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**THE EFFECTS OF VISION INTERVENTION AS A MOTIVATIONAL
STRATEGY ON STUDENTS'
MOTIVATION AND CLASSROOM BEHAVIORS**

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ABSTRACT

In the field of second language (L2) education, motivation plays a crucial role for both teaching and learning contexts. Different motivational strategies have been investigated to examine their effectiveness on increasing students' motivation in the classroom. According to the L2 Motivational Self System (L2MSS) (Dörnyei, 2005, 2009b), learners' future self-images (vision) can determine and sustain learners' motivation. However, there is limited empirical evidence showing the relationship between students' motivational levels and actual motivated behavior. The present study aims to examine the role that vision plays in motivating students and the possible changes that it may exert in their actual motivated behavior. The participants were 50 EFL university-level students in Chile, who were assigned to two groups, experimental (EX) and control (CN). The treatment involved a series of classroom activities designed to tap into learners' vision, over a 6-week period; the control group received the intervention without the vision components. In order to collect data, three instruments were used. The motivational questionnaire was applied prior and after the intervention. Moreover, behavioral data (i.e., teacher-centered and group-work activities) was obtained before and after the intervention, using the number of words and turns in the L1 and L2 produced by the participants. Furthermore, exit interviews were conducted to examine the learners' L2MSS. Findings showed that the vision intervention positively affected participants' Ideal L2 Self. Most importantly, the current study provided observational evidence that there is a positive relationship among the use of vision as a motivational strategy, students' motivational levels, and their actual classroom behaviors.

Key Words: Motivation, L2 Motivational Self System, visualization, International Posture, Intended Effort, motivated behavior.

RESUMEN

En el área de la adquisición de segundas lenguas, la motivación tiene un papel muy importante en la enseñanza y en el contexto del aprendizaje. Distintas estrategias de motivación han sido investigadas para probar su efectividad en los estudiantes dentro de la sala de clases. De acuerdo a *L2 Motivational Self System* (L2MSS) (Dörnyei, 2005, 2009b), las imágenes futuras de los mismos estudiantes pueden determinar y mantener la motivación de estos. Sin embargo, hay poca evidencia empírica que demuestre la relación entre el nivel de motivación de los estudiantes y su real comportamiento en clases. El presente estudio tiene como objetivo examinar el rol de la visualización en la motivación de los estudiantes y qué tipo de cambios tiene el comportamiento de estos. El estudio constó de 50 participantes los cuales eran estudiantes universitarios que cursan la asignatura de Inglés como lengua extranjera en Chile, quienes fueron divididos en dos grupos, uno experimental y uno de control. La intervención en el grupo experimental constó con el uso de visión como una estrategia de motivación en horas de clases durante un periodo de 6 semanas; el grupo de control recibió la intervención pero sin la implementación de visión. Para la recopilación de datos, se utilizaron tres instrumentos. El cuestionario de motivación fue aplicado previo y posterior a la intervención para obtener dos puntos de recolección de datos. Por otra parte, los datos para analizar el comportamiento de los estudiantes fueron obtenidos antes y después de la intervención, usando el número de palabras y turnos producidos en L1 y L2 durante las actividades centradas en el profesor y en los alumnos. Los hallazgos mostraron que la intervención afectó positivamente el *Ideal L2 Self* de los estudiantes. Más importante aún, el estudio proporcionó evidencia observacional de que hay una relación positiva entre el uso de la visión como estrategia motivacional, niveles de motivación en los estudiantes y su actual comportamiento dentro de la sala de clases.

1. Introduction

1.1 General Background

The status of English as a lingua franca has encouraged communication worldwide, boosting the exchange of information and culture among different countries. Consequently, many have become to want to acquire the language as a second language (L2). As Moskovsky, Alrabai, Paolini, and Ratcheva (2013) summarized, “[t]he study of second language (SL) acquisition has in the past 40 years been among the most dynamic and rapidly expanding sciences within the humanities” (p. 35). Besides its dynamic nature, L2 acquisition is context-specific which is an important reason to keep the research updated. The current study focuses on the Chilean context.

In the Chilean context, English is considered as a foreign language, and through time, it has been acknowledged as a useful communication tool that gives prestige and value to international contexts in which the language is spoken. Thus, in English as a Foreign Language (EFL) education, many methodological frameworks and constructs have been identified to answer different questions through the last few decades. One of these constructs is L2 motivation. As many researchers have claimed, L2 motivation is crucial while learning and acquiring English because it has been proven by research that students with higher levels of motivation are better achievers when learning the language (Cheng & Dörnyei, 2007). This is why the search for different ways of promoting, assisting, and maintaining motivation in order to help teachers has become a major challenge for L2 motivation researchers.

Theoretically, Dörnyei (2005) proposed the L2 Motivational Self System (L2MSS) as a framework that can foresee and determine learners’ motivation. This system has three main constructs including Ideal L2 Selves, Ought-to L2 Selves, and Learning Experiences. Ideal L2 Selves and Ought-to L2 Selves,

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which are the constructs of interest of the current study, are considered future self-guides due to the fact that they arguably regulate learners' behaviors. In relation to this system, what sustains students' motivation is their capacity to visualize their future goals, which is why visualization has been examined to have positive effects on motivation. Hence, students visualizing themselves as future proficient L2 users has been claimed to increase students' Ideal L2 Self, their motivation, and behavior.

1.2 The Present Study

The purpose of the present study aimed to examine the motivational role that vision plays on students' Ideal L2 Self by comparing the motivational disposition of Chilean university-level EFL students who did and did not experience visualization as a motivation strategy. The relationship that this effect may have on students' classroom behavior will be examined as well. To obtain comparable data, the students from the experimental group were engaged in communicative activities that enhanced their Ideal L2 Self and language production, which were respectively measured with a motivational questionnaire and an observational scheme. Conclusively, in order to achieve the expected increment of English production (classroom motivated behavior) in the targeted students, visualization was used as a novel strategy, resulting in students visualizing themselves as successful L2 users (Ideal L2 Self).

1.3 Structure of the Thesis

The current thesis is comprised of six chapters. First, the introduction is divided into three parts: (1) general background where the study's overall context is discussed, (2) the present study section where the objectives are stated, and (3) the structure of the study where the outline of the thesis is presented. Second, the literature review chapter discusses main constructs of the study and previous studies are reviewed in order to examine in depth the main concepts that are going to be addressed later in the study. Third, the methodology chapter details the design of the study, the context and

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participants, the intervention stages, the data collection and analysis methods. In the fourth chapter, the results will be presented followed by the discussion chapter with the major findings. Finally, the conclusion chapter introduces some limitations and pedagogical implications.

2. Literature Review

2.1 Motivation

In the field of second language (L2) education, it is commonly believed that second language (L2) motivation plays a crucial role in successfully acquiring a target language. Therefore, students' lack of motivation is a major concern for language teachers in many contexts worldwide (e.g., Chen, Warden, & Chang, 2005; Ushioda, 2011). A major challenge remains for L2 researchers to help teachers find ways of eliciting, enhancing, and sustaining students' motivation. Highlighting its importance, its broader definition explains the reason why individuals perform an activity, along with how long they want to persevere in doing that action, and the effort they are willing to invest in it (Dörnyei, 2001).

2.1.1 Acquisition of the L2. It is widely acknowledged that the success of L2 acquisition depends on a variety of factors. In the field of second language acquisition (SLA), it is well-known that motivation is related to achievement and that motivation is the driving force that enables learners to expand the continuous and sustained effort language learning requires (Moskovsky et al., 2013). For a long time, SLA research has been investigating motivation because of its importance in the learning process, and the intended effort and constancy while learning the second language (L2). Various studies (e.g., Bernaus & Gardner, 2008; Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998) found direct links between motivation and L2 learning outcomes showing that successful learners are more motivated than less motivated students. To exemplify this, in Bernaus and Gardner's (2008) study, 31 teachers and 694 students from Spain completed a series of questionnaires in order to rate the frequency of 26 motivational strategies employed by the teachers. Also, the students completed two objective measures of English achievement, revealing that "students with higher levels of motivation performed better on the English test than the students with lower motivation" (as cited in Papi & Abdollahzadeh, 2012, p. 392).

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The term motivation has been addressed in the educational field for several decades; however, because of the constant changes that motivational research has endured, different frameworks have been proposed to explain how motivation works in the field of L2 education. Gardner and Lambert (1972) were among the first researchers who examined the relationship between motivation and attitude of L2 learners, and concluded that the two constructs have a significant association to each other (as cited in Roshandel, Ghonsooly, & Ghanizadeh, 2018, p. 333). The dichotomy proposed by the authors refers to instrumental versus integrative motivation; the former being the value that the speaker gives to speaking another language, and the latter referring to the wish to belong to the target language community using the language skills perceived as integral to it (Kormos, Kiddle, & Csizér, 2011; Chen et al., 2005). However, it needs to be noted that Gardner's social psychological approach did not refer to L2 learning in the classroom setting and did not aim to provide solutions to the teaching practice (Cheng & Dörnyei, 2007). Moreover, Deci and Ryan (1985) proposed the self-determination theory, making the distinction between intrinsic motivation, which arises from the pleasure an activity produces in itself (as cited in Busse & Walter, 2013), and extrinsic motivation in order to get a reward or to avoid a punishment (Kormos et al., 2011). It seems that people get more pleasure from activities they have chosen, which is why intrinsic motivation is an important variable for exploring students' motivated engagement in language learning (Busse & Walter, 2013).

Around the 1990s, there was a shift in the way motivation was conceptualized by L2 investigators, changing from a psychological approach to an education-oriented approach (Cheng & Dörnyei, 2007). Tremblay and Gardner (1995), who expanded the construct of motivation in language learning, suggested that goal setting, valence, and self-efficacy have an influence on the levels of motivational behavior. Additionally, Williams and Burden (1997) identified three stages of motivation: "(a) reasons for doing something, (b)

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deciding to do something, and (c) sustaining the effort or persisting. They argued that the first two stages are more concerned with initiating motivation, whereas the last stage refers to sustaining motivation.” (as cited in Papi & Abdollahzadeh, 2012, p. 572-573). Dörnyei and Ottó (1998) drew from several conceptualizations to propose the Process-Oriented Model of Student Motivation Framework, which divided action sequence in three main phases, having the preactional phase, the actional phase, and the postactional phase (as cited in Papi & Abdollahzadeh, 2012). The first stage, refers to the starting point of motivated behavior, where goals are set, the intention for the action is formed, and the initiation for the action is enacted (Dörnyei, 2000). The actional phase deals with the implementation of the action. Finally, the postactional phase starts after the goal is finished or interrupted for a long period of time, and it refers to the evaluation of the outcome and the contemplation of the interferences to future actions (Papi & Abdollahzadeh, 2012).

The concept of motivation has evolved throughout the decades, and it has been established that it is strongly influenced by social and contextual factors (Kormos et al., 2011). Lamb (2012) stated that although learners' aspirations are unique to each individual, they are socially constructed. In other words, the learners' immediate environment plays an essential role in “goal setting, attitude formation, and influencing students' self-efficacy beliefs and the effort and persistence with which they carry out a learning activity” (Kormos et al., 2011, p. 497). Cheng and Dörnyei (2007) defined L2 motivation as the initial engine to generate learning and to function later as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language.

Of particular relevance to the current study, Dörnyei (2005, 2009a) proposed a new framework to explain individuals' motivation in different settings, which served as a reconceptualization of the field. The L2 Motivational Self System (L2MSS) was proposed based on different studies concerning

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Hungarian school students, where three constituents were identified. Since the development of Dörnyei's (2005) theory, the framework has been used as a theoretical basis for many studies, which have confirmed the validity of the model (Dörnyei & Chan, 2013). However, the L2MSS's influence on EFL learning has been recent; thus, a major challenge for second/foreign language (L2) motivation researchers remain to help teachers find ways of promoting motivation.

2.2 L2 Motivational Self System

As a result of globalization and ongoing global changes, motivation in the L2 learning field has also been reconceptualized. One of the most influential frameworks was proposed by Dörnyei's (2005) L2 Motivational Self System which was based on Higgins's (1987) conceptualizations of the Ideal and Ought self.

The L2MSS proposes three main constructs that can anticipate and define L2 learners' motivation, each of which serves to sustain it in different ways, the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. The Ideal L2 Self represents an image of the kind of a L2 user one aspires to be in the future (Papi & Abdollahzadeh, 2012). This concept concerns the extent to which an individual can picture him/herself as a proficient L2 speaker in the future. Consequently, being a competent L2 speaker results in a powerful motivator to learn the second language, due to the reduction of the discrepancy between the actual self and the ideal selves (Dörnyei, 2008). In the Chilean context, Kormos et al. (2011) detected a strong relationship between motivated behavior and the Ideal L2 Self among 201 participants, which suggests an efficient process of goal setting and self-realization. According to Bong and Skaalvik (2003), these findings are in line with the general findings in educational psychology, which have demonstrated the consistent relationship between these two concepts (as cited in Kormos et al., 2011).

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The Ought-to L2 Self is the learner's conception of what significant people around the learner's environment believe they ought to be in the future and the aptitudes they ought to possess (Lamb, 2017). By having the attributes one believes one ought to possess, individuals' wishes may be affected in order to avoid negative outcomes. This results in individuals triggering little similarities to the person's own wishes (Dörnyei, 2008). However, the Ought-to L2 Self is considered an external regulator that does not contribute to the individuals' motivational effort (Kormos et al., 2011). Previous studies conducted mainly in the United States, demonstrated that unless learners internalize the goals coming from their social environment, external regulation or Ought-to L2 Self plays a limited role in their motivated behaviors (Deci, Vallerand, Pelletier, & Ryan, 1991). While analyzing the relationships of the constructs within the L2MSS, Kormos et al. (2011) found that Chilean students' self-concept appears to be influenced by maturation. That is why for secondary students the Ought-to L2 Self did not predict the Ideal L2 Self; however, a link between those concepts can be seen in university-level students. Moreover, in the same study four relationships between concepts turned out to be non-significant and therefore, deleted from the study, one of which was the relationship between Ought-to L2 Self and motivated behaviors. This premise becomes the main reason why the current study focuses on the relationship between Ideal L2 Self and motivated behaviors and not the Ought-to L2 Self.

The L2 learning experience is the learners' attitudes to, and experiences of, their learning processes, inside and outside the classrooms (Lamb, 2017). It refers to specific situations related to the learning milieu and throughout the learning process (Dörnyei, 2008: e.g., the positive impact that was caused by a good teacher in a language course). According to Thompson and Vásquez (2015), having a well-established image of the Ideal L2 Self is not crucial for ultimate success, but necessary to have a developed Ideal L2 Self at some point during the learner experience.

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Assorted studies regarding the L2MSS (Dörnyei & Chan, 2013; Papi & Abdollahzadeh, 2012; Thompson & Vásquez, 2015; Ueki & Takeuchi, 2013) done in diverse parts of the world have yielded unique results depending on the country where the investigations were conducted, suggesting that L2 motivation is context specific. Papi and Abdollahzadeh (2012) conducted a study in Iran with 741 male students. An observation scheme (the MOLT) adapted from Dörnyei and Kubanyiova (2008) was used to record the use of 25 teaching motivational strategies, and a student motivational questionnaire was administered at the end of the study. Results showed that the teachers' motivational practice is significantly related to the students' motivated behaviors (Papi & Abdollahzadeh, 2012). In Dörnyei and Chan (2013), questionnaires about Motivation, Sensory styles, and Imagery Capacity were administered to 172 students (13-15 years old) in Hong Kong. The results showed that there is a strong positive correlation between English Ideal L2 Selves and learners' effort in L2 learning. In addition, the results confirmed that future self-guides are strongly associated with their capacity to imagine themselves, corroborating to the fact that mental visualization is an important component in learners' imagined future (Dörnyei & Chan, 2013). In addition, Thompson and Vásquez (2015) conducted a study in which three foreign language teachers narrated their language learning experiences exemplifying and illustrating the different components of Dörnyei's (2009a) L2MSS model. Data showed that "the L2MSS framework needs further development in order to account for learners in a variety of settings" (p. 159). Finally, in Ueki and Takeuchi's (2013) study, a questionnaire with 46 items, covering the areas of Ideal L2 Self, Ought-to Self, L2 Learning Experience, motivated learning behaviors, L2 anxiety, self-efficacy, and perceived amount of information related to learners' future self-guide, was administered to 302 Japanese university students. The participants were chosen from two groups which were students in English language ($n = 151$) and those who were majoring in non-English academic field ($n = 151$). The results indicated that students from the English major had a higher level of L2 motivation and lower level of L2 anxiety. The extent of the Ideal L2 Self was

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higher in the English major group than in the non-English major group. This is why, learners who perceived themselves as having enough information related to their future self-guides, possessed more vivid images of their Ideal L2 Self. Finally, the influence of other people significantly affected the formation of the Ought-to L2 Self, which in turn significantly influenced L2 anxiety for English majors in this study (Ueki & Takeuchi, 2013).

In relation to the L2MSS, the Ideal L2 Self has been found to be the strongest predictor of motivated behaviors, driving individuals to make attempts to achieve a desired end-state. Kormos et al. (2011) found in Chilean university students a relatively strong link between the Ideal L2 Self and motivated behaviors. They also stated that in the case of university students there was a strong relationship between the Ideal L2 Self and motivated behaviors, which is an efficient process of goal and self-realization. Thus, the results showed that self-related beliefs play a highly important role in L2 motivation and that future self-guides have the potential to influence effort and persistence invested in acquiring a desired level of second-language competence. In contrast, results in the same study showed that the Ought-to L2 Self has been found to cause considerably less impact on motivated behaviors. Indeed, Kormos et al. (2011) did not find a significant link between students' Ought-to L2 Self and motivated behaviors in Chilean university students.

To date, however, there has been little research exploring the interaction between the Ideal L2 Self and the future selves, and it is an issue that Ushioda (2014) claims it to be 'undertheorized' (Lamb, 2017). To our knowledge, regarding the L2MSS, only one study has been conducted in the Chilean context, which leaves a necessity to keep testing the framework. Kormos et al. (2011) suggested close links between the Ideal L2 Self and motivated behaviors, showing that in the case of second-language learning, future self-guides have the potential to influence effort and persistence invested in acquiring a desired level of second-language competence. Moreover, given the

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importance of the framework in the different contexts and the context specific nature of motivation, there is still a lack of research done in Chile.

2.2.1 Feared L2 self. According to Dörnyei and Ushioda (2011), in order for the possible future selves to utilize their complete motivational capacity, one of the needed conditions is to balance or neutralize the Ideal L2 Self with the Feared L2 Self. Higgins (1985) defined the concept of possible selves as “individuals’ ideas of what they *might* become, what they *would like* to become, and what they are *afraid of* becoming in the future” (as cited in Dörnyei & Chan 2013, p. 438). Understanding possible selves becomes crucial when comprehending the L2MSS, because possible selves can provide a conceptual link between learning and motivation (Markus & Nurius, 1986). Possible selves are suggested to be incentives for future behaviors; moreover, they provide a context for the current view of the self (Markus & Nurius, 1986). It has been stated by Dörnyei and Chan (2013) that individuals’ ideas of what they would like to become, and what they are afraid of becoming in the future, can influence behaviors by highlighting the discrepancies between the current self and the future desired selves, which is the basis of the self-regulation system. In a self-regulation system, the person involved in an activity takes control by himself meaning that the person involved controls the system. In sum, when idealizing a future self, the existence of discrepancies between the actual self and the future possible selves are crucial as well as all the attempts that the person does in the process to reach the desired future self.

Higgins, Roney, Crowe, and Hymes (1994) proposed two distinctions regarding the self-regulation system; one refers to the direction of the motivated movement, while the other to the reference value for the movement (i.e., positive or negative). When talking about the direction of the motivated movement, there is a distinction between approaching a positive self-state and avoiding a negative self-state (Higgins et al., 1994), which is described by the Self-discrepancy theory. This theory (Higgins, 1987, 1989) includes two different

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guiding end states which are “(a) Ideal self-guides referring to the individuals’ representations of someone’s hopes, wishes, or aspirations for them, and (b) Ought self-guides referring to individuals’ representations of someone’s demands regarding their duties, obligations, and responsibilities” (Higgins et al., 1994, p. 277).

The dichotomy seen in the self-discrepancy theory of the possible self and the feared self happens, according to Higgins et al. (1994), when an individual’s focus relays more in the positive outcomes, “the attempts [are] to maximize the presence of positive outcomes and minimize the absence of negative outcomes” (p. 277). It is possible to say that this phenomenon is associated with a predilection for the self-regulatory form involving the approaching system. On the contrary, the negative outcome focus, is when the individual attempts “to maximize the absence of negative outcomes and minimize the presence of negative outcomes” (Higgins et al., 1994, p. 277), focusing more on the avoidance approach of the Self-regulatory system. In relation to this, Carver and Scheier (1990) stated that in the approach or discrepancy-reducing system individuals are motivated to move their actual self closer to the Ideal L2 Self, whereas in the avoidance or discrepancy-amplifying system individuals are motivated to move their actual self further from the negative end state. When the self-regulatory system provides an undesired state, the discrepancy between the approach system and the avoidance system increases, having an individual moving as far as possible of the undesired state.

2.3 International Posture

As it was mentioned before, in the field of SLA, Gardner and Lambert (1972) distinguished two constructs regarding goal setting in motivation, being one of those, integrative motivation. Integrative goals refer to the wish of a learner to be integrated into a target language community. In the current century, English has become a lingua franca thanks to globalization, indeed English is no longer spoken by native speakers only, but also by many other

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cultures. This is why according to Kormos et al. (2011) “a new language-learning goal has emerged: international posture” (p. 496). International posture results to be a strong motivator for English language learning and it was proven by Kormos et al. (2011). In their study, 518 students, both from secondary school and university, were surveyed to analyze how different variables shaped motivated behaviors. Results showed that the most important goal for learners was related to English as a lingua franca, and the desire to use it as a tool for international communication.

