

The L2 Motivational Self System in the American university second language classroom

By

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To all who have supported me during this journey

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TABLE OF CONTENTS

| | Page |
|---|------|
| DEDICATION | ii |
| ACKNOWLEDGEMENTS | iii |
| LIST OF TABLES | vii |
| LIST OF FIGURES | viii |
| Chapter | |
| I. Introduction | 1 |
| Outline of dissertation | 4 |
| II. Chapter 1: Motivation in SLA | 9 |
| A multiplicity of perspectives in SLA | 9 |
| A multiplicity of perspectives in L2 motivation | 12 |
| Acculturation | 14 |
| Action control | 16 |
| Complex, dynamic systems | 17 |
| Ethnolinguistic vitality | 19 |
| Integrative motivation | 20 |
| International posture | 22 |
| Investment | 23 |
| L2 Motivational Self System | 24 |
| Learner autonomy | 26 |
| Physiological approaches | 27 |
| Process model | 28 |
| Self-determination | 29 |
| Self-confidence | 31 |
| Task motivation | 33 |
| Willingness to communicate | 34 |
| Concluding thoughts | 36 |
| III. Chapter 2: L2 Motivational Self System | 39 |
| Self and identity in SLA | 40 |

| | |
|---|---------|
| L2 Motivational Self System..... | 46 |
| Theoretical underpinnings..... | 46 |
| The L2 Motivational Self System..... | 55 |
| Review of empirical studies using the L2 Motivational Self System | 59 |
| Ideal <i>selves</i> | 59 |
| Ideal self and self-efficacy beliefs..... | 62 |
| L2 learning experience | 64 |
| Concluding thoughts | 67 |
| IV. Chapter 3: Study..... | 70 |
| Method of inquiry..... | 72 |
| Model studies | 73 |
| Intervention..... | 73 |
| Methodology..... | 76 |
| Research questions | 80 |
| Method | 82 |
| Participants | 82 |
| Setting..... | 83 |
| Materials | 84 |
| General procedure | 86 |
| Data collection and analysis | 94 |
| Concluding thoughts | 96 |
| V. Chapter 4: Discussion of findings..... | 97 |
| Research questions 1 and 2 | 102 |
| Research question 1..... | 105 |
| Research question 2..... | 118 |
| Research question 3..... | 129 |
| After the study..... | 129 |
| Focused study of Brooke..... | 134 |
| Case study rationale..... | 135 |
| Brooke and the L2 Motivational Self System | 137 |
| Research question 3..... | 156 |
| Concluding thoughts | 173 |
| VI. Chapter 5: Conclusions..... | 176 |
| Lessons learned | 177 |
| Lesson 1..... | 177 |
| Lesson 2..... | 178 |
| Lesson 3..... | 179 |

| | |
|---|---------|
| Lesson 4..... | 180 |
| Lesson 5..... | 181 |
| Lesson 6..... | 182 |
| Validation..... | 183 |
| Validity threat 1..... | 184 |
| Validity threat 2..... | 186 |
| Limitations and future research..... | 188 |
| Limitation 1..... | 189 |
| Limitation 2..... | 192 |
| Researcher's reflection..... | 193 |
| Impact on others..... | 193 |
| Impact on researcher/instructor..... | 194 |
| Advice for future researchers using Q-sort..... | 195 |
| Concluding thoughts..... | 196 |
| REFERENCES..... | 198 |
| APPENDIX | |
| A. IRB consent form..... | 211 |
| B. Slide show presentations..... | 213 |
| C. Questionnaire..... | 234 |
| D. Q-statements..... | 241 |
| E. Open-ended exercises..... | 256 |
| F. Timeline to ideal L2 self..... | 266 |
| G. Code sheet..... | 268 |

LIST OF TABLES

| Table | Page |
|--|------|
| 1. Participant biodata | 83 |
| 2. Materials and study timeline..... | 89 |
| 3. Actions attributed to future L2 self during the study | 107 |
| 4. Comparisons of ideal L2 self described both in written reflections and in timeline | 116 |
| 5. Progression of data collection..... | 157 |
| 6. Questionnaire statements Brooke marked as “strongly agree” in both questionnaires | 157 |
| 7. Statements least descriptive of Brooke’s future L2 self | 159 |
| 8. Brooke’s descriptions of her feelings towards language learning before and after her university French class..... | 169 |
| 9. Brooke’s actions attributed to Motivation Workshops | 171 |

LIST OF FIGURES

| Figure | Page |
|--|------|
| 1. Self-determination theory | 31 |
| 2. Willingness to communicate..... | 35 |
| 3. Q-sort format..... | 79 |
| 4. Email correspondence from Frank..... | 130 |
| 5. Course evaluations | 131 |
| 6. Email correspondance 2 | 132 |
| 7. Email correspondance 3 | 132 |
| 8. Email correspondance 4 | 133 |
| 9. Flow of section according to themes presented in data | 138 |
| 10. Brooke's timeline to ideal L2 self..... | 161 |
| 11. Relationship among themes that emerged during interpretation of data | 174 |

INTRODUCTION

The French language program at Vanderbilt University offers undergraduate students the choice either to begin their study of French or to continue in their French studies from previous French language learning experiences. One of the most notable features of the elementary- and intermediate-level courses is the opportunity for students to study French language and culture through authentic content. Activities based on supplementary materials including videos, audio recordings, texts, and Francophone websites offer students real-life exposure to the Francophone world.

In the fall of 2013, I was assigned to teach the accelerated elementary course. This course, unlike the introductory elementary course, is designed for students who have had some French experiences prior to entering college. As part of the regular curriculum in this course, students participate in Language Awareness Forums—a special program of study designed both to “address novice-level students’ opinions and beliefs about learning French” (Scott, Dessein, Ledford, & Joseph-Gabriel, 2013, p. 91) and, in the bigger picture, to “foster awareness about the ways language learning promotes students’ emerging identities as members of a global community” (p. 91). In this context, the term language awareness “encompasses the ways that language use is socially situated and reflects social and political power” (Scott et al., 2013, p. 91), in addition to the cognitive aspects of language learning and use. The Language Awareness Forums were developed by Virginia Scott in the French department at Vanderbilt University in response to “the increasing interest in educating students for participation in the global community” (Scott et al., 2013, p. 90). The Language Awareness Forums used the principles of

the language awareness movement to “offer insight into the ways language study in the United States can promote global citizenship” (p. 90).

The Language Awareness Forums consisted of three slide show presentations led by the French instructor three times during the semester. In the first presentation, the themes of language and identity were discussed “to develop students’ awareness of the ways that learning a second language shapes their sense of self” (Scott et al., 2013, p. 93). The second forum challenged the students’ understanding of bilingualism and what it means to be a “native speaker.” The third Language Awareness Forum introduced the concepts of intercultural awareness, global citizenship, and third space. I, along with my fellow instructors of the accelerated elementary course, participated in a pilot study during the fall 2011 semester. Since then, I taught the same class two more times and continued to engage students using the Language Awareness Forums, with only minor changes to structure, focus, and presentation.

In the summer of 2014, I was given the opportunity to attend the International Conference on Motivational Dynamics and Second Language Acquisition at the University of Nottingham. I had already chosen the L2 Motivational Self System (Dörnyei, 2009) to serve as the theoretical framework of my dissertation, and the creator of this framework, Zoltán Dörnyei, was the organizer of the conference. Dörnyei and his colleagues Ema Ushioda, Peter MacIntyre, Diane Larsen-Freeman, Kim Noels, Alastair Henry, Martin Lamb, Stephen Ryan, and Kay Irie (to name only a few of the most prominent researchers in the field of L2 motivation who were in attendance) gave talks on the dynamics of second language motivation, especially how this concept can be researched, what dynamic research questions look like, types of research tools appropriate for dynamic concepts, gaps in literature, advice for future researchers in this field, and future avenues of research. Interacting with these experts inspired me to design a qualitative

study using the framework of the L2 Motivational Self System (see Chapter 2) and the Q-sort methodology as one method of data collection (see Chapter 3).

I conducted a pilot study in two different sections of accelerated elementary French during the fall 2014 semester. Using the Language Awareness Forum slide shows as a model, I inserted interventional slides on possible L2 selves, which are the significant components of the L2 Motivational Self System. Some principles of possible selves theory were already present in the Language Awareness Forums; for example, students were prompted to consider the two questions “Who am I?” and “Who do I want to be?” (Scott et al., 2013, p. 94) to envision their actual self and their future, ideal self. I collected written reflections and administered questionnaires as part of the pilot study to see how well these tools elicited responses about the students’ L2 selves. By spring 2015, I was prepared to conduct the present study.

The Language Awareness Forums had a profound impact on the Motivation Workshops. I adopted and expanded on the themes of the Language Awareness Forums, such as bilingualism, third space, and native speaker. Moreover, these forums became integrated into the accelerated elementary course:

[O]ur elementary French language course has become a place where students explore the relationship between language learning and identity construction, where they deconstruct preconceived notions about what it means to be bilingual, and where they discover that learning French fosters the kind of cultural awareness and sensitivity that will serve them when faced with any new language or culture. (Scott et al., 2013, p. 99)

The fact that the accelerated elementary French syllabus had already adapted to these forums made possible the Motivation Workshops, which were also set in the accelerated elementary French classroom. Findings concerning the effect of the Language Awareness Forums on

students include the following: students' thinking about the notion of identity and its relation to language learning was impacted after one intervention; students became aware that grammar and vocabulary are not the only elements essential to learning a second language; students came to understand that passing as a native speaker is not the one-and-only aim of learning a second language; and students recognized their ability to move between and among cultures and languages (Scott et al., 2013). Moreover, the researchers found that students "expressed increasing interest in the ways that learning about language motivates them to work on their French" (Scott et al., 2013, p. 96). Concerning the construction of the study, the researchers had meaningful suggestions for my own research. They argued, "We want to assess the benefits of the [Language Awareness Forums] approach more tangibly by giving students questionnaires at the beginning and at the end of the semester" (Scott et al., 2013, p. 99), and "open-ended reflections may not be as beneficial as more explicit questions about particular aspects of the presentations" (p. 100). I was inspired by these findings to expand and refine this preliminary study. I feel that dedicating space in the introduction to this dissertation is an appropriate expression of my appreciation for the work my colleagues did before me to prepare the way for my own research.

Outline of dissertation

In Chapter 1, I make the argument that there is no single, universally-accepted theory for L2 motivation. I open the chapter with a review of both cognitive and sociocultural approaches within the broader field of Second Language Acquisition (SLA). Then, I summarize fifteen of the most well-known theories of L2 motivation, which are acculturation, action control, complex, dynamic systems, ethnolinguistic vitality, integrative motivation, international posture,

investment, L2 Motivational Self System, learner autonomy, physiological approaches, process model, self-determination, self-confidence, task motivation, and willingness to communicate. I conclude with an overview of the different phases of L2 motivation occurring over the years: the social psychological period, the cognitive-situated period, the process-oriented period, and the socio-dynamic period (Dörnyei, 2005). Again, the point of this chapter is to illustrate the abundance of L2 motivation theories, among which is the L2 Motivational Self System (Dörnyei, 2009) that is described in detail in Chapter 2.

Chapter 2 offers a more focused discussion of one of the theories introduced in the previous chapter, the L2 Motivational Self System. To begin, I demonstrate in what ways the L2 Motivational Self System accommodates other L2 motivation theories, most notably integrativeness (Gardner & Lambert, 1972). I then review a selection of sociopsychological and poststructuralist approaches to self and identity in SLA to more completely understand the use of “self” in the L2 Motivational Self System, which adopts a dynamic, poststructuralist view of identity. Next, I summarize the theories contributing to Dörnyei’s formulation of the L2 Motivational Self System, which are Gardner’s (1972) notion of integrativeness, Markus and Nurius’ (1986) theory of possible selves, and Higgins’ (1987) self-discrepancy theory. Following the theoretical background, I describe the system itself and its three components: the L2 learning experience, the ideal L2 self, and the ought-to L2 self. Finally, I present a selection of recent studies using the L2 Motivational Self System as a theoretical framework to demonstrate both observations made on and current applications of this system on the following themes: the presence of discrete ideal L2 selves within the same learner for each language being learned (Csizér & Lukács, 2010); the relationship between self-efficacy beliefs and the ideal L2 self (Busse, 2013); and the impact of the L2 learning experience on future L2 selves (Lamb, 2012).

The concluding paragraphs of this chapter list some benefits and potential drawbacks of the L2 Motivational Self System. By thoroughly describing the L2 Motivational Self System, Chapter 2 serves to set the stage for the next chapter, the study.

The study, presented here in Chapter 3, responds to specific calls for research: first, there is a need for studies on the ideal L2 self in learners of languages other than English (Busse, 2013); second, there is a need for studies on the ideal L2 self of university-aged learners (Busse, 2013); third, there is a need for classroom-based studies using exercises based on the L2 Motivational Self System (Hadfield & Dörnyei, 2013). In response, the present study seeks to fill a gap in L2 motivation research by contributing original research on the dynamics of the future L2 self of American university students of French and how an intervention based on the L2 Motivational Self System impacts the participants' L2 self. The research questions prompted by these objective are as follows:

Research question 1. How do students articulate the notion of the ideal L2 self?

Research question 2. In what ways does the ought-to L2 self serve as a source of motivation for students?

Research question 3. In what ways does an intervention based on the L2 Motivational Self System influence a language learner's identity and motivation, and how does the choice of research methodology reflect this influence?

Before presenting and explaining the methodology, I review two studies on which the current study was modeled in two ways: type of intervention (Magid & Chan, 2012) and type of data collection tools (Irie & Ryan, 2015). Under the methods heading, I describe the participants, setting, materials, general procedure, and data collection and analysis for the study.

Chapter 4 begins with a discussion of the study's research questions. To introduce the first two research questions, "How do students articulate the notion of the ideal L2 self?" and "In what ways does the ought-to L2 self serve as a source of motivation for students?," the three participants are described collectively in vignette style based on the data collected during the study in order to provide context for the discussion of Research Questions 1 and 2. For the first question, it appears that the participants envision their ideal L2 self in terms of its actions, or what they will be *doing* as a future French user. The discussion is organized according to method of data elicitation, which includes open-ended exercises and a timeline activity. Data indicates that these three participants are incapable of creating full visions of their ideal L2 self when prompted by open-ended exercises alone, due in part to the nature of the exercises themselves. Discussion of the second research question leads to identifying family, others, and the participants themselves as contributors to the participants' ought-to L2 self. However, the data does not clearly indicate that the ought-to L2 self acts as a great source of motivation for these participants.

The third research question ("In what ways does an intervention based on the L2 Motivational Self System influence a language learner's identity and motivation, and how does the choice of research methodology reflect this influence?") has two parts: first, how do the Motivation Workshops and the study in general affect the participants' L2 self; and second, are the data collection tools appropriate to measure changes. I begin this section by sharing communications and knowledge about the participants that were collected after the study, with a special focus on one participant (Brooke), with whom I had the most regular and detailed correspondence. This rich description of her life following the study, and the fact that she initially believed herself to be a poor language learner, distinguished Brooke from the other two

participants. For Brooke, I used a case study approach rather than the vignette style I used in describing the other participants. The organization of the section follows Brooke's own responses, with two broad categories of L2 learning experience and future L2 self and the theme of L2 use overlapping both categories. The thorough description of Brooke is necessary to contextualize the discussion of Research Question 3, and the changes occurring within Brooke are separated according to type of data collection tool. Overall, the motivating power of Brooke's L2 self was strengthened over the course of the semester, and even after. And, the qualitative interpretation of the data effectively captures changes in Brooke's L2 self. I conclude this chapter by discussing the research questions and their implications with the observation that, for this participant group, the major sources of motivation are ideal L2 self and L2 learning experience as associated or envisioned through L2 use.

To conclude the dissertation, I offer a set of generalizations from the study, which are as follows: (1) American students who enroll in French courses come with a vision of their future L2 self; (2) Detail-oriented envisioning exercises produce richer descriptions of the future L2 self than general, open-ended exercises; (3) The ought-to L2 self does not serve as an obvious source of motivation for these students; (4) Qualitative means of data collection and analysis successfully reflect changes occurring within one's L2 self during the study; (5) The workshops motivated the participants to continue in their language study; and (6) American university students enjoyed participating in envisioning exercises of their future L2 self. After a discussion of the generalizations, I argue the validity of the study, pointing out potential threats and ways that I have attempted to thwart these threats to the study's validity. I partner the discussion of limitations of the study with future areas of research. Finally, I offer my own reflections on the study.

CHAPTER 1

MOTIVATION IN SLA

The goal of this chapter is to provide a thorough survey of the many complementary and competing theories of motivation in Second Language Acquisition (SLA). Before discussing theories of motivation exclusively, however, I first describe the field of SLA in general in regards to its myriad perspectives introduced and adopted by applied linguists. In describing this context (in which there is no agreement on a single theory to explain SLA), I hope to show that the plethora of perspectives of L2 motivation is not unexpected or without reason. Rather, I argue that the many viewpoints create new, different understandings of a complex sub-field of SLA.

A multiplicity of perspectives in SLA

In the introduction to their edited volume *The Handbook of Second Language Acquisition* (2005), Long and Doughty present two broad questions that are to be answered, or at least answered in part, by the volume's contributing researchers: first, the scope of inquiry of SLA, and second, the goals of SLA. The questions "what is SLA" and "what are the goals of SLA" seem to be answered through one lone approach: cognitivism. As Atkinson observes, the overwhelming majority of the chapters in this *Handbook* are cognitivist in their approach to understanding SLA (2011, p. 14).

To open their volume, Long and Doughty argue that “much current SLA research and theorizing shares a strongly cognitive orientation” (2005). They continue to laud cognitivism even while acknowledging that “of course” social context plays some part in language learning:

Researchers recognize that SLA takes place in a social context, of course, and accept that it can be influenced by that context, both micro and macro. However, they also recognize that language learning, like any other learning, is ultimately a matter of change in an individual’s internal mental state. As such, research on SLA is increasingly viewed as a branch of cognitive science. (Long & Doughty, 2005)

And, if the evidence within the volume were not convincing enough, the editors use the concluding chapter to make the argument for cognitive science to be SLA’s “intellectual and institutional home” (Long & Doughty, 2005). Otherwise, they warn of an imposing threat to the “stability, stimulation and research funding [necessary for SLA] to survive as a viable field of inquiry” (Long & Doughty, 2005): “[T]here remain identifiable groupings of scholars—socioculturalists, conversation analysts, and action theorists, for example—who persist in seeing external learner behavior, even group behavior, not mental states, as the proper domain of inquiry” (Long & Doughty, 2005).

Not all cognitivists are so averse to studying external learner behavior, though. For his edited volume on alternative theories to SLA, Atkinson notes that four prominent cognitivists—Rod Ellis, Gabriele Kasper, Diane Larsen-Freeman, and Merrill Swain—have since shifted to adopting more of a social approach to SLA, becoming a member of the “identifiable groupings of scholars” criticized by Long and Doughty. Norton and McKinney point out that one of these researchers, Larsen-Freeman (2011, 2013), with chaos/complexity theory, and Atkinson, with the sociocognitive approach (2011), are seeking in their approaches to unite social and cognitive

approaches to SLA (Norton & McKinney, 2011, pp. 86-87). These researchers are refusing to be labeled either cognitivists or socioculturalists; rather, they are adopting multiple perspectives as they seek to produce better research.

Adding to this appeal for multiple approaches, Cohen and Macaro maintain that “the L2 field will understand strategies in more encompassing, more useful ways only when multiple viewpoints are honored, when theorists and researchers representing different perspectives communicate productively, and especially when they plan joint research studies” (2007, p. 47). Similarly, in one of her numerous conclusions to volumes on SLA theories, Ortega concedes that SLA as a field is “stronger and better” (2011, p. 172) due to the abundance of social theories, in addition to cognitive theories. This abundance of social theories includes influential scholars, such as Lantolf (2007, 2011, 2013), using a sociocultural approach; Duff (2013) and Duff and Talmy (2011), using a language socialization approach; Kasper and Wagner (2011), using a conversation-analytic approach; and Canagarajah (2011), using an ecological approach. Ortega points out the following advantages and insights provided by social approaches to SLA:

Dichotomies are ill-fitted to help us investigate language learning; second language learning is in important ways intentional, conscious and explicit; language learning and language learners are not defined by deficit; individual variability is a central construct; language learning is supported by embodied experiences within the physical and social world; language learning encompasses social practices, values and indexicality; additional language learning is always about power as much as about language. (2011, p. 172)

Unlike Long and Doughty, who condemn the social theory “proliferation” (2005) that contributes nothing “but the abyss” (2005), Ortega chooses to highlight the benefits of multiple approaches to SLA.

A multiplicity of perspectives in L2 motivation

As “[th]ere is currently no single dominant paradigm in SLA research” (MacIntyre, Noels, & Moore, 2010, p. 1), it should come as no surprise that there are also many theories within the sub-field of motivation in SLA. Dörnyei forecasts the multiplicity of approaches to L2 motivation by commenting on the greater field of motivation and human behavior:

We must realize that the plurality of motivational constructs in the psychological literature has to do with the multi-faceted nature of human behavior and with the various levels of abstraction that we can approach human behavior from. Motivation by definition subsumes every factor that impacts on human behavior, and the range of potential motives that can initiate or modify our actions is vast: people might decide to do something for reasons as diverse as physical needs, financial benefits, moral or faith convictions, cognitive curiosity or because they like someone who already does it—the list is virtually endless. (2014, pp. 11-12)

MacIntyre, Noels, and Moore also acknowledge this state of plurality as relatively normal:

The study of motivation in SLA is now approached from a number of different perspectives, using a number of different methodologies. This state of the art is not unique to motivation in SLA; it also characterizes the study of motivation in general. (2010, p. 1)

Drawing upon the evidence from a review of literature and their own research, Kormos and Csizér refute trying to “devise a universally applicable theory of motivation” (2008, p. 349), arguing that “it is not only the case that a fixed set of factors play a different role in L2 motivation at different ages but also that certain factors are not even meaningful in a particular setting or for a specific age group” (2008, p. 349). MacIntyre and his colleagues issue a warning to those researchers who persist in rejecting other perspectives of motivation in SLA:

We believe that this tactic [of dismissing other theories to promote one’s own] causes unintended difficulty in terms of developing the field of study in motivation in SLA. This negative undertone pits one theoretical approach against another; it is as if they both cannot have value. Scholars then choose between approaches; the loser must be set aside and the winning entry adopted. But one has to ask the pragmatic question whether it is necessary that one position must be dismissed because another is valid (Dörnyei, 2007).

Need there be only one valid point of view? (MacIntyre, Noels, & Moore, 2010, p. 3)

To demonstrate the benefit of multiple perspectives, MacIntyre points out that by “taking any perspective, we simultaneously lose sight of something else” (MacIntyre, Noels, & Moore, 2010, p. 4), therefore taking on different perspectives will reveal new insights. That is, rather than selecting only one point of view and rejecting all others, a researcher must be open to reinterpreting data from a variety of viewpoints in order to have a fuller understanding of L2 motivation.

To illustrate the richness of perspectives in L2 motivation, MacIntyre and his colleagues name fifteen “key” motivational concepts in SLA, admitting that these are only “some of the perspectives on motivation in SLA” (MacIntyre et al., 2010, pp. 2-3), which are as follows: acculturation, action control, complex, dynamic systems, ethnolinguistic vitality, integrative

motivation, international posture, investment, L2 Motivational Self System, learner autonomy, physiological approaches, process model, self-determination, self-confidence, task motivation and willingness to communicate. In listing these perspectives, MacIntyre and his colleagues argue that each one is necessary for a more complete knowledge of L2 motivation, as every concept emphasizes a unique element of motivation. As a way both to provide a historical background to and to introduce current practices in L2 motivation, it is important to summarize each of these key motivational concepts, which include both cognitive and sociocultural theories.

Acculturation

Schumann (1978) introduces a social and psychological view of SLA, the acculturation model. Social variables (social dominance patterns, assimilation, preservation, adaptation, enclosure, cohesiveness, size, congruence, attitude and intended length of residence) and affective variables (language shock, cultural shock, motivation, and ego permeability), Schumann argues, are all important to language learning, but they can all be classified under acculturation, “the major causal variable in SLA” (p. 29). Acculturation is defined as “the social and psychological integration of the learner with the target language group” (Schumann, 1978, p. 29). Schumann proposes that “the learner will acquire the second language only to the degree that he acculturates” (1978, p. 29) to the target culture. Again, “the degree to which a learner acculturates to the TL [target language] group will control the degree to which he acquires the second language” (Schumann, 1978, p. 34).

Two types of acculturation are identified by Schumann: in one, the learner socially integrates with the target language group and has enough contact with the group’s members that he acquires the target language. Another situation is that the learner looks to the target language group members as “a reference group whose life style and values he consciously or

unconsciously desires to adopt” (Schumann, 1978, p. 29). The distinction between the two types is drawn in order to demonstrate that “social and psychological contact with the TL [target language] group is the essential component in acculturation” (Schumann, 1978, p. 29), not the actual adoption of the practices and values of the target language culture.

In Clément (1986), in which the participants were Francophones studying in Anglophone Toronto, acculturation is measured using a 10-item scale of communicative situations. Examples of these situations include reading a newspaper, talking with a friend, and watching television. A high score signifies that the participant has (relatively) assimilated into the dominant culture, and a low score indicates that the participant is relatively unicultural, while a middle score means that both languages have been equally integrated. Findings of this study suggest that participants with higher levels of contact with the Anglophone culture are more acculturated into the majority group. Likewise, those participants with higher levels of English proficiency demonstrated more acculturation than other participants. The study concludes that “acculturation is a function of proficiency *and* an interactive function of status and frequency of contact” (Clément, 1986, p. 285). As this theory of acculturation draws on ethnolinguistic vitality, it comes as no surprise that Clément (1986) finds that “members of the majority group evidenced significantly less acculturation than members of the minority group” (p. 281). However, distinguishing it from ethnolinguistic vitality (a theory that will be discussed in a later section), differences in acculturation are only significant “under conditions of high frequency of contact” (Clément, 1986, p. 285): “Language proficiency has a direct impact on acculturation; the contextual factors, language status and frequency of contact interact such that language status has no effect under low frequency of contact” (Clément, 1986, p. 285).

Action control

The action control model “assesses the individual differences in the ability to initiate and maintain levels of behavior versus a tendency toward hesitation and rumination” (MacIntyre, MacMaster, & Baker, 2001, p. 466). Within this model, Kuhl identifies two contrasting orientations, action orientation and state orientation, as an individual difference variable that is a “significant determinant of one’s self-regulating capacity, concerning the individual’s proactivity in acting out intentions” (Dörnyei, 2005, p. 195). Learners who are state-oriented reflect on past and present feelings, in contrast to action-oriented learners who look to the future by acting to change their affective state (MacIntyre, MacMaster, & Baker, 2001, p. 466). Kuhl connects these orientations to motivation by postulating that “if the motivation level was high enough, then there would be a tendency towards an action orientation. If motivation were low or moderate, then individual differences in action control would determine the level of action” (MacIntyre, MacMaster, & Baker, 2001, p. 466).

Action control theory has been adapted to L2 motivation under the name motivational self-regulation (Dörnyei, 2005, p. 91). In fact, the terms action control, self-regulation, self-management, self-control, volition, self-change, self-directed behavior, coping behavior, metacognition, and problem-solving have all been used interchangeably in SLA research (Dörnyei, 2005, p. 192). Dörnyei summarizes action control theory within L2 motivation:

The basic assumption underlying the notion of motivational self-regulation is that students who are able to maintain their motivation and keep themselves on-task in the face of competing demands and attractions should learn better than students who are less skilled at regulating their motivation. (2005, p. 91)

It is important to note that Kuhl's action control does not state that action always follows high levels of motivation; that is, even if a language learner strongly wishes to be a successful L2 user, he or she still might not take the necessary actions to make this desire a reality (MacIntyre, MacMaster, & Baker, 2001, p. 468).

Complex, dynamic systems

In a discussion of individual differences, Dörnyei states that “a closer look at both language aptitude and motivation reveals that neither construct is monolithic but is, instead, made up of a number of constituent components” (2010, p. 252). These constituent components contribute to the unpredictable nature of language learner characteristics, a nature that is best understood as dynamic, as observed by Gregersen and MacIntyre: “A learner's behavior, thoughts and emotions are interwoven into a dynamic system” (2014, p. xiii). Because of the interconnected nature of complex, dynamic systems theory, motivation is not discussed in isolation in this section but in the context of individual differences in general, and the general characteristics of complex, dynamic systems theory will be described.

An authority in dynamic systems in SLA, Larsen-Freeman uses a complexity theory perspective to explain the dynamic nature of individual differences, naming motivation specifically:

As for the well-attested individual difference issue, individual difference factors are also seen to be dynamic (Dörnyei, 2009a; Ushioda & Dörnyei, Chapter 24, this volume), so that, for example, motivation is not static, but rather ebbs and flows and interacts with other factors. Moreover, there are so many individual differences, which are constantly changing and interacting, that it is difficult to separate the acquisition process from the one doing the acquiring (Kramsch, 2002). From a CT [complexity theory] perspective,

each individual is unique because he or she has developed his or her physical, affective, and cognitive self from a different starting point and through differing experience and history. Each individual thus acts as a unique learning context, bringing a different set of systems to a learning event, responding differently to it, and therefore, learning differently as a result of participating in it. (Larsen-Freeman, 2013, pp. 78-79)

Thus, in agreement with Dörnyei's assertion that individual differences can no longer be viewed and then researched as stable learner traits, Larsen-Freeman further describes individual differences as changing because they are interacting and interacting because they are changing. Of the same perspective, Dörnyei uses this understanding to assert that no longer can motivation or language aptitude be studied apart from other individual differences:

this dynamic systems perspective on SLA processes renders the notion of discrete individual difference variables (such as motivation) rather meaningless, since processes of motivation, cognition, and emotion and their constituent components continuously interact with one another and the developing context, thereby changing and causing change, as the system as a whole restructures, adapts, and evolves. (Ushioda & Dörnyei, 2013, p. 400)

The research difficulties in viewing language aptitude and motivation interacting together in a dynamic system are numerous. Most challengingly, one must delineate the characteristic(s) to be examined, as not every research study can feasibly incorporate every individual difference. Larsen-Freeman attests to this problematic nature of dynamic systems:

A major challenge in studying complex systems is how to limit the focal point of interest. Because everything is interconnected, it is problematic to sever one component from the

whole and single it out for examination. By doing so, one is likely to get findings that do not hold up when the whole is considered. (2011, p. 60)

She concludes that

[t]he connection between system and context is shown by making contextual factors parameters of the system. We thus cannot separate the learner or the learning from context in order to measure or explain SLA. Rather we must collect data about and describe all the continually changing system(s) that are relevant to our research questions, and be especially cautious about generalizing. (Larsen-Freeman, 2013, pp. 79-80)

Dörnyei himself, with Ushioda, agrees that from a dynamic systems perspective, motivation becomes difficult to analyze, especially considering all the interactions within an individual and even more so when considering external interactions, like “the dynamic interaction between the individual and the social learning environment” (Ushioda & Dörnyei, 2013, p. 399).

Ethnolinguistic vitality

Giles and his colleagues use ethnolinguistic vitality to describe the language status of ethnic groups in three ways: demographic representation, socio-economic status and institutional support (Giles, Bourhis, & Taylor, 1977). At its extreme, one might imagine an ethnic group with a low population, low socio-economic status, and language and cultural practices not recognized by “existing social and political agencies” (Clément, 1986, p. 273). According to this theory, this imagined ethnic group would have low ethnolinguistic vitality. Conversely, an ethnic group with large numbers, high socio-economic status, and accepted language and cultural practices would have high ethnolinguistic vitality. Ethnolinguistic vitality, it is suggested, influences language behavior in the sense that an ethnic group with high levels of ethnolinguistic vitality is less motivated to learn the language of an ethnic group with lower levels of

ethnolinguistic vitality—and, in the opposite case, members of the “lower” ethnic group would be more motivated to practice the language and culture of the “higher” ethnic group. Later, Clément drew on Giles’s concept of ethnolinguistic vitality to create the Clément model (Clément 1980, 1984; Clément & Kruidenier, 1985) as a way of understanding the relationship between an individual’s level of motivation and level of language learning proficiency (Clément, 1986, p. 272).

Integrative motivation

Conducting research on Anglophone students of French in Francophone America (Maine, Connecticut and Louisiana), Canadian-based researchers Gardner and Lambert worked to formulate a metaphor for understanding second language learning. In introducing their social-psychological theory to SLA and L2 motivation specifically, Gardner and Lambert describe the successful language learner as one who is “psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group” (1972, p. 3). Motivation, they posit, determines success; and a learner’s motivation is determined by his “ethnocentric tendencies and his attitudes toward the members of the other group[,] his attitudes toward the other group in particular and toward the foreign people in general and by his orientation toward the learning task itself” (Gardner & Lambert, 1972, p. 3). Orientation, as Gardner and Lambert employ the term here, means one’s reasons for pursuing a goal or doing an activity. Although multiple orientations exist and are acknowledged by the researchers, Gardner and Lambert identify two specifically, placing these two orientations in contrast to one another: instrumental orientation and integrative orientation. They explain the differences between the two as follows:

The orientation is said to be *instrumental* in form if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation. In contrast, the orientation is *integrative* if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group. (Gardner & Lambert, 1972, p. 3)

An integrative orientation is a more powerful motivator for learners, they argue, because of an inherent desire to identify with or belong in the target language community.

Rather than adopt the term "identification," which had been used in describing first language learning, Gardner and Lambert presented the neologism "integrative motive," which is similar to identification but specific to the SLA context:

We reasoned that some process like identification, extended to a whole ethnolinguistic community and coupled with an inquisitiveness and sincere interest in the other group, must underlie the long-term motivation needed to master a second language... We introduced a new term, "an integrative motive." (Gardner & Lambert, 1972, p. 12)

Integrative motive is similar to identification, they argue, in that the end goals are the same. That is, the ultimate goal of language learning is not proficiency in the target language but group membership. They draw the following comparison between both first- and second-language learning:

Language is a means to an end rather than an end itself, in the sense that languages are typically learned in the process of becoming a member of a particular group, and the sustaining motivation appears to be one of group membership, not of language acquisition per se. (Gardner & Lambert, 1972, p. 12)

With the understanding that language learning has as its goal membership of the target language community, it makes sense that one's attitude towards the target language community affects a learner's success in acquiring the language. Gardner and Lambert elaborate on the process of language learning, noting that it involves more than simply speaking unfamiliar words:

The notion of integrative motive implies that success in mastering a second language depends on a particular orientation on the part of the learner, reflecting a willingness or a desire to be like representative members of the 'other' language community, and to become associated, at least vicariously, with that other community. Hence the acquisition of a new language involves much more than mere acquisition of a new set of verbal habits. The language student must be willing to adopt appropriate features of behavior which characterize members of another linguistic community. (1972, p. 14)

Again, the language learner who is integratively-oriented views membership in the target language community as desirable, as a community "with whom he would like to develop personal ties" (Gardner & Lambert, 1972, p. 14). Data collected by Gardner and Lambert (1972) indicates that, exclusive of intelligence and language aptitude, an integrative motive is "important for second-language achievement" (p. 128). In addition, they find that oral skills are most affected by the integrative motive (Gardner & Lambert, 1972, p. 128).

International posture

Gardner's concept of integrativeness presumes that the language learner identifies or wishes to identify with the target language community in some aspect. This integrative orientation becomes problematic, though, when there is no identifiable target language group, as is the current case with English as lingua franca. Applying the willingness to communicate

model and the socioeducational model in a different context (not Canadians in Canada but English learners in Japan, far removed from the target language community), Yashima (2002) introduces the term “international posture” rather than integrativeness to describe the “world identity” (Dörnyei, 2005, p. 95) to which speakers of English as an L2 might aspire. Specifically, in this study (Yashima, 2002), international posture is “a general attitude toward the international community that influences English learning and communication among Japanese learners” (p. 63). International posture is useful in describing learners of English who have little to no daily contact with native speakers of English. In this context, the goal of learners might not be to identify with the native, target language community but instead to connect with and participate in the community of English speakers worldwide. English learners who have an international posture have, for example, “an interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, [and] openness or a non-ethnocentric attitude toward different cultures” (Yashima, 2002, p. 57). Yashima (2002) shows that, for the participants involved, proficiency and willingness to communicate can be predetermined by measuring international posture; that is, “international posture influences motivation, which, in turn, predicts proficiency and L2 communication confidence” (p. 63).

Investment

Eschewing the term “motivation,” Norton proposes the term “investment” for her research, which must be seen within a sociological framework [as opposed to a psychological framework], and seeks to make a meaningful connection between a learner’s desire and commitment to learn a language, and their complex and changing identity. (2013, p. 6)

Learners are to varying degrees members of an imagined community: “A focus on imagined communities in language learning enables us to explore how learners’ affiliation with such communities might affect their learning trajectories” (Norton, 2013, p. 8). As evidence of the importance of social factors to allow or inhibit language learning, Gregersen and MacIntyre maintain that “learners must be favorably situated as participants within these communities and invested in ongoing practice for learning identities to evolve” (2014, pp. 111-112). To expand upon this, Norton and McKinney emphasize that “[o]pportunities to speak and exposure to target language speakers, essential to language learning, are fundamentally socially structured” (2011, p. 87) (a thought that will be further developed in the following paragraph).

In her own words, Norton describes her approach to SLA, the identity approach, as a “sociocultural practice” (Norton & McKinney, 2011, p. 79) and as an “unequivocally social approach to SLA” (pp. 86-87). Norton and McKinney summarize the identity approach to SLA in two parts: “First, SLA theorists need a comprehensive theory of identity that integrates the individual language learner and the larger social world” (2011, p. 73). Identity for Norton is dynamic, and the social context invariably affects a language learner’s identity. And, second, “SLA theorists need to address how relations of power in the social world affect learners’ access to the target language community” (Norton & McKinney, 2011, p. 73). With her research of case studies on immigrant women in Canada, Norton argues that power relations in the social world affect the language learner’s access to the target language community (2013, p. 2).

L2 Motivational Self System

The L2 Motivational Self System was proposed by Dörnyei in response to a need for a new framework of L2 motivation, one that relates L2 motivation to self and identity (Dörnyei, 2005, p. 94). Dörnyei constructed this system from two theoretical developments, one within the

field of general psychology and the other within the field of SLA. First, from psychology, Dörnyei uses Markus and Nurius' (1986) theory of possible selves (some examples of possible selves include who one probably would become, who one is afraid of becoming, and who one would like to become) and Higgins' (1987, 1996) self-discrepancy theory ("people are motivated to reach a condition where their self-concept matches their personally-relevant self-guides" (Dörnyei, 2005, p. 18)). Second, from SLA, Dörnyei addresses the current dissatisfaction with Gardner's concept of integrativeness, especially within English as lingua franca contexts, where learners aspire to membership within the global community, not a specific target-language community (2005, p. 24).

Based on the above theoretical developments, Dörnyei has named three parts to the L2 Motivational Self System: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The ideal L2 self "is the L2-specific fact of one's 'ideal self'" (Dörnyei, 2009, p. 29); it is who the person would like to become as an L2 user. The ideal L2 self, Dörnyei argues using self-discrepancy theory, is "a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves" (2009, p. 29). The second component, the ought-to L2 self, "concerns the attributes that one believes one *ought to* possess to meet expectations and to *avoid* possible negative outcomes" (Dörnyei, 2009, p. 29). The ought-to L2 self then can also draw upon who one is afraid of becoming as an L2 user. The L2 learning experience, the final part of this system, is more contextualized, as it "concerns situated, 'executive' motives related to the immediate learning environment and experience" (Dörnyei, 2009, p. 29). Dörnyei's main area of focus has been the ideal L2 self and in creating pedagogical applications (such as envisioning exercises) of this component of his tripartite system.

Learner autonomy

Learner autonomy, Ushioda explains, “is dependent on the motivation or willingness to do so and how this motivation is based in learners’ sense of personal agency and of control (i.e. autonomy) in the learning process” (2014, p. 45). She uses two definitions of autonomy to describe the relationship between motivation and learner agency from the fields of psychology and SLA. Autonomy in the field of psychology is “the sense that we are exercising personal control and agency in what we do, so that our actions and behaviors are freely chosen and *self*-determined rather than controlled by others” (Ushioda, 2014, pp. 39-40). In contrast, from SLA, language learner autonomy “implies both a willingness to take charge of one’s language learning and a capacity [that] entails applying metacognitive skills and strategic thinking processes to overcome problems and difficulties in language learning and use, and to manage and regulate one’s learning” (Ushioda, 2014, p. 40).

To contextualize the importance of learner autonomy, Ushioda first addresses the tendency within the field of L2 motivation to research the rationale as to why language learners engage (or not) in learning a second language:

A concerted focus on [the reasons for language learning] is not surprising since it is clear that reasons or goals are important in providing a motivational rationale for initial engagement in L2 learning, while short-term targets, effort, persistence and motivational control (self-regulation) are important in sustaining motivation engagement in learning and ensuring long-term success. (2014, pp. 31-32)

These goals, whether pragmatic, social, or cultural (to name a few examples), although helpful over long-term study or to students with future-oriented visions of their language learner self, are insufficient in motivating students through the day-to-day or even task-to-task challenges of the

language learning experience, argues Ushioda (2014, p. 32). Ushioda suggests that, to motivate students on a smaller timeframe (in contrast to a timeframe with long-term learning goals), teachers must guide learners to become autonomous; for students need to

develop their metacognitive capacity to think through the learning or linguistic difficulties they face and marshal the necessary strategies, skills and resources to address them. In other words, [learners] need to be able to combine their motivation to learn with the necessary metacognitive know-how. (2014, pp. 38-39)

Ushioda encourages instructors to train students in developing these strategies, skills, and resources through problem-focused dialogue that pushes students to think independently (2014, p. 45). However, Ushioda maintains that learners must first “experience a sense of personal agency” (2014, p. 40) in the language learning process before they feel motivated to develop and apply techniques to overcome the daily challenges of language learning.

Physiological approaches

Dismissing theories of instrumental and integrative motivation and intrinsic motivation and value-expectancy motives, Schumann argues for a better understanding of L2 motivation through physiological approaches, such as neurobiology: “To the extent that motivation directs SLA, at a more basic level, it is guided by stimulus appraisal which is implemented by the amygdala and orbitofrontal cortex and which is supported by dopaminergic activity in the basal ganglia” (Schumann, 2004, p. 41). A neurobiological view of motivation “recognizes that learning involves movement or motor activity and that it is goal directed” (Schumann, 2004, p. 29). Because of this understanding, Schumann posits that learning a second language is a form of “mental foraging,” during which a learner “motorically moves through the environment to do

things to acquire the language” (p. 31), such as enrolling in a language course, traveling abroad, memorizing verb conjugations, or watching a film in the target language.

Schumann defines L2 motivation as “simply the appraisal of stimuli as positive or negative in relation to the goal of acquiring the language” (2004, p. 41). He further explains this simple understanding of motivation by describing the learner’s reaction to positive and negative experiences: “If the appraisals are positive, the learner will undertake action to acquire the language; if negative, action tendencies toward stimuli associated with the target language will be diminished” (Schumann, 2004, p. 41). These appraisals include such “dimensions” as novelty, pleasantness, goal relevance, and self-compatibility, which the body uses to determine whether it is valuable to continue in a certain behavior. These appraisals “can pattern in various ways to constitute motivations” (2004, p. 41), and Schumann claims that the “best motivation will be any pattern or patterns of appraisal that will sustain learning until proficiency is achieved” (p. 42). To study this sustained deep learning (learning that takes place over an extended period of time with the result of proficiency or expert status), Schumann studies language learner autobiographies, “which provide a retrospective longitudinal view of the influence of stimulus appraisal and behavioral and mental foraging on SLA” (2004, p. 34).

Process model

Dörnyei and Ottó (1998) introduced the process model in response to past approaches to researching L2 motivation that neglected the dynamic nature and temporal variation of motivation. They argue that “when motivation is examined in its relationship to specific learner behaviors and classroom processes, there is a need to adopt a process-oriented approach/paradigm that can account for the daily ups and downs of motivation to learn, that is,

the ongoing changes of motivation over time” (Dörnyei, 2005, p. 83). The process model partially describes how motivation evolves by breaking down

the motivational process into several discrete temporal segments, organized along the progression that describes how initial *wishes* and *desires* are first transformed into *goals* and then into operationalized *intentions*, and how these intentions are *enacted*, leading (hopefully) to the accomplishment of the goal and concluded by the final *evaluation* of the process. (Dörnyei, 2005, p. 84)

Gregersen and MacIntyre acknowledge that “the process model’s main strength is that it describes ways in which motivational adjustments are made on a continuous basis” (2014, p. 110). Indeed, the Dörnyei and Ottó model of L2 motivation (the process model) accounts for the before, the during, and the after of an L2 experience. First is the preactional stage (also called choice motivation), when motivation is “generated” (Dörnyei, 2005, p. 84). It is during this stage that goals are set, intentions are formed, and action is undertaken. Second is the actional stage (or executive motivation), in which “the generated motivation needs to be actively *maintained* and *protected*” during the action (Dörnyei, 2005, p. 84). The preactional and actional stages then lead to the third stage, the postactional stage (or motivational retrospection), and “the way students process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future” (Dörnyei, 2005, p. 84).

