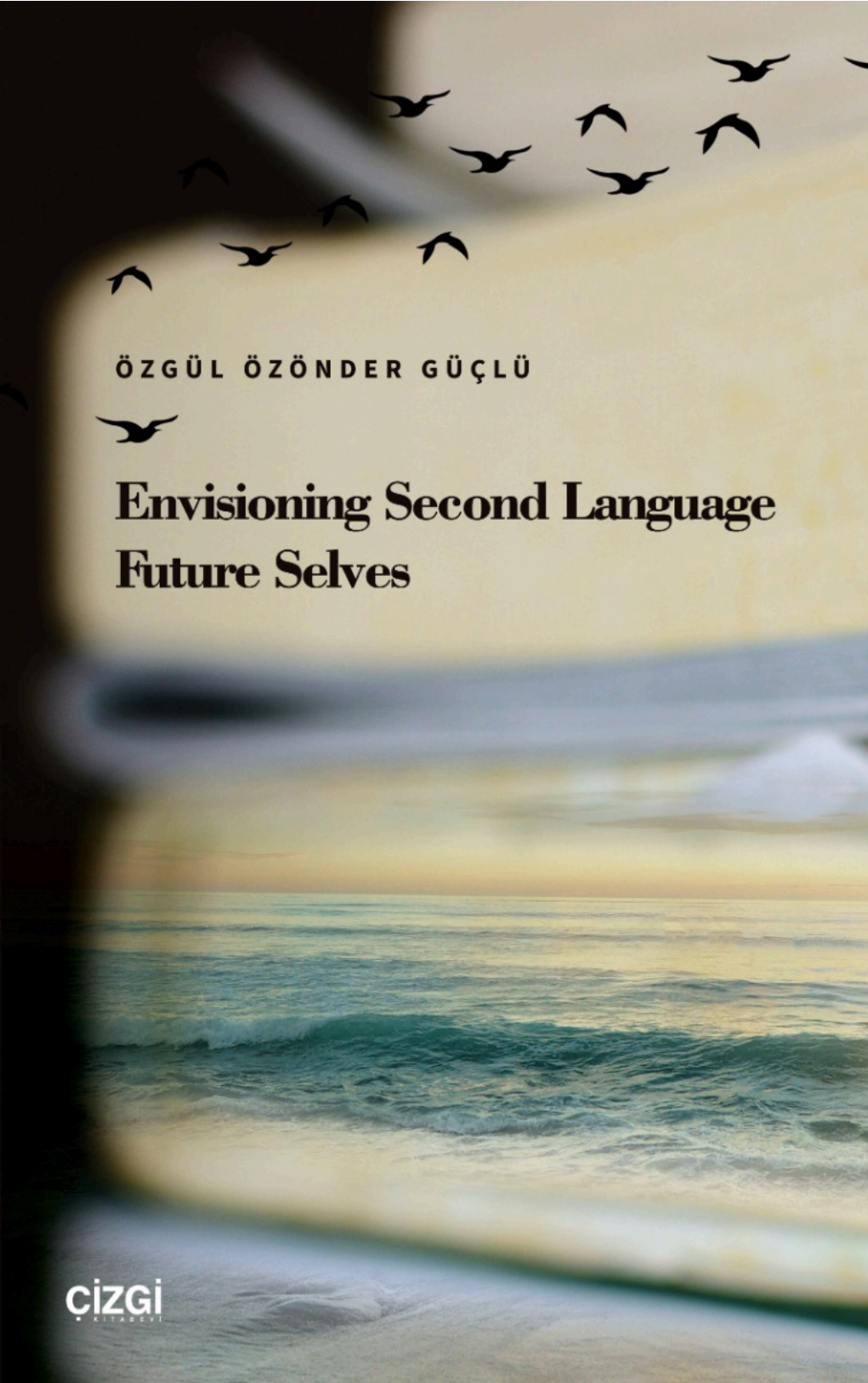
ÖZGÜL ÖZÖNDER GÜÇLÜ
Envisioning Second Language Future Selves
ÇİZGİ
KİTABEVİ

To my dear mother, Emine Özönder.

ENVISIONING SECOND LANGUAGE FUTURE SELVES

Dr. Özgül Özönder Güçlü

ÇİZGİ
KİTABEVİ

Çizgi Kitabevi Publishing (e-book)

September 2024

ISBN: 978-625-396-332-3
Certificate No: 52493

- Cataloging in Publication Data (CIP) -
ÖZÖNDER GÜÇLÜ, Özgül
ENVISIONING SECOND LANGUAGE FUTURE SELVES

Preparation for Printing
Çizgi Kitabevi Publishing
Tel: 0332 353 62 65- 66

ÇİZGİ KİTABEVİ

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THE PREFACE

As I sit down to write these words, I find myself reflecting on the journey that has led to the completion of this work. Throughout my doctoral studies, I maintained a continuous involvement in scholarly literature, consistently immersing myself in readings over the course of each semester. One notable instance stands out in my memory: encountering Zoltan Dörnyei's theoretical framework delineating the Ideal L2 Self, Ought-to L2 Self, Feared L2 Self and Learning Experience. The idea of applying such an original theory in the Turkish context excited me greatly. The application of theories borrowed from psychology to the field of applied linguistics, such as the Second Language Motivational Self System approach, provides immense potential for enhancing English language proficiency among learners, both locally and worldwide.

I have been involved in delivering English education at universities in Turkey since 2005. One of the most prevalent observations throughout my experience has been the overwhelming majority of students, who initially commence their English education with great enthusiasm, tend to become disenchanted with the process of learning English after merely two or three months after the beginning of academic year. In light of these considerations, I elected to pursue the novel language learning approach put forth by Zoltan Dörnyei, which has already been tested in other geographical contexts, namely in Turkey. Michael Magid's study, A Validation

and Application of the L2 Motivational Self System Among Chinese Learners of English, provided valuable insights for my research. I would now like to share with you, my readers, the results and findings from the research I have conducted in this study.

It is with immense gratitude and humility that I extend my heartfelt thanks to those who have supported and guided me along the way. I owe a debt of gratitude to Çizgi Publishing House for making this work available to you. First and foremost, if I have come this far today, it is thanks to my mother. When I was a little girl, she raised me to be independent, taught me how to earn a living, and ensured I did not rely on a man's hand.

Secondly, I am indebted to İsmail Hakkı Mirici. His unwavering support, guidance, and encouragement has been the cornerstone of my academic pursuit. I am deeply grateful for his invaluable feedback, which has played a pivotal role in shaping the trajectory of my research. Prof. Mirici's mentorship has been a source of inspiration and motivation since the inception of my academic journey.

I would also like to express my sincere appreciation to Mehmet Demirezen, Arif Sarıçoban, and İsmail Fırat Altay for their invaluable guidance and support throughout the preparation process. Their insights and constructive criticism have enriched my endeavors, and I am grateful for their contributions.

The journey of this book would have been incomplete without the profound wisdom and expertise imparted by İsmail Hakkı Erten whom we bid farewell to him into eternity.

I am profoundly grateful to my beloved, Tansel Güçlü whose encouragement has been a constant source of strength. Special thanks are also due to Dr. Deniz Kurtoğlu Eken and

Prof. Dr. Dursun Koçer for their encouraging words that spurred me to embark on this academic journey.

I am deeply appreciative of my family members for their unwavering support, love, and understanding throughout this endeavor. Their encouragement and belief in me have been the driving force behind my academic pursuits.

Finally, I believe that this work would not have been possible without the voluntary participation of the students in the experimental component. Therefore, I extend my deepest gratitude to the participant students, whose contributions enriched this research. I sincerely thank them for their cooperation and support.

This work stands as a testament to the collective efforts, encouragement, and support of all those mentioned above. It is with deep appreciation and gratitude that I present this work to the academic community.

Özgül ÖZÖNDER GÜÇLÜ

October 01, 2024

DEFINITIONS

Mental Imagery. "An internal representation that gives rise to the experience of perception in the absence of the appropriate sensory input" (Wraga & Kossyln, 2002, p. 466).

Vision. "The ability to think about or plan the future with great imagination and intelligence." (Oxford Learner's Dictionary, 2020)

Personal Vision. A type of vision that gives "meaning to one's life, with helping to make shifts in professional careers and with coaching yourself in realizing a personal dream" (van der Helm, 2009, p. 98).

Motivation. "An inner drive, impulse, emotion or desire that moves one to a particular action" (Brown, 2000, p. 152).

L2 Motivation. "The combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner, 1985, p. 10).

The Ideal L2 Self. It "is a desirable or ideal self-image that the L2 user would like to be in the future" (Dörnyei, 2018, p. 3).

The Ought-to L2 Self. It "reflects the attributes that one believes one ought to possess in order to meet expectations (e.g., those of family members or friends) or in order to avoid possible negative outcomes in the process of L2 learning" (Dörnyei, 2018, p. 3).

The L2 Learning Experience. It "concerns situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success" (Dörnyei, 2009a, p. 29).

SYMBOLS and ABBREVIATIONS

CEFR : Common European Framework

ELT : English Language Teaching

FLA : Foreign Language Anxiety

HLT : Humanistic Language Teaching

L2 : Second/Foreign language

L2MSS : The Second/Foreign Language Motivational Self System

L2 Self : Second Language Self

PosPsy : Positive Psychology

SLA : Second Language Acquisition

CHAPTER 1

INTRODUCTION

"There is no desiring without imagination."

Aristotle

With globalization, the English language has gained an importance all around the world. The English language and globalization work together to drive international communication, business and politics easier. According SIL International (formerly known as the Summer Institute of Linguistics), nearly there are 1.5 billion speakers of English in the world today. English is the dominant language in worldwide commerce, finance, business, politics, communication, scientific research, the Internet, banking, travel and popular culture. Since English is widely used in today's world, many people aim to learn it. However, these learners encounter with various obstacles and they may not fulfil their aim. Therefore, motivating second language (L2) learners and sustaining the drive to learn gain importance.

L2 motivation research was initially dominated by a macro-social-psychological perspective that investigated the general motivational orientations of whole language communities (Clément & Gardner, 2001; Gardner, 1985, 2001; Gardner & Lambert 1959, 1972). Starting from the 1990s, the research focus shifted to the micro-level observations

of learning settings like language classrooms, leading to a motivational evolution that cannot be ignored (Dörnyei, 2005; MacIntyre, 2002; Ushioda, 1996; Ushioda, 2007; Williams & Burden, 1997). Learners' self-concept in exploring and analyzing their motivation has become very popular since the mid of 2000s in the field of second language motivation (Csizér & Kormos, 2014; Csizér & Magid, 2014; Dörnyei, 2005; 2009a; Magid, 2011, 2014a, 2014b; Magid & Chan, 2012; Mercer, 2012, 2015; Mercer & Williams, 2014).

'Self' is defined "as the summary of the individual's self-knowledge regarding how that person sees herself/himself" (Dörnyei, 2009a). 'Self' has strong connections with future because people contemplate on their self and imagine themselves in the future. Therefore, this concept draws the attention of motivation researchers (Csizér & Magid, 2014). Markus and Nurius (1986, p. 954) classify "possible selves" and identify possible selves referring to people's ideas of "what they might become, what they would like to become, and what they are afraid of becoming" and in this way, they "provide a conceptual link between the self-concept and motivation" (Markus &Nurius, 1987, p.157). Projected future-self conceptions exert a strong motivational power (Markus & Nurius, 1987), and Higgins (1987, 1998) made this motivational function explicit by his self-discrepancy theory. According to him, there are two types of self. The first one is the ideal self, which is "the attributes that someone (yourself or another) would like you, ideally, to possess (i.e., representation of someone's hopes, aspirations, or wishes for you)" (Higgins, 1987, pp. 320-321). In his distinction, the second possible self is called the ought self "which is your representation of the attributes that someone (yourself or another) believes you ought to possess (i.e., a representation of someone's sense of your duty, obligations, or responsibility)" (Higgins, 1987, pp. 320-321). Higgins (1987,1998) then argued that individuals

feel uneasy when their actual self and their future self do not match. Thus, this tension becomes a compelling source of motivation because it stimulates a desire for action to reduce the gap (Dörnyei, 2014).

At the beginning of this millennium, Dörnyei (2005; 2009a) introduced a new model to explain L2 motivation better and to offer useful practical implications for second language teachers and learners. His novel model is called the L2 Motivational Self System (L2MSS) and it has been drawn on the psychological theory of 'possible selves' (Dörnyei, 2005). L2MSS is made up of three main elements: (1) the Ideal L2 self, (2) the ought-to L2 self, and (3) the learning experience (Dörnyei, 2005; 2009a). In light of these advancements in theoretical and practical paradigms of L2 motivation research, the Ideal L2 self has become an important research area. It is mainly because this type of self has been perceived as a source of motivation to internalize the L2 by the researchers and implementers in the field (Csizér & Magid, 2014; Dörnyei, 2005, 2009a; Dörnyei & Ushioda, 2011; MacIntyre, MacKinnon, & Clément, 2009; Mercer, 2012, 2015; Mercer & Williams, 2014; Taguchi, Magid, & Papi, 2009; Ushioda & Dörnyei, 2009). From Dörnyei's perspective, learners' present learning behavior is affected and energized by how they imagine themselves in the future (Dörnyei 2005; 2009a). It is also highlighted that future self-guides include "*images* and *senses*" (You, Dörnyei, & Csizér, 2016, p. 94). The promotion of the Ideal L2 self, through creating a language learning vision and imagery enhancement, has paved the way for the appearance of new sets of motivational techniques of the associated with the Ideal L2 self component and various practical implications of the self-based approach to motivation (Dörnyei, 2009a).

In this chapter, the background of this present study will be presented. It will be followed by statement of the problem.

After this, aim and significance of the study, its research questions and a sub research question will be given. Finally, assumptions, and limitations of the study and definitions of the field-specific terms will be covered in the rest of this chapter.

Exploring L2 Selves and Visionary Motivational Programs

The present study has been inspired by new theories and advancements in the field of second language motivation and mainly by the proposal of a model called the L2 Motivation Self System (Dörnyei, 2005; 2009a) and its application through motivational intervention programs. In addition, creating a vision by improving the imagination capacity of the learners and the idea of strengthening their Ideal L2 self and other related domains have also paved the way for the present study.

This study draws its theoretical framework upon humanistic roots. As an approach to education, learning and psychology, humanism emerged in the mid 1950s. This approach necessitates studying the person as a whole, especially as an individual that grows and develops over a lifespan. In a humanistic framework, it is presumed that human beings are free to act and control their own destinies. According to Huitt (2009), the main premise of humanistic theory is that people act with intentionality and values. Learning is viewed as a personal act to fulfill one's potential because the central issue in humanism is the development of a self-actualized and autonomous person, and learners are in the center of personalized learning processes. The study of the self, motivation and goals are the particular areas that humanistic perspective primarily focuses on.

Humanistic psychology, education and pedagogy have affected foreign language education to a considerable degree.

Humanistic language teaching (HLT) pays close attention to improving the emotional and intellectual spheres of learners' personal development (Fedorenko, 2018). There are two key humanistic concepts that have been successfully applied to both the theory and practice of foreign language education. These concepts are "the development of the whole person" and "self-actualization". HLT advocates aspire to generate certain qualities in learners such as gaining independence in expressing their views about particular issues, forming the ability to interact with others successfully, listening and hearing others, showing respect to others and increasing the depth of learners' understanding of the world at large (Fedorenko, 2018). HLT advocates believe that developing the knowledge of a foreign language and culture expands learners' traits and helps learners to access options that are both life-enriching and liberating. Stevick (1990) states "in a language course, success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom" (p. 4). Agreeing with Stevick's claim, Leadbeater (2008) highlights that learners successfully achieve the aims of learning if they are encouraged by friendly relationships that promote motivation, sharing, caring and reward. Inspired by these principles, HLT has manifested its philosophy in various humanistic language teaching methods such as Silent Way and Suggestopedia.

There is a relatively new sub-field of psychology which draws heavily on humanist influences: Positive psychology. The concepts central to humanistic psychology are seen in positive psychology. PosPsy is the study of extensive research on human strengths, virtues and resilience that make life good (Seligman & Csikszentmihalyi, 2000; Seligman, 2002). It has changed major psychological theories which view the individual as a passive entity responding to environmental

stimuli; instead, in positive psychology, individuals are seen as active decision makers with their personal choices and preferences (Seligman & Csikszentmihalyi, 2000). From Seligman and Csikszentmihalyi's perspective, PosPsy has reoriented psychology back to its ignored missions, which are making normal people stronger and more productive and helping them to realize their full human potential. There is an increasing scholarly interest in studying the emotional dimensions of language teaching, learning and use, so PosPsy has flowered in the field of foreign language teaching and learning to explore "other spaces of language and emotional life" (Prior, 2019, p. 525).

The L2 motivation research dates back to 1960s. Therefore, the roots of this study are also firmly set in the seminal work of Gardner and Lambert (1959). Gardner is the founder of the socio-educational model which dominated research on motivation in foreign language learning until the 1990s. This model sees language learning as a kind of social act in which the foreign language is seen as a part of an individual's identity, which is being shaped by their society's social and cultural structure (Crookes & Schmidt, 1991). For this reason, Gardner and Lambert (1959) perceive a learner's willingness to contact with target language speakers and to integrate into that culture as underlying factors in a learner's motivation to learn another language (Gardner, 1985). Gardner (1985) underlines the difference between learning another language and other subjects. He claims that learners learn the culture and behavior styles of the target language at the same time. In Gardner's motivation theory, this situation is defined as "integrative orientation."

Starting from the 1990s, the social-psychological theory started to receive some criticism from other L2 motivation researchers. Some researcher argued for expanding the field of second language motivation (Crookes & Schmidt, 1991;

Dörnyei, 1994a, 1994b; Oxford, 1994; Oxford & Shearin, 1994). For example, Dörnyei and Csizér (2002) argued for the necessity to think "integrativeness" in a different way. They pointed out the need for enhancing the concept of "integrativeness" "without contradicting the large body of relevant empirical data accumulated during the past four decades" (Dörnyei & Csizér, 2002, p. 456). Dörnyei (2009a) argued that this highly influential concept of *integrativeness/ integrative motivation* does not provide any link with some other theories. He pointed out there are goal theories and self-determination theory involving new motivational concepts from a cognitive perspective. Another argument against the label 'integrative' is that it is rather limiting and therefore, it does not embrace classroom dynamics and the features of learner group in many language learning environments (Dörnyei, 2009a) because they significantly affect L2 motivation (Noels, 2003; Ushioda, 2001).

Theoretical development in psychology has also contributed to the advances within the L2 motivation research. Psychological research on the 'self' concept has led to a convergence of motivation theory and self-theory in mainstream psychology. Possible Selves Theory emerged as a subfield of psychology when Markus and Nurius (1987) coined it for the first time in psychology literature in the 1980s. They defined the possible selves as "the notion of individuals' ideas regarding what they *might* become, what they *would like* to become, and what they are *afraid of* becoming" (Markus & Nurius, 1986, p. 954). However, they did not exemplify the meaning of what individuals might become. The authors could have referred to 'expected' or 'likely' selves when they proposed 'selves that we could become' (Carver, Reynolds, & Scheier, 1994). In their paper, they also defined 'ought-to self' as an image of self-held by another' (Markus & Nurius, 1986, p. 958). Another important feature of Markus and

Nurius's notion of possible selves is that it questions how individuals conceptualize their future hopes, wishes and fantasies (Dörnyei, 2009a). It is obvious that the conception of possible selves has a dynamic feature which can describe an individual's move from present to the future (Dörnyei, 2009a). According to Dörnyei (2009a), possible selves comprise "tangible *images* and *senses"* (p.12). As Markus and Nurius (1986 as cited in Dörnyei, 2009a) elucidated that it is possible for individuals to 'see', 'hear' and 'smell' a possible self.

The second important psychological advancement which is significant for the present study is Higgin's self-discrepancy theory (1987). The ideal self and the ought self are two main components of this theory. Although Markus and Nurius (1986) also discussed these concepts, Higgins dealt with them from the perspective of the general theory of motivation and self-regulation. In his theory, the *ideal self* refers to the characteristics that an individual would like to possess including his/her hopes, aspirations or wishes, while the *ought self* refers to the attributes that an individual believes that s/he ought to possess such as someone else's sense of duties, obligations or moral responsibilities (Higgins, 1987). The third domain of self that has been alluded to by Higgins is the actual self. The actual self can be defined as being "your representation of the attributes that someone (yourself or another) believes you actually possess" (Higgins, 1987, p. 321). Higgins' theory argues that people feel discomfort if a discrepancy exists between their real self and their future selves. Therefore, they act to reach a state where their real self matches their ideal self or ought self.

At the beginning of the new millennium, Dörnyei (2005) outlined a new approach: 'L2 Motivational Self System' (Dörnyei, 2005; 2009a). His system has three main components: "the Ideal L2 self, ought to L2 self and L2 learning experience" (Dörnyei, 2009a, p. 29) In other words, he applied possible

selves theory to the second language acquisition field and suggested the L2 equivalents of ideal/ought selves (Dörnyei, 2014).

The role of vision and mental imagery in L2 motivation and the research around it has also stimulated the present study. Vision and mental imagery were proposed as two important elements of motivation and language learning by Dörnyei (2014). According to Dörnyei and Kubanyiova (2014), vision involves a strong sensory element which "involves tangible images related to achieving the goal" (p. 10). They gave the example of the vision of becoming a doctor and stated that this vision "exceeds the abstract goal of earning a medical degree in that the vision involves the individual's actually seeing him-/herself receiving the degree of the certificate or practicing as a qualified doctor" (Dörnyei & Kubanyiova, 2014, p. 10). This makes the goal more tangible and means the person is more likely to spend effort, time and energy to attain it. The importance of mental imagery for the present study in particular, and the second/foreign motivation research in general, stems from its stimulatory nature. People can benefit from mental imagery to prepare, reap repeat, elaborate, intensify or modify their behaviors as it has already been used in sports psychology, psychoanalysis, or in educational contexts (Berkovits, 2005; Clark & Paivio, 1991; Katz, 2000; Murdock, 1987; Morris, Spittle, & Watt, 2005; Singer, 2006). The mental imagery becomes a motivating power for an individual to take immediate and decisive actions.

The last inspirational source for this study is the intervention studies that aim to validate the link between mental imagery and motivation to spur learners' foreign language learning processes. According to Wenger (1998), mental imagery has a stimulatory nature. Researchers and implementers of L2 motivation have benefitted from stimulatory potency of imagination power in their

intervention studies. Researchers in the field have designed intervention studies in which they created some specific activities to make learners' possible selves stronger. With the help of these activities, they attempted to facilitate the formation of learners' future self-guides and reinforce them (Chan, 2014; Fukada, Fukuda, Falout, & Murphey, 2011; Jones, 2012; Mackay, 2014, 2016, 2019; Magid, 2011, 2014a, 2014b; Magid & Chan, 2012; Safdari, 2019; Yarwood, 2018), and this investigation is central to the focus of the present research. Having read and examined all these resources and particular studies, the researcher of this study has been inspired to find out if encouraging Turkish learners to pursue their language studies by enhancing their Ideal L2 self and other related domains through a visionary motivational program would yield better results than traditional approaches.

Motivating students to learn another language is one of the biggest challenges faced by language teachers around the world today. Although the English proficiency level desired by university students, language teachers, faculty instructors, parents, program designers, and employers at workplaces is generally very high, it is common for many learners to lose their genuine interest and desire to continue learning English after a certain period of time. In response to this challenge, a particularly important line in empirical research has emerged in L2 motivation research area: intervention studies. Csizér and Magid (2014) pointed out that "various motivational programs, imagery training and self intervention programs can prove to be successful in motivating L2 learning both in the short and long run in various learning contexts all around the world" (p. 2). There is a need for reinforcing experimental studies on the impact of the visionary motivational programs on the formation of learners' future self-guides in various contexts in order to assess the possible impact of this approach. This study attempts to provide empirical evidence about the

effectiveness of intervention programs and validating the link between imagery-motivation to facilitate the learners' Ideal L2 self in a tertiary level setting in Turkey. In order to understand the problem, a brief panorama of English education in Turkey is necessary.

In response to the global influences, English has become an integral component at all levels of national education in Turkey. English has been taught at different levels of the Turkish national system since the end of World War II. English language learning can start from pre-primary schools and may continue to post-graduate levels. However, the hours spent, the curricula taught, and the intensity of these English lessons vary depending on the context where English is taught. For some learners, English learning starts in pre-primary schools; however, for the majority in the public-school system, English is officially taught from the second grade (age 8) onwards to the end of high schools in the public-school system. Despite the official minimum 8 years of English learning, most learners lack the desired level of proficiency in comprehensive/ productive skills.

English language also plays an important role in Turkish universities because many universities provide English instruction during their students' undergraduate education. These universities offer one year of intensive English preparation for all incoming students who do not pass an English proficiency exam. Students have to attend these programs for at least one academic year before they can begin their faculty education. The hours devoted to English is approximately 24-30 hours a week. Program designers at preparatory schools, university administrators, teachers and students in Turkey set the goal of achieving high levels of English proficiency, so these students can be successful in their undergraduate and graduate studies and in their professional life after they graduate from university. However, while

some Turkish learners of English could attain this level of competence with relative ease, some others experience serious difficulties in developing a high level of English proficiency and some even drop out university altogether.

In order to explore the learners' perceptions of the effect of a visionary motivational program on their Ideal L2 self and related domains through an empirical analysis, the current study was conducted with a control group and an experimental group to compare the differences between these two groups before and after their assigned programs in the academic year of 2017-2018 at state university, in Central Anatolia, Turkey. The experimental group was exposed to an intervention program which involved activities specifically designed to enhance their possible selves, imagery capacity and vision, while the control group was exposed to some visualization, imagery training and personal development activities without any focus on the Ideal L2 self or other future self-guides. The existence of two different group types and a tailor-made intervention program made this study different from previous ones which had been carried out with a survey methodology. Thus, the learners' willingness to learn English, which could be measured over a period of time, was different from a one-shot analysis of survey methodology. Unlike previous studies, the present study also sought to observe any significant change in the participants' Ideal L2 self and its related domains -travel orientation, family influence, criterion measures, instrumentality-promotion, attitudes towards learning English, the ought-to L2 self, the imagination capacity, instrumentality-prevention, English anxiety- by administering a motivation and imagination capacity questionnaire before and after the program. Any effort to accelerate learners' future identity formation by providing empirical data of the effectiveness of interventions studies on future self-images might help with further studies in the field of second language (L2) motivation and specifically L2MMS.

