

Research participation: Driving motivation in a study abroad context

JALT 2021 Graduate Student Showcase

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Let me begin with a couple of questions

1. What are your current goals? What are your goals for the future?
2. When you think about your future self, what image do you see?
 - A. Please describe in as much detail as you can.
3. Is your future self image an ideal self or a feared self?

(自分の将来なりたくないイメージ・将来の理想的なイメージ)

- Challenging questions / concepts?
- What about for L2 learners participating in research?



Background to the PhD study

- In 2013 – PhD research began
- Reflecting on my MA research project :
 1. Changes / improvements in data-collection
 2. For participants - Reflection / Understanding / Preparation
 3. Improvements in participant experience (quality)
 4. Value / benefits for participants – relevant for ongoing L2 studies

Introduction: Background to the PhD study

- ❖ A Japanese university short-term study abroad context.
- ❖ One month in Perth, Australia.
- ❖ Through the lens of an L2 self - Post study abroad (short/long-term) changes in students':
 - L2 motivation
 - Study goals.
 - Study behaviour.

Methodology

- Qualitative study with 8 participants
- Semi-structured interviews primary data collection tool (30 minutes)
- Interview preparation sheets
- Photo narrative journals
- Data collection
 - 3 data collection sessions in total
 - One data collection session pre-study abroad
 - One data collection session immediately after study abroad
 - One data collection session 6 months after returning from study abroad (longitudinal)

RESEARCH QUESTIONS

- 1) What were the participants' overall views and feelings about the research activities in this study?
- 2) In what ways, if at all, do the participants' reflections suggest that activities that engage them in understanding more about self-imagery can contribute to success with long term L2 studies and goals?

Appendix B: Data-collection instruments (Interview preparation sheets 1, 2, 3 and semi-structured interviews 1, 2 and 3)



IPS 1: Creating an image of you in the future

Visualization Practice (visualize:イメージを思い浮かべる)

For this study, I would like to ask you to create an image of you in the future.

Now you try. Think about future you. (自分の将来の理想的なイメージ)

Close your eyes and visualize these (目を瞑ってイメージを思い浮かべる)

- Visualize speaking English in the future. Who are you speaking to? Where are you? (School, work, in Australia/Japan). Do you have one image of you or more than one image?
- Why are you using English? What types of things are you talking about?
- How do you feel when you see future you speaking English?
- Make an image of you now and you in the future. What are the differences?
- Do you think that these images are helpful? Can it help you study English?
(イメージは役に立ちますか?)
- What must you do to become future you. (このイメージになれるようになにをしなければいけないか?)

Please describe your image (自分の将来の理想的なイメージ) 英語か日本語で.

Your feared self—the person you don't want to become (自分の将来なりたくないイメージ)



- Visualize the things that you **don't** want to happen (fail tests, not graduating, not getting the job you want, unable to speak with people in Australia). (英語の勉強をしながら起りたくない事)
- How does this image make you feel? (このイメージはどんなように感じますか?)

Interview
preparation
sheets

1. Did your feared self-image change? If yes, how? (将来自分のなりたくないイメージは変わりましたか?)

2. Have your English goals changed? (英語の目標は変わりましたか?)

3. Do you think your ideal self-image is clearer / stronger? Why?

(将来の自分の理想的なイメージは明確になりましたか?)

4. How often do you think about these images? (このイメージをどのぐらい考えていますか?)

5. How/what do you feel about that image? (このイメージをどのように感じてどうゆう気持ちですか?)

6. What is important about that image now? (今このイメージに大切な事はなんですか?)

7. Was your image of future you helpful? (自分の将来の理想的なイメージは勉強に役に立ちますか?)

8. Please tell me one thing about when you were talking with Australian people that influenced / changed your image of future you now.

(現地の人と会話をした時にイメージが変わりましたか?・影響されましたか?)

20. Lastly, we will discuss your photo journal and your notes: 現地を撮った写真を見て話しましょう

THANK YOU FOR YOUR TIME AND PARTICIPATION.

PLEASE BRING TO THE INTERVIEW!

参加してくれて真にありがとうございました

インタビューに持って行ってね!



Findings: RQ1 - Interview Preparation Sheets (IPS)

- Participants highlighted IPS helpful as they included both English and Japanese
- Contributed to an understanding of the interview process, some participants feeling relaxed
- IPS encouraged thinking about goals and future self images, promoted reflection of key learning experiences, and reflection that assisted the participants with preparation and presentation of their ideas and opinions
- Eri, Marina and Arisa stated that the IPS encouraged reflection, and were helpful in preparing for the interviews (L1 & L2) as well as being visually appealing.