Self-determination

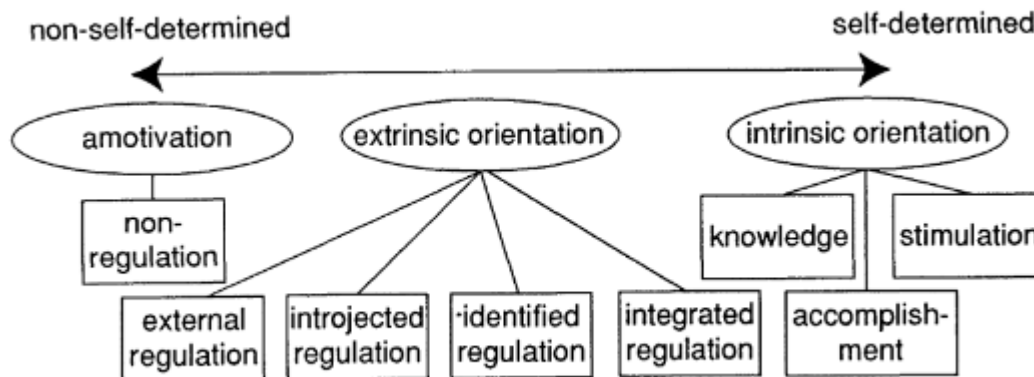
In a brief survey of literature on Garner’s instrumental and integrative orientations, Noels demonstrates that there is no agreement as to the influence or the predictability of either orientation on a learner’s motivation and eventual success in language learning. In addition, Noels points to research highlighting many other orientations not acknowledged in previous

studies on motivational orientations (those studies that focus on instrumental and integrative orientations). In response to these two problematic observations, Noels suggests a different way of organizing research on L2 motivation: “We are conducting a program of research to examine L2 orientations in light of Deci and Ryan’s (1985) self-determination theory, which suggests that orientations can be divided broadly into three categories, including intrinsic and extrinsic orientations and amotivation” (2001, p. 45). Noels’ program has two broad goals: first, “to relate the various intrinsic/extrinsic components established in motivational psychology to orientations developed in L2 research” and second, “to examine how the learner’s level of self-determination is affected by various classroom practices” (Dörnyei, 2005, p. 77).

Intrinsic-knowledge, intrinsic-accomplishment, and intrinsic-stimulation are subtypes of intrinsic orientation. Learners who are intrinsically oriented are learning the L2 for reasons of inherent pleasure from, for example, developing knowledge, satisfying his curiosity, surpassing himself, or mastering a challenging task (Noels, 2001, p. 45). Extrinsic orientations, in contrast, “are instrumental to some consequence apart from inherent interest in the activity” (Noels, 2001, p. 46). Examples of extrinsic orientation range from the most self-determined of the extrinsic orientations, integrated regulation (similar to intrinsic motivation, but “the activity is not done because of enjoyment in it but because it is viewed as an aspect of self-concept” (Noels, 2001, p. 49)), to the least self-determined, external regulation (students “are learning the L2 because of some contingency in the environment” (p. 46)). The third and final part of Noels’ SLA application of self-determination theory is amotivation, which is the opposite of extrinsic and intrinsic orientations in that the learner perceives himself to be lacking all agency. Amotivated learners do not see a connection between their actions and what happens; they “tend not to value

the activity, do not feel competent, and do not expect it will necessarily lead to a desired outcome” (Noels, 2001, pp. 48-49).

FIGURE 1. Self-determination theory (“Figure 1: Orientation subtypes along the self-determination continuum (adapted from Ryan & Deci, 2000)” (Noels, 2001, p. 49)).



The relationship among intrinsic orientation, extrinsic orientation, and amotivation are illustrated as lying “on a continuum of self-determination” (Noels, 2001, p. 49) (Figure 1): To the far left, at the level of non-self-determined, lies amotivation; in the center lies extrinsic orientation; at the far right lies intrinsic orientation, the most self-determined state. Noels notes that the orientations are not exclusive of each other: “learners are not driven solely by one goal or another but rather may endorse several reasons for learning a language, although some are expected to be more important than others” (p. 49). Importantly, with this framework of L2 orientations, Noels seeks not to reject integrative orientation but to accommodate this orientation in addition to the other orientations being studied in L2 motivation research.

Self-confidence

Earlier studies (Clément 1980, 1984; Clément & Kruidenier, 1985) present Clément’s model of self-confidence, which draws on Schumann’s acculturation model (1978) and Giles,

Bourhis, and Taylor's theory of ethnolinguistic vitality (1977). Indeed, Clément and his colleagues studied the "interrelationship between social contextual variables (including ethnolinguistic vitality), attitudinal/motivational factors, self-confidence, language identity, and L2 acquisition/acclturation processes" (Dörnyei, 2005, p. 73). Clément's model suggests that the environment influences an individual's motivation and thereby his or her proficiency in a second language: "Motivation is determined by two processes, respectively influenced and activated by two aspects of the environment: (a) the relative ethnolinguistic vitalities of the first and second language groups, and (b) the frequency of contact with the second language group" (Clément, 1986, p. 172). Self-confidence, in Clément's theory of linguistic self-confidence, is understood as "the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently" and is used to describe a "powerful mediating process in multi-ethnic settings that affects a person's motivation to learn and use the language of the other speech community" (Dörnyei, 2005, p. 73).

In his study, Clément (1986) measures self-confidence through a series of self-reports, including rating writing, understanding, reading, and speaking abilities in English. These self-ratings produced a self-confidence index, which Clément names "the best predictor of proficiency and acculturation" (1986, p. 286). "The role of self-confidence was said to be particularly important in contexts where contact with the second language speaking group is possible" (Clément, 1986, p. 286), as was the case for Clément's Francophone participants in an Anglophone setting. Clément distinguishes his theory of motivation from other theories by focusing on the connection among contact, self-confidence, and motivation ("self-confidence is directly related to motivation and proficiency" (1986, p. 273)) of minority groups within majority settings: "In this context, frequency of contact and the concomitant self-confidence

might be more important in determining second language proficiency than socio-contextual or affective factors” (Clément, 1986, p. 287). Findings from this study (Clément, 1986) suggest that the importance of quality and quantity of contact with the target language group is connected to greater self-confidence and that members of the majority group “evidence less motivation to learn the second language and less second language proficiency than minority group members” (p. 273).

Task motivation

Julkunen (2001) presents a combination of models (Boekaert, 1988; Keller, 1983, 1994) to describe and research task motivation that seeks to capture motivation within specific situations that at the same time “makes it possible to study the relationship between general motivational orientation and situation- and/or task-specific motivation” (p. 29). Julkunen describes motivation within the classroom context as “a continuous interaction process between the learner and the environment” (2001, p. 29). Language learners, he argues, use motivation with a purpose: “In directing and coordinating various operations towards an object or goal, motivation transforms a number of separate reactions into significant action” (Julkunen, 2001, p. 29). Some of these “separate reactions” identified by Julkunen include plans, projects, and tasks, which together help the learner achieve a goal of learning the L2. Tasks are defined by Julkunen as “something the student has to do” (2001, p. 34), and he divides tasks into two categories for study of task motivation: open (“there is no single right answer but each student may produce a unique response within his/her competence” (p. 36)) and closed (“a precise, single right answer can be defined in advance” (p. 36)). Open tasks are low-risk (difficult for a student to be wrong) and are flexible in the sense that they let students “use his/her whole competence in performing the task” (Julkunen, 2001, p. 36). Closed tasks, in contrast, are high-risk in that students must

provide one correct response (although this task does allow students “to establish criteria for success/failure” (Julkunen, 2001, p. 36) more easily) but are more structured, thereby benefiting anxious students.

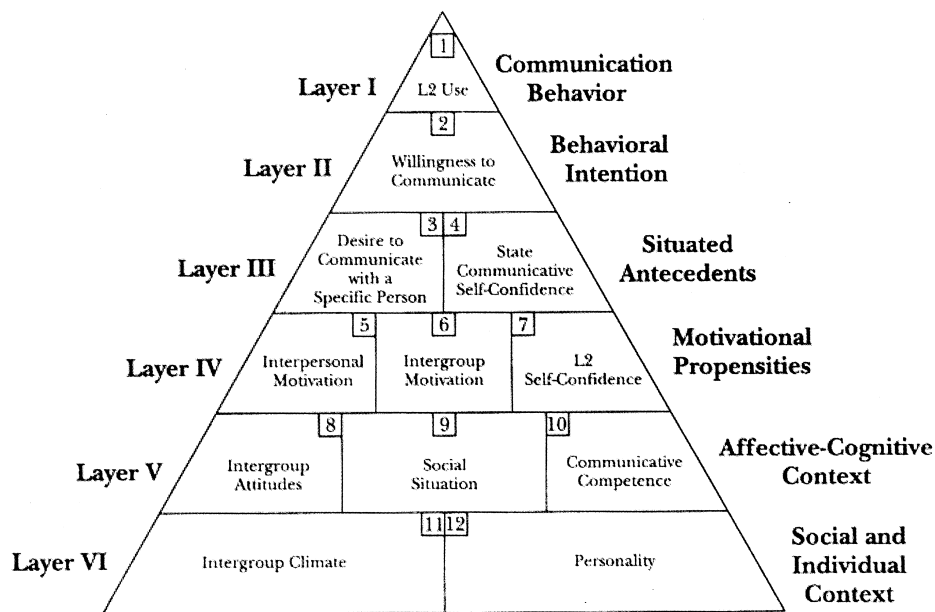
As the focus is on the reactions and end results, Julkunen argues that “learning motivation should be studied in the actual learning situation and data should be collected before, during, and after learning tasks or activities” (2001, p. 30), called the initial stage, the actual performance stage, and the evaluation stage. In task motivation research, Julkunen further suggests that, because task types and learning situations interact, both should be studied, in addition to student characteristics and affective response to academic achievement (2001, p. 37).

Willingness to communicate

Willingness to communicate is “a construct synthesizing [the effects of individual differences] on authentic communication in the L2” (MacIntyre, Baker, Clément, & Conrod, 2001, p. 370) and is defined as “the intention to initiate communication, given a choice” (p. 369). In a heuristic model in the shape of a triangle (Figure 2), MacIntyre, Clément, Dörnyei, and Noels (1998) identify the variables influencing willingness to communicate (at the second layer) and ultimately L2 use (at the top layer). From the bottom upwards, the layers are as follows: social and individual context (intergroup climate and personality), affective-cognitive context (intergroup attitudes, social situation, and communicative competence), motivational propensities (interpersonal motivation, intergroup motivation, and L2 self-confidence), and situated antecedents (desire to communicate with a specific person and state communicative self-confidence). That behavioral intention (willingness to communicate) is placed between these lower layers and the upmost layer, communication behavior (L2 use), indicates that willingness to communicate “exerts a more direct influence on communication than does either anxiety or

perceived communicative competence” (MacIntyre et al., 2001, p. 371) or any of the lower layers of the illustrative triangle.

FIGURE 2. Willingness to communicate (“Figure 1. Heuristic model of variables influencing WTC. From “Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation,” by P. D. MacIntyre, R. Clément, Z. Dörnyei, and K. A. Noels, 1998, *The Modern Language Journal*, 82, p. 547. Copyright 1998 by the National Federation of Modern Language Teachers Association. Reprinted with permission.” (MacIntyre et al, 2001, p. 371)).



In a study on adolescent Anglophones in a French-immersion school environment, MacIntyre et al. (2001) found that willingness to communicate is higher for those students whose reasons for studying French include the following: travel, future career, friendship with native French speakers, personal knowledge, and success in school. These five reasons (or orientations) generated a greater willingness to communicate for participants in this study both in and outside the classroom setting. The study also found that the best indicator of willingness to communicate outside the classroom was having the social support of friends (rather than social support of

teachers or family, for example). MacIntyre et al. (2001) conclude that “higher WTC [willingness to communicate] among students translates into increased opportunity for L2 practice and authentic L2 usage [and facilitates] the language learning process” (p. 382).

Concluding thoughts

In their article on L2 motivation, MacIntyre, Noels, and Moore (2010) name only fifteen motivational concepts that have been adopted in SLA. More exist (such as attribution theory (Weiner, 1992), a person-in-context relational view of motivation (Ushioda, 2009), and social constructivist approach (Williams & Burden, 1997)), and it becomes difficult to organize the theories comprehensibly and meaningfully. MacIntyre and his colleagues choose to list the “key” concepts in alphabetical order (2010), whereas Dörnyei (2005) attempts to classify the theories into historical phases. As it will be helpful to view the theories in general categories, I now review the theories described in detail above, grouping similar theories together.

First, Dörnyei names the social psychological period, which includes research from 1959 to 1990 (2005, p. 66). Gardner and his colleagues dominate this phase with their research on Canadian bilinguals. Research from this period promoted a generalized view of L2 learning with a focus on the relationship between L1 and L2 communities. Theories of acculturation, ethnolinguistic vitality, integrative motivation, and self-confidence stem from this phase of L2 motivation.

The cognitive-situated period, emerging in the 1990s, arose out of two desires: “the desire to catch up with advances in motivational psychology” (Dörnyei, 2005, p. 75) and “the desire to narrow down the macroperspective of L2 motivation” (p. 75). Cognitivism was dominant in motivational psychology, so researchers in L2 motivation sought to adopt and adapt

these theories to second language learning. In contrast to the social psychological period's tendency to study entire communities, researchers in the cognitive-situated period narrowed their focus to real-life learning contexts, such as the L2 classroom. Theories of self-determination, task motivation, and international posture are characteristic of this period.

The third phase of L2 motivation, the process-oriented period, emerged in the early 2000s. Research in the process-oriented period acknowledges the dynamic nature and temporal variation of motivation, characteristics which had been overlooked in the social psychological and cognitive-situated phases. However, a shortcoming of this view of L2 motivation is that the preactional/actional/postactional stages of the motivation process are not well-defined nor do they occur in isolation, as models portray them (Dörnyei, 2005, p. 86). Theories of action control and process model are the primary examples of process-oriented perspectives of L2 motivation.

To conclude, the socio-dynamic period is the fourth and current phase of L2 motivation. This period is distinct from previous phases, as it is characterized by a concern with the situated complexity of the L2 motivation process and its organic development in dynamic interaction with a multiplicity of internal, social and contextual factors; and by a concern to theorize L2 motivation in ways that take account of the broader complexities of language learning and use in the modern globalized world. (Dörnyei & Ushioda, 2011, p. 72)

Research conducted in the social psychological, cognitive-situated, and process-oriented periods viewed L2 motivation to be a linear process, where “identifying ‘variables’ and tracing cause-effect relationships” (Dörnyei & Ushioda, 2011, p. 77) was the norm. This approach, Dörnyei and Ushioda maintain, “cannot do full justice to the unique individuality, agency, intentionality and reflexive capacities of human beings as they engage in the process of language learning”

(2011, p. 76). The theories of investment, L2 Motivational Self System, and complex, dynamic systems are examples of theories of L2 motivation in this period that focus “on the evolving network or dynamic system of relations among relevant features, phenomena and processes—relations which are complex, unpredictable, non-linear and always unique, since every person and context are unique” (Dörnyei & Ushioda, 2011, p. 77). The next chapter, Chapter 2, focuses exclusively on one of these fourth-phase L2 motivation frameworks: the L2 Motivational Self System.

CHAPTER 2

L2 MOTIVATIONAL SELF SYSTEM

In summarizing the impact of Gardner and Lambert's 1959 paper on L2 motivation, the paper responsible for "launch[ing] the social psychological study of second language acquisition" (MacIntyre, 2010, p. 375), MacIntyre avows that "[n]o thesis or dissertation, let alone a published paper, should ever again be permitted to claim that Gardner's work belongs to a distant past, only in a bilingual Canada, or that Gardner's model is static" (2010, p. 375). Sharing his colleague's sentiments, Dörnyei is an example of one who has openly adopted and adapted Gardner's integrative model in his research. Dörnyei's L2 Motivational Self System, rather than "adopt[ing] a polemic stance and dismiss[ing] the other point of view more-or-less completely" (MacIntyre et al., 2010, p. 3), accounts for Gardner's integrative orientation, in addition to other L2 motivation theories.

Before continuing into a deeper discussion of this comprehensive theory of L2 motivation, I first review a selection of past and current concepts of self and identity in second language acquisition (SLA) to more completely understand the use of "self" in the L2 Motivational Self System. Next, I summarize the theories contributing to Dörnyei's formulation of the L2 Motivational Self System and describe the theory itself. Finally, I present a selection of recent studies using the L2 Motivational Self System as a theoretical framework to demonstrate both observations made on and current applications of this system.

Self and identity in SLA

Publications on SLA tend to suggest that the study of a foreign language is unlike any other course a student might take. According to Macaro, this characteristic is because “in becoming bilinguals we become different people, not only linguistically but emotionally and culturally” (2003, p. 17). Later, he uses the metaphor of travel to describe the manner in which language learning affects the learner, as it involves cognitive, environmental, and personality factors: Language learning is

different from other subjects such as history or mathematics because it involved the learners in personality change, perhaps even an identity change. Learners on their way to becoming bilinguals were setting out on a journey to become different types of people.

(Macaro, 2003, p. 93)

Because second language learning allegedly influences the learner’s sense of self, “identity” as an area of study exists and thrives within the field of SLA. Scholars Norton and McKinney explain the importance of identity study: “Language learning engages the identities of learners because language itself is not only a linguistic system of signs and symbols, but also a complex social practice through which relationships are defined, negotiated, and resisted” (2011, p. 77).

Swain, Kinnear, and Steinman observe that

[t]here are multiple understandings of identity, some representing identity as stable (or at least partly stable; see Fishman, 1977), while others represent the ebb and flow, the appearance and disappearance of identities as one’s contexts and circumstances change.

(2011, p. 87)

Clearly, L2 identity is not a simple subject of study, as there are varying opinions on how to understand L2 identity, including sociopsychological approaches and poststructuralist approaches.

Of the approaches that hold identity to be stable, sociopsychological approaches stand out. Pavlenko (2002) reviews sociopsychological approaches to L2 learning and use (in order to later point out the shortcomings of a sociopsychological approach). As Pavlenko models, it is important to provide an overview of the dominant sociopsychological approaches to second language learning in which identity is viewed as stable and isolated. This historical review of identity in SLA sets the stage for a more contextualized discussion of poststructuralist views of identity.

Several of the sociopsychological approaches that were touched on in Chapter 1 as theories of L2 motivation are also identified by Pavlenko (2002), for example acculturation theory and ethnolinguistic vitality; these theoretical overlaps indicate the intertwined nature of motivation and identity. To begin, the studies of Gardner and Lambert (1959, 1972) pointed to a direct relationship among “motivation, positive attitudes toward the L2 and its speakers, and the mastery of those aspects of the L2 that are less susceptible to conscious manipulation” (Pavlenko, 2002, p. 278). She continues with Schumann’s acculturation hypothesis that “suggests that the degree to which the learner...acculturates to the target language (TL) group controls the degree to which the learner acquires the TL” (Pavlenko, 2002, p. 278). Gardner’s (1979, 1985) socioeducational model follows, positing “that the social and cultural milieu in which learners grow up determines their beliefs about language and culture [...] and, consequently, the extent to which they wish to identify with the TL culture” (Pavlenko, 2002, p. 278). Pavlenko moves on to summarize Tajfel’s (1974, 1981) theory of social identity, writing

that Tajfel “viewed social identity as derived from group membership” and that group members may attempt to change groups in order to have a more positive self-perception (Pavlenko, 2002, p. 278). Drawing on this theory, Giles and his colleagues (1977, 1982, 1987) built a theory of ethnolinguistic identity. Ethnolinguistic identity suggests that members of a weaker group who identify with the stronger group learn the L2 more successfully, in contrast to the member of the stronger group who may not be successful in learning the L2 of the weaker group, as assimilation is viewed as a “threat to their ethnic identity” (Pavlenko, 2002, p. 279).

These brief summaries of historical approaches serve to clarify a few of the objections made in response due to the “biases and reductionist assumptions” (Pavlenko, 2002, p. 278) of sociopsychological studies: First, Pavlenko points out that these approaches assume monolingualism and monoculturalism as normal, making their application to multilingual and multicultural communities inappropriate. She also addresses the view that every language learner wishes to join the target language group as an incorrect assumption. Furthermore, sociopsychological approaches treat individual differences as stable and linear, qualities that are in fact (according to Pavlenko) dynamic, and thus cannot be measured by instruments such as questionnaires, for example. Most importantly, the two main faults of sociopsychological approaches (as identified by Pavlenko) that are relevant to this chapter are the following: “The clear separation assumed [...] between social factors and the individual, or psychological, factors [...] such as age, gender or ethnicity” (Pavlenko, 2002, p. 280) and “the idealized and decontextualized nature attributed to language learning” (p. 281). This point cannot be stressed enough: A contextualized, dynamic understanding of L2 identity and L2 learning (and specifically L2 motivation) forms the foundation of the present study.

Duff concurs with Pavlenko's assessment of traditional approaches (such as sociopsychological approaches) to understanding identity, calling them "facile," "unidimensional, and homogenized" (2013, p. 414). A traditional approach, she claims, is "now considered problematic [because it] *essentializes* [the learners' identities], downplaying their many other identities, abilities, roles, and potential acts of agency or choice and also denying the role of their interlocutors and contexts in shaping their actions" (Duff, 2013, p. 414).

Also acknowledging that these "classic" understandings of identity "have come under criticism for being too static and too focused on the individual" (2013, p. 276) (as opposed to situating the individual), Mitchell, Myles, and Marsden point to more recent views of identity, namely poststructuralist views, as being more productive for studying L2 identity.

Poststructuralist conceptions of identity "lay greater stress on the flexibility and negotiability of identity, the 'agency' of the individual in choosing and negotiating their identity and above all the role of language and discourse practices in the construction of identity" (2013, p. 276). The basic arguments of a poststructuralist theory and identity theory are well summarized by Norton in seven points, which are paraphrased in the next paragraph.

First, in poststructuralist approaches, the language learner is viewed in context of the larger social world and as having multiple, changing identities. Second, language learners are recognized as having agency, being "able to participate in social life, and ... can, and sometimes cannot, appropriate more desirable identities with respect to the target language community" (Norton, 2014, p. 61). This approach addresses power distribution and how this (usually unequal) distribution affects learners' access to target language speakers and their community. Norton also suggests that "[e]xamination of practices, resources, and identities in relation to language learning offers promise for improving and enhancing learning contexts" (2014, p. 62), as

available resources, identity, and social and cultural practices are all connected. Her fifth point is that social conditions and social contexts (in addition to the learner's identity) are constantly in flux and thus second language learning is not solely dependent on these factors. Norton introduces "investment" (her term for motivation) as essential to understanding the "connection between a learner's desire and commitment to learn a language, and the language practices of the classroom or community" (2014, p. 62). She concludes with an emphasis on the language learner's future: "theoretical constructs, imagined communities and imagined identities...are integral to language learner identity" (2014, p. 62).

Based on the reviews of research, it becomes evident that these two major, diametric approaches to identity (sociopsychological and poststructuralist) have different understandings of the same term, "identity." And yet, within the poststructuralist approach alone, an abundance of meanings for "identity" exists, for there are many poststructuralist identity theories. Kasper and Wagner define identity within a conversation-analytic approach as "neither a stable internal trait—a state of mind, as it were—nor the intersection of macrosocial vectors such as social class, ethnicity, nationality, religion, gender or speaker status ("native" or "nonnative")" (2011, p. 121). They distinguish their understanding of identity from that of other poststructuralist theories in that "CA [conversation analysis] makes no a priori assumptions about whether and which of [power relations and individual agency] are relevant in any given interaction" (Kasper & Wagner, 2011, p. 121). In the words of Duff and Talmy, in a language socialization approach, language learners are viewed "as sociohistorically, socioculturally, and socio-politically situated individuals with multiple subjectivities and identities (e.g., not only as *language learners*), which are inculcated, enacted, and co-constructed through social experience in everyday life" (2011, p. 97). From a complexity perspective, identity is understood as "a coherently organized dynamic

system encompassing all the beliefs, cognitions, emotions, motives and processes related to and concerning oneself...[it] is intimately connected to the physical world through actions, behaviors and physical senses, thereby uniting body, mind and environment” (Mercer, 2014, pp. 163-164). Norton defines “identity” as it is used in the identity approach as “the way a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future” (2013, p. 4). Coming from an ecological perspective, Canagarajah shares the same definition as Norton (Canagarajah, 2011, p. 152).

Adopting a dynamic understanding of identity, Dörnyei cites Norton multiple times in his description of self within the L2 Motivational Self System (2005, pp. 98, 108). In addition, his view on the relationship between language learning and identity echoes Norton’s perspective quoted at the beginning of this section:

Along with many other L2 scholars, I believe that a foreign language is more than a mere communication code that can be learnt similarly to other academic subjects; instead, it is also part of the individual’s personal “core,” involved in most mental activities and forming an important part of one’s identity. (Dörnyei, 2005, p. 94)

As proof of his openness to a whole-person approach to SLA research (as reflected in his beliefs about language learning), Dörnyei presents “a new conceptualization of L2 motivation that re-orientates the concept in relation to a theory of self and identity” (2005, pp. 93-94), that is, the L2 Motivational Self System.

L2 Motivational Self System

Theoretical underpinnings

In constructing his new framework to understanding and researching L2 motivation within a dynamic, contextualized view of identity and language learning, Dörnyei points to three specific theories that prompted his L2 Motivational Self System: integrativeness, possible selves theory, and self-discrepancy theory. Because Dörnyei himself summarizes the significant features of integrativeness and possible and ideal selves that contribute to the formation of the L2 Motivational Self System, it is important to understand what each of these theories means in relation to the L2 Motivational Self System.

Gardner's notion of integrativeness. Dörnyei explains the influence of Gardner's concept of integrativeness on his role as researcher, both in the past and currently: "I have been intrigued by Robert Gardner's concept of 'integrativeness' throughout my whole research career. [...] I have been trying to find a broader interpretation of the notion than was originally offered by Gardner" (2005, p. 94). By a broader interpretation, Dörnyei means an elaboration of the original definition, one that is applicable to learners of the world language English. He cites multiple international studies (Noels et al., 2000; Clément & Kruidenier, 1983; McClelland, 2000; Yashima, 2000; Irie, 2003; Lamb, 2004; Warden & Lin, 2000; Dörnyei & Csizér, 2002) to build a case for a reinterpretation of integrativeness and integrative motivation that has relevance outside those contexts similar to Montreal, Gardner's primary site of research.

In his reinterpretation, Dörnyei highlights a core component of Gardner's work on the integrative orientation: psychological and emotional identification. Without rejecting the research prompted by Gardner's integrativeness and integrative orientation, he acknowledges the difficulty in identifying with members of the target language group "in the absence of a salient

L2 group in the learners' environment" (Dörnyei, 2005, p. 97), pointing instead to a "virtual or metaphorical identification with the sociocultural loading of a language" (Dörnyei, 2005, p. 97). For example, a student in a classroom where the foreign language is only a school subject has little or no options for contact with native speakers in his or her life. If the foreign language were English, "this identification would be associated with a non-parochial, cosmopolitan, globalized world citizen identity" (Dörnyei, 2005, p. 97), and not with a specific target language group identity, like the British, for example. To conclude his section describing the relationship between the L2 Motivational Self System and Gardner's notion of integration, Dörnyei turns the focus from the term "integration" to "identification:"

While the concept of extended or metaphorical or imaginary integration does help to explain findings that are in many ways similar to the Canadian results but have been obtained in contexts without any realistic opportunity for direct integration, I would suggest that we can get an even more coherent picture if we leave the term "integrative" completely behind and focus more on the identification aspects and on the learner's self-concept. (2005, p. 98)

Indeed, Dörnyei does not employ the term integrative in his research using the L2 Motivational Self System.

Other researchers have commented on the connection between Gardner's concept of integrativeness/integrative and Dörnyei's new motivational paradigm. Ryan and Dörnyei describe the L2 Motivational Self System as a "framework that acknowledges and accommodates the social-psychological roots of L2 motivation theory rather than renounces them" (2013, p. 91). Lamb furthers the connection between Gardner's socio-educational model and Dörnyei's L2 Motivational Self System, arguing that the L2 Motivational Self System

represents a more substantial reconceptualization of motivation to learn languages, in a way that builds on understandings gained from the socio-educational model, but makes them relevant to global English in the early 21st century. The key difference between the models is that the motivationally important identifications are not with others but with future versions of the self. (2012, p. 1000)

Indeed, Schmidt makes the same observation as Lamb (2012), writing that “Dörnyei has therefore shifted the integrative motivation from the learner’s goal to become like someone from the target language community, to the learner’s goal to develop themselves closer towards their own ‘ideal self’” (2014, p. 147). Dörnyei, however, expresses that an elaborately extended understanding of integrativeness still does not fully explain motivation of foreign language learners, the learners of world English specifically; it is important to repeat his suggestion here “that we can get an even more coherent picture if we leave the term ‘integrative’ completely behind and focus more on the identification aspects and on the learner’s self-concept” (2005, p. 98).

Markus and Nurius’ theory of possible selves. Citing many studies, Markus and Nurius describe the self-concept as complex and dynamic:

The self-concept is a more expansive phenomenon than is reflected by the typical descriptions of it. It extends its reach deeper in time. The self-concept reflects the potential for growth and change, and all the values that are attached to these possible future states. (1986, p. 957)

Markus and Nurius name the working self-concept (the self-concept currently in use by an individual both in thought and in memory) as the self-concept of interest in their study of possible selves (1986, p. 957). Possible selves, the researchers suggest, can explain some of the

dynamic nature of the self-concept, and “the nature and complexity of an individual’s repertoire of possible selves may also be a significant source of individual differences” (Markus & Nurius, 1986, p. 966). Dörnyei cites the dynamic quality of the self-concept in his explanation of the appeal of this particular branch of personality psychology, stating that “recent dynamic representations of the self-system place the self right at the heart of motivation and action, creating an intriguing interface between personality and motivational psychology” (2005, p. 99).

Possible selves connect cognition and motivation because they “can be viewed as the cognitive manifestation of enduring goals, aspirations, motives, fears, and threats” (Markus & Nurius, 1986, p. 954). An individual’s possible selves are distinct from his or her current, actual self, as the possible selves include representations of the self both from the past and in the future (Markus & Nurius, 1986, p. 954). However, the possible selves are connected to the “now” self in the sense that they are specific and personalized to the individual (Markus & Nurius, 1986, p. 954). In addition to being individualized, possible selves are also social:

An individual is free to create any variety of possible selves, yet the pool of possible selves derives from the categories made salient by the individual’s particular sociocultural and historical context and from the models, images, and symbols provided by the media and by the individual’s immediate social experiences. (1986, p. 954)

Not only do possible selves link cognition to motivation but they also link cognition to affect: “First, each identity or self-conception has a particular affect attached to it [...] Second, affect derives from conflicts or discrepancies within the self-concept” (Markus & Nurius, 1986, p. 958). The researchers mean that as identity influences one’s feelings, feelings can also influence one’s identity. That is to say, an individual will work to maintain certain feelings associated with a specific identity. Furthermore, an individual will experience some feelings in

relation to how well he or she can (or cannot) become a specific possible self (Markus & Nurius, 1986, p. 958).

Possible selves with their accompanying emotions “provide a direction and impetus for action, change, and development” (Markus & Nurius, 1986, p. 960). In fact, two reasons that Markus and Nurius give regarding the importance of possible selves are that possible selves “function as incentives for future behavior” (1986, p. 955) and that “they provide an evaluative and interpretive context for the current view of self” (p. 955). Possible selves theory, Markus and Nurius maintain, “allows us to make a more direct connection between motives and specific actions” (1986, p. 961). Dörnyei acknowledges this link between possible selves and motivated behavior within his own research: “Thus, possible selves give form, meaning, structure, and direction to one’s hopes and threats, thereby inciting and directing purposeful behavior” (2005, p. 100).

According to Dörnyei, “possible selves offer the most powerful, and at the same time the most versatile, motivational self-mechanism, representing the individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming” (2005, p. 99). Possible selves, Markus and Nurius elaborate, “pertain to how individuals think about their potential and about their future” (1986, p. 954). The authors identify two categories of possible selves: the ideal self (“the successful self, the creative self, the rich self, the thin self, or the loved and admired self” (Markus & Nurius, 1986, p. 954) and the dreaded possible self (“the alone self, the depressed self, the incompetent self, the alcoholic self, the unemployed self, or the bag lady self” (p. 954)).

Markus and Nurius give an overall recommendation in the use of possible selves theory when being used as an intervention:

What matters is not the ease with which these possibilities can be simulated, or their actual potential for being realized. What is important is that they exist as enduring elements that can be activated as part of a working self-concept and that can function as referents or standards by which the now self is evaluated and interpreted. (1986, p. 963)

The researchers, to reiterate, state that having a repertoire of possible selves is essential to the motivation of an individual. Having in one's collection successful selves or feared selves (to name two examples of possible selves) leads to changed behavior. Based on their own empirical research, Markus and Nurius "assume that all individuals have possible selves and that they can easily reflect upon them" (1986, p. 958), but one's age determines "the nature of these possible selves, their importance to the individual, their degree of cognitive and affective elaboration, and their link to specific plans and behavioral strategies" (p. 958). Dörnyei writes, "The more vivid and elaborate the possible self, the more motivationally effective it is expected to be" (2005, p. 100). Intentional development of possible selves is supported by the original authors of possible selves theory: "Furthermore, if possible selves are assumed to function as incentives for behavior, it is necessary to work with individuals so that they generate self-conceptions of possibility to support the positive self-statements developed in therapy" (Markus & Nurius, 1986, p. 965).

Higgins' self-discrepancy theory. Noting that he is not the first researcher to study the discomfort experienced by an individual holding incompatible or conflicting self-beliefs, Higgins explains that historical traditions of studying belief inconsistencies present within an individual have two shortcomings: They neither differentiate among types of negative feelings due to incompatibilities or conflict nor take into account the varying perspectives involved in forming

self-beliefs (1987, p. 319). Higgins distinguishes his self-discrepancy theory from traditional theories in three ways, writing that

its construction was guided by a distinct set of aims: (a) to distinguish among different kinds of discomfort that people holding incompatible beliefs may experience, (b) to relate different kinds of emotional vulnerabilities systematically to different types of discrepancies that people may possess among their self-beliefs, and (c) to consider the role of both the availability and the accessibility of different discrepancies people may possess in determining the kind of discomfort they are most likely to suffer. (1987, p. 319)

Finding a relationship between types of incompatible beliefs and types of negative emotions is the main goal of this theory.

Like Markus and Nurius (1986), Higgins presents the self as having multiple components, or selves: the actual self (“your representation of the attributes that someone (yourself or another) believes you actually possess” (1987, p. 320)), the ideal self (“your representation of the attributes that someone (yourself or another) would like you, ideally, to possess (i.e., a representation of someone’s hopes, aspirations, or wishes for you)” (pp. 320-321)), and the ought self (“your representation of the attributes that someone (yourself or another) believes you should or ought to possess (i.e., a representation of someone’s sense of your duty, obligations, or responsibilities)” (p. 321)). These selves, in conjunction with standpoint (your own or another person’s), make up two general categories within the self-state representation: self-concept and self-guides. Self-concept, as described by Higgins, is both one’s own beliefs and others’ beliefs about one’s current, actual self (1987, p. 321). Self-guides, in contrast, are both one’s own beliefs and others’ beliefs about one’s ideal self and about one’s

ought self. Dörnyei explains the ideal self-guide as having a promotion focus, “concerned with hopes, aspirations, advancements, growth and accomplishments” (2005, p. 101). The ought self-guide, however, has a prevention focus, “regulating the absence or presence of negative outcomes, and are concerned with safety, responsibilities, and obligations” (Dörnyei, 2005, p. 101). The interaction between these two categories of the self-state representation is significant to self-discrepancy theory: “Self-discrepancy theory postulates that we are motivated to reach a condition where our self-concept matches our personally relevant self-guides” (Higgins, 1987 p. 321).

Self-discrepancy theory goes beyond the simplistic explanation that belief inconsistency causes discomfort in general; rather, self-discrepancy theory assumes “that each type of discrepancy reflects a particular type of negative psychological situation that is associated with specific emotional/motivational problems” (Higgins, 1987, p. 322). For example, a discrepancy between one’s actual self versus one’s ideal self “represents the general psychological situation of the absence of positive outcomes (i.e., nonobtainment of own hopes and desires), and thus the person is predicted to be vulnerable to *dejection-related emotions*” (Higgins, 1987, p. 322), like disappointment and dissatisfaction. In the case of belief inconsistency between one’s actual self and one’s ought self, “the current state of his or her attributes, from the person’s own standpoint, does not match the state that the person believes it is his or her duty or obligation to attain” (Higgins, 1987, p. 323). This discrepancy represents the presence of negative outcomes, like punishment, and could cause this individual to experience agitation-related emotions; “more specifically, the person is predicted to be vulnerable to guilt, self-contempt, and uneasiness, because these feelings occur when people believe they have transgressed a personally accepted (i.e., legitimate) moral standard” (Higgins, 1987, p. 323).

Because Higgins maintains that an individual can possess any number of self-discrepancies with any number of emotional responses, with each discrepancy and response at varying levels of intensity, he suggests “distinguishing between the availability and the accessibility of self-discrepancies” (1987, p. 323) to “determine which types of discrepancies a person possesses and which are likely to be active and induce their associated emotions at any point” (p. 323). A discrepancy (for example, between one’s actual self and one’s ought self) is considered available if characteristics of the two self-state representations differ. That is to say, if one’s actual self has many overlapping characteristics with one’s ought self, then the discrepancy has low availability; on the other hand, if the two selves have little in common, then the discrepancy has high availability. A higher availability leads to higher levels of discomfort for an individual:

The greater the difference between the number of mismatches and the number of matches (i.e., the greater the divergence of attributes between the two self-state representations), the greater is the magnitude of that type of self-discrepancy available to the subject. And the greater the magnitude of a particular type of discrepancy, the greater will be the *intensity* of the kind of discomfort associated with the discrepancy when it is activated. (Higgins, 1987, p. 323)

Activation of an available self-discrepancy, Higgins continues, is dependent upon the self-discrepancy’s accessibility, or “likelihood of activation” (1987, p. 324). The accessibility of a self-discrepancy depends on three factors: recency of activation, frequency of activation, and applicability to the stimulus event (Higgins, 1987, p. 324).

The researcher summarizes his theory in a single hypothesis: “The greater the magnitude and accessibility of a particular type of self-discrepancy possessed by an individual, the more the

individual will suffer the kind of discomfort associated with that type of self-discrepancy” (Higgins, 1987, pp. 335-336). He recommends use of self-discrepancy theory to his fellow psychologists who treat individuals with emotional problems due to belief inconsistencies. Higgins’ three clinical suggestions involve change: one, a change to an individual’s actual self (so that it becomes less different from his or her self-guides); two, a change to an individual’s self-guides (so that they become less different from his or her actual self); and three, a change to the accessibility of the self-discrepancies (using behavioral and environmental interventions) (Higgins, 1987, p. 336). These changes could lead to less discrepancy and thus fewer feelings of discomfort. Dörnyei rephrases this idea by pointing to the motivational aspect of self-discrepancy theory: “[P]eople are motivated to reach a condition where their self-concept matches their personally relevant self-guides. In other words, motivation in this sense involves the desire to reduce the discrepancy between one’s actual and ideal or ought selves” (2005, p. 101).

The L2 Motivational Self System

Although the basics of Dörnyei’s L2 Motivational Self System were described in the previous chapter, an additional summary here would be helpful, especially in light of a deeper understanding of the theoretical background contributing to its creation. The three components of this reconceptualization of L2 motivation include the ideal L2 self, the ought-to L2 self, and the L2 learning experience (Dörnyei, 2005). As described by colleagues of Dörnyei, the ideal L2 self “houses the vision of oneself in the future” (MacIntyre, Mackinnon, & Clément, 2009, p. 48). The second facet, the ought-to L2 self, “concerns the attributes that one believes one *ought to* possess to meet expectations and to *avoid* possible negative outcomes” (Dörnyei, 2009, p. 29). MacIntyre, Mackinnon, and Clément add that the ought-to L2 self “also might be linked to the

imperatives of maintaining the linguistic dimension of ethnic identity, as when a heritage language is under threat, forming a potentially potent conceptual integration” (2009, p. 48). Lastly, the L2 learning experience “is related to the motivation inspired by prior experience interacting with the present learning environment” (MacIntyre, Mackinnon, and Clément, 2009, p. 49). Or, as Dörnyei phrases it, the L2 learning experience “concerns situation-specific motives related to the immediate learning environment and experience” (2014, p. 8). These three dimensions make up the L2 Motivational Self System, a system that Dörnyei claims is theoretically validated based on its compatibility with other conceptualizations of L2 motivation, including Ushioda’s person-in-context relational view (2009), Noel’s self-determination theory (2003), and Gardner’s socio-educational model (2001).

Drawing from possible selves theory literature, Dörnyei identifies the conditions necessary for the ideal and ought-to L2 selves to have motivational strength: availability of an elaborate and vivid future self image, perceived plausibility, harmony between the ideal and ought selves, necessary activation/priming, accompanying procedural strategies, and offset by feared self (Dörnyei, 2009, p. 18). The following paragraphs elaborate on each of these conditions.

It goes without saying that an individual must first have future self-guides if he or she wishes to influence his or her motivated behavior (Dörnyei, 2009, p. 19). Dörnyei points out that generating a successful possible self can be challenging for some people, and generating an elaborate and vivid possible self could present even more difficulties (2009, p. 19). Thus, in regard to the application of the availability of an elaborate and vivid future self image, “the first step in a motivational intervention following the self approach is to help learners to construct their Ideal L2 Self, that is, to create their vision” (Dörnyei, 2009, p. 33). Vision is unlike a goal

in that it “includes a strong *sensory* element—it involves tangible images related to achieving the goal” (Dörnyei, 2014, p. 12) and “subsumes both a desired goal and a representation of how the individual approaches or realizes that goal” (p. 12). According to past research on possible selves, “the more elaborate the possible self in terms of imaginative, visual and other content elements, the more motivational power it is expected to have” (Dörnyei, 2009, p. 19). To help L2 learners construct a more elaborate ideal L2 self, Dörnyei suggests raising awareness of the significance of ideal selves, reflecting on past possible selves the students have had, introducing role models that could influence the students’ possible selves, and incorporating guided imagery (2009, pp. 33-34).

Dörnyei summarizes the research of Ruvolo and Markus (1992): “[P]ossible selves are only effective inasmuch as the individual does indeed perceive them as *possible*, that is, realistic within the person’s individual circumstances” (Dörnyei, 2009, p. 19). The ideal L2 self needs to be plausible for the learner in order for the possible selves “to energize sustained behavior” (Dörnyei, 2009, p. 36). The researcher names two ways to substantiate the vision of a student’s ideal L2 self based on past studies: role models (identifying role models and naming challenges the role models overcame) and timelines (creating multiple-scenario timelines to future selves). Furthermore, the plausible ideal L2 self and ought-to L2 self should be in harmony because “an important condition for effective desired possible selves is that they should feel congruent with important social identities” (Dörnyei, 2009, p. 20).

Dörnyei states that simply having an elaborate ideal L2 self is insufficient because a learner must also be continuously reminded of the possible self (Dörnyei, 2009, p. 20). He describes the reminding as priming: “This priming of the image can be triggered by various reminders and self-relevant events, and they can also be deliberately invoked by the individual in

response to an event or situation” (Dörnyei, 2009, p. 20). The L2 instructor plays a part in activating the students’ possible selves, too. Classroom activities, such as communicative tasks and engaging in cultural activities, keep the vision of an ideal L2 self constantly on a learner’s mind (Dörnyei, 2009, p. 37).

An additional condition lending strength to the motivational influence of the ideal L2 self is that this vision must be operationalized; that is, without a concrete, developed action plan, the future self-guides are rendered ineffective (Dörnyei, 2009, p. 37). The ideal L2 self must be “accompanied by a specific predeveloped and plausible action plan” (Dörnyei, 2009, p. 21). Dörnyei describes the relationship between future self-guides and action plans as follows: “In order to translate the aroused motivational potential into action, he/she needs to have a roadmap of tasks and strategies to follow in order to approximate the ideal self” (2009, p. 21). The “roadmap” goes part and parcel with the vision of one’s ideal L2 self (“Therefore, the ideal self needs to come as part of a ‘package’ consisting of an imagery component and a repertoire of appropriate plans, scripts and self-regulatory strategies” (Dörnyei, 2009, p. 37)). The successful action plan, according to Dörnyei, is one that contains “a goal-setting component, which is a motivational issue, but it will also include individualized study plans and instructional avenues, which are methodological in nature” (Dörnyei, 2009, p. 37). One example of a method that supports learners’ visions of the ideal L2 self is the “check-up” (Dörnyei, 2009, p. 37), which entails reflecting on task completion, celebrating achieved goals, and adapting, adding or eliminating goals and plans as necessary.

Counterbalancing the vision of the ideal L2 self by considering failure is the final condition that must be met in order to “enhance or hinder the motivational impact” of the ideal L2 self (Dörnyei, 2009, p. 18). This failure, in the form of the feared L2 self, is the self the

learner does not wish to become, and his desire to avoid this self will lead to certain actions: “we do something because we want to do it but also because not doing it would lead to undesired results” (Dörnyei, 2009, pp. 37-38). Pairing the feared L2 self with the ideal L2 self is “the most effective condition for future self-guides” (Dörnyei, 2009, p. 22). For this reason, Dörnyei encourages regular activation of the feared L2 self so that the learner can be reminded what steps (or neglected steps) lead to failure in achieving his ideal L2 self (2009, p. 38).

Review of empirical studies using the L2 Motivational Self System

Recently the L2 Motivational Self System has been used in a number of research studies in SLA. A selection of these studies will be described in order to demonstrate both the application and the flexibility of Dörnyei’s system. As will be evident, the L2 Motivational Self System is not limited to a certain participant demographic, length of study, or methodology (to name a few characteristics).

Ideal selves

Two of Dörnyei’s former graduate students, Csizér and Lukács, created a study (2010) that uses the L2 Motivational Self System as its theoretical basis, investigating each of the three components (ideal self, ought-to self, and language learning experience). The authors, rather than selecting participants who were students of a single foreign language, structured their study around participants who were studying two foreign languages simultaneously. The participants, Hungarians aged 16 and 17, were studying either English as the primary foreign language with German as an additional foreign language (so the students’ third language, or L3) or German as the first foreign language with English second (their L3). One issue that Csizér and Lukács are specifically interested in concerning the L2 Motivational Self System is “the uniqueness of the

self-guides; that is, to what extent alternative selves might compete or complement one another” (2010, p. 2). This study, according to its authors, is original because it “intends to validate the underlining presence of the self-related variables proposed by Dörnyei (2005)” and it “sets out to explore how students’ self-images related to two different foreign languages affect motivated learning behavior if these two languages are learnt simultaneously” (Csizér & Lukács, 2010, p. 2). In fact, Csizér and Lukács predict that

the simultaneous acquisition of the two foreign languages creates unique motivational characteristics for these learners but also that there will be a resulting interaction between foreign languages and connected language learning dispositions depending on whether English/German is an L2 or and L3. (2010, p. 3)

To test their hypotheses, the researchers administered a questionnaire created from two other, established motivation questionnaires to 237 participants. In addition to other dimensions investigated via the questionnaire, the three components of the L2 Motivational Self System were included and defined as follows:

Ideal L2/L3 self (11 items): attributes that a person would like to possess. Example: I like to think of myself as someone who will be able to speak English/German.

