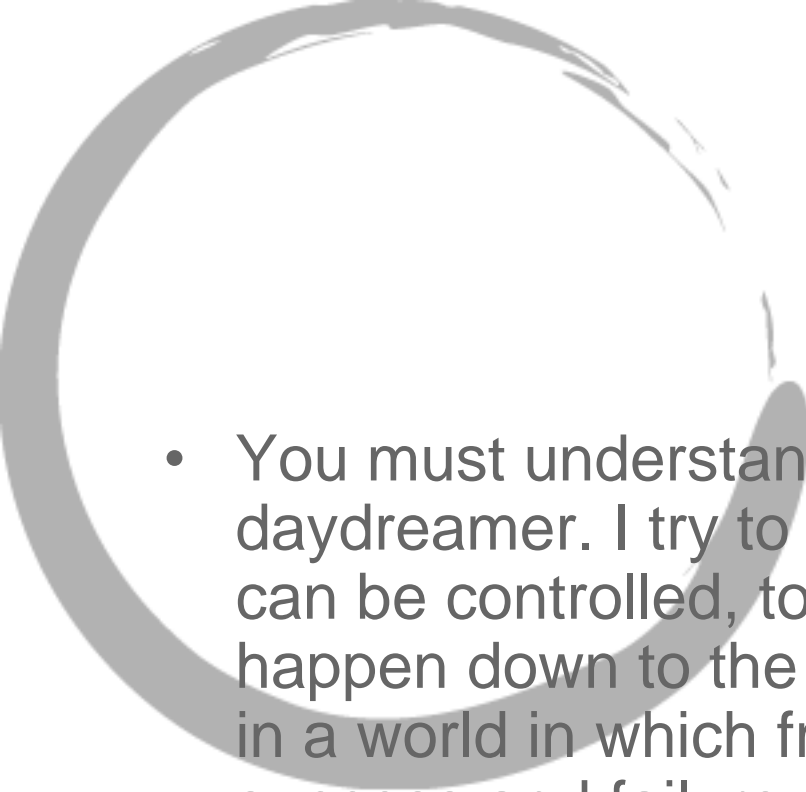- Successful Member of the Community Self
- Successful Career Self

Operationalising the Vision

Source: wikimedia creativecommons: author **Vipersnake151**

- You must understand, I am not by nature a daydreamer. I try to control those parts of my life that can be controlled, to plan everything that I want to happen down to the most insignificant detail. I traffic in a world in which fractions of a second separate success and failure, so I'd visualized the 1996 Olympics down to the millisecond. I'd crafted a decade of dreams into ambitions, refined ambitions into goals, and finally hammered goals into plans (Johnson, 1996; p. 14)

Aim?

- To provide a route map towards actualisation of the vision and ensure that it does not   remain in the realm of fantasy.

Mapping The Journey

Mapping the Journey

From Vision to Goals

From Goals to Plans

From Plans to Strategies

From Strategies to Achievement

Distraction Jingles

Distraction Jingles

I'll just check my cellphone
I'll just look and see
I'll listen to my ipod
And then I'll watch TV

I'll just…………
I'll just have some tea
I'll just………………
Has anyone emailed me?