- Marina in the final interview noted:

The print is helpful (..) before the interview I prepare answers (.) it helps me relax (.) I like the pictures {laughing}

- Arisa stated in the final interview: *Yes the prints are good sometimes you have pretty pictures his face smiling I think he is Japanese {laughing} the English and Japanese helps me*

- Keito and Eri felt that the IPS were helpful in allowing them to understand the interview process and reflect on their experiences

- Keito in the final interview:

The prints are good I can take my time and think about interview and and understand what you will say and what I want to say

- Eri noted in the final interview the benefit of goal-setting from engaging with the IPS:

These are helpful for me (.) yes (.) writing my future before the interview (.) I could think and write my future (.) it helped me with my goals

Semi- structured interviews

Pre-study abroad: semi-structured interview 1

Part 1: L2 goals

1. Do you have goals for using English in the future?
2. Please tell me about your English goals (This semester, study abroad, future long term goals).
3. Please tell me about how you are planning to achieve your goals?

Part 2: L2 ideal self

4. Please tell me about future you. Please describe in as much detail.
5. What were the first details about the image?
6. Please tell me about the image of future you using English in the future? Is it first person/third person?
7. When you think about future you, is it one image or more than one image?
8. When you see this image how does it make you feel now?
9. What are the feelings that the future image can feel/is feeling? Why?
10. What is different between you now and future you?
11. Do you want to reduce this discrepancy? If yes, how?

Part 3: L2 ideal self and L2 motivation and learning behaviour, pre-study abroad

12. Has thinking about future you influenced your English study? How do you use this image?

Findings: RQ1 –Semi-structured interviews

- Eri - interviews were a good experience as they encouraged her to think about goals and her future as well as an opportunity to use English.

because of these three interviews I could think about my self my future think about now (.) so it is very helpful (.) interviews helped me (.) think about my future my goals about my study what I should do (.) they are good for my English (.) I can talk about my experiences easily

- Marina commenting in the final interview about her interview experiences:

The interviews were interesting (.) difficult but challenging (..) good challenging

- Arisa made many positive points. She did make one point which seemed to be in reference to the future self images and how it is difficult to think deeply (and then most likely articulate that in an L2).

I feel good about interview (.) I like talking in English

Yes it was very good memory a little difficult challenging to explain in English

Good it is a nice occasion for thinking about my future but sometimes it's difficult to think deeper

Photo narrative journal 1

Semi structured interview two (Post-study abroad): Photo narrative journal

Photo narrative journal

In addition to any photos the participants may already take, the participants will be asked to take photos on their digital cameras of people, places and/or times/other instances that contributed to their study abroad/L2 learning experiences/L2 motivation. The participants will be encouraged to keep a journal that corresponds to the photos that they feel are important to their study abroad and that they will show me during the second interview. During the second interview, the participants will be asked to read their notes and discuss the photos and outline contributing factors related to the people, times, places and/or other things depicted in the photos and how they contributed to their study abroad experience, their future images of themselves, their L2 learning and L2 motivation.

1. Please show me some of your photos of your study abroad. Please tell me about the people, places, times and other experiences that were good for you and/or that helped you with your English goals, your motivation for learning English, your image of future you.
2. Let's discuss your photo journal (The notes about the photos that you want to show me and discuss today. Notes that help explain about people, times and other experiences that helped you, influenced you during your study abroad.)

THANK YOU

Semi-structured interview 3: Future self photo narrative album (6 months after SA)

Possible self photo album: You 6 months after study abroad (留学をしたあとの6月間)

Picture 1: You 6 months in the future

自分の将来の理想的なイメージ

Describe this picture

Feelings associated with this image

Difference between you now and you in the future

I can reduce the difference by

Picture 2: You in the future. Who are you with? Where are you? What are you doing?

Describe this picture

Feelings associated with this image

Photo
narrative
journal 2

Findings: RQ1 –Photo-Narrative Journals

- The final interview highlights Eri`s positive opinion.

Talking about my photos was good (.) when I showed you the pictures (.) I don't know if you enjoyed it (.) but I enjoyed it (.) telling about the pictures (.) my memories (.) I could remember the memories in Australia (.) I could talk a lot (.) when I show the pictures it helps me to talk in English (.) there are a lot of topics in the photos (.) I could talk a lot (.) I enjoyed it

- Michaki`s opinion regarding the journals was that these contributed to her future self image and the accessibility of this image and helped to highlight discrepancies between current and desired states.

I am not good at pictures so I wrote words (.) me in the future I can express myself to other people (.) difference (.) I can see difference

Photo journal is good yes because it is more clear image my image is more clear

- For Marina who was not as confident or proficient with English as the other participants, this seemed to be a good activity to allow her to communicate about her experiences.

I enjoyed photo journal (.) It is easy to explain and talk about

Findings: RQ2 – Understanding the future self guide

- During the final interview Eri was asked about the relevance of a future image to which she responded positively and outlining the role of the future self for guiding her towards her ideal self.

Yes image is useful it is useful to make my goals (.) to achieve my goals

I feel positive about my image (.) it helps my confidence

- Michaki's response was similar in that she outlined that the image was useful in guiding her; however, the image guiding her resembles more of an ought-to self image.