Ought-to L2/L3 self (9 items): attributes that the environment might expect from the learner. Example: For me to be an educated person I should be able to speak English/German.

L2/L3 Learning experience (9 items): motives related to the immediate learning environment and experience. Example: I like our English/German course-book. (Csizér & Lukács, 2010, p. 5)

Csizér and Lukács identified the ideal L2 self as the dimension contributing most significantly and positively to the students' motivation. This finding reinforces one component of the L2 Motivational Self System, "indicating that a well-established self about learners' views of themselves as future foreign language users is a crucial component to long term success in language learning" (Csizér & Lukács, 2010, p. 9). They elaborate that "[s]tudents' Ideal L2 selves seem to be an indispensable part of motivated learning, independently of the foreign languages or the order of learning those languages" (Csizér & Lukács, 2010, p. 9). In analyzing the results, Csizér and Lukács found that the motivational and attitudinal dispositions differ between the participant groups. The dispositions are positively greater for the students whose L2 is English and L3 is German (in comparison to those students whose L2 is German and L3 is English). These students, for whom English is the L2, "have more salient Ideal English selves, their motivated behavior is stronger for English and they report more positive learning experiences concerning English" (Csizér & Lukács, 2010, pp. 6-7). It seems as if the order of learning foreign languages matters, at least for this group of learners: Ideal selves, when a student is also learning an L3, are beneficial if the L2 is English but less beneficial if the L2 is German. As for the language learning experience component of the L2 Motivational Self System, the research did not show anything significant in connection to the motivated learning behavior.

Overall, the researchers find that ideal selves can complement each other in some situations, leading to positively impacted motivated behavior for both the L2 and the L3, and compete with each other in other situations, with the ideal L2 and L3 selves being detrimental to the motivated behavior for both foreign languages. The authors provide the following example from their data:

If German is studied as a L3, which seems to be the preferred way of learning in Hungary, students' German ideal self indeed plays an important role in shaping the learning behavior. On the contrary, if German-L2- and English-L3-related processes are investigated, the ideal selves will play both attractor and repeller roles in shaping students' learning behavior." (Csizér & Lukács, 2010, p. 11)

The most important finding from this study is that ideal selves (L2 or L3) are beneficial to learners' motivational and attitudinal dispositions (only?) when the preferred order of learning foreign languages is followed.

Ideal self and self-efficacy beliefs

Busse directs her study to fill a void in the field of L2 motivation: the relationship between the actual L2 self and the ideal L2 self. The author explains that "little attention has been paid to the relationship between students' self-efficacy beliefs and their ability to conjure up an ideal L2 self" (2013, p. 381). The lack of research surprises her, as it is understood "that the motivational impetus of the ideal L2 self is hypothesized to stem from an individual's desire to bridge the gap between a current and a possible self (Dörnyei, 2009)" (2013, p. 381). For this study, Busse narrows the scope of current/actual self to only one aspect, the participants' self-efficacy beliefs.

Recruiting participants from two universities in the United Kingdom, Busse organized a longitudinal project using both quantitative and qualitative methodologies. The participants, fifty-nine first-year students of German, completed two questionnaires divided over the academic year. The questionnaire results show that "the ideal L2 self, i.e. envisioning yourself as a competent speaker of the language, is consistently perceived by students as important" (Busse, 2013, p. 385). Also, a correlation between the ideal L2 self and self-perceived effort "suggests

that the ideal L2 self is a substantial component in these students' motivation to study German and their continued motivation to engage with German over the course of the academic year" (Busse, 2013, p. 386). In regards to self-efficacy beliefs and ideal L2 self, Busse proposes that "students' ability to envisage themselves as proficient users of a language is related to their perceived capability for language learning tasks in an educational environment" (tasks such as reading, writing, speaking, listening, grammar, and translation) (2013, p. 387).

Of the fifty-nine responders to the questionnaire, twelve of the participants were selected for five semi-structured interviews. The qualitative data point to "the importance of future orientations and appear to suggest that career goals can become incorporated into students' ideal L2 self" (Busse, 2013, p. 387). In the interviews, Busse finds that the students have little-to-no contact with native German speakers, and "a focus on the role of the language for students' self-concepts, as proposed by Dörnyei (2009), is more valuable than traditional concepts such as integrative orientations when exploring these students' motivations for studying German" (2013, p. 392). Qualitative data revealed a connection between self-efficacy beliefs (an aspect of the actual self) and the ideal L2 self: "decreasing levels of self-efficacy can make the attainment of a former ideal L2 self vision less likely; they may also lead to a gradual exclusion of possible career paths directly related to the L2" (Busse, 2013, p. 390). To summarize Busse's research, as a learner's actual self decreases in perceived ability (reflected in decreased self-efficacy beliefs), the greater the distance between the actual and ideal L2 self. Therefore, if the ideal L2 self becomes unattainable, the motivational power of the ideal L2 self lessens or ceases to exist.

Busse closes her article by supporting motivational research using the ideal L2 self as a way to understand self-efficacy beliefs. Endorsing the use of the L2 Motivational Self System with non-ESL foreign language learners at the university level, she concludes with the warning

that “low self-efficacy beliefs may curb a further development of an existing ideal L2 self,” recommending “pedagogical support aimed at sustaining ideal L2 self visions and increasing self-efficacy beliefs” (2013, p. 393).

L2 learning experience

In his 2012 study, Lamb aims to test the L2 Motivational Self System with the dependent variable being the location of the participants’ school: urban, provincial, or rural. Lamb acknowledges that the L2 Motivational Self System has been “subjected to empirical validation in diverse national contexts, but the way L2 self-guides may operate in different sociocultural contexts has not yet been investigated, nor has their motivational potency for learners in early adolescence” (2012, p. 998). By setting his study in junior high schools located varying distances from the city center, Lamb designs his study to fill these two voids in the L2 motivation literature.

The author’s overarching questions in this study are how the level of motivation of the learners is connected to their context and how well the L2 Motivational Self System can be applied for younger participants and different contexts (Lamb, 2012). He points out that “all of these studies [using Dörnyei’s model] have been conducted with learners in urban centers, and all with learners in higher secondary school or above” (Lamb, 2012, p. 1002). Lamb considers the first question, stating that he is unsure “whether young people in [less developed] areas have less motivation to learn English, or whether they are being denied the chance to realize their aspirations through a deficit in educational provision” (2012, p. 998). The researcher predicts that, because other studies indicate that future self-guides are socially constructed, differences in motivated behaviors would arise among the participants based on whether they attend a city, town, or country school. In addition, Lamb hypothesizes that the ideal L2 self component might

operate differently as a motivator for young adolescents in comparison to its effects on young adults (2012, p. 1002).

Lamb had an Indonesian language questionnaire distributed to each of the five junior high schools. Divided into one part on motivation and another part on the participant's background, the questionnaire was composed of items pulled from previously validated questionnaires used in other studies on the L2 Motivational Self System. The analysis of the responses shows that there is no difference in why the participants are learning English: The three highest-scoring reasons (not in order) include ideal L2 self, international posture, and instrumentality. This finding, Lamb explains, indicates that

Indonesians as young as 13-14 years of age, including those living well away from major population centers, are well aware of the potential importance of English for themselves and of the possible benefits that could accrue to them by gaining proficiency. (2012, p. 1009)

Upon closer inspection within these three categories, though, dissimilarities become clear. The students at rural schools, in comparison to those at urban and provincial schools, “found it more difficult to imagine a future English-speaking self” and “showed less international posture” (Lamb, 2012, p. 1009). And the third major motivator, instrumentality, shows an interesting distinction:

Provincial school pupils placed a higher value on instrumental motives for learning English than did the pupils in the metropolitan school, while both showed higher values than those in the rural schools. One possible explanation for this is that the families of young people in the provincial town were more acutely aware of the need for English to gain entry to more prestigious education or careers. (Lamb, 2012, p. 1009)

Lamb also wanted to “find out which aspects of learners’ motivation contributed most to the effort they reported investing in learning English” (Lamb, 2012, p. 1010). Lamb notes that the L2 learning experience, one of the components of the L2 Motivational Self System, most positively affects the participants’ “willingness to invest effort in learning” (2012, p. 1010). In addition, “positive views of learning experiences in school and a strong Ideal L2 self both predicted proficiency” (2012, p. 1013). However, the third component of the L2 Motivational Self System, the ought-to L2 self, did not appear to have any influence on the motivational disposition of the participants. Lamb points to other studies that also are unable to clearly point out the presence of an ought-to L2 self, indicating “a potential weakness either in the construct or current methods of elicitation” (2012, p. 1014). Of the two components that the data identified, the ideal L2 self and L2 learning experience, Lamb names the learning experience as the overall most impactful for these young adolescent learners, regardless of their geographical location. The author elaborates on this finding:

In other words, although these young Indonesians appear to believe strongly in the usefulness of English for their future (instrumentality), have an openness toward and interest in the world at large (international posture), and would like to see themselves as future users of English (Ideal L2 self), what makes them more likely to invest effort in learning is whether they feel positive about the process of learning. (Lamb, 2012, p. 1014)

To summarize the usefulness of the L2 Motivational Self System in this particular study, an ought-to L2 self was unable to be identified, and the L2 learning experience was the most important, while the ideal L2 self only receives “partial endorsement” (Lamb, 2012, p. 1014). An original contribution by this study is the elevated role of the L2 learning experience and the

lessened role of the ideal L2 self within the tripartite system. Lamb hypothesizes that the ideal L2 self is not very strong among these participants due either to the compulsory nature of English study or to the young age of the learners, when ideal L2 selves “have the flavor of fantasy rather than the kind of hard-edged ambition that might promote self-regulated learning” (2012, p. 1018).

Concluding thoughts

After introducing his L2 Motivational Self System in *The Psychology of the Language Learner* (2005), Dörnyei worked with Ushioda on a volume (*Motivation, Language Identity, and the L2 Self*, 2009) that further reflects the paradigmatic shift in L2 motivation theory. This work showcases a variety of L2 motivation research that is “pushing for change in how we theorize L2 motivation, and pushing for contemporary notions of self and identity to be brought to the core of this re-theorizing” (Dörnyei & Ushioda, 2009, p. 5), especially research using the L2 Motivational Self System. In this same volume, MacIntyre and his colleagues pen a chapter that identifies some advantages and drawbacks of the L2 Motivational Self System. To conclude this chapter, I will summarize these benefits and cautions identified by the researchers.

Among the positive effects a “possible selves approach” could bring to the field of L2 motivation, the researchers note that it is “an educator-friendly approach” (MacIntyre, Mackinnon, & Clément, 2009, p. 51). Because the “changing personal attributes of the learner” (MacIntyre, Mackinnon, & Clément, 2009, p. 51) are at the core of the L2 Motivational Self System, this research could impact educational techniques. For example, instructors might address learners’ possible selves to change motivated behavior. Secondly, this approach is adaptable to unique contexts, regardless of language and geographic location. MacIntyre,

Mackinnon, and Clément observe, “[U]sing possible selves escapes the complications of defining a specific linguistic group model by focusing on the hopes, aspirations and fears of the L2 learner instead of their integration into an existing L2 community” (2009, p. 51). That the L2 Motivational Self System allows for multiple, simultaneous, and dynamic motivations is another benefit of a possible selves approach (MacIntyre, Mackinnon, & Clément, 2009, p. 52).

For Dörnyei’s L2 Motivational Self System to be useful, the researchers imply, the following complexities involved in studying the self must be addressed: measurement of possible selves, the naming problem, cultural variation in the concept of self, possible selves as goals, possible selves changing over time, and possible selves and identity (MacIntyre, Mackinnon, & Clément, 2009, pp. 53-58). Observing that “the use of a possible selves approach brings diverse and inconsistent measurements methods” (MacIntyre, Mackinnon, & Clément, 2009, p. 53), the researchers contrast qualitative and quantitative methodology, with the former being more commonly used in self research. They advise that those researchers using qualitative methods should use a “well-established, replicable coding scheme” (MacIntyre, Mackinnon, & Clément, 2009, p. 53) to lend consistency and easier interpretability to their research program. Another problem facing a possible selves approach to L2 motivation is the abundance of terms used to describe self and concepts of self. The researchers discourage trying to understand all the differences among the terms, “as one risks losing sight of the big picture of language learning if one becomes too engrossed in the nuances of conceptualizing the details of the self-system” (MacIntyre, Mackinnon, & Clément, 2009, p. 54).

Although Dörnyei argues that a possible selves approach is easily adaptable across languages as it is not linked to a specific target culture (2005), MacIntyre, Mackinnon, and Clément caution that there are “various culture-bound definitions of self that may impact on the

motivational properties of possible selves” (2009, p. 54) (specifically differences between Eastern and Western notions of self). In regard to goals, a learner reaches his future self by setting a series of goals, but difficulties arise in translating goals into appropriate behavior and setting the appropriate goals that lead to behavior. They write that “future research would do well to look at how clear the implementation intentions are” (MacIntyre, Mackinnon, & Clément, 2009, p. 56) and at “whether or not the plans allow for recovery of motivational processes when language learning is delayed or the learner experiences a setback” (p. 56). The final two cautions given by MacIntyre, Mackinnon, and Clément for future research are that possible selves are dynamic and that a possible self approach “must account for identity processes” (2009, p. 58).

These cautions are not meant to limit future research using a possible selves approach. Rather, MacIntyre and his colleagues are raising awareness so that researchers using the L2 Motivational Self System (for example) as their theoretical framework truly move the field of L2 motivation forward within this new paradigm without merely repeating existing theories of L2 motivation (MacIntyre, Mackinnon, & Clément, 2009, p. 58). Moving the field of L2 motivation forward is the goal of the present study, and, as described in the next chapter, this study’s chosen theoretical framework is the L2 Motivational Self System.

CHAPTER 3

STUDY

In Chapter 1 I demonstrated how broad and complex the field of SLA and the sub-field of L2 motivation are, while Chapter 2 honed in on one specific contribution to SLA, the L2 Motivational Self System. The survey of studies included in Chapter 2 reveals that the vast majority of studies using the L2 Motivational Self System are set in countries whose majority language is not English. And, of the studies performed in Anglophone countries, the participants are learning English as an additional language. Busse noticed the trend as well:

However, the bulk of empirical research is based on learning English (with the exception of a study based on Hungarian learners of German and English by Csizér and Lukács, 2010). Little is therefore known about the extent to which the ideal self can play a part in learning a foreign language other than English. Given the severe challenges that modern foreign languages face in English-speaking countries such as the United States, Australia, and the United Kingdom in general, and the critical state of non-world languages such as German and French in the United Kingdom in particular (Coleman, 2005; Dörnyei and Csizér, 2002; Graham, 2004), an exploration of the role of ideal L2 self for the learning of languages other than English is timely. (Busse, 2013, p. 380)

In addition to a call for research specifically on learning non-world languages in an Anglophone setting, Busse asks researchers to investigate participants within the university setting:

First ideas of how to sustain students' ideal L2 self have already been suggested (e.g., Dörnyei, 2008, 2009), yet little is said about young adult learners. This is despite the fact

that future self-beliefs are very dynamic around the ages of 18-22 years (Dunkel and Anthis, 2001; Waterman, 1982) and that these self-beliefs are most sensitive to feedback from the environment (Markus and Nurius, 1986). The present study suggests that more attention has to be paid to the particular needs of university students. (2013, p. 392)

Furthermore, Hadfield and Dörnyei (2013), in their manual on applying self-imaging exercises in the classroom, request that instructors not only use the activities provided in their volume but also investigate the theoretical framework, that is, the L2 Motivational Self System upon which the researchers' exercises are based:

It seems to us that the material in this book [*Motivating Learners*] lends itself to further exploration by classroom practitioners. Vision is an inherently dynamic and situated concept, and the currently available theoretical framework could and should be 'fleshed out' by classroom-oriented investigations (e.g. by case studies of students, evaluations of experimental programmes and lots of actual feedback from students and teachers). (p. 298)

It is important to note that Hadfield and Dörnyei (2013) ask researcher/instructors to gather qualitative data specifically (case studies, evaluations, and student and teacher feedback). This method of inquiry, it is implied, allows for the dynamic and situated qualities of self exercises to be more fully captured.

In response to the calls of Busse, Hadfield, and Dörnyei, the present study seeks to fill a gap in L2 motivation research by contributing original research on the dynamics of the future L2 self of American university students of French and how an intervention based on the L2 Motivational Self System impacts the participants' L2 self.

Method of inquiry

In the past, researchers often understood motivation as affecting action in a linear way, or cause-and-effect, and thus have historically used quantitative research methods. However, Ushioda and Dörnyei caution against using solely quantitative methods in this newest phase of research in L2 motivation, the socio-dynamic phase:

Current quantitative methods of SLA inquiry are ill-equipped to investigate these more complex, process-oriented, and contextual perspectives, since such methods typically rely on superficial snapshot measures at an arbitrary point in time, seek to generalize on the basis of statistically representative patterns in the data, and are not sensitive to the particularities of evolving motivational experiences or individual-contextual interactions.

(2013, p. 401)

They go on to recommend qualitative methods of inquiry as a viable means of researching such dynamic and complex characteristics of L2 motivation (Ushioda & Dörnyei, 2013, p. 402).

Norton and McKinney also emphasize that qualitative methods best suit a dynamic understanding of identity: “Since an identity approach to SLA characterizes learner identity as multiple and changing, a quantitative research paradigm relying on static and measurable variables will generally not be appropriate” (2011, p. 82). These observations are significant because the L2 Motivational Self System, “a new conceptualization of L2 motivation that re-orientes the concept in relation to a theory of self and identity” (Dörnyei, 2005, pp. 93-94), adopts a dynamic view of motivation and identity.

Norton and McKinney point out the power of narratives as a qualitative method of inquiry in the field of L2 identity (2011). Cohen and Macaro name diaries and reflective journals as effective methods to gaining insight to the learner’s thoughts and, in addition, to “raising

students' metacognitive awareness of themselves and of their language learning" (2007, p. 97). Just as the study of L2 identity benefits from qualitative research methods, so too does the study of L2 motivation benefit from collecting and interpreting data qualitatively, ultimately creating a narrative: "Increasing attention has also been given to the idea that L2 motivation is dynamic and alterable, has a close relationship with learner identity and needs to be studied longitudinally using interview and observation" (Mitchell, Myles & Marsden, 2013, p. 23). The use of multiple sources of data (triangulation), like the combination of interview and observation, is encouraged by Ushioda and Dörnyei, as it leads to "a rich holistic analysis of motivation-in-context, rather than relying (as traditionally) on a single set of self-report measure" (2013, p. 402). Many methods of data collection, including reflective writings, interviews, and observation, were used in the present study to create the participants' unique narratives. It will be helpful at this point to look at two studies that rely on qualitative research methods for their investigation of the L2 Motivational Self System.

Model studies

The present study is modeled after two recent studies using the L2 Motivational Self System as their theoretical framework: Magid and Chan (2012) for the intervention portion of this study and Irie and Ryan (2015) for the methodology portion of this study. While the studies themselves will be summarized in this section of the chapter, elements from these studies will be reintroduced later when the present study's method is discussed.

Intervention

Magid and Chan (2012) details two studies on L2 motivation using multiple sources of data and has greatly informed the present study, not just in regard to data collection but also (and

especially) in regard to materials and procedure. The individual researchers Magid and Chan each created an intervention program based on Dörnyei's L2 Motivational Self System with the goal of motivating Chinese university students learning English to enhance their vision of the ideal L2 self (2012). Their joint publication, which responds to a gap in the literature by applying "imagery within L2 motivational programs" (Magid & Chan, 2012, p. 114), compares the different programs and summarizes the findings.

The first intervention program, set in England, consisted of four workshops over four months. The components specifically included in order to create the L2 self were a list of goals, a timeline, an action plan, and a feared L2 self. Imagery activities were used, including in-class and at-home scripted imagery. The second intervention program was set in Hong Kong, with a total of six workshops over three months. Participants completed an ideal self tree to create their L2 self. Like the first program, in-class guided imagery was used.

During each workshop in Magid's and Chan's intervention programs, guided imagery was used to help the learners better visualize their future L2 selves. Although this specific element was not adopted in the present study, it is important to note that the scripted imagery was shown to have a positive impact on the motivation of the English learners. The participants in the two programs attended two "language counseling sessions" (Magid & Chan, 2012, p. 117), during which the participant and researcher discussed the participant's goals and progress in learning English.

Although both studies described in Magid and Chan (2012) impacted the present study, Magid's contributions in particular influenced the creation of the present study. Therefore, because the present study draws substantially from Magid's (2011) intervention program, it is worthwhile to describe the content of his study in greater detail in the next two paragraphs.

Unit 1 of Magid's intervention program consisted of several portions: an introduction to the theoretical background of his program (the L2 Motivational Self System), including a simple definition of the ideal L2 self ("the way you hope or wish to use your English in your life [,] your dream of how you would like to use English in your studies, your work, when you are speaking with friends, and when you are having fun" (Magid, 2011, p. 152)); going over the consent form; and a questionnaire. To move participants towards thinking about their ideal L2 self, Magid played music, read poetry, encouraged reflective writing, and read scripted imagery, all with a focus on achieving one's dreams. After this preparation and orienting, Magid had the participants write down their career, relationship, and lifestyle goals leading to their ideal L2 self. In addition, participants wrote "down the names of positive and negative role models for the corresponding domain" (Magid, 2011, p. 156).

For Unit 2, Magid asked the participants to create a timeline with the following instructions: "indicate in which year they expect to achieve their goals in each of the following three domains: (1) Ideal L2 self, (2) Career, and (3) Relationships/Lifestyle, noting down everything that they hope will happen. They were also asked to indicate forks in the road to illustrate the various options that they may have even if they don't achieve their primary goals" (2011, p. 160). The third unit, titled "Action Plans," involved engaging participants in a discussion about what might prevent them from achieving their ideal L2 self and what strategies could help them overcome these obstacles. In the final meeting, Unit 4, Magid introduced the concept of the feared L2 self. He asked students to describe "the kind of person you are afraid of becoming in terms of your work, relationships and lifestyle if your English will not improve. Also, think of ways you can avoid becoming that kind of person" (2011, p. 169). He concluded the intervention program with the same questionnaire that began the program.

Both Magid's and Chan's intervention programs relied primarily on qualitative methods of inquiry, including interviews and written documents that were coded for analysis, and they included pre- and post-intervention questionnaires as well, thereby classifying the studies as mixed-methods (Magid & Chan, 2012). Based on the data collected, the researchers concluded that, because of their workshops, "the participants' vision of their Ideal L2 Self became stronger" (Magid & Chan, 2012, p. 119); "the programs motivated the participants to learn English" (p. 119); "the participants became more confident in their English" (p. 120); and "the participants have clearer and more specific goals after the programs" (p. 121). Near the end of their publication, Magid and Chan advise that future intervention programs should be longer in duration than four meetings and be in combination with "activities that would be especially meaningful to the participants such as English improvement or career preparation" (2012, p. 122).

Methodology

The method of data collection for the present study is informed by the work of Irie and Ryan (2015). For their chapter in the edited volume *Motivational Dynamics in Language Learning* (2015), Irie and Ryan present early data and conclusions of their longitudinal study on study abroad and change in L2 self-concept and L2 motivation. Although their study is within the context of study abroad research, much of their rationale applies to what occurs in the foreign language classroom. For example, in study abroad research, many studies focus on the cause and effect of an intervention:

Though something of a simplification, a common approach throughout much of this research has been to look at learners prior to departure in comparison with how they are at the end of the period of study abroad. In this chapter, we prefer to see learners' ideas

about themselves in respect to going abroad, both their anticipation and their subsequent processing of the experience, as part of a continuous process of change within the L2 self-concept, an ongoing internal narrative that is constantly being revised and retold.

(Irie & Ryan, 2015, p. 344)

The “common approach” to which Irie and Ryan refer are those social psychological, cognitive-situated, and process-oriented research approaches that hold L2 identity and L2 motivation to be linear processes, “identifying ‘variables’ and tracing cause-effect relationships” (Dörnyei & Ushioda, 2011, p. 77).

Irie and Ryan prefer a “through” perspective, not a “before-and-after” perspective, when it comes to researching the dynamics of L2 self-concept. They emphasize the importance of making the process of change the focus of their study: “Much of the impetus for this research came from a perceived need to explore processes of change, rather than identifying or describing specific states or outcomes ... a complex dynamic systems perspective seems an obvious approach for such a research project” (Irie & Ryan, 2015, p. 345). Dörnyei and Ushioda promote a similar view in their research on L2 motivation, as the L2 Motivational Self System is one of the dynamic approaches that is

characterized by a concern with the situated complexity of the L2 motivation process and its organic development in dynamic interaction with a multiplicity of internal, social and contextual factors; and by a concern to theorize L2 motivation in ways that take account of the broader complexities of language learning and use in the modern globalized world.

(Dörnyei & Ushioda, 2011, p. 72)

Again, Irie and Ryan feel strongly the need to differentiate their research from other studies that do not adopt a dynamic view of language learning and its components of identity and motivation:

The key distinction is one of focus, in that our interest here is not so much in starting points or eventual outcomes; we are more concerned with what occurs between and how this may help us understand what is occurring in our classrooms. (2015, p. 356)

How researchers like Irie, Ryan, Dörnyei, and Ushioda study the “between,” or what happens within a student over the course of a semester of language study (for example), unsurprisingly influences their choice of research methodology.

To collect data, Irie and Ryan (2014) used Q methodology. Irie recommends this methodology for use in “any area of SLA research that requires an in-depth understanding of the learner’s situated subjective view of a complex phenomenon” (2014, pp. 27-28). She specifically points to learner beliefs and identity as areas that would benefit from an application of Q methodology, as both of these fields of study have proven challenging to measure for researchers working from socially-oriented approaches (Irie, 2014, p. 28). For example, two other researchers, Jim King and Jim Askham, chose this method for their study to “explore the dynamic nature of novice and pre-service language teachers’ perceptions, beliefs and viewpoints relating to the complex issue of teacher autonomy” (2014, August).

This Q methodology is a response both to the call for dynamic instruments that can measure dynamic changes in motivation and to the call for a mixed methods approach “that leans towards the qualitative end of the spectrum” (Irie, 2014, p. 14). In a recent article Irie explains Q methodology and its relevance to the field of SLA, noting that Q methodology is not merely an evolution of the typical Likert scale questionnaire used in cognitive approaches to understanding language learning (2014, p. 14). Q methodology, as Irie explains it, begins when

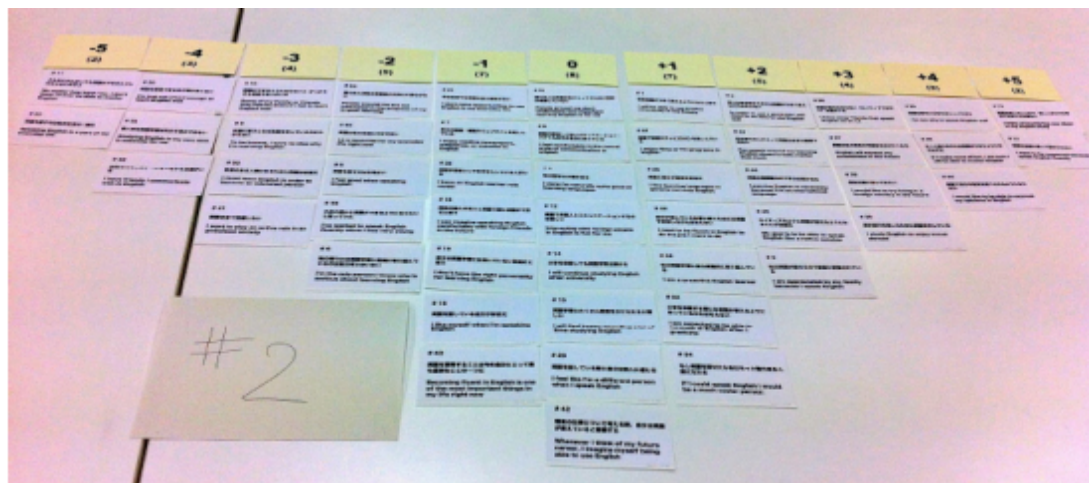
participants are given a set of cards, with each card bearing a statement...about the topic under investigation. The participants are then asked to rate the statements according to

their psychological significance...based on their feelings, reasoning or simple preference.

This is often followed by an interview with the participants about the placement of the statements and the topic (2014, p. 18).

The Q-sorting, then, is when participants are encouraged to order a series of statements according to their perceived importance. The participants order the statements, or the Q-set, wholly subjectively into the shape of a triangle, as illustrated in Figure 3.

FIGURE 3. Q-sort format (“Figure 2. A photo of a Q-sort.” (Irie & Ryan, 2014, p. 9)).



For their study, Irie and Ryan created a Q-set totaling 50 statements “from the literature and established questionnaires that have been used in previous L2 motivation and other related research” (2015, p. 348). Because Irie and Ryan were interested in the participants’ “motivation to learn a language and in the development of learner self-concept, [the] selection of items was heavily biased towards research within the L2 motivational self framework” (2015, pp. 348-349). In each of the two Q-sorts, participants “were first asked to roughly sort the 50 cards into three piles: statements they generally agree with, do not agree with or feel relatively neutral about”

(Irie & Ryan, 2015, p. 349). Then, the 50 cards were distributed over 11 columns creating the shape of a triangle. These columns ranged in score from least descriptive (-5) to most descriptive (+5), which the participants used to sort the Q-cards in response to the question “How descriptive is this statement about your view of L2 learning and L2 use?”

As Q-methodology qualifies as a mixed-methods approach, the researchers incorporated both quantitative and qualitative methods of data collection and analysis. Using the software PQMethod to perform by-person factor analysis, Irie and Ryan sought “similarities in the patterns of sorted statements” (2014, p. 13), which involved the “painstaking task of reading into the ranking of the statements and finding clues in demographic data, background information, and interview transcripts that helped us appreciate the uniqueness of the insights Q methodology could offer” (2014, p. 13). And, as part of the qualitative methodology, the researchers studied the top (most descriptive) and bottom (least descriptive) responses of each participant and collected interview data; this coded data contributed to their findings. They explain their use of mixed methodology: “Our experience as researchers had taught us that these qualitative elements were necessary to investigate subjective notions, such as viewpoints and beliefs, but that attempts to obtain qualitative data required a principled, systematic basis” (Irie & Ryan, 2015, pp. 347-348). In other words, Q methodology allows for the organized collection of qualitative data.

Research questions

The research questions for the present study reflect the notion that motivation and identity are understood to be dynamic. In his plenary speech at the 2014 international conference (Nottingham University, UK) on motivation and dynamic systems theory, MacIntyre

acknowledged the challenges of formulating dynamic questions (2014, August). He advises, “Dynamic methods need dynamic questions” (MacIntyre, 2014, August). MacIntyre challenges researchers using a dynamic systems perspective to rethink their questions by providing the following example: Researchers should ask “*when* is there a correlation, not *if* there is a correlation” (2014, August). He asks for grace to be extended especially to new researchers creating their first dynamic research questions, writing that “even the research questions themselves are usually substantively different from the majority of prior literature. Novel types of questions present a challenge, especially for new researchers in the field, such as those doing studies as part of a Master’s or PhD program” (MacIntyre, Dörnyei, & Henry, 2015).

The theoretical framework, the setting and participants, and the research methodology of this study distinguish it from other research projects in the field of L2 motivation. The present study applies Dörnyei’s model of the L2 Motivational Self System to the American university foreign language classroom and observes the relevance of the ideal L2 self and ought-to L2 self on this population. In addition, this study incorporates Q-methodology, which is a relatively new measurement tool in the field of SLA, to collect data on the participants’ L2 selves, both actual and future.

The overarching question guiding this study is the following: Is the L2 Motivational Self System framework applicable to the American university second language classroom? It is assumed that the answer to this question is “yes,” and therefore the L2 Motivational Self System is the framework used not only in the construction of the interventions but also for the data collection and analysis. Three important, dynamic questions stem from the application of the L2 Motivational Self System to the particular setting of the American university foreign language classroom:

Research question 1. How do students articulate the notion of the ideal L2 self?

Research question 2. In what ways does the ought-to L2 self serve as a source of motivation for students?

Research question 3. In what ways does an intervention based on the L2 Motivational Self System influence a language learner's identity and motivation, and how does the choice of research methodology reflect this influence?

The participants' visions of their future L2 self is the common focus across the three research questions. Dörnyei explains the significance of these visions:

In other words, while individuals pursue languages for a variety of purposes and an equally wide array of reasons keep their motivation alive, the vision of who they would like to become as second language users seems to be one of the most reliable predictors of their long-term intended effort. (2014, p. 12)

The discussion of these three questions in the present chapter enhances our understanding of the application of the L2 Motivational Self System to this learner population and setting.

Method

Participants

The three participants were first-year students in the College of Arts and Science at Vanderbilt University. None of the participants had yet decided on a major course of study. Two of the participants had studied French in high school, and two of them had experience with languages other than French (see Table 1). Two participants were female and one was male. Their pseudonyms are Brooke, Elizabeth, and Frank.

The three participants in this study were undergraduate students enrolled in the same section of an accelerated introduction to French, which met for fifty minutes three mornings a week. A total of seven students were enrolled in the course. All seven students agreed to participate in the study and signed the consent form. Halfway through the semester, one student withdrew from the study but continued in the course. (This student’s grade was not negatively affected for nonparticipation.) A second student completed all but the final Q-sort and interview, and a third completed all but the final questionnaire. A fourth student missed one of the interventions (Motivation Workshop 1). Only data for the three students who completed all phases of the project were analyzed for this study.

TABLE 1. Participant biodata.

| Participant | Year | Major | Previous years of French study | Other languages studied |
|--------------------|-------------|--------------|---------------------------------------|--------------------------------|
| Brooke | First | Undecided | 4 | None |
| Elizabeth | First | Undecided | 0 | Spanish, Portuguese |
| Frank | First | Undecided | 2 | Mandarin |

Setting

The three participants were enrolled in the same spring semester course at Vanderbilt University, located in Nashville, Tennessee. The interventions took place in two locations: a classroom and a seminar-style room. Each of the spaces used during the study was private so that students would feel safe when they shared their opinions.

Motivation workshops were held in a general-use classroom on the main campus, equipped with chalkboards, a computer, a projector, and a large screen. In the classroom, the

desks were heavy tables arranged into a large “U,” with students sitting on the outside of the shape facing the screen at the front of the room.

The Q-sorts and interviews were done in a smaller seminar-style room in the university’s Center for Second Language Studies. This room had no windows, excepting a small rectangular window in the door. There were four rolling desks pushed together to create a large rectangular work table. There was artwork on the walls of the seminar room representing different countries around the world and a large, flat-screen television suspended on the far wall.

Materials

The materials used in this study include an IRB consent form, a questionnaire, slide show presentations, and a set of Q-statements.

Institutional Review Board consent form. At the beginning of the semester, students were given IRB consent forms (Appendix A) with an overview of the study. As explained in the consent form, the only extra work for those students choosing to participate in the study would be the two Q-sorts. Although every student had to attend the motivation workshops and complete the assignments during the workshops, data was analyzed only for those students who opted to participate in the study. The IRB consent form clearly stated that neither participation nor nonparticipation would affect the student’s final grade and that withdrawal from the study was allowed. Participant confidentiality has been maintained by keeping data secure and using pseudonyms.

Slide show presentations. A series of slide show presentations created using PowerPoint guided each of the five motivation workshops. To start each workshop, a light blue title page begins the slide show. The title summarizes the content to be covered during that specific workshop. Following the title slide, students then see a white screen with a question or a

quotation to provoke thought on learning a second language. The workshops promote reflection and discussion on a specific aspect of language learning (multilingualism or identity, for example). Some type of written activity is given during each of these interventions. A slide indicating research references concludes the workshop. All of the slideshow presentations are included in the appendices (Appendix B). The content of each slideshow will be discussed in more detail under General Procedure.

Questionnaire. The questionnaire, adapted from MacIntyre, MacKinnon, and Clément (2009), was purposefully given before any conversation on language learning so that students' initial thoughts on the subject could be measured (see Appendix C). With a prompt of "Imagine your life in the future. Do these statements describe what you see?," the questionnaire provided an array of future L2 selves to which students responded with a score of 0 to 5 (least agree to most agree). Following the 19 questions, an open-ended question invited participants to include other future L2 selves not covered by the questionnaire. The questionnaire was redistributed in the fifth and final Motivation Workshop in order to compare changes in perspective from the beginning to the end of the intervention program. Framing the study with a questionnaire follows the model of Magid and Chan (2012).

Q-statements. A set of 50 statements (Q-statements) identical to those used in Irie and Ryan (2014) were given to participants on notecards to arrange according to how well or how poorly they felt the statement answered the question, "How descriptive is this statement about your view of L2 learning and L2 use?" The statements were gathered by Irie and Ryan "from the literature and established questionnaires that have been used in previous L2 motivation and other related research" (2015, p. 348) and used in their own research (2015). The statements are

“heavily biased towards research within the L2 motivational self framework” (Irie & Ryan, 2015, pp. 348-349). For a complete list of the Q-statements, see Appendix D.

General procedure

After being told about the research study, students were invited to participate by signing the IRB consent form. Then, participants set up a time outside of class to meet with me, both their instructor and the researcher, to do a pre-intervention Q-sort and interview.

The only two meetings occurring outside of normal class time were for the pre-intervention Q-sort and the post-intervention Q-sort. To encourage attendance at the Q-sortings, I combined this part of the study with one-on-one meetings to discuss the course (to talk about expectations for the course and to review class performance) before transitioning to the Q-sort phase of the study.

For this part of the study, participants were given a stack of 50 2x3-inch green cards, each with a statement expressing some belief about being a language user or language learning. The participant was seated at the table, with the researcher to his or her right, and a video camera in the back corner of the room. The student was told and shown that the camera was directed solely at the table and the cards, not at the participant’s face. I explained that the participant will first sort the statements into three categories suggested by Irie and Ryan (2014): “Yes, this statement describes my beliefs;” “No, this statement does not describe my beliefs;” or “I’m not sure about this one.” The guiding question posed to the participant to judge each statement was “How descriptive is this statement about your view of L2 learning and L2 use?” Then, students were asked to sort the three piles onto the blank Q-sort template. On the table were taped fifty white rectangles, arranged in a sort of triangle. This triangle, as was explained to the participant, would serve as the template for where to place the Q-cards. The far right of the template signified,

“This statement absolutely describes my beliefs,” whereas the far left of the template signified, “This statement, although I may not disagree with it, is the least descriptive of my beliefs.”

Participants were encouraged to verbalize their thoughts (or think out loud) while sorting so that their thought-process behind the placement of the statements would be best recorded and analyzed. Once all the Q-cards were sorted, I continued with the interview in order to dig more deeply into the rationale behind the participant’s selections.

The intervention workshops began after the initial Q-sort meeting. Because a workshop was scheduled as the final class meeting before each of the five take-home chapter exams, there were a total of five “Workshop Classes,” and so five motivational interventions (the third, sixth, ninth, eleventh, and fourteenth weeks of class (see Table 2)). This study was purposefully scheduled in order to maintain retention: Students were required to show up to class on the day of the intervention because, in addition to an interesting discussion on foreign language learning, they received help on their writing assignments and were given their chapter exams to complete at home. (Offering the participants benefits such as extra help on compositions is encouraged in studies on L2 motivation (see Magid and Chan, 2012, as one example), as “Researchers who only take, and do not give something back, are deservedly looked at skeptically by those they research” (Casanave, 2010, p. 72).)

Before chapter exams were distributed, a Workshop Class was offered, during which students had the opportunity to participate in a motivation workshop on foreign language learning and then in a writing workshop to revise their compositions. Students arrived at the Workshop Class knowing that there would be two parts to that day’s meeting: a Motivation Workshop (the intervention) and a Writing Workshop. The first twenty to thirty minutes of class, I engaged the students in a slide show aimed to motivate the students using possible selves

theory. Following the Motivation Workshop, class time transitioned to a Writing Workshop during which students were able to ask the instructor for help with their compositions. At the end of each Workshop Class, students were handed their take-home chapter exam, to be turned in at the next class meeting. The next paragraphs summarize the content of the individual Motivation Workshops.

Workshop 1, entitled “Introduction: Talking about language learning,” followed the initial Q-sortings and interviews. Similar to Magid (2011), the purpose of the initial intervention was to introduce students to the format of the workshops and to begin the semester-long discussion of talking about language learning. Workshop 1, with a goal of directing the students’ minds towards thinking about learning languages, began with the guiding question, “How do you feel about language learning?” Students were given a sheet of paper, on the front of which was a questionnaire. On the back of the questionnaire was a prompt for students to complete the following metaphor: “Foreign language learning is...” A few, simplistic examples of metaphors were provided, including the following: “Foreign language learning is a rose. There are many rewards (the flower) but sometimes there are challenges (the thorns). It takes time and attention to learn and thrive (to grow the plant).” They were also encouraged to elaborate (in writing) upon their metaphor. All of the participants’ data were collected at the end of the workshop to be analyzed later.

TABLE 2. Materials and study timeline.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|
| IRB consent | | X | | | | | | | | | | | | |
| Pre-workshop Q-sort | | | X | | | | | | | | | | | |
| Workshop 1: Pre-intervention questionnaire | | | X | | | | | | | | | | | |
| Workshop 1: Pre-intervention metaphor exercise | | | X | | | | | | | | | | | |
| Workshop 2: Future L2 self | | | | | | X | | | | | | | | |
| Workshop 3: Reflection on identity, third space, and intercultural awareness | | | | | | | | | X | | | | | |
| Workshop 3: Future L2 self | | | | | | | | | X | | | | | |
| Workshop 4: L2 role models | | | | | | | | | | | X | | | |
| Workshop 4: Timeline to ideal L2 self | | | | | | | | | | | X | | | |
| Workshop 5: Post-intervention questionnaire | | | | | | | | | | | | | | X |
| Workshop 5: Post-intervention metaphor exercise | | | | | | | | | | | | | | X |
| Post-workshop Q-sort | | | | | | | | | | | | | | X |

(X = Data collection date)

Workshop 2 covered bilingualism. The guiding questions on the first content slide prompted the students to reflect on their understanding of bilingualism (“What does it mean to be bilingual? Are you bilingual? Do you expect to become bilingual in English/French?”). After a discussion with both a partner and then as a class on the various responses to these questions, students learned that there are many definitions of bilingualism, eight of which were given as examples (balanced, covert, dominant, early, late, receptive, secondary, and incipient). Students read each type of bilingual defined on the slide and identified which describes them currently. The next slide listed the drawbacks of a monolingual view of bilingualism as identified by Cook and Singleton (2013).

The goal in presenting bilingualism as a process, not as a mindset of “either you sound like a native speaker or you’re not bilingual,” was to empower the students as non-native speakers learning a foreign language. Different categories of L2 users on the next slide demonstrated types of language users besides native speakers, thereby expanding students’ potential visions for their language study. At the end of the workshop, students were asked to describe their future L2 self; the participants’ written descriptions were collected and analyzed. This assignment served to create the vision of a student’s future self as a language user.

Workshop 3, “L2 Identity,” opened with three guiding questions: “What does ‘identity’ mean? In what ways might (or might not) your identity change by studying French? How has learning a foreign language challenged your identity?” Students then were given three different definitions of identity from Block (2007) (“Individuals do not carve out an identity from the inside out or from the outside in, as it were; rather, their environments impose constraints whilst they act on those environments, continuously altering and recreating them”; “Identity is related to different demographic categories such as age, gender, nationality, and race... [these

categories] have come to be seen as more fluid and fragmented”; and “...identity is, at least to some extent, a self-conscious, reflexive project of individual agency, created and maintained by individuals”). These multiple definitions served to enhance the students’ discussion of identity.

The next slide contained three quotations highlighting the connection between language and identity. Students were asked to read each quotation with his or her partner and discuss the meaning of each: “Language learning is a site of identity construction” (Pavlenko, 2002), “Learners make a foreign language and culture their own by adopting and adapting it to their own needs and interests” (Kramersch, 1998), and “[A]n investment in the target language is also an investment in the learner’s own identity” (Ushioda & Dörnyei, 2009). Identity and language learning led into Kramersch’s (1998) notion of “third space” (a basic explanation is the overlap between one’s native culture and the target culture) and intercultural awareness. Students reflected on the meanings of identity, third space, and intercultural awareness in a brief written paragraph. The final content slide assigned a second reflection essay on one’s future L2 self, meant to strengthen the vision of the students’ future L2 self. All written reflections were collected as data from the participants.

Workshop 4, entitled “L2 self,” was the first workshop to explicitly cover the L2 Motivational Self System (Dörnyei, 2005). Transparent instruction of the theoretical framework of a motivation intervention was modeled by Magid (2011). The first content slide reinforced the identity-language connection emphasized in Workshop 3:

[I]dentity is constituted in and through language. By extension, every time language learners speak, read or write the target language, they are not only exchanging information with members of the target language community, they are also organizing

and reorganizing a sense of who they are and how they relate to the social world. As such, they are engaged in identity construction and negotiation. (Norton, 2013)

Following a refresher on the content discussed so far in the previous workshops, possible selves theory and the motivational power of possible selves were introduced, using citations from MacIntyre, MacKinnon, and Clément (2009), divided over multiple slides. Students volunteered to read the text:

Possible selves are important because they function as incentives of future behavior and provide an interpretive context for the current view of the self. Possible selves are motivating because they are *future-oriented*; they provide an *end-state for potential behavior*, as well as providing *potential incentives* to perform or avoid certain behaviors. Individuals are motivated to act in order to reaffirm their sense of identity with their present sense of self, or as a potential goal in the case of possible selves. So, under this conceptualization, *motivation is the conscious striving to approach or avoid possible selves in order to achieve one's inner-most potential*. (MacIntyre, MacKinnon, and Clément, 2009) (emphasis added)

After the suggested actions lending strength to possible selves as motivator in language learning (Dörnyei, 2009), the remaining slides aimed to strengthen the students' vision of their future L2 self (positive L2 self), to counterbalance this vision (negative L2 role model and feared L2 self), and to operationalize the vision (timeline to ideal L2 self).