Gardner and Lambert’s (1972) integrative and instrumental motivation dichotomy’s approach influenced the field of SLA for a long period. On the one hand, integrative goals during L2 learning can appear because language skills can be perceived as being part of social groups that use the target language (Lamb, 2004). On the other hand, instrumental motivation means studying a language to obtain something (Lamb, 2004) as stated by Kormos et al. (2011) “instrumental goals, which are associated with the utilitarian values of speaking another language” (p. 496). Both concepts characterize L2 learners’ motivational goals through internal and external factors while acquiring the second language (Moskovsky et al. 2013). The notion reflects L2 learners’ desire to integrate themselves into a target language community and culture. However, rapid changes in technology as well as the emergence of World Englishes have created contexts where there may be no clear target language group into which L2 learners, especially English as a Foreign Language (EFL) learners, would like to integrate (Ueki & Takeuchi, 2013). According to Wolfram Alpha Curated Data, in the Chilean context, the capital shares similar characteristics to big metropolitan cities in Europe, having a growing economic sector and acting as a “regional financial center with a great deal of business contacts with North America and Europe” (as cited in Kormos et al., 2011, p. 500).

International posture refers to the desire to learn an L2 to meet and communicate with members of the L2 community, where learners are expected

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to have a higher level of L2 motivation, and, therefore, will more eagerly interact with the target language group (Yashima, Zenuk-Nishide, & Shimizu, 2004). According to Yashima (2002), the concept includes “interest in foreign or international affairs, willingness to go overseas to study or work, readiness to interact with intercultural partners. . . and a non-ethnocentric attitude toward different cultures” (p. 57).

Yashima et al. (2004), Yashima and Zenuk-Nishide (2008), and Yashima (2009), draw on the Gardenian concept of integrativeness, and challenges it to widen the construct to establish that English is not particular to English-speaking countries, but to the global English-speaking community. International Posture captures the idea of oneself connected to the international community, to have concerns for international affairs, and a readiness to interact with other people rather than the ones from your own country (Yashima & Zenuk-Nishide, 2008). Yashima et al. (2004) have argued that International Posture in Japan contributed more to students’ motivation to learn English than either the constructs of integrativeness or instrumentality separately.

In relation to the L2MSS, international posture emerges as a motivator in relationship to the Ideal L2 Self, which is one that apparently substantiates motivated behaviors through the enhancement of the future self-guides. As Dörnyei (2005) suggested, imagining oneself as a proficient L2 speaker represents one aspect of a learner’s ideal or possible future self. Kormos and Csizér (2008) demonstrated through questionnaires, that among 623 Hungarian learners from secondary school, university students, and adult learners, there was a positive correlation between the Ideal L2 Self and international posture, suggesting that the learner’s attitude to English as an international language affects their future L2 self image. In the Chilean context, Kormos et al. (2011) not only suggested that within several targeted groups of students, international posture has a strong direct link to university students’ future self-guides, but also that the most important learning goal of the surveyed students was related to the

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status of English as a lingua franca. Also, they observe that the Ideal L2 Self of this generation of university students is the most strongly related to international orientation.

As the literature suggests, international posture works as a motivator of English language acquisition; however, there is a lack of empirical research in Chile proving the link between the achievement of this goal and students' motivated behaviors.

2.4 Motivated behaviors vs. Classroom Behaviors

Regardless of the fact that motivated behaviors can be conceptualized in many ways, the construct can be assumed to be how motivation can be put into action. Lamb's (2012) investigation with 527 Indonesian learners reported that the students who (a) appeared to believe in the usefulness of English for their future while being interested in the world at large (international posture), and (b) reported that they would like to see themselves as users of English (Ideal L2 Self), were more likely to invest additional effort in second language learning (motivated behaviors).

As previously mentioned, Dörnyei and Ottó (1998) proposed a framework for understanding the different stages of motivation. Here, the concept of motivated behaviors was first described and explained as part of the pre-actional phase. This phase constitutes the initiation of motivated behaviors, because only after goals are set and an intention is built, the action starts. Regarding L2 motivation, Gardner (1985, 2001) stated that motivated learning behaviors are composed of three different factors, which include the desire to learn the L2, motivational intensity (or effort), and attitudes toward learning the L2. This is when a discrepancy arises in the way motivated behaviors is conceptualized in the literature. This discrepancy provokes a lack of compatibility between two concepts that emerged, both attempting to refer to the same construct but differing in measurement, which are classroom behaviors and motivated

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behaviors. The main difference occurs because the former are measured through questionnaires, while the latter are measured with an observation scheme to reflect on those behaviors.

This disagreement has generated a conflict in results. Papi and Abdollahzadeh (2012) obtained as a result that teachers' motivational techniques were strongly related to how students behaved in the class, by which the researchers used an observation scheme to ensure the validity and reliability of the study. This result showed that having an Ideal L2 Self image was not necessarily related to their classroom behaviors, unless the conditions to develop that image of themselves were given, thereby enhancing motivated behaviors. Additionally, apart from Papi and Abdollahzadeh (2012), to our knowledge, the other study that has investigated the relationship between L2 proficiency motivation and actual behavioral patterns is Dörnyei and Kormos (2000). They proved that learners "who had a favourable disposition towards the course participated more actively than those who had unfavourable attitudes towards both the course and the task" (p.22). Presumably, only Dörnyei and Kormos (2000) and Papi and Abdollahzadeh (2012) have done studies that involved observing behaviors; conclusively, most studies were found to measure motivated behaviors through instruments that were insufficient in reflecting actual classroom behaviors.

2.5 Intended Effort

Throughout the history of motivation, different models have shown that future self-guides have the potential to influence effort and the persistence spent in mastering L2 competence (Kormos et al., 2011). In order to achieve this goal, learners are required to invest the necessary effort to develop a plan to translate their future goals into proximal goals that are within their reach. This is how Kormos et al. (2011) explained the strong link between the Ideal L2 Self and motivated behaviors, attributing it to the amount of effort the learners invest in learning the L2.

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In Dörnyei, Csizér, and Németh's (2006) research, motivated learning behaviors were operationalized as Effort and the intended choice of learning the given language. According to Papi (2010), Intended Effort is defined as the amount of effort learners intend to put into learning, and it can be perceived as a way of measuring motivated behaviors in individuals. The study conducted in the Iranian EFL context showed that the L2 Motivational Self System correlated positively with Intended Effort. This confirmed the findings of Csizér and Kormos (2009) which proved that the Ideal L2 Self and learning L2 experience were equally influenced by Intended Effort. Furthermore, Kormos et al. (2011) revealed in their results that university and adult learners scored high in the motivated learning behavior's scale, meaning they were willing to invest more effort in language learning, to persist longer in the process, and to find language learning more important for their lives.

Additionally, in order to account for the strong relationship between Intended Effort and the L2MSS, Lamb's (2012) study in the Sumatran context, suggested that the L2MSS framework is a strong predictor of Intended Learning Effort; however, this was measured only with questionnaires. Therefore, the correlation between L2MSS and Intended Effort supports the role the construct plays in predicting motivated behaviors. Also, Sato and Lara (2019) had Intended Effort as one of their constructs that may possibly influence the Ideal L2 Self and the Ought-to L2 Self. They had 45 Chilean participants, who took part of a visualization intervention and completed a pre and post questionnaires to measure its effects. The results suggested that "Intended Effort was not affected by the intervention" (p. 22). Both studies provided mixed results regarding the relationship between the L2MSS and Intended Effort, which leaves a gap for further research to confirm these results measuring actual classroom behaviors.

2.6 Motivational Strategies

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One manner of influencing individuals' Intended Effort is by the use of different strategies inside the classroom. Motivational strategies for L2 classrooms are located in the center of L2 motivational research and classroom practices. They can be defined, according to Dörnyei & Ushioda, 2010 and Guilloteaux & Dörnyei, 2008, as "instructional interventions consciously applied by L2 teachers to elicit, enhance, and sustain student motivated behavior, as well as protect it from competing (and thus potentially distracting) action tendencies" (as cited in Guilloteaux, 2013, p. 4). The concept of motivational strategies was created and proposed by Dörnyei (1998, 2001), who defined them as techniques that promote individuals' goal-related behaviors, which became one of the most used methods by educators. A decade after, Dörnyei and Ushioda (2011) defined them as instructional techniques deployed to consciously generate and enhance students' motivation, as well as to maintain ongoing motivated behaviors and protect them from distracting and/or competing action tendencies. Throughout time, the concept has had many definitions, and according to the ongoing changes in today's world, Lamb (2017) updated the definition to nowadays world. He stated that motivation is crucial in effective teaching, and a manner to influence on learners' motivation and consequently their classroom behaviors, is by the teachers' use of motivational strategies. Thus, affecting directly students' English learning outcomes by encouraging L2 learning.

Pioneering in the field, Dörnyei and Csizér (1998) firstly proposed the Ten Commandments to motivate learners. Those commandments were selected by 200 Hungarian teachers of English from different institutions who selected from a list of 51 strategies the ones that teachers considered the most frequent and important to be applied in a classroom. Later on, Dörnyei (2001) proposed 35 strategies which were classified into four categories regarding motivational teaching practices. According to Papi and Abdollahzadeh (2012), the first category refers to creating basic motivational conditions to create a cohesive learner group with an appropriate environment. The second category addresses

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how teachers can generate initial motivation by enhancing the students' language-related values and attitudes, which creates realistic learners' beliefs. The third category involves maintaining and protecting motivation by making learning enjoyable. Finally, the fourth category involves encouraging positive feedback and self-evaluation through promoting motivational attributions, offering rewards in a positive manner. These 35 strategies were categorized in order to provide a guide for teachers to promote motivation inside the L2 classrooms. Both frameworks served as a tool for teachers to help motivate their learners; however, the lack of empirical research ensuring the effectiveness of the 10 commandments and the 35 strategies made it not updated enough to fit into today's globalized world.

Moskovsky et al. (2013) conducted a quasi-experimental study to determine the effect of motivational strategies used by 14 Saudi EFL teachers on 296 learners' self-reported motivation. Participants were all male from different ages, with different levels of study and English proficiency. The treatment included 10 preselected motivational strategies applied during a period of 8 weeks, which was supported by a motivational questionnaire applied twice to the learners: one at the beginning, and one at the end of the study. Results provided compelling evidence that teachers' use of motivational strategies caused enhanced motivation in second language learners. Moreover, Papi and Abdollahzadeh (2012) conducted a study with 741 Iranian secondary male students, who completed a series of questionnaires, and whose behaviors during classes were observed. Results confirmed that the teachers' motivational practices using motivational strategies are significantly related to the students' motivated classroom behaviors. Throughout the investigation of motivational strategies and their effectiveness, Guilloteaux and Dörnyei (2008) proposed "that motivational strategies fall into two categories, (a) instructional interventions applied by the teacher to elicit and stimulate student motivation and (b) self-regulating strategies used purposefully by individual learners to manage the level of their own motivation" (p. 57). Moreover, they examined the

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link between the teachers' use of motivational strategies and the students' motivation. They based their study in questionnaires and in a large-scale observation involving 27 teachers and more than 1000 students in South Korea. Results showed that teachers used motivational strategies in the classroom, and when they did, students displayed more motivated behaviors in lesson. This study resulted in seeing a strong correlation between the teachers' use of motivational strategies and the students' motivated behaviors in the classrooms.

Although Dörnyei's strategies have been the main focus of motivational strategies research, it cannot be said they are adequate to the reconceptualizations done to motivation over the years, as none of them consider the L2MSS. Papi and Abdollahzadeh (2012) concluded that future self-guides need to follow suitable behavioral strategies, which need to be perceived as available and accessible, in order to trigger a motivated behavior, and therefore a goal achievement.

Additionally, Dörnyei's motivational strategies have been created on the basis of teachers' perceptions measured by questionnaires. Bernaus and Gardner (2008) found that both students' and teachers' perceptions differ, since students' views are related to their attitudes and motivation, and teachers' views are not. In the same study, they concluded that the strategies would influence students' attitudes and motivation effectively if teachers perceive the strategies in the same way as students do. Dörnyei and Csizér's (1998) ten commandments were broadly used throughout the world, and regardless of their frequent implementation on many studies and inside the L2 classroom, the strategies were created based on teachers' perspectives and not considering students' reaction towards the strategies.

2.7 Visualization

In relation to the L2MSS, a way of increasing learners' motivation is through mental pictures of themselves in the future, which is the learners' vision.

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Indeed, in Dörnyei and Chan's (2013) study, visualization is addressed as an important factor that influences students' motivation. The study was conducted with 172 students in Hong Kong using a self-reported questionnaire and focusing on motivation, learning styles, imagery capacity, and intended effort. The results showed that students are more likely to be motivated when they imagine their future desires regarding the L2 learning. Dörnyei and Chan (2013) found that visualization is a notable component in learners' imagined future L2 self-identities.

Stopa (2009) defined the learner's vision as "a mental representation that occurs without the need for external sensory input" (p. 1). In other words, vision is a series of images created in people's minds without sensing an external experience. In relation to the L2MSS, when a learner visualizes, it is crucial to have a vivid Ideal L2 Self image because it will allow a positive motivated behavior and possibly a positive L2 learning outcome. This is called 'vividness of imagery' and it refers to an enhanced vision of the self which directly affects the Ideal L2 Self, contributing to the realization of future self-guides.

Several studies have proven the use of imagery to be effective in different areas such as psychology, sports, among others. In terms of the effectiveness of visualization, EFL teaching has not been exempted. There have been authors who have used and proposed visualization as a novel motivational strategy for learners in the classroom to increase their motivation regarding their L2. Those studies have shown that most students found visualization on their Ideal Self motivating; therefore, they invested more effort in the language learning. Magid and Chan (2012) proposed visualization as a new motivational strategy and verified its effectiveness to increase motivation in the L2 classroom. Two intervention programs conducted for Chinese students learning English, in Hong Kong and England, used imagery to enhance students' abilities to visualize their future selves. In both programmes, students were trained and succeeded to strengthen their L2 Self vision by making their goals clear and specific. Later,

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Munezane (2015) applied a visualization treatment to two groups in the Japanese context, where 373 EFL learners visualized themselves as specialists in the field, proving that visualization enhanced their motivation and their willingness to communicate in the L2. When visualization was combined with goal setting activities, the effect on the increased English oral production of the students was significant for the visualization group. Additionally, Sampson (2012) conducted a study in a single-sex university in Japan. Through a three cycling action research process and a 10-week intervention, the study concluded that enhancing students' self-images might help to increase students' motivation. Finally, Sato and Lara (2019) conducted a study in Chile with university students from the Business Management major program, in which vision intervention on the L2MSS as a teaching strategy in the classroom was examined. It was proven that by visualization training and helping students to develop and sustain their vision, L2 students' vision of their Ideal L2 Self raises; therefore, their motivation and motivated behaviors raise as well.

Research suggests that people's visualizations of themselves in the future are crucial when energizing their behaviors while learning a second language. However, it has been proven that the ability and success while visualizing a future self depends on the imagery capacity of the individuals and their preferences. Dörnyei and Kubanyiova (2014) emphasized on having a vivid image while visualizing, by stating that the "key assertion is that 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" (as cited in Dörnyei & Chan, 2013, p. 440). Adding to the literature, Kim and Kim (2011) proved in their study with 495 Korean high school learners that visual and auditory learners are more likely to visualize the Ideal L2 Self. They analyzed learning styles preferences, Ideal L2 Self, L2 motivated behaviors, and English proficiency through questionnaires examining the effect of the former over the other three variables. Data showed that the influence of the learners' visual

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capacity and of the Ideal L2 Self on motivated behaviors showed that high levels of L2 motivated behaviors were influenced by the student's inclination for the visual style, which contributes in having a vivid Ideal L2 Self image. Hence, the study suggested that visual and auditory learning styles alongside with imagery capacity are crucial components to build a vivid Ideal L2 Self image (Kim & Kim, 2011). Al-Shehri (2009) also identified the connection between imagery skills and motivation, stating that there are "positive associations between students' visual styles, imagination, ideal L2 selves, and motivated L2 behavior", concluding that these factors are significantly connected to visual style (as cited in Dörnyei & Chan, 2013, p. 441).

As shown above, visualization has a strong influence on the Ideal L2 Self and on the motivated behaviors especially when having a visual learning style. Various studies about the use of visualization have been done in different contexts, however, to our knowledge, only one was conducted in Chile, which was Sato and Lara (2019), whose results suggested some limitations such as the lack of investigation and observation in actual behaviors.

2.8 The Current Study

As shown above, it can be said that students' motivation while learning English as a second language can be anticipated and defined by the three main components of Dörnyei's framework (L2MSS). Especially by possible selves, including Ideal Selves and Ought Selves, which are known as academic future self-guides since they can regulate the students' behaviors. After reviewing the literature, we concluded that among many motivators, International Posture results one of the strongest components that can influence students' classroom behaviors, especially for university students. Therefore, one way we wanted to incorporate International Posture as a goal for students was through visualization as a novel teaching motivational strategy. The main purpose of our study is to make our participants' vision of their Ideal L2 Self stronger in order to motivate them to learn and produce English using International Posture as the

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main motivator.

Several studies have reported that by enhancing students' vision of their Ideal L2 Self, their motivation increases while learning the second language. However, to our knowledge, only one study on visualization was conducted in Chile, leaving a gap on the research of actual classroom motivated behaviors. Given the importance of the L2MSS and the link it has with motivated learning behaviors, there are different contextual variables that may influence the way the framework works, which triggers a need to explore them in the Chilean context.

Based on the literature discussed in this chapter, the following research questions were explored in the current study:

1. Does visualization as a motivational strategy influence students' motivation?
2. Does visualization as a motivational strategy influence students' classroom behaviors?
3. How are students' motivation and classroom behaviors related?

3. Methodology

3.1 Overall Design

The current study used a mixed methods approach, which, according to Burke Johnson, Onwuegbuzie, and Turner (2007), is the type of research that combines elements of qualitative and quantitative research approaches. Its purpose is to obtain a broad and deep understanding and corroboration of what is to be researched, in this case, the impact of vision intervention on the possible changes of the students' levels of motivation and their classroom behaviors.

Additionally, a quasi-experimental design was employed, which is characterized for using nonrandomized ways that permit researchers to assign conditions based on presumed need or merit (Shadish & Galindo, 2010). Following the description of this design, we selected two corresponding university-level classes, where over the course of six weeks, the intervention sessions were incorporated into the existing syllabus and performed by the researchers over regular class hours. One class served as the experimental group, receiving the treatment using a novel visualization technique for motivational purposes, while the other class served as the control group, not receiving the treatment with the purpose of providing a benchmark to measure the effectiveness of the intervention. To examine the impact of visualization on students' motivation, a motivational questionnaire was distributed before and after the intervention, while the use of turns and number of words were used as the unit of analysis to measure its effect on students' classroom behaviors. Finally, selected learners from the experimental group participated in interviews at the time of post-questionnaire to analyze their perceptions about their self-reported answers as well as about the intervention.

3.2 Context and Participants

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The study was conducted in the English-as-a-foreign-language (EFL) context in Chile. The context is characterized by low levels of proficiency caused by different factors, one of which being the lack of educational policies reflected in most schools throughout Chile. According to Barahona (2016), just in 1996, English language became a compulsory subject from fifth to twelfth grade, which has not changed until now. Moreover, only in 2012, the curricular framework did increase instruction time for three periods per week in the elementary curriculum. These policies have led to poor results on students levels of proficiency in English. According to Barahona (2016), 2014 results of a standardized test (SIMCE Inglés)—based on the TOEIC Bridge (Test of English for International Communication)—demonstrated that more than 50% of Chilean students failed to meet the minimum mandated standards of language proficiency. Another important factor is the under qualification of English teachers. According to Rojas, Zapata, and Herrada's (2013) report on the Chilean EFL teaching context, more than 90% of the teachers presented a lack of an adequate use of English, or misunderstood grammatical structures, mispronounced words, misused vocabulary, or were not sufficiently fluent to effectively teach. However, the low impact of the issues mentioned above seems to have affected mainly the public sector. According to Rodríguez Garcés (2015), there have been relatively better achievement levels in private schools. This was proven by 2012 SIMCE results, where 83.3% of the highest socio-economic group of students obtained the highest level (B1 in the Common European Framework of References, 2001), while only 0.8% of the lower socio-economic group of students were able to reach the same level (Agencia de la Calidad de la Educación, 2013). All these factors call for the need for a way to improve the practice of EFL teaching in Chile; thus, our interest in finding a suitable technique to motivate learners.

The current study was applied to a Business Management program in a private university in Chile as it was suspected that business major students' motivation may be specific to the increasing demands of English proficiency in

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today's business world. Additionally, Kormos et al. (2011) found that in the case of Chilean university students, there was a strong relationship between the Ideal L2 Self and motivated behaviors, which suggests an efficient process of goal- and self-realization specific to this age group. In addition, they observed that the Ideal L2 Self of this generation was strongly related to International Posture.

The selected participants were from two same level EFL classes ($N = 50$). The experimental group, consisted of 26 students (25 males and 1 female), while the control group, consisted of 24 students (21 males and 3 females) in their 20s ($M = 22.93$; $SD = 1.86$). Both groups were part of different sections of the same blended course, thus, having the same syllabus, but being taught by different teachers. The blended course consisted of a once-a-week in-class lesson and of an online textbook platform, where students were required to study one unit of the textbook each week, and then complete the complementary exercises on the online platform. Therefore, group-centered activities are not frequently promoted due to (a) the type of activities included in the online platform and (b) the short time spent in in-class lessons. Classes were held once a week for 2.5 hours, in which teachers promoted students' productive skills of what was studied independently on the online platform throughout the week. Classes were performed entirely in English. Moreover, English classes for Business Management students are mandatory and assigned; depending on their level of English, students were ranked and placed in levels from one, being the basic course, to four, referring to the advanced course. The current study was conducted in Level IV classes which are designed to help students achieve B1 level of the CEFR (the Common European Framework of References, 2001). All learners shared Spanish as their first language, and 10 out of 48 students studied English abroad for one semester or more.