Yes (.) when I want to become a good future I think I should more effort make effort so I study English but if I have no future image I don't study (.) it helps to motivate me

- When asked about a desire to learn more about future images Eri commented:

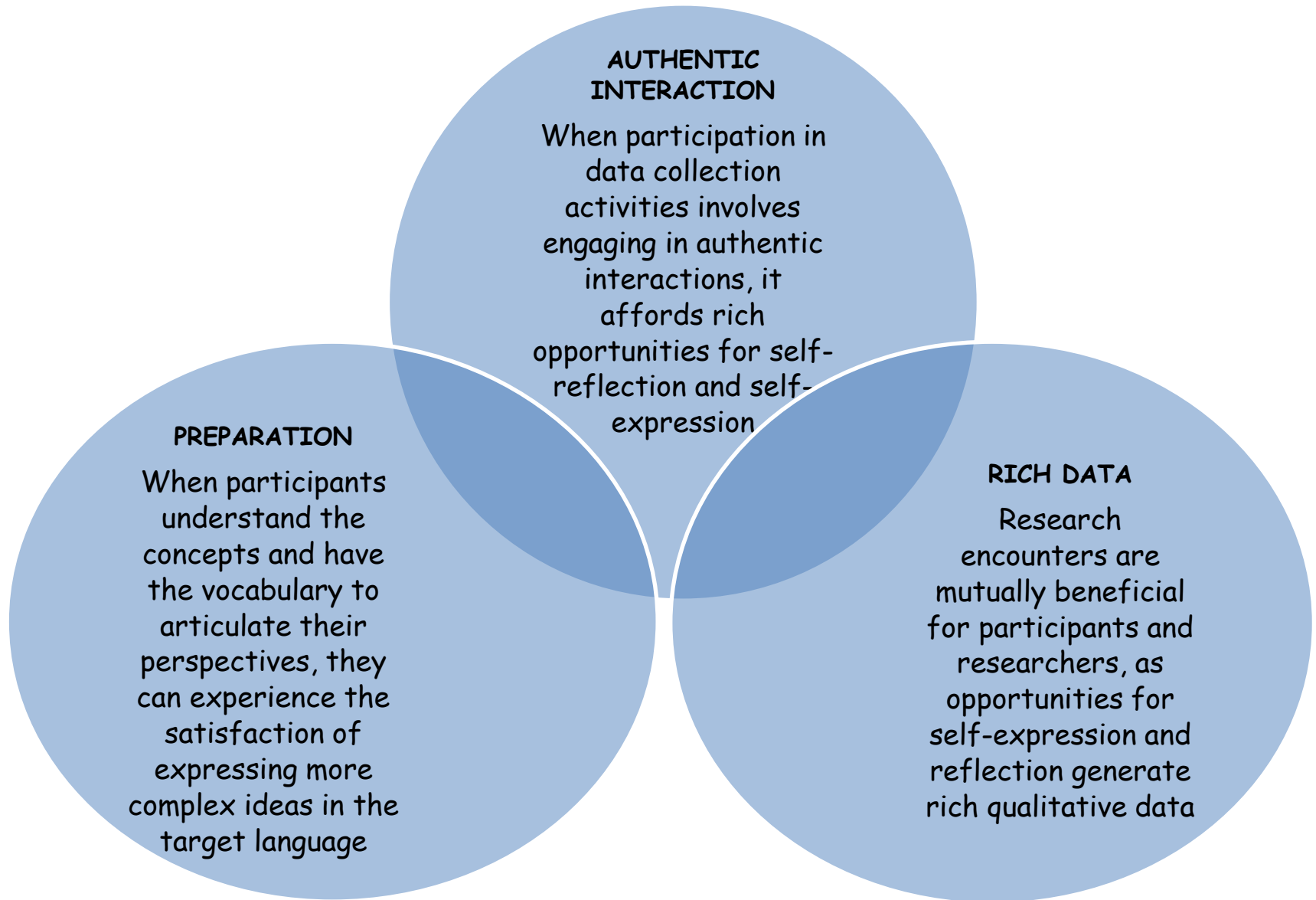
Yes I want to (.) know more clear more future (.) I want to learn about images (..) It's interesting (.) it's kind of difficult topic (.) but I think it is useful (.) so I wanna learn more (.) yeah

- Michaki made similar comments in her last interview and included some reasons why she is interested in imagery and learning more about possible selves.

I think I should make effort so I study English but if I have no future image I don't study (.) it helps to motivate me (.) make goals and make effort

Yes I am very interested in it (.) how to use image (.) good effect for me (.)

Figure 1: The qualitative L2 motivation model of research



Conclusions:

For researchers:

- Preparation - authentic interactions (original narratives of the participants)
- Rich opportunities for self-reflection and self-expression
- >> Rich data
- Responsibility to contributing to participants' learning journeys (quality & value)

For participants:

- Preparation (through careful and thoughtful research design) >> Reflection
- Reasons to engage – value for the participants
- Increased understanding of motivation (self-regulation of one's own motivation)

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