Workshop 5, "Conclusion," was identical in content to the "Introduction" workshop: Students were given the same questionnaire and metaphor prompt. The purpose of the final workshop was to collect data to compare to the pre-intervention questionnaire and metaphor

exercise from the participants. The workshop was finished when the students completed the questionnaire on their future L2 self and the metaphor about foreign language learning.

Following the workshops, students (including the participants) met again with me, the researcher and instructor, to complete the post-intervention Q-sort and interview. Students were encouraged to attend the final Q-sort because it was also an opportunity for an individualized review with the instructor before the final exam. During the second Q-sort, which, like the first, lasted between 20 and 45 minutes, the student again arranged statements according to how closely they apply to that student's life. The table, the statement cards, and the student's hands and voice were again video-recorded for each Q-sort. Simultaneous to the Q-sort was an interview, during which I prompted the students to explain his or her choices in ordering the statements. Following the Q-sort and interview, students were thanked for their participation and wished a happy continuation in their language study. If students were interested in the findings of the study, they were encouraged to reach out to me for more information.

The workshops act as a visionary motivational program by including the following components: constructing the vision of ideal L2 self, strengthening this vision, substantiating this vision, operationalizing this vision, keeping the vision alive, and counterbalancing the vision (Hadfield & Dörnyei, 2013, pp. 5-6). The procedure, then, was structured to meet each of these conditions. The initial Q-sort and interview (Week 3) helped create the ideal L2 self. The Q-sorts, interviews, and questionnaires (Weeks 3 and 14), the ideal L2 self exercises (Weeks 6 and 9), the general reflections on language learning and use (Week 9), and the positive L2 role model and timeline activities (Week 11) served to strengthen, substantiate, and keep alive the participants' vision of their future L2 self. To operationalize this vision through procedural strategies, the participants created a timeline to their ideal L2 self (Week 11) and, after the study,

received a “check-up” email from their instructor to see how they were progressing in their language study. Finally, to counterbalance the vision of their L2 self, a feared self and a negative L2 role model were identified and described (Week 11).

Data collection and analysis

Data was collected in a variety of formats throughout the semester. The earlier graphic (Table 2) reflects the types and times of data collection. During the motivation workshops, students wrote their responses to the different prompts and activities, and the participants’ hard copies were collected for further analysis.

As is suggested by Irie (2014) above, in this study the Q-sort is partnered with an interview. Fontana and Frey (2005) close their chapter “The interview” with future directions of the research instrument, mentioning new feminist interviewing practices, which are compatible with a dynamic systems perspective as it takes into account the presence of the researcher. Unlike the traditional interview, which “has painstakingly attempted to maintain neutrality and achieve objectivity and has kept the role of the interviewer as invisible as possible” (Fontana & Frey, 2005, p. 720), new feminist practices choose *not* to “exploit respondents” and instead “wish to use interviewing for ameliorative purposes” (p. 720). For example, through the post-Q-sort interview, the participants were pushed to reflect further on why they were learning a language and how they will use their language experience in the future. As both their instructor and the researcher, I challenged the participants to rethink foreign language study not as a way to earn “an easy A” but as an opportunity to grow their identities. All audio recordings from participants’ pre- and post-intervention interviews were transcribed and analyzed.

Unlike traditional interview formats, the interviews in this study were structured by the respondents’ Q-statements: Instead of a strict set of interview questions, the participants read

aloud a selection of their Q-statements, which then guided the interview. At times the interview tended towards a more unstructured format, or a “conversation with a purpose” (Burgess, 1984, p. 102), with the intent being to understand their motivation for learning a foreign language. In line with new feminist practices, the unstructured interview has “the researcher [as] a friend and a confidant who shows interest, understanding and sympathy in the life of the person with whom a conversation occurs” (Burgess, 1984, p. 103). Rather than simply following a set of questions to ask, this type of interview requires “detailed knowledge and preparation” (Burgess, 1984, p. 103) and observation “before a detailed conversation can occur” (p. 103). Because I served as their instructor in addition to acting as the researcher, I possessed a unique knowledge of the participants developed through our relationship in the classroom setting. The Motivation Workshops and Q-sorts were not facilitated by a stranger but by a face familiar to the students.

Practices of grounded theory (Glaser & Strauss, 1967) were utilized in the analysis of data, namely open coding and categories. The many forms of writings and remarks from the participants were studied using open coding, which is “the part of analysis that pertains specifically to the naming and categorizing of phenomena through close examination of data” (Strauss & Corbin, 1990, p. 62). By making comparisons and asking questions during open coding, “precision and specificity” (Strauss & Corbin, 1990, pp. 62-63) are given to the concepts. Line-by-line analysis, during which labels were given to the smallest components of data (such as individual words), is “the most detailed and most generative type of analysis” (p. 72). Specifically, “data are broken down into discrete parts, closely examined, compared for similarities and difference, and questions are asked about the phenomena as reflected in the data” (Strauss & Corbin, 1990, p. 62), and through this process “one’s own and others’ assumptions about phenomena are questioned or explored, leading to new discoveries” (p. 62). The labels

(also called phenomena) were then grouped into categories (Strauss & Corbin, 1990, p. 65) created by the researcher (p. 67) using existing SLA concepts (p. 68). The code sheets (with categories and sub-categories) used during data analysis are in Appendix G.

Concluding thoughts

In this chapter, I argue this study's importance in response to several calls for research of the L2 Motivational Self System, namely a need for Dörnyei's framework to be studied in an Anglophone country, with participants being university-level students of a critical non-world language (Busse, 2013). In addition, there is a call for the language instructor to act as researcher within his or her own classroom while incorporating motivation interventions inspired by the L2 Motivational Self System (Hadfield & Dörnyei, 2013). I have designed this study so that, as an instructor in an American university French-language classroom, I double as a researcher in the application of the L2 Motivational Self System motivation interventions. Furthermore, the design of the study, including the creation and content of the Motivation Workshops and the choice of research methodology, has been informed by established studies (Magid & Chan, 2012; Irie & Ryan, 2015). The next chapter shares the general findings collected during the semester of study in a discussion of the research questions.

CHAPTER 4

DISCUSSION OF FINDINGS

Chapters 1 and 2 provide reviews of literature to explain the shift from static and process-oriented understandings of L2 motivation to a dynamic understanding of L2 motivation, “when past traditions could be meaningfully fused with lessons learnt about future self-guides in social psychology” (Dörnyei, 2014, p. 8). These reviews of literature also demonstrated the necessity of a new framework, namely Dörnyei’s L2 Motivational Self System. Chapter 3 describes the present study, which was created using the L2 Motivational Self System framework and is based on similar studies using this same new, dynamic framework. In the current chapter, I present evidence pertaining to each of the following research questions:

Research question 1. How do students articulate the notion of the ideal L2 self?

Research question 2. In what ways does the ought-to L2 self serve as a source of motivation for students?

Research question 3. In what ways does an intervention based on the L2 Motivational Self System influence a language learner’s identity and motivation, and how does the choice of research methodology reflect this influence?

Data collected from all three of the participants will be used in the discussion of the first and second research questions that focus on possible L2 selves. For the third research question, which looks more closely at change and the effect of the motivational interventions, the focus will be on a single participant. In the presentation and discussion of the findings, I at times use the historical present tense to describe the participants. The historical present is a means of

“vivifying, animating, or heightening events in the narrative past by making them ‘present’ in time” (Brinton, 1992, p. 221) and can also be used “to segment a story, foreground events, or express internal evaluation” (p. 221). In this discussion, I use the historical present tense to engage the audience’s imagination “so that readers can be in some sense transported into the world(s) of the case” (Casavane, 2010, p. 71). It is my hope that by using a variety of tenses that the reader finds the narratives of the three participants more believable and impactful.

Before focusing on the research questions, a brief review of both the Motivation Workshops and the research methods will clarify the way that the data was collected and interpreted. The intervention program consisted of five Motivation Workshops meeting the third, sixth, ninth, eleventh, and fourteenth weeks of class. The purpose of Workshop 1 was manifold: to introduce students to the format of the workshops, to begin the semester-long discussion of talking about language learning, and to direct the students’ minds towards thinking about learning languages. Workshop 2 covered the types of L2 users and the many understandings of bilingualism, with an emphasis on bilingualism as a process in order to empower the students as non-native speakers learning a foreign language. The third Workshop challenged students to rethink their understanding of identity and the impact learning a foreign language has on one’s identity. In this Motivation Workshop, students reflected on the meanings of identity, third space, and intercultural awareness. In both Workshops 2 and 3, students purposefully envisioned their ideal L2 self in a written reflection. Workshop 4 explicitly presented the L2 Motivational Self System (Dörnyei, 2005), with a focus on possible selves theory, and the motivational power of possible selves was introduced. Students participated in exercises aimed to strengthen the students’ vision of their future L2 self, to counterbalance this vision, and to operationalize the

vision. The fifth and final workshop served to conclude the study through a final reflection on one's future L2 self and beliefs about language learning.

Future self-guides, a principal theme of the Motivation Workshops, do not automatically motivate action, says Dörnyei: “[I]n many cases, the desire to learn the L2 that has been generated by constructive future self-images fails to be realized in actual action” (2014, p. 9). Because of this potential lapse, the Motivation Workshops were structured based on Dörnyei and Ushioda's (2011) list of conditions necessary to enable the motivating capacity of the future self-guides, which are summarized as follows: “the learner has a desired future self-image;” “the future self is sufficiently different from the current self;” “the future self-image is elaborate and vivid;” “the future self-image is perceived as plausible;” “the future self-image is not perceived as comfortably certain to reach;” “the future self-image is in harmony—or at least does not clash—with other parts of the individual's self-concept;” “the future self-image is accompanied by relevant and effective procedural strategies that act as a roadmap towards the goal;” “the future self-image is regularly activated in the learner's working self-concept;” and “the desired future self-image is offset by a counteracting feared possible self in the same domain” (Dörnyei, 2014, pp. 9-10). (A more detailed explanation of these conditions is located in Chapter 2.) Without adhering to these conditions in leveraging future self-guides (the future L2 selves), “the three primary motivational dimensions lose their motivational capacity” (Dörnyei, 2014, p. 10).

Before, during, and after the Motivation Workshops, qualitative research methods were adopted for the collection of data, including interviews (in conjunction with the Q-sorts) and written reflections (timeline to L2 self, descriptions of the ideal L2 self, creation of metaphors, description of the feared L2 self, thoughts on intercultural awareness, and emotions associated with learning French). Before looking more closely at the ways these qualitative methods give an

indication of how identity and motivation are in flux within the language learners, it is important to revisit the rationale behind choosing qualitative methodology rather than quantitative methodology for this particular study, both in terms of data collection and analysis.

Mirroring the general trend of adopting qualitative methods in SLA research, L2 motivation research has adopted more of a qualitative turn as well “in an effort to address the dynamic and situated complexity of L2 motivation” (Ushioda & Dörnyei, 2013, p. 401). Ushioda and Dörnyei point out that these qualitative studies “seek to explore the process and experience of individual motivation and its dynamic interactions with contextual factors” (2013, p. 403). Unlike quantitative studies, in which motivation is defined “in terms of measurable attitudes, effort or behavior” (Ushioda & Dörnyei, 2013, p. 403), studies using qualitative methods of inquiry view motivation “in terms of how learners think about their learning and process relevant experience, and how their thinking affects their motivation and engagement in learning” (p. 403). To repeat this important point,

quantitative research approaches seek to represent the bigger picture, using measurement instruments such as test batteries or questionnaires to examine generalizable patterns and relationships across a large dataset. Such approaches do not lend themselves easily to investigating the dynamic processes of motivational evolution within an individual person’s learning experience...” (Dörnyei & Ushioda, 2011, p. 62)

Aiming for an objective study of L2 motivation (as is done when using quantitative methods) is not easily done, as motivation is “an abstract, multifaceted construct subject to various internal, contextual and temporal processes” (Ushioda & Dörnyei, 2013, p. 401). Quantitative research methods have played an important role in the study of L2 motivation (see, for example, the

corpus of Gardner's work and Dörnyei's early work), but as the understanding of L2 motivation has changed, different tools of investigation are required.

Ushioda and Dörnyei further explain the justification for using qualitative methods in researching dynamic concepts such as motivation and identity in light of new developments in these sub-fields of SLA:

...the evolution of L2 motivation research has been characterized by a growing concern with temporal and contextual variability, and with the limitations of linear models in representing the dynamic complexity of motivational processes. Current quantitative methods of SLA inquiry are ill-equipped to investigate these more complex, process-oriented, and contextual perspectives, since such methods typically rely on superficial snapshot measures at an arbitrary point in time, seek to generalize on the basis of statistically representative patterns in the data, and are not sensitive to the particularities of evolving motivational experiences or individual-contextual interactions. (2013, pp. 401-402)

Mitchell, Myles, and Marsden encourage the use of qualitative methods for studying both L2 motivation and identity: "Increasing attention has also been given to the idea that L2 motivation is dynamic and alterable, has a close relationship with learner identity and needs to be studied longitudinally using interview and observation" (2013, p. 23). Data triangulation, like the combination of interview and observation as mentioned by Mitchell, Myles, and Marsden (2013, p. 23), is suggested by Ushioda and Dörnyei, as it leads to "a rich holistic analysis of motivation-in-context, rather than relying (as traditionally) on a single set of self-report measure" (2013, p. 402).

These observations on qualitative research methods are significant because the L2 Motivational Self System, “a new conceptualization of L2 motivation that re-orientes the concept in relation to a theory of self and identity” (Dörnyei, 2005, pp. 93-94), adopts a dynamic view of motivation and identity, and this study uses the L2 Motivational Self System as its theoretical framework. Simply put, “a quantitative research paradigm relying on static and measurable variables will generally not be appropriate” (Norton & McKinney, 2011, p. 82) when partnered with a dynamic framework, the L2 Motivational Self System.

Research questions 1 and 2

Necessary to a discussion of the individual research questions is an overview of the participants’ responses in order to contextualize their responses. Importantly, the evidence presented here is a combination of data collected from the written responses, the questionnaires, the Q-sorts, the interviews, and the timeline activity.

All of the participants indicated that they know why they are studying French, and many of their reasons overlapped. One of the common motivators among participants for studying French is to enjoy travel abroad, regardless of past travel experience or concrete plans to travel overseas in the future. They also indicated they want to be able to express their opinions in French. Brooke, Elizabeth, and Frank enjoy encountering new ideas in their French study. They believe learning French is necessary because it is an international language. French, the participants believe, will expand their possibilities in the future. Lastly, they all want to play an active role in a globalized society. Despite these reasons for studying French, neither Brooke, Elizabeth, nor Frank expressed that French is at the center of their everyday life. They all disagreed with the idea that becoming fluent in French is one of the most important things in

their life right now. If they choose to neglect or abandon their language studies, all three participants rejected the suggestion that their family or friends will feel let down. (The reader soon finds that the data reveal inconsistencies between what the participants say they want and the decisions they make.)

Another observation from the evidence is that the participants hold the assumption that change occurs in language learning in the sense that one's knowledge changes, that one is not born with or without the ability to learn a language. All three participants were hesitant to accept the idea that some people are born with a natural ability to learn a second language. More specifically, they expressed discomfort with the term "natural" in the Q-statement: "I am naturally good at learning languages"). Frank admits that although he "got really good at Chinese when [he] was young," he is "not quite sure exactly where [he] stand[s] on that," regarding inherent language learning abilities. Elizabeth considers herself a talented language learner: "I do think I'm pretty good at picking up languages. I don't know if that's a natural thing, or, I know that I try harder than most people. I guess I'm more dedicated. I don't know if that's a natural thing." Brooke openly disagrees with the idea of her being a natural language learner, explaining, "Of the things [I'm] learning, learning languages has come the hardest for me."

Rather, the participants acknowledge the value and effect of effort and dedication in the learning process. Brooke, Elizabeth, and Frank consistently indicated that mastering French was all within their reach, as long as they try hard enough. Elizabeth generalizes that "you can learn any language if you try really hard." Frank agrees that there is a possibility that he could master French, with a small qualification: "I don't really plan on being able to use French as a perfect second language, but I don't think I won't ever be able to master it at least to a good degree." Brooke too believes she can master French, depending on the effort she puts forth:

I think if I try really hard and put it like priority number one I definitely could, it's just whether or not I want to and what I want to focus my energy on. I think if I tried really, really, really hard I could. It just kind of depends on, I probably won't put that much of a priority on it.

Moreover, they discredit the idea that there is a "right personality for learning French." Elizabeth summarizes, "I think if you try hard it doesn't matter what your personality is like." They are all confident that they are "smart enough to learn French well," but "well" to the participants does not mean equal to a native speaker, for none of the participants expressed a desire to speak French like a native speaker.

Identity while studying French presents an area of division for the participants. Elizabeth asserts that she does not change when she speaks French: "I still feel like I'm just Elizabeth." However, she does believe that learning French (in contrast to using it) can affect one's identity "by expanding your view of the world and help you become more of a global citizen," and "it forces you to become more aware of your own language and culture as well as that of the other languages and challenge your ideas of what is normal." Brooke, too, says that when speaking French, "[You're the] same person. You're just speaking a different language." She considers that "some people use different voices," but she keeps her same voice. Like Elizabeth, Brooke attributes becoming a "much more globally aware person" to her French studies. Frank believes that "a little bit" of change occurs when speaking French. He feels like a different person "to a degree." He explains,

But you are kind of taking on a different persona, you kind of become a different person.

It's not our native language. You have to think about it differently, change. You can't just

spit out whatever your thoughts are rapid fire. It's not your native language so you don't have that level of familiarity.

Although Frank acknowledges that “your identity can change,” he believes that this change does not occur “in a large immediate manner” and “hasn't really challenged my identity too much.” These three participants each draw a contrast: They are open to the idea that *learning* French can influence their identities, whereas *using* French does not affect who they are.

As was stated earlier, sketching a big picture of the participants and their general views towards language learning and language use provides context for the discussion of the research questions. Situating the learner within his or her context is essential to “measure or explain SLA” (Larsen-Freeman, 2013, p. 79) from a dynamic perspective. A deeper discussion of the participants occurs in the first two research questions about their L2 selves.

Research question 1. How do students articulate the notion of the ideal L2 self?

One source of L2 motivation, the ideal L2 self, is “the learner's internal desire to become an effective L2 user” (Dörnyei, 2014, p. 8). For the ideal L2 self, Dörnyei writes,

If the person we would like to become speaks an L2 (e.g. the person we would like to become is associated with travelling or doing business internationally), the ideal L2 self is a powerful motivator to learn the L2 because we would like to reduce the gap between our actual and ideal selves. (2014, p. 8)

Hadfield and Dörnyei further explain this source of motivation in learning and using a second language: The ideal self refers “to the characteristics that someone would ideally like to possess. It includes our hopes, aspirations, and wishes—that is, our dreams” (2013, p. 2). Many studies (see Dörnyei, 2014, p. 9 for complete list) confirm that the ideal L2 self plays “a substantive role as a future self-guide in determining motivated behavior” (Dörnyei, 2014, p. 9). Dörnyei

promotes the benefits of the ideal L2 self, as it “offers a useful, broad lens to focus on the bigger picture, the overall persistence that is necessary to lead one to ultimate language attainment” (2014, p. 12).

This research question explores how the participants express the ideal L2 self (the wording and style of language they use), offering conjectures as to why the participants express their ideal L2 self in such ways. Over the course of the study, participants were explicitly asked three different times—in a written reflection at the beginning of the semester, in a timeline activity in the middle of the semester, and in a second written reflection at the end of the semester—to describe their ideal L2 self, or the language user that they would like to be in the future. And, although not primarily an exercise in envisioning the ideal L2 self, the interviews associated with the Q-sortings before and after the Motivation Workshops also prompted the participants to explain their ideal L2 self. Participants’ statements from the Q-sort indicating some type of hope, aspiration, wish, desire, or dream—that is, something that the participant would like to happen—are interpreted as descriptions of the ideal L2 self. From these multiple sources of data, the participants overwhelmingly envision their future L2 self through action, or what they want their L2 self to do in the future. As Table 3 demonstrates, “who” the ideal L2 self is for these participants is one who acts by using the foreign languages (any foreign language), engaging in foreign cultures (again, not just French), and interacting with people who speak other languages (languages including but not limited to French). Although Brooke envisions her ideal L2 self strictly in terms of French, Elizabeth focuses on Spanish and Portuguese, and Frank includes Chinese.

TABLE 3. Actions attributed to future L2 self during the study (data from ideal L2 self writing exercise, questionnaires, Q-statements (not including interviews), and timeline activity).

| | Workshop 1 | Workshop 2 | Workshop 3 | Workshop 4 | Workshop 5 |
|---------------|---|---|---|---|---|
| Brooke | <ul style="list-style-type: none"> • “appreciate French art and literature” • “express my opinions in French” • “participate freely in activities of other cultural groups” • “travel to France and spend time in Paris” • “travel to French-speaking areas/countries” • “try living in a foreign country” • “understand native French speakers’ views” • “work for Doctors without Borders in a Francophone country” | <ul style="list-style-type: none"> • “become comfortable speaking French” • “have a functional knowledge of French for work in Francophone Africa” • “comfort patients and their families in the hard times that bring them to an MSF hospital” • “speak it well enough to communicate effectively with my French friends with speed and fluidity, even if not grammatically correct” • “spend time in Paris or Lyons” • “work for MSF” | <ul style="list-style-type: none"> • “have an intimacy with the language that allows me to communicate with others” • “speak French fluidly without much thought to conjugation or vocabulary choice” | <ul style="list-style-type: none"> • “go to med school and residency without losing proficiency in French” • “learn medical technical language in French” • “live in McTyeire” • “speak French with my friends” • “study abroad in the Netherlands” • “study issues facing the Francophone world” • “switch to French Hall in McTyeire” • “take conversational French classes” • “travel to France frequently” • “work for MSF” | <ul style="list-style-type: none"> • “appreciate French art and literature” • “express my opinions in French” • “live and travel in a Francophone country” • “participate freely in activities of other cultural groups” • “play an active role in a globalized society” • “travel to French-speaking areas/countries” • “trying living in a foreign country” • “work for Doctors without Borders in a Francophone country” |

(TABLE 3, continued)

| | Workshop 1 | Workshop 2 | Workshop 3 | Workshop 4 | Workshop 5 |
|------------------|---|--|---|--|--|
| Elizabeth | <ul style="list-style-type: none"> • “enjoy travel abroad” • “express my opinions in French” • “go to French films in the original language” • “participate freely in activities of other cultural groups” • “read and converse in French” • “travel to French-speaking areas/countries” • “try living in a foreign country” | <ul style="list-style-type: none"> • “read and understand spoken French fairly easily” • “work and live in a Spanish or Portuguese speaking country” | <ul style="list-style-type: none"> • “maintain conversations and interact in French speaking countries with relatively little difficulty” • “read French news/books with relative ease” | <ul style="list-style-type: none"> • “continue practicing Spanish, Portuguese, and French” • “continue taking Spanish and Portuguese” • “find people to talk with in Spanish, Portuguese, and French” • “fit in French second semester” • “live in McTyeire and practice” • “live in McTyeire” • “more Spanish, Portuguese, and French classes” • “read lighter novels [in French]” • “read Spanish, Portuguese and French articles or watch videos every day” • “read without dictionary” • “study abroad somewhere” | <ul style="list-style-type: none"> • “listen to French music” • “participate freely in activities of other cultural groups” • “play an active role in a globalized society” • “try living in a foreign country” • “understand casual French conversations” • “watch French television” |

(TABLE 3, continued)

| | Workshop 1 | Workshop 2 | Workshop 3 | Workshop 4 | Workshop 5 |
|--------------|--|---|--|--|---|
| Frank | <ul style="list-style-type: none"> • “appreciate French art and literature” • “being able to use French” • “enjoy travel abroad” • “play an active role in a globalized society” • “speak with native French speakers” • “travel to many Francophone countries” • “try living in a foreign country in the future” • “understand native French speakers’ views” | <ul style="list-style-type: none"> • “communicate with a speaker of that language [French] and hold a casual conversation” • “start reconnecting with all the language aspects and cultural aspects [of Chinese]” | <ul style="list-style-type: none"> • “communicate with a native French speaker to be able to get my message across and understand theirs without too much trouble or interference” • “communicate with as many people as possible” • “taking basic Spanish” • “taking Latin at some point” | <ul style="list-style-type: none"> • “backpack through Europe and practice French” • “keep practicing French speaking and writing” • “learn medical terminology” • “take French 103” • “take Latin I and II” • “visit France” • “work/volunteer in a foreign-speaking clinic” | <ul style="list-style-type: none"> • “enjoy travel abroad” • “listen to French music” • “travel to French-speaking areas/countries” • “travel to French-speaking countries” • “volunteer in a Francophone country” |

The research question “How do students articulate the notion of ideal L2 self?” deals with the language chosen by the participants to describe their French ideal L2 self. The data indicate that the words and phrases used by the participants to describe their ideal L2 self depend on the type of activity prompting such a description. Specificity in the vision of one’s ideal L2 self is important because

learners with a vivid and detailed ideal self-image that has a substantial L2 component are more likely to be motivated to take action in pursuing language studies than their peers who have not articulated a desired future goal state for themselves. (Dörnyei, 2014, p. 13)

For this study, in the open-ended written reflections and in the interviews, the participants tended to employ ambiguous language with many qualifiers; in contrast, more concrete descriptions of the ideal L2 self were given in the timeline to one’s ideal L2 self.

Open-ended exercises. In general, the participants used ambiguous language and qualifiers in response to the prompt “Describe your ideal L2 self.” (See Appendix E for the participants’ complete responses.) First, participants conceived of the future abstractly, with Brooke writing “one day,” “throughout my entire life,” and “always,” and Frank’s vague “by the time I graduate from college,” “after college,” “in the future,” and “at some point.” Elizabeth neglects to mention time at all in her response about her ideal L2 self, which is telling in that no definite future is attached to her French language learning goals.

Additionally, the verbs used by the participants introducing their desires lack action and instead indicate more of a “wishful thinking” type mindset, without a strong connection to reality. For example, variations of “would like to,” “want to,” “want to be able to,” and “hope to” are employed by all three participants to describe what they would like their ideal L2 self to be

(as in Brooke's statement "I want to work for MSF and hopefully one day I will have a functional knowledge of French for work in Francophone Africa... Even if I cannot attain this level of French-speaking, I want to be able to speak it well enough to communicate effectively with my French friends with speed and fluidity, even if not grammatically correct"). Moreover, the statements about their future are surrounded by qualifiers, lacking mention of specific milestones and concrete goals. All of the participants, for instance, qualify their future speaking skills with the term "enough," without giving a clear definition of "enough" (as in Elizabeth's statement "Ideally, I would like to become proficient enough in French to be able to maintain conversations and interact in French-speaking countries with relatively little difficulty"). As for how well their ideal L2 self speaks, Brooke imagines having "functional knowledge," Frank talks about being "functionally fluent," and Elizabeth uses the term "proficient." But whom are the participants engaging in conversation? With the exception of Brooke, who has a specific audience in mind (African patients or her French friends), the absence of a known interlocutor prevents Elizabeth and Frank from fully harnessing the power of the ideal L2 self. To use Brooke's statements ("I want to work for MSF and hopefully one day I will have a functional knowledge of French for work in Francophone Africa...Even if I cannot attain this level of French-speaking, I want to be able to speak it well enough to communicate effectively with my French friends with speed and fluidity, even if not grammatically correct") as an example, explaining medical procedures to patients requires different language abilities than chatting about daily life with friends, so the term "enough" may lack sufficient definition to truly portray an effective ideal L2 self, as the future scenarios vary so widely for all of the participants.

As another example, Frank lacks specificity in imagining his ideal L2 self. Looking again at Frank's written reflection, it is unclear how much and in what ways he wants to use French in

the future: “In the future, I would like to become functionally fluent in French, enough to communicate with a native French speaker to be able to get my message across and understand theirs without too much trouble or interference.” Questions about his ideal L2 self that arise include the following: When in the future? What does “functionally fluent” mean? Where will he be speaking with a native French speaker? What will his message be about? What do “trouble” and “interference” mean? Frank also has a tendency to agree and disagree with a thought simultaneously. For example, in the first Q-sort, he does not think knowing French makes him educated, but knowing French does contribute to his education: “I don’t think it’s, like, necessary [to know French to be educated], but it does help. It is nice to learn a second language.” Frank disagrees with the thought that he needs to be fluent in his future career, but he does agree that knowing French “would be helpful.” He explains, “I don’t think [I need French] in order to get a good job, but it will help to get a good job. I mean, like, foreign language proficiency is helpful in any field, I guess.” He recognizes the potential importance of knowing French, yet his use of qualifying statements indicates a lack of commitment to his own foreign language study.

While Frank’s statements are heavy with qualifiers such as “I guess,” “maybe,” and “probably,” Brooke favors the qualifiers “I don’t know,” “if,” and “depends.” About her future career, Brooke is uncertain about the role of French:

I don’t know, depends on how much I get frustrated with it; I don’t think I’ll ever be using it on a daily basis or living in France or anything. Being able to use French would be nice. It really just kind of, I really don’t know so much about what my future career entails, and goals change over time.

About continuing her French studies to go on and master French, Brooke is not completely committed, refusing to sketch an ideal L2 self with definite characteristics:

I don't know. It just kind of depends on what my plans are with MSF or whatever, or if I go to travel in France, I would study a little bit before going over, but probably not very rigorously. I really don't know, it just kinda depends on what I'll be needing, what my goals evolve into. Kind of early at this point.

She continues,

I think if I try really hard and put it like priority number one I definitely could [master French], it's just whether or not I want to and what I want to focus my energy on. I think if I tried really, really, really hard I could, it just kind of depends on, I probably won't put that much of a priority on it.

She is not sure her ideal L2 self will use French effectively in the future: "Hopefully, I'd like that. Depends on how I keep up with my studies in French, if I take more classes, just how much practice I get." What is clear is that, while Brooke wants to become her ideal L2 self and speak French well, she remains on the fence ("I go back and forth with French") about how far she will actually pursue the language.

Perhaps because of her experience having successfully studied other foreign languages, and with her majoring in Spanish and Portuguese, Elizabeth uses far fewer qualifiers to describe her ideal L2 self. In fact, the moments when she comes closest to qualifying her statements are those times when she is describing her ideal French self, separate from her ideal Spanish and Portuguese self, as in her explanation of whether she will read French newspapers and magazines in the future: "I don't know how good I would be at reading them in French, but it would be really cool to do." And yet, Elizabeth does not verbally commit by agreeing with this statement

on what types of texts she will read in the future. Regardless of the vision of her future L2 self, she concludes this remark about reading in French with suggestions of what she could do to accomplish this goal, to make it a possibility, if she does want it to be a part of her future.

Timeline. For the most part, participants easily imagine themselves through the written reflections speaking French, using the language to converse with native French speakers—but these imagined conversations and interlocutors lack substance. In contrast, when they are asked to create a timeline leading to their ideal L2 self, details fill out these imagined scenarios. (See Appendix F for participants' timeline activities.) Brooke, for example, envisions herself working as a doctor for Médecins Sans Frontières, which she plans to achieve through the following steps: “live in McTyeire [international house] and speak French with my friends in the French hall,” “take conversational French classes because fluidity of communication is most important to me,” “study abroad in the Netherlands and travel to France frequently,” and “learn medical technical language in French.” Brooke has specific settings in mind while creating her timeline that were missing in her written reflections.

Frank, too, explains his ideal L2 self as one who is “able to communicate with as many people as possible.” He aims to achieve these dreams through “work[ing]/volunteer[ing] in a foreign-speaking clinic” and “backpack[ing] through Europe and practic[ing] French.” Elizabeth also desires to speak French, in addition to reading in French. As she nears her ideal L2 self, Elizabeth has imagined a progression in her level of literacy, from being able to “read French news/books with relative ease,” to “read lighter novels,” and eventually “to read without a dictionary.” Her actions towards achieving this dream are “read Spanish, Portuguese, and French articles or watch videos every day;” “live in McTyeire and practice;” and “find people to talk with in French, Spanish, and Portuguese.” Like Brooke, Frank and Elizabeth both create more

concrete images and actions for their ideal L2 self through the timeline activity than through the written reflection. Nonetheless, the term “future” is defined differently for each of the participants in the timeline activity, based on what they envision their future L2 self doing: Elizabeth’s timeline ends at her final year of undergraduate studies. Frank labels the time period between undergraduate studies and entering medical school as “beyond,” during which he believes he will attain his ideal L2 self. Brooke’s timeline, though, continues after all schooling until she reaches her career as a doctor.

Comparison. To illustrate the point further that the participants in general do not consistently have a clear vision of their ideal L2 self, let us analyze Frank’s responses more closely. Frank employs both an abstract sense of time (“in the future”) and a passive commitment to action (as indicated by “would like to become”) in describing his ideal L2 self: “In the future, I would like to become functionally fluent in French, enough to communicate with a native French speaker to be able to get my message across and understand theirs without too much trouble or interference.” He has no specific date by which he would like to become functionally fluent, and he qualifies his “fluent” with “functionally,” which he attempts to define with even more qualifiers (“enough to communicate with a native French speaker to be able to get my message across and understand theirs without too much trouble or interference”). In contrast, Frank completes his timeline to his ideal L2 self with slightly definite plans and at least a schedule: following his time at Vanderbilt, he will backpack in Europe (like his friend who traveled El Camino de Santiago) and practice his French. Thus, rather than an ideal L2 self who speaks to someone somewhere at some point in French, as it was poorly depicted in the written reflections, Frank’s ideal L2 self at the end of his timeline carries more power as a source of motivation. Frank, by writing “backpack through Europe and practice French,” has the

opportunity to envision himself as a twenty-something-year-old, wearing a heavy backpack with his feet sore from walking, and perhaps sitting next to another traveler at a hostel, with their only common language being French. What a difference details could have in increasing the motivational power of the ideal L2 self! More examples of similar descriptions of the ideal L2 self between written reflections and the timeline activity are given in Table 4 in order to demonstrate the prevalence of imprecise descriptions that become clear images when framed within the timeline structure. The timeline activity promotes vision with “a strong sensory element” (Dörnyei, 2014, p. 12) and allows for “tangible images related to achieving the goal” (p. 12).

TABLE 4. Comparisons of ideal L2 self described both in written reflections and in timeline.

| Description of ideal L2 self | Written Reflections | Timeline |
|-------------------------------------|--|---|
| Brooke | “I want to be able to speak it well enough to communicate effectively with my French friends.” | “sophomore: live in McTyeire [international house] and speak French with my friends in the French hall” |
| Elizabeth | “I hope to be able to read and understand spoken French fairly easily.” | “sophomore year: read Spanish, Portuguese and French articles or watch videos every day” |
| Frank | “End goal is to communicate with as many people as possible.” | “senior year: work/volunteer in a foreign-speaking [medical] clinic” |

Implications of research question 1. To summarize, these three participants are incapable of creating adequate visions of their ideal L2 self when prompted by open-ended exercises alone. I propose that two of the possible factors contributing to this situation are the participants’ relative youth and the nature of the exercises themselves.

Brooke, Elizabeth, and Frank are in the second semester of their first year of college. Although Frank and Brooke plan to apply for medical school, and Elizabeth plans to pursue some career using Spanish and Portuguese, these students do not know what their futures hold. Not all applications are accepted for medical school, and a major in foreign language study does not point to one specific profession. Because they are unsure as to even what courses they will be taking the following semester, it is easy to understand that they might have difficulty imagining years into the future for an area that is not at the center of their everyday lives (as evidenced by the fact that they all strongly disagreed with the statement, “These days I feel like French is at the center of my everyday life”).

Moreover, by being in a position where they are in effect forced to articulate their ideal L2 self as a part of the in-class Motivation Workshops and outside the class during the Q-sorts and interviews, the participants might purposefully include ambiguous, indefinite descriptions. A general description may protect the participants from experiencing disappointment later if they do not reach the imagined ideal L2 self. The participants may not have wanted to put forth the effort to truly imagine their future self as a French user, and a nondescript response was sufficient to complete the activity.

These ambiguous expressions or omissions altogether of future time and future behavior reflect the difficulty (or perhaps unwillingness) first-year university students have in envisioning their future and indicate that more activities need to be employed that give students a more concrete image to keep in mind. General, unguided reflection is not as effective in creating an “elaborate and vivid” (Dörnyei, 2014, p. 9) ideal L2 self as more structured activities, such as creating a timeline. I believe that, having prompted the participants multiple times over the

course of the semester through a variety of activities focusing on their ideal L2 self, visions and details accumulated to perhaps create a more unified vision of their future ideal L2 self.

Research question 2. In what ways does the ought-to L2 self serve as a source of motivation for students?

Unlike the ideal L2 self, the ought-to L2 self “concerns L2-related attributes that one believes one *ought to* possess to avoid possible negative outcomes (e.g. letting down parents or failing an exam), and which therefore may bear little resemblance to the person’s own desires or wishes” (Hadfield & Dörnyei, 2013, p. 3). This self-guide is “linked to our sense of personal or social duties, obligations or responsibilities” (Hadfield & Dörnyei, 2013, p. 3). This source of motivation involves the “social pressures coming from the learner’s environment to master the L2” (Dörnyei, 2014, p. 8). To provide an example of its relevance, Hadfield and Dörnyei further describe the ought-to L2 self as “particularly salient in some Asian countries, for example, where students are often motivated to perform well to fulfill some family obligation or to bring honor to the family’s name” (2013, p. 3).

In the data analysis for this second research question, it became evident that these American students, unlike the Asian students identified by Hadfield and Dörnyei (2013, p. 3), experience little obligation to others when it comes to learning French. Rather, any “personal or social duties, obligations or responsibilities” (Hadfield & Dörnyei, 2013, p. 3), or attributes the students believe they ought to possess, stem mostly from the students themselves. In this study, family, others in general, and self are the three entities contributing to the formation of the participants’ ought-to L2 self, with family and others in general contributing less to the ought-to L2 self than the participant’s own self. In fact, as the evidence shows, the participants tend to reject outside influence altogether and instead prioritize their self-created responsibilities.

Family. The participants had much to say about the role their family plays in their individual language learning trajectories. To summarize, none of their parents (at least in the eyes of the Brooke, Elizabeth, and Frank) are requiring their children to learn French or to become fluent in the language. That is, Brooke, Elizabeth, and Frank have enrolled in French because they themselves want to learn the language, and their parents' opinions (or lack thereof) have not impacted their choice to study French. It appears that none of the participants have the overwhelming support of their parents, but this fact has not dissuaded these participants from studying French.

Brooke. Because her mom speaks some French (her "dad is just terrible at foreign languages"), Brooke does not feel she is particularly needed or appreciated for her language skills. For instance, when they "go on a vacation in Europe this summer, [her] mom can speak French well enough [so] they can manage" to communicate and travel as tourists without Brooke. Brooke's parents' view of her will not change if she fails to learn French; the only disappointment might be on the part of her mother, who wishes to see her daughter succeed in an area to which she has devoted much time: "I think my mom really wants me to learn French just because I've put so many years into learning it already, and I've had some good times studying abroad so it would be a bit sad letting it go." Now that she is living apart from her parents on the university's campus, Brooke's parents are not as aware of what she is learning or how she is doing in her classes. According to Brooke, her "parents don't really ask me about school that much, organic chemistry but that's it (I always complain about how hard it is)." As for French, she acknowledges that her dad wants her to "just take French for the AXLE credit." During the interview, Brooke realizes she does not "talk about school with [her] parents that much."

Brooke chose not to study abroad in Western Europe or Australia, as she had been planning with her parents; rather, she saw a brochure about India and decided that New Delhi would be her destination. Her parents, although uncertain about their daughter's choice of India, allowed her to study for a semester through an established program. However, following the semester's conclusion, when Brooke asked to remain in India for travel, they did not let her stay any additional time independent of the study abroad program. Her parents feared for her safety, Brooke says, as she would be without a structured program and secured housing while visiting different regions in the country.

Just as Brooke's parents have successfully influenced Brooke's travel abroad, so too are they trying to influence her career path. When asked if her parents encourage her path as a doctor serving in potentially war-torn countries through the organization Médecins Sans Frontières, Brooke was quick to point out that her parents are not even supportive of her becoming a doctor. "They are more traditional," she explains, in that they are concerned she might not be able to marry and have children if she goes to medical school. Brooke remains adamant, though, in her pursuit of becoming a doctor, for she has already signed up for the medical school entrance exam and is collecting reference letters for her medical school application. It does seem Brooke's parents are more open to her path as a doctor than to her desire to study abroad again, though, as her father expressed concern about her fulfilling all of the medical school prerequisites with enough time: "Right now I want to study abroad junior year fall semester. My dad is like, 'no, you're pushing it too far for med school stuff.'" Brooke ended up following her dad's advice and stayed at Vanderbilt for her junior year. Although Brooke heeds her family's wishes in some regards, she makes many decisions independently, based on her own desires.

Elizabeth. Elizabeth's family members (and friends) are interested enough in her French study that they inquire about her progress: "I always will talk on the phone my parents always ask, 'How is French going?,' my grandparents, my friends, 'How is French going' I'll tell them, 'Oh, it's going good.'" Although her family, according to Elizabeth, "thinks it's cool that I like learning languages[,] they don't appreciate me more because I can all of a sudden speak French or not speak French." In fact, her family does not wholly support her study of French, as they believe it could cause stress in her life. She describes a conversation between her parents and herself: "My parents are like, 'You're crazy, why are you doing this? You could just take 14 hours and your life would be so much easier.' And I'm like, 'Yeah, but it's free. It doesn't cost any more or less taking it, so why not take it?'"

The insignificance of French to her parents is likely a result of Elizabeth's double major in Spanish and Portuguese, and courses counting towards her major are more important to her family. If she were to fail at learning French successfully, Elizabeth believes her family would remain supportive of her, consoling her with phrases like, "French is a really hard language. I'm not surprised. It's hard for anyone." Success or failure in learning French "doesn't make a difference" to her parents. Importantly, none of her family members are fluent in a foreign language. Elizabeth says that because she is "from Texas and [there are] a lot of Hispanics, I frequently have to translate for my family when people come over." Overall, Elizabeth experiences no pressure from her family or friends to take a French class, much less succeed at becoming fluent in the language.

Frank. Frank's mother's language learning trajectory inspires him to continue in his own foreign language study of French. He describes how she learned English:

My mother came to the US from China to study for her PhD at UGA. Obviously, Chinese won't get you very far in America, so she had to speak English very well (especially since she was a chemistry TA). She learned English in high school and college, came to the US, and did very well. I read some of her writing from grad school and aside from some idiomatic expressions she had a very good hold on the language (the immersion from being in the US probably helped). During her time in the US, she's not afraid to ask others to correct her on the nuances of the language, and often helps relatives and friends with English translation work.

Although he is enrolled in a French course, both his parents and all of his grandparents speak Chinese. Frank shared that he wants to learn Chinese in order to better connect to his heritage.

Frank believes that he was appreciated one time by his family for his French knowledge during their travels to Montreal ("I could, like, tell us how to go, turn and make a left here"), although there were English translations on the signs, too. As for his family feeling let down if he does not learn French well, Frank believes that what is important to his family is the final grade he receives, not the subject or how much he learns: "They may feel let down because I didn't get a good grade, not just French." Frank points out that none of his relatives are French nor do they speak French, so there is no one in his family to disappoint if he is unable to communicate in the language.

Others. When it comes to what others in general think or expect from the participants, Brooke, Elizabeth, and Frank agree that no one else cares about their individual French learning experience. Furthermore, none of the participants believe that, if others do indeed hold an opinion on their choice of language study, that these opinions would affect their reasons for studying French.

The participants' peers are uninterested not just in their progress in French but in their classes in general. Frank explains, "It's college. You ask, like, 'How is your class going?' You don't want to tell people your grades." Frank implies that progress is measured by grades and that one does not respond to questions about class with a full portrait of one's academic performance. Brooke reiterates that the college setting is not compatible with deep discussion of how much one is learning in class. She says,

You're in college. No one cares how [you're doing]. They don't want you to fail, but they don't care if you're learning it. I mean no wants to see their friend fail a class, but I don't know that they're really interested in how much of the language I actually learned.

Frank points to himself as a model for not caring about his peer's learning: "In college, I don't know too much about other people. I don't ask other people's grades." Thinking of her future after this semester, Brooke states, "I don't think anyone is expecting [me to be able to function in French after graduation]." A lack of interest and support characterize the French learning experiences of the participants in the university setting.

Elizabeth speaks directly about her French class, sharing that for people around her learning French does not really matter because everyone speaks English with each other. For Elizabeth, who is already learning two other foreign languages, peers do vocalize their feelings on what she is studying, if not exactly how she is doing in French class: "Some people are like, 'You're stupid, [you're] crazy.' I do still have people that are like, 'That's real cool that you're learning French.'" It seems that people are interested in Elizabeth's language learning because she is learning so many languages. Frank adds,

People don't really care about French learning but maybe because it's college, and people are really not super concerned with what other people [are doing]. [If others were

concerned then] maybe people would think it's a lot more important. I feel like right now people are saying it's most important to learn Spanish because there's a huge Spanish speaking population in the U.S. especially towards the south, maybe not so much French because it's more focused on a little bit of Canada, Europe, and Africa, and people stay right here in the U.S. mostly, unless you do study abroad.

Frank feels that the only other person besides himself who is interested in his French learning is his professor.

None of the participants are learning French in order to be respected by others. Frank thinks that speaking French fluently would be "nice," but he is not learning French to earn others' respect. He is learning French "because it's cool to learn a second language, to be able to talk to a lot of people." Brooke is surprised by the thought that some people learn languages to be respected by others: For her, "that never really entered into the equation, what other people thought of my language capabilities. I don't feel like that's important or applicable." Elizabeth starts off fully agreeing with the remarks of the other participants, with the idea that being able to speak a foreign language should not determine if others respect you ("I don't think you should get more respect because you speak a foreign language or not"). She concedes, though, that some "acknowledgement," such as respect, is desirable in response to being a comprehensible French speaker:

But I also understand that, like, wanting to be able to speak French to the point where people don't think, like, with a native speaker, and you don't want them to think you're an uneducated person. And that you have really bad grammar or something. I don't know. I do think that you want a certain amount of acknowledgement that you do speak French well.