3.3 Procedures

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Data collection took place from August 2018 to October 2018. After specifying the sampling of our study, we used our contacts to find participants. We approached the chosen university authorities via email, providing the necessary information regarding the purpose of the study. After receiving the respective permissions to move forward, we contacted the teachers of the selected classes individually, asking for their cooperation. One of the researchers personally met with both teachers presenting printed copies of the questionnaires and activities to inform them of the procedures. During the first intervention, four researchers approached the selected sections, two of them for control group and the other two for experimental group, to inform the purpose of the study and its details to the participants; subsequently, the participants signed the consent form along and completed the background and pre-questionnaire. The completed questionnaires were presented back to the research team and the data was keyed using Microsoft Excel. On the second session, students completed the pre-activities, the first one being teacher-centered, while the second one was group-centered. In the next four interventions that followed, the participants from the experimental group received the treatment, which consisted of four 30-minute sessions during the participants' regular English class periods. Each session included one visualization activity with introduction, development, and conclusion stages, which were based on an adaptation of Dörnyei and Kubanyiova's (2014) components of visualization. Whereas the control group received four 30-minute session interventions that did not include the visual component. During the last session, the post-questionnaire and the post-activities were administered. After the whole treatment, some focal students came to a meeting room in the university building to participate in the interview sessions. Six students participated in the interviews, and they were selected specifically based on their Ideal L2 Self's scores in the post-questionnaire. The interview questions were created by the researchers based on the questionnaire constructs.

3.4 Data Collection

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The current study utilized two quantitative and one qualitative instrument to provide sufficient data to yield answers to our research questions. Instruments included, pre and post L2 motivational questionnaires to compare students' self-reported motivational levels, pre and post activities to measure changes on students' classroom behaviors, and semi-structured interviews to have a further understanding on the effects of the intervention. A description of each instrument is presented here.

3.4.1 L2 motivation questionnaire. An L2 motivational questionnaire was administered to the participants twice during the intervention. The first one, prior to the intervention, and the second one, at the end of the six-week intervention program in order to compare the possible differences in results after the intervention. This instrument was created to provide the necessary information to answer our research questions based on seven different variables. It consisted of 35 items with a 5-point Likert scale (1 = strongly disagree; 5 = strongly agree) with randomized items for each of the seven constructs. The motivation domain included the constructs of Ideal L2 Self and Ought-to L2 Self, adapted from You, Dörnyei and Csisér (2016), Intended Learning Effort, adapted from Moskovsky, Assulaimani, Racheva, and Harkins (2016), International Posture, adapted from Yashima et al. (2004), and Cultural Integration, and Instrumental Orientation, both adapted from Chen et al. (2005). In regards to the variables of Cultural Integration, and Instrumental Orientation, both adapted from Chen et al. (2005), they were included for specific purposes. The former aims to identify the importance of the target language use in order to be able to be integrated in social groups that use the language in order to feel identified as a member of an international English-speaking community, while the latter focuses on the advantage of speaking English with the purpose of getting monetary benefits. The components of L2MSS were assessed by Ideal L2 Self and Ought-to L2 Self, while the other two motivational constructs (International Posture and Intended Effort) were operationalized under the L2 Motivational Self System paradigm. Both of Chen et al.'s (2005) constructs were

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included for specific purposes. Cultural Integration aimed to identify the importance of having English skills in order to gain social integration in groups that use the target language, while Instrumental Orientation focused on the advantage of speaking English with the purpose of getting monetary benefits. The last construct from the questionnaire measured students' visual capacity under the concept of Vividness of Imagery. This construct was used to measure students' ability to envision, which may influence the impact of the intervention. The administered questionnaire was translated into Spanish and peer-reviewed by 18 Chilean professionals in order to increase its validity. Together with the L2 motivational questionnaire, a background questionnaire with variables concerning the participants' age, educational background, language experiences, etc. was applied to have the students' information regarding their past experiences with the L2.

3.4.2 Classroom behaviors. To measure actual classroom (de)motivated behaviors, students from both experimental and control group were audio-recorded during pre- and post-activities. The data used to measure students' behaviors in the class was collected following Dörnyei and Kormos' (2000) use of turns and number of words as the unit of analysis. As stated by Dörnyei and Kormos (2000), the number of turns used by a speaker can be seen as an indicator of the level of the student's involvement because this depends directly on the quality of the joint interaction rather than the number of words does. For instance, participants can be uncommitted even when offering lengthy monologues because the analysis will result in a high number of words but a low number of interaction from his/her part. Therefore, the number of turns is an indicator of the interlocutor's active contribution. In the study, it was assumed that during the intervention participants would require a great amount of turn-taking as all the activities were group based and created based on topics related to their program. Thus, no engagement from participants' part in the activities can be interpreted as having unmotivated classroom behaviors. The purpose for using classroom observation is to measure classroom motivated

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behaviors through actual observation because according to Richards and Morse (2007), researchers may only be able to gain an understanding of behaviors by observing participants, because they may not be aware of their own behaviors.

3.4.3 Interviews. After the post-motivational questionnaire, focal students from the experimental group were selected to participate in interview sessions. The purpose was to obtain (a) the qualitative understanding of their L2 motivation and (b) their perceptions of the intervention. According to Yashima and Zenuk-Nishide (2008), including observation and interviews to data collection methods would help researchers gain a holistic understanding of learner development in the learning process. This is why, students were asked about the reasons behind their changes in their motivated behaviors noticed during the classroom interventions, as well as about their feelings, emotions, and thoughts. Moreover, an interview was chosen because it offers the opportunity to corroborate the previously collected data.

3.4.4 Visualization Intervention (VI). The intervention in the current study was adapted from Dörnyei and Kubanyiova's (2014) visualization framework. This structure proposes a path in which learners should be guided to reach their desired Ideal L2 Self through vision. The framework consists of five different steps: creating the language learner's vision, strengthening the vision through imagery enhancement, substantiating the vision by making it plausible, transforming the vision into action, and counterbalancing the vision by considering failure. The reason behind the use of visualization as the main technique for the treatment was the one You et al. (2016) concluded in their study, which mentions that imagery capacity makes a significant contribution to the motivational disposition of L2 learners. Additionally, studies such as Chan, 2014; Magid, 2014; and Sampson, 2012 investigated the effects of imagery intervention and all of them stated that when learners' vision is boosted, it results in higher levels of motivation in different L2 contexts.

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The intervention of the current study focused all the activities in the interaction of students through group work. All the tasks were related to the learners' program, and their real life context. However, as proper to a quasi-experimental design, tasks were different in experimental and control groups.

3.4.4.1 VI Task 1: *creating a vision.* The experimental group watched a video about a young entrepreneur and his company, while students had to take notes of it. Then, students created their own entrepreneurship, which would be successful in Chile and in the United States. Additionally, learners developed a series of steps they would like to follow with their entrepreneurships including specific English skills to succeed. Finally, students recorded themselves with their cellphones as if they were selling the product/service to their classmates.

Similarly, the control group watched and discussed the same video. However, they created an entrepreneurship focusing only in being successful in Chile. Hence, the activity did not include components such as international success or English skills. The students presented their businesses to the class as if they were selling their product/service as well.

3.4.4.2 VI Task 2: *strengthening the vision.* In this stage, students read a text about a partnership between two well-known companies. They discussed in groups about the relevance of developing English skills for people in the business world. Afterwards, students were given a situation about expanding their business by establishing a partnership with an American company. Finally, they developed ideas as to how to sell their product/service to the American company listing strengths of their company.

The control group worked on a similar activity where each group discussed how to sell their product/service to a bigger Chilean company. This group created a speech in which they sold their business/service to a Chilean Company and recorded it.

3.4.4.3 VI task 3: *substantiating the vision, developing action plans, and counterbalancing the vision.* For substantiating the vision, participants in the experimental group divided their original groups into two, and perform a role-play where they had an interview with owners of an American company. One part of the group acted as the owners and the other as the interviewees. Students had to sell their product or service to the American company by mentioning the characteristics of their service or product and why the company should buy it. Then, for the developing action plans stage, students completed a task in which they pretended to launch a new product or service, and created a Gantt chart to organize the timing and steps to complete in order to achieve their goals. They listened to the recordings they did in the first class to help themselves. Also, they needed to take into consideration the English skills they had to develop along with the timeline. Afterwards, for the counterbalancing the vision stage, the group read a text about a successful business that failed in other countries due to cultural barriers. They discussed the text in their groups and thought about why the language and cultural barriers that appeared in the text would be an obstacle for their business. Then, in groups they listed possible barriers that their companies may experience while expanding abroad. They had to give special focus as to how the lack of English skills may create extra barriers. Finally, they discussed how to proactively solve the problems that they may encounter while expanding abroad.

Students from the control group divided their original groups into two and did a role-play where they had to sell their service or product by saying its characteristics and why they should buy it. One part of the group acted as the company, while the other as the interviewees. Later, in order to develop action plans, students completed a task in which they pretended that they were launching a new product or service, and created a Gantt chart to organize the timing and steps to complete to achieve their goals. They were able to listen to the recordings they did in the first class to help themselves.

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For counterbalancing the vision, the control group had to discuss two terms, which were 'uncertainty' and 'government policy and regulation'. Afterwards, they had to think about possible barriers that may be an obstacle for their businesses to succeed, relating it to the previous terms they discussed. Finally, they had to think how to solve those problems.

3.5 Data Analysis

3.5.1 Questionnaires. The seven constructs used in the questionnaires—Ideal L2 Self, Ought-to L2 Self, Intended Effort, International Posture, Instrumental Orientation, Cultural Integration and Vividness of Imagery—were analyzed to provide an answer to the first research question, which asked if visualization as a motivational strategy influences students' motivation. In order to examine differential effects of the intervention on learners' motivation, we made three types of comparisons: one comparing pre-and post questionnaires of the control group; another one comparing pre-and post questionnaires of the experimental group, and one comparing experimental and control group at the time of post-questionnaire. For that, all the data was computer-coded and all the different variables from the questionnaires were analyzed calculating the means and SDs.

3.5.2 Classroom behaviors. To answer the second and third research questions, which asked respectively if visualization as a motivational strategy has an influence on students' classroom behaviors, and if students' motivation and classroom behaviors are related, an analysis of all the audio-recorded material was performed following Dörnyei and Kormos (2000). First, data from pre and post activities was transcribed and revised by all the researchers and then examined using as measurement the number of words and number of turns produced by the participants. To see if there was a change on behaviors, the total means of words and turns produced in the L1, L2 and in both languages together (mixed-turns) were compared at the time of post-activity. The

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preference of using the L2 over the L1 translated into participants having invest more effort and persistence during the activities. These measures, according to Dörnyei and Kormos (2000), indicate the level of student involvement in the class, and if there is some level of engagement, it exhibits its content and its quality. Additional to this, we compared data obtained in teacher- and group-centered activities at the time of post-test in order to measure the effect that the type of activity may have on students' production and therefore, in their behaviors.

3.5.3 Interviews. Interview data analysis was done qualitatively in order to understand the impact of the visualization technique on students' levels of motivation and changes on classroom behaviors at the end of the intervention. As usual in semi-structured interviews' analysis, recurring emerging codes were identified and then explored to triangulate the results from the questionnaire as well as from the results of classroom behaviors. Consequently, by analyzing interview data, the third research question, which asked if students' motivation and classroom behaviors are related, was answered more extensively.

4. Results

In this chapter, the results obtained in the data collection process will be exhibited and analyzed in tables and graphs in order to show the effects of the intervention. The results were organized with the intention of making a comparison between questionnaire data (RQs 1 and 3) and behavioral data (RQs 2 and 3). For the analysis of the results, three types of instruments were used in order to validate our data: pre and post questionnaires (L2 motivation), pre and post activities (language production), and interviews (perceptions). For reliability purposes and in order to compare the data, two measures were taken regarding participant attrition. In the case of questionnaire data, participants who did not take both questionnaires were excluded from the scores, resulting in 19 students for the experimental group and 21 students for the control group. Regarding behavioral data, students who did not attend both classes were also excluded from the sample, having a total of 15 students in the experimental and 16 in the control group.

4.1 Pre-Post Questionnaire

4.1.1 L2MSS. The tables below display the variables used to measure the participants' L2 motivation. These 4 variables were operationalized using the L2 Motivational Self System (L2MSS) paradigm (Dörnyei, 2005, 2009) and the constructs related to it, such as Intended Effort and International Posture. Both tables and graphs reflect a comparison among the scores obtained from the two groups.

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Table 1

Total scores of questionnaire data before the intervention

Pre Questionnaire								
	Ideal L2 self		Ought-to L2 self		Intended effort		International posture	
	M	SD	M	SD	M	SD	M	SD
Total	4.31	0.03	2.66	0.28	3.75	0.01	3.09	0.08

Table 1 displays the total means and standard deviations of the results obtained in the pre-questionnaire for both groups. With respect to the L2 motivational variables, the analysis of pre-test data showed that in the case of the Ideal L2 Self ($M = 4.31$) students displayed considerably high characteristics in contrast to the Ought-to L2 Self ($M = 2.66$). Regarding the construct of Intended Effort, the learners' scores ($M = 3.75$) showed that their self-reported efforts and persistence in learning English are considerably high across the whole sample. In the case of International Posture ($M = 3.09$), students provided results that confirmed the importance that they give to knowing English.

4.1.1.1 Impact of the intervention. In order to examine the effect of the visualization intervention among Chilean EFL learners' L2 motivational levels, we created two data collection points. One for contrasting questionnaire data at the times of pre/post-intervention and another one for contrasting questionnaire data of the two groups, which were divided into the experimental and control group.

Table 2

Questionnaire results before and after the intervention

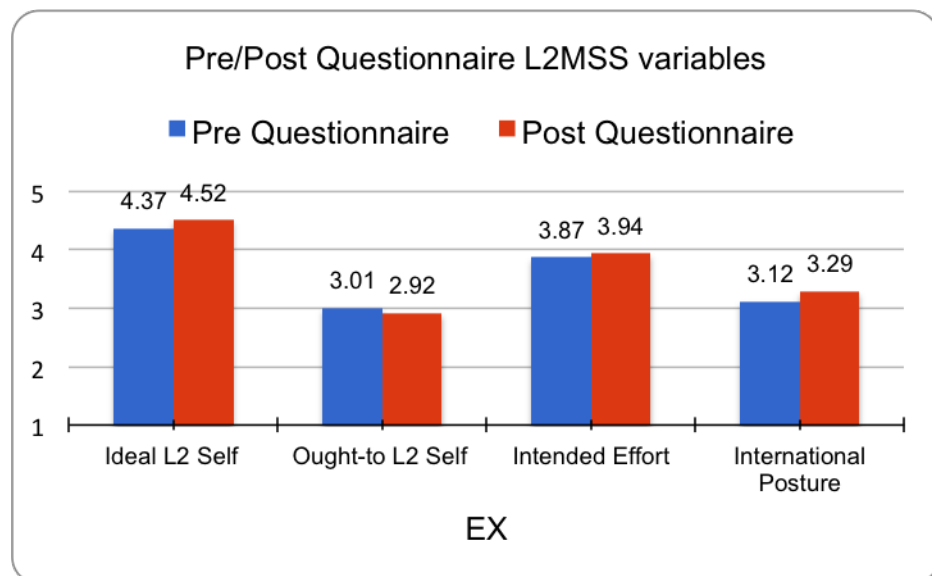
	Pre Questionnaire		Post Questionnaire	
	Experimental	Control	Experimental	Control
Ideal L2 Self	4.37	4.24	4.52	4.12
Ought-to L2 Self	3.01	2.3	2.92	2.5
Intended effort	3.87	3.63	3.94	3.71
International Posture	3.12	3.06	3.29	3.29

Table 2 exhibits the comparison between pre and post questionnaire with

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their respective means (M) and standard deviations (SD). As expected, the Ideal L2 Self ($M = 4.52$) increased in the experimental group after the visualization intervention, confirming the relationship between the construct and vision. On the contrary, in the control group, the same construct decreased given the lack of vision in their intervention. On the one hand, the Ought-to L2 Self levels of the experimental group ($M = 2.92$) showed a decrease after the intervention compared to the results of pre-questionnaire. On the other hand, the results showed that the control group, as expected, increased their Ought-to L2 Self levels, showing the importance given to their peers' opinions.

In sum, the results suggest that the vision intervention positively affected the learners' Ideal L2 Self. As for the Ought-to L2 Self, the vision intervention made the learners' Ought-to L2 Self to decrease. Additionally, Intended Effort showed no significant changes, which means that it was not affected by the intervention in the self-reported data. Finally, International Posture scores in the post questionnaire show a significant change in both groups, positively affecting experimental students' Ideal L2 Self. Figure 1 exhibits the effect of the vision intervention on the L2MSS and the two other constructs related to it.



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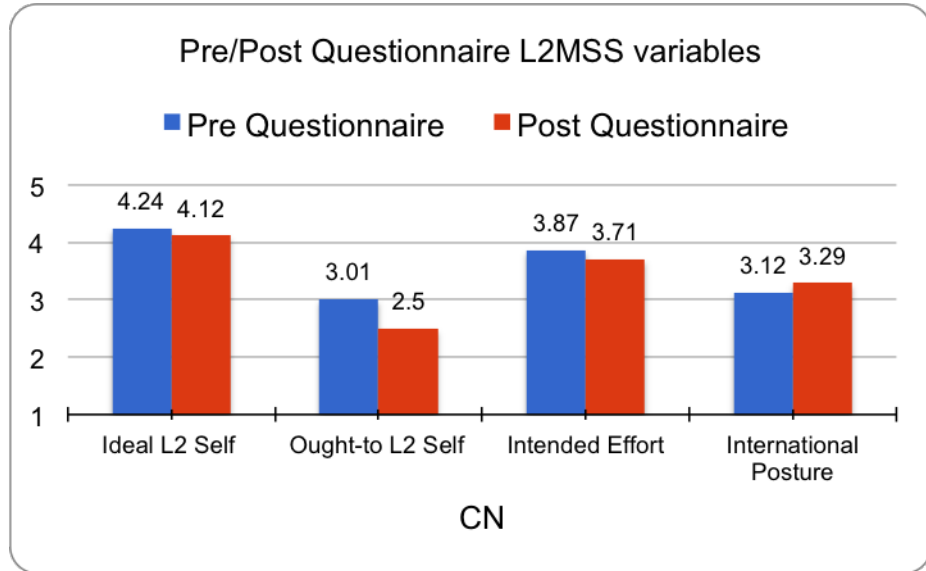


Figure 1. Effects of vision intervention on L2MSS

4.1.2 Instrumental Orientation and Cultural Integration. Table 3 shows the students’ goals characterized as instrumental to achieve their future Ideal L2 Self, and the importance (benefit) students give to having certain English skills; these were operationalized under the variables of Instrumental Orientation and Cultural integration by Chen et al. (2005).

Table 3

Questionnaire results for Instrumental Orientation and Cultural Integration

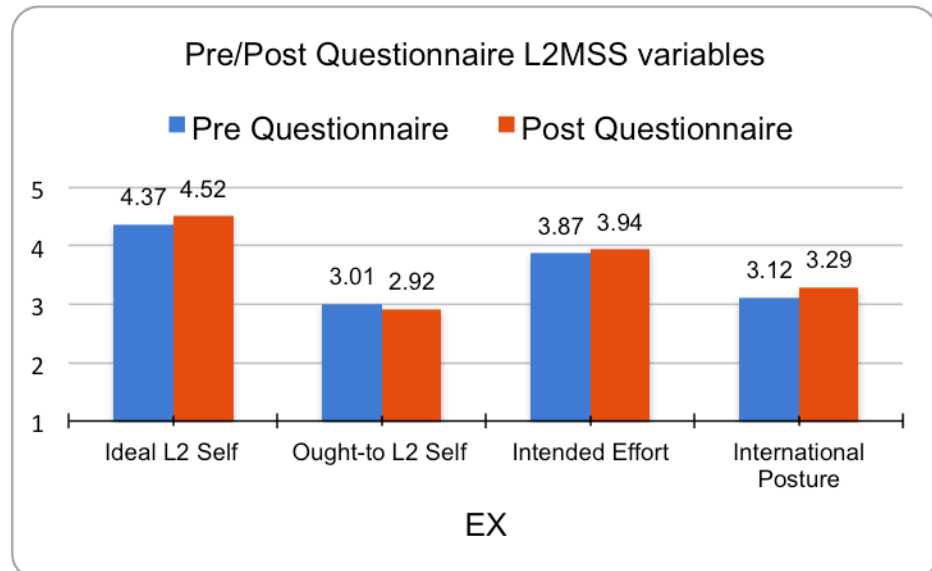
	Pre Questionnaire		Post Questionnaire	
	Experimental	Control	Experimental	Control
Instrumental Orientation	3.78	3.65	3.73	3.62
Cultural Integration	3.72	3.69	3.74	3.64

Results showed that for the questionnaire administered prior to the intervention, Instrumental Orientation ($M = 3.78$) exhibited a high score in relation to the 1-5 Likert-scale, which explains the importance that students give to the monetary benefits that using English skills can bring to them. Moreover, Cultural Integration results ($M = 3.64$) showed that students find very important how English can help them to be integrated in those social groups that use the

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target language. For both constructs, there was no notable change in the results after the intervention.

In sum, self-reported data confirms that students' still believe and consider important the monetary benefits they can get from their English skills. Additionally, data revealed that students find the social benefits that English can give them crucial when being integrated into social groups that use the target language. Even though, the variables did not change significantly due to the intervention, they were high prior and after the intervention. Figure 2 depicts the effects of vision intervention on Instrumental and Cultural Integration.



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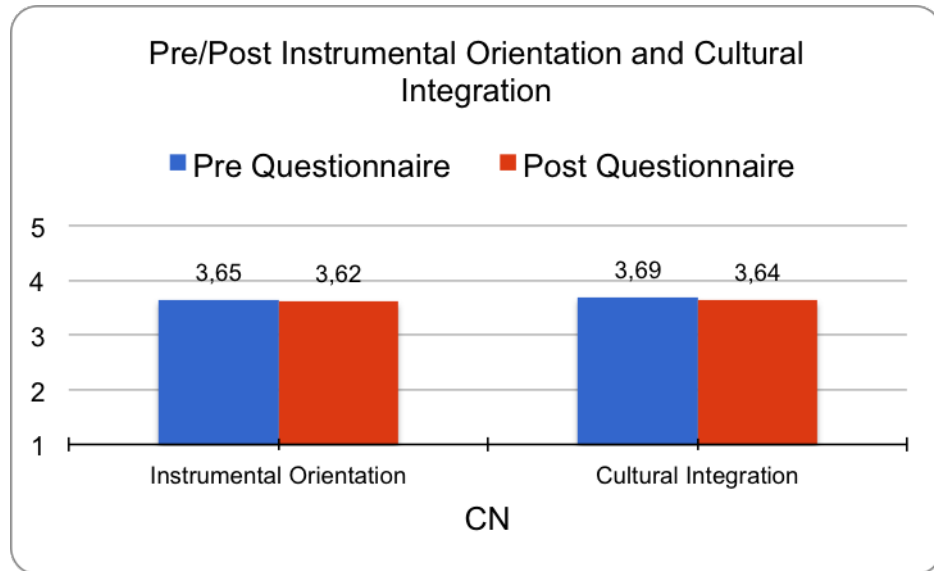


Figure 2. Effects of vision intervention on Instrumental Orientation and Cultural Integration

4.1.3 Vividness of imagery. Table 4 shows the students' ability to visualize themselves as successful L2 users, which is operationalized as Vividness of imagery adapted from You et al. (2016). This variable was expected to impact on the Ideal L2 Self.