The aim of the present study is to determine to what extent a visionary motivational program could contribute to the enhancement of learners' future self-guides and other related domains as an effective motivational strategy in a Turkish context. It is hoped that this study contributes to exploring the visionary trajectories of learners who might report changes in their Ideal L2 self and other related domains and examine the effect of such a program on their desire to learn English. It aims to contribute to the knowledge of the fields of L2MSS and motivational intervention programs involving vision/imagery training and broaden the research paradigms and practical implications regarding these two specific areas.

Researching into motivational intervention programs that focus on possible self-enhancement and specifically the forming and reinforcing an Ideal L2 self is a relatively novel idea. It has recently drawn the attention of the L2 researchers, and several researchers have carried out relevant studies in China, England, Singapore, Hong Kong, Hungary, Japan, and Iran (Chan, 2014; Dörnyei & Chan, 2013; Magid, 2011, 2014a, 2014b; Mackay, 2016, 2019; Magid & Chan, 2014; Safdari, 2019; Yarwood, 2018; Yang, 2019). It is possible for learners' Ideal L2 self to be context-bound and peculiar to the culture of the context. Although some the studies in different milieus have shown that intervention programs may influence the learners' vision and Ideal L2 self, further evidence from different countries and contexts is still needed to either support or falsify such kind of effect they may have on learners' desire to learn English in a setting like Turkey.

To the researcher's knowledge of this study, this kind of study, empirically focusing on the effect of a visionary motivational program on the learners' Ideal L2 self and other related domains is rare in the Turkish context. Although there are various studies which investigate the components of Dörnyei's (2005, 2009a) L2 Motivational Self System among

Turkish learners' by using the survey methodology (Bilhan, 2019; Demir-Ayaz, 2016; Göktepe-Tokgöz, 2014; Şahin, 2020; Taylan, 2017), there is a scarcity of the intervention programs which aim to enhance the future self-guides of Turkish learners through imagery training in order to increase their levels of motivation to learn English. There is only one intervention study in Turkey conducted by Çağatay (2018) in which the researcher investigated the relationship between the perceived success, Ideal L2 and ought-to L2 selves by means of attribution retraining. Therefore, it can be claimed Çağatay's her research focus does not overlap with the present study's focus.

If intervention studies which aim to enhance learners' Ideal L2 self and other related domains globally are considered, to the best of the researcher's knowledge, one particular study shows some similarities to the present study. Safdari (2019) conducted a study in which he examined the efficiency of a motivational intervention program in Iran. He provided his participants with a program that aimed to improve Iranian learners' motivation through a vision-based program. Similar to the present study, his study involved an experimental and control group design. However, Safdari (2019) analyzed the impact of his vision-based motivational program on only five domains, intended effort (motivated behavior), Ideal L2 self, ought-to L2 self, attitudes toward L2 learning and imagery capacity, while the present study focused on ten main domains which are Ideal L2 self, travel orientation, family influence instrumentality-promotion, criterion measures, ought-to L2 self, instrumentality-prevention, imagination capacity, attitudes towards learning English, and English anxiety. It was mainly because the questionnaire used in Safdari's (2019) study was different from that of the present study. The second difference is related to the qualitative instrument used by Safdari (2019). He collected data about

the experimental group participants' views regarding his intervention program by means of writing a short passage. However, in the current study, semi-structured interviews and an open-ended questionnaire were used as qualitative data collection instruments. Finally, the content and activities of the Safdari's (2019) intervention program and those of the present study were different from each other.

This study claims to be unique because it employs a visionary motivational program to strengthen Turkish learners' vision of their Ideal L2 self. There seems to be a need for more insightful examinations of improving the vision and imagination capacity of Turkish EFL learners through specifically designed intervention programs, which also makes the study different from its predecessors in the Turkish context. Another distinctive feature of the present study concerns its sampling. In an attempt to extend the previous research conducted on the enhancement of L2 learners' vision of their Ideal L2 self and other related domains as an effective motivational strategy, the present study included an experimental group and a control group to compare the effect of their assigned programs on the participants. While the experimental group participated in a full intervention program which aimed to enhance of the future self-guides and other related domains through visualization training, the control was exposed to a general program that included only visualization and imagery training alone, that is without any future self-guides enhancement activities. Both groups completed the motivation and imagination capacity questionnaire before and after their assigned programs and they also participated in interview sessions and responded to the open-ended questionnaire in a detailed manner. The administration method of the motivation and imagination capacity questionnaire also makes this study distinctive because it was administered to both the experimental and

the control groups before the intervention program and after the program so as to measure the effect of it on learners' Ideal L2 self and other related domains, which were the foci of the study. Furthermore, to the researcher's knowledge, for the first time in Turkey, the semi-structured interviews were held with the participants in both groups and an open-ended questionnaire was given to them after the program to explore the participants' detailed insight regarding the influence of a visionary-motivational program and a general program on their Ideal L2 self and other related domains. In fact, the paucity of research done on the relationship between the notions of visualization and imagery training and their motivational effect on L2 learners' future self-guides in Turkey is notable. It is believed that a close examination of such a relationship may contribute to filling this gap in the research while enhancing language learning in Turkey and in a wider global context.

Research Questions

1. Does a visionary motivational program cause any change in the strength of learners' ideal L2 Self?

2. Sub research question. Is there any statistically significant difference between the experimental group and the control group terms of:

-Ideal L2 self

-travel orientation

-family influence

-instrumentality-promotion

-criterion measures

-ought-to L2 self

-instrumentality-prevention

-imagination capacity

-attitudes towards learning English

-English anxiety?

2. What are the learners' perceptions of their assigned programs?

The present study, which used both quantitative and qualitative research methodology is based on certain assumptions. First of all, it was assumed that the respondents had based their ratings on the motivation and imagination capacity questionnaire accurately and objectively. The researcher expected the same quality also in the qualitative data collection phase. It was also supposed that the respondents had answered the semi-structured interview questions and open-ended questionnaire in an honest and candid manner. The reliability and validity of the motivation and imagination capacity questionnaire in a Turkish context were determined during a pilot phase. Therefore, the reliability and the validity of this instrument were also assumed. The researcher also presumed that the sample of the study was representative of the population that had been targeted. The control group participants attended a program composed of imagination/ visualization activities and personal development activities, while the experimental group participants participated into a visionary motivational program which was designed to enhance their future self-guides, imagination capacity and visualization skill. The assumption was that both groups had the same capacity to utilize the activities of their assigned programs. It was also expected that the participants had had the ability to self-report the changes in their future self-guides, imaginary capacity, vision and motivation levels to learn English. Lastly, the researcher assumed that participants had contributed to this study sincerely without any other motives, reservation or pressure.

As in almost every study, the current study is not without its limitations. These limitations should be taken

into consideration in any further research. To begin with, tertiary level learners participated into this study. As young adults, these university students' ages ranged from 17 to 20 years old. This study did not include every type of language learner profile in Turkey. Therefore, it possible to generalize the results of the current study only to tertiary level students in Turkey. The research timeline is another limitation. It was limited to three months consisting of a six-week pilot study, followed by a six-week intervention program. Such a duration may be a relatively short period and not enough to fully investigate the effect of a visionary motivational program on the strength of the participants' Ideal L2 self and other related domains. Therefore, it would be better to carry out a visionary motivational program that lasts longer than three months. Extending this timeline may provide any researcher with more data and a more detailed exploration of participants' insight about the effect of the program on their ideal L2 self and other related domains. A third limitation of the study concerns the number of the participants. The number of participants was limited to 59 in the current study. With more participants, the analysis of the questionnaire would yield more generalizable results. This study is limited to the data that were gathered in the Preparatory School of a state university in Central Anatolia, Turkey, during the 2017-2018 Academic Year. Therefore, the study is context specific and its results are not generalizable to different regions of Turkey or the world. Another limitation relates to the content of the control group's program. Although the control group's program did not include any activities that would help to strengthen the participants' Ideal L2 self or other future guides and their vision in learning English, it did include various activities that were found to be novel and enjoyable by this group participants. Perhaps, therefore, the inclusion of these types of activities in the control group's program

could be a limitation of the study. The final limitation concerns the interpretation of the qualitative data. In the data collection process, the researcher used a survey questionnaire to collect quantitative data, whereas she employed semi-structured interviews and an open-ended questionnaire to collect qualitative data. However, with the use of multiple data sources, quantitative and qualitative data collection and analysis methods, and with the assistance of a second coder to assure the intercoder reliability, this limitation was controlled up to some extent. It is worthwhile noting that the themes, the comments, the expressions and the findings presented in the qualitative part of this research still stay subjective and open to different interpretations.

CHAPTER 2

A CRITICAL INQUIRY

Introduction

This chapter starts with a review of the self-concept in humanism, and humanistic approaches to English language teaching. As a new subbranch of psychology, positive psychology is examined in this chapter due to its strong ties with the self-concept, emotions and self-based practical implications. Following this, Gardner and Lambert's theory along with the main concepts is presented. This chapter continues with the possible selves theory, the self-discrepancy theory, second language linguistic confidence, goals, the link between possible selves and motivation, conditions for the motivational capacity of the future self-guides and the L2 Motivational Self System in the SLA literature. These are followed by an overview of the empirical research on the L2 Motivation Self System across cultures. The notion of possible selves and the power of imagination, mental imagery, vision, and emotions are reviewed. The final section of this chapter presents practical implications of the possible selves theory in motivation research, and ends with a brief conclusion.

The Self Concept in Humanism

Humanism, humanistic and humanist are terms used in psychology and they refer to an approach that focuses on the whole person and the uniqueness of each person (McLeod,

2015). This approach mostly relates to the self-concept. The humanistic perspective puts emphasis on self-discovery, introspection, self-esteem, and relates to the strengths and positive qualities of ourselves and other people (Moskowitz, 1994; Mishra, 2000).

Humanistic education runs parallel to the ideas to those found in humanistic thought. The aim of the humanistic approach in education is the humanization of individuals to achieve their own actualization, understanding and realizing themselves to optimize learning (Firdaus & Mariyat, 2017). As one of the pioneers of humanistic psychology, Maslow (1959) states that:

> The humanist image is based on a different method of acquiring knowledge, which can be called a holistic one. It takes into account the totality of human experience, including not only the facts of the sensory order but the inner experiences, the results of imagination, fantasy, and thought. They attempt to grasp the total human situation with its transcendence, consciousness, self-awareness, and freedom. (p. 200).

According to Maslow (1954), self-actualization should be the goal of learning. From his perspective, an individual constantly changes and s/he never remains the same. People are always 'becoming.' In the process of self-actualization, an individual seeks a meaning to life that is important to them.

The self-concept is an influential term in the humanistic education. As another important figure in humanistic psychology, Carl Rogers (1951) describes 'self' as follows:

> It is composed of such elements as the perceptions of one's characteristics and abilities; the percepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideals which are perceived as having positive or negative valence (p.136-137).

According to Rogers (1959), self-concept involves self-image, which means people's view of themselves. Self-esteem or self-worth, on the other hand, is the value people place on themselves. Rogers (1959) states that ideal-self "is the term used to denote the self-concept which the individual would most like to possess, upon which he places the highest value for himself" (p. 200). If an individual's self-image and ideal-self are close to each other, then this person becomes more consistent and congruent and s/he has a higher self-worth (McLeod, 2014).

In the humanistic approach, there is another theory called "Psychosocial Theory" and it acknowledges the emotional-social growth that individuals experience throughout their lives (Erikson, 1963; 1982). Erikson (1963) focuses on human psychological development and the challenges that are set by society at particular times in people's lives. He proposes that individuals go through eight predetermined maturational stages from birth to old age and each of these stages poses a particular kind of challenge and crisis (Erikson, 1963). From Erikson's developmental perspective, adolescence and emerging adulthood stages are marked by identity issues. The search for identity is the key challenge for teens and people who are in their early and mid-twenties. This stage occurs during adolescence, from about 12 to 18 years, and it is also referred to young adulthood in Erikson's works. The process of identity resolution becomes central in adolescent years (Erikson, 1982). This is a key stage of development where the child needs to learn the roles s/he will adopt as an adult in society. It is throughout this period that the adolescent will re-consider his identity and spend effort learning who exactly he or she is (McLeod, 2018). This period requires an individual to act slowly, think carefully and try to understand her/his "self" for dealing with adulthood complexities (Widick, Parker, & Knefelkamp, 1978). This stage is marked by exploration

of personal values, beliefs, and goals for adolescents since they are in a search for a sense of self and personal identity (McLeod, 2018). Therefore, teachers need to foster their sense of personal identity in adolescent students and give courage to make decisions for themselves while leading them to express their individuality in a constructive manner (Erikson, 1968).

Contributions of Humanism to Foreign Language Teaching and to Self-concept

Stevick (1990) as an important researcher in humanistic language teaching underlines that the word 'humanism' has different uses in foreign language teaching. He claims that despite these different uses, there are five overlapping emphases, which are feelings, social relations, responsibility, intellect and self-actualization. The five emphases include fostering the development of certain qualities and a contribution of the achievement of human potential as well in the process of learning a foreign language (Kemp, 1994). The development of human values, the development of self-awareness, and understanding other people are three other main focus areas of humanistic approaches to foreign language teaching (Richards, Platt, & Weber, 1985). The inner worlds of learners, and their thoughts, feelings and emotions and active engagement are also at the center of foreign language learning process (Richards, Platt, & Weber, 1985). Advocates of a humanistic approach to foreign language learning such as Earl Stevick, Mario Rinvolucri, and Jane Arnold have been trying to find ways to consider learners' emotions and feelings in the learning process (Williams, Mercer, & Ryan, 2016). While Arnold and Brown (1999) highlight the importance of taking emotions into account, they also underline that there is a need for uniting cognitive and affective domains to educate the whole person. For example, a humanistic language teacher may start a class activity requiring student-

to-student interaction or focus on a partner, and imagining how this partner feels by closing eyes and using visualization, the exploration of feelings, and building self-worth and self-confidence (Williams, Mercer, & Ryan, 2016).

Moskowitz (1978) focused on 'humanistic' term in its relation to language teaching. She highlights that "youngsters … are searching for their identity and are in need of self-acceptance" (Moskowitz, 1978, p. 11). In Moskowitz's view, humanistic education is mainly concerned with individuals' own development, self-acceptance, and their acceptance by other people (Stevick, 1990). The main focus this approach is humanizing learners. Moskowitz (1978) had two major emphases: students' feelings and the uniqueness of each individual. From Moskowitz's perspective, how learners feel about themselves has direct impact on learning. Therefore, both the intellectual and the emotional dimensions need to be taken into the consideration while educating the whole person (Moskowitz, 1978). She points out that each individual's uniqueness should be revealed to enable them to function to their fullest capacity. Therefore, individuals need to ask some essential questions of themselves such as "How can I become myself? Am I living in a way which is deeply satisfying to me, and which truly expresses me?" (Moskowitz, 1978, p. 13).

Another language learning method inspired by humanistic psychology is the Silent Way proposed by Gattegno (1972, 1976). This method is mainly based on conditions which are necessary to create successful learning (Richards & Rodgers, 2014). The basic premise of the Silent Way is that the teacher should be silent and give non-verbal clues, while learners actively participates into learning process and freely create the language on their own (Richards & Rodgers, 2014). The learners' potential and their capacity to deal with learning situations autonomously are very important in this method (Amini & Amini, 2012). In this sense, it is expected from

learners liberate the 'self'. The teacher in this method is a natural observer who uses gestures, charts and manipulatives to elicit and shape learners' responses as if he/she were a pantomimist or puppeteer (Richards & Rodgers, 2014). In a broader sense, the teacher needs to provide a supportive classroom setting where he/she encourages learners to take risks and produce language without the fear of making mistakes. Consequently, the learning is facilitated because the teacher shows learners that making mistakes are normal while learning a new language (Rahman, 2008).

Suggestopedia is another humanistic language teaching method that was proposed by a Bulgarian psychiatrist-educator, Georgi Lozanov in the 1970s. The name of "Suggestopedia" is a mixture of "suggestion" and "pedagogy." It can be described as a set of learning suggestions originated from Suggestology. This teaching method is based on ideas around how the human brain works, and how individuals learn most effectively. Lozanov (2005) defended that there are endless hidden reserves of human brain in terms of learning capacity. Therefore, the main idea behind Suggestopedia is that accelerated learning can occur when learners get rid of their psychological barriers. In order to provide learners with these conditions, Suggestopedia lessons take place in an emotionally comforting environment accompanied by soothing music in the background (Richards & Rodgers, 2014). In order to stimulate the brain and eliminate language anxiety and psychological barriers, Lozanov (1978) suggested this revolutionary technique which employs "classical music and art, relaxation, mediation, fantasy, dramatic voice, humor and laughter, role play, mother tongue, new names and new biographies" (Rahman, 2008, p. 82) in order to stimulate the brain and eliminate language anxiety and psychological barriers. However, all these elements of learning are not provided to learners as isolated activities, "but as a whole

for the brain does not respond to isolated stimuli" (Rahman, 2008, p. 82). Another distinguishing feature of Suggestopedia is the use of yoga, Soviet psychology and rhythmic breathing during lessons. Lozanov borrowed some techniques from raja-yoga (Richards & Rodgers, 2014). Lozanov thought this method would work well for all learners and help them become successful in language learning regardless of their study time outside the classroom (Richards & Rodgers, 2014). The use of rhythmic breathing was also proposed by Lozanov in order to optimize learning efficiency (Richards & Rodgers, 2014). Music is also in the center of this approach as well as musical rhythm to facilitate learning (Richards & Rodgers, 2014). The relaxed environment of this method involves classical music that encourages imagination (Rahman, 2008). For Lozanov (1978), the use of music during lessons is good "for destruction of incompatible ideas about the limits of human capabilities" (p. 252). Imagination activities play a key role in Suggestopedic lessons throughout which learners imagine themselves in the land of foreign language they learn, where everything is in English (Rahman, 2008). According to Stevick (1976), Suggestopedia teachers are specifically trained to read the dialogues of suggestopedic lessons because "the precise ways of using voice quality, intonation, and timing are apparently both important and intricate" (p.157). Gaston (1968) outlined three functions of music in therapy: facilitating the establishment and maintenance of personal relationships; bringing about an increase in self-esteem through self-satisfaction in musical performance. Using the unique potential of rhythm is the function that Lozanov relies on in his method to relax learners and to plan lessons as well as to arrange the pace and the punctuation of the linguistic materials during these lessons (Richards & Rodgers, 2014).

In short, humanistic approaches to foreign language teaching give considerable attention to innovative ideas

regarding the place of the learner as an individual in the learning processes, the consideration of the learners' feelings, the actualization of the learners' self, and the teachers' self-sensitive approach towards teaching and their learners. Learners are in the center of all these humanistic learning and teaching processes which are accompanied by music, yoga, rhythmic breathing, warm and comfortable classroom atmosphere to enable them to realize their self.

Positive Psychology and SLA

The psychology of the learner lies at the heart of SLA because of its prominent role in teaching, learning and communication. Many researchers in SLA have investigated psychological constructs such as beliefs, affect, identity, motivation and other related concepts. However, there are several other constructs that are relatively unexamined in SLA. Positive psychology (PosPsy) offers a foundation for empirical research into these unexamined concepts including happiness, optimism, hope, well-being, empathy, resilience, and grit in SLA (Snyder & Lopez, 2009).

When learners start learning a foreign language, they go through a long-term process that necessitates learners' hard work and immense effort. Therefore, learners' well-being, optimism and resilience are important for keeping learners' motivation high and these are the central topics of positive psychology research (MacIntyre, Gregersen, & Mercer, 2019). Proponents of PosPsy postulate the necessity of scientific methods and they believe that the procedures of PosPsy should be different from the humanistic approach (Waterman, 2013). The value attributed to different research topics and the extensive range of possible research questions that PosPsy researchers bring might be contributing to SLA which is actually ahead of mainstream PosPsy (MacIntyre, Gregersen, & Mercer, 2019).

PosPsy deals with both positive and negative emotions. One of the negative emotions that PosPsy focuses on is anxiety. Foreign language learners feel this kind of anxiety. It is associated with fear; as a result of this situation, learners avoid using the target language (MacIntyre, 2016). However, positive emotions function totally differently from negative ones. From Fredrickson's (2001) stance, positive emotions enable learners to broaden and build their vision and receive more information. In this context, 'broaden' means learners' tendency to develop a more expansive vision since they experience positive emotions (MacIntyre, 2016). 'Building' refers to assembling various types of resources for the future (Fredrickson, 2001). Fredrickson (2001) underlines that such emotions widen learners' attention and foster their innovative thoughts and actions. These resources help individuals handle future negative events and/or negative emotions that they may experience in the future. For example, pleasure felt in interaction with another person will build up friendships and social skills. Positive emotions also reverse the long-lasting effects of negative emotions. In SLA both positive emotion and negative emotion has been studied (MacIntyre, 2016). MacIntyre and Gregersen (2012) emphasize that emotions can be activated by imagining future states. Their argument is that an individual's perspective broadens due to positive emotion; thus, it opens learners to internalize the language.

The second significant contribution of PosPsy to SLA relates to character strengths (MacIntyre, 2016). MacIntyre, Gregersen, and Abel (2015) examine the meaning of adopting a strengths-based approach to handle anxiety that learners feel while learning a foreign language. Foreign language anxiety (FLA) refers to feelings of apprehension, tension, and embarrassment arising from the challenge of self-expression in a new language (Gregersen & MacIntyre, 2014). FLA is the biggest challenge for all stakeholders in education due to its

negative effects on educational practices (MacIntyre, 2016). MacIntyre et al. (2015) make the virtue of courage as their focal point and reflect what a strength-based approach will look like when dealing with FLA. Their attempt is different from the traditional approach to FLA which focuses on only reducing negative arousal, eliminating distracting thoughts or combatting negative beliefs (Horwitz, Horwitz, & Cope, 1986). Inspired by this study, various interventions have been developed built on a model of strengths as opposed to addressing learners' weaknesses. This approach offers a novel approach to supporting foreign language learning and communication. It enables learners to set aside the anxiety by enhancing courage. During these interventions, learners are encouraged to acknowledge FLA and take an action in spite of their foreign language anxiety (MacIntyre, Gregersen, & Abel, 2015).

As all these research studies and interventions in PosPsy show, PosPsy provides SLA with a variety of topics including the consideration of positive and negative emotions, positive growth, resilience, subjective well-being of the learner, curiosity and interest, hope, and optimism. SLA can benefit from by PosPsy topics and intervention programs which promote learners' interest and motivation to learn another language.

Second Language Motivation Research

Researchers and practitioners in the field of Second Language Acquisition (SLA) have conducted immense research and practical studies in order to understand the underlying reasons for difficulties in learning a second language. Motivation is considered as a fundamental factor in the learning process and especially in the last sixty years, motivation has become a main area of research and theoretical studies of second language learning are prominent.

One of the most long-standing theories of L2 learning is the social-psychological theory founded by Robert C. Gardner and his Canadian associate, Wallace E. Lambert (Gardner, 1979, 1982, 1983; Gardner & Lambert, 1959). Gardner and Lambert (1959) wrote a seminal work and it started a period called the Social-Psychological Period in second language (L2) motivation which lasted until the 1990s (Dörnyei & Ushioda, 2011). In this pioneer work, Gardner and Lambert (1959) adopted a macro perspective and analyzed the overall language disposition of a large group of learners with over a long-time span (Dörnyei, MacIntyre, & Henry, 2015). They attempted to measure variables directly relevant to the social-psychological approach such as linguistic aptitude, verbal intelligence, various attitudinal and motivational characteristics (Gardner & Lambert, 1959). The results showed that the learners with more positive attitudes towards the French-Canadian community were more successful in learning French and had a higher motivation level to acquire French than the leaners who were instrumentally oriented. Thus, they arrived at the conclusion that both linguistic aptitude and motivational components play important roles in the process of learning a second language (Gardner & Lambert, 1959). Their study is considered a milestone in second language acquisition field because up until that point linguistic aptitude had been believed to be the main influence on second language acquisition. Different from previous research foci, Gardner gave prominence to the motivation as a complex construct in second language acquisition. There was a focus on "attitudes, affect, intergroup relationships and motives" in the study which introduced a social psychological perspective to the scholars in the field of second language learning (MacIntyre, MacKinnon, & Clément, 2009). According to Arnold (2009), the term *affect* "refers essentially to the area of emotions, feelings, beliefs, moods and attitudes, which greatly influences

our behavior" (p.145). Gardner and Lambert (1959) asserted that second language learning is affected by individual differences, and people's attitudes and motivation in learning another language with a distinct culture. Their model, which is called the socio-educational model, places emphasis on the motivation factor and its role in second language acquisition (Gardner, 2010). Scholars adopting socio-educational perspective believe that regarding aptitude as the only factor affecting second language acquisition leads to the dismissal of the social, contextual, and pragmatic reasons that motivate people to learn other languages (Gardner, 1985).

Gardner and Lambert (1959) initially suggested two orientations, namely integrative and instrumental. They classified students either integratively oriented or instrumentally oriented, relying on their ranking of four reasons for studying French presented in the orientation index of the study (Gardner, 2010). If students ranked one of two reasons (i.e., "be helpful in understanding the French-Canadian people and their way of life" or "permit meeting and conversing with more and varied people") as most relevant to themselves, they were labelled as integratively oriented. If they ranked either of two other reasons (i.e., "be useful in obtaining a good job" or "make one a better educated person") as pertinent to themselves, they fell under the category of instrumentally oriented.

Gardner (2001) claimed that integrative motivation can be defined "a complex of attitudinal, goal-directed and motivational variables" (p. 1). Integrativeness, which is comprised of an integrative orientation, attitudes towards the L2 community, an interest in foreign languages, reflects "a genuine interest in learning the second language in order to come closer to the other language community" (Gardner, 2001, p. 5). Attitudes towards the learning situation is relevant to "attitudes toward any aspect of the situation where the

language is learned" (Gardner, 2001, p. 5). For example, in the school context, these attitudes may be addressed to towards the course teacher, the course as a whole, the learner's classmates, the materials covered during the course, extra-curricular activities, and so forth. *Motivation* refers to "the driving force in any situation" (Gardner, 2001, p. 6). Gardner (2001) portrayed a motivated individual as an individual who expends effort to learn the language and desires to achieve the goal of learning the language, and who will enjoy the task of learning the language. Gardner (2001) identified instrumental orientation as "an interest in the learning the language for pragmatic reasons that do not involve identification with the other language community" (p.8).