Brooke summarizes this sentiment that language learning is a personal, private endeavor, expressing that being respected or viewed as cool is unrelated to learning a foreign language but is “based on personality.” “Everyone has their thing. I think people are respected by realizing what they’re good at. I don’t learn anything to impress anyone else, I just learn it because I’m interested.” Considering the statements of Frank, Elizabeth, and Brooke, one can draw the conclusion that these participants are learning a foreign language because they want to, in the manner that they want to, with no great influence from others.

Self. Even though it appears that the lack of expectations on the part of family and others has no significant impact on the participants’ language learning, expectations exist nevertheless, stemming from the individuals themselves. Brooke, Frank, and Elizabeth each have their own goals for learning French that are independent of what others, including their families, may or may not expect of them.

Elizabeth anticipates being able to function in French after she graduates college. She imagines, “I kind of expect myself to be able to understand casual conversation or kinda watching movies or something.” Frank shares this same vision of his future L2 self: “I expect [to be able to function in French after college]. I do want to hang on to it [French] and not turn out like high school French.” It is noteworthy that here Frank compares his future L2 self with a feared L2 self, which is spending time learning French only to forget most of what he learned. Although Frank does not feel that French is a more important international language than Spanish or Chinese, he still studies French because it is internationally-spoken, and he wishes “to communicate with as many people as possible.” Additionally, Frank understands that even though it may benefit him more to study a language more relevant to his geographical location (“I feel like right now people are saying it’s most important to learn Spanish because there’s a

huge Spanish speaking population in the U.S. especially towards the south”), he insists on studying what he wants to study, namely French.

Furthermore, each of the students expresses a desire to contribute to the world, to be a member of the global society, which might be achieved through learning French. And, they all agree that “learning French is necessary because it is an international language.” Frank writes, “Intercultural awareness is important to me because I want to see how other people might perceive something differently than me, or at least someone with different cultural values.” Brooke shares, “The world is so much bigger than where we live and the sort of vacations we might take. Only by learning about the world can you know its problems and help fix them.” Elizabeth’s comments imply that living in America can be an international experience due to its many cultures: “America is filled with people from different cultures, and I think it’s important that we be aware of them. Also, the world is becoming more interactive/more of a global society so we have to be culturally aware.” One could argue that the participants are learning French out of an obligation to interact with others on a global level, that for themselves they want to feel a part of the global community.

Brooke, in describing how she feels when learning a foreign language, makes an important distinction between external and internal expectations: “Most of this [feelings of stress and frustration] is from my own personal feelings about my progress in learning the language and not from the demands of a class.” Elizabeth, too, emphasizes the source of some of the negative feelings she experiences when using French:

I associate happiness and pride with learning French when I finally am able to use/apply vocab or grammar correctly and anxiety/nervousness when it comes to taking tests or having to speak without any preparation. I think a lot of this comes from my desire to

speak French well and not wanting to make mistakes. It's more pressure on myself than from grades or friends or professors.

For Brooke, Elizabeth, and Frank, there are no outside pressures to perform a certain way in a foreign language course. Instead, the expectations are generated by the students themselves. In fact, the participants seem to resist the idea that they "have" to learn French for any reason other than simply because they want to do so. The participants make it clear that if they do not learn French well, then not much will change in their lives. Brooke, without French,

 would be pretty happy just getting a normal American job in a hospital, and I don't really need French for that because I can definitely be happy not working for MSF or whatever, it's just kinda, the goal at the moment is to one day get there, but you know things change so I'm not too terribly attached to the idea

Frank, without French, would "probably end up roughly where I was planning on going towards (medical field), but without the ability to go anywhere French-speaking as anything but a tourist (or at least detached from the culture)." Elizabeth emphasizes throughout the semester that Spanish and Portuguese are her main areas of study and will be used in her career, whereas French is not as important to her future; Elizabeth says, "I don't think I could see myself using" French in her job. (Without *any* of her foreign languages, however, Elizabeth fears the future: "I couldn't live in a foreign country, talk with people who don't speak English, learn about issues from other perspectives, or read great books that haven't been translated to English.")

Implications of research question 2. Neither Brooke, Elizabeth, nor Frank feels as if learning French is an obligation on the part of their family or friends. In fact, the participants seem to resist the idea that they "have" to learn French for any reason other than simply because they want to do so. Rather, these three students have put it on themselves to learn the language

and to do as well as possible, according to their standards. Although there is a general feeling that learning French would make them more qualified for any career, none of them feels pressured to study French for that reason alone (to get a good job). Thus, leveraging friends' and family's expectations are not effective sources of motivation for students like Brooke, Elizabeth, and Frank. Rather, these participants are learning French because they want to belong in an international community, to participate in other cultures as global citizens. These three students believe that everyone should be aware of other cultures and be able to engage in those cultures.

Friends, professors, classes, family—these factors do not affect the participants as much as their own self and self-perception. In other words, it appears that the desires of the student, or the ideal L2 self, outweigh the motivational power of the ought-to L2 self. Another way to interpret this data, however, is that the ought-to L2 self as it appears here, with its source stemming from the participant himself or herself, complements the ideal L2 self. Hadfield and Dörnyei describe this very situation: “Of course, in an ideal case the ideal and the ought-to L2 selves—that is, what we want to do and what we think we should do—coincide!” (2013, p. 3). Not clearly identifying the ought-to L2 self is not unusual, as other studies (Lamb, 2012; Csizér & Lukacs, 2010; Kormos & Csizér, 2008) have encountered the same issue. Lamb writes, “the failure to identify clearly one of the three main components of the self-system, a factor called the ought-to L2 self [...] indicates a potential weakness either in the construct or current methods of elicitation” (2012, p. 1014). Studies do exist, though, where the ought-to L2 self has been clearly and successfully measured (see Taguchi et al., 2009), but “it has not been found to explain much of the variance in the criterion measure of motivated learning behavior” (Lamb, 2012, p. 1014). Regardless of whether the ought-to L2 self exerts much influence or if this component coincides

with the ideal L2 self, the ought-to L2 self does not seem to act as a powerful source of motivation for the participants in the study.

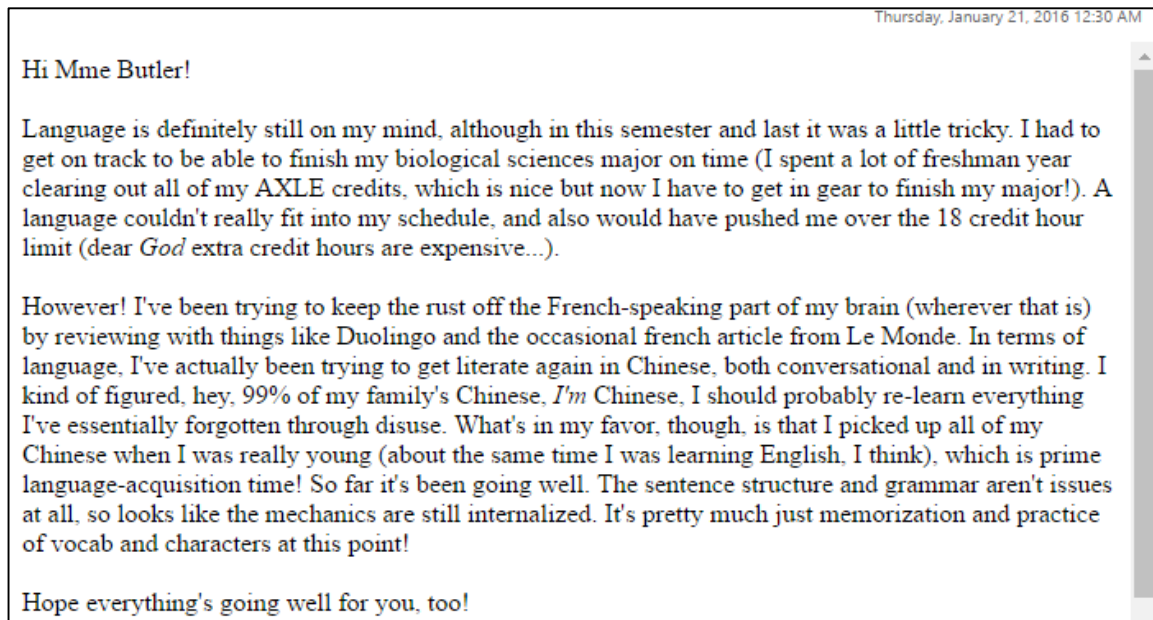
Research question 3

The focal point of research question 3 is change in L2 self as measured over an extended period of time. Although the study formally ended after one semester (14 weeks), I attempted to get a more complete idea of any new developments in participants and the lasting impact of the Motivation Workshops. Before discussing the research question specifically, I outline several steps. First, I present all correspondence with participants following the end of the study. Then, I identify Brooke as a subject meriting in-depth study with an explanation of my rationale. Finally, I share evidence of Brooke's L2 self before and during the study in order to more clearly observe changes as she continues as an L2 user after her semester of French. This longitudinal collection of evidence is then used in a focused discussion of research question 3, on changes and how to observe these changes in her L2 self.

After the study

Elizabeth and Frank. Two semesters following the study's conclusion, I contacted Elizabeth and Frank via email to see how they were doing and above all to see if they had continued their French studies. Only Frank responded to my email (see Figure 4). I found out from Brooke that Elizabeth was spending her fall semester junior year abroad in Brazil. Elizabeth had said that she wanted to study abroad "somewhere" junior year and that she wanted to continue practicing French, Spanish, and Portuguese. It is interesting to note that she accomplished several of the goals listed on her timeline to her ideal L2 self.

FIGURE 4. Email correspondence from Frank.



Frank, in his email, explains that he has not been able to continue any formal language study, as he must complete the requirements to finish his degree and apply for entrance to medical school. Although he does practice his French occasionally through digital learning tools (that is, Duolingo and online newspapers), Frank is more dedicated than ever to his re-learning of Chinese. In one of the study's exercises, Frank described his ideal L2 self as "reconnecting with all of the language aspects and cultural aspects" of Chinese that he had forgotten. Even though I was Frank's French instructor and naturally might wish him to focus on French, Frank's newly-found commitment to his heritage language is nevertheless meaningful.

Brooke. After the conclusion of the course, Brooke and I have continued correspondence. In her first email, Brooke sends her appreciation for the course and expresses how impactful the Motivation Workshops were on her view of language learning, writing, "Thanks so much for such a great semester. I really enjoyed your class and you had a big impact on how I view language learning and the importance of foreign language in my life." This theme

continues in her course evaluations (Figure 5), in which she describes the changes she has made in her life because of the motivation interventions, especially considering the negative French learning experiences she had endured in the past.

FIGURE 5. Course evaluations (May, 2015), shared by participant.

| |
|---|
| Mme Butler revived my interest in language learning. I had studied French before but quit learning it because I got frustrated. Mme Butler encouraged us to think about why we should study languages and how they can affect our lives in meaningful ways. It is because of her that I applied to live in McTyeire International House, and though I did not get accepted to the French hall, I am still very excited to live in the International Interest and speak French with my neighbors downstairs. Her passion for language learning caused the whole class to identify why they were there and encouraged them to not merely take the introductory class to fulfill AXLE credit. She truly inspired each person in the class to learn French for a greater purpose and to be an active presence in class. Amazing instructor. |
| I really enjoyed this class! I had studied French before, and was not too excited to continue my study of the language, but it was very enjoyable and made me want to keep up my use of the language. It even encouraged me to apply to McTyeire International House, where I will be living next year. Hopefully I will be able to continue my study of French, because this class has revived my interest in the subject again. |

After the summer, Brooke reestablished contact with the motive of needing a letter of recommendation for two different international programs (one through US State Department (Figure 6) and another through a study abroad agency (Figure 7)) for the summer of 2016. She also shares that she will be spending the spring 2016 semester abroad in India.

FIGURE 6. Email correspondence 2 (October, 2015), initiated by participant.

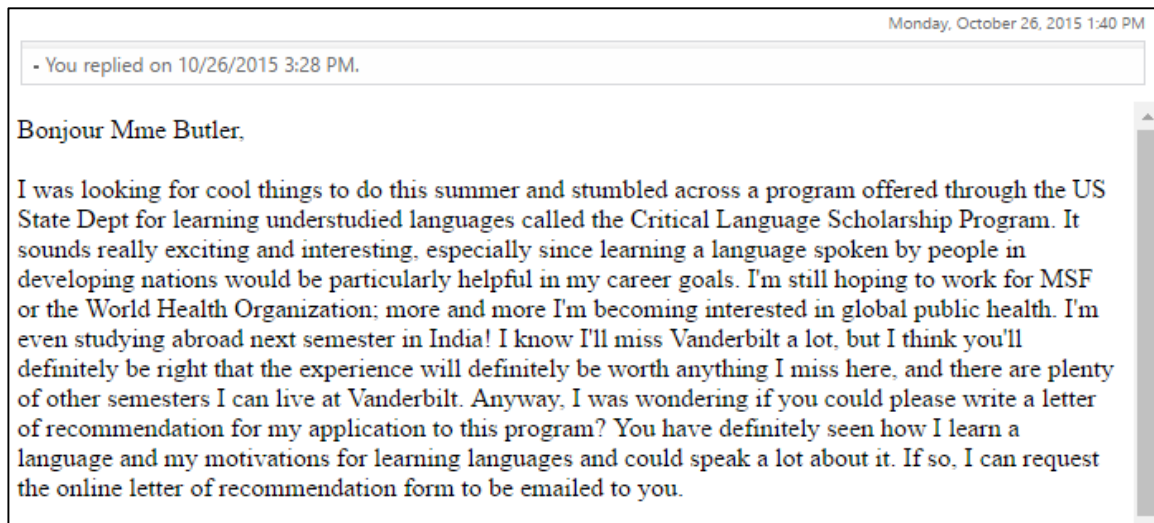
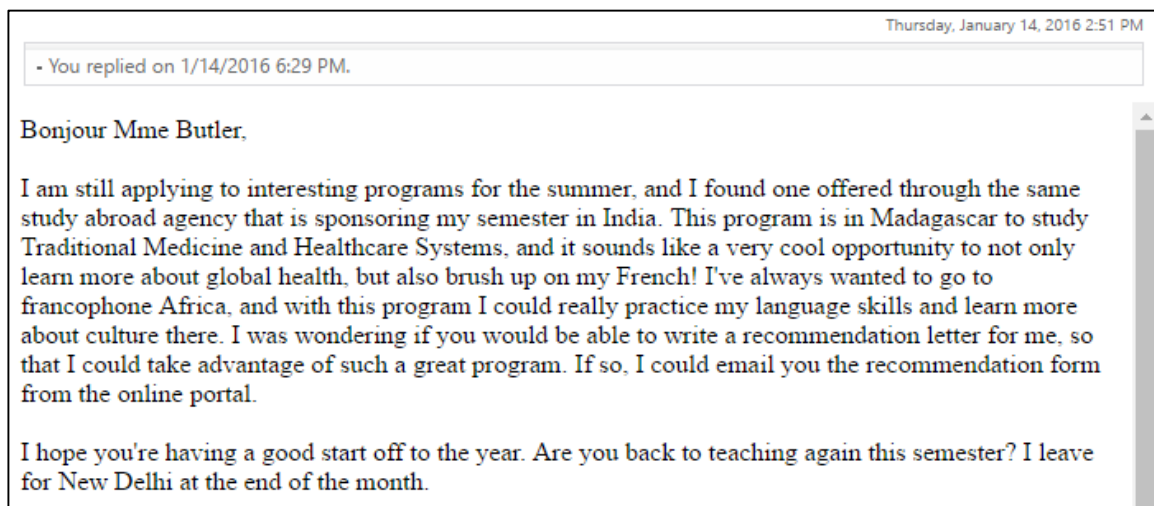


FIGURE 7. Email correspondence 3 (January, 2016), initiated by participant.



I initiated email contact more recently, as I was curious about which international program she pursued over the summer. Although she did not spend her summer abroad, Brooke does give details about her time abroad over the spring and how she spent her summer domestically (Figure 8). She concludes with specific details about how she has carried lessons

from the Motivation Workshops with her during her time away from home. To show my appreciation of her contact, I agreed to write another recommendation letter for her, this time for medical school.

FIGURE 8. Email correspondence 4 (July, 2016), initiated by researcher

Thursday, July 28, 2016 6:51 PM

Hello!

It's so nice to hear from you again!

India was amazing and a completely new and different experience from anything I'd ever seen on this side of the world. I definitely learned so much last semester and I'm glad you told me not to be afraid to miss a semester at Vanderbilt. As great as Vandy has been, I wouldn't trade my semester for the world! This summer I was unfortunately not able to go to Madagascar to practice my French, but on the way back from India I stopped in Paris for a week (it's conveniently halfway between India and America!) and met up with my french exchange partner who I stayed with my senior year of high school. I told her I would be stopping by in Paris and she took a train up from Lyon just to see me! Her godfather had an apartment in Montemartre where she could stay that was crazily enough a block away from my hostel. She and her godfather showed me around all the places in Paris I had never been and we went to Versailles and some real authentic French restaurants, but unfortunately the transition from Delhi to Paris was not so smooth (it's hard to find two places less like each other in the world!). I got very sick from eating western food and going from 115 degree days in India to the cold and rainy Parisian weather. It took me several weeks to recover!

As soon as I got home, my family and I went to Charleston, South Carolina (my folks are looking for retirement places) and then on a roadtrip out west to Colorado (where I used to live) and a bunch of National Parks like Yellowstone and Grand Tetons and Glacier and Badlands and Mount Rushmore. Seeing everything was a good way to reenter into America :)

For the past several weeks I've been working in a doctors office to learn the basics- it's been really hands-on and a great way to see how the public health theories I learned in India can still apply to Tennessee. Most people around here don't have insurance or can't afford healthy lifestyles, and I've learned a lot about how to balance the care a person deserves with what's practical for them to pay for. I've also been studying for the MCAT bit by bit- I'll have to take that in January.

I move into McTyeire in mid-August; I had a blast living there last fall and can't wait to get back into it! I know I'll have a lot to catch up on from my semester away and even more to share with people in McTyeire about India.

Are you going to be teaching French again this semester? I loved how your class taught so much about language-learning. It definitely helped me know myself better as a student and to do much better in my Hindi classes in India. I was really nervous to take Hindi because I had never learned another alphabet before, but I remembered your project and kept the right attitude about it and was able to learn so much more than I thought possible! My Hindi teachers suggested that I apply for the CLS next summer to study Intermediate Hindi in India, so who knows if I'll be back over there by the end of the year! What was really funny was that when everyone in my class was struggling to think of the word in Hindi, they would say it in whatever second language they had learned in high school or college, whether it was French or Spanish or German. It got to be really hilarious at times but it definitely helped me remember and shape up on my French before I went to Paris.

Thanks so much for offering to write a recommendation letter! I will need to look into how to send those to the health professions advisory office still, but I'll definitely keep you updated once I find out how rec letters are sent!

Great to hear from you,

Summary. These correspondences reveal that data collected longitudinally, over several semesters, gives a better indication on lasting effect of the motivational interventions on a participant. Elizabeth went on to study abroad in Brazil; Frank is learning to write in Chinese and relearning to speak in Chinese; and Brooke, especially, has such a strengthened vision of her L2 self that she has studied abroad, lived in the international residence hall, and learned another foreign language.

Focused study of Brooke

After organizing, coding, and studying all the data collected on the three participants during the various timeframes it became evident that the impact of the Motivation Workshops was more obvious on Brooke's language learning trajectory than on Frank's and Elizabeth's. Despite their shared opinions towards language learning and use, Brooke is unlike Elizabeth and Frank in several notable ways, besides the extended period of data collection (extended from 14 weeks to over 18 months via email and a face-to-face meeting). Of the three participants, she has the deepest experience with French, as she is the only participant who has studied the foreign language for many years, the only participant who has wanted to speak French fluently since she was very young, the only participant who has visited and studied abroad in France, and the only participant who has close friends who speak French.

Furthermore, and the primary reason Brooke serves as an interesting case, she does not enjoy language study. Brooke disagreed with the statement "I like language learning in general, not just French" during the Q-sorting, whereas Frank and Elizabeth agreed this statement was mostly descriptive of themselves as language learners. Brooke is the sole participant who openly confesses to disliking language learning: "I really don't like learning languages very much. I

kind of struggle through it. Not just French, any language.” As discussed in more detail later in the chapter, Brooke experiences much frustration during the process of learning and using French. Furthermore, Brooke’s remarks on L2 learning and L2 use at the conclusion of the study are the most interesting because they have changed, indicating stronger motivation for learning French after the study. Moreover, there is evidence that she grows as a French language learner and user over the course of the study, reflecting a positive growth in her L2 identity.

Case study rationale

As stated earlier, in this study I narrow the focus to a single participant, Brooke. In choosing the case study approach, Duff recommends an explanation on the part of the researcher as to what is being studied and why:

The case offers both the researcher and reader a window into another person’s experiences with language. Yet the case is usually presented from the perspective of the researcher, who conducts the research for a particular reason, recruits and chooses the participants, selects interview transcripts and observations to include, and decides how best to characterize the individual’s situation in writing and other forms of representation, even when claiming to include the participant’s emic (insider) perspective or voice.

Therefore, the case study cannot really be considered complete without understanding why the study was undertaken and what it is a case of. (2014, p. 237)

Adopting a case study approach is appropriate here because “a case study is able to look closely at contexts, people, and change over time” (Casanave, 2010, p. 77). Referencing Stake (2005), VanWynsberghe and Khan emphasize that case study is not a methodology: “[T]he researcher does not choose the case; rather, the research process, and specifically the interaction between case and unit of analysis, guides a ‘choice of what is to be studied’” (2007, p. 83). Casanave

concur, stating that “‘case study’ does not refer to a method of doing research” (2010, p. 66) but instead is “an approach in which the object of inquiry is unique (in the sense of singular) and bounded and in which the researcher’s interest is in the particular rather than the general” (2010, p. 66).

Flyvbjerg argues that a case study approach does not prevent one from making generalizations; in fact, because one can generalize on the basis of individual cases, the case method is useful for generating hypotheses, hypothesis testing, and theory building (2006, p. 229). Duff explains, “[I]t is only natural for researchers and readers to draw inferences from studies and to consider their wider relevance, a process described as *analytic* (or *theoretical*) generalization as opposed to *statistical generalization*” (2014, p. 242). One type of case that Flyvbjerg (2006) identifies from which a researcher can create generalizations is the extreme case. Flyvbjerg explains that extreme cases are used “to obtain information on unusual cases, which can be especially problematic or especially good in a more closely defined sense” (2006, p. 230). Moreover, the extreme case “can be well-suited for getting a point across in an especially dramatic way” (Flyvbjerg, 2006, p. 229).

I argue that Brooke represents an extreme case. Not only did she have a negative L2 learning experience prior to entering college, but Brooke also dislikes language learning in general. She enrolled in French at the university level in part due to a language requirement for her degree. However, during the study and especially afterwards, Brooke has pursued opportunities to practice her language skills, including living in an international language hall and studying abroad. With the Motivation Workshops as interventions, Brooke has become an enthusiastic language learner and user despite herself. Brooke is an extreme example not only of the suitability of the L2 Motivational Self System framework to understand L2 motivation in this

setting but also, and more importantly, of the effectiveness of the application of interventions based on the L2 Motivational Self System.

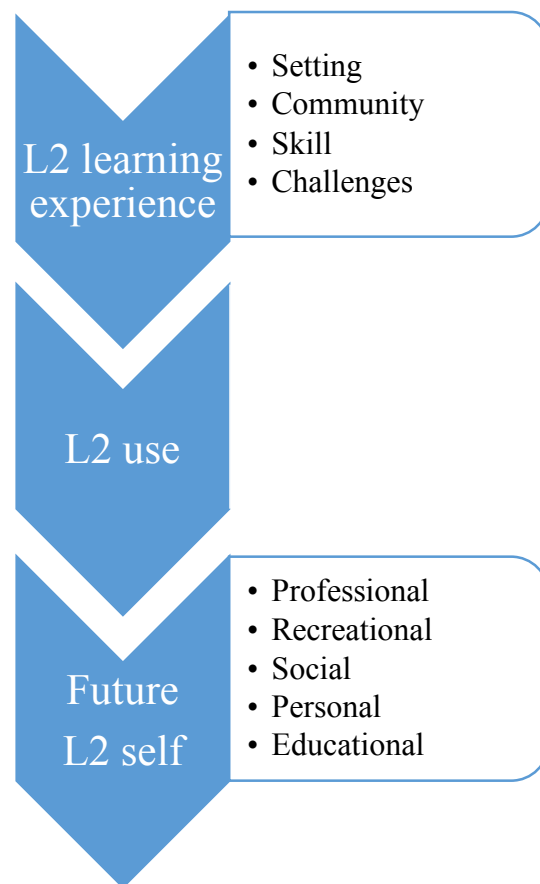
Brooke and the L2 Motivational Self System

The three elements comprising Dörnyei's L2 Motivational Self System are as follows: the L2 learning experience, the ought-to L2 self, and the ideal L2 self. The L2 learning experience is contextualized, as it "concerns situated, 'executive' motives related to the immediate learning environment and experience" (Dörnyei, 2009, p. 29). For example, "the positive impact of success, the rapport between teachers and students or the enjoyable quality of a language course" (Dörnyei, 2014, p. 9) are some "situation-specific motives related to the immediate learning environment and experience" (p. 8). The next two components or "sources of L2 motivation" (Dörnyei, 2014, p. 8) are ought-to L2 self and ideal L2 self, which are "the learner's internal desire to become an effective L2 user and social pressures coming from the learner's environment to master the L2" (p. 8). The ought-to L2 self "concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009, p. 29). The ideal L2 self "is the L2-specific fact of one's 'ideal self'" (Dörnyei, 2009, p. 29); it is who the person would like to become as an L2 user. The ideal L2 self, Dörnyei argues using self-discrepancy theory, is "a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves" (2009, p. 29).

The many sources of data created an immense body of information, and the organization of this information is based on Brooke's own responses. The flow of the themes and sub-themes in this section is demonstrated in the drawing below (see Figure 9), with each connected to the other. This chart is not intended to imply strict causal relationships among these categories but rather to illustrate the organization of the current section. The two broad categories of L2

learning experience (with subcategories of setting, community, skill, and challenges) and future L2 self (with subcategories of professional, recreational, social, personal, and educational) emerged from Brooke's data, with the theme of L2 use overlapping in both L2 learning experience and future L2 self. That is to say, these categories and subcategories were generated by the participant herself. The evidence has been interpreted from a combination of the video-recorded interviews, the questionnaires, the student writings, and the Q-sortings. The style of presentation acts as a narrative to portray Brooke's L2 self-system.

FIGURE 9. Flow of section according to themes presented in data.



L2 learning experience. Brooke as a case must be “clearly situated or embedded in a particular context [...] Without a thorough understanding of context, we will not be able to interpret what the particulars of the case mean” (Casanave, 2010, p. 67). The L2 learning experience, “the immediate learning situation in which the mastery of the L2 occur[s]” (Dörnyei, 2014, p. 8), is this context in which Brooke finds herself for this study; and this “detailed description of the case, which often includes its history and sociocultural and linguistic environment and a discussion of other individuals with whom the case interacts” (Duff, 2014, p. 237) serves as a major part of the case study. Furthermore, a description of the participant’s perception of her L2 learning experience is important as it allows for an understanding not only of her current rationale for studying French (i.e., the motivating forces) but also of her current L2 self as a student in an introductory French course. A description of the current L2 self leads to the description of the future L2 self, and the comparison is more productive because it reveals the difference or distance in the two L2 selves. (The discrepancy between these two L2 selves “spurs the desire for action towards reducing the gap, and it thus becomes a potent source of motivation” (Dörnyei, 2014, p. 8).) The sub-categories of the L2 learning experience, as the evidence indicates, include the L2 learning setting and community, challenges, and L2 use.

Setting and community. In her interviews and written reflections, Brooke separated her L2 learning experience into two categories: pre-college (junior high and high school French classes and time abroad during high school) and college.

Pre-college. Brooke attended a junior high school that encouraged exposure to several languages, and her introduction to French was part of a language rotation. Brooke chose to pursue French when she was able to enroll in a foreign language course. Importantly, that French is an international language pushed Brooke to pursue French studies; she says that because

French is spoken around the globe is “pretty much the most important reason why I decided to start learning French. It’s so applicable in so many different places.”

As Brooke explains how her French learning began in a formal classroom setting in the following quotation, she stresses two parts of her L2 learning experience that not only made the overall experience negative but also even caused her to quit learning French while still in that specific setting. She states,

I guess in 6th grade, middle school, when I started learning French, I was gung-ho about [learning French], but in high school I got more and more frustrated with it, and my teacher was crazy. It was really annoying so I didn’t study [French] senior year... French teachers are eccentric people, and it’s a bit overwhelming after a while. It would be nice to be able to [be fluent], but it’s so much work and effort, and as you get older you start doing different things, and it gets harder and harder to keep up with... When I first started off, I had a goal of fluency, but then after a while I got frustrated and didn’t think it was worth it anymore.

One, Brooke wanted to be fluent in French, but her goal of fluency in a foreign language seemed to move further and further out of her grasp as she continued year after year. She was no longer willing or motivated to devote the necessary time and attention to her studies. Two, Brooke’s “crazy” French instructor contributed to her decision to discontinue French classes after her junior year of high school. Although it is not clear if Brooke’s frustrations with French stemmed from her teacher’s personality, her teacher’s instruction style, or the actual French language, the combined L2 learning experience was so negative that she did not study French in the formal classroom setting her senior year of high school.

Despite her negative L2 learning experience in the classroom, L2 learning experiences outside the classroom setting have been “some of [her] most positive learning experiences.” Brooke was “lucky enough to study abroad three times so far in high school,” each time for short periods in France living with French families or traveling with classmates. Brooke explains the impact of her time abroad: “I’ve made some friends over there, and I really like that;” and

I have some French friends I like to talk to and that’s always fun. It’s fun to like understand their points of view and talk to them but at the same time you have to think so much and put forth so much effort than you would in English.

In making French friends, she gained new perspectives and used her French skills. In fact, with social media, Brooke continues to communicate with her French-speaking community by using messaging services to chat periodically (“but it’s not grammatically correct, it’s casual”) with her friends she made abroad, one of whom Brooke’s family hosted while visiting America. Brooke admits she would feel disappointed if she stopped learning French altogether after high school: She “had some good times studying abroad so it would be a bit sad letting it go.”

College. Brooke’s family supports her current French studies in college because, according to Brooke, she has “put so many years into learning it already,” as she began about seven years ago. Moreover, French remains an important language to Brooke, regardless of past negative learning experiences:

Going to college, I hadn’t studied French in a year and a half. The last time I took it I was really frustrated by it when I quit. The decision to continue French instead of starting over with a new language [was because of] how important French is in the global community. [It is spoken] in the Olympics, EU, Africa; Southeast Asia speaks it. If you’re gonna learn a language, it better be one a lot of people speak.

Because of the time she had already invested, the positive experiences she has had abroad, and the global influence of French, Brooke decided to give French another chance and enrolled to study the language in college. She initially enrolled in an intermediate course but transferred down to my accelerated introductory course due to the level of difficulty of the other course. Additionally, her degree program has certain requirements (AXLE), which my course satisfies.

Brooke does not currently have a college community supporting her as a student and learner of French. She believes that although her peers want her to succeed in all of her courses, with success meaning getting high grades on assignments, there is no emphasis on French specifically. She says that people aren't interested in whether or not she learns the French language:

You're in college; no one cares how [much you're learning]... they don't want you to fail, but they don't care if you're learning it. I mean, no one wants to see their friend fail a class, but I don't know that they're really interested in how much of the language I actually learned.

Even students enrolled in French may not care how much they are learning on the subject, or, as Brooke says, "it depends on the person." Brooke observes, "[s]omeone downstairs from me was taking [beginner French] last semester, and he didn't really care about learning the language, but my roommate really cares..." Although her peers may not support her language learning specifically, Brooke does feel supported by her peers when it comes to making academic decisions, like when she was trying to pick which French course to take. Her friends know that learning French is important to her, as she sought their opinions during course selection: "I think because switching from [intermediate French to accelerated introductory French] and debated and asked a lot of my friends and explained my goals in learning French so I think they

understand.” (She makes sure to note, though, that while learning French is important, the *most* important thing in her life right now is getting into medical school.)

Since entering college, Brooke has expanded her circle of language learners to include her roommate Reese, whom Brooke views as an inspiration in language learning. In addition to having high goals of being fluent in many languages, this friend is Brooke’s positive L2 user role model because of her passion and how she incorporates language use in her life. Brooke writes,

My friend Reese is really passionate about foreign languages—it’s her goal to be fluent in 7 different languages and she’s made so much progress to her goal. Growing up in Arizona, she speaks English and Spanish. She’s studying to be a French major here and is also taking Portuguese. She’s a good L2 user role model because she is so passionate about language learning and incorporates it into her life so much. Being multilingual is such an incredible achievement and I really admire her for it.

Reese’s behavior, according to Brooke, encourages her to persist in her own studies.

Another friend she has made at Vanderbilt is Kelsey, who was born into a Chinese-speaking family:

My friend Kelsey is Chinese-American and grew up speaking Chinese, a language I’ve always wanted to speak. However, she hardly ever uses it and doesn’t take any classes to practice her language skills. She also won’t take any classes to learn how to write Chinese because she says it’s too difficult. If I had an opportunity like that where I grew up speaking a second language, I would be really careful not to lose it.

Brooke laments the fact that Kelsey is doing nothing to prevent the deterioration of her L2 abilities. From these two friends, Brooke is able to identify several language learning strategies that lead to successful language learning: immersing oneself in the target culture and

community, enrolling in courses, and frequent use and practice of language skills. Reese and Kelsey form a part of Brooke's present community of language learners that encourages Brooke to engage in self-reflection in how she behaves as an L2 learner.

Challenges. In discussing her current challenges as a French language learner, Brooke tended towards two themes: formal studies and opportunity.

Formal studies. Studying French does not always make Brooke happy; in fact, she often becomes frustrated while studying for her French class:

I can only do something like that [studying] so long before I get fed up with it. Depends how much time and what I'm studying exactly, like articles, wouldn't want to spend a lot of time doing that. But if it's reading something interesting about French culture, reading in French, I'd be OK with that.

She explains that learning in general is most enjoyable for her when it comes easily to her, like in her classes for her pre-med major. The foreign language learning process for Brooke presents many small challenges, including grammar and vocabulary:

I really don't like learning languages very much. I kind of struggle through it. Not just French, any language. I like science and math. I like being able to speak the languages, but I don't like going through the trouble of learning them. I get too frustrated after a while of trying to come up with the right word and not knowing it or not being able to conjugate correctly, like all the littler articles. They frustrate me a lot.

This frustration connected to learning French does not stem from a lack of intelligence, for she asserts that she is "definitely smart enough, it's just you know putting enough effort into it." In addition to grammar study, "hitting a roadblock" and "forgetting a word" frustrate Brooke. Forgetting what she has already learned brings her "sorrow," too.

She reiterates that even though, “of the things [she is] learning, learning languages has come the hardest” for her, she could still successfully learn French—if she so chooses:

I think if I try really hard and put it like priority number one, I definitely could [master French]. It’s just whether or not I want to and what I want to focus my energy on. I think if I tried really, really, really hard I could. It just kind of depends on...I probably won’t put that much of a priority on it.

Brooke states that her studies have not made her want to quit French; on the contrary, she is all the more determined, she says, “when I realize how much I have to learn.”

Opportunity. Brooke claims there is not much opportunity at Vanderbilt to practice French outside the classroom. Apart from her French friends and class time, speaking French is not a part of Brooke’s everyday life: “Outside of class I really don’t speak [French] at all.”

Brooke thinks of only one person as a close friend who also speaks French: her roommate.

Despite the fact that this roommate is majoring in French, they do not communicate with each other in French. But even though Brooke does not see much of a community of French speakers on campus, she does see that there are students dedicated to their French language study, including her roommate:

My roommate is a French major and she wants to study every single language, French, taking Portuguese (maybe minor), fluent in Dutch, knows some German. She wants to use Portuguese to move into Spanish, Italian, and Dutch expands into German. She wants to learn every language. I can’t even imagine, so she’s definitely serious about learning French. I know a lot of people who are way more serious about learning French than me, and people who are less serious than I am.

Brooke acknowledges the presence of students invested in their French language learning; however, the knowledge and existence of other French language learners does not automatically lead to a community in which she can practice her French skills.

L2 use. The participant gives insight as to how she uses French while she is still formally learning the language. It is important to note that in this section, L2 use is contextualized within Brooke's L2 learning environments, namely the foreign language classroom. Discussion of future L2 use, apart from explicit learning, will be in a later section.

Of the four language skills of listening, speaking, reading, and writing, Brooke's responses imply her use of listening, whereas she explicitly mentions the skills of speaking and reading; however she does not share any use of writing in French. Listening, for example, was covered while discussing her use of French media:

Yeah, I think [I will enjoy French films and TV]. Sometimes they're funnier in French, like the Harry Potter movies are great in French. I still understand [French films and TV] a lot better in English, and a lot of what I watched in France was American TV in French with dubbed lips that didn't match up.

In addition, listening is implied during her discussions of speaking and conversing with others in French. For instance, Brooke talks about some of the difficulties in conversing casually with French speakers, that "sometimes their pronunciation is a bit difficult or they speak really quickly." In contrast, Brooke explicitly describes her use of reading and speaking, with an emphasis on speaking.

Reading. Brooke enjoys developing her French reading skills to gain new perspectives on the world: "I like the different view and everything that Europeans have. It's good to read not only American journals but also European ones." For class assignments, Brooke mentions that

she prefers reading French texts to completing grammar exercises. For example, Brooke has used her reading skills on the topic of religion in her schoolwork:

For my history of Islam class last semester, we had to find different articles about Muslims in Europe, and I used a lot of French sources for that, and it was really helpful to use the actual source and not another newspaper quoting it.

Her past studies gave her an opportunity to use her French reading skills outside the French classroom, allowing her access beyond strictly Anglophone media. Reading in French is not without its difficulties, however, as Brooke notes, “You have to put a lot more effort into understanding all the different details of the article and everything.” Regardless of the challenges, reading about French culture in French is important and interesting to Brooke as a way to learn new ideas.

Speaking. Brooke places greater emphasis on speaking French than reading it. Brooke has strong feelings about her French speaking skills that can be described as generally negative or generally positive, with a lot of doubt mixed in (“I don’t know,” “it depends,” etc.). Brooke summarizes her contradictory feelings:

I’m split. I never really know where I stand. I want to [learn] but not [give the] effort, want to speak but I get frustrated, but enjoy [it] when I pull it off. I go back and forth with French.

Overall, Brooke is able to identify what aspects of speaking French she views as negative and which she views as positive.

The challenge in speaking French, Brooke believes, is that “you have to think so much and put forth so much effort than you would in English.” This “struggle,” which Brooke mentions several times, affects how she feels, like whether she likes herself and feels good about

herself while speaking French. She becomes “so frustrated so quickly” while speaking: “I get frustrated very easily like if I can’t think of the right word.” Brooke remembers oral presentations from her high school French course that exemplify this struggle: “I’ve had to do presentations on things I’m genuinely not interested in and it’s really painful. [Like about the sport] Parkour. I can’t even do that in English! How do you expect me to do it in French?”

On the other hand, when she does communicate successfully, her emotions are positive: “if I’m able to pull it off, then yeah I feel kind of smart,” and “if I can put my words together, I get excited by that. Really just depends on how I’m doing, how I’m communicating, who I’m talking to, what I’m talking about.” When she is able to hold “a long and relevant conversation, when [she] can respond quickly without thinking,” and when she dreams in French—these moments make Brooke feel proud and excited about her current abilities. For instance, Brooke made French friends while traveling abroad in high school, and she has fun speaking French with them because they can exchange opinions. She remarks, “It’s fun to like understand their points of view and talk to them.” Learning and understanding another culture’s point of view becomes part of an exchange of ideas, and, according to Brooke, “the purpose of a language is to communicate ideas, so if you’re learning new ideas it’s what the language is there for.”

It comes as no surprise then that Brooke wishes to continue her French study by enrolling in “conversational French classes, because fluidity of communication is most important” to her. According to Brooke, right now she speaks with her friends “in kind of like half- French half- English or like really poor grammar.” Even as she speaks French to communicate new ideas, Brooke’s focus is not on passing as a native speaker of French. She claims she is “not good at imitating accents or anything like that. Of course that would be nice to do, but I have other goals

in life that are more important to me.” Sounding like an American while speaking French does not bother Brooke as long as she is still able to speak and be understood.

Future L2 self. The second and third parts of Dörnyei’s L2 Motivational Self System are the ought-to L2 self and the ideal L2 self, which are each versions of the future L2 self. To reiterate, the ought-to L2 self is who others want you to be as an L2 user, and the ideal L2 self is who you would like to be as an L2 user. Brooke tended to describe her future L2 self in terms of how she will *use* the L2 in the future, or the application of her L2 learning experience after her formal education ends. Almost exclusively, Brooke views her future L2 self as using the language skill of speaking in general. Several specific categories of future L2 use stemming from the general category of speaking become apparent in how Brooke views her future L2 self: professional use, recreational use, social use, personal use, and educational use.

General L2 use. Because the participant articulates her future L2 self in terms of action, or what her future L2 self will be doing, looking more closely at L2 use is productive in learning more about Brooke’s future L2 self. In this study, details about future L2 self include speaking in French and the opportunities and community in which the participant uses French.

Brooke describes her future L2 self in terms of “speaking comfortably” and “speaking fluidly”—with “comfort” and “fluency” being synonymous. Speaking comfortably is her goal: “the more practical goal in my head one day [is] speaking comfortably but not correctly, just not so much pressure to achieve like fluency just to speak comfortably would be good enough for me.” She asserts that, of the different skills she could master in her French studies, “fluidity of communication is most important to me.” She explains that she would feel comfortable speaking French if she does not have to actively think about verb conjugations or vocabulary, as these aspects cause her distress:

I get too frustrated after a while of trying to come up with the right word and not knowing it or not being able to conjugate correctly, like all the littler articles. They frustrate me a lot.

Her plans to “take conversational French classes” as an upper-level student will help her maintain and improve fluency. She recalls an experience abroad and its impact on her view of fluency:

I’m okay speaking Franglais and poor grammar and everything like that. As long as I can get my point across, I don’t really care. And I think that’s a result of studying abroad in high school. And I lived with French students for two weeks at a time. It didn’t matter if you were saying it correctly, just if you could get your point across. So senior year, I wasn’t even in a French class at that point, but I still went over to Lyon and lived with a girl there, and we had some really good conversations. I lived with her for two weeks. And this past summer, she came back and visited me. So once you can get over the barrier of “everything-I-have-to-say-has-to-be-executed-perfectly-with-correct-grammar” (but not [in] class but [casual] communication like that), sometimes initially that barrier of “oh-am-I-saying-this-right” pops up, and you have to jump over.

Communication, for Brooke, does not rely on total language accuracy: “I want to be able to speak it well enough to communicate effectively with my French friends with speed and fluidity, even if not grammatically correct.” By commenting on grammar, Brooke reveals that, in her opinion, fluency does not imply accuracy and that accuracy may, for her, hinder fluency. She would like to be the type L2 user who no longer becomes frustrated by speaking (“[I] want to speak but I get frustrated”): “I would like to become someone that can speak French fluidly

without much thought to conjugation or vocabulary choice.” In the next sections, Brooke more fully describes the settings in which her future L2 self will use her French speaking skills.

Specific L2 use. The data collected from Brooke presented five clear categories or settings in which she intends to use French in the future: the professional setting, in her career as a doctor; a recreational setting, when she has fun; the social setting, in her interactions with others; in a personal setting, for her own personal benefit; and in an educational setting, as she continues to increase her knowledge. Each of these categories is described below, with excerpts pulled from Brooke’s interviews and written reflections.

Professional. Brooke entered Vanderbilt with clear post-graduation plans: go to medical school. French is not at the center of her life, for she emphasizes that “the whole getting into med school thing” is the most important thing to her right now. Nonetheless, she can imagine her future doctor self as an L2 user, considering that she wants to “go to med school and residency without losing proficiency in French.” Brooke is not sure how or if she will use French in her future career:

I don’t know, depends on how much I get frustrated with it. I don’t think I’ll ever be using it on a daily basis or living in France or anything. Being able to use French would be nice. It really just kind of, I really don’t know so much about what my future career entails, and goals change over time.

Although she may not know exactly what her future career will be, she can see herself serving in Francophone Africa through the non-profit organization Doctors Without Borders, or Médecins Sans Frontières (MSF): “I want to work for MSF and hopefully one day I will have a functional knowledge of French for work in Francophone Africa.”

One reason Brooke is learning French specifically is because it is an international language and has a wide application, regardless of her future career:

I'm pre-med—and in the future I've been thinking about doing MSF, and knowing French is very valuable for that, especially if you want to work in an African country.

Like, that's one of the biggest reasons I'm studying it.

To get a good job in her desired field, Brooke does not believe she needs to speak French well.

She asserts that good jobs for doctors exist in America, where French is not required:

I would be pretty happy just getting a normal American job in a hospital, and I don't really need French for that. Because I can definitely be happy not working for MSF or whatever... The goal at the moment is to one day get there, but you know things change, so I'm not too terribly attached to the idea.

Even if she works in Francophone Africa, Brooke still believes that French language skills, while they would be “valuable” in the hiring process as an MSF doctor are unnecessary. She states, “It's also possible to work for MSF without fluency in another language, but it is a lot less likely.” French would also be helpful in serving patients and expressing sympathy, as she wants “to be able to comfort patients and their families in the hard times that bring them to an MSF hospital.” And yet Brooke reiterates that French is not required because interpreters are available for doctors who do not speak the local languages.

Overall, Brooke can see herself—her future L2 self—as a doctor in Francophone Africa using French to serve patients and their families. And yet, this professional, future use of French is not a priority to Brooke. All of her focus is on becoming a doctor, and using French would be “nice” but not necessary to her future success as a doctor.