send a text/clean the fridge out next
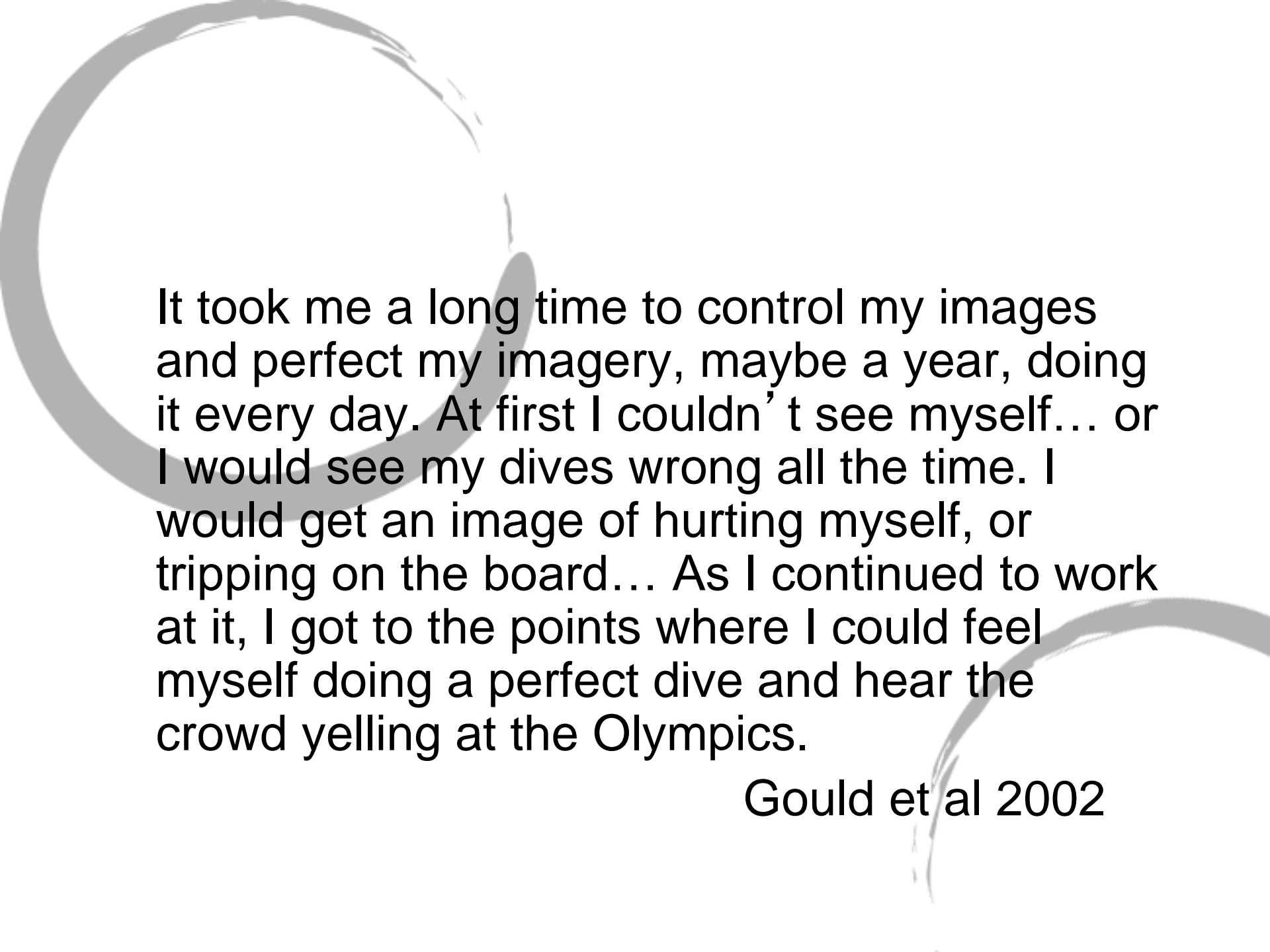go on Facebook/nothing left to cook
wash my hair/what shall I wear?

Distractions as Rewards

- The main ways I distract myself are…
- The distractions I most enjoy are…

- From now on I am going to use these distractions as rewards.
- After …. minutes work I can….
- After …minutes work I can…

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

Gould et al 2002

Keeping the Vision Alive

Source : creative commons http://www.flickr.com/photos/robie06 author Roberto Ventre