The concept of Integrativeness. Gardner and Lambert (1972) proposed that due to individuals' cultural backgrounds, childhood experiences, upbringing styles etc., some learners are more open to other ethnic, cultural, and linguistic communities than others, and this openness can affect their motivation to learn another language. Gardner (1985) pointed out:

> "The concept of the integrative motive includes not only the orientation but also the motivation (i.e., attitudes toward learning the language, plus desire plus motivational intensity) and a number of other attitude variables involving the other language community, out-groups in general and the language learning context" (p. 54).

Gardner (2005) pointed out when they proposed that the concept of integrativeness, they did not mean to integrativeness (or integrative motivation, or integrative motive) to imply a learner wanted to become a member of the other cultural community. Instead, they were referring to an individual's openness to taking on characteristics of another cultural/linguistic group (Gardner, 2005; 2010). Gardner (2005) added that this concept has been central to

the socio-educational model from the beginning and they have consistently argued that "the individual's openness to other cultures (i.e. their integrativeness) will influence his/her motivation to learn the language" (p. 8).

Instrumentality. The notion of instrumentality refers to the practical reasons why an individual learns a foreign language (Guerrero, 2015). Gardner (2005) stated that in many situations an individual might want to a learn a foreign language for purely practical or utilitarian reasons and such feelings of individuals might be caused by different reasons varying from the cultural setting to idiosyncratic experiences of the individual. According to Gardner (2005), it is expected that the higher a learner's integrativeness, the higher their instrumentality will be. He added that they are not independent of one another, and it has been well documented that there is a positive correlation between integrativeness and instrumentality (Gardner, 2005).

Attitudes towards the learning situation. In the socio-educational model (Gardner, 1985), it is hypothesized that the individual's motivation to learn a second language is closely related to the nature of learning situation. Gardner (1985, 2005, 2010) postulated a learning situation with an interesting, dedicated skilled teacher with a good command of the language, an exciting curriculum, carefully designed lesson plans, and meaningful evaluation processes will promote higher levels of motivation than a learning situation which is lacking some of these attributes.

Language anxiety. Gardner (1985) conceptualized language anxiety as situation-specific anxiety that emerges from the experience of learning and using a second language including speaking, listening and learning. It is as a construct which is "specific to the language acquisition context is related to second language achievement" (Gardner, 1985, p. 34). Young (1999) suggests finding ways to reduce the

learners' foreign language anxiety to enhance L2 performance by helping learners gain more linguistic self-confidence (De Andrés & Arnold, 2009) with the help of activities or motivational interventions which reduce language anxiety as it has been done in previous motivational intervention programs (Magid 2011; 2014a; 2014b) and has been attempted in this study.

Changing Directions in Second Language Motivation Research

Although the theory and model proposed by Gardner and Lambert were highly influential for a long time in SLA, some researchers called for extending the theoretical agenda of second language (L2) motivation starting from the 1990s (Crookes & Schmidt, 1991; Dörnyei, 1994b; Oxford & Shearin, 1994). Their main argument against the socio-educational model is that the concept of integrativeness is too narrow and it is not valid in many language learning environments outside the Canadian context where it had originated from (Crookes & Schmidt, 1991; Dörnyei, Csizér, & Németh, 2006). An increasing number of researchers began to question how generalizable the term of integrativeness was (Dörnyei, 2009a). From the early 1990s, the cognitive-situated period started began in L2 motivation research. Researchers claimed that L2 motivation field would benefit from a consideration of contemporary motivational constructs from other research areas. They broadened the socio-educational model by introducing some other theories and concepts borrowed from psychological literature such as intrinsic and extrinsic motivation, need for achievement, expectancy-value, learned helplessness, and goal-oriented behavior into the field of L2 motivation (Tremblay & Gardner, 1995). Research into the characteristics of individuals that reflect motivation started to be widely researched after the 1990s. Tremblay and Gardner (1995) expanded the socio-educational model by incorporating

some novel elements from expectancy-value (Wigfield, 1994) and goal theories (Ames, 1992; Locke & Latham, 1990) to make it applicable to bilingual settings.

Among L2 motivation scholars, the proposed reconceptualization of the integrative concept prompted a vast amount of theoretical discussion and research. They began to examine the complex and multi-faceted nature of language learning motivation and its role in the process of second language acquisition (Csizér & Kormos, 2008; Dörnyei & Csizér, 2002; Dörnyei, Csizér & Németh, 2006). Especially, an ambitious project dealing with Hungarian students' attitudes towards learning foreign languages spanning the period from 1993 to 2004 (Dörnyei & Csizér, 2002; Dörnyei, Csizér & Németh, 2006) pushed forward this rethinking in L2 motivation research (Ushioda & Dörnyei, 2009). It led to a theoretical shift from the instrumental/integrative dichotomy to the internal domain of self and identity (Ushioda & Dörnyei, 2009). Dörnyei and Csizér (2002) speculated that "the process of identification theorized to underpin integrativeness might be better explained as an internal process of identification within the person's self-concept, rather than identification with an external reference group" (Ushioda & Dörnyei, 2009, p. 3). Second language (L2) motivation research has witnessed an increasing focus on language learners' self-concept in exploring and analyzing their motivational dispositions over the last two decades (Dörnyei, 2005, 2009a). Dörnyei (2005, 2009a) developed a new conceptualization of L2 motivation called the 'L2 Motivational Self System' building on the theory of possible selves and self-discrepancy theory.

The Theory of Possible Selves

Markus and Nurius (1986) coined the term 'possible selves' first. They defined the possible selves as "individuals' ideas of what they might become, what they would like to

become, and what they are afraid of becoming" (Markus & Nurius, 1986, p. 954). These 'ideal', 'feared', and 'ought-to self' are seen particularly significant in motivating and directing behaviors of human beings (Higgins, Roney, Crowe, & Hymes, 1994).

According to Hiver (2013), it is possible to define the ideal self as "the positive future reference for a person's actual sense" (p. 211). He states that this type of self is not only composed of positive vision of an individual's self which is draw upon on hopes and dreams, but also includes an affective experience of the person in the desired future state. It contains the properties that a person would ideally like to possess and aspires to attain (Hiver, 2013).

The ought-to self, unlike the ideal self, refers to the mental and experiential representations of the traits one believes one ought to possess (Higgins, 1987). These traits are based on someone else's view of their duties, obligations and responsibilities. The main distinction between the ideal and ought-to selves is that the latter is based on extrinsic expectations and derived from the others (Pizzolato, 2006a). The ought-to self also reflects the discrepancy between the actual self and ideal self, or ought-to self.

The feared self is the converse of the ideal self (Ogilvie, 1987). It serves as a negative future reference for the actual self, and also represents the undesired facets of an individual's self in the future. A person wants to avoid from the images that the feared self is comprised of (Carver, Reynolds, & Scheier, 1994).

Possible selves have a self-regulatory power through which an individual might desire to reduce the mismatch or the distance between his/her actual self and feared self (Hendrix & Hirt, 2009). Negative or positive emotions about oneself are unavoidable constituents of possible

selves (Markus & Nurius, 1986). Possible selves contain an experience of what an individual would like to be in a future state 'from inside' (Erikson, 2007). Although the theory of possible selves emerged from the work in psychology on the self and motivation theory, they have become prominent in the literature on L2 motivation (Dörnyei, 2005; 2009a) and have even begun to proliferate into the field of language learning.

The Self-Discrepancy Theory

Higgins (1987) presented a theoretical framework, 'the actual self' is defined as being "your representation of the attributes that someone, (yourself or another) believes you actually possess" (Higgins, 1987, p. 320). Based on this assumption, Dörnyei (2009a) stated that "motivation in this sense involves the desire to reduce the discrepancy between one's actual self and the projected behavioral standards of the ideal/ought selves" (p.18). In this sense, future-self guides motivate individuals to take act future self-guides provide a basis for incentive, direction and a drive for action; and a sufficient gap between future self-guides and the actual state triggers distinctive self-regulatory strategies in order to reduce the discrepancy (Hoyle & Sherrill, 2006). These two psychologists also add that future self-guides show points of comparison to be compensated through behavior. Another basic domain of the self is the ideal self that is defined as being "your representation of the attributes that someone (yourself or another) would like you, ideally, to possess (i.e., a representation of someone's hopes, aspirations or wishes for you)" (Higgins, 1987, p. 321). The third domain of the self is composed of the ought self, "which is your representation of the attributes that someone (yourself or another) believes you should or ought to possess (i.e., a representation of someone's

sense of your duty, obligations, or responsibilities)" (Higgins, 1987, p. 320).

It is necessary to highlight that the ideal self and the ought self differ from each other. Ideal self-guides have a promotion focus, subsuming hopes, aspirations, advancements, growth, and accomplishments. On the other hand, ought self-guides have a prevention focus, which regulates the lack or existence of negative outcomes inherent in failing to fulfil various responsibilities and obligations. Moreover, the prevention focus has a regulatory power over negative outcomes.

These two systems have also distinct characteristics concerning emotions. If an individual has a strong promotion focus, s/he will feel strong cheerfulness; however, if one's prevention focus is overwhelming, s/he will experience the quiescence related feelings. When the promotion focus does not work, individuals will experience some feelings such as disappointment, dissatisfaction and sadness resulting from dejection-related emotions (Higgins, 1987). On the other hand, when the prevention focus does not work, it is possible that individuals will experience stronger negative emotions such as feeling afraid, under threat and restless (Higgins, 1987).

Possible Selves and Motivation

The theory of possible selves suggests elaborate possible selves play an important role in influencing and motivating current actions (Markus & Nurius, 1987; Ruvolo & Markus, 1992). Therefore, "the more compelling the possible self, the more vividly it can be elaborated in the present, and the more it will command attention and structure one's current activity" (Ruvolo & Markus, 1992, p. 229). In this way, possible selves "provide a conceptual link between the self-concept and motivation" (Markus & Nurius, 1987, p. 157), providing a driving force to act in the present:

> "Possible selves give specific, self-relevant form, meaning, and direction to one's hopes and threats. Possible selves are specific representations of one's self in future states and circumstances that serve to organize and energize one's actions" (Ruvolo & Markus, 1992, p. 212).

Leondari, Syngollitou and Kiosseoglou (1998) examined how learners' motivation, their possible selves, their academic achievement, their feeling of self-esteem affect each other. There were two groups. One group of participants was able to envision themselves as successful individuals in the future. In addition, this group participants' possible selves were well-elaborated and they could form specific possible selves. It was found that the participants of this group became more successful in their academic studies due to the fact that they had studied hard. Furthermore, these participants carried out tasks persistently. They surpassed the other group members. It was mainly because the other group members could not form specific possible selves or were not able to imagine a successful future.

Linguistic Self-confidence and Language Anxiety

Clément, Gardner and Smythe (1977) introduced linguistic self-confidence. They explained the processes found in a multi-cultural setting affecting learners' motivation to learn and to use the language of another speech community living in that setting. Clément, Gardner and Smythe (1977) carried out a study in Montreal and the results of their study revealed that it is possible to enhance learners' motivation in two ways. The first one is making the culture of the target language attractive and the second one is increasing their self-confidence when they speak that target language. Clément and his research fellows suggested that linguistic self-confidence is mainly a socially defined construct composed of two main components that can be seen in Figure 1.

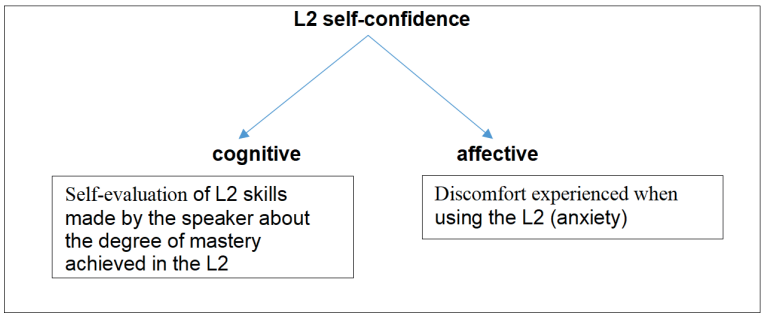

Figure 1. Components of L2 self-confidence (MacIntyre, Dörnyei, Clément, & Noels, 1998, p. 551)

Clément's (1980) model of self-confidence postulated that linguistic self-confidence directly affects learners' motivation. In a further study, Clément and his research fellows (Clément, Dörnyei, & Noels, 1994) proved that L2 self-confidence can be defined as another main component of second language motivation and it influences learners' L2 proficiency through their attitude towards learning English and effort that they put into it.

Foreign language learning processes involve another important affective factor: language anxiety. Language learners usually experience feelings of anxiety, apprehension and nervousness and they may create a 'mental block' against the language they are attempting to learn (Hashemi, 2011). Language anxiety has received serious attention in SLA research (Gkonou, Daubney, & Dewaele, 2017; Horwitz, Horwitz, & Cope, 1986). MacIntyre and Gregersen (2012) provide a definition of language anxiety and state it "encompasses the feelings of worry and negative, fear-related emotions associated with learning or using a language that is not an individual's mother tongue" (p. 103). This type of anxiety is not similar to other types of anxiety because it is unique to learning a foreign language. Horwitz et al. (1986) underlined this difference and mentioned that it is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors

related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). There is an important study about language anxiety carried out by Arnold (2000). The researcher used some relaxation and visualization techniques to reduce language anxiety among English learners who were taking listening comprehension exams. There were two groups in the study. One group was composed of the control group members, whereas the other group was composed of the experimental group members. The experimental group completed some relaxation and visualization activities. It was found that the participants in the members of the experimental group developed extremely positive attitudes towards the techniques used for relaxation and visualization techniques. Another finding was that their anxiety levels reduced thanks to the relaxation and visualization techniques. With regard to general self-confidence and task-specific confidence an improvement was found due to the relaxation and visualization techniques. Thus, as the results of this study revealed, it can be benefitted from visualization and relaxation techniques to deal with language anxiety effectively.

Goals

The intervention program of this present study aimed to encourage its participants to determine some goals which are clear and specific because this kind of goals play an important role in Ideal L2 self. Therefore, the goal-setting theory as well as the goal-orientation theory are especially relevant to this thesis. In the 1990s, with the start of a new era called cognitive-situated period, a substantial interest in goals was given by L2 motivation researchers. The new period was largely characterized by "a more situated analysis of motivation in specific learning contexts …. the need to bring language motivation research in line with the cognitive revolution in

mainstream motivational psychology" (Dörnyei & Ushioda, 2011, p. 46). Thus, goals as the cognitive concepts took the place of 'drives' or 'needs' which had been extensively used in motivation research before 1990s (Magid, 2011). The term 'goals' became a central concept, and the goal-setting theory developed by Locke and Latham's (1994) has contributed a lot to researchers' understanding of how people create goals for themselves and make efforts to achieve these goals. Goal-setting theory postulates that there are three key aspects to the goals people set for themselves: (1) their specificity, (2) their perceived difficulty, (3) people's degree of commitment (Locke & Latham, 1990; 1994). It is more likely for individuals to commit a particular action when they perceive that the possibility of achieving a goal is high and when the goal is explicitly defined in specific and concrete terms. Locke (1996) stated:

1. A more difficult goal will result in greater achievement.
2. When the goal is more specific, the performance of this goal will be more precisely regulated.
3. Goals which are both difficult and specific will generate the highest performance.
4. Goals which are both difficult and specific will lead to more engagement towards achieving them.
5. Individuals will be more likely to commit to particular goals which they perceive as appropriate to their abilities and important.

Another distinguishing feature of goals is that they facilitate language learning processes. For example, language teachers might encourage their learners to achieve positive, constructive, forward-looking language-related goals (Williams, Mercer, & Ryan, 2016). These types of goals can be discussed and focused on within supportive frameworks. Doran (1981) provided an acronym used in goal setting,

(SMART). Considering these characteristics of goals increases the possibility to achieve them, and language teachers may help their learners to clearly define their concrete goals for a course or academic year in these terms (Williams, Mercer, & Ryan, 2016).

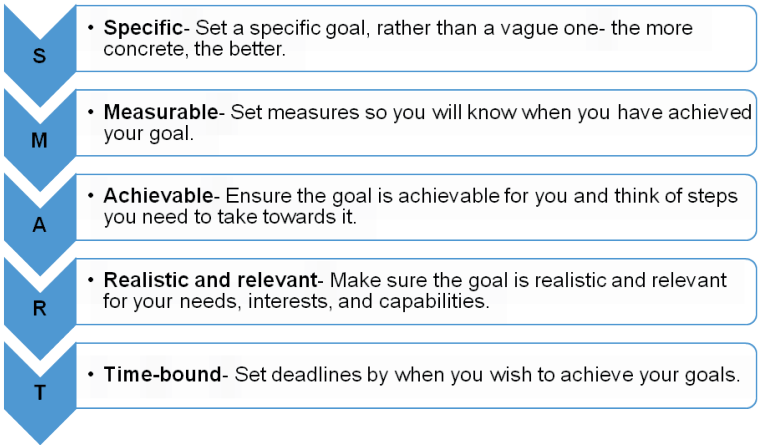

Figure 2. SMART goals (Doran, 1981)

Dörnyei and Ushioda (2011) underlined the importance of setting some specific goals for learners because it "is particularly relevant to language learning because the ultimate purpose of the prolonged process – to communicate with L2 speakers – is several years away and is, in fact, for many learners only moderately realistic" (p. 118). For this reason, it was suggested by them to lead learners to determine proximal subgoals. The researchers underlined that with the help of these proximal subgoals it could be possible for learners to get immediate feedback and stimulus. In addition, these types of goals would play the role of advance organizers. Thus, learners would be inspired. Dörnyei and Ushioda (2011) suggested that L2 learners' goals should be challenging, realistic, and measurable. Setting a date for completing their goals was also highlighted by these researchers. Dörnyei and Ushioda (2011) highlighted the necessity to set both proximal

and distal goals for L2 learners. Finally, they pointed out that teachers need to give feedback that will contribute to L2 learners' self-efficacy to fulfil their goals.

Dörnyei and Ushioda (2011) pointed out that there is a need for protecting learners' self-esteem. They also underline the necessity to increase learners' self-confidence. Therefore, they propose five approaches that can be employed by L2 teachers for these purposes:

1. Promoting a belief in L2 learners regarding they can control their competence levels and change the aspects of their development.
2. Providing L2 learners with various opportunities in which they can experience success while learning language to gain the feeling of self-confidence. Wlodkowski (1986) pointed out activities provided to learners should be challenging enough to enable them to attain a sense of achievement.
3. Making L2 learners feel that their contributions to lessons are very useful and providing them with opportunities to show their strong sides.
4. Inspiring L2 learners by helping them realize their capabilities besides praising them when they do a well-done job.
5. Attempting to decrease their learners' language anxiety by showing them ways and techniques to cope with their high levels of anxiety and providing them with a class atmosphere which is both warm and supportive.

The L2 Motivational Self System

Starting from the 1990s, some researchers have started to focus on a shift from the integrativeness concept to 'self' and 'identity' (Crookes & Schmidt, 1991; Dörnyei, 1994a; Oxford & Shearin, 1994). As the researchers who explained

the necessity for a shift Dörnyei and Csizér (2002) suggested that "the process of identification theorized to underpin integrativeness might be better explained as an internal process of identification within the person's self-concept, rather than identification with an external reference group" (Ushioda & Dörnyei, 2009, p. 3) A new system which gets its foundations from 'possible selves' theory was formed by Dörnyei (2005; 2009a): the L2 Motivational Self System. It has been validated in Saudi Arabia, Japan, Hungary, Oman, Turkey, Pakistan, Korea, Spain, Japan, China, Iran, Croatia (Al Shehri, 2005, 2009; Aubrey, 2014; Csizér & Kormos, 2009; Cruz & Shabibi, 2019; Demir-Ayaz, 2016; İslam, Lamb & Chambers, Kim, 2012; Mackay, 2014; Magid, 2011; Martinović, 2018; Martinović & Sorić, 2018; Moskovsky, Assulaimani, Racheva & Harkins, 2016; Nakahira & Yashima, 2012; Nitta & Baba, 2012; Peng, 2014; Ryan, 2009; Taguchi, Magid & Papi, 2009; Ueki & Takeuchi, 2012; Vidak, 2019; You & Dörnyei, 2016; Xie, 2014).

There are three main components of L2MSS, which are the individuals' Ideal L2 self, their ought to L2 self and the third component is called as the L2 learning experience (2009a). This new system gets its roots from Higgins' (1987) theory of possible selves, which identifies two particular self types. These possible self types are the ideal self and the ought self. Dörnyei (2009a) states that possible selves are "self states that people experience as reality" (p. 16).

Dörnyei (2009a) stresses one important feature of individuals Ideal L2 self and states "if the person we would like to become speaks an L2, the 'ideal L2 self' is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves" (p. 29). For instance, an example of student is given by Hadfield and Dörnyei (2013), who imagines himself/herself as a good scholar or businessperson in the future. According to

these two researchers, this self-image can have considerable motivational power because people attempt lessen the difference between their actual selves and ideal selves (Hadfield & Dörnyei, 2013). Dörnyei (2009a) suggests that "the more positive our disposition toward these L2 speakers, the more attractive our idealized L2 self" (p. 28). He also adds that "it is difficult to imagine that we can have a vivid and attractive ideal L2 self if the L2 is spoken by a community that we despise" (Dörnyei, 2009a, p. 28) .

The ought-to L2 self is a complementary self-guide with educational relevance. It is defined as "the attributes that one believes one ought to possess (i.e., a representation of someone's sense of duty, obligations, or responsibilities)" (Dörnyei & Ryan, 2015, p. 87). It consists of "the attributes that one believes one ought to possess to meet expectations and to *avoid* possible negative outcomes" (Dörnyei, 2009a, p. 29). Dörnyei and Chan (2013) underline that perceived responsibilities, expectations of other people and obligations might be quite different from an individuals' wishes and desires.

The L2 Motivational Self System has a third component: the L2 learning experience. Dörnyei (2019) proposes that "the L2 learning experience may be defined as the perceived quality of the learners' engagement with various aspects of the language learning process." (p. 19) It consists of "situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success)" (Dörnyei, 2009a, p. 29). Munezane (2015) exemplifies the L2 learning experience with the positive feeling of success that learners experience or the pleasing and enjoyable aspects of a language class. Csizér (2019) highlights that the effect of the L2 learning experience on second language motivation "has remained somewhat a neglected component" (p. 77).

This component is as important as the other two components, which are the individuals' Ideal L2 self and their ought-to L2 self in L2MSS. It is mainly because various empirical studies (Csizér & Kormos, 2009; Islam, Lamb, & Chambers, 2013; Kormos & Csizér, 2008; Lamb, 2012; Papi, 2010; Papi & Teimouri, 2012; Taguchi, Magid, & Papi, 2009) have indicated that "the L2 learning experience is not only a strong predictor of various criterion measures" such as "intended effort or L2 learning achievement", but also "the most powerful predictor of motivated behavior" (Dörnyei, 2019, p. 19).

An ambitious project conducted by Dörnyei and Csizér (2002) led to the establishment of Dörnyei's (2005; 2009a) L2 Motivational Self System. These two researchers undertook a repeated stratified national survey with 13,391 Hungarian middle school students to explore their attitude to learning foreign languages. Dörnyei (2009a) explained that "integrativeness was found to play a key role in L2 motivation, mediating the effects of all the other attitudinal/motivational variables on the two criterion measures Language choice and Intended effort to study the L2" (p. 26). While explaining what they found in their study, Dörnyei (2005) proposed that it is possible to conceive integrativeness as the L2-specific equivalent of an individual's ideal self and explained that "if one's ideal self is associated with the mastery of an L2, that is, if the person that we would like to become is proficient in the L2, we can be described as having an integrative orientation" (p. 102). Dörnyei (2009a) also stressed that "the more positive our disposition towards these L2 speakers, the more attractive our idealized L2 self" (p. 28). With regard to the connection found between the concepts of integrativeness and instrumentality, Dörnyei (2009a) emphasized that " in our idealized image of ourselves we naturally want to be professionally successful and therefore instrumental motives that are related to career enhancement are logically linked to the ideal L2 self" (p. 28).

Dörnyei (2009a) provided a distinction between two separate instrumentality types: instrumentality-promotion and instrumentality-prevention. He underlined that "instrumental motives with a promotion focus – for example, to learn English for the sake of professional/career advancement – are related to the ideal self" (Dörnyei, 2009a, p. 28). He also added that "in contrast, instrumental motives with a prevention focus – for example, to study in order not to fail an exam or not to disappoint one's parents – are part of the ought self" (Dörnyei, 2009a, p. 28). Teimouri (2017) states that the ought-to L2 self underlines losses and non-losses.

Conditions for the Motivational Capacity of the Future Self-guides

Some researchers discovered the fact that future self-guides do not automatically motivate individuals (Oyserman, Bybee, & Terry, 2006; Yowell, 2002). Dörnyei and Ushioda (2011) outlined nine conditions which are essential for future self guides show their motivational capacity.

A desired future self-image should be owned by the L2 learner. First of all, future self-guides need to be available (Dörnyei, 2009a). However, not every individual can easily form a successful possible self (Ruvolo & Markus, 1992); for this reason, it cannot be expected that everyone has a well-formed ideal self-guide or a well-formed ought self-guide (Higgins, 1987; 1996).

There should be a difference between future self and the present self. Magid (2011) states that "the L2 learner should be aware of a gap between his/her current and future selves in order to feel that an increased effort in learning the L2 is necessary" (p. 108). L2 learners should strive to attain a future self that is competent in their target language. Therefore, future self-guides provide L2 learners with an impetus, incentive and direction to eliminate the mismatch found

between future self-guides and the present self. Future selves can be perceived as comparison points. Hoyle and Sherrill (2006) point out that possible selves "give rise to behavioral standards against which current self-representation is compared and with which it is reconciled through behavior" (p. 1687).