Recreational. Brooke's future L2 self may or may not use the French language on a daily basis, but she will nonetheless continue to appreciate French culture through the recreational activities of tourism and viewing art. When Brooke thinks of her French-speaking self in the future, traveling abroad is the main activity she will be doing: At least five times throughout the semester, she explicitly states that she will travel to French-speaking areas, specifically the cities of Paris and Lyon and the countries of Francophone Africa. While working abroad might be a stretch for Brooke, traveling abroad seems to be a given for the future: "I hope to work for Doctors without Borders in a Francophone country, or at least live and travel in a Francophone country." Even if her travel plans, like her upcoming family summer vacation to Europe or her study abroad plans to the Netherlands, are not set in France, she still intends to find time to "travel to France frequently" and use French when "it comes in handy." In addition to using French as a tourist, Brooke is "a big fan of impressionist artwork" and thus "will appreciate French art" in the future.

Social. Using French will help Brooke's future social life by strengthening friendships and creating new relationships with other users of French. Brooke already has international friends with whom she speaks some French now, but she currently mixes fragmented French with English in their interactions. She sees her future L2 self as having a better grasp on the language: "I want to be able to speak it well enough to communicate effectively with my French friends." Brooke understands that French will help her to expand her social circle as well, allowing her future self to participate freely in activities of other cultural groups. Brooke wants to be an active member in a globalized society, and she wants to use French because she "realize[s] that there're all these other people not just the English-speaking world, not just

America.” Her future L2 self will have more opportunities to interact with people of diverse cultural backgrounds.

Personal. Through her use of French, Brooke imagines much personal growth for her future L2 self. Brooke imagines her future French-speaking self as knowledgeable. While Brooke maintains that learning French does not make one an educated person, she does agree that learning French makes one *more* educated:

I think it’s really valuable to learn another language just for the aspect of being able to communicate with so many more people around the world and see their points of view. I think you can definitely be educated and be monolingual, so it contributes to making you more educated. [Learning French] definitely increases your education, being able to talk to so many more people and learning their ideas.

Moreover, her future L2 self will be cultured, for she will learn new ideas and understand native French speakers’ views thanks to her French skills. However, Brooke is not learning and using French in order to gain respect or to become a cooler person: She does not care “what other people [think of her] language capabilities.” According to Brooke, there is no pressure on her to function in French after she graduates. In general, Brooke does not “learn anything to impress anyone else. I just learn it because I’m interested.” Thus, her L2 learning and use is for her own self-development.

Educational. After her university French course, Brooke plans to continue learning French. While at Vanderbilt, she plans to “take conversational French classes because fluidity of communication is most important to me.” Brooke also wants to “study abroad in the Netherlands” and during that time “travel to France frequently.” Working towards her professional goal of becoming a doctor, Brooke’s future L2 self will “learn medical technical

language in French.” Her future L2 self will participate in the international immersion experience offered by Vanderbilt University’s McTyeire International House. She plans to “live in McTyeire and speak French with my friends in the French hall” while placed in the “world affairs” section of the hall. Later in her academic career, she would like to continue on at McTyeire by reapplying to be in the French section.

Brooke doubts she will study French after she graduates from college:

It just kind of depends on what my plans are with MSF or whatever, or if I go to travel in France, I would study a little bit before going over, but probably not very rigorously. I really don’t know, it just kinda depends on what I’ll be needing, what my goals evolve into. Kind of early at this point [second semester of college].

According to Brooke, if she uses French in her education (“depends on how I keep up with my studies in French, if I take more classes, just how much practice I get”), she will be able to use French effectively after college.

Summary. The data support the application of Dörnyei’s tripartite system to the American-foreign language classroom-university setting. To reiterate, the category of L2 learning experience emerges from the evidence as a way to understand Brooke’s current or actual L2 self. The categories of ought-to L2 self and ideal L2 self emerge under the broader category of future L2 self. An overlapping theme, the third category, is L2 use. That is, Brooke relied on different types of L2 use to describe both her current L2 self and her future L2 self. The discrepancies between her current L2 self and her future L2 self influence Brooke’s decisions during and after the study, discussed in detail in the third research question.

Research question 3. In what ways does an intervention based on the L2 Motivational Self System influence a language learner’s identity and motivation, and how does the choice of research methodology reflect this influence?

As stated previously, this particular research question will rely solely on the data collected on Brooke, for whom data was collected more longitudinally and for whom the Motivation Workshops appear to have had the greatest influence, as she transforms from someone who begrudgingly enrolls in a language course to someone who continues on to learn additional languages and study abroad for a semester.

Having justified the use of qualitative research methods for the present study on the L2 Motivational Self System earlier in the chapter, let us now look at how well the chosen data collection instruments reflect the complexity of L2 motivation and L2 identity. Table 5 illustrates the general progression of data collected on Brooke. The discussion of this research question, “In what ways does the research methodology reflect the dynamic nature of L2 motivation and identity within a language learner?,” will be organized by comparisons at different points in the study within each data collection tool (responses to the prompt about ideal L2 self at Week 6 compared to responses to the same prompt from Week 11, for example).

TABLE 5. Progression of data collection

| Beginning of the study (Week 3) | During the study (Weeks 6-11) | End of the study (Week 14) | After the study |
|--|--------------------------------------|-----------------------------------|------------------------|
| Pre-workshop Q-sort | Workshop 2 ideal L2 self | Workshop 5 questionnaire | Email exchanges |
| Pre-workshop interview | Workshop 3 reflections | Workshop 5 metaphor exercise | Face-to-face meeting |
| Workshop 1 questionnaire | Workshop 3 ideal L2 self | Post-workshop Q-sort | |
| Workshop 1 metaphor exercise | Workshop 4 L2 role models | Post-workshop interview | |
| | Workshop 4 timeline | | |

Questionnaires. The questionnaire, although a means of collecting and interpreting data quantitatively, is used in this study to supplement the discussion of changes in L2 identity and L2 motivation through a qualitative lens. In the first questionnaire, before the introduction of the L2 Motivational Self System in the Motivation Workshops, Brooke appears to have a strong sense of who she would like to be in the future as an L2 user. In response to the prompt, “Imagine yourself in the future. Do these statements describe what you see?,” Brooke strongly agreed (giving a score of five out of five) with six of the 19 statements, identified in Table 5.4. From completing the first questionnaire to completing the second questionnaire, Brooke’s stance on these six accomplishments did not waiver: She indicated strongly agree (scoring five out of five) for these same six statements (see Table 6) in Week 14’s questionnaire as well.

TABLE 6. Questionnaire statements Brooke marked as “strongly agree” in both questionnaires.

2. I will be a knowledgeable person.
3. I will be a cultured person.
8. I will participate freely in activities of other cultural groups.
12. I will travel to French-speaking areas/countries.
15. I will appreciate French art and literature.
19. I will understand native French speakers' views.

Although there were no changes in the bulk of her “strongly agree” responses from Questionnaire 1 to Questionnaire 2, a significant addition to these statements in the second questionnaire is very telling of changes occurring within Brooke. For the second questionnaire, she marks the statement “I will enjoy speaking French” as strongly agree (scoring five out of five). With all that is known about Brooke and her views of language learning (namely, that she experiences much frustration in her studies), a higher placement of this statement demonstrates that she no longer views speaking French with negative feelings and can imagine herself using the language with pleasure in the future, which is a significant change.

In addition to these positive statements describing Brooke’s imagined future L2 self, there are quite a few statements that she does not agree with (scoring one or two out of five), as shown in Table 7. The only statements to carry over from the first questionnaire are “I will have learned many languages” and “I will watch French television.” The other statements (“I will think like a native French speaker,” “I will act like a member of the French-speaking community,” “I will meet and converse with French speakers in my community,” and “I will understand French literature”) received higher scores at the end of the study, indicating an increase in Brooke’s confidence in her future L2 self’s abilities. Interestingly, Brooke, who consistently indicates that her future L2 self will not have learned many languages, actually does learn another language: Hindi. As she related both in our email correspondence and during our face-to-face meeting a year after the study’s conclusion, she acquired this Indian language during her semester abroad sophomore year. This aspect of her L2 identity, knowing multiple

languages, may not have changed over the one semester of the study, but over several semesters her L2 self becomes a polyglot.

As for the change in watching French films, the interviews from the Q-sorting provide some insight. In the first interview, Brooke agrees that she enjoys watching films and television in French because “sometimes they’re funnier in French, like the Harry Potter movies are great in French.” She explains that she does not actually watch French programs in the original language: “I still understand [French films and TV] a lot better in English, and a lot of what I watched in France was American TV in French with dubbed lips [that] didn’t match up.” In the second interview, at the end of the semester, Brooke maintains that she does not “like how they [French production companies] dubbed things.” For whatever reason, perhaps she has realized that she does not have the opportunity to view films in French, or perhaps she has realized that she simply prefers Anglophone films, Brooke cannot envision herself going to French films in the future. It seems that the ability to participate in these forms of French culture (television and film) are not effective motivators for Brooke to learn French.

TABLE 7. Statements least descriptive of Brooke’s future L2 self (scores of ≤ 2).

| Questionnaire 1 | Questionnaire 2 |
|---|--|
| 1. I will think like a native French speaker. 4. I will have learned many languages. 9. I will act like a member of the French-speaking community. 10. I will meet and converse with French speakers in my community. 13. I will understand French literature. 18. I will watch French television. | 4. I will have learned many languages. 14. I will go to French films in the original language. 18. I will watch French television. |

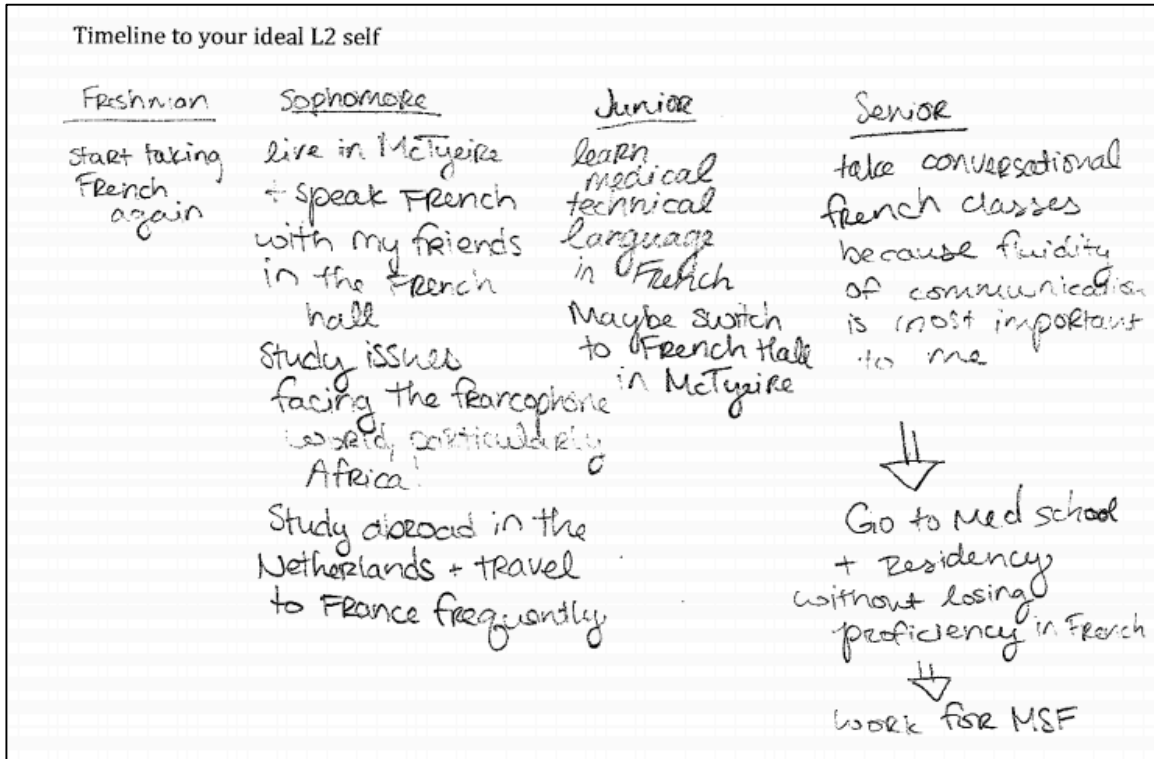
Having the option to write in a personal statement describing her future self at the end of the questionnaire, Brooke wrote a variation of the same theme for both questionnaires. In the first questionnaire, Brooke added, “I want to work for Doctors without Borders in a Francophone country. I want to travel to France a lot and spend time in Paris—I’m a big fan of impressionist artwork.” For the open-ended part in the second questionnaire, Brooke wrote, “I hope to work for Doctors without Borders in a Francophone country, or at least live and travel in a Francophone country.” The primary differences between these two statements, although they appear very similar, are a change in the verbs (from “want to” to “hope to” for her career aspirations) and a modification in where she wants to travel (from solely France (specifically the city of Paris) to anywhere in Francophonie). Furthermore, she has expanded her future L2 self from being a tourist alone to possibly becoming an inhabitant abroad. A final observation is that the response in first questionnaire has Brooke both working and traveling, whereas in the second questionnaire it seems to be more of an either-or type situation, that if she does not work abroad she at least will live or at the very minimum travel abroad.

The open-ended portion of the questionnaires indicates a change in Brooke’s motivation, as it seems she is less certain of her future working for Doctors Without Borders (based on her changes in wording). In interpreting the differences in the responses, it appears that Brooke remains motivated by the prospect of traveling abroad, and as her knowledge of the French-speaking world has increased, so too have her potential destinations. Towards the end of the semester, she views her ideal L2 self not so strongly as a doctor working abroad, but, while perhaps still a doctor, she believes she will more likely become a tourist.

Timeline. The timeline to the ideal L2 self created towards the beginning of the semester is a useful tool for tracking the development of Brooke’s L2 identity (see Figure 10). In the one

face-to-face meeting after the study's conclusion, I presented the original timeline to Brooke in order to compare her anticipated accomplishments with the reality of her language learning trajectory.

FIGURE 10. Brooke's timeline to ideal L2 self.



In short, Brooke did not adhere to her ideal L2 self timeline after the first semester of her sophomore year. After restarting her French studies freshman year, she did indeed live in McTyeire international house, through the international hall (her application to the French hall was not accepted). She explains that, even though she wanted to practice French with members of the French hall, it was nearly impossible because of the requirements to participate in her own program, in which she did “study issues facing the Francophone world, particularly Africa,” as she wanted. In our face-to-face meeting, she laughingly described herself trying to eavesdrop on

the French table during mealtimes as a way to maintain her French skills. This eavesdropping was not the extent of her French use, though, as she frequented a French café near the university a few times in the semester following the study in order to practice French with her peers.

Brooke did indeed study abroad, but her destination was not in Western Europe. She did not study abroad in the Netherlands, per her plans described in the second interview, at the end of the study: She had planned to “study abroad next spring in the Netherlands,” where she could “take classes in English,” and it would only be a “three hour train ride from Paris. That’d be cool.” Brooke toured Europe with her parents after her freshman year of college and visited the university in the Netherlands where she was intending to study. When she was there, she noticed that “everyone was blonde and really tall,” and being a petite brunette, she did not feel comfortable in that setting. She said the only reason she would study abroad in the Netherlands at that point would be to travel to France every weekend, and that is not reason enough. She opted not to pursue the study abroad program set in France because, according to Brooke, the only areas of study are the French language and engineering, neither of which is her specialization of medicine. She therefore started looking at other study abroad programs, and a program based in New Delhi, India, with a focus on public health, policy advocacy, and community looked interesting. She “had never considered outside of Europe and Australia” before, but she knew right away (she telephoned her dad almost immediately to let him know) that India was where she wanted to study abroad. Her most recent trip to France was during the return trip from India to the States; she stopped in Paris for a week for a visit with her French friend she made through a high school exchange program. This friend and her godfather, Brooke shared, “showed me around all the places in Paris I had never been, and we went to Versailles and some real, authentic French restaurants.”

Having returned to the States in her junior year, she is living again in McTyeire, the international hall (not the French hall, per her original timeline). Presently, she has not enrolled in any foreign language courses, French or Hindi. Brooke, in her second post-Q-sort interview, shared that she would be happy studying French in the future:

I like the idea of using French, especially the higher French classes, like writing essays. If I did take higher level French classes I'd want like the medicinal French classes (but I'm probably not gonna take it). I've heard "it's a hard class, only take it if you're fluent, it's useful but such a hard class." You're pre-med you have to think about your GPA. You've got to think about these things. Thought about [French] 103. It's in my cart right now.

Despite her desire to continue formal French study, the fact that Brooke expresses a concern about her grades is a further indication of her prioritizing medical school over language study (other evidence: "No, [French isn't the most important thing in my life right now], the whole med school thing [is]"). In the face-to-face meeting, Brooke confirmed that she is not planning on taking any more French classes because there are "too many requirements. It takes one and a half years' [worth of classes] to get to elective of medical French." Her focus now is on medical school prerequisites and her degree requirements, and her ideal L2 self has taken a backseat to her greater ideal self (becoming a doctor).

Written reflections. Written reflections (for example, descriptions of ideal L2 self, thoughts on intercultural awareness, and the metaphor exercise) collected during the semester give some indication both of growth and of regression in Brooke's L2 motivation and L2 identity, individual differences that are interconnected to form her view of her future L2 self.

In articulating her ideal L2 self at the beginning of the semester, Brooke set a very clear end: serve as a doctor within the organization Médecins Sans Frontières (MSF), or Doctors

Without Borders. Her language goals feed towards her desire to become a MSF doctor. She explains that although she hopes to speak French well enough to convey empathy and comfort, she at least wants to have a working knowledge of the language for a tourist trip to France:

Hopefully I will become comfortable speaking French. I want to work for MSF and hopefully one day I will have a functional knowledge of French for work in Francophone Africa. I don't think medical terminology is too important to focus on, but I want to be able to comfort patients and their families in the hard times that bring them to an MSF hospital. Even if I cannot attain this level of French-speaking, I want to be able to speak it well enough to communicate effectively with my French friends with speed and fluidity, even if not grammatically correct. I love France and want to spend time in Paris or Lyons.

This would only require knowledge of a short-term visitor.

For the second assignment of describing one's ideal L2 self, Brooke does not specifically name MSF as her desire, but she instead lists language goals that together make up her ideal L2 self.

I would like to become someone that can speak French fluidly without much thought to conjugation or vocabulary choice. This class has definitely strengthened my resolve. I'm not sure if I will be able to maintain that level of French-speaking throughout my entire life, but I always want to have an intimacy with the language that allows me to communicate with others.

The changes in her portrayal of her ideal L2 self reflect a regression in her L2 self.

Brooke has a very specific image in mind for her ideal L2 self at the beginning of the semester ("I want to be able to comfort patients and their families in the hard times that bring them to an MSF hospital"), even if she does qualify her vision with an alternative route, which does not include using French in an overseas medical career ("I want to be able to speak it well

enough to communicate effectively with my French friends with speed and fluidity, even if not grammatically correct”). Using French to express sympathy and treat patients is much different, and requires more mindfulness, than using French in casual conversation with a peer. Then, by the end of the semester, she has further lowered her desires as a French user: “I’m not sure if I will be able to maintain that level of French-speaking throughout my entire life, but I always want to have an intimacy with the language that allows me to communicate with others.” This regression falls in line with research on the expectations of a language user during a course, that motivation decreases as students realize that learning a foreign language is not as easy as they may have initially imagined.

Brooke’s writings at times conflict with other evidence, and these multiple opinions on one topic are indicative of the dynamic systems involved in learning and using a foreign language. For instance, Brooke clearly states both at the beginning and at the end of the semester that her identity remains the same regardless of whether she learns a language. In the third week’s interview, Brooke claims that she is not a different person when she is speaking French: “[You’re the] same person, you’re just speaking a different language.” In the fourteenth week’s interview, Brooke maintains that she stays the same person: “No, I don’t think so. I know that some people use different voices but I don’t think I do.” Nor does learning a foreign language affect Brooke’s “cool” factor. She does not believe knowing French makes her cooler because “I think I’d still be me, just different language. That’s just kind of not really applicable to me.” At the end of the semester, she reiterated, “I don’t really care about that [being perceived as cool].” Despite her beliefs that using a foreign language makes her neither different nor cooler, Brooke pens a differing thought in her written reflection:

Studying French makes you a much more globally aware person. Studying French and exposing yourself to not only new knowledge but also to the unique task of language learning definitely shakes your identity. Studying French has definitely allowed me to travel and learn about such a large part of the world. It challenges me but I am always surprised by what I'm capable of.

It appears her identity is affected in varying degrees depending on the context in question.

The metaphor activity, in which Brooke illustrates her beliefs about language learning, further demonstrates her internal changes. Both metaphors she created, at the beginning and end of the semester, take on a common theme of language learning as a journey with a final destination (that is, fluency). The “language learning as a journey” metaphor is a common way to conceptualize goal-oriented behavior (Ellis, 2008, p. 164). Her first metaphor is as follows:

Learning a foreign language is a walk uphill. Some places are steeper than others, and there are many barriers to climb over. The road is rocky and the path is steep, but the view is amazing. Still, you have to keep walking and continue working at it if you ever hope to get anywhere.

At the end of the study, her beliefs about language learning have only slightly changed, as evidenced by her second metaphor: “Language learning is a shady forest path. It's not the easy paved road of monolingualism—it has rocks and bumps along the way, but the view is so much better.” The most notable difference between these two metaphors is the level of difficulty of the journey. At the beginning of the semester, the “walk uphill” resembles a mountain, complete with elevation change, rocky terrain, rigorous climbing, and obstacles. One can interpret this metaphor, especially knowing how Brooke felt about language learning upon entering the course, as an indication of Brooke's past negative experiences in French and general difficulties in

learning French. At the end of the semester, though, she has a less negative view of foreign language learning. By comparing learning French to a casual, shaded stroll, Brooke reveals a change in her beliefs. No longer does learning a foreign language seem insurmountable or an athletic feat. Even though both journeys have their share of challenges, the latter description seems to be a more positive experience altogether. This interpretation is buttressed by her interviews during the Q-sortings. Initially, Brooke outright states her distaste for learning languages:

No, I really don't like learning languages very much. I kind of struggle through it. Not just French, any language. I like science and math. I like being able to speak the languages but I don't like going through the trouble of learning them. I get too frustrated after a while of trying to come up with the right word and not knowing it or not being able to conjugate correctly, like all the littler articles, they frustrate me a lot.

At the end of the semester, however, Brooke seems more open to the idea of liking foreign language learning. She says, "I don't know. I haven't really learned any other languages. I think it'd be really cool to learn Chinese. I just don't have enough time, I don't know. I haven't really tried." Rather than holding negative feelings about herself as a language learner (as indicated by the words "don't like," "struggle," "trouble," "frustrated," and "frustrate"), she has identified the hindrances as issues of scheduling and opportunity; the idea has changed into, if she has enough time, then she would actually like to learn another language. She even throws in Chinese as a potential language she could learn (if she has enough time). How different is this Brooke from the "negative Nancy" who began the semester!

Post-study communications. The most telling of all the data collected on Brooke about changes in her L2 identity and L2 motivation come from the correspondence occurring after the

conclusion of the study, after her semester of French study. Through course evaluations (which were shared with me), emails, and a face-to-face meeting, Brooke was able to articulate changes within herself and what incited these changes—namely, the Motivation Workshops. The flux of her L2 identity and L2 motivation within her L2 self is revealed implicitly through Brooke’s choice of wording and explicitly through her own statements

After the Motivation Workshops, Brooke employs many positive expressions to describe her language learning experience not only within the French classroom during the study but also language learning experiences well after the study, especially while in India. Through her writings, Brooke draws a contrast between before the study and after the study:

Mme Butler revived my interest in language learning. I had studied French before but quit learning it because I got frustrated. Mme Butler encouraged us to think about why we should study languages and how they can affect our lives in meaningful ways. It is because of her that I applied to live in McTyeire International House, and though I did not get accepted to the French hall, I am still very excited to live in the International Interest and speak French with my neighbors downstairs. Her passion for language learning caused the whole class to identify why they were there and encouraged them to not merely take the introductory class to fulfill AXLE credit. She truly inspired each person in the class to learn French for a greater purpose and to be an active presence in class.

Her L2 self going in to the French course was “frustrated” and disinterested in learning anymore, taking the course only to complete a degree requirement (“take the introductory class to fulfill AXLE credit”). However, leaving the course, she was “revived”—and “excited” to continue developing her language skills! More contrasts in Brooke’s expressions regarding language

learning from before the interventions and after the interventions are noted in Table 8. These excerpts were pulled from her interviews, her email correspondence, and our face-to-face meeting.

TABLE 8. Brooke’s descriptions of her feelings towards language learning before and after her university French class.

| Description of her various language learning experiences occurring before the Motivation Workshops | Description of her various language learning experiences occurring after the Motivation Workshops |
|--|--|
| <i>a bit overwhelming</i> <i>didn't think it was worth it anymore</i> <i>frustrated (used multiple times)</i> <i>genuinely not interested</i> <i>gets harder and harder to keep up with</i> <i>go back and forth</i> <i>infuriating</i> <i>not being able</i> <i>not too... terrible</i> <i>put a lot more effort</i> <i>quit learning</i> <i>really annoying</i> <i>really don't like learning languages very much</i> <i>really painful</i> <i>struggling</i> <i>the hardest</i> <i>the trouble of learning</i> <i>was not too excited to continue my study</i> | <i>amazing</i> <i>cool opportunity</i> <i>enjoyed this class</i> <i>glad</i> <i>great semester</i> <i>had a big impact</i> <i>had a blast</i> <i>inspired...to learn French for a greater purpose</i> <i>kept the right attitude</i> <i>learned so much</i> <i>loved how [the] class taught so much about language-learning</i> <i>made me want to keep up my use</i> <i>really exciting and interesting</i> <i>really funny</i> <i>really hilarious</i> <i>revived my interest</i> <i>very enjoyable</i> <i>very excited to...speak French</i> |

For example, in describing her learning of Hindi, she focused on the connection between what she learned in our French class and what she was learning in her Hindi class. Although both the Hindi instructor and the language itself were challenging, Brooke gave no negative remarks on her learning experience:

I loved how your class taught so much about language-learning. It definitely helped me know myself better as a student and to do much better in my Hindi classes in India. I was really nervous to take Hindi because I had never learned another alphabet before, but I remembered your project and kept the right attitude about it and was able to learn so much more than I thought possible!

She contrasts her “right attitude” with the discontent of a few of her classmates, who experienced stress at not being able to understand the language. Brooke elucidates the cause of their stress: “They didn’t prepare.” Students in the program were asked to learn the Hindi alphabet (both letter formation and meaning) and basic vocabulary prior to their arrival in India. These students who were stressed did not do the work ahead of time like Brooke did. In fact, they used the Roman alphabet to write words in Hindi. Unlike her classmates, Brooke was able to read the signs around New Delhi and was able to immerse herself more in the culture. The fact that Brooke is able not only to describe her learning experience with no expressions of frustration but also to identify feelings of frustration in her classmates shows that Brooke has matured as a language learner.

In mentioning that the “project” (the Motivation Workshops) influenced her attitude and learning, Brooke explicitly acknowledges the influence the Motivation Workshops have had on her as a language learner and language user. Although in the following quotations she addresses me, the instructor, I was also the researcher and the creator and facilitator of the Motivation Workshops—so really Brooke is still lauding the impact of the Workshops on her life. She makes it known that the content of the study “had a big impact on how I view language learning and the importance of foreign language in my life.” Through the slideshows of the interventions, Brooke says she was encouraged “to think about why we should study languages and how they

can affect our lives in meaningful ways.” Furthermore, in the same quotation used earlier, Brooke points out the lasting effects of the Motivation Workshops:

I loved how your class taught so much about language-learning. It definitely helped me know myself better as a student and to do much better in my Hindi classes in India. I was really nervous to take Hindi because I had never learned another alphabet before, but I remembered your project and kept the right attitude about it and was able to learn so much more than I thought possible!

Brooke wanted to learn Hindi—her ideal L2 self would be using this language to communicate while abroad in India—and this vision motivated her to overcome feelings of being nervous and to persevere in the study of this new language. The following list (Table 9) of actions stemming from the changes to her L2 self experienced during the course of the study was created based on the communications with Brooke.

TABLE 9. Brooke’s actions attributed to Motivation Workshops, in chronological order.

| |
|--|
| <ul style="list-style-type: none">➤ “revived my interest in the subject”➤ “made me want to keep up my use of the language”➤ “became an active presence in class”➤ “learn French for a greater purpose”➤ “encouraged me to apply to McTyeire International House, where I’ll be living next year”➤ frequented off-campus French bakery to speak French with American peers➤ applied for Critical Language Scholarship to learn understudied languages (in addition to French)➤ applied for global health program in Madagascar➤ studied abroad in India➤ learned Hindi➤ visited Paris for a week➤ living in McTyeire International House for another semester➤ might “apply for the CLS next summer to study Intermediate Hindi in India” |
|--|

Implications of research question 3. The qualitative data collection tools effectively measured changes in Brooke's L2 self. Although the pre- and post-intervention questionnaire was not the best tool for indicating change within Brooke, it did provide additional insight that, when partnered with qualitative tools such as the interviews, was useful. Being able to compare Brooke's timeline created during the study and then her actual trajectory a few semesters later that she shared in the post-study communications shed much light on changes in her L2 self, such as the fact that she now has traveled beyond Western Europe. The written reflections (descriptions of ideal L2 self, thoughts on intercultural awareness, and the metaphor exercise) provided Brooke an opportunity to reflect on her views towards language learning and use in private, so the details included in these tools differed somewhat from the interviews and the face-to-face meeting. Lastly, qualitative methods have allowed for a thorough collection of data, and through interpretation of data many changes in Brooke's L2 self come to light.

All in all, even if Brooke had not directly stated the pronounced influence of the Motivation Workshops in her life (as she did in the course evaluation and in communications after the study), a comparison of the data about her experiences and beliefs from before the study to the data about her experiences and beliefs during and following the study reveal many changes in her L2 self. To name a few of these changes, Brooke now associates positive feelings with language learning, so much so that she has continued to learn even more languages in addition to French. Also, Brooke now feels empowered as a language learner, for her feelings of frustration no longer dominate her mind, as she described in her Hindi class. As an empowered language learner, she is able to direct her own language learning, such as meeting friends for language practice apart from classwork and applying for language programs abroad.

After the exercises on creating and strengthening one's future L2 self, Brooke is able to focus on learning with a greater purpose in mind, that of approaching her ideal L2 self. The "day-to-day realities of [her] L2 learning experience" (Dörnyei, 2014, p. 11), which are the "function of multiple factors related to diverse aspects of the learning environment or the learner's personal life" (p. 12) could distract Brooke from looking towards the future at the bigger question of "why" she is learning French in the first place. Dörnyei vaunts the benefits of a future self-guide: one's L2 vision "offers a useful, broad lens to focus on the bigger picture, the overall persistence that is necessary to lead one to ultimate language attainment" (2014, p. 12). Interventions based on the L2 Motivational Self System, such as the Motivation Workshops, can be used to strengthen students' ideal L2 self—even the ideal L2 self of those who, like Brooke, seem on the edge about abandoning all language study—and push them to continue in their language study and use.

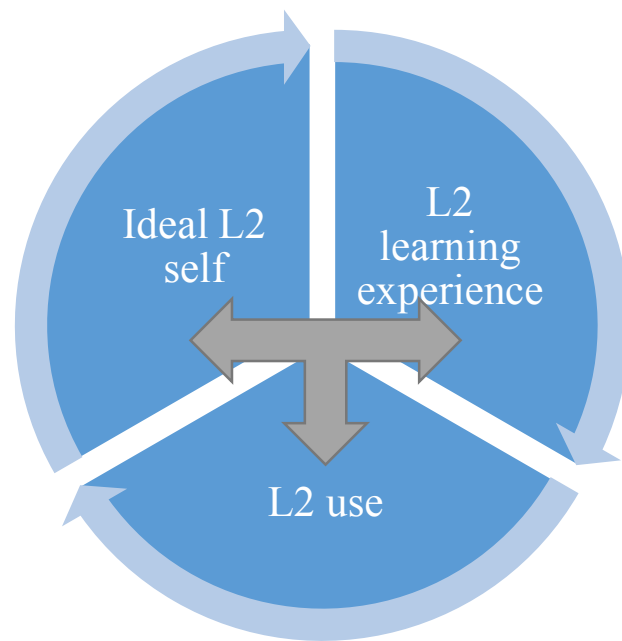
Concluding thoughts

The application of Dörnyei's L2 Motivational Self System to the American university foreign language classroom setting provided an organized manner in which to analyze and summarize the data. Although each of the three participants' data was useful in answering the first two research questions, both the fact that data was collected over such an extensive timeframe for Brooke and the fact that she seemed to be an unreceptive candidate for the L2 Motivational Self System interventions (based on her past L2 learning experiences) set Brooke apart from Elizabeth and Frank as a case fitting for the third research question on change.

The three major themes within this chapter, as determined by the categories that became evident through the coding process, are L2 learning experience, L2 use, and future L2 self. For

this participant group, the ideal L2 self is a stronger source of motivation than the ought-to L2 self; and both the ideal L2 self and the L2 learning experience are strongly related to L2 use, or how the participants use the second language currently and how they envision themselves using the second language in the future. This relationship is illustrated in Figure 11 and reflects the complexity of L2 motivation in the context of the American university foreign language classroom.

FIGURE 11. Relationship among themes that emerged during interpretation of data.



As is characteristic of a dynamic system, each part influences the other and to varying degrees. Portraying the major themes in this simple illustration (Figure 5.2) is an attempt to better describe L2 motivation as a complex, dynamic system and its “dynamic interaction with a multiplicity of internal, social and contextual factors” (Dörnyei & Ushioda, 2011, p. 72), while “[taking] account of the broader complexities of language learning and use in the modern

globalized world” (Dörnyei & Ushioda, 2011, p. 72). It is important to reiterate that the current phase of L2 motivation research is unlike previous periods (social psychological, cognitive-situated, and process-oriented), in which L2 motivation was viewed as a linear process, with the researchers “identifying ‘variables’ and tracing cause-effect relationships” (Dörnyei & Ushioda, 2011, p. 77). These past approaches, Dörnyei and Ushioda maintain, “cannot do full justice to the unique individuality, agency, intentionality and reflexive capacities of human beings as they engage in the process of language learning” (2011, p. 76). Here, with a dynamic understanding of L2 motivation, ideal L2 self may impact L2 use to varying degrees, just as L2 learning experience might only affect ideal L2 self under certain circumstances. This study was created with the perspective that many factors contribute to L2 motivation, and no student exists in a vacuum. In observing these three participants and collecting their responses during the course of the study, several conclusions about their L2 motivation can be made; these “lessons learned” are presented in Chapter 5.

CHAPTER 5

CONCLUSIONS

In designing this study, I was curious to see the application of the L2 Motivational Self System in my own classroom. Encouraged by Hadfield and Dörnyei (2013), who ask instructors to act also as researchers in order for the L2 Motivational Self System to be “‘fleshed out’ by classroom-oriented investigations (e.g. by case studies of students, evaluations of experimental programmes and lots of actual feedback from students and teachers)” (p. 298), I created and presented the Motivation Workshops to my students over one semester of French study. These workshops are based both on the recommendations of Hadfield and Dörnyei (2013) and on other intervention programs (Magid & Chan, 2012) using the L2 Motivational Self System both as the theoretical framework and as the intervention. With qualitative methods of inquiry to collect and analyze data, I can make several generalizations from the study of this participant group that could be useful to researchers and instructors of language learners.

There are two categories of generalization, depending on the research paradigm used in a study: in a quantitative paradigm, statistical generalizability is important, whereas in a qualitative paradigm, theoretical or analytic generalizability is important (Yin, 2014, p. 40). Yin draws a distinction between these two types of generalizability:

Critics typically state that single cases offer a poor basis for generalizing. However, such critics are implicitly contrasting the situation to survey research, in which a sample is intended to generalize to a larger universe. *This analogy to samples and universes is incorrect when dealing with case studies.* Survey research relies on *statistical*

generalization, whereas case studies (as with experiments) rely on *analytic* generalization. In analytical generalization, the investigator is striving to generalize a particular set of results to some broader theory. (2014, p. 43) (emphasis in original)

Theoretical generalizations in relation to a case, such as in this study of Brooke and the overview of Elizabeth and Frank, “shed empirical light about some theoretical concepts or principles...that go beyond the setting for the specific case” (Yin, 2014, p. 40). These inferences and insights within the generalizations may involve “(a) corroborating, modifying, rejecting, or otherwise advancing theoretical concepts that you referenced in designing your case study or (b) new concepts that arose upon the completion of your case study” (Yin, 2014, p. 40). From this study, I have compiled six major “lessons learned” (Magid & Chan, 2012) that advance the understanding and application of the L2 Motivational Self System both within the specific setting of the American university foreign language classroom, and, in Lessons 2 and 4 especially, within the broader setting of second language classrooms around the globe.

Lessons learned

Lesson 1: American students who enroll in French courses come with a vision of their future L2 self.

Based on research by Dörnyei, I assumed that my students had no future self-guide: “The first step in a motivational intervention following the self approach is to help learners to construct their Ideal L2 Self, that is, to create their vision” (Dörnyei, 2009, p. 33). I was surprised, then, that at the beginning of the semester each of the participants expressed not only confidence that they knew why they were studying French (as demonstrated in the Q-sorts) but also a vision of who they would like to be as future French users. These articulations of visions

were in response to the questionnaire's free-write section, with the prompt: "Besides those mentioned in the questionnaire, what aspirations might you have for your future as a speaker of French?" The questionnaire was distributed before any explicit discussion of future L2 selves. Elizabeth stated that she wants to "read and converse in French" in the future. Frank will travel to Francophone areas and speak French. Brooke had the most specific vision of her future L2 self: "work for Doctors without Borders in a Francophone country," in addition to traveling in France. They know why they are taking the course and what they want to do with the language prior to experiencing their first accelerated introduction to French class meeting. The fact that the students have visions of their future L2 self before the Motivation Workshops leads me to believe that, for these participants, enrolling in a language course such as French is an intentional choice, not a haphazard decision to complete a degree requirement. It is important also to note that the Q-sort took place before the first Motivation Workshop, in which the questionnaire was given. The Q-sort could have primed the students for future-thinking. For instance, Frank strongly agreed that he knew why he was taking French, and yet he remarks that the Q-sorting helped him to realize why he was taking French. It seems he felt that he knew why he was learning French but had never consciously considered his reasons.

Lesson 2: Detail-oriented envisioning exercises produce richer descriptions of the future L2 self than general, open-ended exercises.

Dörnyei emphasizes that simply having a vision of one's future L2 self is insufficient: The vision must be detailed and vivid to act as a source of motivation. He explains, "The more elaborate the possible self in terms of imaginative, visual and other content elements, the more motivational power it is expected to have" (Dörnyei, 2009, p. 19). In this study, Brooke, Elizabeth, and Frank are incapable of creating adequate visions of their ideal L2 self when

prompted by open-ended exercises alone. That is, although they have a vision of what they want to be doing in the future with their French skills, the vision is thin and undeveloped (see Table 5.2). It is not difficult to spot the richer description of the same future L2 self (as described by Brooke): “I want to be able to speak it well enough to communicate effectively with my French friends” or “sophomore [year]: live in McTyeire [international house] and speak French with my friends in the French hall.” The former statement is a product of the written reflection “Describe your ideal L2 self,” whereas the latter description is an excerpt from her timeline to ideal L2 self. Again, general, unguided reflection is not as effective in creating an “elaborate and vivid” (Dörnyei, 2014, p. 9) ideal L2 self as are more structured activities, such as creating a timeline or perhaps a more specific prompt (“Describe your ideal L2 self. Include details such as where you are, with whom you are interacting, what you are doing, etc.”).

Lesson 3: The ought-to L2 self does not serve as an obvious source of motivation for these students.

In the data analysis, the ought-to L2 self does not prominently appear. In fact, the explicit mention of external sources of motivation (parents, career, friends, etc.) is negatively positioned; the participants seem to resist the idea that they “have” to learn French for any reason other than simply because they want to do so. Rather, these three students have put it on themselves to learn the language and to do as well as possible, according to their standards. Elizabeth, when she admits feeling nervous or anxious in using French, points to herself as creating this pressure: “I think a lot of this comes from my desire to speak French well and not wanting to make mistakes. It’s more pressure on myself than from grades or friends or professors.” Brooke, too, is her own source of high expectations in learning French: “Most of this [negative thoughts] is from my own personal feelings about my progress in learning the language and not from the demands of a

class.” Although there is a general sentiment that learning French would make them more qualified for any career, no one feels pressured to study French for that reason alone (to get a good job). Thus, leveraging friends’ and family’s expectations or getting a dream job are not effective sources of motivation for students like Brooke, Elizabeth, and Frank. Developing the ideal L2 self seems to be a more productive venture as it acts as a strong source of motivation.

Lesson 4: Qualitative means of data collection and analysis successfully reflect changes occurring within one’s L2 self during the study.

In this study, collecting data using qualitative tools allows for a deep, contextualized understanding of the changes occurring during the semester within a language learner concerning his or her views towards language learning and language use. For example, Elizabeth’s vision of herself as a speaker of French evolved over the semester. At the beginning of the semester, Elizabeth had a difficult time creating a vision of herself as a speaker of French in the first written reflection about her ideal L2 self (“I don’t know what level I’ll be able to speak”). In the timeline activity, though, which was in the middle of the study, Elizabeth made a plan to practice speaking French with students in McTyeire Hall. In the final written reflection on her ideal L2 self, Elizabeth has a better idea of her abilities: “Ideally, I would like to become proficient enough in French to be able to maintain conversations and interact in French-speaking countries with relatively little difficulty. I don’t expect to become fluent or a native speaker.” As her knowledge of French increased during the semester, so too did her confidence in her future L2 self’s abilities. A questionnaire is unable to capture a development such as Elizabeth’s vision of herself as a future French speaker. These qualitative tools include the many student-produced writings and the interviews. These writings (descriptions of ideal L2 self and feared L2 self, thoughts on intercultural awareness, emotions when using French, L2 role models, metaphor

exercise, and timeline activity) provided the participants an opportunity to reflect on their views towards language learning and use in private, so the data collected from these sources differed somewhat from the interviews. The interviews were a conversational exchange between the participant and myself as researcher, with opportunities for intervention (for instance, encouraging Brooke to study abroad despite her fear of missing out on some of the Vanderbilt experience, based on my experience as an undergraduate who spent a year abroad).

Lesson 5: The workshops motivated the participants to continue in their language study.

At first glance, the Motivation Workshops seem to have had no positive effect on the participants' continued study of French, as none of the participants enrolled in Contemporary Francophone Cultures (the next course in the sequence) after having completed the accelerated introduction to French. However, this lack of continued study of French does not necessarily mean that the participants completely abandoned all foreign language learning following the course and the study. As evidence of their continued language learning, some of the milestones identified in the students' timelines and written reflections were achieved as they all hoped to and actually do continue to pursue foreign languages after the semester of the study. For instance, Frank informally practices his French reading skills and grammar in his spare time. Also, he is dedicated to memorizing vocabulary and characters of his heritage language Chinese. Elizabeth is studying abroad in Brazil, where she can practice her foreign languages. Brooke is still in pursuit of medical school, and she has traveled to several countries, including France. In strengthening the vision of their future L2 self, the participants expanded their vision from solely French to include other foreign languages. Even though formal French study may not be a priority or possibility to the participants, Brooke, Elizabeth, and Frank are still acting to reduce discrepancies between their current L2 self and ideal L2 self by accomplishing goals along the

way, as noted in their timeline to the ideal L2 self. The Motivational Workshops appear to have awakened their ideal L2 self and encouraged the participants to be lifelong language learners.

Lesson 6: American university students enjoyed participating in envisioning exercises of their future L2 self.

I was able to observe the students during the Motivation Workshops, and they were excited to take a break from learning French to learn about language learning and eager to discuss these beliefs with their peers. At the beginning of the semester, the workshops were not presented separately from the class syllabus but as an integral part of accelerated introduction to French, so comments about the class in student evaluations can be specifically applied to the workshops. For instance, Brooke “really enjoyed class,” in which the workshops were a meaningful component. Brooke observes, “I loved how your class taught so much about language-learning,” which was facilitated through the workshops and not through the textbook content. The workshops had a “big impact” on how she views “language learning and importance of foreign language in [her] life” and “inspired each person in the class to learn French for a greater purpose.”

More specifically, the Q-sorting exercise was enjoyable in that it had a puzzle-like element. Frank, in the first interview, states several times how he enjoyed sorting the Q-statements: “I really like this exercise. It got me thinking about why I’m studying a foreign language.” Before the interview, he had never thought about his reasons for learning French besides speaking with others. The Q-sorting “is a nice exercise” because it gave Frank the opportunity to reflect on why he is learning French, and he “had never really thought about why.”

Validation

Validity, as viewed from a modernist or realist position, refers to the “correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account” (Maxwell, 2005, p. 106), a description that matches how other qualitative researchers view the concept (p. 106). This traditional position “claims there is a real world out there, that our job is to represent it as accurately and objectively as we can... and there are ways to check on the accuracy of our interpretations and representations” (Casanave, 2010, p. 73). And, because this perspective is “quite widely accepted” (Casanave, 2010, pp. 73-4), validation “will not usually raise eyebrows with dissertation committee members or with journal editors” (p. 74).

A dedicated section on validity is recommended by Maxwell (2005, p. 126) for reasons of clarity and strategy. Separating validity from the methods section allows for a clear explanation “in one place of how you will use different methods to address a single validity threat... or how a particular validity issue will be dealt with through selection, data collection, and analysis decisions” (Maxwell, 2005, p. 126). Secondly, Maxwell deems “devoting a separate section to validity” (2005, p. 126) a good strategy because this action “emphasizes that you’re taking validity seriously” (2005, p. 126), “that you are *aware* of a particular problem, and are thinking about how to deal with it” (p. 126). In general, “researcher bias and the effect of the researcher on the individuals studied” (Maxwell, 2005, p. 108) (which is also known as “reactivity”) are the two major threats to validity in qualitative studies. And in the present qualitative study, these same two threats apply: researcher bias, in my role as both researcher and instructor, and reactivity, in the participants’ role as both participant and student.