Table 4

Questionnaire results for Vividness of imagery

	Pre Questionnaire		Post Questionnaire	
	Experimental	Control	Experimental	Control
Vividness of Imagery	3.74	3.44	3.83	3.37

Results showed that the high levels of Vividness of Imagery ($M = 3.74$) before and after the intervention ($M = 3.83$) remain stable throughout the intervention. This resulted in the experimental group having high levels of Ideal L2 Self before and even higher after the intervention. For the control group, the construct did not have a significant change due to the lack of vision in their communicative activities. For both groups, the construct remained stable before and after the intervention.

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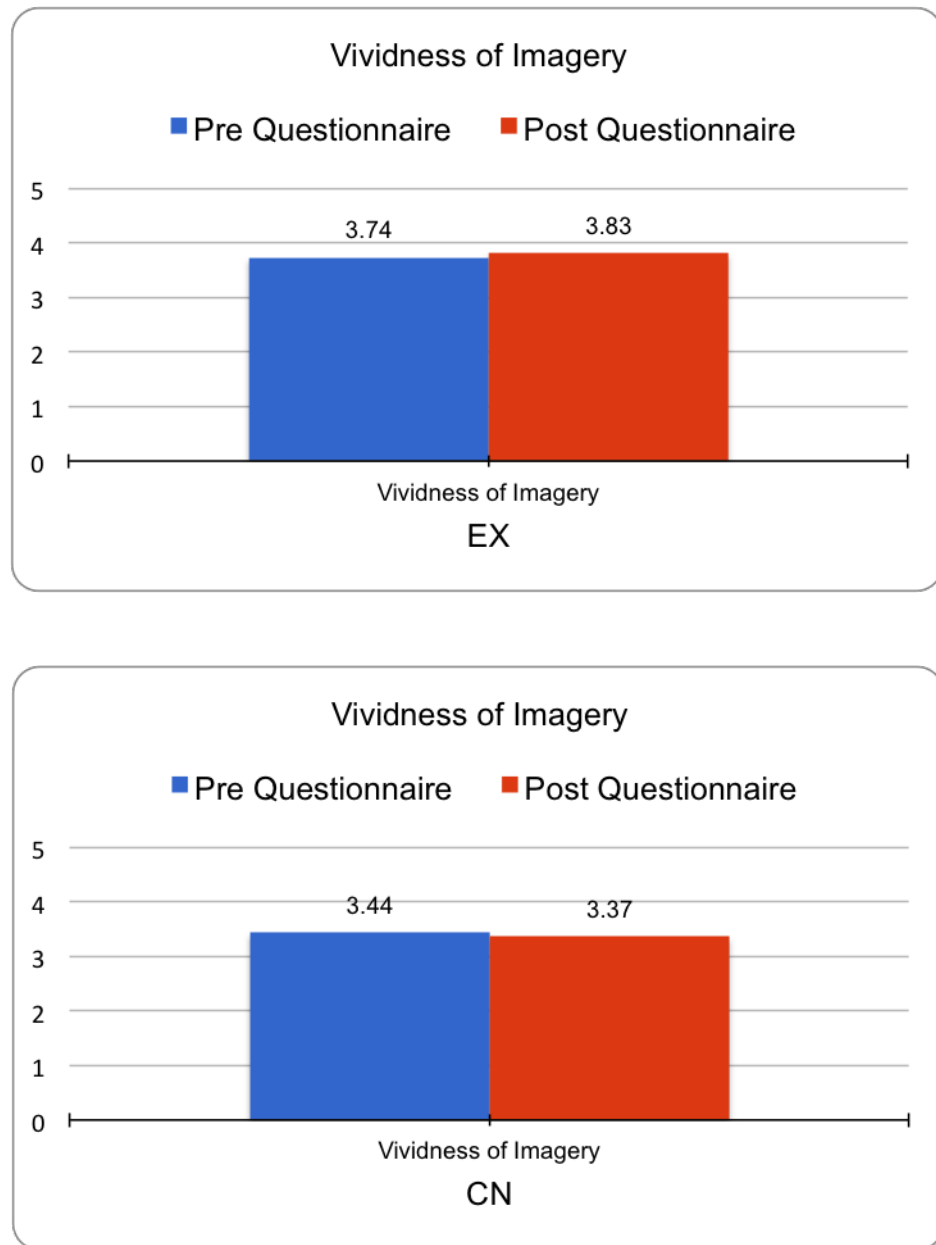


Figure 3. Effects of Vision Intervention on Vividness of Imagery

To conclude, even though scores provided by both pre questionnaire and post questionnaires showed no significant changes, the variable Vividness of Imagery was significantly high.

4.2 Pre-Post Activity

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To measure the effect of the visualization intervention on students' classroom motivated behaviors, we formed two contrasting groups by dividing the whole sample into the experimental and control group. For this, two data collection points were established. One for contrasting pre/post-activity data at the times of pre/post-intervention and another one for contrasting two types of communicative activities, which were teacher-centered and group-centered.

4.2.1 Teacher-centered activity. Table 5 shows the number of words and turns produced in the teacher-centered activity by both the experimental and control group, with the objective of measuring students' classroom behaviors. This activity was expected to engage students with interesting topics, which were shown through different images and graphs depicting statistics and trends about economy and entrepreneurships in Chile. As it was expected, the experimental students produced the L2 more in the post activity than in the pre activity.

Table 5

Number of words and turns in teacher-centered activity

Teacher-centered												
	Experimental						Control					
	Pre activity (n = 15)			Post activity (n = 15)			Pre activity (n = 16)			Post activity (n = 16)		
	Q	Mean	SD	Q	Mean	SD	Q	Mean	SD	Q	Mean	SD
English Turns	20	1.33	2.16	45	3	3.34	15	0.94	1.84	19	1.19	1.64
Spanish Turns	0	0	0	1	0.07	0.26	1	0.06	0.25	4	0.25	1
Mixed Turns	5	0.33	1.05	5	0.33	0.62	4	0.25	0.68	2	0.13	0.34
Words English	462	30.8	55.09	991	66.07	79.66	576	36	88.67	276	17.25	24.9
Words Spanish	4	0.27	1.03	24	1.6	3.2	15	0.94	2.57	89	5.56	12.32

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Results showed that for both groups the intervention affected positively in the teacher-centered activity, having an increase in words and turns in English. In the case of the data related to number of turns in English, the experimental group had a significant increment at the time of the post intervention (from $M = 1.33$ to $M = 3$). When contrasting it with the control group, their turns in English increased as well after the intervention (from $M = 0.94$ to $M = 1.19$); however it was not as significant as for the experimental group (see *Figure 4*). When analyzing turns in Spanish, it is possible to see that the students from experimental group had no turns in the L1. After the intervention, the same group took one turn in Spanish. As for the control group, Spanish turns started to be insignificant for the pre activity ($M = 0.06$), and it highly rose at the time of the post activity ($M = 0.25$) (see *Figure 5*). A third category was the number of mixed turns (Spanish and English). In the experimental group, the number remained stable ($M = 0.33$), but in the control group the number of mixed turns decreased (from $M = 0.25$ to $M = 0.13$) (see *Figure 6*).

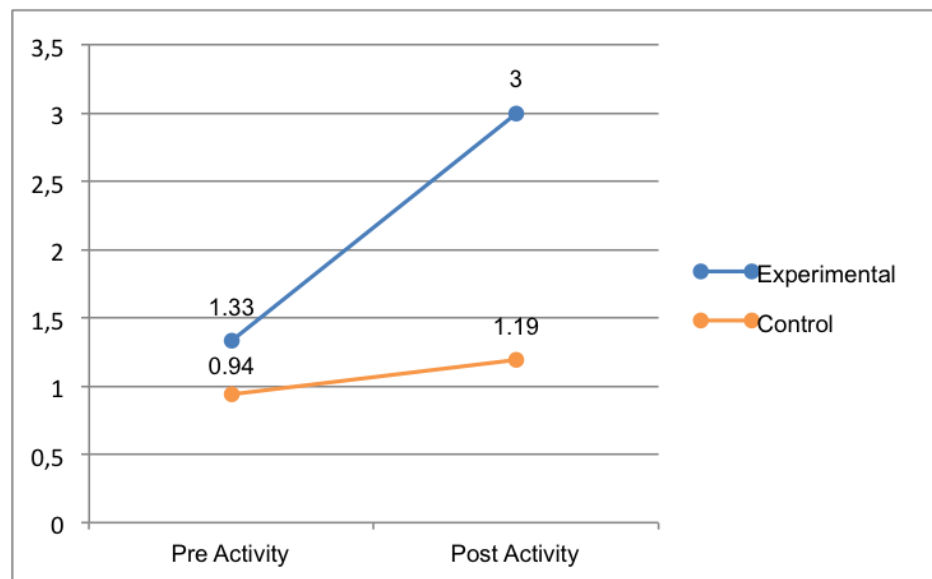


Figure 4. Turns in English in teacher-centered activities

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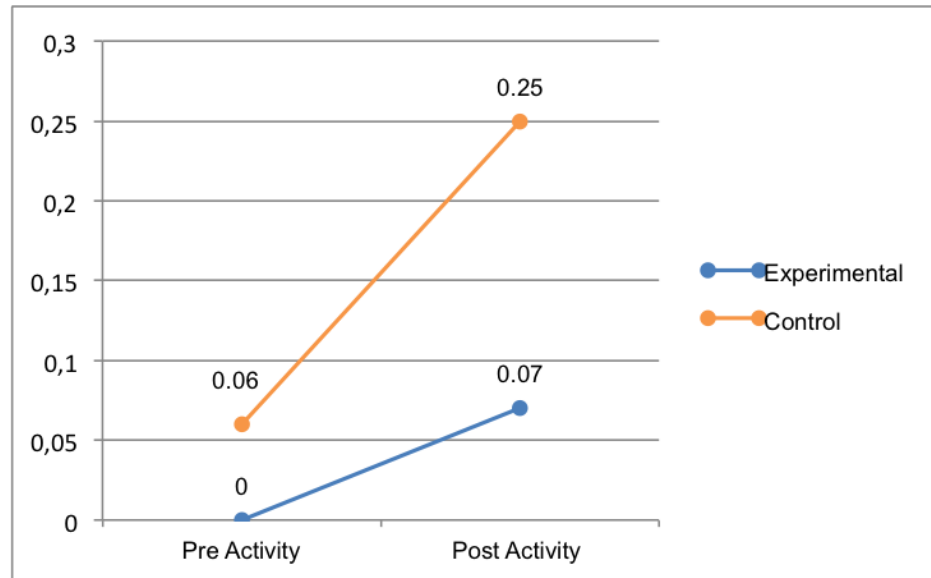


Figure 5. Turns in Spanish in teacher-centered activities

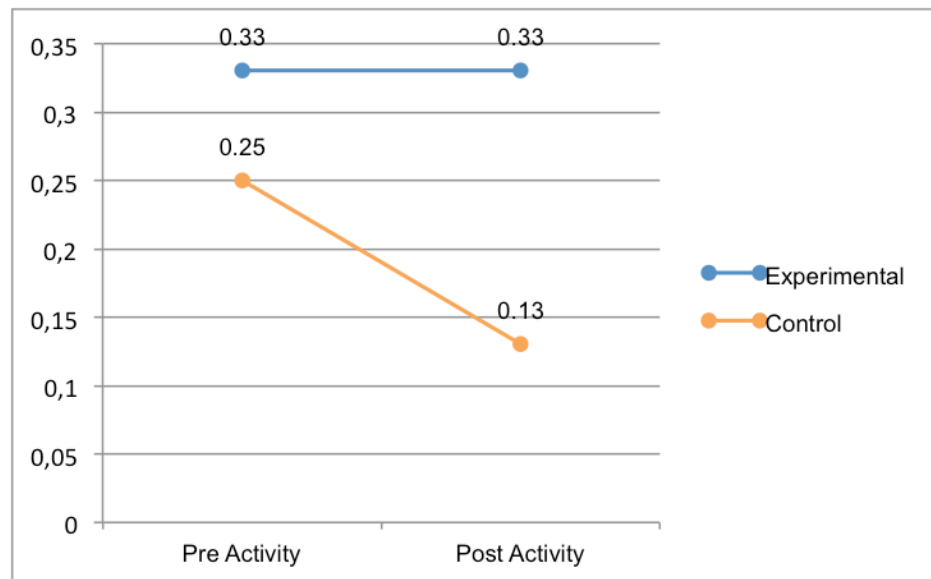


Figure 6. Mixed turns in teacher-centered activities

As for words in English and Spanish, both groups had different results. For the experimental group, the number of words in English increased significantly (from $M = 30.8$ to $M = 66.07$) showing the positive impact that the vision intervention had in that group. On the contrary, the control group decreased the number of words in English (from $M = 36$ to $M = 17.25$) (see Figure 7). For words in Spanish, both groups increased in the amount of words

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produced. The experimental group had a high increment in their Spanish words used (from $M = 0.27$ to $M = 1.6$) during their turns to participate in the activities. For the control group, words in Spanish had a significant increment (from $M = 0.27$ to $M = 5.56$) (see *Figure 8*).

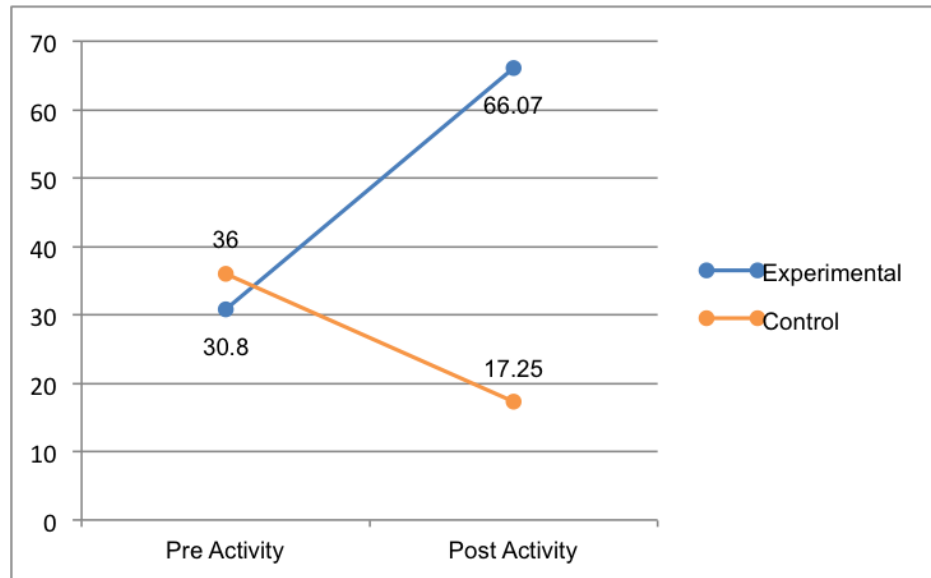


Figure 7. Words in English in teacher-centered activities

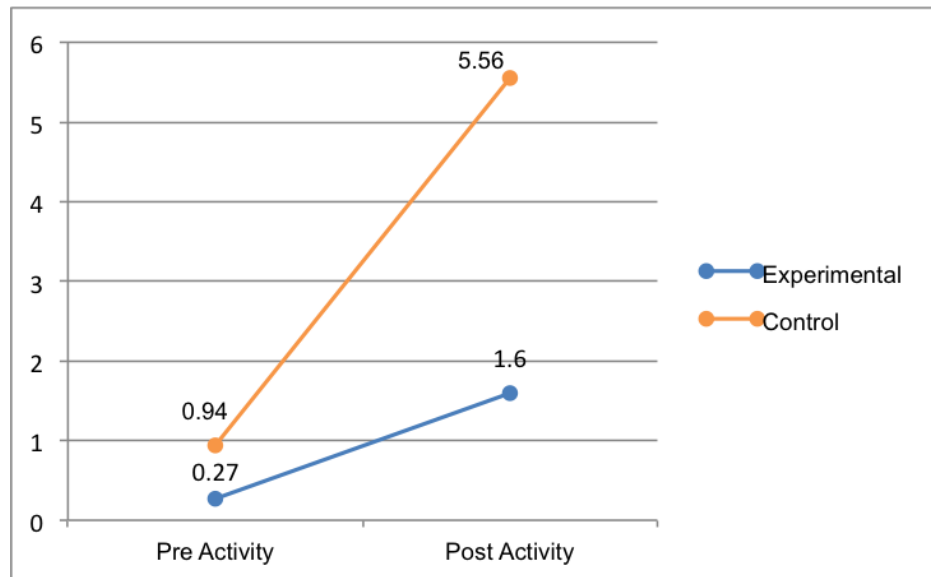


Figure 8. Words in Spanish in teacher-centered activities

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In conclusion, students' vision positively affected the students' classroom behaviors in the teacher-centered activity because it can be easily seen an increment in the language production.

4.2.2 Group-centered activity. Table 6 shows the number of words and turns produced in the group-centered activity by both the experimental and control group. In order to measure classroom behaviors, the current study focused on language production, thus students were engaged in communicative group activities, which was novel to them. As it was expected, students produced more the L2 in the post activity than in the pre activity.

Table 6

Number of words and turns group activity

Group-Centered												
	Experimental (n = 15)						Control (n = 16)					
	Pre Activity			Post Activity			Pre Activity			Post Activity		
	Q	Mean	SD	Q	Mean	SD	Q	Mean	SD	Q	Mean	SD
Turns English	19	1.27	1.94	43	2.87	3.36	204	12.75	7.2	62	3.88	3.61
Turns Spanish	40	2.67	2.41	23	1.53	2.47	93	5.81	4.32	41	2.56	2.31
Turns Mixed	15	1	1.25	9	0.6	2.06	49	3.06	6.43	15	0.94	1.24
Words English	306	20.4	23.59	561	37.4	57.5	2003	125.19	120.85	1325	82.81	102.26
Words Spanish	371	24.73	30.52	307	20.47	31.08	543	33.94	25.73	419	26.19	30.73

Results showed that for the experimental group the vision intervention affected positively the group-centered activity, having an increment in words and turns in English and a decrease in the amount of words and turns in Spanish. For the experimental group the number of turns in English rose in the post activity (from $M = 1.27$ to $M = 2.87$). Having the opposite effect, for the control group, the number of turns in English in the pre activity ($M = 12.75$) decreased at the time of post intervention ($M = 3.88$) (see *Figure 9*). In the case of the

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numbers of turns in Spanish in the pre activity ($M = 2.67$), it decreased at the time of post vision intervention ($M = 1.53$). Having the same effect for the control group, the number of turns in Spanish ($M = 5.81$) also decreased after the intervention ($M = 2.56$) (see *Figure 10*). Similar to the teacher-centered activity, mixed turns were analyzed. For this category, the number of mixed turns in the experimental group decreased at the time of post vision intervention (from $M = 1.25$ to $M = 0.6$). Having the same effect, the number of mixed turns in the control group in the pre activity ($M = 3.06$) decreased after the intervention ($M = 0.94$) (see *Figure 11*).