The future self-image should be elaborate and vivid. Higgins (1987; 1996) highlighted the fact that forming a well-developed ideal self or a well-developed ought self cannot be achieved by all people. In addition, there is a possibility for some people having a self-image, but it may not be elaborate or vivid enough to exert its motivational power (Dörnyei, 2009a). Some other researchers asserted that "imagining one's own actions through the construction of elaborated possible selves achieving the desired goal may thus directly facilitate the translation of goals into intentions and instrumental actions" (Markus & Ruvolo, 1989, p. 213). It has been explored that when individuals have more elaborate possible selves regarding their imaginative, visual and other content elements, these future self-guides are expected to have more motivational power (Markus & Ruvolo, 1989). For this reason, Magid (2011) points out "it is evident how important one's imagination is in in constructing vivid and elaborate images of one's possible selves" (p. 108). However, the degree of mental imagery's vividness varies from one individual to another (Richardson, 1994).

Future selves should be plausible. Many researchers have echoed that future self-guides can be evaluated subjectively (Dörnyei, 2009a; MacIntyre, MacKinnon, & Clément, 2009; Magid, 2011; Ruvolo & Markus, 1992; Segal, 2006). Ruvolo and Markus (1992) argued that people must perceive their future selves as plausible if their impact on their motivation is expected. They stated:

> It is an individual's specific representations of what is possible for the self that embody and give rise to generalized feelings of efficacy, competence, control or optimism, and that provide the means by which these global constructs have their powerful impact on behavior (Ruvolo & Markus, 1992, p. 96).

People should not perceive their future self-image as comfortably certain. According to Oyserman and James (2009), there are some possible selves that individuals feel they are comfortably certain. These types of selves can be easily attained by people if nothing much changes from the way things are now in their lives. These two scholars also mentioned the existence of other possible selves which are "within one's grasp, yet uncertain enough to instill a sense of urgency in action" (Oyserman & James, 2009, p. 375). They elucidated that "the motivational value of possible selves may have an inverted U-shaped function, low when expectancy of attainment is either too high or too low to warrant additional effort" (Oyserman & James, 2009, p. 375). For these reasons, the L2 learner needs to believe that there should be a significant increase in their effort to reach their future self-image because it will not automatically occur (Magid, 2011).

There is a need for harmony between the future self-guides. Dörnyei and Ushioda (2011) highlighted that individuals' future self-guides should not clash with each other. A conflict that may be observed between individuals' ideal self and ought self, especially when they deal with their families', peers' or other peoples' expectations, is not desired because such a conflict might negatively affect their motivation. The ought self can be simply defined as "someone else's version of what they think your ideal self should be" (Boyatzis & Akrivou, 2006, p. 628). For instance, adolescent learners' peers may put pressure on them with regard to their academic attainment, so these group learners' ought self may

include their peers' views about academic attainment, which may clash with their ideal self (Dörnyei, 2009a). This clash may have negative impact on motivation.

The future self-guides should be activated. Dörnyei (2009a) points out "even if the learner does have a well-developed and plausible ideal/ought self-image, this may not always be active in the working memory" (p. 20). There is a need for activating possible selves (Hoyle & Sherrill, 2006). In this way, it would be possible for possible selves to affect individuals' behaviors. In the same vein, Boyatzis and Akrivou (2006) suggested, "once the force of the ideal self is activated, it plays an executive or motivational function within the self" (p. 625). At this point, Dörnyei (2009a) suggests "this priming of the self image can be triggered by various reminders and self-relevant events, and they can also be deliberately invoked by the individual in response" (p. 20). Importantly, Ruvolo and Markus provided empirical evidence that "envisioning success activates images of the desired end-states, but also primes the plans, scripts, and strategies necessary for achieving success in many domains" (1992, p. 119).

Action plans and procedural strategies should be developed. Another important circumstance to form attractive future self-guides is creating predeveloped and plausible action plans and procedural strategies. Dörnyei (2009a) stated that "effective future self-guides need to come as part of a 'package', consisting of an imagery component and a repertoire of appropriate plans, scripts and self- regulatory strategies" (p. 21). Oyserman et al. (2006) also pointed out the need for action plans which are already-formed and plausible to facilitate future self-guides.

Balancing the desired self with the feared self. The last condition involves a proposal by Oyserman and Markus (1990): offsetting a desired self with countervailing feared self. In this way, learners will be aware of the existence of a goal

to obtain and another goal to stay away. They also add that in order to get motivational power from possible selves, not only the desired self but also the feared self need to be available in cognitive sense and it needs to be elaborate. Oyserman and Markus (1990) underline that if a balance between these two future selves cannot be set, two negative outcomes might appear. On the one hand, the possible positive effect of feared self on people's behaviors may not appear. On the other hand, an asymmetry between expectations and fears may result in that "individuals may drift from the pursuit of one desired possible self to another and may have difficulty choosing among them at any given time" (Oyserman & Markus, 1990, p. 123). Hoyle and Sherrill (2006) made a similar argument and stated that "the motivation conferred by balanced possible selves is additive and therefore greater than the motivation conferred by the hoped for or feared self alone" (p. 1677).

Future Self-guides versus Future Goals

Dörnyei (2009a) drew a distinction between future-oriented self-guides and future goals although both terms imply a future state. He affirmed that while goals, which are cognitive in nature, can be defined as desired future end-states, future self-guides are larger than goal-related constructs because they involve cognitive, emotional, visual and sensory aspects "approximating what people actually experience when they are engaged in motivated or goal-directed behavior" (Dörnyei, 2009a, p. 15). Similarly, Pizzolato (2006b) pointed out that "unlike goal theory, possible selves are explicitly related to long-term developmental goals involving goal setting, volition (via adherence to associated schemas) and goal achievement, but are larger than any one or combination of these constructs" (p. 58). It should be noted that self-relevant imagery is included in possible selves

(Markus, 2006; Markus & Nurius,1986; Ruvolo & Markus, 1992). In addition, they include the experiential aspect "that is psychologically experienced and that is a durable aspect of consciousness" (Markus & Ruvolo, 1989, p. 17). There is a connection between three elements, which are goals, future self guides and behavior (Markus & Ruvolo, 1989). Markus and Ruvolo (1989) pointed out "a goal will have an impact on behavior to the extent that an individual can personalize it by building a bridge of self-representations between one's current state and one's desired or hoped for state" (p. 211).

Empirical Research on The L2 Motivational Self System Across Cultures

Dörnyei's (2005, 2009a) Motivational Self System has been tested and validated all around the world. Al-Shehri (2009) focused on three elements and the relationship between them: learners' Ideal L2 self, their imagination capacity and visual style. The researcher found a strong correlation between learners Ideal L2 self and criterion measures. He could also confirm that learners' Ideal L2 self is the major motivating factor. Furthermore, Al-Shehri (2009) explores a strong correlation between the visual learning styles and learners' Ideal L2 self. He concluded that visual learners can form a well-developed Ideal L2 self. Lastly, it was explored that learners possessing a developed imagination capacity could create a better Ideal L2 self.

Csizér and Kormos (2009) examined the role of the Ideal L2 self and Ought-to L2 self as well as L2 learning experience. They found that both the Ideal L2 self and the L2 learning experience significantly contributed to the Criterion measures. In addition, the Ideal L2 self, the ought-to L2 self and L2 learning experience as the three main components of the L2 Motivational Self System were either not at all associated

with each other or demonstrated weak correlations. This finding confirmed that these three elements are independent motivational variables and they are distinct from each other.

İslam, Lamb and Chambers (2013) focused on 13 motivational scales and carried out a study in Pakistan. They did an analysis of mean values and standard deviations and the results showed that all motivational scales had high mean values except for *English anxiety.* The researchers arrived at a conclusion that their participants' levels of motivation to learn English, and their learning desire was affected by multiple factors. In addition, the analysis of intended learning effort (M = 4.47, SD = .78) indicated that their participants wanted to spend effort into studying and learning English. They also discovered that attitudes to learning English, Ideal L2 self and ought-to L2 self signified three main elements of the L2 Motivational Self System. They discovered two instrumentalities had different focus, which are instrumentality-promotion and instrumentality-prevention; the connection between these instrumentality types and Ideal L2 self and the ought to L2 self.

Taylan (2017) conducted a study in western Turkey. He found that there is a need for some modifications of L2MSS (2005, 2009a) when it is applied to Turkey's universities. Some modifications of the model were required in order to fit within this context. The components of the Ideal L2 self, the ought-to L2 self, and attitudes toward learning English were related to the element of intended learning efforts. However, Taylan (2017) also reported that "the two standpoints, own and other, overlap in terms of instrumentality promotion, instrumentality prevention and family influence" (p. 2). Another finding was that the element of attitudes towards learning English was more influential on intended learning efforts than its impact on Ideal L2 self. He also found that the impact of ought-to L2 self was uncertain. The effect of

the ought-to L2 self proved to be uncertain. Furthermore, the study revealed that ought-to L2 self and family influence had a connection rather than the Ideal L2 self. Taylan (2017) stated that "instrumentality has two foci: instrumentality-promotion is related to the ideal L2 self, and instrumentality-prevention is related to the ought-to L2 self" (p. 3). In addition, it was also proved that learners' imagination was related to their Ideal L2 self. Taylan (2017) also suggested that "the international position of English attracts the participants' future selves" (p. 3).

Vidak (2019) aimed to test the validity of Dörnyei's (2005, 2009a) L2 Motivational Self System in a Croatian educational setting with particular reference to age differences and learning success. 345 students participated into the study. The profile of the participants was composed of 89 first grade students at the secondary level, 100 third grade students at the secondary level and 156 first year undergraduate university students. Vidak (2019) reported that the research results confirmed the three-partite structure of L2 Motivational Self System in the Croatian educational setting. The Ideal L2 self was found to be the most prominent aspect of the system. In addition, the results supported that there were age differences in motivation for learning English. It was proved that the oldest group of participants, who were university students in their first year of undergraduate study, were the most motivated group across other age groups. However, secondary students in the third grade were found to be the least motivated group, whereas students in the first grade were more motivated than their older peers. The findings of this study revealed 77 statistically significant correlations out of 120 possible correlations between causal attributions, learning success and L2 Motivational Self System dimensions.

Similar to Taylan's (2017) research, Bilhan (2019) conducted a study to investigate if Dörnyei's (2005, 2009a) L2 Motivational Self System could be applicable to the

universities in Turkey. English Learner Questionnaire, which had been adapted by Arslan (2017) to be used in Turkey, was applied to gather data. 158 Turkish EFL learners participated in this particular study. It was found that Turkish university students had a strong Ideal L2 self and positive attitudes toward learning English, and they were highly motivated in terms of their intended efforts to learn it. A moderate result was found for participants' ought-to L2 self and family influence and they correlated only with each other. It was found out that two components, which are learners' ought-to L2 self and the influence of their families, did not have an effect on the learners' motivated behaviors. As for ethnocentrism, the participants of this study were noticeably less ethnocentric. Lastly, it was observed that Dörnyei's (2005, 2009a) L2 Motivational Self System partially fit with the participants in this study because ought-to L2 self was found unrelated to the learners motivated behavior.

Şahin (2020) examined the L2 Motivational Self System in a Turkish university preparatory school context. Data gathered from 274 participants. The study showed that Turkish EFL students attending a preparatory school of a university had strong linguistic self-confidence, and also strong Ideal L2 self. In addition, students' overall L2 learning experience (attitudes towards learning English) was found positive. On the contrary, Turkish learners' ought-to L2 self did not make any significant contribution to their L2 Motivational Self System dimensions. It was also found that Turkish preparatory school EFL students generally attributed not only their success but also their failure to internal and uncontrollable causes. Another finding of the study was that while Turkish EFL learners' success in English was attributed to stable causes, their failure was attributed to unstable causes. Finally, the researcher discovered that students' achievement was a factor both in their L2 Motivational Self System and attributions in English.

Possible Selves and The Power of Imagination

Markus and Nurius (1986) drew attention to the prominent place of imagination in their concept of 'possible selves' because their notion of possible selves concerns people's conceptualizations of their potentials in the future. As Dörnyei (2009a) successfully pointed out, possible selves put more emphasis on 'future self-guides' and added that "they can explain how someone is moved from the present toward future" (p. 11). This approach concerns the complex interaction between self-identities in the present and in the future and the effect of this interplay on individuals' goal-oriented behaviors (Yowell, 2002).

Markus (2006) also highlighted the links of the possible selves notion with imagination as follows:

> Our excitement with the notion of possible selves had multiple sources. Focusing on possible selves gave us license to speculate about the remarkable power of imagination in human life. We also had room to think about the importance of the self-structure as a dynamic interpretive matrix for thought, feeling, and action, and to begin to theorize about the role of sociocultural contexts in behavior. Finally, the concept wove together our mutual interests in social psychology, social work, and clinical psychology. (Markus, 2006, p. xi)

It should be noted that in the quote above, Markus (2006) pointed out the important role of imagination while people are forming hopes, wishes and fantasies about their possible selves in the future. In other words, human beings fantasize their possible themselves with the help of their imagination.

Markus and Nurius (1986) highlighted that it is possible for individuals to smell, hear and see their possible selves because they include tangible images and senses. A reality is created for people by possible selves with the help of imagination; in this way, people can experience their future self-guides (Dörnyei, Muir, & Ibrahim, 2014). Vision and

imagery are highly influential to reveal the motivational power of possible selves and future self-guides (Dörnyei, 2009a; Henry, Davydenko, & Dörnyei, 2015; Markus, 2006; Ruvolo & Markus, 1992; Safdari, 2019). According to Dörnyei (2005), the more vivid, specific and well-elaborated the possible selves, the more motivationally effective they are on the behavior of people. Thus, these mental simulations, making events look both real and tangible, act as a motivating force to self-regulate people's behaviors (Al-Shehri, 2009). You and Chan (2015) elucidated when individuals could form positive images of their future selves, some essential plans and strategies could be developed to obtain their envisioned goals.

Imagination

Imagination has a central place in the theory of possible selves and affects human beings' motivation levels. Dörnyei (2009a) pointed out that since the ancient Greeks it has been acknowledged that imagination is closely related to motivation. Dörnyei (2009a) explains that "Aristotle, for example, defined imagination as 'sensation without matter'" (p. 16). From McMahon's (1973) perspective, Aristotle stated that when a person has an image of something regardless of being pursued or avoided, the soul of that person is moved as if the objects of desire were actually present. This is one important aspect of imagination. Another important feature of this concept can be found in its definitions by researchers like Wegner (1998) and Taylor, Pham, Rivkin, and Amor (1998). The concept of imagination was described by Wenger (1998) as follows:

> My use of the concept of imagination refers to a process of expanding our self by transcending our time and space and creating new images of the world and ourselves. Imagination in this sense is looking at an apple seed and seeing a tree. It is playing scales on a piano and envisioning a concert hall (p. 176).

As Wegner (1998) highlighted, human beings can imagine the objects or situations which go beyond the sensory input that they are, at the moment, exposed to. Furthermore, they are able to create their own world and their own selves through their imagination power.

In one of their studies, Taylor et al. (1998) explored how the imagination for the students can be harnessed in the language learning process. They defined imagination as follows:

> What do we mean by imagination? On the one hand, the term may be used very generally to refer to the ability to conjure up images, stories, and projections of things not currently present and the use of those projections for entertaining the self, planning for the future, and performing other basic tasks of self-regulation. On the other hand, the term imagination may be used quite specifically to refer to the mental activities that people engage in when they want to get from a current point in time and place to a subsequent one, having accomplished something in between, such as going on a trip or writing a paper (Taylor, Pham, Rivkin, & Armor, 1998, p. 429).

Taylor et al. (1998) showed that the imagination could be harnessed with the help of mental stimulation. They concluded that "the students who had envisioned the steps leading to a successful goal achievement had significantly better performance on midterm examinations" (Taylor, Pham, Rivkin, & Armor, 1998, p. 438). This conclusion emphasizes learners need to have their own action plans as well as well-formed strategies which are essential for their success.

Markus and Ruvolo (1989), similarly, drew attention to the close connection between imagination and its facilitative role in human actions. They argued that "imaging one's own actions through the construction of elaborated possible selves achieving the desired goal may thus directly facilitate the translation of goals into intentions and instrumental actions" (Markus & Ruvolo, 1989, p. 213).

Mental Imagery

Markus and Nurius (1986) elucidated that the media, and individual's social experiences create the images that constitute some of the sources of possible selves. Although imagination and imagery are intertwined, and sometimes used interchangeably in cognitive psychology, the latter is more formally used especially in clinical and experimental studies (Al-Shehri, 2005). Another definition of mental imagery is "the ability to represent perceptual states in the absence of the appropriate sensory input" (Kossyln, et al., 2002, p. 342). Several cognitive scientists approached mental imagery in a similar way, and they added that:

> "We use the term 'mental imagery' to refer to representations and the accompanying experience of sensory information without a direct external stimulus. Such representations are recalled from memory and lead one to re-experience a version of the original stimulus or some novel combination of stimuli (Pearson, Naselaris, Holmes, & Kosslyn, 2015, pp. 590-591)."

According to Dörnyei (2014), mental imagery refers to "generating mental representations of perceptual or emotional experiences and situations in the mind in multiple sensory modalities (visual, auditory, tactile, olfactory and gustatory)" (p. 13). Dörnyei and Kubanyiova (2014) pointed out that human beings are familiar with the concept of mental imagery since a considerable amount of "human thinking, problem-solving, creating, hoping, learning, planning, musing and daydreaming happens in pictures that stimulate all our senses" (p.14). They added that this quasi-perceptual experience is often depicted as 'visualizing' in daily speech and the process of mental imagery is composed of producing an imagined reality that can be seen, heard, felt and tasted by people. According to these researchers, people use mental imagery in a number of different fields so as to prepare, repeat, elaborate, intensify or modify their behaviors.

Hall, Hall and Leech (1990) claimed that there is a tendency to describe imagery in visual terms. However, all of the senses can be involved in imagery. They suggested two different types of mental imagery: a) scripted imagery and b) guided imagery. A scripted imagery involves a script on various themes and an individual or a group. This person or group usually takes a relaxed seating position and close their eyes. They listen to the script which involves an imagined journey. On the other hand, a guided imagery is a situation where a broad theme is listened by an individual or a group. A guide reads this guided imagery. With their eyes closed and in a relaxed manner, these listeners fantasize different situations. They may fantasize themselves in a journey while climbing a mountain. Alternatively, they may imagine themselves while looking for a precious object. After these steps, they are expected to share their feelings about the experience that they have gone through. The role of the guide is leading listeners to focus on certain parts of their fantasy, however, he/she should not be interpretive or directive in any way.

Guided imagery is not confined to only psychotherapy and counselling. Imagery is widely used by coaches to enhance athletes' performance (Porter, 2003). It is well-documented that in sport psychology it is possible to benefit from imagery to mentally practice certain performance skills to increase confidence, manage anxiety, get ready for competitive events and improve actual performance (Morris, Spittle, & Watt, 2005). Educators have also been using guided imagery to help learners' social improvement as well as their development in health education (e.g. Hall & Hall, 1988; Hall et al.,1990; Hornby, Hall, & Hall, 2003). It has been used in lessons like drama and art for the sake of giving rise to creativity and imagination. Hall et al. (1990) stated that teachers who adopted and used imagery techniques witnessed that their

student wrote and spoke better during lessons. They also reported that there was a more peaceful atmosphere in the classroom, and learners' drawings had a high quality and they developed their memory in terms of imagery. Teachers also underlined that their learners could comprehend difficult subjects like science and math better.

Imagery has also gained importance in foreign language teaching and learning (Arnold, 1999; Arnold, Puchta, & Rinvolucri, 2007; Dörnyei, 2014; Dörnyei & Kubanyiova, 2014; Hadfield & Dörnyei, 2013; Magid, 2011; 2014a; 2014b, Stevick, 1986). Various imagery activities have also been developed to be used in L2 settings (Arnold et al., 2007; Dörnyei & Kubanyiova, 2014; Hadfield & Dörnyei, 2013; Magid, 2011, 2014a, 2014b). Arnold (1999) argued that "imagery can lead to the integration of the cognitive and affective functions" (p. 272). According to Arnold (1999), images arouse our emotions and the connection between imagery and affect is prone to being exploited by integrating visualization techniques into language learning. She highlighted that when positive emotions are stimulated during teaching and learning processes "learning is reinforced, and an easy way to bring about an association of emotion and language is through images" (Arnold, 1999, p. 264). Magid (2011) agreed with Arnold (1999) and claimed that "in our educational systems words and numbers have pushed imagery 'out of the picture', and in the process much is lost" (p. 262). Magid (2011) believes that "we need to include more imagery in all of the classes taught in school to encourage students to use their imagination, creativity, and to make learning a more enjoyable process" (p. 127). Some studies have reported promising results in terms of utilizing various self-enhancement activities, including guided imagery, to encourage student commitment to and interest in language learning (Chan, 2014; Fukada, Fukuda, Falout, & Murphey, 2011; Jones, 2012; Mackay, 2014; Magid 2011, 2014a, 2014b; Magid & Chan, 2012; Sampson, 2012).

Vision

In recent years, the field of language education has witnessed an increased interest in the role of vision in learning and teaching. Dörnyei and Kubanyiova (2014) explained the reason for this recent attention to vision by saying that "we understand 'vision' to be one of the highest-order motivational forces, one that is particularly fitting to explain the long-term, and often lifelong, process of mastering a second language" (p. 4). According to them, vision provides "a useful, broad lens to focus on the bigger picture, the overall persistence that is necessary to lead one to ultimate language attainment" (Dörnyei & Kubanyiova, 2014, p. 4). In addition, they stressed that vision appears to be "one of the most reliable predictors of their long-term intended effort " (Dörnyei & Kubanyiova, 2014, p. 9).

The *Oxford Learner's Dictionary* defines vision as "the ability to think about or plan the future with great imagination and intelligence." According to van der Helm's (2009), vision involves three distinct aspects: "(1) the *future*, (2) the *ideal* and (3) the *desire for deliberate change*" (p. 99). He stressed the importance of personal vision, which concerns "giving meaning to one's life, with helping to make shifts in professional careers and with coaching yourself in realizing a personal dream" (van der Helm, 2009, p. 98). For Dörnyei and Kubanyiova (2014), vision holds an essential aspect of recent theories of motivation research in second language acquisition due to its stress on the learners' willingness to come close to a desired future state, which is the kind of ideal self a learner might imagine for herself/himself. This pull towards an imagined future state becomes a useful motivational force "because the attractive visionary target mobilizes present potential in order to move in the preferred future direction, that is, to change in order to appropriate a future." (Dörnyei & Kubanyiova, 2014, p. 9).

The exact nature of vision makes it dissimilar to a goal. A goal can be defined as "directional intentions to reach future states" (Dörnyei & Kubanyiova, 2014, p. 10). Dörnyei (2014) underlines that "unlike an abstract, cognitive goal, a vision includes strong sensory element" (p. 12) Vision includes tangible images associated with achieving the goal (Dörnyei & Kubanyiova, 2014). Another distinguishing aspect of vision is that it is comprised of both a desired goal and a representation of how people approach or fulfil that goal. In this vein, a vision could be perceived as a personalized goal (Markus & Ruvolo, 1989) and it is "a personalized goal that a learner has made his/her own by adding to it the imagined reality of the goal experience to it" (Dörnyei & Chan, 2013, s. 455). Levin (2000) expressed this sensory aspect when she stated that effective vision "should outline a rich and textual picture of what success looks like and feels like" (p. 95). This researcher also added that vision "should be so vivid as to enable the listener or reader to transport himself or herself to the future, so to speak, to witness it and experience it" (Levin, 2000, p. 95). Vision has a significant motivational capacity because adding sensory elements to a desired future goal boosts people's motivation to attain it (Taylor, Pham, Rivkin, & Armor, 1998).

Frazier and Hooker (2006) emphasized the bond between possible selves and vision by stating that:

> Possible selves can take the form of the visions we hope to achieve (i.e. hoped for selves) or the visions of self we fear becoming (i.e. feared selves), and as such, they are conceptualized as the motivational component of the self-system (p. 44).

Munezane (2015) suggested that positive vision generates positive emotions and facilitates the process of language learning. Similarly, Magid (2011; 2014a; 2014b) pointed out it is possible to enhance learners' vision of their ideal L2 self

by creating intervention programs to motivate learners of English from different backgrounds to devote more time and energy into learning English.

Emotions

The advocates of humanistic approach in foreign language learning and teaching have searched to explore ways of considering learners' emotions and feeling in their learning (e.g. Arnold, 2011; Rinvolucri, 1999; Stevick, 1990). This is mainly because the process of learning an L2 is known to be highly emotionally loaded (Dörnyei, 2009b). According to Dörnyei (2009b), emotions play an important role in SLA and he proposed an integrated framework of learner characteristics including a prominent emotional dimension. He claims that "the concept of emotion is often broadened to such an extent that it subsumes, either explicitly or implicitly, motivation" (Dörnyei, 2009b, p. 223). Lewis and Todd (2005) underscored that emotions have motivational qualities, and they stated that "even positive emotional states such as interest, attraction, and excitement are goal-related and they propel action as much as do fear and anger" (p. 215). Scherer (2001) also claimed that an overall picture of emotions must include 'behavior preparation' or 'action tendencies' since they cannot only change constant goal-directed behavior, but also produce action tendencies which are particularly fit in dealing with external factors that have evoked the emotional response.

Dörnyei (2009b) defined the fourth constituent of this cognition-emotion-motivation amalgam as the salient imagery component. In the same vein, Magid (2011) highlighted that "when considering the relationship between vision and motivation, it is important to take into account

the powerful impact that imagery has on our emotions as well as the relationship between emotions, motivation, and cognition" (p. 130). According to Arnold (1999), educators can benefit from images since they reinforce learning and these images are directly connected to people's creativity and emotions. He affirmed that there is a circular relationship between imagery and affect in that "images are saturated with affect, but in turn mental imagery can influence our affective states and development" (Arnold, 1999, p. 264). Schutz and Pekrun (2007) stated that there has not been much research focusing on emotions in the education field though education filed has an emotional nature. Maehr (2001) proposed that motivation researchers must "rediscover the role of emotions in motivation" (p. 184). Dörnyei (2009b) contended that emotions need to be researched in the motivation research because emotions lead people to take act.