To rule out these threats and to add credibility to my conclusions, it is encouraged to adopt some elements of the following strategic “checklist” (Maxwell, 2005, p. 109): intensive,

long-term involvement; “rich” data; respondent validation; intervention; searching for discrepant evidence and negative cases; triangulation; quasi-statistics; and comparison. Maxwell points out that “not every strategy will work in a given study, and even trying to apply all the ones that are feasible might not be an efficient use of your time” (2005, pp. 109-110). The strategies that are most appropriate for “testing the validity of [my] conclusions and the existence of potential threats to those conclusions” (Maxwell, 2005, p. 109) in the present study include intensive and long-term involvement, rich data, and triangulation.

Validity threat 1: Researcher bias

In this study, the researcher and the instructor are the same person. To thwart this threat of skewing data to fit my research goals, I intentionally began conducting research early. In fact, my involvement in the field—working with similar participants in similar settings—spans years. Several semesters before the study took place, I presented and helped refine a series of language learning awareness workshops (Scott et al., 2013), all the while collecting preliminary data that was not for publication. Then, I conducted a pilot study in the fall of 2014, in which I presented an early form of the Motivation Workshops and also through which I collected data. For this present and final iteration of the study, I collected data over 14 weeks (over 18 months through my communications with Brooke). I also presented the L2 Motivational Self System and preliminary findings at a few professional gatherings to receive feedback from my colleagues in the field. My “long-term involvement in the field” has helped diminish researcher bias because I have been able to revise my approach and my materials over the years so that no data need to fit any preconceived findings. To phrase it colloquially, I worked out any “kinks” that may cause a biased interpretation of the data.

Data collection for this project was detailed and varied, including two Q-sortings with video-recorded and transcribed interviews, two questionnaires with open-response, two metaphor activities, email correspondence, face-to-face meetings, written reflections, and a timeline activity. Because the participants are talking about their own selves, self-report data was abundant. The only dedicated time outside of class that the participants reserved for the study were the Q-sortings at the beginning and end of the semesters, and these exercises along with the interviews (in addition to the one-on-one meeting with the instructor to discuss class progress) were too lengthy to ask participants to stay longer for a review of their collected writings. For this reason, there was not an opportunity to mutually discuss interview transcripts and interpretations with the participants. However, the interviews were video-recorded, thereby allowing for an exact transcription without having to rely on my memory.

Furthermore, even though I had an idea of the issues I would like to investigate in this study, I did not finalize my research questions until after all the data was collected and analyzed. The categories of the study, although guided by the L2 Motivational Self System, were pulled from the responses of the participants themselves. I triangulated the data to create the codebook used in analyzing and interpreting the data. Triangulation "involving multiple sources can add to the texture and multidimensionality of the study, providing different vantage points from which to consider the phenomenon in question" (Duff, 2014, p. 241); and with triangulation of data, researcher bias is less likely because I am considering more than one source of information. As further proof, the fact that Research Question 3 is a case study of Brooke demonstrates that I was willing to present what the data revealed. That is, ideally all three participants would have experienced great changes over the study that could have been discussed. However, only Brooke's L2 self manifested significant changes within the timeframe of the study. Because of

this circumstance, I focused solely on Brooke for the final research question (rather than fabricating changes within Elizabeth and Frank to include them as well).

Validity threat 2: Reactivity

I have made no attempts to hide the fact that I acted as both researcher and instructor in this study. In fact, I make a case in the section on methods arguing that my role as instructor gives me an advantage as researcher because a familiar relationship exists between me and my students that can encourage them to open up in ways they may not with a stranger. I also have regular access to the participants in the classroom setting without being an intruder. Despite these advantages of serving in a double role as researcher and instructor, the effect I have on the participants, who also are my students, could harm the validity of this research project.

Throughout the study, I reiterated that participation is optional and that neither participation nor nonparticipation would have any effect on a student's grades. I did not want participants to feel as if they needed to respond or behave in a certain way in order to receive high marks in the course. I understand that

[p]ower, gender, and status differences need to be attended to carefully. L2 students, young or old, may feel especially vulnerable to the requests by and interactions with an interviewer, even if the interactions take place in the students' L2. Students may not be able to express their discomfort or resistance. An open discussion of the investigators' roles and relationships in the project will wisely take place with participants, and become part of the case study as well. (Casanave, 2010, p. 73)

To avoid student discomfort and to distance the participants' view of me as researcher and as their instructor, I took several precautions. First, all communication was in English, everyone's native language. I also dressed casually during the Q-sorts and interview meetings, opening and

closing the sessions with light conversation about life on campus. We met in a neutral, non-classroom setting so that students did not associate the Q-sorts and interview with the accelerated introduction to French course. I assured participants that only their hands and the cards would be video-recorded so that they did not feel self-conscious or pressured to look a certain way. Additionally, the in-class workshops were a comfortable atmosphere, with students chatting with their classmates about personal experiences.

Through observation, I noticed that some of the Q-statements made the students uncomfortable, especially the statements concerning the significance of French in their life. Students shrugged, and looked aside at me, as if they did not want to upset me, their French instructor, by admitting that French was not the most important aspect of their existence. Although I repeatedly emphasized that their opinions have no effect on their grades or my feelings, Frank, in sorting the Q-statements, remained very aware of my double role as researcher and his instructor and, as a result, his double role of participant and student. For example, when explaining his placement of the statement “I am a proactive French learner,” Frank was apologetic in his disagreement: “I mean, I study outside of class, but not like a huge amount. Sorry.” About the statement “These days, French is at the center of his everyday life,” he remarked, “Not really. No offense.” He did not want to hurt my feelings because I was his French instructor, but this desire did not prevent him from disagreeing with the statement anyway.

Reactivity can be positive, too. Brooke repeatedly shared how I, as her instructor and as the researcher, positively impacted her life, as shown in the following four statements from post-study communications:

You had a big impact on how I view language learning and the importance of foreign language in my life.

[Madame] Butler encouraged us to think about why we should study languages and how they can affect our lives in meaningful ways.

I loved how your class taught so much about language-learning. It definitely helped me know myself better as a student and to do much better in my Hindi classes in India. I was really nervous to take Hindi because I had never learned another alphabet before, but I remembered your project and kept the right attitude about it and was able to learn so much more than I thought possible!

Her passion for language learning caused the whole class to identify why they were there and encouraged them to not merely take the introductory class to fulfill AXLE credit. She truly inspired each person in the class to learn French for a greater purpose and to be an active presence in class.

Brooke does not distinguish between Madame Butler the instructor and Madame Butler the researcher in her remarks. These comments, although very nice to hear, may be somewhat exaggerated, as Brooke may have had ulterior motives: Since the completion of the study, she has requested that I write her recommendation letters for several programs of study. Because Brooke did not know that she would be the focus of the study, though, I do not believe that her actions diminish the validity of this project.

Limitations and future research

Any research project would be incomplete without the inclusion of limitations inherent to the study, regardless of the thoughtfulness and work devoted both to the construction and to the

proceeding of the study on the part of the researcher. In this section, I pair the limitations of this study with avenues for future research. I identify two significant limitations and then suggest a few ideas for future research in response to the limitations. The two limitations I identify are as follows: incomplete use of certain data collection instruments and insufficient study of participants.

Limitation 1: Incomplete use of certain data collection instruments (i.e., metaphor, Q-sort, and questionnaires)

I introduce metaphor as a data collection instrument both at the beginning and at the end of the workshops to give insight to the participants' views of language learning (which contributes to understanding the L2 experience, one of the three components of the L2 Motivational Self System). However, the participants' written metaphors, although not insignificant, were not thoroughly studied or included in the results.

Metaphor study, "an accepted tool in educational and applied linguistic enquiry" (Ellis, 2008, p. 14), is an indirect method of observing learner beliefs about language learning and language use that are inaccessible to self-report measures (like questionnaires). The beliefs are inaccessible because "some beliefs lie below the threshold of consciousness or cannot be easily and directly expressed" (Ellis, 2008, p. 13). Although I prompt students to create metaphors, I do not focus on their metaphors as a way to build context for the study. And, had I prioritized the participants' metaphors, I could have harnessed the interventional power of the tool:

Metaphors are not just creative ways to describe experience; they affect and influence that experience by changing how we perceive and understand various events, situations, and people. Furthermore, and perhaps most exciting of all, a change or modification in

metaphorical discourse can alter material actions and concrete experiences. (Alsup, 2006, p. 147)

Despite the known advantages of metaphor and the possibilities of contributions to the study, I did not wholly or effectively utilize the instrument.

I incorporate two quantitative instruments: Q-sort and questionnaire. I do this purposefully, wanting to keep the possibility open of developing this research project into a mixed methods study and not only a qualitative study. Ushioda and Dörnyei suggest that researchers in L2 motivation should consider mixed methods approaches (2013, p. 402). Ushioda, who tends to use qualitative methods, and Dörnyei, who has a history of using quantitative methods, agree that both paradigms are necessary to understanding L2 motivation more fully: “There is no doubt in our minds that future research *should* be moving toward increasing integration between: (a) group-based quantitative approaches representing a macro-perspective and (b) individual-centered social approaches representing a situated, micro-perspective” (Ushioda & Dörnyei, 2013, p. 405). The researchers further explain the benefits of using both qualitative and quantitative methodology, particularly in the current phase of L2 motivation as viewed through a dynamic lens: “In L2 motivation research as in much SLA research in general, there is increasing recognition that mixed methods approaches can help to capture more of the complexity of the issues under investigation (Dörnyei, 2007a; Larsen-Freeman and Cameron, 2008b)” (Ushioda & Dörnyei, 2013, p. 402). Although I introduce the quantitative elements, I do nothing with them except interpret parts of the Q-sort (the most and least descriptive statements) and parts of the questionnaire (the open-ended question and the most and least descriptive statements) qualitatively.

Future research 1a: Use metaphor both as a data collection instrument *and* as an intervention tool. Future researchers could intentionally focus on the metaphors created by the participants to make certain knowledge, such as participants' beliefs about language learning or future language use, "explicit so that it can subsequently be examined" (Alsup, 2006, p. 149). For example, studying a sequence of metaphors generated by language learners over an extended timeframe could give insight to changes in L2 motivation.

Used as an intervention tool, metaphor prompts a "cognitive dissonance" (Alsup, 2006, p. 165). Following Higgins' (1987) self-discrepancy theory, metaphor could spur students to narrow the gap between their actual L2 self and future L2 self. (However, Alsup (citing Lakoff and Johnson (1980)) warns that effecting change or modification in an individual's metaphor is "no easy feat" (2006, p. 147), as the metaphors must first be "activated" (to borrow Dörnyei's (2009) term) by an authoritative figure, like an instructor or mentor.)

Future research 1b: Include quantitative analysis in results and interpretations. An extension of this study could incorporate a quantitative interpretation of the data, thereby classifying the study's method of inquiry as mixed-methods and potentially producing a more complete picture of a participant's L2 self-concept. The pre- and post-intervention questionnaires and the pre- and post-intervention Q-sortings both produced quantitative data that, although they were not incorporated in the data analysis and findings of this study, are still included in the appendices specifically for future research. Irie and Ryan (2015) used the software PQMethod to analyze data collected in the Q-sort, and Magid (2011) conducted paired-samples t-tests on the data collected in the pre- and post-intervention questionnaires.

Future research 1c: Collect other types of data. In the same vein as the other avenues of future research, additional qualitative tools would have been useful to this study. These tools

include intentional observations during the Motivation Workshops and during regular class meetings, audio (and perhaps video) recordings of the dialogues occurring during the Motivation Workshops, and diaries kept by participants to record their private reflections outside the classroom setting.

Limitation 2: Insufficient study of other participants

The primary focus in this study was the change occurring in Brooke during and after the Motivation Workshops. Although I strongly argued my rationale for narrowing the analysis to one participant earlier in the dissertation, I believe that the other participants would also provide interesting perspectives regarding L2 self and the L2 Motivational Self System, especially because the other participants have knowledge of more than one foreign language.

Future research 2a: Focus on heritage learners. Frank, who becomes a heritage learner of Chinese and who is studying French at the same time, could be a subject of further study. Even though he was enrolled in French and expressed interest in learning this language, he had a more personal connection to his first language, Chinese. According to Frank, “99% of [his] family’s Chinese.” He stated that “reconnecting with all the language aspects and cultural aspects that [he has] forgotten” is important to him. Observing a heritage learner like Frank, if he indeed pursues study of his native culture’s language, might produce noteworthy findings concerning his ideal L2 self and ought-to L2 self (see Xie, 2011, for a similar study).

Future research 2b: Focus on co-existing L2 selves. A deeper study could be conducted using these same three participants equally on the concept of coexisting ideal L2 self-images. According to Dörnyei and Chan (2013), Brooke, who has now begun learning Hindi, Elizabeth, who is learning French in addition to Spanish and Portuguese, and Frank, who is learning French at the same time he is relearning his heritage language of Chinese, might have

“distinct ideal language selves, thus forming distinct L2-specific visions” (Dörnyei, 2014, p. 14). The presence of multiple visions, or an L2 self for each foreign language, can cause interference “with each other both in a positive ways (e.g. transferable linguistic confidence from one language experience to the other) or in a negative, demotivating manner (e.g. competition for space in the working self-concept)” (Dörnyei, 2014, p. 14). The participants have already mentioned their other languages studied in the prompted reflections on the ideal L2 self, and a more focused discussion of these other languages and the influence on their French learning could offer a rich perspective from this specific participant group, the American university student (see Henry, 2015, for a similar study).

Researcher’s reflection

An authority on case study approach, Casanave writes about qualitative methodology and case studies in general from the perspective of the researcher: “Moreover, we look closely at ourselves in this kind of research, and can include personal reflections as part of the case study report. Both self and others become characters in the stories we tell” (2010, p. 77). Following this prompting, I am purposefully dedicating space in which I reflect on the study and its influence on others and myself.

Impact on others

During the creation of the present study, especially while reviewing pertinent, historical studies on L2 motivation and discovering recent studies using the L2 Motivational Self System framework, I presented what I had learned in several different settings: the Center for Second Language Study at Vanderbilt University (2014), the Tennessee Foreign Language Teaching Association conference (2014), and the American Council on the Teaching of Foreign

Languages convention (2014). In addition to sharing information on new trends in the field of L2 motivation, namely that motivation is understood to be dynamic, I also presented preliminary findings from the initial iterations of what would become the Motivation Workshops. Just as Hadfield and Dörnyei (2013) encourage instructors to engage students in L2 self awareness-raising exercises, so too did I demonstrate some of the activities for the attendees so that they may also empower their own students in their language learning. All of the feedback from other foreign language instructors in attendance at the conference was positive, with comments on the evaluation form reading, “Great for all language teachers,” “Very applicable,” and, importantly, “I believe that the practical aspects of the presentation were more useful than the theory.” These comments are telling in that the attendees understood that the L2 Motivational Self System is not limited to a specific language setting and that they too can use it in their classrooms. In the third comment, the attendee appreciated the L2 self awareness-raising exercises more than the theoretical background of the L2 Motivational Self System. From these experiences, I have learned that even though the L2 Motivational Self System is unfamiliar to my fellow language instructors, they are nevertheless intrigued by the theory—especially the L2 self awareness-raising exercises—as increasing (or at least maintaining) student motivation remains a priority.

Impact on researcher/instructor

A valid question one could pose now, post-study, is, “How have you incorporated the Motivation Workshops in your courses since completing the study?” I have taught one more French class since completing the study, and I did not present any of the Motivation Workshops during the semester. I made a point to incorporate the ideal L2 self in relevant lessons, such as academic studies, career path, media use, and culture (art and literature, for example), to name a few. However, the activities focusing on the future self were not explicitly founded on the L2

Motivational Self System; the students were unaware of the fact that I was challenging them to envision themselves as using French one day. According to Dörnyei, without explicit instruction of the L2 self, the exercises remain ineffective (Hadfield & Dörnyei, 2013). In the future when designing language courses I will build in times to discuss some aspects of the L2 Motivational Self System.

From my interactions with students during the many semesters of presenting on language learning and being a language user, with the most recent presentation guided by the L2 Motivational Self System (the Motivation Workshops), I have learned that students enjoy talking about their language history. They enjoy talking about the future. They enjoy sharing positive language learning experience and especially negative language learning experiences. There is no unit built into standard foreign language textbooks for explicit discussion of what it means to be a language learner and how one will use the language in the future. I wholeheartedly believe that making space for this conversation, preferably among all the students together but at the least in a one-on-one meeting between instructor and student, is vital to retaining L2 learners as L2 users, even if that means they choose not to continue French in the formal classroom setting.

Advice for future researchers using Q-sort

The Q-sort was a new instrument for everyone involved in this project, and I suggest that future researchers practice the sorting before using it. I asked for feedback from the participants about the Q-sorting exercise because I wanted to gather students' opinions on the method. The only challenge expressed by the participants was the number of Q-statements to sort and having to explain aloud the rationale behind their placement. Brooke explained that it is "hard to provide rationale" for "so many statements." Frank agreed, "Biggest challenge in sorting? There are a lot of statements, evaluating myself and figuring out what I want to get out of French and a foreign

language in general, French specifically.” Elizabeth too had trouble sorting the cards, as the vacant spots were “filling up a lot.” I believe the students would have benefitted from doing a mock Q-sort with statements unrelated to the study prior to the actual Q-sort, as directions could be fully explained once, at that time. Quite some time during the first Q-sorting and interview was devoted to explaining, modeling, and re-explaining what students should do with the Q-statements.

Concluding thoughts

This study of American university language learners used the L2 Motivational Self System as its theoretical framework. An intentional effort was made to situate the participants and their responses in their own contexts, and this effort is harmonious with the opinion of Larsen-Freeman, who maintains,

We thus cannot separate the learner or the learning from context in order to measure or explain SLA. Rather we must collect data about and describe all the continually changing system(s) that are relevant to our research questions, and be especially cautious about generalizing. (2013, pp. 79-80)

This integration between learner and context, though, is one of the greatest challenges in studying a dynamic concept such as L2 motivation because “everything is interconnected” (Larsen-Freeman, 2011, p. 60). Larsen-Freeman warns, “[I]t is problematic to sever one component from the whole and single it out for examination. By doing so, one is likely to get findings that do not hold up when the whole is considered” (2011, p. 60). Dörnyei and Ushioda agree that from a dynamic systems perspective, motivation becomes difficult to analyze, especially considering all the interactions within an individual and even more so when

considering external interactions, like “the dynamic interaction between the individual and the social learning environment” (Ushioda & Dörnyei, 2013, p. 399).

My aim in completing this study, although I do present several theoretical generalizations that may benefit other instructors and researchers in the L2 setting, is not to generate universal truths but “to lead to new levels of understanding, awareness, empathy, and possibly intervention, and further research on the part of readers and researchers and even among participants themselves” (Duff, 2014, p. 237) by offering vignettes of a few of my students as they negotiate learning a foreign language. By painting a more detailed portrait of one language learner in particular, Brooke, noting the interactions and influences that may affect her L2 motivation and L2 identity as she develops over the course of her language study, I hope to inspire other researchers to make their own interpretations about her L2 self. I have attempted to clearly portray Brooke, Elizabeth, and Frank in their own context and in their own words, as they perceive their L2 use and their future L2 self. It is my hope that these observations serve to further the research of future work using the L2 Motivational Self System.

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Appendix A

IRB consent form

Vanderbilt University Institutional Review Board Informed Consent Document for Research

Principal Investigator: Jamie Kathryn Butler **Revision Date:** 5/1/14
Study Title: Motivation in the Foreign Language Classroom: A Case Study
Institution: Department of French and Italian, Vanderbilt

This informed consent document applies to adults.

Name of participant: _____ Age: _____

The following information is provided to inform you about the research project and your participation in it. Please read this form carefully and feel free to ask any questions you may have about this study and the information given below. You will be given an opportunity to ask questions, and your questions will be answered. Also, you will be given a copy of this consent form.

Your participation in this research study is voluntary. You are also free to withdraw from this study at any time. In the event that new information becomes available that may affect the risks or benefits associated with this research study or your willingness to participate in it, you will be notified so that you can make an informed decision whether or not to continue your participation in this study.

1. Purpose of the study:

You are being asked to participate in a research study in order to help us learn about how language learners experience the language learning process. The goal of this study is to better understand the dynamic nature of language learning motivation.

2. Procedures to be followed and approximate duration of the study:

This study will take place over one school semester. The majority of the study consists of normal class participation, following the syllabi and assigned work. Some of your written assignments may be collected as data, and some of your contributions to class discussion (in the form of language learning strategies, language learning stories, language learner role models, language learning goals, and language learning expectations) and may also be collected as data.

3. Expected costs:

Not applicable.

4. Description of the discomforts, inconveniences, and/or risks that can be reasonably expected as a result of participation in this study:

The risks associated with this study are minimal. The main risk is a breach of confidentiality. However, any information you provide will be kept as safe as possible. Information will be kept on a password protected computer accessible only to the principal investigator.

5. Anticipated benefits from this study:

- a) The potential benefits to science and humankind that may result from this study are a better understanding of various elements involved in the language learning process.
- b) There is no direct benefits to you from this study. However, you may take part in brainstorming language learning strategies and reach future language goals.

6. Compensation for participation:

There is no compensation for participating in this study.

7. What happens if you choose to withdraw from study participation:

Participation is voluntary and neither participation nor non-participation will have any academic or personal consequences. Your responses are anonymous. They will neither affect your grade nor standing in this course nor any other aspect of your studies at VU. You are also free to withdraw from this study at any time.

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Informed Consent Document for Research

Principal Investigator: **Jamie Kathryn Butler** Revision Date: 5/1/14
Study Title: **Motivation in the Foreign Language Classroom: A Case Study**
Institution: **Department of French and Italian, Vanderbilt**

Should you choose to withdraw from this study, please address a written notice to Katie Butler at Jamie.k.butler@vanderbilt.edu to inform her of your decision. Collected data will be saved. You have the right to request withdrawal and/or destruction of all data collected over the course of your involvement in the study. In that case, please mention this in your written notice.

8. Contact Information.

If you should have any questions about this research study or possible injury, please feel free to contact either Katie Butler at Jamie.k.butler@vanderbilt.edu or Dr. Virginia Scott at Virginia.scott@vanderbilt.edu to arrange a telephone meeting.

For additional information about giving consent or your rights as a participant in this study, please feel free to contact the Vanderbilt University Institutional Review Board Office at (615) 322-2918 or toll free at (866) 224-8273.

9. Confidentiality Statement.

All reasonable efforts will be made to keep the personal information in your research record private and confidential, but absolute confidentiality cannot be guaranteed. Your information may be shared with institutional and/or governmental authorities, such as the Vanderbilt University Institutional Review Board, if you or someone else is in danger, or if we are required to do so by law. Any information provided as part of this study will be kept for a minimum of 3 years following completion. At that time, data collected as part of the study will be destroyed.

STATEMENT BY PERSON AGREEING TO PARTICIPATE IN THIS STUDY

I have read this informed consent document and the material contained in it has been explained to me verbally. All my questions have been answered, and I freely and voluntarily choose to participate.

Date Signature of volunteer

Consent obtained by: _____

Date Signature

Printed Name and Title

Appendix B

Slide show presentations

Introduction

Talking about language learning, Workshop 1

How do you feel
about language learning?

Questionnaire

“Learning a foreign language is...”

Metaphor exercise

Multilingualism

Talking about language learning, Workshop 2

Guiding questions

- What does it mean to be bilingual?
- Are you bilingual?
- Do you expect to become bilingual in English/French?

There are over 37 definitions of “bilingual” ...

Defining bilingualism

- Balanced bilingual: mastery of two languages is roughly equivalent
- Covert bilingual: someone who hides knowledge of another language because of an attitudinal disposition
- Dominant bilingual: greater proficiency in one of the two language
- Early bilingual: someone who acquired both languages in childhood
- Late bilingual: someone who became bilingual later than childhood
- Receptive bilingual: someone who understands but does not speak or write
- Secondary bilingual: someone whose second language has been added to a first via instruction
- Incipient bilingual: someone at the early stages of bilingualism

(Wei, 2000)

Rethinking bilingualism

Bilingual people...

- understand a second language
- read a second language
- write a second language
- speak a second language

...to varying degrees!

Demystifying bilingualism

L2 users often:

- Think differently
- Have a better feel for language
- Have slightly different knowledge of their first languages
- Feel different emotions
- Can use bilingual modes of language

(Cook & Singleton, 2013)

Rethinking bilingualism

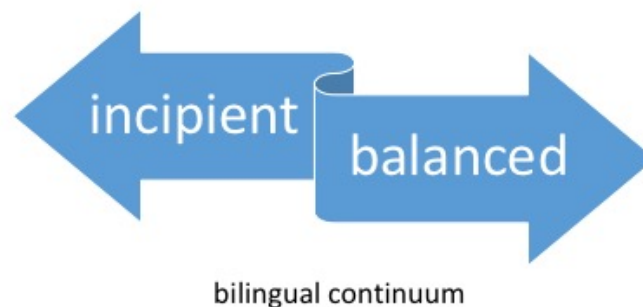
Problems with the Monolingual View of Bilingualism

- A person cannot become a native speaker of another language. A native speaker is born into the community in which the language is used.
- Most people are incapable of achieving native-like speech (pronunciation, idiomatic oral proficiency, etc.) in a second language.
- The native speaker is only an abstraction.

(Cook & Singleton, 2013)

Rethinking bilingualism

Bilingualism is not a state but a process, not a goal but a continuum.



Rethinking bilingualism

Being bilingual means being able to ...

... use a language other than one's native language (L1) at any level for any purpose.

... exploit whatever linguistic resources one has for real-life purposes, such as reporting symptoms to a doctor, negotiating a contract, or reading a poem.

... stand between two languages (L1 and L2), even when apparently only using one.

... have the resources of two languages (L1 and L2) readily available whenever needed.

(Cook, 2002)

To what group(s) of L2 users do you want to belong?

- People who are part of multilingual communities
- People regaining their cultural heritage
- Short-term visitors to another country
- People using an L2 with partners, friends or children
- People using an L2 internationally for specific functions
- People using an L2 internationally for a wide range of functions

(Cook & Singleton, 2013)

Describe your future L2 self.

Creating the vision: Reflection essay

References

- Block, D. (2007). The rise of identity in SLA research: Post Firth and Wagner (1997). *Modern Language Journal*, 91, 863-876.
- Cook V. (Ed.). 2002. *Portraits of the L2 User*. Clevedon, UK: Multilingual Matters.
- Cook, V. and Singleton, D. (2013). *Key topics in second language acquisition*. Bristol, UK: Multilingual Matters.
- Dörnyei, Z. & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Bristol, UK: Multilingual Matters.
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- Pavlenko, A. (2002). Poststructuralist approaches to the study of social factors in second language learning and use. In V. Cook (Ed.), *Portraits of the L2 User* (pp. 277-302). Clevedon, UK: Multilingual Matters.
- Wei, Li (ed.). 2000. *The bilingualism reader*. New York: Routledge.

L2 Identity

Talking about language learning, Workshop 3

Guiding questions

- What does “identity” mean?
- In what ways might (or might not) your identity change by studying French?
- How has learning a foreign language challenged your identity?

Defining identity

What do you think about these definitions of identity? (Block, 2007)

- “Individuals do not carve out an identity from the inside out or from the outside in, as it were; rather, their environments impose constraints whilst they act on those environments, continuously altering and recreating them.”
- “Identity is related to different demographic categories such as age, gender, nationality, and race... [these categories] have come to be seen as more fluid and fragmented.”
- “...identity is, at least to some extent, a self-conscious, reflexive project of individual agency, created and maintained by individuals.”

The Identity/language connection

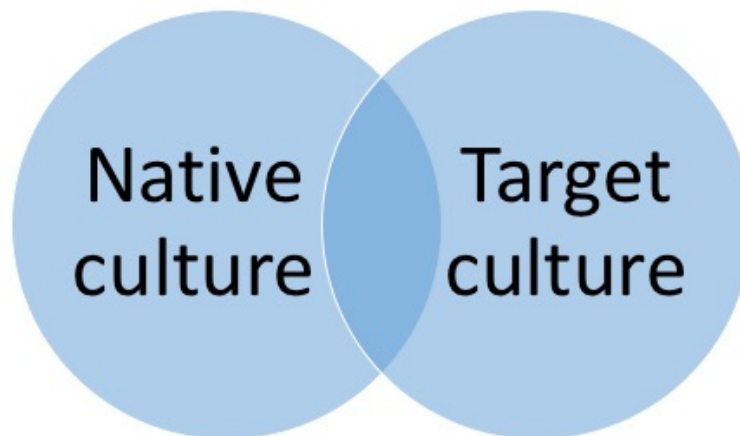
How do you understand these quotations?

- “Language learning is a site of identity construction.”
(Pavlenko, 2002)
- “Learners make a foreign language and culture their own by adopting and adapting it to their own needs and interests.”
(Kramsch, 1998)
- “[A]n investment in the target language is also an investment in the learner’s own identity.” (Ushioda and Dornyei, 2009)

Third space

- A linguist at Berkeley (C. Kramsch) has proposed the idea that studying a second language involves language crossing, or “living, speaking and interacting in between spaces, across multiple languages or varieties of the same language.”
- This notion is referred to as a **third space**, or a privileged position located between one’s own language/culture and the target language/culture. Standing in this privileged space gives a person a new understanding of both languages and cultures.

Third space



overlap between the two is where you find the third space

Third space

“... the ability to acquire another person’s language and understand someone else’s culture while retaining one’s own is one aspect of a more general ability to **mediate** between several languages and cultures, called cross-cultural, intercultural, or multicultural communication”

(Kramsch, 1998).

Third space

“Key to understanding the emergence of foreign-language mediated identities is appreciating the work that people do to craft a third space and the pain that people experience as the durability of their habitus is questioned and old identities lose their relevance and transparency, especially in cases where these transformations are not voluntary...” (Kinginger, 2013)

Third space

“Negotiation of difference requires access to new sociocultural environments and willingness to participate actively within these environments. It requires a genuine investment in learning...”
(Kinging, 2013).

Third space

“It can yield discomfort, ambivalence, anxiety, even sorrow, but it can also generate insights and capabilities of the type that are routinely attributed to programs of education or student mobility abroad: intercultural awareness, empathy, global civic engagement, and multilingualism” (Kinging, 2013).

Intercultural awareness means...

- being ready to use L1 and L2 in settings where the language and culture are unfamiliar
- being sensitive to cultural similarities and differences, accepting ambiguity
- recognizing the value of one's position in a privileged "third space"
- feeling like a member of the global community

Describe your future L2 self.

Strengthening the vision: Reflection essay

References

- Block, D. (2007). The rise of identity in SLA research: Post Firth and Wagner (1997). *Modern Language Journal*, 91, 863-876.
- Cook V. (Ed.). 2002. *Portraits of the L2 User*. Clevedon, UK: Multilingual Matters.
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- Kinginger, C. (2013). Identity and language learning in study abroad. *Foreign Language Annals*, 46(3), 339-358.
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- Pavlenko, A. (2002). Poststructuralist approaches to the study of social factors in second language learning and use. In V. Cook (Ed.), *Portraits of the L2 User* (pp. 277-302). Clevedon, UK: Multilingual Matters.
- Wei, Li (ed.). 2000. *The bilingualism reader*. New York: Routledge.

L2 Self

Talking about language learning, Workshop 4

The Identity/language connection

- “[I]dentity is constituted in and through language. By extension, every time language learners speak, read or write the target language, they are not only exchanging information with members of the target language community, they are also organizing and reorganizing a sense of who they are and how they relate to the social world. As such, they are engaged in identity construction and negotiation.” (Norton, 2013)

Possible selves theory



“Possible selves are important because they function as incentives of future behavior and provide an interpretive context for the current view of the self. Possible selves are motivating because they are **future-oriented**; they provide an **end-state for potential behavior**, as well as providing **potential incentives** to perform or avoid certain behaviors...” (Macintyre, Mackinnon, and Clement, 2009)

Possible selves theory



“...Individuals are motivated to act in order to reaffirm their sense of identity with their present sense of self, or as a potential goal in the case of possible selves. So, under this conceptualization, **motivation is the conscious striving to approach or avoid possible selves in order to achieve one’s inner-most potential.**” (Macintyre, Mackinnon, and Clement, 2009)

Strengthening and counterbalancing the vision

Identify a **positive L2 role model** whose language learning trajectory you would like to emulate.

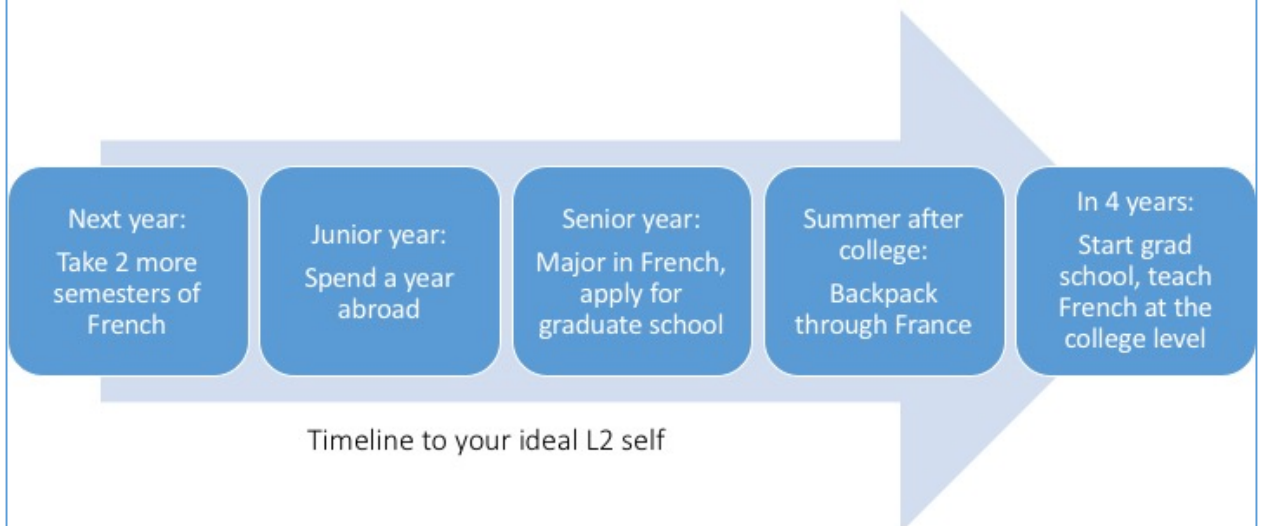
What can we learn from these role models?

Strengthening and counterbalancing the vision

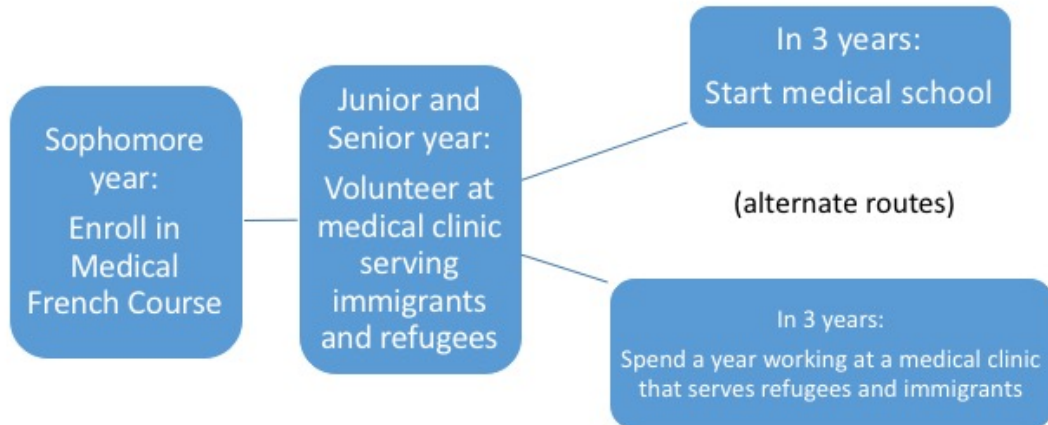
Identify a **negative L2 role model** whose language learning trajectory you would NOT like to emulate.

What can we learn from these role models?

Operationalizing the vision



Operationalizing the vision



Create your own timeline.

Start with today. End with your ideal L2 self.

Counterbalancing the vision

- If you don't apply yourself towards your language study, what will your future L2 self look like ?
- What are some ways to avoid this future?

The Identity/language connection

Regardless of your reasons for choosing to study French or your sense of yourself as a student of French ...

... your identity is being shaped by your experiences as a French language learner, and **you** can play a role in this formation.

References

- Block, D. (2007). The rise of identity in SLA research: Post Firth and Wagner (1997). *Modern Language Journal*, 91, 863-876.
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- Pavlenko, A. (2002). Poststructuralist approaches to the study of social factors in second language learning and use. In V. Cook (Ed.), *Portraits of the L2 User* (pp. 277-302). Clevedon, UK: Multilingual Matters.
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Conclusion

Talking about language learning, Workshop 5

How do you feel
about language learning?

Questionnaire

“Learning a foreign language is...”

Metaphor exercise

Appendix C

Questionnaire

IMAGE C.1. Questionnaire template

Questionnaire Name: _____

Imagine your life in the future. Do these statements describe what you see?

| | least agree ← neutral → most agree | | | | | |
|---|------------------------------------|---|---|---|---|---|
| I will think like a native French speaker. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will be a knowledgeable person. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will be a cultured person. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will have learned many languages. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will feel at ease with native French speakers. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will feel respected because I speak French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will enjoy speaking French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will participate freely in activities of other cultural groups. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will act like a member of the French-speaking community. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will meet and converse with French speakers in my community. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will work at a job using French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will travel to French-speaking areas/countries. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will understand French literature. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will go to French films in the original language. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will appreciate French art and literature. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will read newspapers and magazine in French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will listen to French music. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will watch French television. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will understand native French speakers' views. | 0 | 1 | 2 | 3 | 4 | 5 |

Besides those mentioned in the questionnaire, what aspirations might you have for your future as a speaker of French? (Examples: I will live in Quebec; I will volunteer in a Francophone country; I will use a French cookbook...)

Questionnaire adapted from MacIntyre, P.D., MacKinnon, S.P., & Clément, R. (2009). Toward the development of a scale to assess possible selves as a source of language learning motivation. In Z. Dörnyei & E. Ushioda (Eds.) *Motivation, language identity and the L2 self* (pp. 213-214). Bristol, UK: Multilingual Matters.

IMAGE C.2. Questionnaire 1 (Brooke)

Imagine your life in the future. Do these statements describe what you see?

| | least agree ← | neutral | → most agree | | | |
|---|---------------|---------|--------------|-----|-----|-----|
| I will think like a native French speaker. | 0 | (1) | 2 | 3 | 4 | 5 |
| I will be a knowledgeable person. | 0 | 1 | 2 | 3 | 4 | (5) |
| I will be a cultured person. | 0 | 1 | 2 | 3 | 4 | (5) |
| I will have learned many languages. | 0 | 1 | (2) | 3 | 4 | 5 |
| I will feel at ease with native French speakers. | 0 | 1 | 2 | (3) | 4 | 5 |
| I will feel respected because I speak French. | 0 | 1 | 2 | (3) | 4 | 5 |
| I will enjoy speaking French. | 0 | 1 | 2 | 3 | (4) | 5 |
| I will participate freely in activities of other cultural groups. | 0 | 1 | 2 | 3 | 4 | (5) |
| I will act like a member of the French-speaking community. | 0 | 1 | (2) | 3 | 4 | 5 |
| I will meet and converse with French speakers in my community. | 0 | 1 | (2) | 3 | 4 | 5 |
| I will work at a job using French. | 0 | 1 | 2 | (3) | 4 | 5 |
| I will travel to French-speaking areas/countries. | 0 | 1 | 2 | 3 | 4 | (5) |
| I will understand French literature. | 0 | 1 | (2) | 3 | 4 | 5 |
| I will go to French films in the original language. | 0 | 1 | 2 | (3) | 4 | 5 |
| I will appreciate French art and literature. | 0 | 1 | 2 | 3 | 4 | (5) |
| I will read newspapers and magazine in French. | 0 | 1 | 2 | 3 | (4) | 5 |
| I will listen to French music. | 0 | 1 | 2 | (3) | 4 | 5 |
| I will watch French television. | 0 | 1 | (2) | 3 | 4 | 5 |
| I will understand native French speakers' views. | 0 | 1 | 2 | 3 | 4 | (5) |

Besides those mentioned in the questionnaire, what aspirations might you have for your future as a speaker of French? (Examples: I will live in Quebec; I will volunteer in a Francophone country; I will use a French cookbook...)

*I want to work for Doctors without Borders in a Francophone country.
I want to travel to France a lot and spend time in Paris -
I'm a big fan of impressionist artwork.*

Questionnaire adapted from MacIntyre, P.D., MacKinnon, S.P., & Clément, R. (2009). Toward the development of a scale to assess possible selves as a source of language learning motivation. In Z. Dörnyei & E. Ushioda (Eds.) *Motivation, language identity and the L2 self* (pp. 213-214). Bristol, UK: Multilingual Matters.

IMAGE C.3. Questionnaire 1 (Elizabeth)

Imagine your life in the future. Do these statements describe what you see?

| | least agree ← neutral → most agree | | | | | |
|---|------------------------------------|---|---|---|---|---|
| I will think like a native French speaker. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will be a knowledgeable person. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will be a cultured person. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will have learned many languages. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will feel at ease with native French speakers. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will feel respected because I speak French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will enjoy speaking French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will participate freely in activities of other cultural groups. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will act like a member of the French-speaking community. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will meet and converse with French speakers in my community. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will work at a job using French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will travel to French-speaking areas/countries. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will understand French literature. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will go to French films in the original language. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will appreciate French art and literature. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will read newspapers and magazine in French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will listen to French music. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will watch French television. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will understand native French speakers' views. | 0 | 1 | 2 | 3 | 4 | 5 |

Besides those mentioned in the questionnaire, what aspirations might you have for your future as a speaker of French? (Examples: I will live in Quebec; I will volunteer in a Francophone country; I will use a French cookbook...)

I want to read & converse in French

Questionnaire adapted from MacIntyre, P.D., MacKinnon, S.P., & Clément, R. (2009). Toward the development of a scale to assess possible selves as a source of language learning motivation. In Z. Dörnyei & E. Ushioda (Eds.) *Motivation, language identity and the L2 self* (pp. 213-214). Bristol, UK: Multilingual Matters.

IMAGE C.4. Questionnaire 1 (Frank)

Imagine your life in the future. Do these statements describe what you see?

| | least agree ← neutral → most agree | | | | | |
|---|------------------------------------|---|---|---|---|---|
| I will think like a native French speaker. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will be a knowledgeable person. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will be a cultured person. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will have learned many languages. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will feel at ease with native French speakers. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will feel respected because I speak French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will enjoy speaking French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will participate freely in activities of other cultural groups. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will act like a member of the French-speaking community. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will meet and converse with French speakers in my community. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will work at a job using French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will travel to French-speaking areas/countries. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will understand French literature. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will go to French films in the original language. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will appreciate French art and literature. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will read newspapers and magazine in French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will listen to French music. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will watch French television. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will understand native French speakers' views. | 0 | 1 | 2 | 3 | 4 | 5 |

Besides those mentioned in the questionnaire, what aspirations might you have for your future as a speaker of French? (Examples: I will live in Quebec; I will volunteer in a Francophone country; I will use a French cookbook...)

I will ~~live~~ travel to many francophone countries and be able to speak with native french speakers.

Questionnaire adapted from MacIntyre, P.D., MacKinnon, S.P., & Clément, R. (2009). Toward the development of a scale to assess possible selves as a source of language learning motivation. In Z. Dörnyei & E. Ushioda (Eds.) *Motivation, language identity and the L2 self* (pp. 213-214). Bristol, UK: Multilingual Matters.

IMAGE C.5. Questionnaire 2 (Brooke)

Imagine your life in the future. Do these statements describe what you see?

| | least agree ← | neutral | → | most agree | | |
|---|---------------|---------|---|------------|---|---|
| I will think like a native French speaker. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will be a knowledgeable person. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will be a cultured person. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will have learned many languages. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will feel at ease with native French speakers. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will feel respected because I speak French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will enjoy speaking French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will participate freely in activities of other cultural groups. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will act like a member of the French-speaking community. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will meet and converse with French speakers in my community. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will work at a job using French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will travel to French-speaking areas/countries. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will understand French literature. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will go to French films in the original language. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will appreciate French art and literature. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will read newspapers and magazine in French. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will listen to French music. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will watch French television. | 0 | 1 | 2 | 3 | 4 | 5 |
| I will understand native French speakers' views. | 0 | 1 | 2 | 3 | 4 | 5 |

Besides those mentioned in the questionnaire, what aspirations might you have for your future as a speaker of French? (Examples: I will live in Quebec; I will volunteer in a Francophone country; I will use a French cookbook...)

*I hope to work for Doctors Without Borders in a Francophone country,
or at least live and travel in a Francophone country.*

Questionnaire adapted from MacIntyre, P.D., MacKinnon, S.P., & Clément, R. (2009). Toward the development of a scale to assess possible selves as a source of language learning motivation. In Z. Dörnyei & E. Ushioda (Eds.) *Motivation, language identity and the L2 self* (pp. 213-214). Bristol, UK: Multilingual Matters.

IMAGE C.6. Questionnaire 2 (Elizabeth)

Imagine your life in the future. Do these statements describe what you see?

| | least agree ← neutral → most agree | | | | | |
|---|------------------------------------|---|---|---|---|---|
| I will think like a native French speaker. | 0 | ① | 2 | 3 | 4 | 5 |
| I will be a knowledgeable person. | 0 | 1 | 2 | 3 | 4 | ⑤ |
| I will be a cultured person. | 0 | 1 | 2 | 3 | 4 | ⑤ |
| I will have learned many languages. | 0 | 1 | 2 | 3 | 4 | ⑤ |
| I will feel at ease with native French speakers. | 0 | 1 | ② | 3 | 4 | 5 |
| I will feel respected because I speak French. | 0 | 1 | ② | 3 | 4 | 5 |
| I will enjoy speaking French. | 0 | 1 | ② | 3 | ④ | 5 |
| I will participate freely in activities of other cultural groups. | 0 | 1 | 2 | 3 | 4 | ⑤ |
| I will act like a member of the French-speaking community. | 0 | 1 | ② | 3 | 4 | 5 |
| I will meet and converse with French speakers in my community. | 0 | 1 | ② | 3 | 4 | 5 |
| I will work at a job using French. | 0 | ① | 2 | 3 | 4 | 5 |
| I will travel to French-speaking areas/countries. | 0 | 1 | 2 | 3 | ④ | 5 |
| I will understand French literature. | 0 | 1 | 2 | ③ | 4 | 5 |
| I will go to French films in the original language. | 0 | 1 | 2 | 3 | ④ | 5 |
| I will appreciate French art and literature. | 0 | 1 | 2 | ③ | 4 | 5 |
| I will read newspapers and magazine in French. | 0 | 1 | 2 | ③ | 4 | 5 |
| I will listen to French music. | 0 | 1 | 2 | 3 | 4 | ⑤ |
| I will watch French television. | 0 | 1 | 2 | 3 | ④ | 5 |
| I will understand native French speakers' views. | 0 | 1 | 2 | ③ | 4 | 5 |

Besides those mentioned in the questionnaire, what aspirations might you have for your future as a speaker of French? (Examples: I will live in Quebec; I will volunteer in a Francophone country; I will use a French cookbook...)