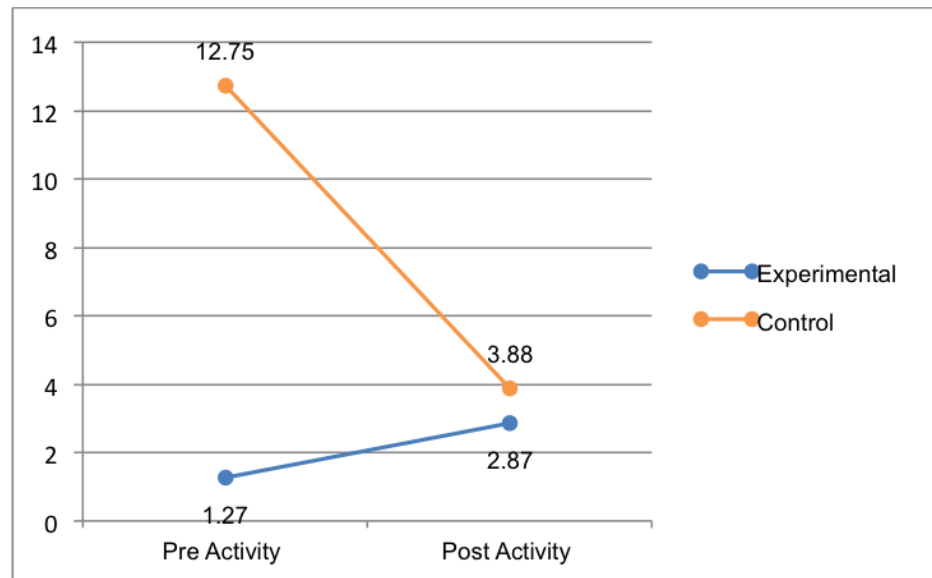


Figure 9 Turns in English in group-centered activities

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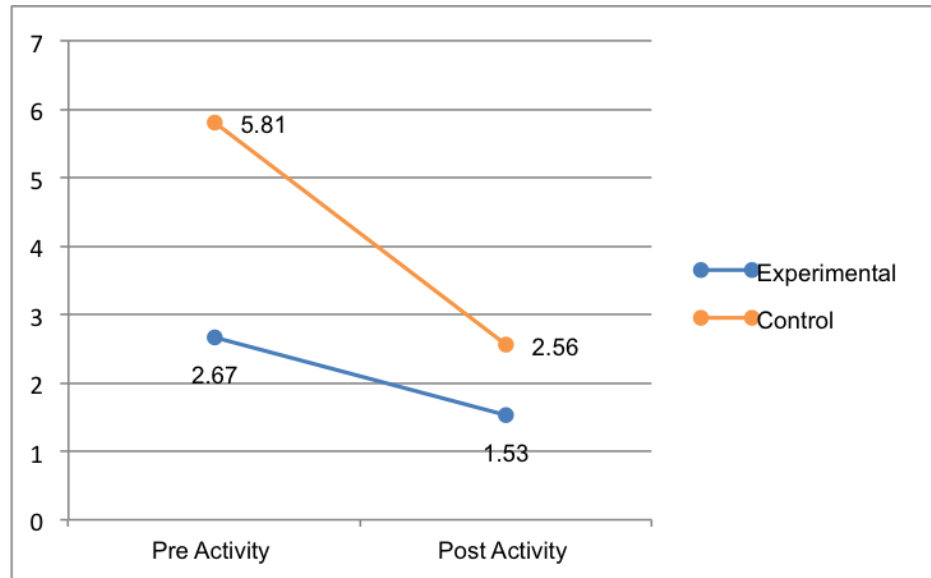


Figure 10 Turns in Spanish in group-centered activities

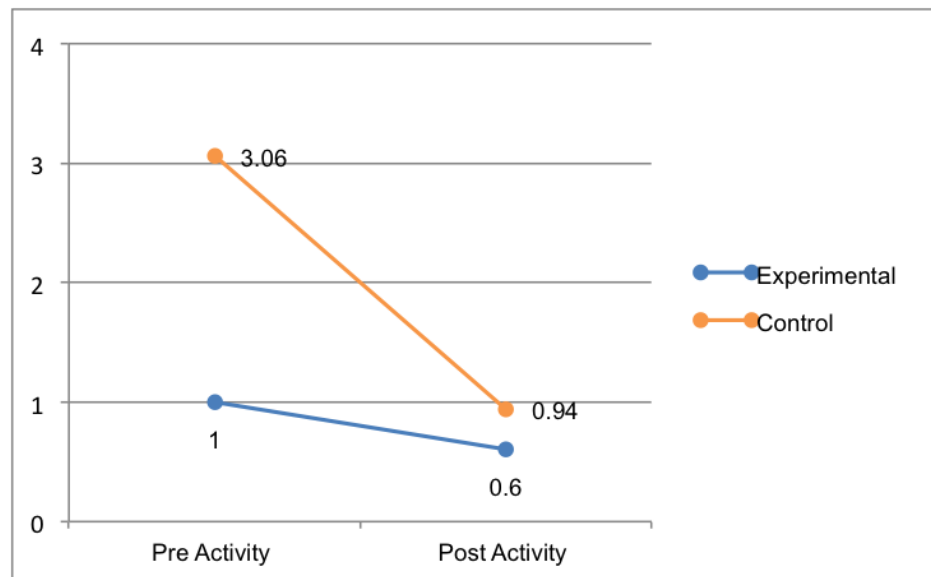


Figure 11 Mixed turns in group-centered activities

As for the words in English and Spanish, both the experimental and control groups had diverse and opposite results. For the experimental group, the number of words in English increased at the time of post vision intervention (from $M = 20.4$ to $M = 37.4$), whereas in the control group the number of words in English decreased after the intervention (from $M = 125.19$ to $M = 82.81$) (see Figure 12). In the case of the amount of words in Spanish, it can be said that the

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number in the pre activity ($M = 24.73$) decreased after the intervention ($M = 20.47$). For the control group, the numbers of words in Spanish also decreased after the intervention (from $M = 33.94$ to $M = 26.19$) (see *Figure 13*).

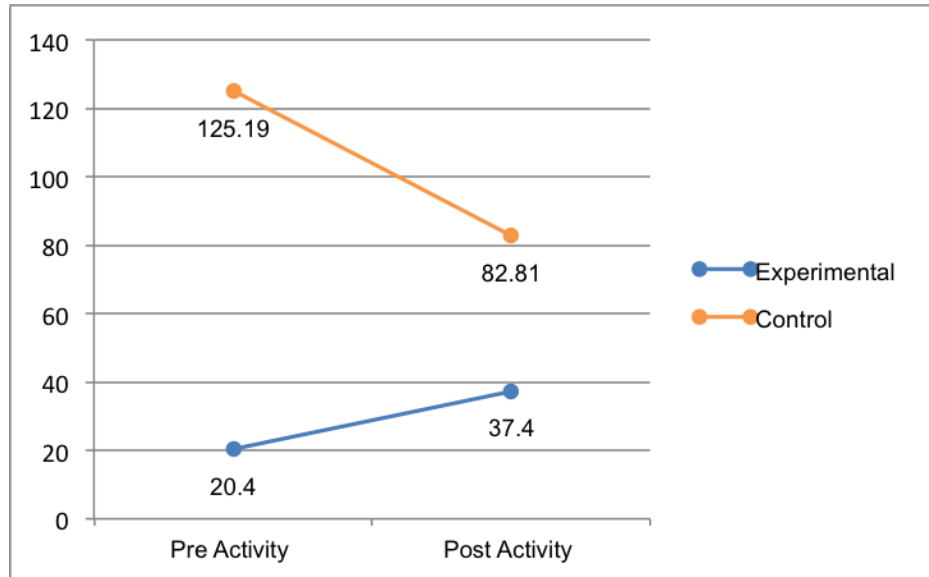


Figure 12 Words in English in group-centered activities

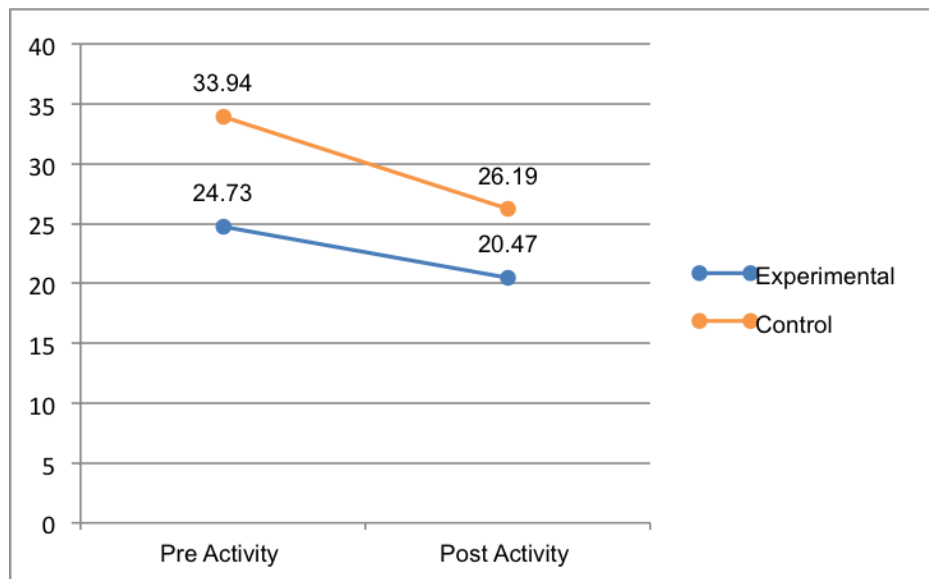


Figure 13 Words in Spanish in group-centered activities

4.3 Interviews

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In order to validate our results and support them with the students' perceptions, six students from the experimental group were selected in order to analyze how they felt about the intervention. Those six students were selected based on their scores in the Ideal L2 Self variable in the post-questionnaire. Specifically, three of them reported having high levels of Ideal L2 Self after the intervention, whereas the other three scored low levels of Ideal L2 Self.

4.3.1 Perceptions of students with high levels of Ideal L2 Self. Within the interviews, students with high levels of motivation were identified as A1, A7, A9. Throughout the interview many codes were repeated showing that they agreed how important is English for their professional future. For example, after being asked if he thought whether English would help him to get a better job, A9 reported, *“sí, yo creo que es una herramienta, es como un plus que ayuda a conseguir un mejor trabajo...”* [yes, I think it is a tool, like an advantage that helps you get a better job]. Agreeing with him after being asked the same question, A7 assured that *“ [el inglés] me pued[e] ayudar dentro del trabajo por las cosas que tenga que hacer, los objetivos o desarrollarme, comunicarme con personas que hablen Inglés.”* [English can help me in a job for the things I have to do, the objectives or to develop myself, to communicate with people that speak English]. With this excerpts, it can be seen that both of them agreed on the importance of English for their future career.

Another aspect that could be analyzed in the interviews was International Posture. The interviewees were asked if they would like to live in a country where the L1 was English, and A1 described *“no se si inglés [como primer idioma] pero en un país en que sí se habla inglés. No se si como primera lengua pero en el que se pueda comunicar en inglés.”* [I don't know if English as a first language, but in a country in which English is spoken. I don't know if English as a first language, but in a country where I can communicate in English]. Moreover, A9 was asked the same question and he reported that he would like to live in an English-speaking country because he said he could practice the language e.g

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“uno puede aprender más y practicarlo” [one can learn more and practice it]. With these answers, it can be seen that students found the role that English plays highly important when living abroad, and how speaking the language could help them to improve their English skills.

Regarding the construct of Intended Effort, as being the amount of effort they would like to invest while learning the language, students reported that they would like to study English even if it was not mandatory, but they did not state explicitly they would invest more effort while doing so. For example, when students were asked if they would like to study English if it was not mandatory, student A1 stated that the reason why he wanted to study English was because *“me gustan los distintos idiomas, aprender lenguas distintas lo encuentro algo que a mi personalmente me gusta mucho” [I like different languages, I find learning different languages something that I particularly like a lot].* However, when analyzing the answer, it is clear to see that neither effort nor persistence from his part was intended. Similarly, A7 agreed with the fact that he would study English even if it was not a requirement, but never implying that he would do so, saying *“es necesario para poder comunicarse otras personas y poder desarrollarse mejor”. [It is necessary to being able to communicate with other people and to being able to develop yourself better].* When the same students were asked if they would like to spend time studying English, both of them answered referring to past events saying that they had already done it, but without mentioning they do it in the present or they would do it in the future. A1 reported *“Sí, y también ya lo he hecho. Hice un intercambio el 2014. Me fui a dos meses a Inglaterra” [Yes, and I have done it. In 2014, I went on an exchange for two months to England].* In the same way, A7 affirmed to have been on an exchange program. In sum, both students displayed the importance of investing more effort in learning English but without implying their actual willingness to do extra work in order to learn English.

4.3.2 Perceptions of students with low levels of Ideal L2 Self. Similar to the students with high levels of Ideal L2 Self, 3 students with low self-reported Ideal L2 Self levels were called to answer the same questions as the other students. It is important to clarify that despite the fact that the results of these 3 students were high in relation to the 1-5 likert-scale, their scores of Ideal L2 Self were the lowest among all the participants. Throughout the interviews, similar answers were given, most of which agreed with the fact that English will be very useful from their personal and professional future. A4 assured that learning English is an important tool for their professional development in the future, stating: *“porque es esencial para la carrera que estamos estudiando, si queremos negociar con clientes o personas extranjeras” [because it is essential for the career that we are studying for, if we want to make business with clients or foreign people]*. Confirming the thought that English is an essential tool, A15 explained: *“te facilita la posibilidad de si entras a una empresa no se si un tiene contactos internacionales con otras personas podas dialogar”*. [It facilitates the possibility of being hired by a company that have international contacts so that you can have a conversation].

Regarding the construct of Intended Effort, the interviewees were more hesitant when reporting the amount of effort they will provide to learning English, which explain their relatively low result in both the Ideal L2 Self and Intended Effort. The instrumental value A16 gives to learning the second language clearly depicts the importance given after being asked if he would like to spend time studying English, he states: *“No lo estudiaría si lo necesitara” [I would not study it if I did not need it]*. However, the other students reported something different, where both of them (A16, A15) agreed on the fact that they would spend time studying English because it was important for them in the future. Moreover, A15 said he was considering taking an English course to: *“para tener un buen manejo del inglés para poder invertir en mí” [to have a good English performance and to invest in myself]*. This shows how he is able to picture himself in the future to do things for his benefit (Ideal L2 Self).

4.3.3 Perceptions about the vision intervention. When asking the students about the vision intervention, both students with high and low levels of Ideal L2 Self agreed that the intervention was helpful for them when visualizing themselves in a near future. Also they acknowledged that visualizing themselves is a good strategy to face different situations in the future.

On the one hand, when students with high levels of Ideal L2 Self were asked if the activities were helpful for them to visualize themselves, A1 reported *“Aaa claro, por la idea de que nos hicieron plantear el negocio, un negocio, algún posible negocio digamos y hacerlo en inglés entonces relacionan lo que es el idioma con lo que estoy estudiando.”* [Yes, sure. Because of the idea of creating a new entrepreneurship, a possible entrepreneurship and making it in English, so you related the importance of the language with what I am studying]. Complementing A1’s answer, A7 assured that the activities *“me ayudó a imaginarme en un ámbito de trabajo, ocupándolo [el inglés] y en el mismo ámbito de la carrera ya que se tenía que vender un producto y todo eso”* [They helped me to imagine myself in a working environment, using [the language] and in the corresponding program because we had to sell a product and all that]. With both answers, it is possible to appreciate the impact that vision has in students ability to imagine themselves as successful L2 users.

On the other hand, when students with lower levels of Ideal L2 Self were asked if the activities done by the researchers were helpful for them when visualizing themselves in the future, students also agreed that they were indeed very useful for them. A4 reported that *“si, obvio que si, me siento que puedo actuar en una película usando el idioma fluidamente”* [Yes, of course, I feel that I can act in a movie by using fluently the language]. In addition, A16 said *“si aparte que se complementaban bien con la clase”* [yes, apart from the fact that they [the activities] well with the class]. With these two answers, it was easy to notice the positive impact that the vision had on students’ abilities to see

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themselves as successful L2 users, and the importance they gave to the activities done by the researchers.

5. DISCUSSION

5.1 Vision Intervention and Motivation

The current study aimed, firstly, to measure the extent to which the use of visualization as a novel motivational strategy affected the student's levels of motivation. Consequently, the first research question asked if visualization as a motivational strategy influences students' motivation. We hypothesized that the vision intervention would have a positive effect on students' Ideal L2 Self, and therefore, on their motivational levels. To examine this, Sato and Lara's (2019) methodology was followed. Specifically, in the current study, communicative activities that incorporated learners' possible selves were used in order to impact the learners' motivation. Context-related activities were created, meaning that the materials (i.e. worksheets, presentations, and videos) included their future professional situations, business, as the main topic. During the activities, learners faced several situations where they were guided to co-construct strategies to overcome possible obstacles in their future.

The results showed that the use of vision as a motivational strategy positively contributed to the motivational disposition of the EFL university-level students in Chile. The findings indicated that even though the experimental group's Ideal L2 Self ($M = 4.37$), at the time of pre-questionnaire, already displayed considerably high characteristics, their Ideal L2 Self ($M = 4.52$) managed to increase arguably due to the vision intervention. Therefore, as suspected, enhancing students' vision of themselves in the future does increase their Ideal L2 Self while learning the L2. Corresponding to our outcomes, Papi and Abdollahzadeh (2012) concluded that the Ideal L2 Self represents an ideal image of the kind of a L2 user one aspires to be in the future. Therefore, future self-images, and one's Ideal L2 self-guide can be referred to as one's vision (You et al., 2016). Our results confirmed the existing evidence related to the role that vision plays when learning an L2. Magid and Chan's (2012) exploratory

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study on two different programmes, one in England and the other in Hong Kong, confirmed that regarding the difference on cultural contextual factors, motivation can be increased as a result of vision interventions where the vision of students' Ideal L2 Self was enhanced. Additionally, the current study supported Dörnyei and Kubanyiova (2014) who argued that vision is necessary when we try to explain the process of attainment of an L2. Moreover, specifically to the Chilean context, the results of the current study conform to the claim made by Sato and Lara's (2019), who aimed to investigate how by strengthening EFL learners' future vision, that students' motivation increased. They concluded that by conducting a vision intervention, student's Ideal L2 Self was positively affected. Together with the previous research, the current study provided evidence that a vision intervention does enhance the Ideal L2 Self of Chilean university-level students.

Another important finding was the impact of the intervention on the construct of Ought-to L2 Self. Our findings revealed that the intervention exerted its power by creating opposite trajectory patterns on the experimental and control groups. As an expected effect of visualization as a motivational strategy, the Ought-to L2 Self levels originally displayed on the experimental group decreased at the time of post-questionnaire (from $M = 3.01$ to $M = 2.92$), while the control group increased their Ought-to L2 Self levels (from $M = 2.30$ to $M = 2.50$). Although the difference in the trajectory patterns are not highly significant, they are still high enough to ratify the previously found disassociation within the L2MSS, specifically, the one between the future self-images of Ideal L2 Self and Ought-to L2 Self (Kormos et al., 2011). However, the low value of the difference can be explained by the fact that Ought-to L2 Self, as being a future possible self, can also be affected by vision. The fundamental difference between this two future selves is found in the source of vision; for Ideal L2 self-images are formed within the learner, while Ought-to L2 self-images come from other people within the learner's environment (i.e external social pressures) (You et al., 2016). Based on this, it is possible that when inner-sourced images are

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promoted through the use of vision, Ought-to L2 self-images can still be affected but they become less significant and less internalized.

One area where the findings of the current study differed from those previously found patterns pertained to the relationship of Ideal L2 Self with Intended Effort. Pre-test results from learners of both experimental ($M = 3.87$) and control ($M = 3.63$) groups showed that their self-reported efforts and persistence in learning English were relatively high. Although an increase after the visualization intervention was expected in the experimental group, the construct showed no significant changes, which means that it was not affected by the intervention. These findings may indicate that visualization experiences do not exert enough influence to significantly change learners' reported motivated behaviors (efforts and persistence). Although these results may provide counterevidence to previously found positive correlations between Ideal L2 Self and Intended Effort (Kormos et al., 2011; You et al., 2016), they support Sato and Lara's (2019) finding that the impact of a visualization intervention was not extended to learners' motivated behaviors (i.e., Intended Effort). As conducted in a similar context, our study may predict that because Chile has the type of culture where socio-educational factors exert a great pressure on students' achievement and where foreign language education is highly exam-oriented (Kormos et al., 2011), Chilean private university business students may prioritize to use their time and efforts on achieving high marks (the end of the process) rather than on the learning process.

This interpretation becomes conspicuous when a closer inspection to some items of Intended Effort is done. Most questions refer to the self-reported effort students would have to invest in the L2 learning process: ("I would like to study English even if I were not required" (Item 12: translated from Spanish); "English would be still important to me in the future even if I failed in my English course." (Item 15: translated from Spanish).

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A similar type of effect was found for the findings related to International Posture. The results indicated that despite the fact that the effect of the intervention on International Posture was positively present for the experimental group (from $M = 3.12$ to 3.29), it had a coinciding effect on the control group (from $M = 3.06$ to 3.29). Based on these results, it cannot be stated that it was a direct effect of the vision intervention. Nonetheless, it can be hypothesized that it was, indeed, an indirect effect of the intervention. This is because the construct might have been affected, for both groups equally, as learners experienced relatively new types of activities to their teaching/learning context. As participants were part of a blended course with once-a-week in-class lessons and of an online textbook platform, group-centered and communicative activities were not frequently promoted due to the fact that (a) most activities were done in the online platform and (b) in-class lessons were relatively short. Moreover, the pedagogical intervention for both groups lasted six weeks and used their possible future profession as a base for each of the activities. Under these conditions and at the time of post-test, the participants were possibly able to acknowledge the value that speaking English had for them; thus, International Posture increased regardless of the vision component.

With regards to the constructs of Instrumental Orientation and Cultural Integration, which were not operationalized under the L2MSS, the findings indicate that the intervention's effect was insignificant for both groups equally. The results showed that after the intervention, the changes in Cultural Integration were almost equally consistent across time: from $M = 3.72$ to 3.74 for experimental group and from $M = 3.69$ to 3.64 for the control. Although, in general terms, findings from Cultural Integration might seem incongruent to the ones of International Posture, the way both constructs were conceptualized and, therefore, depicted on the questionnaire explain the difference in outcomes. On the one hand, Chen et al. (2005) conceptualized Cultural Integration as a way to be integrated into social groups that use the target language. On the other hand, Yashima and Zenuk-Nishide (2008) conceptualized International Posture as the

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idea of oneself connected to the international community by having concerns for international affairs and by being prepared to interact with other people rather than the ones from your own country. In contrast to the latter, the former relies on the social benefits that using the L2 may bring for people in their own country. In this case, and because in the Chilean and Latin American context, the target language (English) is still spoken by a limited number of people, the chances to use the target language in a particular social context are certainly low. Based on this, we can hypothesize that the insignificant change in the construct was caused by the fact that the participants might have felt identified with becoming a member of an international English-speaking community rather than with the benefits that using the L2 may provide for them in Chile. This difference in conceptualization can be perceived in the different questionnaire items. For International Posture: “I want to make friends with English-speaking international students studying in Chile (Item 16: translated from Spanish)”. While for Cultural Integration: “To what extent do you think you need English skills to help you make social contacts? (Item 25: translated from Spanish).”

For the construct of Instrumental Orientation, results were consistent at the time of pre-post intervention for both experimental (from $M = 3.78$ to 3.73) and control (from $M = 3.65$ to 3.62) groups equally. Despite the fact that instrumental goals are commonly used to motivate students, we may hypothesize that the consistency in the results at the time of post-test was caused by the way the construct was conceptualized in relation to the intervention. Questionnaire items centered on the benefits that speaking the target language might create for the respondents' employment (Chen et al., 2005). Nonetheless, we may argue that because questionnaire items focused on employment opportunities rather than on making your own paths (i.e., entrepreneurships), the latter of which was the main focus of the intervention activities, the effect of the intervention was insignificant.

In contrast to the rest of the constructs in the questionnaire, the concept

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of Vividness of Imagery was not used to measure any effect of the intervention but to evaluate the participants' ability to envision themselves. Findings indicated that the levels of Vividness of Imagery on the experimental group before the intervention ($M = 3.74$) were able to predict the possible disposition of students to raise their levels of Ideal L2 Self. Based on the results of Ideal L2 Self of the experimental group, our predictions and You et al.'s (2016) results could be corroborated. The results indicated that Vividness of Imagery makes a significant contribution to the students' future self-guides, meaning that one's Ideal L2 self-guide can be referred to as one's vision. Additionally, we can state that by having students with the capacity to create vivid mental self-images, the effect of vision as a novel motivational strategy would be greater because the mere existence of a desired self-image may not be an effective motivator without a sufficient degree of vividness (Dörnyei & Kubanyoba, 2014).