Aim

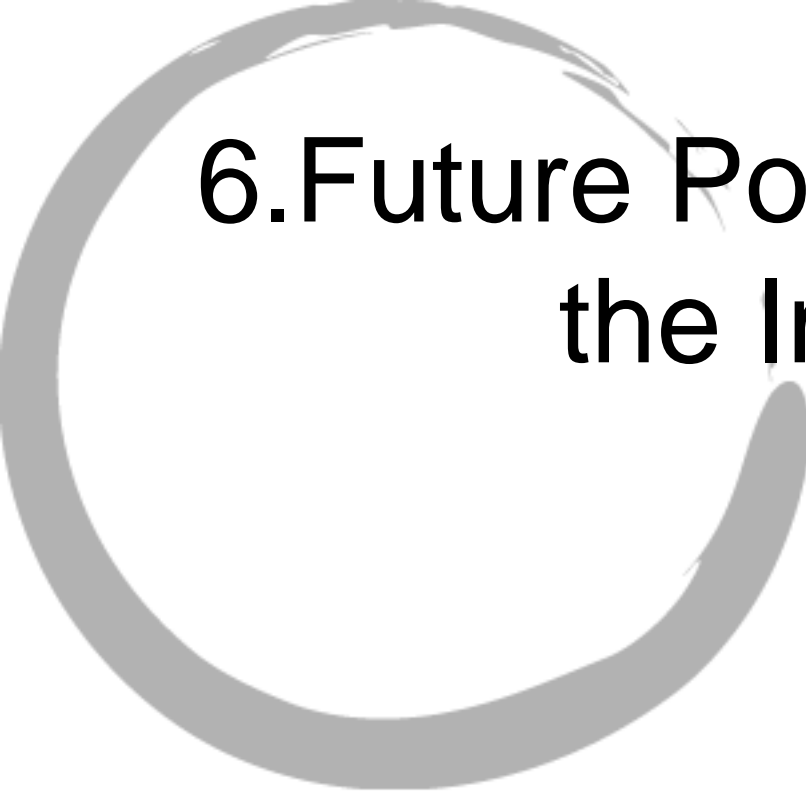- To keep the vision in the forefront of the students' minds and prevent it getting lost in daily routines and tasks.

New!! Exciting!!

- Class X brings you the latest model of _____(L_2_) speaker: _____ (space for name or invented name)!

- _____ can:

- _____ is:

- Unique new design features include:

- Get one today! You will be delighted!

6.Future Possible Selves and the Imagination

Imaging Identity

Creating the Vision

Substantiating the Vision

Counterbalancing the Vision

Aligning Selves

Enhancing the Vision

Jessica Mackay, Bethany Randall, Beatrix Price, Csilla Jaray-Benn

- Bethany: tried a motivational programme at Canberra University
- Jessica: using a role model to inspire adolescent male students visualise their Ideal L2 Selves at University of Barcelona
- Csilla: magazine called Teens' Voice
- Beatrix: Identity Wall : Teacher Future Selves

Jessica

- PhD research at University of Barcelona, using activities form *Motivating Learning.*

- Inspired young male students to try visualiation with a role model: Pep Guardiola, ex coach of Barcelona football club.

- Reported increased motivation and also increase in WTC.

Bethany

From review in E*nglish Australia*:

•I was surprised by the richness of their visions; these encouraged me to be more sympathetic to their overall learning aims… For my students, it was an exciting change from typical activities.

•Students commented that they had never previously been able to share their thoughts with their teacher and that they found this useful

•Some students did the tasks instead of other set homework as they were 'more interesting.'

Csilla

'He's had a grand vision for his life since he was a boy'

- The Great Gatsby -

Me, in ten years...

- Helen -

NOTHING SPECIAL, JUST ME

I'm 24 years old and I have studied English for 15 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

Beatrix

Substantiating the Vision

- Aim:

- To provide a 'reality check' to identify those elements of the vision that are feasible and achievable.

Substantiating the Vision

- Aim:

- To provide a 'reality check' to identify those elements of the vision that are feasible and achievable.

Reality Check Worksheet

Look at what you wrote about your Ideal Self

Which situations and aims do you think are:

- Easily achievable
- Possible but more long-term
- Hard to achieve
- Not really achievable

Counterbalancing the vision

- Aim:
- To consider the consequences of not actualising the future possible self.
- To identify the obstacles that might prevent the future possible self from being actualised.

The Barrier Selves

The Barrier Self

- Imagine a conversation with your Barrier Self. Write a brief film scene.

Meeting the Barrier Self: filmshots

INT:AUCKLAND:STUDY:MORNING

Desk heaped with paper. Computer on desk. Jill sits at desk , turns computer on, shoves paper into random heap to clear space on desk…

Ideal Self: Right, I'm going to finish that article…

Barrier Self: Yeah, but you'd better put the dishes away first. And how about cleaning the sink while you're at it?