MacIntyre et al. (2009) highlighted the importance of emotions, and emphasize that possible selves continue their existence as "cold cognition and therefore lack motivational potency" (p. 47) without a strong link to learners' emotional systems. MacIntyre et al. (2009) illustrated that "when emotion is a prominent feature of a possible self, including a strong sense of fear, hope, or even obligation, a clear path exists by which to influence motivation and action" (p. 47). According to Magid (2011), this explanation shows the importance of employing both positive and negative scripted imagery situations to motivate language learners through intervention programs as evidenced in his intervention program. Dörnyei (2009b) defined imagery as the fourth constituent of cognition-emotion-motivation amalgam creating "a potentially very powerful constellation that encompasses the whole spectrum of the human mind, from our thoughts to our senses" (p. 226).

The Implementation of Possible Selves Theory into Motivation Research

In the literature of second language motivation research, there are several important intervention programs that applied the possible selves theory into the classroom setting. They aimed to motivate learners while learning a foreign language through improving their vision regarding their future selves. Major intervention studies have been carried out by Oyserman et al. (2002, 2003, 2006), Hock, Desler, and Shumaker (2006), Sheldon and Lyubomirsky (2006), Magid (2011; 2014b), Magid and Chan (2014), Chan (2014), Mackay (2016), Yarwood (2018), Yang (2019), Mackay (2019), and Safdari (2019).

Oyserman and her associates' program (2002, 2003, 2006) called "The School-to-Jobs Program" investigated possible selves in a research paradigm of in adolescents' success at school. They mainly studied major obstacles that adolescents encounter such as despair, lawbreaking and leaving their schools. Oyserman and her research fellows specifically focused on the influence of possible selves on learners' success at school and their psychological states.

Oyserman and her colleagues designed an intervention program that participants attended after school for disadvantaged African-American middle school students. Possible selves theory was the basis of their program (e.g. Oyserman, 2003; Oyserman et al., 2002; Oyserman et al., 2006). The name of the intervention program was "the School-to-Jobs Program" and 62 students attended it for nine weeks. Researchers aimed to reinforce learners' skills to envisioning themselves as successful adults. In this way, they aimed to generate a link between learners' future images and their current school involvement. The findings of this study proved that with the help of the intervention program

participants were able to create more balanced possible selves. It was also explored that participants could make a connection between their possible selves and the effort they put into their schoolwork. They could also gain some specific ways to obtain their possible selves. Participants' attitudes towards the schoolwork, their ways of behaving at school and their possible selves were positively affected by the intervention. This study also provided empirical evidence regarding youth's self-concept could be shaped by a structured intervention program.

Another intervention program called "Best Possible Selves Program" was designed by Hock, Desler, and Shumaker (2006). Their motive was helping learners who did not have a good academic life through leading them to discover and contemplate on their goals. It was explored that learners who had attended the researchers' program could determine more goals when they compared to their fellows who had not attended it. In addition, when their goals were analyzed, it was observed that their goals were more specific than the comparison group members' goals. Another finding showed that compared to the control group students' grade point averages, the participants who had attended the program had higher grade point averages. The researchers reported that "the Possible Selves Program seems to be an effective intervention that increases the type, number, and specificity of goals students identify" (Hock, Deshler, & Shumaker, 2006, p. 216).

Sheldon and Lyubomirsky (2006) created a project and named it "Best Possible Writing Project" to analyze the impact of visualizing learners' best possible selves and showing appreciation on learners' levels of motivation and their positive emotions. From the University of Missouri, 67 students from psychology major participated into the study. The participants were given three exercise alternatives and

they were asked to choose one of them, which were best possible selves, gratitude, and life details. The results showed that the participants who chose the exercise regarding best possible selves were the most motivated group to go on doing this exercise. Their positive mood was reinforced by going on doing the exercise. This finding showed that persistent effort is necessary for long-term emotional benefits. Moreover, the participants who completed best possible selves exercise gained positive emotions.

Another study was conducted by Magid (2011). The study had two parts. In the first part, Magid (2011) attempted to validate Dörnyei's (2005, 2009a) the L2 Motivational Self System in China, while in the other part, he applied L2MSS into classroom setting. The application study was composed of an intervention program that the researcher developed at a British university. 31 international students from China were the participants of his intervention program. Magid (2011) aimed to enhance learners' ideal language self with the help of an intervention program. He attempted to create a vision regarding language learning. He also used imagery enhancement in his intervention. The findings of this intervention program revealed that the motivation levels of most his participants to learn English increased. It was also discovered that all participants' confidence level in their English increased. In terms of participants' Ideal L2 self, a significant increase was observed. The program also led participants to form a clear and specific vision of their Ideal L2 self and a set of goals. The study proved motivation and confidence mutually affected each other. In addition, the imagination capacity of most participants also improved and the proficiency level of participants in English also increased thanks to the intervention. Furthermore, participants became aware of the importance of English in their lives. Lastly, it was explored that participants developed more positive attitudes towards learning English.

Magid and Chan (2012) implemented two intervention programs in England and Hong Kong. They reported that "both programs were effective in motivating the participants to learn English and increasing their linguistic self-confidence through strengthening their vision of Ideal L2 selves and making their goals clearer and more specific" (Magid & Chan, 2012, p. 113). They added some lessons that they had learnt from their study and listed these lessons at the end of their study. They argued that their findings showed that "university students enjoy the use of imagery in language classrooms" (Magid & Chan, 2012, p. 121). The finding from their second lesson suggested that most Chinese students could visualize. Finally, they stated that there are three "conditions which enhance the impacts of imagery" (Magid & Chan, 2012, p. 122). They proposed that the L2 learners "who understood and agreed with the rationale behind visualization found it both enjoyable and motivating" (Magid & Chan, 2012, p. 122). Therefore, these two researchers pointed out that "it is important for teachers to explain that visualization is an effective L2 motivational strategy in order for students to take it seriously" (Magid & Chan, 2012, p. 122). The second condition that the researchers found was that "the L2 learners' ability to visualize will affect how vivid and elaborate their vision of their Ideal L2 Selves will become as well as the intensity of the emotions that will be aroused during the visualization process" (Magid & Chan, 2012, p. 122). Therefore, they added that "if L2 learners lack the ability to use their imagination to visualize situations, they may need their teachers to help them develop this skill" (Magid & Chan, 2012, p. 122). The last condition found was that the L2 learners should feel energetic to concentrate on visualizing situations. Therefore, teachers need to determine an appropriate lesson hour to implement the program.

In another study, Chan (2014) aimed to "explore the impact of an imagery training strategy (which incorporates the use of visualization exercises, the creation of an Ideal Selves Tree and language counselling) on university students' possible L2 selves and their learning experiences" (p. 361). The researcher found an increase in participants' Ideal L2 self, whereas there was not a significant change in their Feared L2 self as response to the imagery intervention. Chan (2014) reported that "approximately two-thirds of the students found the in-class visualization exercises useful, with 68.8% rating the usefulness of visualization as 4 or above" (p. 367). Many participants also found the language counselling motivating.

Magid (2014b) designed another motivational intervention program with elementary school students in Singapore. Magid (2014b) stated that "the participants, who were separated into a control and an experimental group, lacked both confidence in their English and the motivation to study it" (p. 228) before the program and had negative attitudes towards learning English before the intervention program. The main findings from the quantitative data indicated that "90% of the participants in the experimental group became more motivated to learn English, more confident in their English, and exhibited more positive attitudes toward learning English as a result of the program" (Magid, 2014b, p. 228). The findings also revealed that the vision of the Ideal L2 self increased among half of the participants in the experimental group. In contrast, only 50% of the participants in the control group felt motivated to learn English, 75% of them became more confident in their English, and 90% of this group improved their attitudes toward learning English. It was also found that only 13% of the participants in the control group had a stronger vision of the Ideal L2 self. These results supported by the findings that the researcher obtained from the qualitative data. Overall, the results of Magid's (2014b)

research demonstrated that L2 learners can be motivated intrinsically "by enhancing their vision of their Ideal second language (L2) self" (Magid, 2014b, p. 228).

Mackay (2016) designed an intervention program. The researcher's aim was to increase participants' Ideal L2 selves. The main findings of the study proved the intervention program had subtle influence on the participants' Ideal and Feared L2 selves. However, the study did not have any impact on the participants' ought-to L2 selves. With regard to L2 learning experience, the researcher could explore some influences on participants. Their metacognition and perception of group dynamics as well as willingness to communicate improved as result of the intervention. It was also revealed that the intervention group participants' engagement with the target language increased.

Yarwood (2018) carried out a study to identify the variables within the L2 Motivational Self System that have the greatest significance to the Ideal L2 self of Japanese tertiary level students by investigating changes to the participants' Ideal L2 self, and the extent to which the intervention stimulated those changes. Yarwood (2018) discovered that a desire to learn a language, an interest in its speakers, and an interest in cultural products are beneficial to the formation and enhancement of a more vivid vision of an ideal L2 self. A positive correlation between instrumentality (promotion) and Ideal L2 self was found. The findings from the qualitative data indicated that the development of a clearer, more specific Ideal L2 self could be accomplished by an L2 Motivational Self System based program; however, metacognitive approaches must be scaffolded, and time should be provided for individualized guidance. Counterbalancing the vision through the consideration of failure was found to have motivated participants' learning behavior although it increased their lack of L2 self-confidence. In addition, the

formation of a supportive L2 learning environment was found central in the participants' L2 confidence and their perception of the intervention's usefulness.

Yang (2019) conducted a study in China. The researcher focused on the impact an intervention program on learners' Ideal L2 self and ought-to L2 self, the L2 Learning Experience, and the intended learning and motivation efforts in L2 learning. It was found that "the Ideal L2 self of the participants who attended the intervention was significantly strengthened after the intervention by demonstrating extended dimensions, more vivid vision and strengthened confidence in forming the vision" (Yang, 2019, p. 5). The participants' ought-to L2 self, on the other hand, was weakened. Another finding of this study was that the intervention program developed the participants' L2 learning experience to a great extent. Yang (2019) reported that "the students' Intended L2 Learning Efforts were significantly increased by forming clearer learning aims, turning passive learning to active learning, and having detailed action plans and reflections" (p. 6).

Mackay (2019) conducted another intervention program to analyze the impact of it on the participants' future self-guides. She found that "the intervention activities affected not only the participants ability to articulate an Ideal L2 self vision but also the type of vision produced" (Mackay, 2019, p. 50). In the analysis of qualitative data, it was found that it is possible to enhance learners' L2 vision and motivation; however, this could be achieved by some other factors such as previous learning experience and learner attitudes. It was also found that an intervention of this type could help L2 Ideal and Feared self visions to emerge if they had not previously existed. This study proved that for those learners who already had their own established L2 self-guides before this intervention, it is possible to broaden their visions by creating more personal domains and/or making it more specific and

focused through an intervention program. Mackay (2019) also reported that there was no evidence to suggest any change in the learners' ought-to L2 self as a result of her intervention program.

Safdari (2019) carried out a study in Iran with a control group and experimental group design. His program analyzed the impact of a vision-based motivational program in improving Iranian learners' motivation to learn English. The members of the experimental group were exposed to the intervention program during an academic semester. The results of ANCOVA tests as well as the qualitative analysis proved that it is possible to improve learners' vision and motivation through a vision-based intervention. Safdari (2019) reported "the participants' ideal L2 self, attitudes toward L2 learning, imagery capacity and intended effort improved, while their ought-to L2 self remained unchanged" (p. 1).

Conclusion

This chapter presented a theoretical basis for the present study by firstly focusing on Humanism, Humanistic Approaches to Foreign Language Teaching and Positive Psychology regarding their connection with the concept of 'self'. It also focused on several motivation theories and constructs such as linguistic self-confidence, language anxiety and goals. Future self-guides, the theory of possible selves, L2 Motivational Self System were also reviewed. Future self-guides were summarized. Regarding Dörnyei's (2005, 2009a) L2 Motivational Self System, three main components of the system were described. Empirical studies on the L2 Motivational Self System across different cultures were also reviewed. Some important constructs of foreign language learning such as emotions, imagination, imagery, and vision within the theory of possible selves were also examined. In the

final section, the practical implications of the possible selves theory in motivation research were described. In the next chapter methodology, setting and participants, the procedure of data collection, instruments and the programs used in the present study are presented.

CHAPTER 3

METHODOLOGY

In this study, a mixed methods methodology was employed to investigate the effect of a visionary motivational program on the Ideal L2 self and on other related domains of Turkish learners of English at tertiary level. The mixed methods research project was followed up by a comparative analysis by adding both quantitative and qualitative results. In order to address the research questions, the mixed methods design was chosen by the researcher of the present study because in the literature it is underlined that the mixed methods design is more advantageous in examining educational or social issues, in verifying findings through triangulation, and in reaching multiple audiences (i.e. reaching qualitative and quantitative researchers) (Dörnyei, 2007). The approach used in this study broadened the breadth (through a survey) and depth (through in-depth interviews and an open-ended questionnaire) of the investigation, and it followed a QUAN to QUAL methodology (Dörnyei, 2007). That is, the approach consisted of an emphasis on a questionnaire survey, followed by group interviews and an open-ended questionnaire. Conducting surveys, group interviews and an open-ended questionnaire successively were very helpful to identify the emerging themes derived from the quantitative results (Dörnyei, 2007). According to Dörnyei and Ushioda (2011), this method makes it possible to

examine the "generalizable patterns and relationships across a large dataset" (p. 62) and provides a broader picture of the phenomenon. Thus, survey results were further explored in the post-survey group interviews (David & Sutton, 2004) and the open-ended questionnaire, which facilitated the establishment of the factors associated with the results found (Blaxter, Hughes, & Tight, 2010).

Mixed methods design also enabled the researcher of this study to investigate in depth the enhancement of learners' Ideal L2 self and other related domains with the help of a motivational program based on imagery and vision. Data from interviews and an open-ended questionnaire helped to clarify the impact of such an intervention program on Turkish learners' Ideal L2 Self and other nine domains.

Setting and Participants

The current study was conducted at a state university in Central Anatolia, Turkey in the academic year of 2017-2018 Fall and Spring Semesters. In the present study, a tertiary level setting was chosen in order to analyze the effect of a visionary motivational program on learners' ideal L2 self and other nine domains. Since the researcher was working at a tertiary level institution and she needed to design and implement a six-week vision creating motivational program, her setting was preferred to conduct this study. In this way, the time factor was used efficiently, and the researcher was continuously engaged in the field study. While 13 students participated in the pilot study, 59 students from the same university voluntarily accepted to become the participants of the main study.

The English Preparatory Program at this state university is based on a credit system. Students take an English Exemption and Placement Exam in Reading, Writing, Listening and

Speaking skills in order to be placed at the correct English language proficiency level when a new academic year starts. Students who are placed above the 'Foundation' level in these skills gain credits for every course that they are deemed to have passed and may finish the prep program earlier. If they pass the exam, they are awarded 56 credits and are exempted from the preparatory program. Otherwise, depending on their performance, students are placed into five levels: 'Foundation', 'Level 1', 'Level 2', 'Level 3' and 'Level 4' in Reading, Listening, Writing, Speaking, and Language Awareness (English Grammar and Vocabulary) lessons. Students receive new credits for every course they successfully complete in the preparatory program. The system requires students to gain 52 or 56 credits in order to start their faculty courses. Students with 52 credits can start their faculty studies but they must also continue in the preparatory program until they reach 56 credits. If a student gets 56 credits, s/he enters faculty and their time in the preparatory program is complete. These students then enroll in a course called Faculty English 101.

At the preparatory program of this state university, there is no 'General English' or 'Integrated Skills' course. The preparatory program is organized around several compulsory courses, each with two credits value, which taught over a term of 8 weeks. Reading, Writing, Listening, Speaking and Language Awareness (English Grammar and Vocabulary) skills are compulsory courses. There are also some elective courses with one credit value, such as English for Math and Political English so on that students can undertake depending on their faculties or their interests. For example, a student may be placed into a Reading Level 1 course, but s/he may be in a Listening Level 2 course during a term. In total, there are 5 terms in an academic year and students take a series of separate compulsory and elective courses. These courses are assessed separately, and students acquire separate credits for

each course. As soon as students have gained the requisite number of credits from these courses (52 or 56 credits), students qualify automatically to be transferred from the language school's preparatory program into their faculty. There is no separate proficiency exam.

13 students attending Level 1 courses were the participants of the pilot study for this research between September 25 and November 03, 2017. Level 1 courses of this state university's preparatory program are equivalent to the courses for elementary level students with regard to their objectives, content and learning outcomes. 59 participants of the present study were enrolled in Level 1 and Level 2 courses in the preparatory program. Level 2 courses of this program can be equated to pre-intermediate level courses.

59 preparatory school students volunteered to participate in the main study conducted between November 20, 2017 and January 05, 2018. The researcher asked participants to give themselves a nickname for purposes of anonymity and also for facilitating the creation of another self in English. 28 participants were in the control group, whereas there were 31 members in the experimental one. There were 20 female students, which is equal to 33.9% of all participants, and 39 male students, constituting 66.1% of all participants, in the study. The participants' nicknames, group types (e.g. experimental vs. control) and gender are given in Appendix A.

Data Collection

The pilot study. Formal permission to conduct the study at a state university in Central Anatolia was received on April 8th, 2017, and the data for this mixed methods study were gathered from English preparatory program students of the School of Foreign Languages. The motivation and imagination capacity questionnaire used in this study was

adapted from the questionnaires in Magid's (2011) and Al-Shehri's (2005) studies with their permission. The items in this questionnaire were back translated by three different English instructors at the same university to obtain their semantic equivalence. Two of these instructors had a master's degree and the other one was attending a master's program in English Language Teaching. After these three instructors' back translations, the researcher and her advisor reviewed all items and verified their sematic equivalence before the questionnaire in the pilot study was administered. The director of the English preparatory program approved an elective course called "English For Your Future" in which the researcher could present her visionary motivational program to an experimental group and a general program to a control group. Consequently, the researcher could both teach and conduct research congruently during the lessons. This elective course was run by the researcher for piloting purposes in the first term in 2017-2018 academic year with 13 students. In the second term of the same year, the researcher presented "English For Your Future" again for the main study purposes with a different student group. Because this was an elective course, the researcher could create all curriculum, content and activities based on the premises of her research. Assessment tools were not defined for this elective course and the only condition for students to gain 1 credit from this course was 90% attendance over the term.

The pilot study was carried out with 13 participants attending Level 1 courses between September 25 and November 03, 2017. The pilot questionnaire was composed of four main subcomponents. The Cronbach's alpha for this questionnaire was calculated by using a program called Statistical Package for the Social Sciences version 22 (SPSS 22.0). The pilot study served to provide information about the effectiveness of the questionnaire for the study. This included

the establishment of the reliability of the questionnaire, which was found as follows: The criterion measures factor consisted of 6 items (α = .78), the Ideal L2 self factor consisted of 5 items (α = .74), and the motivation and attitude towards English factor consisted of 4 items (α = .76), and Cronbach's alpha for the imagination capacity items was found to be .47. In general, an acceptable level of Cronbach's alpha is a range of 0.70-0.80 (Larson-Hall, 2010). However, some researchers suggest that this level was recommended for achievement tests, while a level above 0.5 level is an acceptable for attitudes tests (Tuckman, 1999 as cited in Zywno, 2003). Based on this low result of Cronbach's alpha for imagination capacity in the pilot study, some changes were made in the main study questionnaire regarding the items concerning the imagination capacity. The researcher and her advisor identified one item to be omitted from the imagination capacity subcomponent, and one item in the same subcomponent had to be negatively recoded because these two items were decreasing Cronbach's alpha. After these, the internal consistency of the imagination capacity subcomponent increased to .62. In this study, Tuckman's recommendation was adopted because it analyses motivation and attitudes of the participants as a response to a visionary motivational program.

The pilot study also tested the procedures of the semi-structured interviews and an open-ended questionnaire such as the flow of the semi-structured interviews and the appropriateness of questions both in the interviews and the open-ended questionnaire. Also, the format of the motivation and imagination questionnaire and the open-ended questionnaire was also checked in the pilot study by presenting the participants with both Turkish and English versions of each item in them.

The researcher was both the designer and the practitioner of the programs for both groups. Therefore, she had an active

role in the process of data gathering. This study took up a concurrent design where both the qualitative interviews, an open-ended questionnaire and the quantitative survey were used in a parallel manner. Between November 20, 2017 and January 05, 2018, a visionary motivational intervention program for the experimental group and a general program for the control group were carried out for the purposes of main study. Before applying these programs, the motivation and imagination capacity questionnaire was given to the participants. After the implementation of the programs, the same motivation and imagination capacity questionnaire and an open-ended questionnaire were administered to the same groups in order to investigate any kind of change in the strength of their Ideal L2 self and other nine subcomponents. After the intervention program, on January 02, 2018 and January 04, 2018, semi-structured group interviews were held with all the participants as a part of qualitative aspect of this study. The accumulated qualitative dataset was helpful to understand the thinking of the participants more deeply than that based on survey results alone.

The main study. The main study started on November 20, 2017 and finished on January 05, 2018. Similar to the pilot study, the motivation and imagination capacity questionnaire was given to the participants before the six-week intervention programs. Then the participants in the experimental group were exposed to a visionary motivational program composed of several activities that were adapted from Magid's (2011) study, Arnold, Puchta and Rinvolucri's (2007) and Hadfield and Dörnyei's (2013) resource books. Furthermore, the researcher also created new materials in accordance with the theoretical background of Dörnyei's L2 Motivational Self System (2005, 2009) and Magid's (2011) intervention program (see Appendix B and Appendix E).

Each group's program consisted of a series of five two-hour lessons that were delivered to both the experimental and

the control groups on a weekly basis. The follow-up interviews and the completion of an open-ended questionnaire were completed after the program.

The structure of the visionary motivational program of the experimental group. The visionary motivational program designed for the experimental group aimed to encourage the participants to study and learn English. The enhancement of Ideal L2 self and other factors influencing the participants' motivation level was also aimed. Only the participants in the experimental group underwent the researcher's specifically designed visionary motivational program. The control group participants, on the other hand, were exposed to a general program which provided them with some visualization/ imagination and personal development activities designed by the researcher. In Appendix B, the 10 lessons that were presented and the program outline of the experimental group over five weeks are described in detail.

The intervention program of the experimental group focused on: (1) inspiring the participants, (2) creating a vision, (3) introducing the Ideal L2 self and becoming familiar with future selves, (4) verifying the vision, (5) offsetting the vision and (6) enhancing the vision. The lessons that were presented during the intervention program continued over five weeks and the researcher of this study taught two hours per week. The experimental group consisted of two classes. One class consisted of 16 students and the other had 15 students. Below are brief summaries of what was done in each of the ten lessons with the students in the experimental group:

Lesson 1. First, the researcher explained her research to all the participants in general terms. She wrote "Ideal L2 Self" on the board and provided a simple definition of Ideal L2 self. Except for this explicit metacognitive explanation, the researcher did not offer any other metacognitive information over the course of ten lessons. The two main reasons for not

providing any other metacognitive information were that the researcher wanted to avoid creating any social desirability bias among the participants, and she did not consider it necessary to provide a detailed theoretical description of L2 motivation due to the practical nature of this intervention program. After introducing her research, the researcher invited her participants to ask any questions about the study in their minds. Following this question/answer period, the researcher explained participants that they needed to participate into the study voluntarily and confirmed with each participant that they wanted to participate. All of the students voluntarily accepted participating in the study and participants were provided with a consent form (see Appendix C). Participants read and sign this form. After this step, participants were given the motivation and imagination capacity questionnaire survey (see Appendix D).

The first exercise of the lesson was to give a title to an inspiring poem called "Be the Best of Whatever You Are" by Douglas Malloch. Before reading the poem, students were provided with some important vocabulary items from the poem along with some photos. Participants were asked to match the photos with the words to prepared them for the following activities. After these activities, students were provided with an inspiring song and a movie excerpt, and several other related activities designed to encourage thinking around the notions of making their dreams come true and following their heart. Another aim of these poem, song and movie excerpt activities was to lay the groundwork to inspire participants to study and learn English for having a bright future on the very first day of the intervention program.

Lesson 2. Lesson two consisted of various visualization training activities from the accompanying CD of the teachers' resource book by Arnold et al. (2007). These visualization training activities aimed to guide learners to use five

senses and imagine some scenes while their eyes were closed. Participants were also introduced to the concept of daydreaming. Another visualization activity followed up with a pair work task, whereas the last visualization activity was followed by a whole class discussion to encourage learners to express any feelings resulting from their use of five senses throughout the visualization activities.

Lesson 3. The lesson started with a visualization activity from Arnold et al.'s book (2007) to encourage learners to imagine a scene while their eyes were closed and use their five senses. Learners listened to the CD recording related to this scene from the book. Following this, the researcher guided learners to share three ideals they had for being better individuals. This was to urge learners to think about their future. Thus, the researcher helped learners to start thinking about their ideal selves. This exercise was followed by a classroom yoga activity to introduce participants to the use of rhythmic breathing, and to create focus and relaxation of body and mind. Next, another visualization activity called "Going up in a Hot-Air Balloon" was practiced from Arnold et al.'s book (2007, pp. 132-133). Learners listened to the CD recording again. The lesson closed with the distribution of a session evaluation form which the researcher asked learners to fill in by next lesson. The form was designed by the researcher to collect learners' opinions about the lessons and to elicit any suggestions for activities which could be used in further lessons.

Lesson 4. The first activity of lesson four was an imagination activity to improve learners' imagination capacity. It was followed by a visualization exercise to engage learners' five senses. The third exercise of this lesson is where the intervention program of the experimental group diverged from the general program of the control group. This exercise was borrowed from Hadfield and Dörnyei's (2013,

pp. 21-22) resource book which includes several activities to improve learners' Ideal L2 self. In the fourth exercise, the concept and image of a general Ideal self was introduced to the participants. After having read the scripted imagery situation, the researcher invited the volunteers to share with the whole class what they imagined and how they felt.