In sum, to answer the first research question, results showed that by using vision intervention students increased their Ideal L2 Self while simultaneously decreasing their Ought-to L2 Self. Based on these outcomes and on the fact that motivation can be increased if students' vision of their Ideal L2 Self is enhanced (Magid & Chang, 2012), we can state that visualization as a motivational strategy does influence students' motivation.

5.2 Vision Intervention and Classroom Behaviors

According to You et al. (2016), what differentiates imagery from vision in semantic terms is the motivational condition that is associated with it, which implies that behaviors always comes along with vision. Dörnyei (2014) defined vision as a future goal-state that each person has personalized by adding to it the imagined reality of the actual goal experience; therefore, we speculated that by promoting vision we would, in consequence, also be enhancing motivated classroom behaviors during the reciprocal act of communication among peers.

Although our second research question focused on investigating the

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condition under which the vision intervention would affect students' classroom behaviors, we also intended to measure how, depending on the type of task (teacher or group-centered) participants' interactions in the L2 might change. We hypothesized that (a) teacher-centered classes would provide the necessary guidance for students during the rest of the intervention and that (b) by regulating the order in which tasks were administered, students interactions in the L2 would increase for group-centered tasks. To validate our assumptions, results comparing two different types of tasks among all participants were analyzed.

Toth (2008) suggested that pedagogical interventions where learners need to encode specific information in the L2 were most effectively performed when teachers assist learners. Additionally, his results suggested that the teacher-coordinated interactions might have better equipped learners for performance with an instructional object than learner-led interactions. Based on this claim and on the fact that guidance was needed in order for students to provide us with the necessary data to answer our research questions, we proceeded to perform teacher-centered activities first. Immediately after, group-activities were conducted. In addition to this, Toth's (2008) results implied that the need to inquire, hypothesize, and give opinions seemed to have caused longer negotiations (turn-taking) in learner-led discourse (small-groups) in contrast to teacher led classes when analyzing non target-structure learning. Moreover, as Sato and Ballinger (2016) suggested, learners tend to feel less comfortable during student-teacher interaction, which discourages production opportunities because greater comfort levels seem to increase the amount of language production. Therefore, we predicted that peer interaction would be greater on group-centered than on teacher-centered activities in terms of language production.

Our findings indicated that the total amount of turns in the L2 in teacher-centered activities were always low compared to group-centered activities. After

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the intervention, turns in the L2 on teacher-centered activities increased from $M = 1.14$ to $M = 2.10$ and turns in L2 on group-centered activities lowered from $M = 7.01$ to $M = 2.88$. It can be concluded that regardless of the effect of the vision intervention on the means of turns in the L2 for both tasks, the total amount of turns always remained higher for group-centered activities. Also, it can be concluded that the participants involved more language production in the L2 (amount of turns) during group-centered activities as they promote more opportunities for learners to self-selected roles in turn-taking, to focus attention on a broad variety of topics, and to adopt a wide variety of speaking roles (Toth, 2008).

In order to examine whether the vision intervention energized the force to modify learners' actual motivated classroom behaviors, we used the number of words and turns produced by our participants as units of analysis. These measures indicate the level of involvement in the class, and words specifically indicate the lengths of each turn (Dörnyei & Kormos, 2000). Thus, poor or non-engagement from participants on the experimental group after the vision intervention can be interpreted as having unmotivated classroom behaviors while an increment can be interpreted as having invested more effort and persistence, thus, positive motivated classroom behaviors. We classified the collected data based on how it was produced by the participants, meaning if it was produced either in the L1, L2, or in both languages together (mixed-turns). We assumed that the use of L2 would require more effort from participants in contrast to the use of the L1. Additionally, because the classes aimed to reach level B1 of the CEFR (Council of Europe, 2001), we included the concept of mixed turns, expecting that students would try to attempt to communicate in the L2 while maybe not possessing a full management of the language.

Our first findings gave us hints on how the vision intervention exerted its influence on the use of L1. Turn-takings, regardless of language, translate into a positive disposition from students because problem-solving and negotiation

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tasks, such as ours, require a considerable amount of turn-taking (Dörnyei & Kormos, 2000). However, as Toth's (2008) results indicated, collaborative tasks are beneficial on the fact that a collective mental effort in processing output is required and achieved when learners' attention is on the target language (English). Thus, we can interpret that the use of L1 translates to less effort in contrast to the use of L2.

The results showed that the students from the experimental group decreased its turns (from $M = 1.34$ to $M = 0.84$) and words (from $M = 12.5$ to $M = 11.04$) in the L1 and increased its turns (from $M = 1.30$ to $M = 2.94$) and words (from $M = 25.60$ to $M = 51.74$) in the L2 after the vision intervention. The results suggested that the effect of the intervention on the experimental group was, as expected, positive. This allows us to suggest that by promoting a positive way for student to imagine themselves as L2 users in the future does play an important energizing their classroom behaviors in the present time. With regards to the results from the control group, we were surprised to find that the intervention did not only result in not increasing the levels of motivated behaviors, but in lowering them after the intervention. Results showed that the control group's turns (from $M = 2.94$ to $M = 1.41$) and words (from $M = 17.44$ to $M = 15.88$) in the L1 decreased while the numbers of turns (from $M = 6.85$ to $M = 2.54$) and words (from $M = 80.60$ to $M = 50.03$) in the L2 also decreased. The decrement on the L1 use could be explained by the fact that at the time of pre-activity the numbers were already significantly high, thus, the novel use of communicative activities in the class were expected to affect the amount of production in the L1. Nonetheless, the activities did not include vision or any aspect related to the target language, so obligation nor reinforcement for the use of the L2 was promoted from the teacher during the intervention, which would explain the changes on the numbers of L2 (turns and words) at the time of post-test. Finally, results obtained from mixed turns indicated that for both the experimental group (from $M = 0.67$ to $M = 0.47$) and the control group (from $M = 1.66$ to $M = 0.54$), the numbers decreased after the intervention period. For the

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experimental group, the decrease can be explained by the effect that vision had on the participants, which increased the L2 production in number of turns and words in the L2; thus, one type of interaction increases (L2 turns) while the other one decreases (mixed turns). As for the control group, findings showed a decrement on the production in all types of interactions; thus the same effect would apply for the mixed turns.

Overall and to answer our second research question, findings indicated that (a) one way to influence students' behaviors in the classroom is by using vision as a motivational strategy and that (b) Chilean university students do have the ability to translate their future goals into actions to reach the desired future self by using vision.

5.3 Motivation vs. Classroom Behavior

Our last research question, which addressed the relationship between students' motivation and classroom behaviors, attempted, unlike most studies, to investigate if students' behaviors in the classroom setting are influenced by motivation.

In agreement with Dörnyei's (2005, 2009) L2 Motivational Self-System (L2MSS), our results proved that future self-guides do have the ability to regulate students' behaviors. Future self-guides were characterized as a powerful way to reach a referred end-state because they are not merely a subset of goals, but instead a process that involves cognitive, emotional, visual and sensory aspects (Dörnyei, 2009). Thus, the Ideal L2 Self can, in fact, be considerably fueled by vision when used as a novel teaching motivational strategy. Consequently, the current study explored if this relationship (vision-motivation) could, as a consequence, affect the actual efforts learners invest into the process of the L2 learning. We expected that by proving this relationship, we could add empirical evidence to the claim that there is a strong link between the Ideal L2 Self and motivated behaviors (Kormos et al., 2011).

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Our results indicated that the intervention did increase students Ideal L2 Self. As predicted, the intervention made possible for the participants from the experimental group to visualize themselves as proficient international (International Posture) L2 users (Ideal L2 Self). The vision intervention besides from increasing Ideal L2 Self, it also promoted the use of the L2 in group communicative activities. This in turn resulted in them increasing the production of words and turns in the L2 at the time of post-intervention; thus, resulting in participants investing more effort. The positive relationship found among vision, motivation, and behaviors proves that having a positive self images as a language learner might induce more effort and higher levels of persistence (Kormos et al., 2011). To this end, as Dörnyei and Kubanyiova (2014) stated, it is possible to suggest that vision is, in fact, one of the most reliable predictors of students' long-term intended effort (actual motivated behaviors).

Corresponding to our findings, the only two studies, to our knowledge, which have examined motivational factors in relationship to actual motivated behaviors, have reported a positive effect on similar types of relationships. On the one hand, Dörnyei and Kormos (2000), who investigated students' verbal behaviors in oral task situations under a number of non-linguistic and non-cognitive factors, suggested that learners who had a favorable disposition participate more actively than those who had unfavorable attitudes. This can be compared to our results found in the relationship between the increment of the Ideal L2 Self promoting and incrementing L2 production. On the other hand, Papi and Abdollahzadeh (2012) who aimed to provide observational evidence on the relationship between teachers motivational strategies and students' motivated behaviors, suggested that (a) teacher's motivational practice and student's motivated behaviors had a strong relationship and that (b) the correlation between student motivated behaviors and the self-reported student motivational state (i.e., Intended Effort) was non-significant because of the different contextual levels they represent. This study is of utmost importance

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because, in contrast to Dörnyei and Kormors (2000), it used very similar constructs as ours regarding the main topic of motivation, which makes their results comparable to ours in every aspect. Similarly, our results suggested (a) that vision is a strong predictor of students motivated classroom behaviors and that (b) the visualization intervention did not exert enough influence to significantly change learners reported motivated behaviors. Considering this point, it is possible to state that the existent empirical evidence shows that by using the correct motivational strategies, in this case vision, it is likely that students' actual motivated behavior will increase in the classroom.

Altogether, these results led to answer our third and last research question. According to our data, learners who experienced a positive change in their ideal L2 self-image and a negative one on their Ought to L2 Self, were also the ones who increased their production in the L2 and decreased it on the L1. Therefore, we can affirm that there is a positive trajectory between students' motivation and their classroom behaviors.

6. Conclusion

6.1 General Conclusions

In general terms, the main aims of the study were to (a) examine the relationship between the Ideal L2 Self and International Posture in students' motivated behaviors, (b) to explore the impact of visualization on L2 motivation and classroom behaviors, and (c) to understand how approaching the Ideal L2 Self or avoiding the Feared L2 Self through visualization had an impact on students' motivation and classroom behaviors. Through these objectives, we attempted to inform the stakeholders of a new teaching motivational strategy and to fill a gap on the current literature. The results of the study partially confirmed our predictions about the positive relationship between the Ideal L2 Self and vision. In other words, the ability of envisioning one self (vision) is positively related with how students see themselves as successful L2 users in the future (Ideal L2 Self). Additionally, with the results obtained, it is possible to state that there is a positive relationship between the Ideal L2 Self and classroom motivated behaviors because the increment in the students' language production was significant at the time of post intervention. However, in the present study, it was not possible to find a relationship between Ideal L2 Self and Intended Effort, being this the amount of self-reported effort students invest while learning English. In sum, the effectiveness of the visualization intervention in boosting the image students believe they should possess (Ideal L2 Self) confirms how envisioning one self (vision) is motivating enough to make the students produce more the target language (motivated classroom behaviors).

In contributing with our understanding of L2 motivation and given the context-specific nature of motivation, the current study presented a novel teaching motivational strategy which proved to be successful when trying to motivate students inside the classroom. By using vision in L2 classrooms with International Posture as a strong motivator, it is possible to encourage students

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to invest more effort and persistence in learning the target language. Conclusively, university-level students who are able to imagine themselves as capable of being part of the English-language community were the ones who, in turn, produced the target language at a higher rate.

6.2 Limitations of the Study

The current study comes with several limitations. First, students' attrition in the study was unfortunately large, as some students were absent during the pre or post activities, which meant not participating in the behavioral data, while some other participants were not present in either pre or post questionnaire, invalidating their data from the sample. Consequently, the sample size became much smaller than originally intended and therefore, making our results less generalizable for the whole population. Second, the time estimated to develop the intervention was cut short due to curricular-related obstacles that could not be anticipated. In addition, there were some classes that were cancelled due to holidays or special activities by the educational institution, shortening even more the available time for the intervention.

6.3 Pedagogical Implications

6.3.1 Vision-oriented curriculums. The current study contributes to the understanding of L2 motivation, and given the context-specific nature of the main topic, it is possible to provide Chilean EFL teachers with pedagogical recommendations related to vision and communicative activities designed to motivate their learners. By training students to help them visualize themselves as future L2 users, teachers can promote positive emotions to be more engaged in the learning process. Simply, teachers can make the students close their eyes and vision a desired future state or, in a more elaborated way as in the present study, teachers can have their students watch videos of English speakers in order for the students to form an image of a successful L2 user. Drawing on this idea, course plans need to be adapted to the students' needs, so as not to follow the grammar-oriented path and, instead, focus more on the students' self image. Consequently, achieving a good mark in exams should not be the main goal, but

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achieving a vivid self-image of a successful L2 user and using the language in authentic activities should be promoted.

6.3.2 Communicative interaction. In Chilean university contexts, it is important to train students to work collaboratively, especially in teaching English for communicative purposes when the main objective for the students is to master the language for their future careers. Given the fact that university students are taught a L2 for the purpose of using it in real-life situations, it is important to have students interacting with each other. This is why, we suggest group-work activities as the main focus in L2 university classrooms. According to Sato and Ballinger (2016), by having a collaborative and non-threatening classroom environment, interactional strategies will affect L2 development positively.

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Appendix A: Participants Information Letter



Comité de Ética
Facultad de Educación y Ciencias Sociales

Agosto, 2018

Documento Informativo para Participantes

Estimado/a _____

TÍTULO DEL PROYECTO DE INVESTIGACIÓN:

Intervención visual como una estrategia pedagógica

Usted ha sido invitado/a a participar del estudio de investigación conducente al grado de Licenciado en Educación, de la carrera Pedagogía en Inglés de la Facultad de Educación de la Universidad Andrés Bello. La investigación es dirigida por el profesor Masatoshi Sato, de la mencionada Facultad, y realizada por las estudiantes Manuela Cisternas, María Teresa Gil, Daniela Jiménez, Ignacia Rodríguez, Camila Tamblay y Teresita Varela.

Tema del estudio:

El estudio propuesto se centra en la aplicación de una intervención que incluye una nueva estrategia motivacional, y posee los siguientes objetivos:

1. Examinar la relación entre el *yo ideal en el segundo idioma* y la *postura internacional* en el comportamiento de los estudiantes.
2. Explorar el impacto de la visualización como estrategia motivacional en la motivación de los estudiantes hacia el aprendizaje del idioma Inglés y su comportamiento en el aula.
3. Comprender cómo acercarse al *yo ideal en el segundo idioma* o evitar el *yo temido* en el segundo idioma a través de la visualización tiene un impacto en la motivación de los estudiantes.

Se espera que el estudio propuesto contribuya al conocimiento en el área de la motivación durante el proceso de aprendizaje del idioma inglés de la siguiente manera:

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1. Contribuir a cuestiones relacionadas con la motivación en el contexto del Inglés como idioma extranjero.
2. Informar a los interesados sobre las formas en las cuales se puede aumentar la motivación de los estudiantes.

Su participación es voluntaria: Formar parte del estudio es completamente voluntario. Si Usted decide no formar parte, omitir alguna de las preguntas, o retirar cualquier tipo de información que haya suministrado, es libre de hacerlo sin ningún perjuicio. Usted también es libre de retirarse del estudio en cualquier momento.

Lo que le pediremos hacer: La investigación requerirá que los participantes asistan de forma normal/habitual a las clases y sigan las instrucciones dadas por el profesor a cargo para así poder participar de las actividades programadas. Además se le requerirá a los participantes completar dos cuestionarios, uno antes y otro después de las actividades.

Riesgos y beneficios: La recolección de datos se realizará en un ambiente seguro, por lo que Usted no estará expuesto a ningún riesgo predecible. Los resultados del estudio, sin embargo, proveerán información que puede ser usada para fines educativos con el propósito de ayudar a docentes en el área del idioma Inglés para promover la motivación entre los estudiantes.

Sus respuestas serán confidenciales: La información recolectada mediante dos cuestionarios, observación, y registro de audio será mantenida en estricto secreto. En cualquier documento a publicar *no incluiremos* ningún tipo de información que haga posible su identificación como participante o la de la institución donde trabaja o estudia, por lo que durante todo el estudio se recurrirá al uso de seudónimos. Los registros de la investigación serán archivados bajo llave y solo los investigadores tendrán acceso al material. Si desea destruir los registros de la entrevista, lo haremos una vez transcritos. Si usted así lo desea, luego de concluida la investigación, le enviaremos una copia de los resultados y conclusiones. También es posible que los resultados sean publicados con fines académicos.

Para más información. Si tiene cualquier preocupación o duda sobre el estudio, puede comunicarse con Masatoshi Sato, profesor guía de esta investigación, por correo electrónico a masatoshi.sato@unab.cl. A todos los participantes se les hará entrega de una copia del documento informativo para participantes y del formulario de consentimiento o asentimiento informado para su registro personal.

Saludos cordiales,

Appendix B: Consent Form



Comité de Ética
Facultad de Educación y Ciencias Sociales

Agosto, 2018

*THE EFFECTS OF VISION INTERVENTION AS A MOTIVATIONAL STRATEGY ON STUDENT'S
MOTIVATION AND CLASSROOM BEHAVIORS*

Consentimiento Informado

Yo _____, he leído la información provista y cualquier pregunta que he realizado ha sido respondida satisfactoriamente. Acepto participar en esta actividad, siendo consciente de mi derecho a retirarme en cualquier momento y por cualquier motivo, sin ningún tipo de perjuicio. También acepto que las entrevistas/observaciones en las que participe sean registradas con una grabadora de audio/video.

Comprendo que toda la información provista será tratada en estricta confidencialidad y no será difundida por el/la investigador/a. La única excepción del principio de confidencialidad se presentará en caso de que una Corte solicite los documentos. Me ha sido señalado el tipo de material que será recolectado, el propósito de la investigación, y el uso que se hará del material recolectado una vez finalizada la investigación.

Autorizo que el material de investigación recolectado para este estudio sea publicado, siempre y cuando mi nombre y/o cualquier otro tipo de información que pueda identificarme no sea utilizado.

Firma _____ Fecha _____

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Appendix C : Background Questionnaire

Questionnaire about English learning

Part 1: Background Information

Name: _____ RUT: _____

1. Gender: Male / Female

2. Age: _____

3. Country of birth: (1) Chile (2) Other: _____

4. What is your native language? (1) Spanish (2) Other:

5. What language(s) do you speak at home? (1) Spanish (2) Other:

6. In what language(s) did you receive the majority of your *pre-college* education?

(1) Spanish (2) Other:

7. Have you ever been to an English-speaking region *for the purpose of studying English?*

Yes / No

7a. If yes, when? _____ Where? _____

7b. For how long? (1) 1 semester or less (2) 2 semesters (3) more than 2

semesters

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8. How would you rate your English ability? Please use the following ratings

0 = Poor; 1 = Good; 2 = Very good; 3 = Native/native-like

Listening	Speaking	Reading	Writing

9. Please provide scores of the below tests and year you took it if you have taken them before.

TOEFL _____/ PBT; CBT; IBT Year _____

TOEIC _____ Year _____

IELTS _____ Year _____

Part 2: English learning

10. How many years have you studied English?

18 17 16 15 14 13 12 11 10 9 8 7 6 5

11. How many hours per week do you spend to...

....study for your English classes?

None 1-2 hours 3-4 hours 5+ hours

....read English books for fun?

None 1-2 hours 3-4 hours 5+ hours

....listen to music or watch movies in English?

None 1-2 hours 3-4 hours 5+ hours

....surf the internet in English?

None 1-2 hours 3-4 hours 5+ hours


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...talk to friends, family or tourists in English?

None 1-2 hours 3-4 hours 5+ hours

....use English at a part time job?

None 1-2 hours 3-4 hours 5+ hours

 Thank you very much for your cooperation 

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Appendix D: L2 Motivation Questionnaire

Adapted from You et al., (2016), Moskovsky et al., (2016), Yashima et al., (2004), Chen et al., (2005).

Nombre: _____ **Fecha:** _____

RUT: _____ - _____

- Este cuestionario es para saber su percepción y opinión general de inglés.
- Este cuestionario no afectará las notas de las evaluaciones de esta clase.
- Su confidencialidad y privacidad serán resguardadas y respetadas estrictamente.

Sección I

1. Puedo imaginarme dando un discurso en inglés exitosamente en el futuro.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

2. Puedo imaginarme haciendo negocios con extranjeros en inglés.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

3. Puedo imaginarme teniendo una conversacion en ingles con amigos extranjeros.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

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4. Cada vez que pienso en mi futuro laboral, me veo usando ingles.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

5. Puedo imaginarme usando ingles tan fluidamente como mi (profesor/deportista/actor/cantante) favorito.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

6. Para mi, estudiar inglés es importante para ganar la aprobación de mis pares.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

7. Para mi, estudiar inglés es importante para obtener la aceptación de la sociedad.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

8. Yo estudio inglés porque mis amigos cercanos piensan que es importante.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

9. Considero que aprender inglés es importante porque la gente que respeto cree que debería hacerlo.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

10. Mi familia cree que yo debo estudiar inglés para ser una persona educada.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

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11. Si un MBA reconocido fuese impartido sólo en Inglés, lo tomaría.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

12. Me gustaría estudiar Inglés incluso si no fuese un requisito necesario.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

13. Me gustaría estudiar inglés por un largo tiempo.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

14. Me gustaría concentrarme en estudiar inglés más que en cualquier otro ramo.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

15. El inglés seguiría siendo importante para mi, incluso si reprobara el ramo.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

16. Quiero ser amiga/o de estudiantes internacionales de habla inglesa que estudian en Chile.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

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17. Si puedo, trato de evitar hablar con extranjeros de habla inglesa.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

18. Hablaría con estudiantes internacionales si hubiesen en la universidad.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

19. Me sentiría algo incómodo si un extranjero fuese mi vecino.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

20. Ayudaría a un extranjero que esté teniendo problemas para comunicarse en algún restaurante o paradero de micro.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

Sección III

21. Cuando imagino cómo podría usar inglés fluidamente en el futuro, generalmente tengo una vívida imagen de la escena.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

22. Mi anhelo de usar inglés exitosamente en el futuro es tan real que siento como si de verdad viviera la situación.

Totalmente de acuerdo De acuerdo Ni en acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

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23. Tengo muchas imágenes vívidas y/o sonidos cuando estoy imaginándome usando inglés eficientemente en el futuro.