I will be able to understand casual French conversations.

Questionnaire adapted from MacIntyre, P.D., MacKinnon, S.P., & Clément, R. (2009). Toward the development of a scale to assess possible selves as a source of language learning motivation. In Z. Dörnyei & E. Ushioda (Eds.) *Motivation, language identity and the L2 self* (pp. 213-214). Bristol, UK: Multilingual Matters.

IMAGE C.7. Questionnaire 2 (Frank)

Imagine your life in the future. Do these statements describe what you see?

| | least agree ← | neutral | → most agree | | |
|---|---------------|---------|--------------|---|-----|
| I will think like a native French speaker. | 0 | 1 | 2 | 3 | 4 5 |
| I will be a knowledgeable person. | 0 | 1 | 2 | 3 | 4 5 |
| I will be a cultured person. | 0 | 1 | 2 | 3 | 4 5 |
| I will have learned many languages. | 0 | 1 | 2 | 3 | 4 5 |
| I will feel at ease with native French speakers. | 0 | 1 | 2 | 3 | 4 5 |
| I will feel respected because I speak French. | 0 | 1 | 2 | 3 | 4 5 |
| I will enjoy speaking French. | 0 | 1 | 2 | 3 | 4 5 |
| I will participate freely in activities of other cultural groups. | 0 | 1 | 2 | 3 | 4 5 |
| I will act like a member of the French-speaking community. | 0 | 1 | 2 | 3 | 4 5 |
| I will meet and converse with French speakers in my community. | 0 | 1 | 2 | 3 | 4 5 |
| I will work at a job using French. | 0 | 1 | 2 | 3 | 4 5 |
| I will travel to French-speaking areas/countries. | 0 | 1 | 2 | 3 | 4 5 |
| I will understand French literature. | 0 | 1 | 2 | 3 | 4 5 |
| I will go to French films in the original language. | 0 | 1 | 2 | 3 | 4 5 |
| I will appreciate French art and literature. | 0 | 1 | 2 | 3 | 4 5 |
| I will read newspapers and magazine in French. | 0 | 1 | 2 | 3 | 4 5 |
| I will listen to French music. | 0 | 1 | 2 | 3 | 4 5 |
| I will watch French television. | 0 | 1 | 2 | 3 | 4 5 |
| I will understand native French speakers' views. | 0 | 1 | 2 | 3 | 4 5 |

Besides those mentioned in the questionnaire, what aspirations might you have for your future as a speaker of French? (Examples: I will live in Quebec; I will volunteer in a Francophone country; I will use a French cookbook...)

Volunteer in a francophone country, and travel to french-speaking countries

Questionnaire adapted from MacIntyre, P.D., MacKinnon, S.P., & Clément, R. (2009). Toward the development of a scale to assess possible selves as a source of language learning motivation. In Z. Dörnyei & E. Ushioda (Eds.) *Motivation, language identity and the L2 self* (pp. 213-214). Bristol, UK: Multilingual Matters.

Appendix D

Q-statements

IMAGE D.1. Q-statement cards

| | |
|---|--|
| <p>I would like to try living in a foreign country in the future.</p> | <p>I don't have opportunities to use French in my everyday life.</p> |
| <p>Whenever I think of my future career, I imagine myself being able to use French.</p> | <p>Speaking French is a part of my everyday life.</p> |
| <p>These days I feel like French is at the center of my everyday life.</p> | <p>For people around me learning French doesn't really matter that much.</p> |

| | |
|--|--|
| <p>I have friends I communicate with in French.</p> | <p>I'm just not smart enough to learn French well.</p> |
| <p>I don't have the right personality for learning French.</p> | <p>No matter how hard I try, I don't think I'll ever be able to master French.</p> |
| <p>I'm too shy to speak French well.</p> | <p>People around me don't understand how important learning French is for me.</p> |

| | |
|---|---|
| <p>I think I'm naturally quite good at learning languages.</p> | <p>I have close friends that speak French as a second language.</p> |
| <p>Some of my family or friends may feel let down if I fail to learn French well.</p> | <p>People around me are not interested in the progress of my French learning.</p> |
| <p>I am appreciated by my family because I speak French.</p> | <p>I feel like I'm a different person when I speak French.</p> |

| | |
|--|---|
| <p>I feel good when speaking French.</p> | <p>I feel comfortable in the casual style of communication in French.</p> |
| <p>I like myself when I'm speaking French.</p> | <p>Interacting with international people in French is fun for me.</p> |
| <p>To be honest, I have no idea why I'm learning French.</p> | <p>My goal is to be able to speak French like a native speaker.</p> |

| | |
|---|---|
| <p>I have a French learner role model.</p> | <p>I enjoy encountering new ideas in my French study.</p> |
| <p>I enjoy reading newspapers, magazines or websites in French.</p> | <p>I enjoy films or TV programs in French.</p> |
| <p>I regularly study French on my own time.</p> | <p>I will continue studying French after college.</p> |

| | |
|--|--|
| <p>I will feel happy spending a lot of time studying French.</p> | <p>I am a proactive French learner.</p> |
| <p>I can imagine speaking French comfortably with international friends in the future.</p> | <p>I would like to be able to express my opinions in French.</p> |
| <p>I've wanted to speak French fluently since I was very young.</p> | <p>I want to be respected because I speak French fluently.</p> |

| | |
|---|--|
| <p>I must learn French in order to become an educated person.</p> | <p>Learning French is necessary because it is an international language.</p> |
| <p>I'm the only person I know who is serious about learning French.</p> | <p>If I make more effort, I am sure I will be able to master French.</p> |

| | |
|--|--|
| <p>I like learning languages in general, not only French.</p> | <p>I want to play an active role in a globalized society.</p> |
| <p>In order to get a good job I will need to be able to use French well.</p> | <p>Becoming fluent in French is one of the most important things in my life right now.</p> |
| <p>I will be able to use French effectively in the future.</p> | <p>I study French to enjoy travel abroad.</p> |

| | |
|---|--|
| <p>If I could speak French I would be a much cooler person.</p> | <p>French will expand my possibilities in the future.</p> |
| <p>I am expected to be able to function in French after I graduate.</p> | <p>I need to be fluent in French to do the job I want to do.</p> |

IMAGE D.2. Q-sortings (Brooke).

| Q-statements | Brooke 1 | Brooke 2 |
|---|----------|----------|
| I study French to enjoy travel abroad. | 12 | 7 |
| I think I'm naturally quite good at learning languages. | 4 | 7 |
| I enjoy reading newspapers, magazines or websites in French. | 9 | 8 |
| I would like to try living in a foreign country in the future. | 12 | 13 |
| I don't have opportunities to use French in my everyday life. | 11 | 5 |
| I like myself when I'm speaking French. | 8 | 7 |
| I want to be respected because I speak French fluently. | 6 | 4 |
| People around me don't understand how important learning French is for me. | 5 | 6 |
| I can imagine speaking French comfortably with international friends in the future. | 7 | 7 |
| I am appreciated by my family because I speak French. | 8 | 6 |
| Whenever I think of my future career, I imagine myself being able to use French. | 7 | 8 |
| My goal is to be able to speak French like a native speaker. | 4 | 4 |
| I enjoy encountering new ideas in my French study. | 9 | 9 |
| I like learning languages in general, not only French. | 1 | 5 |
| I will feel happy spending a lot of time studying French. | 7 | 6 |
| Speaking French is a part of my everyday life. | 3 | 5 |
| I'm too shy to speak French well. | 5 | 3 |
| Learning French is necessary because it is an international language. | 13 | 11 |
| For people around me learning French doesn't really matter that much. | 7 | 8 |
| If I could speak French I would be a much cooler person. | 6 | 6 |
| Some of my family or friends may feel let down if I fail to learn French well. | 6 | 3 |
| No matter how hard I try, I don't think I'll ever be able to master French. | 6 | 5 |
| I feel comfortable in the casual style of communication in French. | 10 | 8 |
| In order to get a good job I will need to be able to use French well. | 5 | 7 |
| I don't have the right personality for learning French. | 6 | 4 |
| If I make more effort, I am sure I will be able to master French. | 10 | 12 |
| French will expand my possibilities in the future. | 11 | 9 |
| I feel like I'm a different person when I speak French. | 6 | 6 |
| I feel good when speaking French. | 7 | 7 |
| I enjoy films or TV programs in French. | 8 | 8 |
| I have friends I communicate with in French. | 10 | 11 |
| Interacting with international people in French is fun for me. | 10 | 10 |
| I will continue studying French after college. | 5 | 8 |

IMAGE D.2. (continued)

| | | |
|---|----|----|
| I have close friends that speak French as a second language. | 7 | 10 |
| People around me are not interested in the progress of my French learning. | 7 | 7 |
| I need to be fluent in French to do the job I want to do. | 9 | 9 |
| I will be able to use French effectively in the future. | 8 | 9 |
| Becoming fluent in French is one of the most important things in my life right now. | 3 | 5 |
| I'm the only person I know who is serious about learning French. | 4 | 1 |
| These days I feel like French is at the center of my everyday life. | 2 | 2 |
| I have a French learner role model. | 9 | 10 |
| I would like to be able to express my opinions in French. | 11 | 11 |
| I want to play an active role in a globalized society. | 9 | 12 |
| I must learn French in order to become an educated person. | 8 | 9 |
| I'm just not smart enough to learn French well. | 2 | 2 |
| I've wanted to speak French fluently since I was very young. | 8 | 10 |
| I am expected to be able to function in French after I graduate. | 5 | 4 |
| I regularly study French on my own time. | 4 | 7 |
| I am a proactive French learner. | 7 | 6 |
| To be honest, I have no idea why I'm learning French. | 3 | 3 |

IMAGE D.3. Q-sortings (Elizabeth).

| Q-statements | Elizabeth 1 | Elizabeth 2 |
|---|-------------|-------------|
| I study French to enjoy travel abroad. | 11 | 9 |
| I think I'm naturally quite good at learning languages. | 5 | 11 |
| I enjoy reading newspapers, magazines or websites in French. | 8 | 7 |
| I would like to try living in a foreign country in the future. | 12 | 12 |
| I don't have opportunities to use French in my everyday life. | 9 | 7 |
| I like myself when I'm speaking French. | 7 | 7 |
| I want to be respected because I speak French fluently. | 10 | 7 |
| People around me don't understand how important learning French is for me. | 9 | 7 |
| I can imagine speaking French comfortably with international friends in the future. | 10 | 8 |
| I am appreciated by my family because I speak French. | 4 | 6 |
| Whenever I think of my future career, I imagine myself being able to use French. | 6 | 5 |
| My goal is to be able to speak French like a native speaker. | 7 | 6 |
| I enjoy encountering new ideas in my French study. | 8 | 11 |
| I like learning languages in general, not only French. | 4 | 13 |
| I will feel happy spending a lot of time studying French. | 11 | 9 |
| Speaking French is a part of my everyday life. | 4 | 10 |
| I'm too shy to speak French well. | 7 | 5 |
| Learning French is necessary because it is an international language. | 7 | 9 |
| For people around me learning French doesn't really matter that much. | 8 | 7 |
| If I could speak French I would be a much cooler person. | 9 | 5 |
| Some of my family or friends may feel let down if I fail to learn French well. | 3 | 6 |
| No matter how hard I try, I don't think I'll ever be able to master French. | 1 | 4 |
| I feel comfortable in the casual style of communication in French. | 5 | 4 |
| In order to get a good job I will need to be able to use French well. | 6 | 7 |
| I don't have the right personality for learning French. | 3 | 4 |
| If I make more effort, I am sure I will be able to master French. | 11 | 11 |
| French will expand my possibilities in the future. | 13 | 9 |
| I feel like I'm a different person when I speak French. | 2 | 2 |
| I feel good when speaking French. | 7 | 8 |
| I enjoy films or TV programs in French. | 8 | 10 |
| I have friends I communicate with in French. | 8 | 6 |
| Interacting with international people in French is fun for me. | 6 | 7 |
| I will continue studying French after college. | 7 | 8 |

IMAGE D.3. (continued)

| | | |
|---|----|----|
| I have close friends that speak French as a second language. | 6 | 8 |
| People around me are not interested in the progress of my French learning. | 9 | 5 |
| I need to be fluent in French to do the job I want to do. | 7 | 2 |
| I will be able to use French effectively in the future. | 10 | 9 |
| Becoming fluent in French is one of the most important things in my life right now. | 6 | 5 |
| I'm the only person I know who is serious about learning French. | 10 | 3 |
| These days I feel like French is at the center of my everyday life. | 4 | 3 |
| I have a French learner role model. | 5 | 10 |
| I would like to be able to express my opinions in French. | 12 | 8 |
| I want to play an active role in a globalized society. | 9 | 12 |
| I must learn French in order to become an educated person. | 6 | 3 |
| I'm just not smart enough to learn French well. | 5 | 1 |
| I've wanted to speak French fluently since I was very young. | 3 | 4 |
| I am expected to be able to function in French after I graduate. | 5 | 10 |
| I regularly study French on my own time. | 8 | 6 |
| I am a proactive French learner. | 7 | 8 |
| To be honest, I have no idea why I'm learning French. | 2 | 6 |

IMAGE D.4. Q-sortings (Frank).

| Q-statements | Frank 1 | Frank 2 |
|---|---------|---------|
| I study French to enjoy travel abroad. | 11 | 12 |
| I think I'm naturally quite good at learning languages. | 7 | 7 |
| I enjoy reading newspapers, magazines or websites in French. | 7 | 7 |
| I would like to try living in a foreign country in the future. | 12 | 8 |
| I don't have opportunities to use French in my everyday life. | 9 | 11 |
| I like myself when I'm speaking French. | 10 | 7 |
| I want to be respected because I speak French fluently. | 6 | 9 |
| People around me don't understand how important learning French is for me. | 5 | 3 |
| I can imagine speaking French comfortably with international friends in the future. | 9 | 8 |
| I am appreciated by my family because I speak French. | 9 | 8 |
| Whenever I think of my future career, I imagine myself being able to use French. | 12 | 9 |
| My goal is to be able to speak French like a native speaker. | 1 | 1 |
| I enjoy encountering new ideas in my French study. | 10 | 12 |
| I like learning languages in general, not only French. | 7 | 8 |
| I will feel happy spending a lot of time studying French. | 7 | 6 |
| Speaking French is a part of my everyday life. | 2 | 4 |
| I'm too shy to speak French well. | 4 | 6 |
| Learning French is necessary because it is an international language. | 11 | 8 |
| For people around me learning French doesn't really matter that much. | 6 | 7 |
| If I could speak French I would be a much cooler person. | 7 | 6 |
| Some of my family or friends may feel let down if I fail to learn French well. | 3 | 3 |
| No matter how hard I try, I don't think I'll ever be able to master French. | 6 | 5 |
| I feel comfortable in the casual style of communication in French. | 5 | 10 |
| In order to get a good job I will need to be able to use French well. | 7 | 11 |
| I don't have the right personality for learning French. | 4 | 5 |
| If I make more effort, I am sure I will be able to master French. | 8 | 10 |
| French will expand my possibilities in the future. | 13 | 13 |
| I feel like I'm a different person when I speak French. | 9 | 7 |
| I feel good when speaking French. | 10 | 7 |
| I enjoy films or TV programs in French. | 8 | 6 |
| I have friends I communicate with in French. | 4 | 6 |
| Interacting with international people in French is fun for me. | 8 | 11 |
| I will continue studying French after college. | 6 | 9 |

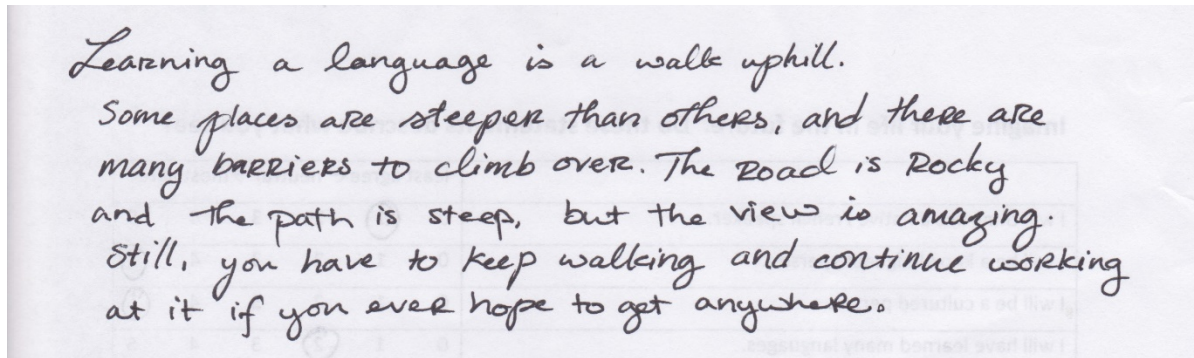
IMAGE D.4. (continued)

| | | |
|---|----|----|
| I have close friends that speak French as a second language. | 8 | 7 |
| People around me are not interested in the progress of my French learning. | 9 | 9 |
| I need to be fluent in French to do the job I want to do. | 5 | 6 |
| I will be able to use French effectively in the future. | 7 | 10 |
| Becoming fluent in French is one of the most important things in my life right now. | 5 | 2 |
| I'm the only person I know who is serious about learning French. | 6 | 2 |
| These days I feel like French is at the center of my everyday life. | 3 | 3 |
| I have a French learner role model. | 3 | 5 |
| I would like to be able to express my opinions in French. | 10 | 9 |
| I want to play an active role in a globalized society. | 11 | 8 |
| I must learn French in order to become an educated person. | 6 | 7 |
| I'm just not smart enough to learn French well. | 4 | 4 |
| I've wanted to speak French fluently since I was very young. | 5 | 4 |
| I am expected to be able to function in French after I graduate. | 8 | 10 |
| I regularly study French on my own time. | 8 | 5 |
| I am a proactive French learner. | 7 | 4 |
| To be honest, I have no idea why I'm learning French. | 2 | 5 |

Appendix E

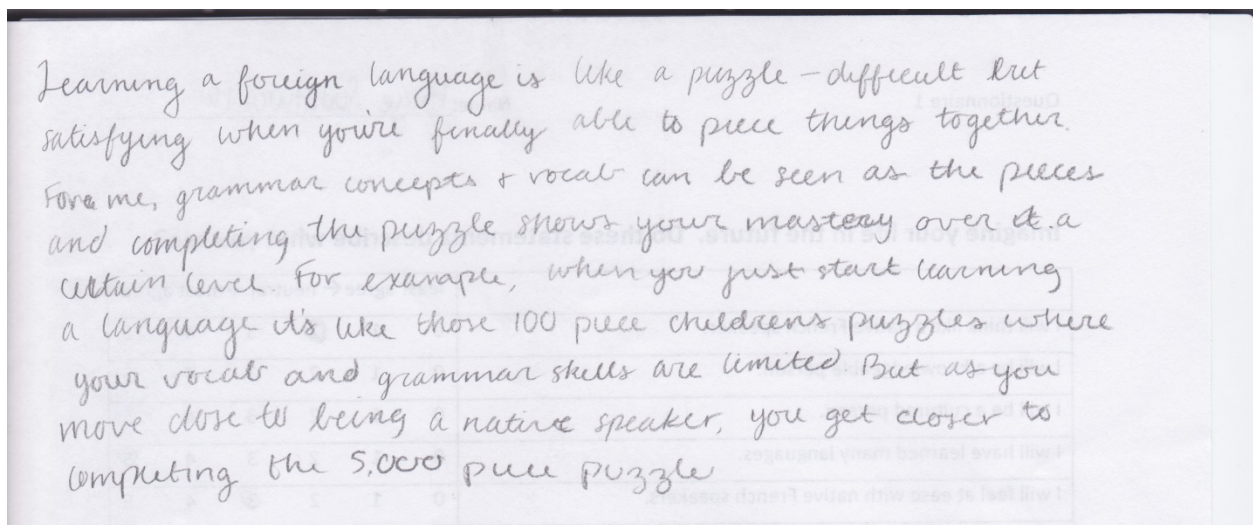
Open-ended exercises

IMAGE E.1. Metaphor 1 (Brooke)



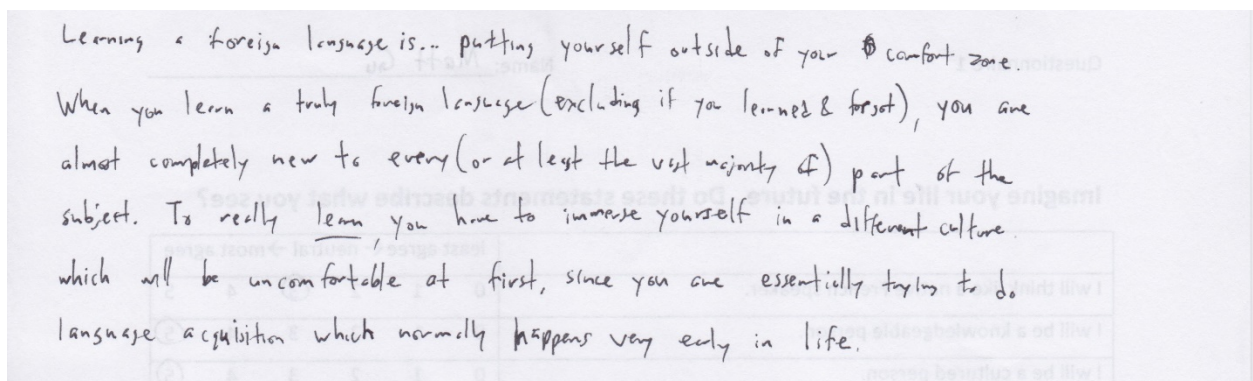
Learning a language is a walk uphill.
Some places are steeper than others, and there are many barriers to climb over. The road is rocky and the path is steep, but the view is amazing. Still, you have to keep walking and continue working at it if you ever hope to get anywhere.

IMAGE E.2. Metaphor 1 (Elizabeth)



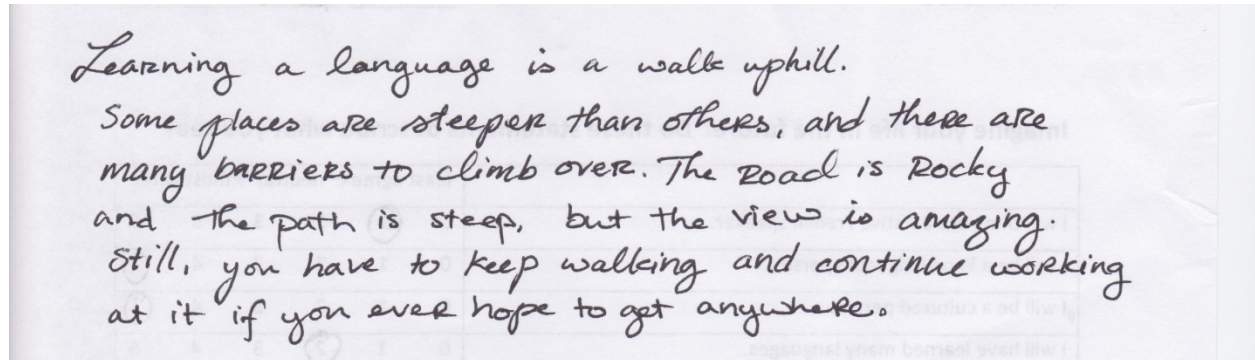
Learning a foreign language is like a puzzle - difficult but satisfying when you're finally able to piece things together. For me, grammar concepts + vocab can be seen as the pieces and completing the puzzle shows your mastery over it at a certain level. For example, when you just start learning a language it's like those 100 piece children's puzzles where your vocab and grammar skills are limited. But as you move close to being a native speaker, you get closer to completing the 5,000 piece puzzle.

IMAGE E.3. Metaphor 1 (Frank)



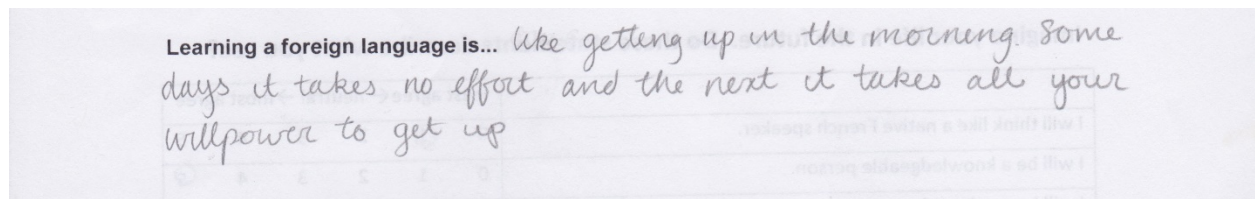
Learning a foreign language is... putting yourself outside of your comfort zone. When you learn a truly foreign language (excluding if you learned & forgot), you are almost completely new to every (or at least the vast majority of) part of the subject. To really learn, you have to immerse yourself in a different culture which will be uncomfortable at first, since you are essentially trying to do language acquisition which normally happens very early in life.

IMAGE E.4. Metaphor 2 (Brooke)



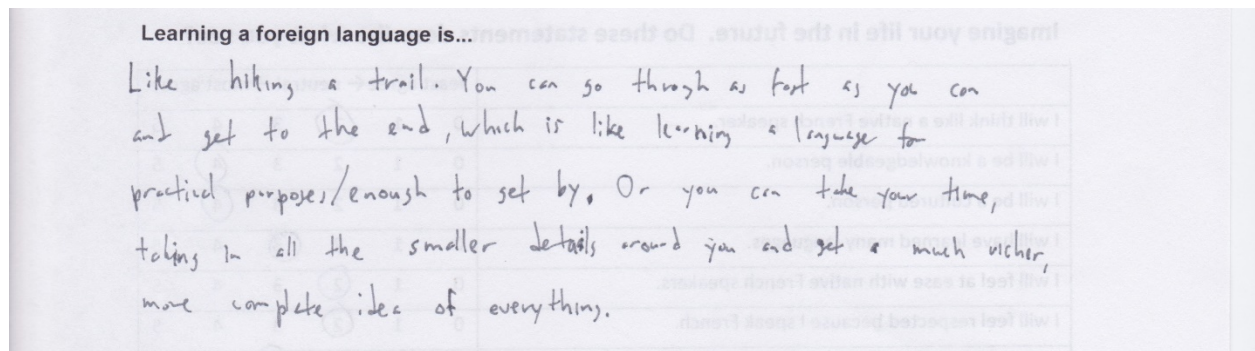
Learning a language is a walk uphill.
Some places are steeper than others, and there are many barriers to climb over. The road is rocky and the path is steep, but the view is amazing. Still, you have to keep walking and continue working at it if you ever hope to get anywhere.

IMAGE E.5. Metaphor 2 (Elizabeth)



Learning a foreign language is... like getting up in the morning. Some days it takes no effort and the next it takes all your willpower to get up

IMAGE E.6. Metaphor 2 (Frank)



Learning a foreign language is...
Like hiking a trail. You can go through as fast as you can and get to the end, which is like learning a language for practical purposes/enough to get by. Or you can take your time, taking in all the smaller details around you and get a much richer, more complete idea of everything.

IMAGE E.7. Ideal L2 self 1 (Brooke)

- "I would like to" become someone that can speak French fluidly without much thought to conjugation or vocabulary choices. This class has definitely strengthened my resolve. I'm not sure if I will be able to maintain that level of French-speaking throughout my entire life, but I always want to have an intimacy with the language that allows me to communicate with others.

P.S. I didn't get into the French Hall at McTear, but I'll be living next door in the International Interest Hall and I don't think they would mind speaking French with me :)

IMAGE E.8. Ideal L2 self 1 (Elizabeth)

• Ideally, I would like to become proficient enough in French to be able to maintain conversations and interact in French speaking countries with relatively little difficulty. I don't expect to become fluent or a native speaker. I also would like to be able to read French news/books with relative ease. I think in reality the speaking part is more easily said than done.

IMAGE E.9. Ideal L2 self 1 (Frank)

In the future, I would like to become functionally fluent in French, enough to communicate with a native French speaker to be able to get my message across & understand theirs w/o too much trouble or interference. I plan on taking Latin at some point which will be helpful in seeing some of the connections between languages, and I'm considering taking basic Spanish (still up in the air). End goal is to try to be able to communicate w/ as many people as possible (w/ reasonable amount of time invested in learning).

IMAGE E.10. Ideal L2 self 2 (Brooke)

Hopefully I will become comfortable speaking French. I want to work for MSF and hopefully one day I will have a functional knowledge of French for work in Francophone Africa. I don't think medical terminology is too important to focus on, but I want to be able to comfort patients and their families in the hard times that bring them to an MSF hospital. Even if I cannot attain this level of French-speaking, I want to be able to speak it well enough to communicate effectively with my French friends with speed and fluidity, even if not grammatically correct. I love France and want to spend time in Paris or Lyons. This would only require knowledge of a short-term visitor.

IMAGE E.11. Ideal L2 self 2 (Elizabeth)

I see myself becoming proficient enough in Spanish or Portuguese that I can work and live in a Spanish or Portuguese speaking country. As for French, I don't know what level I'll be able to speak, but I hope to be able to read and understand spoken French fairly easily. It doesn't have to be French literature but things like the news or more modern books would be fantastic.

IMAGE E.12. Ideal L2 self 2 (Frank)

My goal in language terms is to be able to communicate with a speaker of that language and hold a casual conversation. I hope to do this by the time I graduate from college, but I don't think it'll take prohibitively long to get to that level. I guess the hardest part would be to maintain that ability after college, when I'll have fewer opportunities to do so. That's in regards to French. In terms of Chinese, I will definitely start reconnecting with all the language aspects and cultural aspects that I've forgotten.

IMAGE E.13. Feared L2 self (Brooke)

Describe what your future will look like if you don't apply yourself towards your language study.

I would probably be able to maintain some language-speaking skills. It's also possible to work for MSF without fluency in another language, but it is a lot less likely.

IMAGE E.14. Feared L2 self (Elizabeth)

Describe what your future will look like if you don't apply yourself towards your language study.

I think my life would be kind of sad because I wouldn't have all the opportunities I could have. I couldn't live in a foreign country, talk with people who don't speak English, learn about issues from other perspectives or read great books that haven't been translated to English.

IMAGE E.15. Feared L2 self (Frank)

Describe what your future will look like if you don't apply yourself towards your language study.

I'd probably end up roughly where I was planning on going towards (medical field), but without the ability to go anywhere french-speaking as anything but a tourist (or at least detached from the culture).

IMAGE E.16. L2 role models. (Brooke).

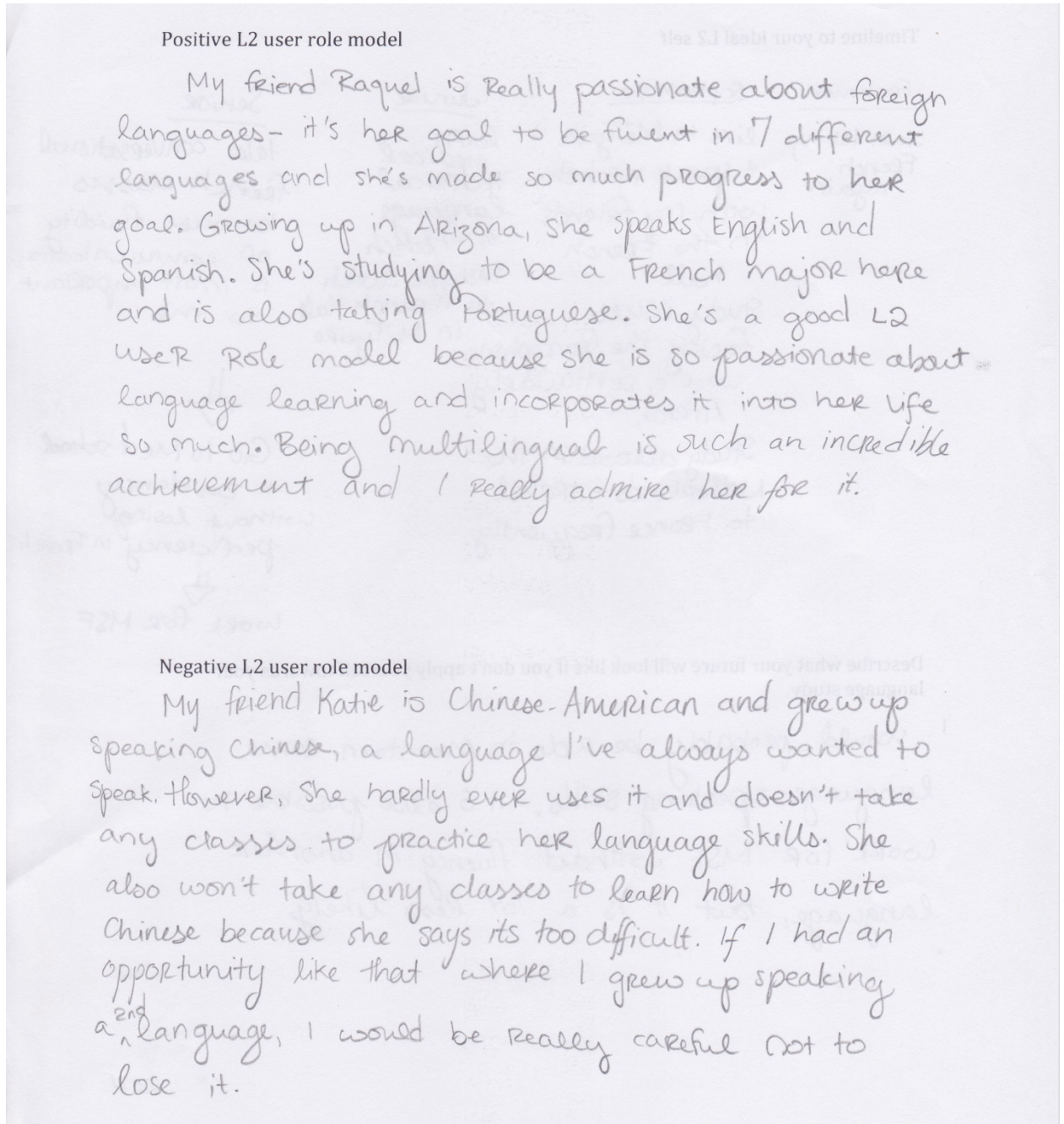


IMAGE E.17. L2 role models (Elizabeth).

Positive L2 user role model

In high school, I had a Spanish teacher, Doctora Garza, for two years. She was a former professor at the University of Texas and could kind of be a little crazy but she was someone who really knew what she was talking about. She spoke Spanish, Portuguese and French and was always looking for people to talk to or books to read in these languages and she was always looking and reading about the world and different cultures. I found this to be more and more admirable the longer I got to know her and have even ended up emulating her in a lot of ways, like taking Spanish, Portuguese and French.

Negative L2 user role model

I think my negative L2 user role model would have to be my best friend Kimmie. She seems to switch languages every two years (from Spanish to Chinese to Korean) without ever mastering it. And, after stopping classes, she doesn't practice so she forgets all of it.

IMAGE E.18. L2 role models (Frank).

Positive L2 user role model

My ~~mother~~ mother came to the US from China to study for her Ph.D at UGA. Obviously, Chinese won't get you very far in America, so she had to speak English very well (especially since she was a chemistry TA). She learned English in high school and college, came to the US, and did very well. I read some of her writing, ^{from grad school} and aside from some idiomatic expressions she had a very good hold on the language (the immersion from being in the US probably helped). During her time ~~at~~ in the US, she's not afraid to ask others to ~~to~~ correct her on the nuances of the language, and often helps relatives & friends with English translation work.

Negative L2 user role model

A negative L2 user I've met was in my high school French class. She was definitely capable of learning French, but ~~she~~ you could tell when she had to speak that she didn't want to try and immerse herself in the language. She passed the class, barely, and spoke mostly English for most of the year we were in the same class.

IMAGE E.19. General reflections (Brooke).

Studying French makes you a much more globally aware person. Studying French and exposing yourself to not only new knowledge but the unique task of language learning definitely shapes your identity. Studying French has definitely allowed me to travel + learn about such a large part of the world. It challenges me but I am always surprised by what I'm capable of.

- Emotions associated w/ learning French:
 - Frustration: when I hit a road block or forget a word
 - Pride + Excitement: when I carry on a long + relevant conversation
when I can respond quickly without thinking
when I have a dream in French
 - Sorrow: when I realize how much I've forgotten
 - Determination: when I realize how much I have to learn.
- Most of this is from my own personal feelings about my progress in learning the language and not from the demands of a class.
- Intercultural awareness is one of the most important things you can learn. The world is so much bigger than where we live and the short vacations we might take. Only by learning about the world can you know its problems + help fix them.

IMAGE E.20. General reflections (Elizabeth).

- Learning French might change your identity by expanding your view of the world and help you become more of a global citizen (in regards to French speaking countries)
- Learning a foreign language has challenged my identity because it forces you to become more aware of your own language and culture as well as that of the other language and challenge your ideas of what is normal
- I associate happiness and pride with learning French when I finally am able to use/apply vocab or grammar correctly and anxiety/nervousness when it comes to taking tests or having to speak without any preparation
 - ↳ I think a lot of this comes from my desire to speak French well and not wanting to make mistakes. It's more of pressure on myself than from grades or friends or professors
- I think intercultural awareness is extremely important. America is filled with people from different cultures and I think it's important that we be aware of them. Also, the world is becoming more interactive/more of a global society so we have to be culturally aware

IMAGE E.21. General reflections (Frank).

Your identity can change, but not in a ~~an~~ ^{large} immediate manner. Studying French can lead you down a different path in your future (where you go, who you associate with, etc.).

Learning a foreign language hasn't really challenged my identity too much, it is in line with my life goals/desires to meet more people ~~around~~ ^{around} the world.

Emotions associated w/ learning French: Curiosity | Stress → confidence
- finding similarities & differences between French/American culture | speaking, as more experience/knowledge is gained

Excitement
- later possibilities opened up by 2nd language

Intercultural awareness is important to me b/c I want to see how other people might perceive something differently than me, or at least someone w/ different cultural values.

Appendix F

Timeline to ideal L2 self

IMAGE F.1. Timeline (Brooke).

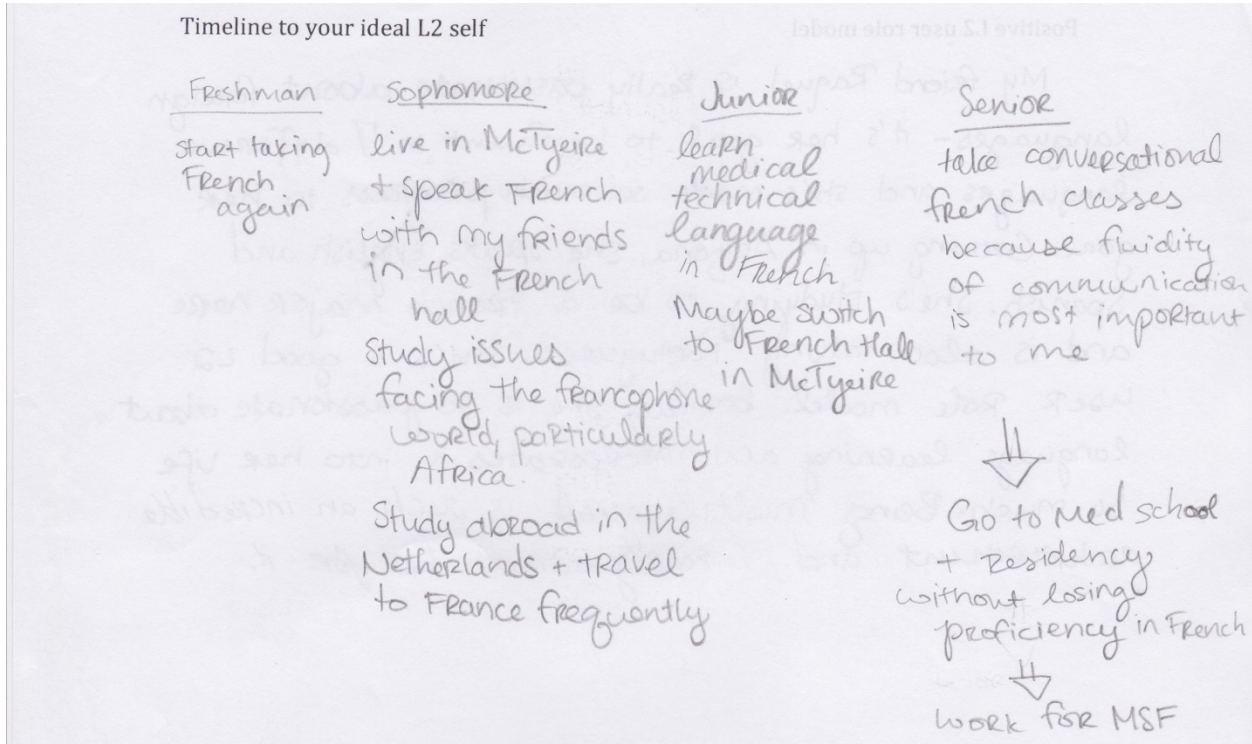


IMAGE F.2. Timeline (Elizabeth).

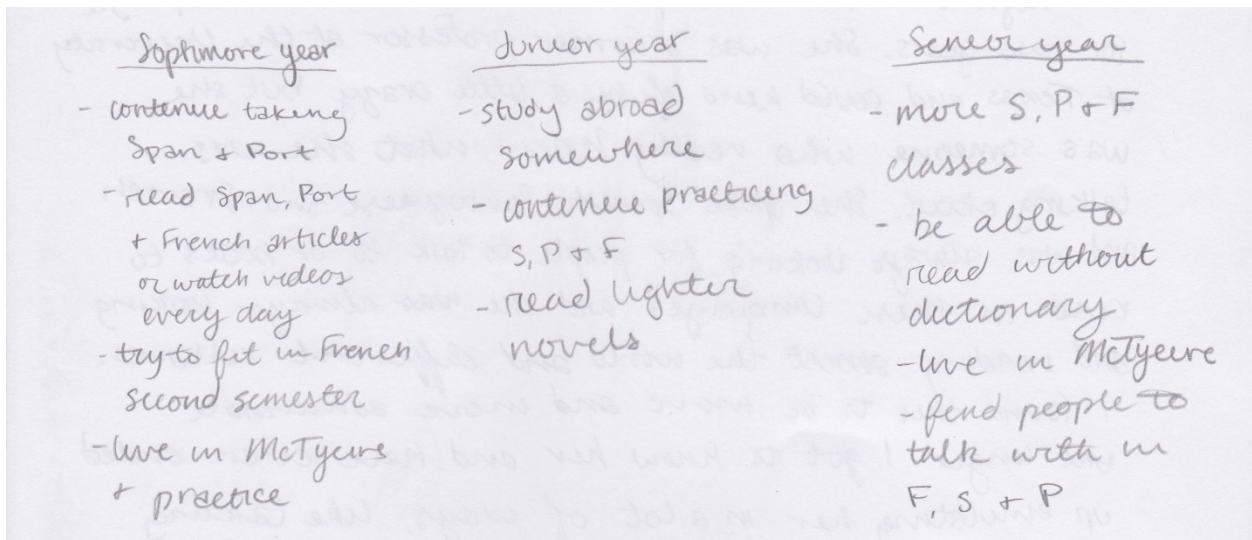
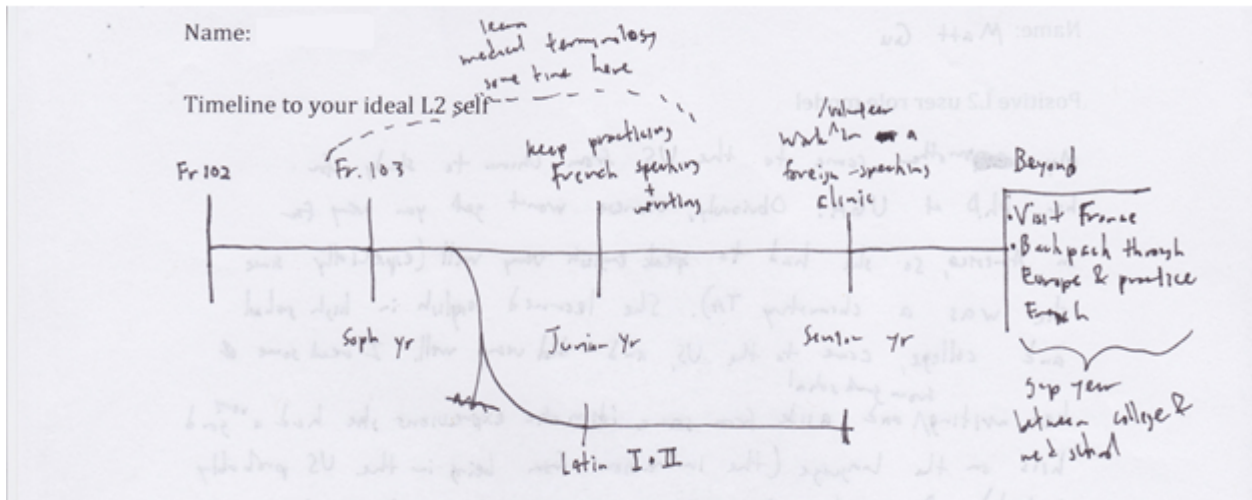


IMAGE F.3. Timeline (Frank).



| L2 learning | | | | |
|--------------------|------------|---------|---------|-------|
| community | challenges | purpose | setting | skill |
| | | | | |