Lesson 5. Lesson five began with reading and memorizing one verse of an inspiring poem called "You Can Be Whatever You Want to Be" by Donna Levine. This was to encourage learners to think about their potential and to reveal to learners that they could fulfil their dreams if they persisted. After four activities centered around this poem, the fifth activity, "A New You" borrowed from Arnold et al.'s (2007, p. 176) resource book (see Situation 2 in Lesson 5) was presented. This activity was based on Lozanov's Suggestopedic language teaching method which hypothesized that taking on an attractive new identity could encourage learners to take some learning risks. Learners were invited to use their nickname and think about their ideal job and life in the future. It was assumed by the researcher that while learners were enacting a role with a nickname like 'Hannah, the businesswoman', they felt freer to take more risks in speaking and leave any inhibitions behind. Learners were guided to think about their new identity. The researcher read a scripted imagery situation and asked learners to imagine how useful English was for their new self, how this new self uses English and what s/he uses it for. The lesson ended with a "New You" form that learners were instructed to fill in at home to produce a detailed image of their new self.

Lesson 6. This lesson began with listening to a scripted imagery situation (see Situation 3 in Lesson 6) from Arnold's et al. (2007, p. 162) book. The imagery situation was about the participants' Ideal L2 self. After listening to recording, the researcher asked for volunteers to share their feelings. Then,

the researcher gave learners a handout which included "The Goals" activity. Learners completed this activity until the end of this lesson

Lesson 7. When the lesson started, a CD recording called "The Time Machine" (Arnold, Puchta, & Rinvolucri, 2007, pp. 145-146) was played by the researcher (see Situation 4 Lesson 7). The main aims of this activity were to prepare the participants for a timeline activity and lead them to imagine. After listening, the researcher invited participants to share their experience while imagining themselves in a time machine by using their five senses. Following this exercise, the participants' goals handout from the previous lesson were distributed. They were also given a couple of long blank sheets to write in which year they hoped to achieve their goals in their career, with regard to their Ideal L2 self, and in their relationships/lifestyle. The researcher guided participants to draw forks to illustrate various alternative if they do not fulfil their main goals. The forks were designed to assist participants to think realistically about their future. They were also provided with the researcher's timeline to give an idea about what a timeline is and how it should look. Similar to "The Goals" activity, "The Timeline" activity was based on one of Oyserman's (2003) activities in the Schools-to-Jobs program (see Literature Review) with only one difference. This study's timeline activity included the aspect of the Ideal L2 self, while Oyserman's (2003) did not.

Lesson 8. The first activity of lesson 8 was a warm-up for the upcoming "The Action Plans" activity in which the participants were asked to think about a couple of obstacles they might encounter as they attempt to attain their future goals and a couple of strategies they could use to overcome any obstacles. Then, the researcher read aloud the script of a negative imagery situation called "Wasted Opportunities" that was adapted from Magid's (2011) program (see Situation

5 Lesson 8). The aim of the activity was to create a balance between learners' Ideal L2 self and their Feared L2 self. After this negative scripted imagery situation reading, participants were asked to tell the researcher and classmates their feelings during the activity.

Lesson 9. Lesson 9 included the "The Action Plans" activity which was designed to help learners to think about some objectives set to achieve their Ideal L2 self. The participants' timelines that they had drawn and collected in lesson seven were given back to them. Then, they were provided with the action plan handout to fill in. Participants were instructed to list their major objectives in this handout by following an order of priority, and they were guided to set a date to complete their objectives. Also, the researcher led them to determine a testing way to review the progress they would make. When participants finished filling in their forms, they were instructed to exchange with a partner and comment on their partner's action plans. They were also encouraged to making suggestions to their partner about any additional ways they could achieve the goals that had been written on the partner's handout. The "Action Plans" activity was followed by a positive imagery situation adapted from Magid's (2011) program. The researcher read aloud "The Perfect Job Interview" (see Situation 6 Lesson 9) and asked the participants to tell the researcher and classmates their feelings during the activity. The next task was a role play of a job interview and the researcher provided the participants with some tips and effective methods to get prepared for a job interview. After this preparation stage, the participants role played a job interview, which was a task from real life.

Lesson 10. This was the last lesson of the program and it consisted of one positive and one negative scripted imagery situation adapted from Magid (2011). The researcher read them aloud to participants. There was also a handout to be

filled in about the Feared L2 self. The first scripted imagery was called "A Boring Job" (see Situation 7 Lesson 10), which aimed to offset the participants Ideal L2 self with their Feared L2 self. After reading this negative imagery situation to participants, the researcher asked them to tell her and their classmates their feelings during the activity. Next, the participants were invited to fill in a handout about their Feared L2 self. The main objective of this task was lead learners think about a well-defined Feared L2 self. Hadfield and Dörnyei (2014) mentioned in one of their works that it is important to counterbalance the vision of the Ideal L2 self because "a balanced consideration of possible negative outcomes at an earlier stage could provide stronger motivation" (p. 47). Counterbalancing the vision activities enabled participants to have a balanced consideration of what would happen if the desired self were not attained. In this sense, after participants completed some activities to achieve their Ideal L2 Self, 'Wasted Opportunities' and 'A Boring Job' activities were provided to the experimental group members to introduce the concept of Feared L2 self. With the help of Feared L2 self activities, participants became aware of the possible consequences of not achieving the desired outcome, and the obstacles that might stand in their way if they do not invest effort and time to internalizing their second language. Then, the researcher read aloud a positive scripted imagery called "The Perfect Job" (see Situation 8 Lesson 10) which was taken from Magid (2011). This situation acted as an instrument to return to a positive and strengthened visualization of their Ideal L2 Self, created in the middle of the program. It was designed to enrich and deepen each participant's vision in order to have maximum motivational effect, and to ensure their Ideal L2 self vision was as vivid and elaborate as possible. Ending up the program with this activity enabled the researcher to present the Ideal L2 self to participants as a

whole concept and not as a fragmented one. This last activity also aimed to keep the participants' Ideal L2 self alive in their imagination.

Lesson 11. In this lesson, the participants of the experimental group took the motivation and imagination capacity questionnaire again. A semi-structured interview about the effect of this intervention program on their Ideal L2 self and other related domains was held with them.

Lesson 12. In the twelfth lesson, an open-ended questionnaire was distributed to participants and they were invited to write any changes in their English study time, attitudes towards learning English, level of confidence and imagination capacity as a result of their visionary motivational program.

The design of the general program of the control group. The control group's program was largely different from that of the experimental group. Although their general program also aimed to train and improve the participants' imagination capacity and visualization ability, it did not include any specific Ideal L2 self attaining activities such as "The Goals", "The Timeline", "The Action Plans" activities or any Feared L2 self activities. It is possible to define this program as a way to help participants come to a realization of their personality traits, their ideas about the external world, and personal development in general sense. The researcher had to provide the members of the control groups with some activities mainly for two reasons. The first reason concerned the research conventions. The researcher and her advisor thought that the control group should not be deprived of some activities. Secondly, since this program was implemented under the umbrella of an elective course called "English For Your Future", the School of Foreign Languages expected some activities to be carried out as a part of the curriculum and content of an elective course.

The schedule of the control group was the same. Similar to the program of the experimental group, there were ten lessons, each lasting two hours in a week. In addition, one hour allocated to the completion of the motivation and imagination capacity questionnaire and semi-structured interview. Another hour was devoted the open-ended questionnaire. There were two classes in the control group. One class consisted of 15 students and the other had 13 students.

Lesson 1. The researcher explained her research to all participants in general terms when the lesson started. However, in this group the researcher did not introduce the concept of Ideal L2 self because developing an Ideal L2 self was not aimed in this group. However, other procedures such as asking learners if they had any questions about the research, reading, signing and dating the consent form and filling in the motivation and imagination capacity questionnaire were followed in the first lesson of the control group's program. The three inspiring activities, which are reading a poem, listening to a song and watching a movie excerpt, were completed in lesson one.

Lesson 2 and Lesson 3. The same content as the experimental group's lesson two and three was provided to the control group. Improving visualization skills of the control group participants was the aim of these lessons.

Lesson 4. This lesson started with a visualization training activity called "Seeing Numbers and Colors" (Arnold, Puchta, & Rinvolucri, 2007, p. 46) and continued with a vocabulary study to prepare learners for the "Imagining an Exotic Place" activity (Hadfield & Dörnyei, 2013, pp. 21-22). The last part of the imagery script was adapted by the researcher on purpose. In the original activity, towards the end of the script, the concept of "the future self" is used. Because introducing or improving future self-guides was not an aim of the control

group, the script continued with some sentences that led the participants visualize a general scene and actions. Next, learners watched a short documentary called "20 World's Most Beautiful Places." After watching the documentary, they were asked to choose one of the places as their favorite and describe this place by using the words provided in a following table.

Lesson 5. The first three activities of lesson five- a motivational song to encourage the participants to realize their potential and follow their dreams- were the same as the experimental group's program. The fourth activity was chosen from Arnold et al.'s (2007, p. 56) resource. It was listening to a song called "Look Inside" and it aimed to lead learners to try to imagine as vividly as possible what they heard. Following this activity, participants were instructed to carry out another activity named "Treasure Chest" (Arnold, Puchta, & Rinvolucri, 2007, p. 57). In this activity, the aim was to make learners think about their futures. Participants were asked what they would put in a "treasure chest" to become a better person in five or ten years in the future.

Lesson 6. This lesson started with a task called "Drawing an Image of You" (Arnold, Puchta, & Rinvolucri, 2007, p. 174). First, the researcher read aloud an imagery situation about being an artist and having a special painting room. The script led learners to imagine themselves as an artist and think about starting a new painting. The participants were asked what they would put in their painting, what places, what people, what things, what symbols they would include in their painting. Next, the researcher provided all learners with A2 size paper, colored pens and pencils and asked participants to draw a room which included all the elements mentioned in the imagery script. The researcher aimed to help learners think about their lives and explore important objects, people, symbols, places in their lives through this activity. When

participants completed their drawings, they were invited to share their drawings with a partner and ask each other about what they had included, what the drawings represented and why the elements were. The last activity of lesson six was the introduction of the concept of 'role model' to learners. Participants were instructed to think about their role models and asked to bring his/her photo to the next lesson.

Lesson 7. At the beginning of the lesson seven, a handout was given to learners. Then, learners were directed to work in pairs and show their role models to their partner. They were instructed to explain why they had chosen this person as their role model. After this sharing activity, participants were asked how they would introduce themselves to a foreigner in order to have participants think about their qualities. Next, they were invited to think about some adjectives describing positive qualities and write them into a box provided in the handout. These two activities were designed to encourage learners to think about themselves and start with the positive when beginning to deal with a difficult situation. In the literature, there is a concept called "Appreciative Inquiry" (Cooperrider, 2001) which is used to stress the importance of looking at positive things and achievements. It assumes that starting with the positive harnesses the energy from past successes to promote future developments. It is highlighted that there is a powerful generative force in the images of excellence we hold (Cooperrider, 2001). The lesson continued with a whole class discussion about the benefits of possessing positive qualities in every aspect of life. After that, the researcher asked all participants to form one inner and one outer circle and introduce themselves with the nicknames that they used in the study and any positive qualities they would like to possess. Next, these circles moved, so participants shared their nicknames and any positive qualities they would like to possess with as many classmates as possible.

Lesson 8. The opening activity of lesson eight was designed to lead learners to start with the positive as had happened in the previous lesson. The teacher asked students to write down individually all the good things about the world they could think of. This task was designed on the premises of the cooperative learning structure, Think-Pair-Share (Kagan, 1994). Next, learners went public and shared their ideas with their classmates. These were two warm-up activities from the task "Imagine … an Ideal World" (Arnold, Puchta, & Rinvolucri, 2007, pp. 183-184). After that, the teacher led learners to imagine their ideal world in detail and then, they were given the worksheet, "My Ideal World," to fill in at home. The worksheet consisted of several prompts to which instructed learners to make notes of the cities, the country, sea, mountains, etc. they wanted to see in their ideal world, some things they would like to eliminate in their ideal world, and some differences that they wanted to see in people's lives and so on.

Lesson 9. The researcher formed groups of three or four and asked learners to present their ideal world to their group members. Next, she projected on the board a photo and a short sample paragraph about her personal role model. She asked learners to get into pairs and show their partner the photo of their role model and describe the personality traits of her/him that they admired in this person. Following this, learners were given some time to write a paragraph to describe their role model, and in the final task of the lesson, volunteers presented their role model to the whole class. The aim of this task was to have students set personal ideals for themselves by taking someone as a model because of his/her traits, achievements or positive qualities.

Lesson 10. The last lesson of the program was centered around the task, "Three Personality Types" (Arnold, Puchta, & Rinvolucri, 2007, pp. 164-165). The researcher asked them

to sit comfortably. Next, they were guided to close their eyes. After that, they were invited to listen to the researcher. She told learners to try to think of anyone they knew who possessed these traits. After listening to the descriptions of three different personality types and thinking of anyone with these traits, the participants were provided with a chart containing anonymous statements, asked to pair up with a classmate and decide together which personality type might make each statement on the chart. The final task of the program was an assignment. The researcher told learners that there were nine types of personality according to a personality-type system called "the Enneagram." She suggested learners to do some Internet research and learn about the other 6 types. The "Three Personality Types" task was included in the control group's program with the focus of spinning inwards, which meant to help learners to explore their own individual personality.

Lesson 11. In this lesson, the participants of the control group took the motivation and imagination capacity questionnaire once again and participated in a semi-structured interview about the program.

Lesson 12. In the twelfth lesson, an open-ended questionnaire was distributed to participants and the researcher asked them to write their ideas in this questionnaire.

Instruments

The instruments in the present study were chosen with utmost care to be in line with the method and purpose of the study. To analyze the effect of the program, an approach called mixed methods was utilized to gather both qualitative and quantitative data. A motivation and imagination capacity questionnaire survey, a post-survey group interview, and an open-ended questionnaire were the instruments of this study.

Instrument 1. A motivation and imagination capacity questionnaire was employed in the quantitative part of this

study and it was given twice to the participants (see Appendix D) to respond the first research question. The items in this questionnaire were taken from Magid's (2011) and Al-Shehri's (2005) works. The final versions were fine-tuned through a pilot study at a state university in Turkey. The questionnaire involved two types of items, which are statement-type and question-type. The statement-type items were measured by six-point Likert scale with "strongly disagree" anchoring the left end and "strongly agree" anchoring the right end, while the question-type items were measured by six-point rating scales with "not at all" anchoring the left end and "very much" anchoring the right end. There were fifty-eight items in the questionnaire. The questionnaire also included five comprehension check questions in order to be sure that respondents had read its instructions and items carefully, and responded appropriately (see Appendix D, Item 17, 24, 28, 38 and 41). All participants could read and understand the items and instructions correctly. Therefore, none of the participants were excluded from the main study. In addition, it should be noted that the five items designed as comprehension check questions were omitted from the SPSS dataset while analyzing the quantitative data. The following ten domains were explored:

i. *"Ideal L2 self"* (five items, α= .85): Example: "I can imagine myself speaking English as if I were a native speaker of English."

ii. *"Travel orientation"* (three items, α=.80): Example: "I study English because with English I can enjoy travelling abroad."

iii. *"Ought-to L2 self"* (seven items, α=.75) Example: "I consider learning English is important because the people I respect think that I should do it."

iv. *"Criterion measures"* (seven items, α= .68): Example: "I think that I am doing my best to learn English."

v. *"Instrumentality-promotion"* (seven items, α=.63): Example: "Studying English is important to me because English proficiency is necessary for promotion in the future."

vi. *"Instrumentality-prevention"* (five items, α=.71): Example: "Studying English is necessary for me because I don't want to get a poor mark or a fail mark in English proficiency tests."

vii. *"Family influence"* (five items, α=.61): Example: "Being successful in English is important to me so that I can please my parents and relatives."

viii. *"Attitudes towards learning English"* (five items, α=.83): Example: "Do you find learning English really interesting?"

ix. *"Imagination capacity"* (five items, α=.62): Example: "When someone tells me about an interesting story, I imagine what it would be like to be there."

x. *"English anxiety"* (four items, α=.75): Example: "How uneasy would you feel speaking English with a native speaker?"

Instrument 2. To answer the second research question, group interviews were conducted in a semi-structured manner. All of the participants of the present study attended interviews. The qualitative interview study employed two interview schedules which consisted of 16 questions for the control group (see Appendix F) and 17 questions for the experimental group (see Appendix G). The group interviews were held at the end of the program in order to obtain qualitative data about the impact of the program on January 02, 2018 with control group participants and on January 04, 2018 with experimental group participants.

Instrument 3. After the program, an open-ended questionnaire was given to participants to obtain qualitative data (Appendix H) to address the second research question.

It included four Yes/No questions and four open-ended questions to investigate if each group's assigned program led to any change in their English study time, attitudes towards learning English, level of confidence and imagination capacity.

The numbers of the research questions and data collection instruments that were used to answer these questions are displayed below:

Table 1: Data Collection Instruments

Research Questions	Data Collection Instrument
Question 1 Sub-research question	A. 'The Motivation and Imagination Capacity' questionnaire
Question 2	B. Semi-structured interviews
	C. Open-ended questionnaire

Data Analysis

In this section, the procedures for quantitative data analysis and qualitative data analysis both for the pilot study and the main study are explained.

Quantitative data analysis procedures of the pilot study. This study tested a casual hypothesis. A control group and an experimental group were identified in the main study before applying each group's own program. These programs were viewed as an intervention. The impact of these programs on the students' Ideal L2 self and other domains was evaluated.

In the pilot study, there was only one group involving 13 participants. The quantitative data of the pilot study consisted of the participants' ratings of four main domains, which are criterion measures that are concerned with the participants' language choice and intended effort in studying English, Ideal L2 self, motivation and attitudes towards learning English and imagination capacity, in the pre-program and post-program questionnaires of the pilot study. In order to analyze the quantitative data, both descriptive and inferential statistical

procedures were applied by using SPSS 22.0. For the first research question and its sub research question, mean scores and the standard deviations for the four domains mentioned above were calculated and the means of participants' ratings were compared before the program and after the program. Moreover, a Wilcoxon Signed-Ranks Test was employed. The Wilcoxon Ranks Test is a non-parametric alternative to the Paired Samples T-test (Larson-Hall, 2010). Instead of comparing means, this test converts scores into ranks and compares them at Time 1 and Time 2 (Pallant, 2011). Pallant (2011) suggests that the Wilcoxon should be used in situations that involve a matched subject design, where subjects are matched on specific criteria. In the pilot study, since there was only one group of participants consisting of 13 learners and this group were given the questionnaire before and after the intervention program, the Wilcoxon Ranks Test was found appropriate to explore whether there were significant differences in pre and post criterion measures, Ideal L2 self, motivation and attitudes towards learning English and imagination capacity as a response to the intervention.

Qualitative data analysis procedures of the pilot study. The qualitative data of the pilot study were composed of the participants' statements in a semi-structured interview and their answers in an open-ended questionnaire. The researcher first typed the responses of the participants from the semi-structured interview and the answers in the open-ended questionnaire, which were held and given after the visionary motivational program All the data from these semi-structured interviews and open-ended questionnaire were translated into English by the researcher. Two tables by using MSWord 2016 Document were created. In these tables, all the participants' answers to the interview questions and open-ended questionnaire were typed by the researcher based on the nicknames of the participants and each question.

After this step, some recurrent comments were found in the transcriptions of the semi-structured interview and the statements from open-ended questionnaire, and their frequencies were calculated by the researcher.

Quantitative data analysis procedures of the main study. For the main study, a reliability analysis was made by using SPSS 22.0 to check the Cronbach alpha for Ideal L2 self and other nine domains. In the pilot study, there were only four main domains of the questionnaire: (1) criterion measures, (2) Ideal L2 self, (3) motivation and attitudes towards learning English, (4) imagination capacity. Based on the results from the pilot study, the researcher and her advisor decided to expand the motivation and imagination capacity questionnaire by adding some other domains, which were taken from Magid's (2011) questionnaire. The new domains added to the questionnaire of the main study can be listed as follows: travel orientation (3 items), family influence (5 items), instrumentality-promotion (7 items), ought-to L2 self (7 items), instrumentality-prevention (5 items), and English anxiety (4 items). The questionnaire used in the main study also included some items for criterion measures (7 items), Ideal L2 self (5 items), imagination capacity (5 items), and attitudes towards learning English (5 items) as they were used in the pilot study. As it was mentioned before, there were some comprehension check questions (5 items) in the main study questionnaire that had been excluded while coding the data on SPSS 22.0. According to the results of the reliability analysis, all domains appeared to have good internal consistency except for imagination capacity. After running the reliability analysis for the pilot study, one item was identified to be omitted from the imagination capacity subcomponent and one item in the same subcomponent had to be negatively recoded because these two items were decreasing internal consistency. After these procedures, the internal consistency

of imagination capacity subcomponent increased to an acceptable level (α=.62). The reliability analysis was followed by descriptive and inferential statistical procedures to show the final status of the data before the intervention and after the intervention. Descriptive statistics was applied, and the mean values of each domain were calculated before and after the intervention program through SPSS 22.0.

Following this analysis, a test of normality was also performed. In this way, it could be possible to understand if the researcher needed to employ parametric or non-parametric tests that would analyze the dataset gathered before the application of each group's own program. The motive behind hypothesis testing is based on having data which is normally distributed (Pallant, 2011). When this assumption cannot be verified, it is not possible to use parametric tests (Pallant, 2011). If the results of these tests are non-significant ($p > .05$), it is considered that the distribution of the sample is non-significantly different from a normal distribution. To achieve this, a test called Shapiro-Wilk was administered. The Shapiro-Wilk test is defined as a test of normality to assess whether a sample is likely to originate from a normal distribution (Larson-Hall, 2010). In this stage, it is important to verify normality of distribution because it is a requirement for several statistical tests. Ricci (2005) suggests "the Shapiro-Wilk test as the most powerful test for small sample sizes" (Larson-Hall, 2010, p. 84). In the current study, the sample size, 59 participants, can be considered as small enough to use the Shapiro-Wilk test. For this reason, it was decided to numerically examine the assumption of normality. An overview of the results revealed that the data gathered in the present study before the program mostly showed a normal distribution. According to the pre-test results from Shapiro-Wilk, the results were normal for the most of domains except for travel orientation and attitudes towards learning English (p

<.05). Both the normal distribution of the data and its interval-level scaling complied with the assumptions of parametric techniques (Pallant, 2010); as a result, it was decided to use parametric tests in this study. Q-Q plots were also generated for each subcomponent "to provide slightly different ways of visualizing" the data (Larson-Hall, 2010, p. 85).

Due to the intact groups of participants included in this study the research design can be considered as quasi-experimental. In order to find if there were differences between group types for pre-test, a one-way between groups multivariate analysis of variance (MANOVA) was run. Pallant (2010) states that MANOVA is suggested to use when there is more than one independent variable and these dependent variables are related to each other in some way, or "there should be a conceptual reason for considering them together" (p. 275). In the present study, because there were ten domains and they were considered as the factors that may have been affected by the programs, MANOVA test was used. The second main reason for using MANOVA in this study is that it compares "the groups and tells you whether the mean differences between the groups on the combination of dependent variables are likely to have occurred by chance" (Pallant, 2007, p. 275). Pallant (2007) states that it is advantageous to use MANOVA because "it 'controls' or adjusts for this increased risk of a Type 1 error" which occurs when the researcher thinks there is a difference between groups, although there is not (p. 275). As it is proposed by Pallant (2007), "the scores on the pre-test are (were) treated as a covariate to 'control' for pre-existing differences" between the control and experimental group before the application of the programs (Pallant, 2007, p. 291). The first research question and sub research question were also analyzed via an ANCOVA test. In order to analyze if there are any difference(s) between experimental and control group after the programs,

an ANCOVA (Analysis of Covariance-Blends ANOVA and Regression) test was performed for the main study. Pallant (2007) states that "ANCOVA can be used when you have a two-group pre-test/post-test design (e.g. comparing the impact of two different interventions, taking before and after measures for each group)" (Pallant, 2007, p. 291). She also adds that ANCOVA is "very useful in situations when you have quite small sample sizes" as it happened in the present study (Pallant, 2007, p. 291). Another reason for employing ANCOVA in the current study was that the researcher had to use two intact groups (e.g. four different classes of students that were categorized as control and experimental), and the researcher had "been unable to randomly assign your (her) subjects to the different groups" (Pallant, 2007, p. 291). It was mainly because "these groups may differ on a number of different attributes" (not just the one this study analyzes) (Pallant, 2007, p. 291). ANCOVA was chosen to reduce and control any possible differences that may have existed before the implementation of the programs.

Qualitative data analysis procedures of the main study. While analyzing qualitative data, the grounded theory of Glaser and Strauss was employed (Kolb, 2012). Glaser and Strauss underlined that grounded theory can emerge through qualitative analysis (Strauss & Corbin, 2008). In this theory, it is proposed that the researcher should go through "multiple stages of collecting, refining, and categorizing the data" (Kolb, 2012, p. 83). In qualitative research, the constant comparative method, as well as the process of theoretical sampling is an important strategy employed by researchers in the development of grounded theory (Glaser & Strauss, 1967). This method "combines systematic data collection, coding, and analysis with theoretical sampling in order to generate theory that is integrated, close to the data, and expressed in a form clear enough for further testing" (Conrad, Neumann,

Haworth, & Scott, 1993, p. 280). The constant comparative methodology is comprised of four stages: "(1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory" (Glaser & Strauss, 1967, p. 105). Coding refers to the process of analyzing the data (Strauss & Corbin, 2008). It incorporates "three levels of analyses: (a) open coding, (b) axial coding, and (c) selective coding, to gather a complete picture of the information obtained during the data collection process"(Kolb, 2012, p. 84). In the stage called open coding, "the researcher is comparing data and continually asking questions about what is and is not understood" (Kolb, 2012, p. 84). In this stage, "the identification of different categories, properties and dimensions within and among data can be accomplished by a variety of techniques that examine parts or the whole document in a systematic way " (Kolb, 2012, p. 84). In the axial coding procedure data are brought together in new ways following open coding which enables the researcher to make connections between categories. The main emphasis of axial coding is on the inductive and deductive thinking process of connecting subcategories to a category by constantly asking questions and making comparisons (Strauss & Corbin, 2008). In the final stage of the three levels of analyses, selective coding is accomplished through "identifying and choosing the core category, systematically connecting it to other categories, validating those similarities and relationships and then completing categories that, need further refinement and development" (Kolb, 2012, p. 84). Strauss and Corbin (2008) highlighted that the grounded theory can emerge "only after the process of crucial integration of weaving and refining all the major categories into the selection of a core category" (Kolb, 2012, p. 84). The constant comparative method is a procedure of choosing further incidents to be analyzed for developing new perceptions or broadening and narrowing

some concepts that had already been obtained (Strauss & Corbin, 2008). It is also combined with a theoretical sampling (Strauss & Corbin, 2008).