Totalmente de
acuerdo

De acuerdo

Ni en acuerdo ni en
desacuerdo

En desacuerdo

Totalmente en
desacuerdo

Sección IV

24. ¿Hasta qué punto crees que necesitas las habilidades de inglés para ayudarte a viajar al extranjero?

Sin importancia

De poca
importancia

Moderadament
e importante

Importante

Muy importante

25. ¿Hasta qué punto crees que necesitas las habilidades de inglés para hacer contacto social?

Sin importancia

De poca
importancia

Moderadament
e importante

Importante

Muy importante

26. ¿Hasta qué punto crees que necesitas las habilidades de inglés para ayudarte a ganar prestigio social?

Sin importancia

De poca
importancia

Moderadament
e importante

Importante

Muy importante

27. ¿Hasta qué punto crees que necesitas las habilidades de inglés para ayudarte a entender películas, libros y revistas extranjeras?

Sin importancia

De poca
importancia

Moderadament
e importante

Importante

Muy importante

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

28. ¿Hasta qué punto crees que necesitas las habilidades de inglés para ayudarte a obtener un empleo mejor pagado?

- Sin importancia De poca importancia Moderadamente importante Importante Muy importante

29. ¿Hasta qué punto crees que necesitas las habilidades de inglés para ayudarte a obtener un ascenso laboral?

- Sin importancia De poca importancia Moderadamente importante Importante Muy importante

30. ¿Hasta qué punto crees que necesitas las habilidades de inglés para ayudarte a cambiar de trabajos más fácil?

- Muy importante Importante Moderadamente importante De poca importancia Sin importancia

31. ¿Hasta qué punto crees que necesitas las habilidades de inglés para ayudarte a tener mayor seguridad en el trabajo?

- Muy importante Importante Moderadamente importante De poca importancia Sin importancia

32. ¿Hasta qué punto crees que necesitas las habilidades de inglés para ayudarte a aprobar un futuro examen en la universidad?

- Muy importante Importante Moderadamente importante De poca importancia Sin importancia

33. ¿Hasta qué punto crees que necesitas las habilidades de inglés que te ayudarán a aprobar un ramo obligatorio?

- Muy importante Importante Moderadamente importante De poca importancia Sin importancia

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

34. ¿Hasta qué punto crees que necesitas estas habilidades que te ayudarán a aprobar un ramo electivo?

- Muy importante Importante Moderadament
e importante De poca
importancia Sin importancia

35. ¿Hasta qué punto crees que necesitas estas habilidades que te ayudarán a aprobar un examen?

- Muy importante Importante Moderadament
e importante De poca
importancia Sin importancia

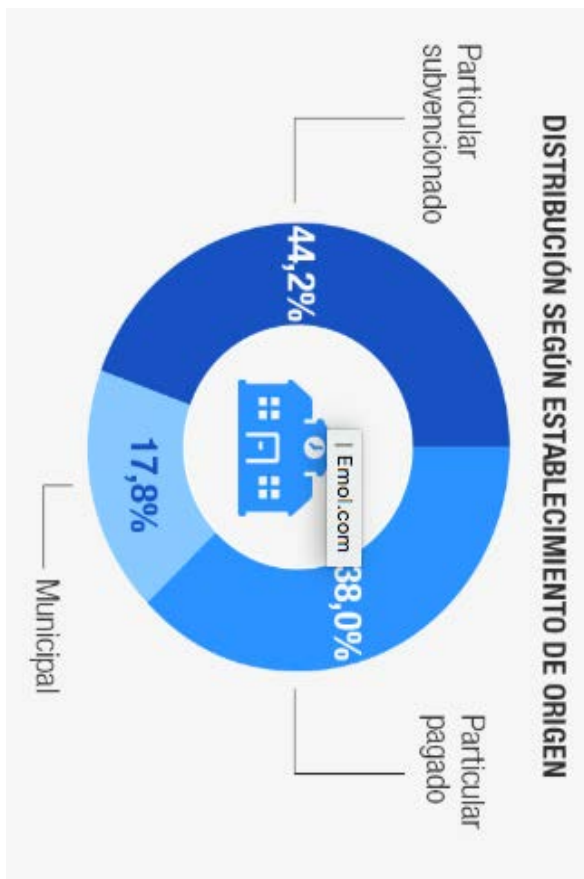
Appendix E: Teacher-centered Pre Activity

Adapted from S.A.P., M. (2017).

Pre Activity 1 (led by the teacher)

This graph taken from EMOL in 2017 shows the percentages of students from different educational backgrounds applying for Business programs in universities throughout Chile.

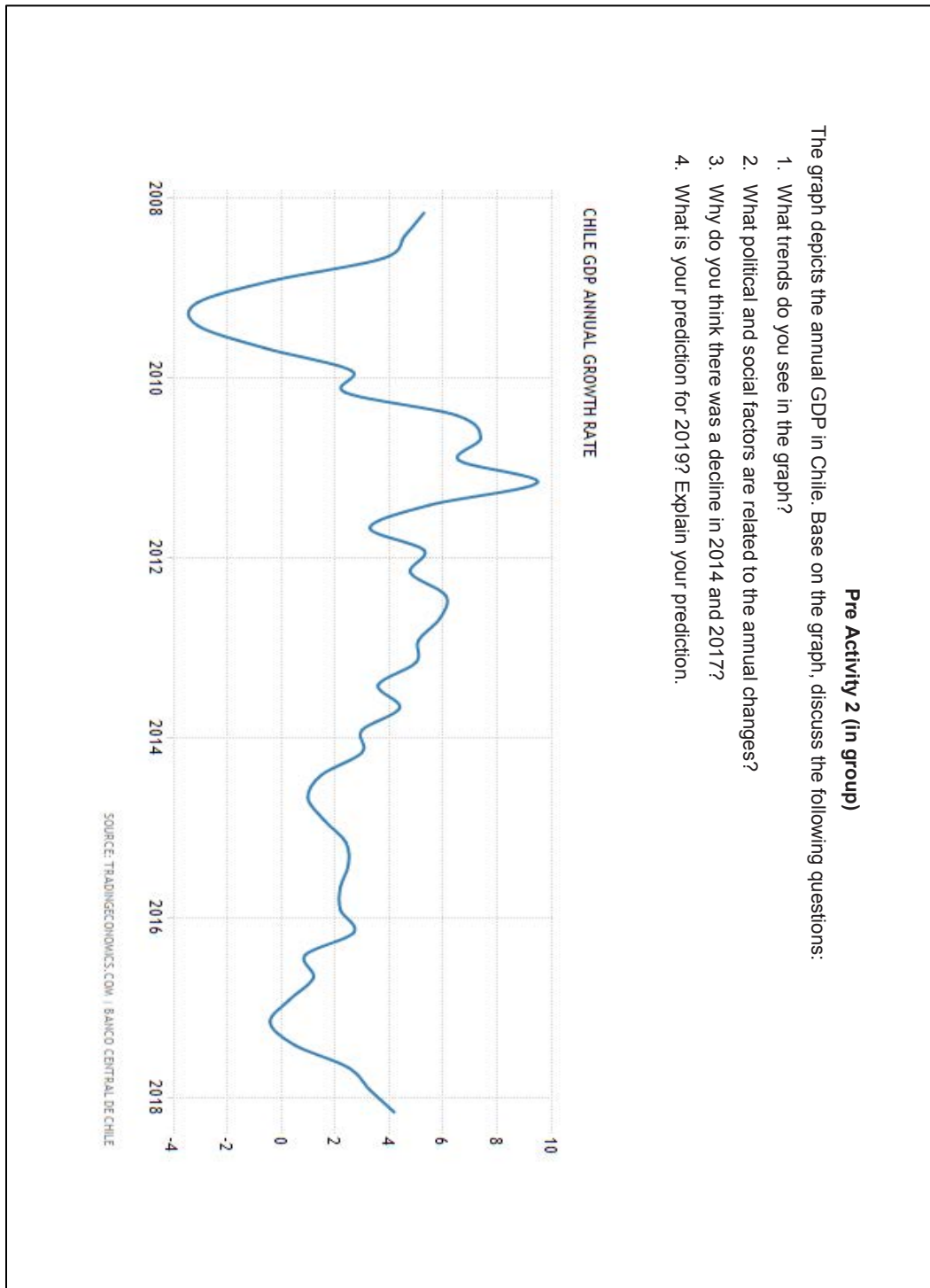
1. What trends do you see in the figure?
2. Can you explain some reasons for those tendencies? For instance, why are there fewer students from public schools?
3. Do you think government policies play a role in this data? If so, how?
4. Given the current government, what do you predict to happen in the future?



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Appendix F: Group-centered Pre Activity

Adapted from Trading Economics (2018).



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Appendix G: Intervention Lesson Plans Experimental Group

Session I - September 13th, 2018 Task 1: Creating the Vision	
Time	30 minutes
Topic	Yerka - The Unstealable Bike
Objective	Students are able to create a successful vision of themselves in business and they will create an imaginary entrepreneurship.
Introduction 5 minutes	Students watch a video about Andres Roi and his company, and discuss, in groups of five, about what they found interesting about the company of Andres Roi. Video retrieved from: https://www.youtube.com/watch?v=7A4eOsAyQcw
Development 20 minutes	In groups, students have to create an entrepreneurship and establish the steps to make it work.
Close up 5 minutes	Students record themselves as if they were presenting their entrepreneurship and selling the product/service.

Session II - September 27th, 2018 Task 2: Strengthening the Vision	
Time	30 minutes
Topic	Chilean - Us Partnership
Objective	Students are able to sell their business to a company in an English-speaking country: They try to write a business contract with an American company.
Introduction 5 minutes	Students read an article about the successful partnership between Lider and Walmart (10 min) Text retrieved from: https://www.wsj.com/articles/SB122979761002424187

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Development 20 minutes	Students have to imagine a situation in which they have to establish a partnership with an American Company. Then, they have to discuss how they are going to sell their product or expand their business.
Close up 5 minutes	Students share their ideas on how to sell their service to the American company.

Session III - October 11th, 2018 Task 3: substantiating the vision, developing action plans, and counterbalancing the vision.	
Time	45 minutes
Topic	Yerka Bikes
Objective	<ol style="list-style-type: none"> 1. Students are able to organize steps and/or objectives to launch a new product using a gantt chart, including developing English skills at some point. 2. Students are able to identify and give a solution to possible barriers they may face in their project of expanding abroad considering the lack of English skills as a barrier as well.
Introduction 5 minutes	Brief review on the students' businesses to complete the next activity.
Development 20 minutes	<p>Activity 1: Students gather in groups and do a role play where they have to sell their product or service to an American company.</p> <p>Activity 2: Students imagine planning to launch a new product or service. For that, they create a Gantt chart to organize the timing and steps for goals to succeed. They are allowed to listen to the recording from the first class. Also, they need to include English skills they will have to develop along with the timeline.</p> <p>Activity 3: Students read a text about a successful business that have failed in other countries due to cultural barriers. Then, based on the text, students make a list of possible barriers that their company may experience while expanding</p>

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	abroad. They have to give a special focus as to how lack of English skills may create extra barriers (e.g., If I don't speak English, I won't be able to contact the American company directly).
Close up 5 minutes	Students discussed how to proactively solve the problems that they may encounter while expanding abroad.

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Appendix H: Intervention Lesson Plans Control Group

Session I - September 13th, 2018 Control Group	
Time	30 minutes
Topic	Historias de emprendimiento: Loi Chile
Objective	Students are able to create an entrepreneurship.
Introduction 5 minutes	Students watch a video about a Chilean entrepreneur. Then, they discuss in groups about the video and its main ideas.
Development 20 minutes	Students have to create an entrepreneurship on a similar way as seen on the video.
Close up 5 minutes	Students record themselves explaining their entrepreneurship.

Session II - October 4th, 2018 Control Group Task 2	
Time	30 minutes
Topic	Expansion in National territory
Objective	Students are able to sell their product to a Chilean company and establish a partnership.
Introduction 5 minutes	Students discuss how to sell their business to a bigger national company.
Development 20 minutes	Students will have to build a partnership with a Chilean company. For that, they have to draft an outline with ideas in order to create a speech in which they sell their businesses to a bigger Chilean company.
Close up 5 minutes	Students record themselves giving the speech created.

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Session III - October 18th, 2018 Control Group Task 3	
Time	45 minutes
Topic	Developing plans
Objective	Students create a Gantt chart
Introduction 5 minutes	Students pretend they will launch a new product or service by doing a role play, where one group will be the owners of a company while the other group will be the entrepreneurship. Then they will brainstorm ideas that could be used as steps for the company's success.
Development 20 minutes	Students will create Gantt chart to organize the timing and steps to succeed in business based on the new product or service that they will launch.
Close up 5 minutes	Students will have to present as a group the Gantt chart that can lead the company's success to the teacher.

Session IV - October 25th, 2018 Control Group Task 4	
Time	45 minutes
Topic	Gantt chart/ Outcomes and obstacles
Objective	Students will be able to list the obstacles that they may encounter in business and how they can overcome those obstacles.
Introduction 5 minutes	Brief discussion in groups on common issues in the business world.
Development 20 minutes	Brainstorming in groups the possible obstacles for their businesses to succeed. Students identify and list obstacles that could appear while in time and they think how to solve some of those problems.

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

Close up 5 minutes	Students share their ideas and have to reflect on why thinking about those issues may be beneficial.
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Appendix I: Intervention Worksheets Experimental Group

Day 1

Yerka - The Unstealable Bike

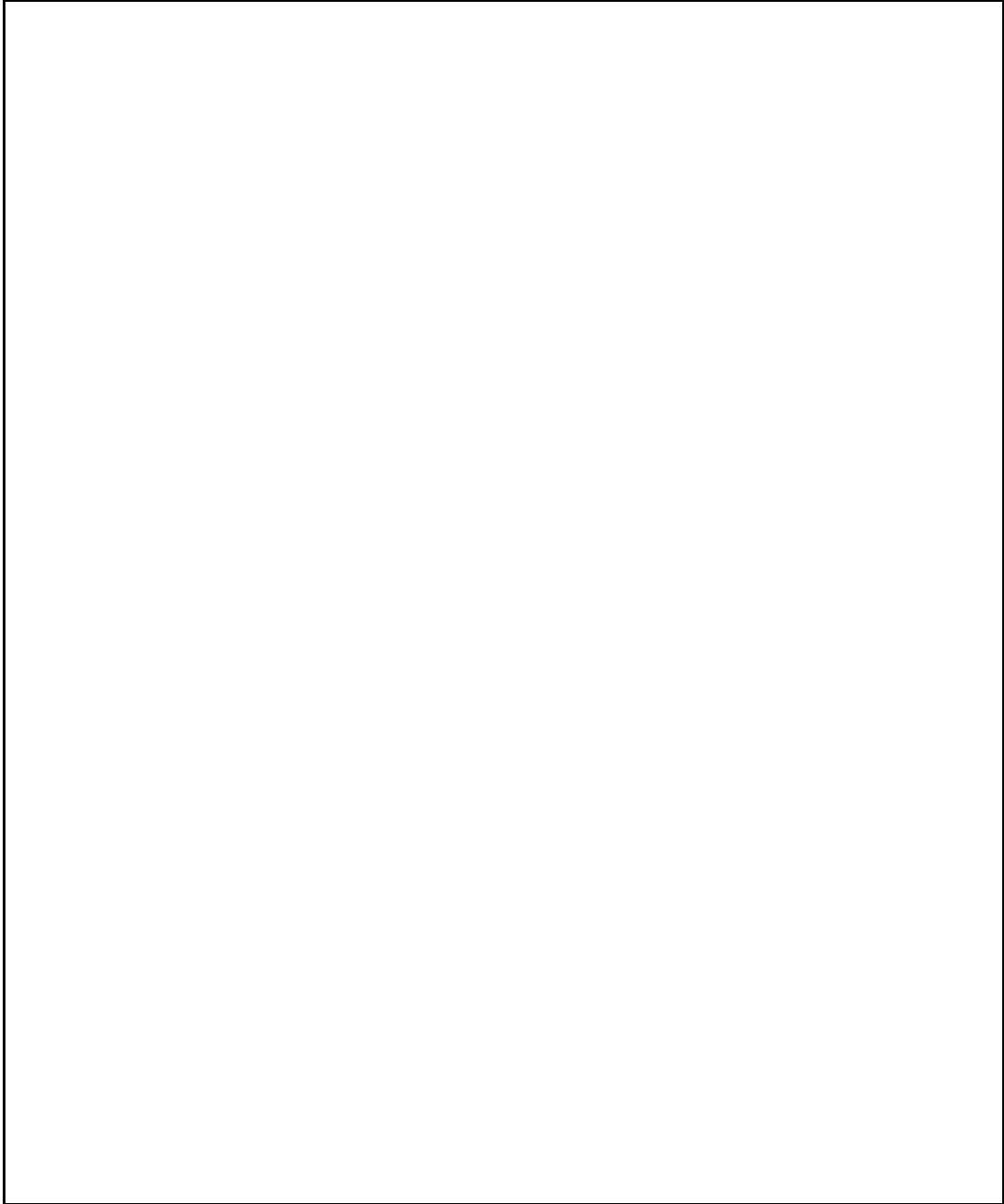
Names: _____ Date: ____ / ____ / 2018

Instructions:

1. Watch the video and take notes about the main ideas of the video. Also, explain why you think the video was made in English.

2. Just as Andres Roi did, create an entrepreneurship that you think would be successful in Chile and in the United States.
 - **Pay special attention to Andres' English skills and how they helped him become successful in his business.**
 - Include the following aspects in your description:
 1. Name of the company:
 2. Product/service:
 3. Write a brief description of your entrepreneurship:
 4. Establish the steps you would like to follow with your entrepreneurship: (**Include specific English skills**, e.g., presenting the business plan in English)

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS



3. Using your cell phone, record yourself as if you were selling your product/service to your classmates.

Day 2

Chilean - US partnership

Names: _____ Date: ___/___/ 2018

Instructions:

1. Read the following text about the partnership between Lider and Walmart

“A move that will make Walmart a significant participant in the Chilean market”

“Moving into Chile is an important step in implementing Walmart International strategy. We continue to focus on portfolio optimization, global leverage and winning in every market,” said Michael T. Duke, vice chairman, Walmart “A successful tender offer will give Walmart the opportunity to be a significant participant in Chile, which continues to have a strong and growing economy among South American countries.”

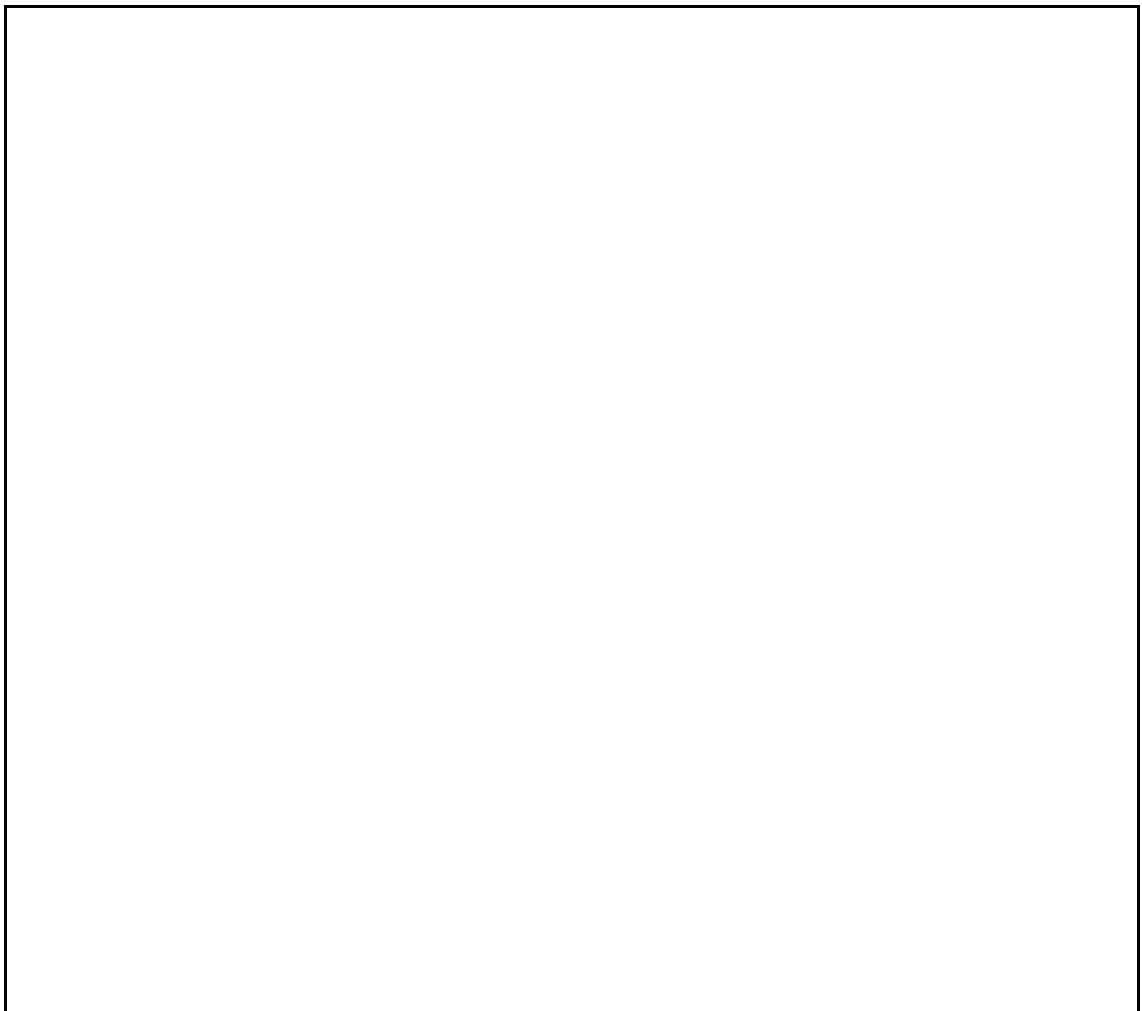
The tender offer is expected to commence Dec. 23, 2008 in the United States and Chile. Walmart has set as a minimum condition of the tender offer, the acquisition of at least 50.01% of D&S’s fully-diluted common shares.