Ideal Self: No, I've got a deadline.

Barrier Self: Better check your emails first..

Aligning Selves

- Aim:
- To identify if there is a clash between the Ought to and the Ideal Selves.
- To build an Ought To Self that is in harmony with the Ideal Self.
- To identify aspects of the Ought To Self that can assist in actualising the Ideal Self.

The Mom Song

- http://www.youtube.com/watch?v=CXgoJ0f5EsQ

The Ought To Self Song

Get up now, get up now

Get out of bed

Wash your face

Brush your teeth

Comb your sleepy head

My ought to self song

Hurry up, hurry up

And don't be late

Take your pen

Start your work

Don't make me wait!

Enhancing The Vision

- Aim:

- To enrich and extend the vision of a future possible self.

Future Photo album

Future Development

A teacher development activity

Beatrix

Identity trees

Identity tree

- Label:
- The roots : the influences on you as a teacher
- The trunk: your main strength
- The branches: teaching abilities : things you know how to do, special talents you have

Now add leaves

ways you would like to develop

new things to explore

 new skills to learn

new experiences

Number your leaves
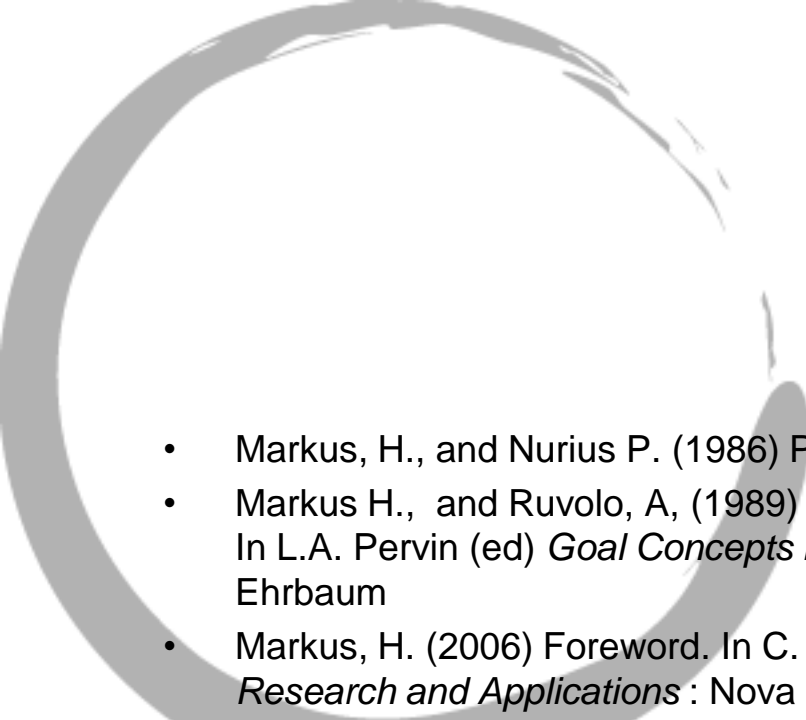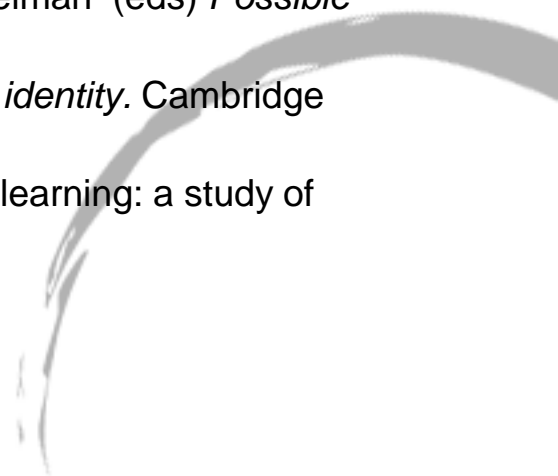
1.easily achievable

5. fantasy!

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