By means of the constant comparative method, the recurrent themes in the transcriptions of semi-structured interviews and in the open-ended questionnaire were found. The frequencies of each theme were also calculated for the comments made by both the control group and the experimental group independently. The percentages found were reported. The results are shown in comparative tables separately for each group. With the help of the constant comparative method, some similar and different themes were found across groups.

In the present study, the researcher transcribed all interview data and translated them into English by herself. She also collated the answers from the open-ended questionnaire and translated them into English. She created two tables by using MSWord 2016 Document and all the participants' answers to the interview questions and open-ended questionnaire were typed by the researcher based on the nicknames of the participants and each question in these tables. For validity and reliability of the data analysis, the qualitative data (10% of each instrument) were also given to another researcher, who holds a Ph. D. degree in English Language Teaching. She was expected to code the data without using the researcher's codes. The inter-coder reliability was found to be .78 for the semi-structured interviews and open-ended questionnaire. According to Stemler (2001), the common acceptable cut-off points for the qualitative data are:

<0.00 Poor

0.00- 0.20 Slight

0.21- 0.40 Fair

0.41- 0.60 Moderate

0.61- 0.80 Substantial

0.81- 1.00 Almost Perfect (p. 4)

After having ensured the reliability, the researcher and the inter-coder went over the sample data (10% for each instrument) to set consistency across the codes. Next, they combined the codes and identify any thematic links between recurring patterns. As the researcher found different codes while analyzing the rest of the data, she and the inter-coder discussed and negotiated on these different codes. In this way, it became possible to set the validity and reliability of the qualitative data as objectively as possible. Moreover, the researcher also calculated the intra-rater reliability and re-analyzed 10 percent of the qualitative data at different time periods. The analysis showed that there was 92 percent agreement between the researcher's first analysis and the second analysis.

Following this step, the researcher read through the transcriptions of semi-structured interview and each answer in the open-ended questionnaire carefully. In this way, she gleaned a general idea about participants' statements both in semi-structured interview and open-ended questionnaire. In the second reading period, the researcher highlighted similar comments by using the same color. The third time that the researcher read through each document, she made detailed notes in the margins near the excerpts which she had highlighted in order to generate the initial codes. After this step, the researcher applied the conventions of the constant comparative method. Some initial themes that were found to be consistent across the experimental group and the control group were discovered. The researcher used similar categorizations and labels for comparing the themes mentioned in the interviews and open-ended questionnaire by both groups. Secondly, the researcher came up with an

"umbrella" theme for each category and used them for both groups. At this stage, she benefitted from the conventions of grounded theory (Strauss & Corbin, 2008). She collected, refined and categorized the qualitative data. After this step, some exemplifying quotes from each group were searched for each theme from the instruments of qualitative data and these excerpts from were quoted by the researcher. In this way, it has become possible to see labels or categories that are applicable to the comments made by both groups.

Conclusion

In this chapter, the setting and participants of the present study were presented. Then, data collection procedures for both the pilot and the main study were explained. Next, the structure of the visionary motivational program of the experimental group as well as and the design of the control group's program were described. This chapter also provided detailed information about the instruments of the study and data analysis procedures for quantitative and qualitative data gathered during both the pilot and the main study. The next chapter will present the findings regarding to the research questions. In the following chapter, possible explanations for the findings will also be noted.

CHAPTER 4

FINDINGS

Introduction

The primary aim of the present study is analyzing the effect of a visionary motivational program on learners' Ideal L2 self and other related domains by using qualitative and quantitative research methods. This study mainly deals with applying the theory of the L2 Motivational Self System developed by Dörnyei (2005; 2009a) to the field of English language teaching in order to motivate learners of English through a visionary motivational program. The data collected with both qualitative and quantitative instruments and their analyses are presented in their relation to the research questions in this chapter. This study was carried out in the School of Foreign Languages (SFL), at a state university, in Central Anatolia, Turkey. The research questions of the study can be stated as follows:

1. "Does a visionary motivational program cause any change in the strength of leaners' Ideal L2 self?

   Sub research question. Is there any statistically significant difference between the experimental group and the control group in the domains of:

   -Ideal L2 self

   -travel orientation

-family influence

-instrumentality-promotion

-criterion measures

-ought-to L2 self

-instrumentality-prevention

-imagination capacity

-attitudes towards learning English

-English anxiety?"

2. "What are the learners' perceptions of their assigned programs?"

The Findings from the Pilot Study

A motivation and imagination capacity questionnaire that measured the participants' criterion measures (learners' language choice and intended effort to study English), Ideal L2 self, motivation and attitudes towards learning English and imagination capacity was piloted. In order to investigate whether a visionary motivational program causes any change in the strength of these domains, the quantitative data gathered from the motivation and imagination capacity questionnaire, and qualitative data collected through semi-structured interviews and an open-ended questionnaire were analyzed.

The questionnaire was given before a six-week visionary motivational program and after the program finished. Table 2 displays mean values for each domain and the mean values can be read from the table on the basis of the following classification: Mean values between 1.00-1.99: Strongly Disagree; 2.00-2.99: Disagree; 3.00-3.99: Slightly Disagree, 4.00-4.99: Slightly Agree; 5.00-5.99: Agree; 6.00: Strongly Agree. When the mean values of each domain were examined, the value for criterion measures was found

to be in the range of 3-4, with a 3.25 mean score. This result indicates that participants disagreed that they spent effort in studying English before the initiation of the program. After the visionary motivational program, participants' ratings for criterion measures showed a partial increase and reached to 3.57 which is closer to the slightly disagreement band. Descriptive statistics indicated that before the intervention, the participants in this study showed an agreement about their Ideal L2 self with a mean score of 5.13. The mean score of this domain showed a very slight increase after the program and it became 5.18. In terms of motivation and attitudes towards learning English domain, a decrease of 0.6 was observed after the program and the participants' ratings fell from 4.23 to 4.17, which is in the range of the slightly disagree band. The mean value for imagination capacity was found to be 4.41 before the intervention program and it went up to 5.00 after the program, which indicates that participants agreed that there had been an improvement in their imagination capacity through the intervention.

Table 2: The Mean Scores for the Pre-test and the Post-test Results of the Pilot Study

Variable	Pre-test	Post-test
Criterion Measures		
M	3.25	3.57
SD	.73	.16
Ideal L2 Self		
M	5.13	5.18
SD	.67	1.00
Motivation and Attitudes Towards Learning English		
M	4.23	4.17
SD	.73	.65
Imagination Capacity		
M	4.41	5.00
SD	.72	.72

Note. $n = 13$.

As it can be inferred from Table 2, in the three main domains, which are criterion measures, Ideal L2 self and imagination capacity, the mean rates increased. Only in motivation and attitudes towards learning English subscale, was a decrease observed. A Wilcoxon-Signed Ranks Test was also performed by the researcher to identify the direction of the changes from pre-test (before the program) to post-test (after the program). The findings are shown below:

Table 3: The Pre-test and The Post-test Results of the Wilcoxon-Signed Ranks Test

Domains	Z	*Asymp. Sig. (2 tailed)*
Criterion measures	-1.372	.170
Ideal L2 self	-.276	.783
Motivation and attitudes towards learning English	-.615	.583
Imagination capacity	-2.285	.022

Note. $n = 13$.

A Wilcoxon Signed-Ranks Test indicated that the median post-test ranks of the imagination capacity were significantly higher than the median pre-test ranks of this variable ($z = 21$, $p = .022$) following the visionary motivational program. This finding is promising in the sense that the participants' imagination capacity was improved through the visionary motivational program. However, in the other three domains, there was not any statistically significant difference in terms of the pre-test and post-test results.

The researcher also analyzed the qualitative data from the pilot study. First, a coding process was completed and then, recurrent themes were found. According to the recurring themes found in the transcriptions of the semi-structured interviews and the open-ended questionnaire of the pilot study, 13 participants stated that this visionary motivational program had guided them to set clear, specific and achievable goals. They stated that before the program they had had only

the general goal of getting their bachelor's degree in their majors. However, thanks to this program, they could now set some clear and specific goals regarding their academic English studies, future careers, lifestyles and relationships. Another recurring theme was related to a new way of envisioning the participants' future, which was expressed by 9 participants. They reported that the visionary motivational program had helped them to imagine their future in a very clear and definite way. They added that they realized they had not been using their imagination capacity for a long time before this visionary motivational program. The results also revealed that 8 participants found the method of closing their eyes and imagining their future while soft music played in the background very interesting. The participants of the pilot study also highlighted that while doing the activities, they were quite active. They commented that there had been high levels of learner talk time throughout the whole program; thus, felt more self-confident while speaking in English after the program. This comment was made by five participants. Lastly, four participants reported that there were a lot of activities in the program that had given them hope, and reduced feelings of desperation about their future and learning English.

The Findings from the Main Study

Research Question 1: **"**Does a visionary motivational program cause any change in the strength of leaners' Ideal L2 self?"

Sub research question**.** "Is there any statistically significant difference between the experimental and the control group in domains of:

-Ideal L2 self

-travel orientation

-family influence

-instrumentality-promotion

-criterion measures

-ought-to L2 self

-instrumentality-prevention

-imagination capacity

-attitudes towards learning English

-English anxiety?"

This research question aims to find out whether a visionary motivational program causes a change in the strength of the learners' Ideal L2 self. Also, its sub-research question aims to explore if there is any statistically significant difference between the experimental and the control group in terms of ten domains. The qualitative data were gathered via a motivation and imagination capacity questionnaire. In this questionnaire, there were 53 items. These items had a six-point Likert scale ranging from "strongly disagree" to "strongly agree" in Part 1 and "not at all" to "very much" in Part 2. First of all, the items in the questionnaire were examined for reliability and the Cronbach's alpha of overall items were measured as .81, which can be found in Table 4.

Table 4: The Reliability of the Questionnaire in the Main Study

Domains	Cronbach's Alpha (a)
Travel orientation	.80
Family influence	.61
Criterion measures	.68
Instrumentality-promotion	.63
Ought-to L2 self	.75
Ideal L2 self	.85
Instrumentality-prevention	.71
Imagination capacity	.62
Attitudes towards Learning English	.83
English anxiety	.75

Note. $n = 59$ *Total: .81*

A reliability analysis for each domain was also conducted. The results showed that the domains of travel orientation, Ideal L2 self, and attitudes towards learning English were highly reliable. The set of items measuring the variables of family influence, criterion measures, instrumentality-promotion, ought-to L2 self, instrumentality-prevention, imagination capacity and English anxiety were found reliable because, conventionally, it is interpreted that if the Cronbach's alpha is between the scales below, the instrument is labelled as follows:

If the Alpha (α) is between,

- $0.00 \leq \alpha < 0.40$, the instrument is not reliable.
- $0.40 \leq \alpha < 0.60$, the instrument has a low reliability.

- $0.60 \leq \alpha < 0.80$, the instrument is reliable.
- $0.80 \leq \alpha < 1.00$, the instrument is highly reliable (Kalaycı, 2005, p. 405).

As it was mentioned earlier, the internal consistency of imagination capacity was found quite low in the pilot study (α= .47). Therefore, some changes were made to the items of imagination capacity domain after the pilot study. One item that decreased the reliability of this domain was identified and omitted from the imagination capacity domain. In addition, another item in the same domain had to be negatively recoded. After these steps, the internal consistency of imagination capacity increased to .62.

Having explored the items' reliability, calculating the means for all ten sets of items was executed before (the pre-test) and after (the post-test) the implementation of each group's assigned program.

Table 5: *Descriptive Statistics for the Experimental and the Control Group's Pre-test and Post-test Scores in All Domains*

Domains	Group	n	Pre-test	SD	Post-test	SD
Travel Orientation	Control	28	4.02	1.20	4.60	1.04
	Experimental	31	5.02	0.74	5.07	0.63
Family Influence	Control	28	2.48	0.75	2.72	0.72
	Experimental	31	2.83	0.83	3.19	0.84
Criterion Measures	Control	28	3.48	0.71	4.16	0.77
	Experimental	31	3.71	0.70	4.03	0.73
Instrumentality-Promotion	Control	28	4.39	0.61	4.70	0.68
	Experimental	31	4.76	0.63	4.92	0.60
Instrumentality-Prevention	Control	28	3.19	0.76	3.58	0.84
	Experimental	31	3.81	0.95	3.91	0.79
Ideal L2 Self	Control	28	4.15	0.89	5.03	0.85
	Experimental	31	4.70	0.96	5.13	0.74
Ought-to L2 Self	Control	28	2.59	0.76	3.12	0.83
	Experimental	31	3.06	0.78	3.57	0.89

Imagination Capacity	Control	28	3.91	0.71	4.87	0.69
	Experimental	31	4.51	0.58	4.88	0.71
Attitudes towards learning English	Control	28	3.35	1.03	4.12	0.72
	Experimental	31	3.84	0.75	4.05	0.78
English Anxiety	Control	28	3.25	1.07	2.52	1.14
	Experimental	31	3.16	0.90	2.97	0.71
Overall Comparison	Control	28	3.48	0.68	3.94	0.82
	Experimental	31	3.94	0.78	4.17	0.74

The results showed that the overall mean scores (for all domains) for the control group showed a moderate increase after a six-week program with the mean values of 3.48 and 3.94. Similarly, as illustrated in Table 5, the experimental group's ratings increased from 3.94 to 4.17 after the six-week visionary program. Ideal L2 self domain received high scores both from the experimental and the control group. As Table 5 shows, the mean scores of both groups related to the items of Ideal L2 self were above 4 points on a 6-point scale before the implementation of the programs. Although there were not any Ideal L2 self activities in the control group's program, the mean score of this group increased from 4.15 mean value to 5.03 in the post-test. The experimental group rated the items regarding Ideal L2 self domain in the category of "slightly agree" before the intervention (M= 4.70), which was quite close to the category of "agree." It went up to 5.13 after the six-week visionary program, which clearly demonstrates that the participants agreed that they now viewed themselves as L2 users who could use English in their workplace and daily life in the future. This result is promising in the sense that the experimental group participants' Ideal L2 self had been strengthened through the visionary motivational program. The results for the domain of travel orientation in the control group show that mean values went up from 4.02 to 4.60 after the program. When the mean values of the experimental group

are examined, the highest value among ten domains, even before the initiation of the program, was in travel orientation with a mean score of 5.02. It can be extrapolated that this group's motivation to learn English was travel oriented before the implementation of the program. The six-week visionary motivational program increased it to 5.07, which shows that one of the motives to learn English is for the purposes of travel. It is interesting to note for both groups, the lowest scores among the ten domains before the intervention were found in the domain of family influence. Thus, in this sample, the influence of family on Turkish learners' motivation to learn English was low for both groups. The control group's mean values in this domain began in the category of strongly disagree (M= 2.48) and it increased to 2.72 after the six-week program. However, it remained in the category of "strongly disagree" according to the post-test results. On the other hand, before the intervention the experimental group, strongly disagreed with the idea that they were learning English because of family influence (M= 2.83). After the intervention, there was a change from "strongly disagree" to "disagree" (M= 3.19). In terms of the domain of criterion measures, it was found that the control group's general six-week program, and the experimental group's visionary motivational program led to an increase in learners' intended effort to learn English with mean values of 3.48 and 4.16 respectively for the control group and 3.71 and 4.03 respectively for the experimental group. As it was seen in travel orientation domain, both group participants had high scores in instrumentality-promotion as a motivational reason to learn English before the initiation of the programs. The mean value of the control group was 4.39, whereas the mean value of the experimental group was 4.76 in the pre-test for instrumentality-promotion domain. This result shows that the participants in this study were motivated to learn English for getting promotions in the future before

the implementation of the programs, and this motivational orientation increased after the programs to the levels of 4.70 for the control group, and 4.92 for the experimental group. This increase may indicate that participants still slightly agreed that they would like to learn English to obtain some promotional benefits in the future after the programs. In terms of instrumentality-prevention, the participants in the control group ratings started with a mean value of 3.19 before their general program, and this rating showed a moderate increase to 3.58 after the program. The mean values of the experimental group were a little bit higher than those of the control group concerning instrumentality-prevention in both the pre-test and post-test. The pre-test mean value of experimental group was 3.81 and it increased to 3.91 after the six-week visionary motivational program. When all the mean values of both groups are considered for both the pre-test and post-test, it is possible to claim that all participants slightly disagreed with the idea that they were motivated to learn English to meet responsibilities and obligations that they had towards other people in society or to avoid negative outcomes such as getting bad marks or failing in English courses, which are domains subsumed by instrumentality-prevention. In general, the domain of ought-to L2 self did not get very high ratings from either the control or the experimental group. The pre-test mean value of this domain for the control group was found to be 2.59, and it increased to 3.12 in the post-test. The mean score of the experimental group were 3.06 in the pre-test, and 3.57 in the post-test. These results indicate that the participants in both the control group and experimental groups disagreed and slightly disagreed with the idea that they ought to learn English in order to meet social and family expectations, and their motivational orientation to learn English was not strongly influenced by society, parents or peers. The mean scores for imagination capacity were, in

general, high for both groups. In both groups, there was an increase from the pre-test to the post-test values. Regarding imagination capacity before the program, the mean value of the control group was 3.91. It rose to 4.87 after the program, which corresponds to the category of "agree." The ratings of the control group participants were very close to "slightly agree" category (M= 3.91) before the program, which indicates that before the program participants thought that they could already imagine things and events already before the program. However, after the program, their rating was closer to the "agree" category (M= 4.87). Such a change clearly shows that the participants in the control group experienced an improvement in their imagination capacity during this period. The experimental group's ratings of imagination capacity domain, on the other hand, started with a mean value of 4.51 and increased to 4.88, which was very close to the "agree" band. Similar to the control group's case, it can be argued that though the experimental group participants slightly agreed that they could imagine things and events before the implementation of the visionary program, they felt an increase in their imagination capacity after the program (M= 4.88).

The items related to attitudes towards learning English and English anxiety domains were included in the Part II of the questionnaire. The mean values in this part were categorized as values between- 1.00-1.99: Not at all; 2.00-2.99: Not so much; 3.00-3.99: So so; 4.00-4.99: A little; 5.00-5.99: Quite a lot; 6.00: Very much. The mean scores for attitudes towards learning English domain in the control group began with a mean value of 3.35, corresponding the category of "so so" in the pre-test. After the program, this rating increased and the mean value of the attitudes towards learning English was found to be 4.12 in this group, which was in the category of "a little." These mean values show that

while the control group participants liked English, found it interesting, looked forward to English classes, and put it in the category of "so so" before the implementation, their attitudes towards English increased to some degree and came closer to the category of "a little" after the program. Similarly, when the mean values of the experimental group's attitudes towards learning English are examined, it was found to be 3.84 before the program, corresponding to the category of "so so." Following the visionary motivational program, this value increased to 4.05, which is in the category of "a little." This finding clearly indicates that while participants in the experimental group found English interesting and liked it to a scale of "so so" before the program, their attitudes towards learning English changed to some extent to "a little" after the program. It is possible to interpret such a change positively. The last part of the questionnaire was composed of the items related to English anxiety. The results of the pre-test and the post-test for both groups ranged from "so so" to "not so much" categories. It seems that the control group's program helped the participants to feel not so much English anxiety because the mean value of this domain fell from 3.25 to 2.52 after the six-week program. Similarly, a gradual decrease was identified in the mean values of English anxiety domain in the experimental group. These were 3.16 in the pre-test, and 2.97 in the post-test which indicates that there was a reduction in the participants' English anxiety as a result of the intervention.

After conducting descriptive statistics, preliminary analyses were done to assure no violation of the assumptions of the normality. The rationale behind hypothesis testing relies on having normally distributed data and if this assumption is not verified, parametric tests cannot be used (Pallant, 2011). Therefore, a test of normality was performed in order to determine if parametric or non-parametric tests would be appropriate to analyze the dataset the researcher

had gathered before the application of the visionary motivational program (the pre-test). To achieve this aim, the Shapiro-Wilk test was administered. If the results of this test are non-significant ($p > .05$), the distribution of the sample is considered as non-significantly different from a normal distribution. An overview of the results in Table 6 shows that the data gathered in the present study before the intervention generally showed generally a normal distribution except in the domains of travel orientation and attitudes towards learning English ($p < .05$).

Table 6: Normality Test Scores of the Pre-test

		Shapiro-Wilk	
	Statistic	df	Sig.
Travel orientation	.92	59	.002
Family influence	.98	59	.793
Criterion measures	.97	59	.145
Instrumentality-promotion	.96	59	.134
Ought-to L2 self	.98	59	.456
Ideal L2 self	.96	59	.066
Instrumentality-prevention	.98	59	.700
Imagination capacity	.97	59	.158
Attitudes towards learning English	.95	59	.035
English anxiety	.96	59	.123

In the literature, it is stated that the real form of distribution can be viewed in histograms or normal probability plots (Q-Q plots) (Pallant, 2010). Since two domains showed non-normally distributed data in the current study, there was a need to examine these figures to be sure of the distribution. For that purpose, normal probability plots (Q-Q plots) of each domain in the pre-test were analyzed. It was discovered that nearly all of the tests employed in this study displayed a normal distribution with perfect or reasonably straight lines. The results can be viewed in the following figures for each domain.

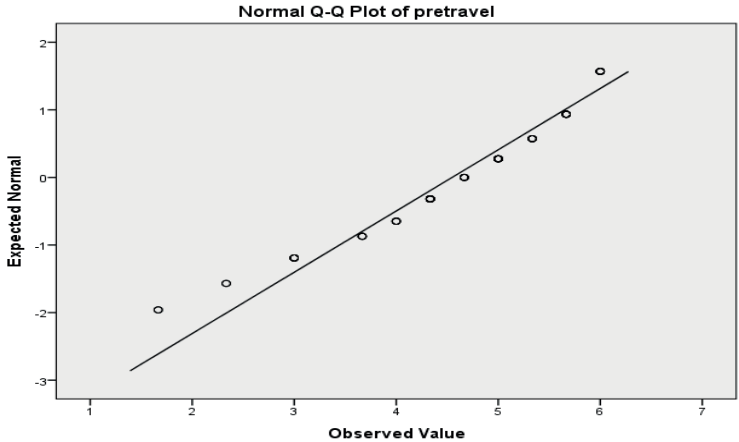

Figure 3. Normal probability plots of pre-test results for travel orientation

Figure 3 shows some deviations from the line, and therefore, it can be said that the pre-test results of travel orientation do not display a normal distribution, which is also clearly supported by the Shapiro-Wilk test result ($p < .05$).

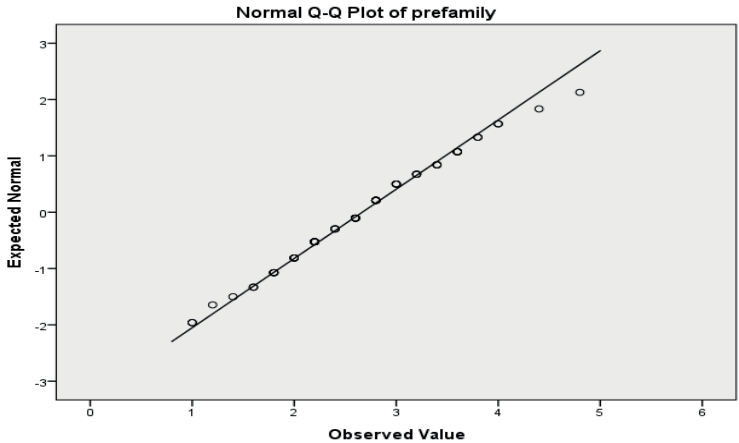

Figure 4. Normal probability plots of pre-test results for family influence

The data for family influence before the intervention also appeared to be normally distributed with a reasonably straight line, as can be seen above Figure 4.

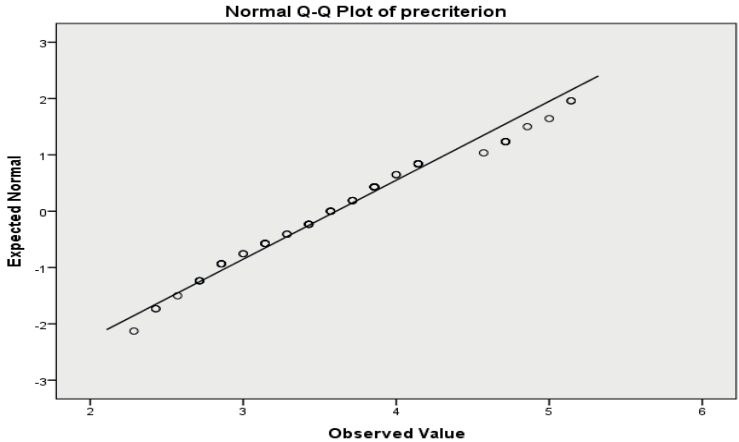

Figure 5. Normal probability plots of pre-test results for criterion measures

Criterion measures test in Figure 5 shows some minor deviations from the line. However, since the scores are still on the straight line to an acceptable extent, Figure 3 illustrates normally distributed data as well.

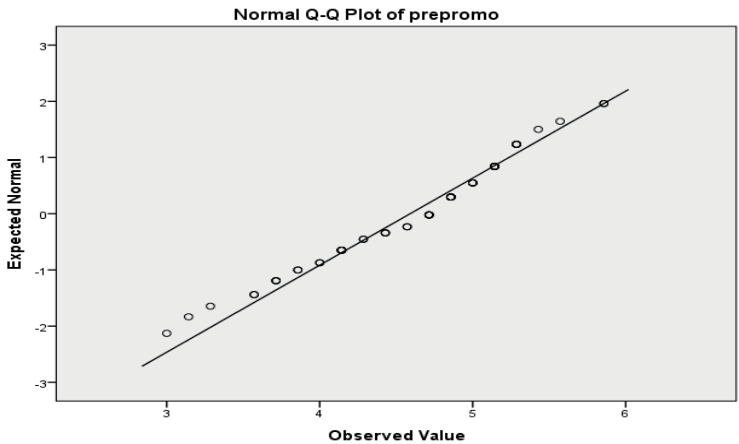

Figure 6. Normal probability plots of pre-test results for instrumentality-promotion

It is clear in Figure 6 that the pre-test results of instrumentality-promotion data display a fairly normal distribution on a pretty straight line.