According to Craig Herkert, President and CEO, the Americas, Walmart International, “This investment demonstrates our deep respect for D&S, which has a long history of providing the best value to Chilean consumers. We share a laser focus on price leadership just as we do in Walmart’s 10 retail markets throughout the Americas. Both companies also have the same core values and business philosophies: respect for the individual, service to the customer and striving for excellence.”

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

2. Discuss in your groups how relevant it is to develop English skills for people who are part of the business world?
3. Imagine that the business you created has already achieved a great success in Chile and you want to expand it to international markets. You chose a major company in the United States to establish a partnership.

Discuss and write how you would sell your product/service to the American company. List strengths (selling points) of your company and your product.

A large empty rectangular box with a black border, intended for students to write their responses to the discussion prompt.

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

Day 3

Yerka bikes

Names: _____ Date: ___/___/ 2018

Instructions:

1. Imagine that you plan to launch a new product or service. For that, create a Gantt chart to organize the timing and steps for your goals to succeed. To help you, you will listen to your recording from the first class. **Do not forget about English skills** you will have to develop along with the timeline.

Activities	Schedule					
	2019 March - June	2019 July - December	2020 March - June	2020 July - December	2021 March - June	2021 July - December

2. Read the following text about a successful business that have failed in other countries due to cultural barriers.

Language Barriers Blamed for Errors

Author: Melissa Korn.

May 1, 2012

Nearly half the executives at global companies believe language barriers have damaged cross-border deals and caused financial losses for companies, says a report from the Economist magazine's parent.

The report, sponsored by language-training company EF (Education First), was based on a survey of 572 senior executives world-wide. For example, executives at companies based in Brazil and China said they were most affected by misunderstandings related to English, with 74% and 61%, respectively, reporting financial losses. Nearly two-thirds of respondents said that fails in their internal cross-border communications resulted in lost productivity. Among Brazilian managers, the figure jumped to 77%.

Communication difficulties are becoming increasingly costly as companies seek to expand their operations globally. More than three-quarters of the companies surveyed said they expect to have an operational presence in more countries in the next three years, and nine in 10 said they expect their overseas client base to grow; but 89% also said language and custom challenges are stifling their international plans.

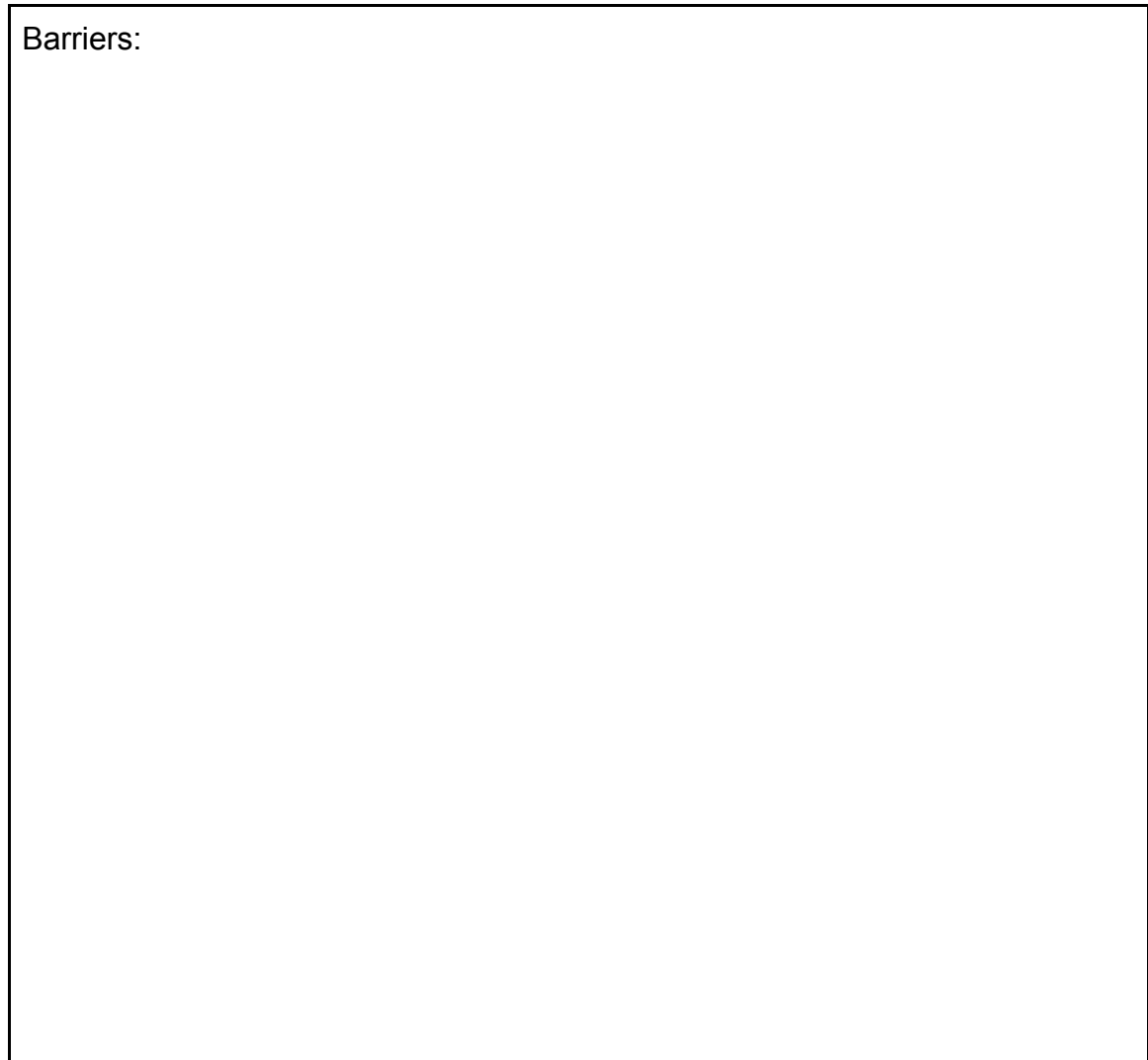
Adapted from Korn, M. (2012, May 1). Language Barriers Blamed for Errors. The Wall Street Journal. Retrieved from

<https://www.wsj.com/articles/SB10001424052702304868004577374641426083550>

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

3. Based on the text, make a list of possible barriers that your company may experience while expanding abroad. **Give a special focus as to how LACK of English skills may create extra barriers** (e.g., If I don't speak English, I won't be able to contact the American company directly).

Barriers:



4. Now, think and discuss how you can solve the problems that you may encounter while expanding abroad.

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

Appendix J: Intervention Worksheets Control Group

Day 1

“Historias de emprendimiento: Loi Chile”

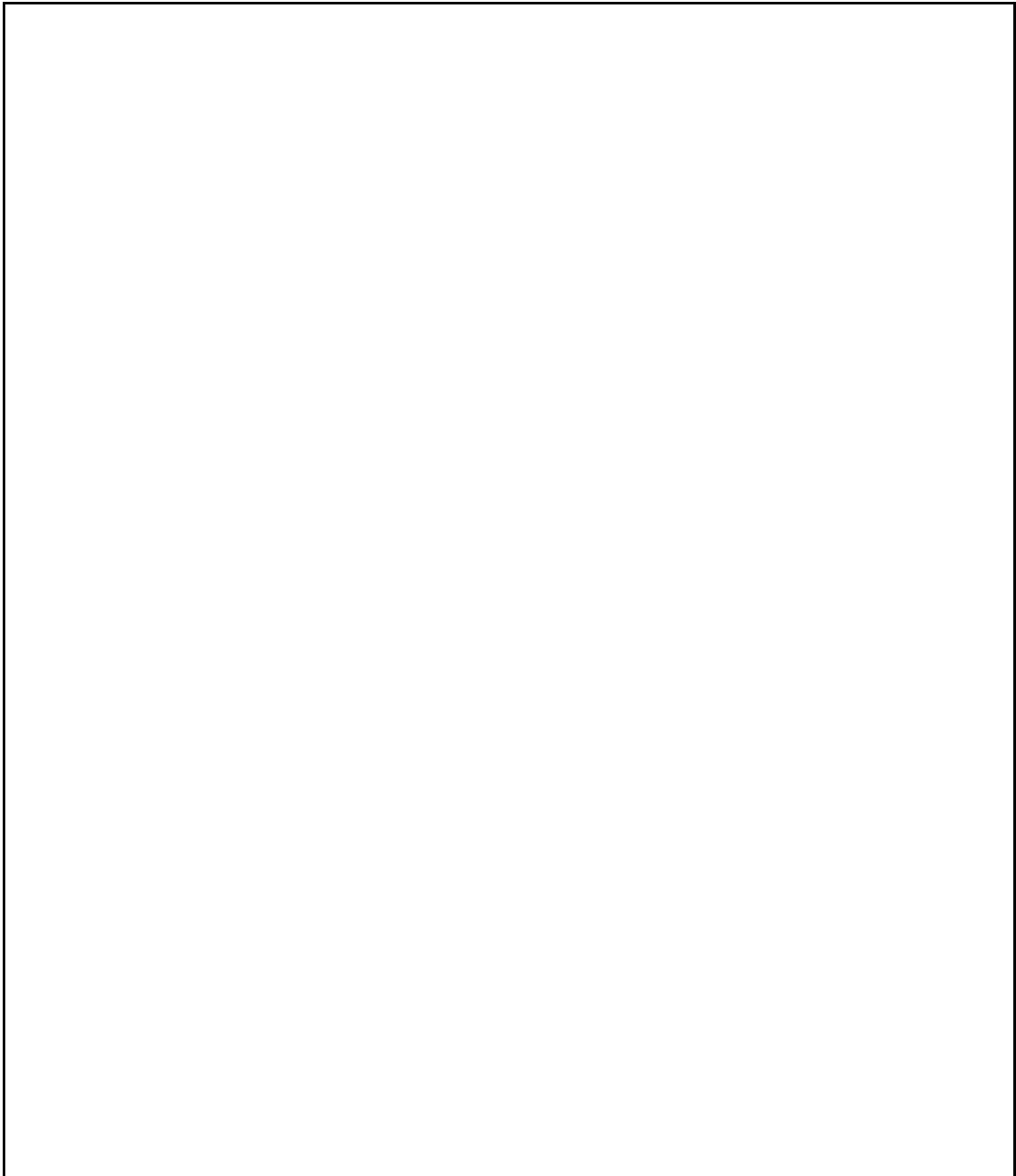
Names: _____ Date: ____/____/2018

Instructions:

1. Watch the video and take notes about the main ideas of the video and what you find interesting.

2. Like in the video, create an entrepreneurship that you think would be successful in Chile.
 - Include the following characteristics in your description:
 - a. Name of the company:
 - b. Product/service:
 - c. Write a brief description of your entrepreneurship:

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS



3. Using your cell phone, record yourself as if you were selling your product/service to your classmates.

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

Day 2

Expansion in national territory

Names: _____ Date: ___/___/2018

Instructions:

1. In the same groups from the previous class, discuss ideas as to how you could sell your business/product to a bigger Chilean company (e.g., Falabella).

Box of ideas:

2. Create a speech in which you sell your business/service and record it.

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

Day 3

Developing plans

Names: _____ Date: ___/___/2018

Instructions:

1. Imagine that you plan to launch your product or service throughout the country. For that, create a Gantt chart to organize the timing and steps.

Activities	Schedule					
	2019 March - June	2019 July - December	2020 March - June	2020 July - December	2021 March - June	2021 July - December

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Day 4

Worksheet

Names: _____ Date: ____/____/2018

Instructions:

1. Discuss in your groups the following terms:
 - a. Uncertainty
 - b. Government Policy & Regulation
2. Now based on the previous terms, think about possible barriers that may be an obstacle for your businesses to succeed. Think how can you solve some of those problems.

Obstacles:

Solutions:

Appendix K: Teacher-centered Post Activity

Adapted from S.A.P., M. (2017).

Post Activity 1 (led by the teacher)

This picture taken from EMOL in 2017 shows the salary for business-major graduates, their employability, the cost of studying business, and the least and most expensive universities to study business in Chile.

1. What trends do you see in the information?
2. Is there a relationship between the university people graduate with their salary?
3. As business students, is this something you expect for your future? Why/why not?
4. Nowadays, entrepreneurship is rapidly increasing and the importance of universities is decreasing. Do you think the pattern here will continue in the future?



MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

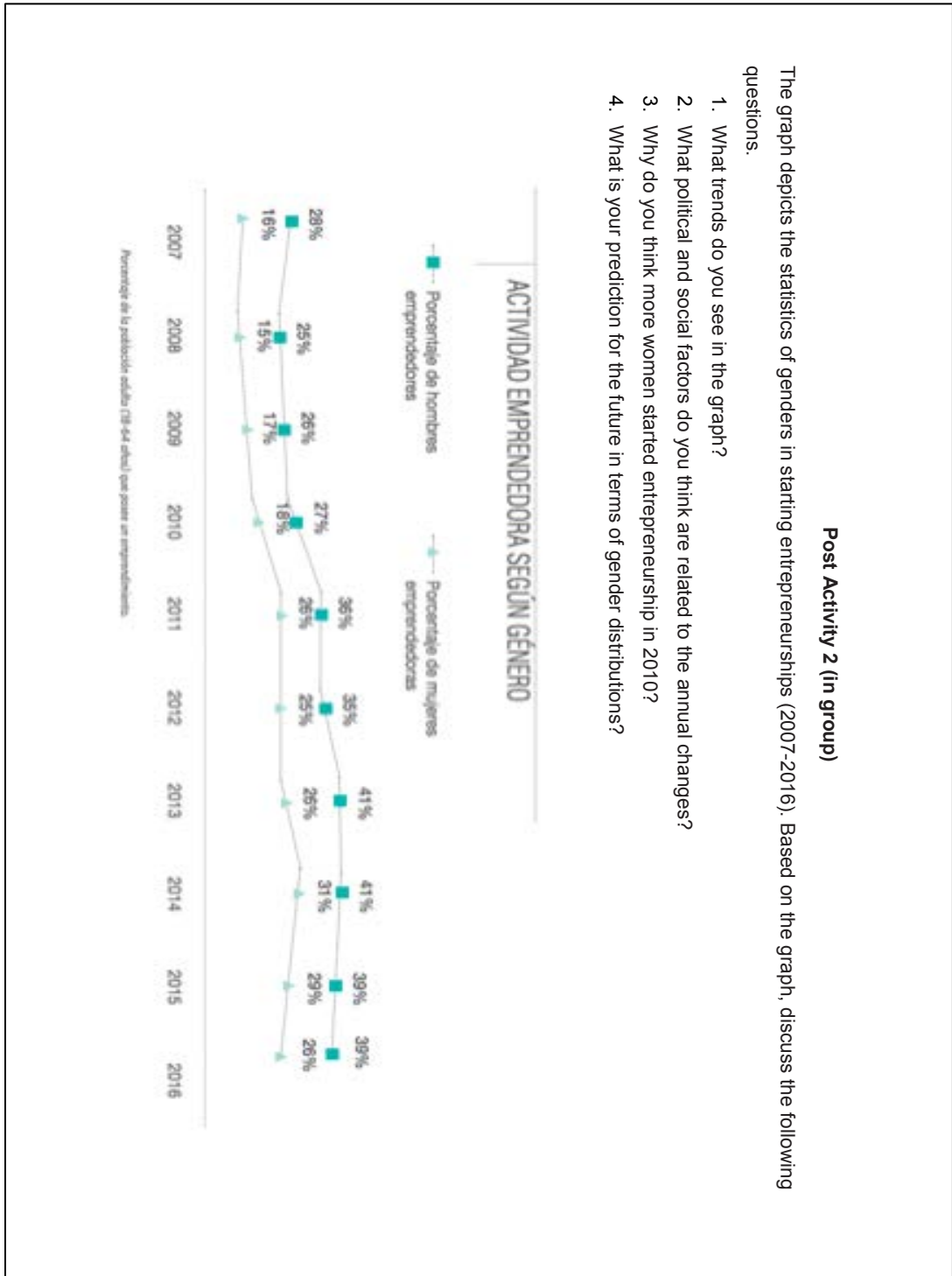
Appendix L: Group-centered Post Activity

Adapted from Global Entrepreneurship Monitor (2016).

Post Activity 2 (in group)

The graph depicts the statistics of genders in starting entrepreneurships (2007-2016). Based on the graph, discuss the following questions.

1. What trends do you see in the graph?
2. What political and social factors do you think are related to the annual changes?
3. Why do you think more women started entrepreneurship in 2010?
4. What is your prediction for the future in terms of gender distributions?



Appendix M: Interview Excerpts

Excerpt 1: Interview student one (S1)

Teacher: Dale ¿Te gustaría estudiar Inglés si no fuese obligatorio? ¿Por qué?

S1: Si

Teacher: ¿Por qué?

S1: Porque de todas maneras me gustan los distintos idiomas aprender lenguas distintas lo encuentro algo que a mi personalmente me gusta mucho

Teacher: Dale ¿Te gustaría pasar tiempo estudiando Inglés? ¿Por qué?

S1: Si y también ya lo he hecho. Hice un intercambio el 2014 me fui a dos meses a 114ambién114ra

Teacher: Ahh que entrete

S1: Me 114ambié mucho 114ambién para poder hablar mas fluido mas que para aprender inglés porque lo pude aplicar todos los días hasta que pude

Teacher: Para soltarte mas

S1: Para poder soltarme y hablar mucho más fluido

Teacher:¿Te gustaría vivir en un país en el que el primer idioma fuese Inglés? ¿Por qué?

S1: si no se si ingles pero en un país en que si se habla inglés. No se si como primera lengua pero en el que se pueda comunicar en inglés. Por ejemplo Francia queda totalmente descartado porque el inglés todavía está empezando a hablarse pero no es como un país en el que uno pueda vivir todos los días digamos inglés. Pero en varios países si se puede vivir

Teacher: ¿Te ayudaron las actividades a imaginarte a ti mismo en algún futuro cercano? ¿Por qué?

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

S1: Aaa claro, por la idea de que nos hicieron plantear el negocio, un negocio, algún posible negocio digamos y hacerlo en inglés entonces relacionan lo que es el idioma con lo que estoy estudiando.

Excerpt 2: Interview student two (S2)

Teacher: ¿Sigue siendo el Inglés una herramienta importante que te ayudará en tu desarrollo laboral en el futuro?

S2: eh.. Si, creo que si para poder comunicarme con gente de otros países que hablen Inglés eh ya sea por trabajo o... simplemente por conocer a personas.

Teacher: mhm, ok. ¿Crees que saber Inglés te ayudará a conseguir un mejor trabajo? ¿Por qué?

S2: eh... quizás me pueda ayudar dentro del trabajo por las cosas que tenga que hacer, los objetivos o desarrollarme, comunicarme con personas que hablen Inglés.

Excerpt 3: interview student three (S3)

Teacher: ¿Sigue siendo el inglés una herramienta importante que te ayudará en tu desarrollo laboral en el futuro?

S3: si o si

Teacher: ¿por qué?

S3: porque es esencial para la carrera que estamos estudiando, si queremos negociar con clientes o personas extranjeras

Teacher: ¿te ayudaron las actividades a imaginarte a ti mismo en algún futuro cercano?

S3: si, obvio que si, me siento que puedo actuar en una película usando el idioma fluidamente.

Excerpt 4: interview student four (S4)

Teacher: Perfecto. ¿Te gustaría pasar tiempo estudiando Inglés? ¿Por qué?

MOTIVATIONAL STRATEGIES AND CLASSROOM BEHAVIORS

S4: cómo pasar ¿tiempo?, no lo estudiaría si lo necesitara.

Teacher: ya que bueno ¿Te ayudaron las actividades a imaginarte a ti mismo en algún futuro cercano? ¿Por qué?

S4: hablando en inglés? si aparte que se complementaban bien con la clase

Excerpt 5: Interview student five (S5)

Teacher: Ya ¿Crees que saber Inglés te ayudará a conseguir un mejor trabajo? ¿Por qué?

S5: Si, tiene un plus

Teacher: ¿Y porqué?

S5: Porque quizás te facilita la posibilidad de si entrai a una empre a no se si un tiene contactos internacionales con otras personas podai dialogar o tener un.. como se puede decir haber, ehh osea nose quizas facilitar quizás las cosas y poder tú hablar con ellos y llegar a lograr algo no se en cuanto a un negocio

Teacher: ¿Te gustaría pasar tiempo estudiando Inglés? ¿Por qué?

S5: Si, osea

Teacher: ¿y por qué?

S5: He pensado hacer un curso en inglés en el futuro sacando la carrera pa tener un buen manejo del inglés pa poder invertir en mi

Teacher: Perfecto ¿Te gustaría estudiar Inglés si no fuese obligatorio? ¿Por qué?

S5: eh.. si, y lo hice, porque creo que es necesario para poder comunicarse otras personas y poder desarrollarse mejor.

Excerpt 6: Interview student six (S6)

Teacher: gracias, ya la primera pregunta es ¿Sigue siendo el Inglés una herramienta importante que te ayudará en tu desarrollo laboral en el futuro?

S6: Sí, yo creo que si

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Teacher: ¿y por qué?

S6: porque... es como... una de las lenguas principales en el.. mundo de los negocios y.. como que generalmente es como la que más se ocupa en.. en los negocios, ya sea en personas .. de Asia o Europa

Teacher: de todas partes del mundo?

S6: sí, generalmente

Teacher: ¿Crees que saber Inglés te ayudará a conseguir un mejor trabajo? ¿Por qué?

S6: sí, yo creo que es una herramienta, es como un plus que ayuda a conseguir un mejor trabajo o quizás sea como un herramienta también para poder conseguir un trabajo más rápido o cosas así

Teacher: perfecto

S6: como que ehh.. es algo que te diferencia de otra persona

Teacher: claro

S6: que no sepa Inglés

Teacher: ¿Te gustaría vivir en un país en el que el primer idioma fuese Inglés? ¿Por qué?

S6: si, si, me gusta

Teacher: ¿y por qué?

S6: porque... em.. así uno puede aprender más y practicarlo

Teacher: perfecto ¿Te ayudaron las actividades a imaginarte a ti mismo en algún futuro cercano? ¿Por qué?

S6: si

Teacher: ¿y por qué?

S6: porque... eh... me ayudó a imaginarme en un ámbito de trabajo, ocupandolo y en el mismo ámbito de la carrera ya que se tenía que vender un producto y todo eso