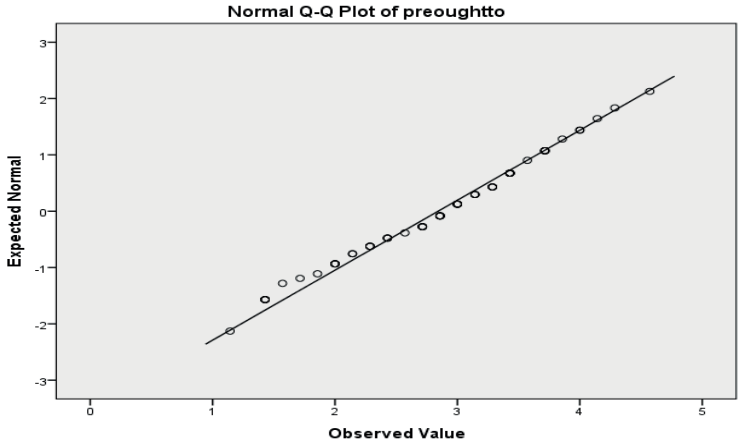

Figure 7. Normal probability plots of pre-test results for ought-to L2 self

Figure 7 above shows the normal probability plots of the ought-to L2 self from the pre-test. It is clear that ought-to L2 self data sit on a perfectly straight line which means that the data seem to have a nearly perfect normal distribution.

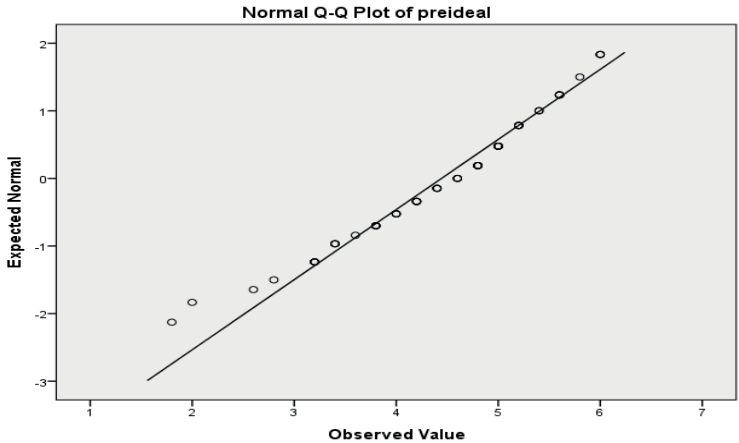

Figure 8. Normal probability plots of pre-test results for Ideal L2 self

Figure 8 shows a nearly perfect straight line of scores with minor deviations suggesting the data from the Ideal L2 self seems to be normally distributed.

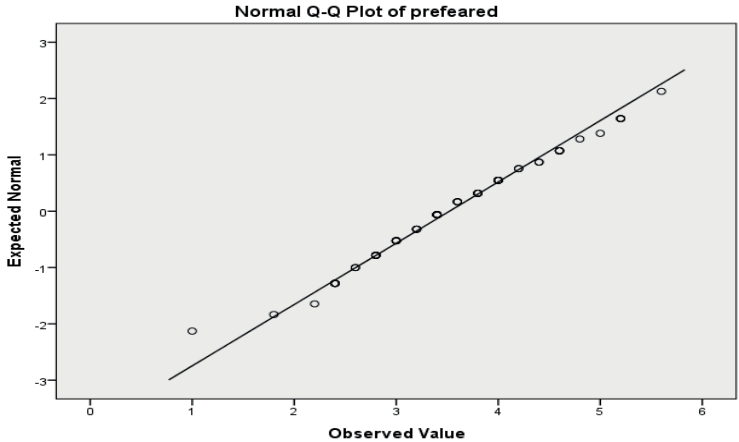

Figure 9. Normal probability plots of pre-test results for instrumentality-prevention

Figure 9 shows nearly a perfect straight line of pre-test results with some minor deviations suggesting that the data from instrumentality-prevention seem to be normally distributed.

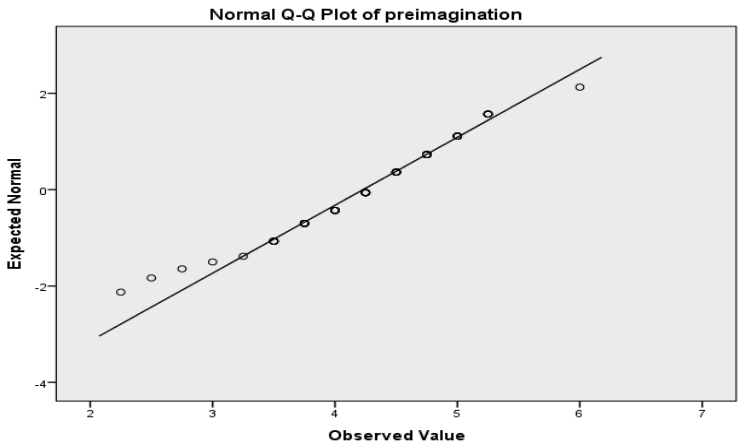

Figure 10. Normal probability plots of pre-test results for imagination capacity

The data regarding the imagination capacity pre-test results show a reasonably normal distribution with small deviations from the line. This can be viewed in Figure 10 above.

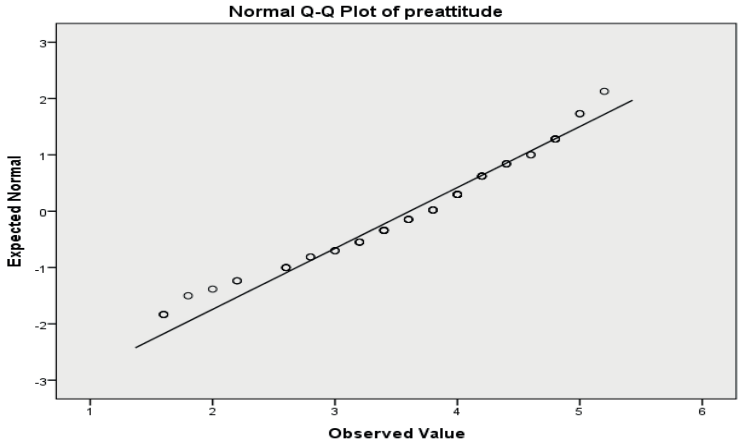

Figure 11. Normal probability plots of pre-test results for attitudes towards learning English

In Figure 11, the Q-Q plots of attitudes towards learning English are presented. The results show that although there are some deviations from the line, the pre-test scores for attitudes towards learning English domain can also be affirmed to be normally distributed at an acceptable level.

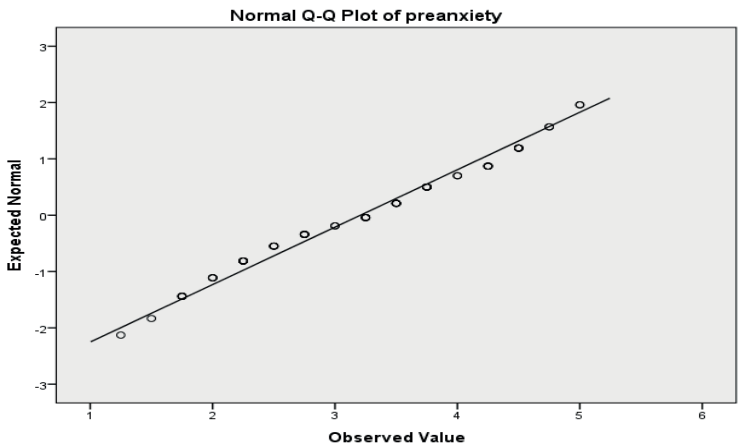

Figure 12. Normal probability plots of pre-test results for English anxiety

Finally, the data for English anxiety were closely examined via the Q-Q Plots. As Figure 12 clearly illustrates,

the pre-test results for English anxiety domain are completely on a straight line with close to no deviation. This figure is an obvious demonstration of perfect normal distribution.

Although the Shapiro-Wilk test revealed numerical results of non-normal distribution regarding the pre-test results in travel orientation and attitudes towards learning English domains, the visuals of normality tests (Q-Q plots) displayed normal distribution for nearly all other domains. With reference to non-parametric tests, Pallant (2010) points out that "they tend to be less sensitive than their more powerful parametric cousins, and may therefore fail to detect differences between groups that actually exist." (p. 213). She also proposes that "if you have the 'right' sort of data, it is always better to use a parametric technique if you can." (Pallant, 2010, p. 213). For these reasons, parametric tests were preferred in the current study when possible. To explore whether the discrepancies in these mean scores between the experimental group and the control group made a major difference, a one-way between-groups analysis of covariance (ANCOVA) was implemented. Prior to employing this test, a one-way MANOVA test was conducted to reveal if there existed any difference between the control group and experimental group at a statistically significant level with regard to pre-test results. Below are the results of the MANOVA test in Table 7.

Table 7: MANOVA Results for the Pre-test

			Multivariate Tests[a]	
	Effect	Value	F	Sig.
	Pillai's Trace	.992	596.262[b]	.000
	Wilks' Lambda	.008	596.262[b]	.000
Intercept	Hotelling's Trace	124.221	596.262[b]	.000
	Roy's Largest Root	124.221	596.262[b]	.000
	Pillai's Trace	.390	3,068[b]	.004
	Wilks' Lambda	.610	3,068[b]	.004
Group	Hotelling's Trace	.639	3,068[b]	.004
	Roy's Largest Root	.6.39	3,068[b]	.004

a. Design: Intercept + Group

b. Exact statistic

The results of Wilks' Lambda test revealed that there was a statistically significant difference in group types (the experimental and the control groups) based on a participants' pre-test scores, $F (10, 48) = 3.06$, $p < .05$; Wilk's $\Lambda = 0.610$. After finding this statistically significant difference, Tests of Between-Subjects Effects were run to explore the effect of group types on ten different domains controlling the differences between the two groups detected in the pre-test comparisons.

After conducting Tests of Between-Subjects Effects, the results, shown in detail below, were found:

Table 8: The Results of Tests of Between-Subject Effects for the Pre-test according to Group Types

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Group	Travel orientation	14.644	1	14.644	14.914	.000
	Family influence	1.767	1	1.767	2.751	.103
	Criterion measures	.807	1	.807	1.601	.211
	Instrumentality-promotion	1.982	1	1.982	5.088	.028
	Ought to L2 self	3.216	1	3.216	5.335	.025
	Ideal L2 self	4.608	1	4.608	5.326	.025
	Instrumentality-prevention	5.774	1	5.774	7.621	.008
	Imagination capacity	5.392	1	5.392	12.931	.001
	Attitudes towards learning English	3.607	1	3.607	4.475	.039
	English anxiety	.096	1	.096	.098	.755

Except for the domains of family influence, criterion measures, and English anxiety, for all other seven domains the differences between the experimental and the control groups were found to be significantly different based on pre-test scores. With regard to travel orientation, it was found that $F (1, 57) = 14.9$, $p = .00$. In terms of instrumentality-promotion, the results showed that $F (1, 57) = 5.08$, $p = .02$. The tests for ought-to L2 self proved that $F (1, 57) = 5.33$, $p = .02$, whereas it was found that $F (1, 57) = 5.32$, $p = .02$ for Ideal L2 self. Regarding instrumentality-prevention, it was explored that $F (1, 57) = 7.6$, $p = .008$, and for imagination capacity, it was proved that $F (1, 57) = 12.9$, $p = .001$. Lastly, a statistically significant difference was found between the two groups

concerning attitudes towards learning English based on the pre-test scores, that is, F (1, 57) = 4.4, p = .039.

The pre-test and post-test mean scores of the experimental group and the control group were given in Table 5. The test of one-way between-groups analysis of covariance (ANCOVA) was employed in order to explore whether the discrepancies in these mean scores of the experimental group and the control group made a major difference. The independent variable was group type and the dependent variable consisted of post-test results for the ten different domains after the programs. Participants' pre-test scores in the pre-intervention stage were used as the covariate in this analysis due to the fact that the two groups already differed in their overall and domain comparisons before their programs. After ANCOVA adjusting the pre-intervention scores, only one statistically significant difference was found between the two groups, which was in the English anxiety domain. The detailed results are shown in the table below:

Table 9: ANCOVA Results Comparing the Experimental and the Control Group for Each Domain After the Program

Domains	Experimental	Control	F	Sig	Partial Eta Squared
Mean Scores= Post-test mean scores					
Travel Orient.	5.07	4.60	.022	.881	.000
Family Inf.	3.19	2.72	2.550	.116	.044
Criterion	4.03	4.16	1.797	.186	.031
Inst-Promo.	4.92	4.70	.285	.596	.005
Ought-to L2	3.57	3.12	.772	.383	.014
Ideal L2	5.13	5.03	.425	.517	.008
Inst-Preven.	3.91	3.58	.021	.886	.000
Imagin. Cap.	4.88	4.87	.000	.996	.000
Atti.to.Lea.Eng	4.05	4.12	1.827	.182	.032
English Anxi.	2.97	2.52	5.78	.019	.094

According to this table, the programs created a statistically significant difference between the experimental and the control group only with regard to English anxiety *F*

(1, 56) = 5.785, p = 0.19, partial eta squared = .094. Comparison of the two groups here reveals that the participants in the control group felt less English anxiety after their assigned program. However, in the other nine domains, the differences between the two group types were not statistically significant (travel orientation, p = .881; family influence, p = .116; criterion measures, p = .596; ought-to L2 self, p = .383; Ideal L2 self, p = .517; instrumentality-prevention, p = .886, and imagination capacity, p = .996). Although there are no great differences between the experimental and the control group in terms of their travel orientation and Ideal L2 self, the experimental group still offers more promising results in that their mean scores of travel orientation and Ideal L2 self are higher than those of the control group. In the same vein, compared to the levels of the experimental group, higher levels of criterion measures (learners' language choice and intended effort to learn English) (M = 4.16), and attitudes towards learning English (M= 4.12) are observed in the control group after their general six-week program regarding the same domains (the experimental group's criterion measures, M = 4.03; the experimental groups' attitudes towards learning English, M = 4.05) though there is no statistically significant difference between them. It is also important to note that the imagination capacity of both groups improved as a result of their assigned programs (the experimental group, M = 4.88 and the control group, M = 4.87).

Research Question 2: What are the learners' perceptions of their assigned programs?

Semi-structured interviews and an open-ended questionnaire were the two instruments used in this study to answer this question. 59 participants were interviewed after the program in order to obtain information about the impact of their assigned programs. 59 students responded to the open-ended questionnaire after the programs. These two

instruments aimed to gather participants' detailed insights and feelings about the impact of their assigned programs on them.

The results from the interviews and an open-ended questionnaire are categorized and presented in this part based on the themes and recurring comments from the data.

Results from the semi-structured interviews. The researcher read the transcriptions of the semi-structured interviews for four times. By the last reading of the transcriptions of semi-structured interviews, the researcher identified four main recurrent themes in the qualitative data from the semi-structured interviews:

1. The psychological impact of the program on the participants
2. The pedagogical impact of the program on the participants
3. The personal developmental impact of the program on the participants
4. The impact of the program on the participants' linguistic development

After identifying these four main themes, some subthemes were traced in the interviews and they were categorized under each main theme.

The psychological impact of the program on the participants. Analysis of the semi-structured interviews revealed eight main sub-themes in terms of the impact of the program on the psychology of the participants: 1. Feeling motivated to learn English; 2. Feeling motivated to learn English due to positive imaginary situations; 3. Increase in self-confidence; 4. Increase in self-confidence due to envisioning oneself as a proficient user of English; 5. Feeling motivated to learn English to avoid negative possibilities due to negative imaginary situations; 6. Feeling less anxious while

learning English; 7. Comforting feeling of using nicknames; 8. Overcoming the fear of learning English. Subthemes one, three, six, seven and eight were found in the transcriptions of the control group interviews, while subthemes two, four and six were traced back as recurrent comments from the experimental group. Table 10 below shows the numbers and percentages of the participants from both groups who reported that some psychological change had occurred as a result of the programs used in this study.

Table 10: The Results from the Semi-structured Interviews for Both Groups Regarding the Psychological Impact of the Program

Sub-themes	Experimental Group N Percentage	Control Group N Percentage
Feeling motivated to learn English	Not mentioned	15 participants 54%
Feeling motivated to learn English due to positive imaginary situations	20 participants 65%	Not mentioned
Increase in self-confidence	Not mentioned	15 participants 54%
Increase in self-confidence due to envisioning oneself as a proficient user of English	16 participants 52%	Not mentioned
Feeling motivated to learn English to avoid negative possibilities due to negative imaginary situations	8 participants 26%	Not mentioned
Feeling less anxious while learning English	Not mentioned	5 participants 18%
Comforting feeling of using nicknames	Not mentioned	4 participants 14%
Overcoming the fear of learning English	Not mentioned	4 participants 14%

Feeling motivated to learn English. Under the precept of the psychological impact of the program on participants, feeling motivated to learn English, as reported by the control group participants, was identified as one of the most recurring themes (see Table 10). 15 control group members out of 28, which is equal to 54% of all control group members, said they felt motivated to learn English as a result of attending their assigned program. Control group participants explained in detail how and why they felt motivated as a result of the

program while they were answering the following semi-structured interview questions (see Appendix F). "Willing to learn English"; "feeling enthusiastic to learn English"; "arousing interest in learning English"; "starting to like English"; "focusing on ways to improve English"; "increased desire to learn English"; and "enjoying studying English" were some of the most frequently made comments by the control group participants to describe their increased motivation to learn English. Members of the control group mentioned various reasons for their increasing interest in learning English. Firstly, participants reported that as a result of the activities of the program they had started to think positively about learning English and the more they enjoyed the activities, the more they engaged in learning and improving their English. The following quote from Nikola illustrates the thoughts of many of the control group participants:

> Before your program, I was very tense while learning English and I felt really anxious about making mistakes because of my negative high school experiences. After your lessons, I realized that learning English can also be fun. Now, I do not just perceive learning English as a must to survive in my departmental courses, but as an enjoyable and rather easier process, which will provide me with better opportunities in the future. (Nikola from the control group)

Secondly, the program helped control group participants to take a different approach to English. Many of the control group participants told the researcher that they no longer perceived English as a subject just to pass in the preparatory program, but as a key to their future success. Zoro from the control group mentioned an activity called "Treasure Chest" and said that he had started to contemplate his future and his future qualifications as a result of the program. He pointed out attaining a higher level of English proficiency in the future was one of the competences he wanted to put into his "Treasure Chest."

Another point about the impact of the program on their motivation level to learn English was related to the content of the program. Lizzy Keen mentioned that the lessons of this program were like "a breath of fresh air" and different to other skill courses such as Reading, Writing and Language Awareness (a grammar and vocabulary course) in the preparatory school. Some control group participants found the activities done in the program enjoyable and thought-provoking. Daniel, Leon, and Ted Mosby from the control group said that inspirational songs, poems, movie excerpts, quotations, imagination activities and interactive tasks for personal development in the program made them feel a new eagerness to improve their English. They also felt that now they could think about their personality, their lifestyles or concepts from real life, and imagine the physical world, objects surrounding them by using their five senses, as well imagine an ideal world they wanted to live in the future. The researcher's way of presenting the lessons was also marked as interesting by the control group. The extract below from Charlie demonstrates why the participants remarked on the different approach in these lessons.

> *The lessons of the program were different from those we had been used to. They were student-centered, so we were more active than the instructor. She just started the lessons, and after that, we were carrying out the tasks either in groups/pairs or individually. In this way, our participation in the lessons was reaching the peak point and this situation increased our motivation to learn English. Before this program, I was learning English because of my family's pressure and some people that I have deep respect for. However, now I learn English because I have the desire to learn it and make a progress in it. (Charlie from the control group)*

These comments confirm that many of the control group participants enjoyed their assigned program and reported an increase in their motivation to learn English.

Feeling motivated to learn English due to positive imaginary situations. 20 experimental group participants, or 65%, reported that their motivation had increased due to the positive imaginary situations presented in the current study's visionary motivational program (see Table 10). Although the members of the control group reported an increase in their motivation to learn English in a general sense, members of the experimental group gave a specific reason to explain this increase. Participants connected an increased desire to learn English with their future life and their own images in the future as a result of the positive imaginary situations that they studied over the course of the intervention program. "Realizing learning English was worth my effort"; "achieving my future goals thanks to my English knowledge"; "envisioning my future as using English very fluently"; and "noticing the importance of English for a bright future" were some of the comments frequently made by the experimental group participants. They stated that their motivation level to learn English increased as they practiced the positive imaginary situations during the six-week program. These positive imaginary situations led them to imagine themselves in the future as proficient users of English either in a university campus or at a café. They imagined themselves socializing with people from other nationalities because of their good command of English. In some other situations, the experimental group participants imagined themselves as living abroad or having a perfect job interview in any part of the world they would like to live. Draven from the experimental group explained why he felt motivated to learn English thanks to the visionary motivational program as follows:

> *The ability of expressing my views even in Turkish is not an easy task. It requires a good background and a wide perspective as well as good self-expression skills. Not everyone can achieve*

this aim even in our mother tongue, Turkish. Therefore, imagining oneself in some positive situations as expressing oneself clearly and having mastered English fluency increases a person's self-confidence. These situations made me feel that I could also speak English very well. These positive feelings increased my willingness to study and learn English. (Draven from the experimental group)

Before the intervention program, some experimental group members stated that they had been very exam-oriented due to system at the preparatory school. English was only a school course and their only aim was to pass it and start their departmental education in engineering, architecture, or social sciences faculties. However, after attending the visionary motivational program of this study, they now had a new point of view about the role of English in their future. They stated that this new perspective was mainly because they were provided with some real-life targets, and their awareness and understanding the role of English in today's world increased. Thus, experimental group participants had begun to perceive English knowledge and proficiency as a future qualification to find a good job and build a successful career by experimental group participants instead of perceiving English as just a school course to be passed. When Eva Green was asked to why she felt motivated to learn English, she said:

Before your program, I had very short-term goals such as earning more credits to pass my skill courses and getting high grades from assignments or lessons. However, in your lessons, we imagined specific situations in which we would need to use English in the future. More importantly, we realized we shouldn't learn English just for passing courses, but for our life. And also, we learned we needed to plan our future and set ambitious goals that we could achieve with the help of English proficiency. In this way, we felt more motivated to learn English and we studied English harder after your program. (Eva Green from the experimental group)

Besides the change in their perceptions of English, the experimental group participants could set a course for their future thanks to the positive imaginary situations in the intervention program. Maya recalled an activity where she and her peers were encouraged to contemplate about how their life would change if they made good use of time during their five-year university education. She said that she could better plan her future and she could no longer find some excuses not to learn English. She said that she had started to study harder and felt motivated to learn English to fulfill her future aims after having done this activity. Chloe, Skye and Hope from the experimental group added that imagining themselves as proficient users of English in the future made them feel hopeful, happy and proud. The excerpt below demonstrates the positive impact of the intervention program on the motivation level of the experimental group participants and summarizes this sub-theme well:

> *Before your lessons, we had been studying English because it was obligatory. It is also a must to attend and pass prep school courses now, but in one of the imaginary situations we dreamt of sitting at a café and talking to our friends from various nationalities in English. This activity has deeply affected me. I liked the idea of using English fluently in the future. Imagining myself as a fluent speaker of English has changed my reasons for learning English. We felt obliged to learn English to pass the exams in preparatory school before your program, but now we feel motivated to learn it thanks to positive imaginary situations we went through. (Morgan from the experimental group)*

In conclusion, the semi-structed interviews made it possible for the researcher to discover in detail why the participants from the experimental group felt more motivated to learn English after their visionary motivational program.

Increase in self-confidence. Another recurrent comment appeared in the semi-structured interviews with the control group participants was an increase in their self-confidence.

54% of the control group, 15 participants out of 28 participants, agreed with the view that their general program led to an increase in their belief in themselves during their journey of learning English (see Table 10). "Feeling less anxious"; "learning to be self-confident"; "being able to speak English fluently"; and "believing one's potential and ability to learn English" were some of the most frequently made comments about the increase in the participants' self-confidence.

During the semi-structured interviews, members of the control group gave some reasons explaining their increase in self-confidence. To illustrate, Daniel stated:

> *Before this program, I did not have enough self-confidence. I was thinking that my English proficiency was very low. Therefore, I was not very motivated to learn English. However, after we have done various exercises in our lessons, especially visualization and imagination activities, I feel that my English improved a lot. I think that I have gained self-confidence. For example, before this program, I was having trouble speaking English. I was feeling uneasy, but now I am more self-confident. (Daniel from the control group)*

Democritus added that after the program, she realized that it is possible to speak in English because she had started to feel more relaxed and self-confident. She pointed out that over the course of the program she realized that English could be spoken just easily as Turkish. One final quotation is taken from Mike who agreed with the idea that there was an improvement in his self-confidence:

> *Since we started our English education from the foundation level last September, we were all thinking that we would have to attend the Summer School because it did not seem possible for us to finish this education in nine months. Therefore, we lacked the motivation to learn and study English. However, after this program, we do not think about the Summer School as frequently as we did. This program made me believe that I can succeed in learning English and developed my self-confidence. (Mike from the control group)*

Nikola, Democritus, Ted Mosby, Charlie, Daniel and Aku from the control group stated that the program enabled them to feel more self-confident in their English because there were a lot of the activities which helped them feel less anxious. They felt relaxed while they were closing their eyes and completing soothing activities. The more they relaxed, the more self-confident they became. Charlie mentioned imagination activities as the main sources of the increase in his motivation and self-confidence. Learning English with different activities such as closing his eyes, with soft music in the background and imagining seemed very novel to him at the beginning of the six-week program. This novel way of learning English increased both his self-confidence and his willingness to be successful in learning English. A parallel comment was made by Elon. He said that he read poems in English for the first time in his life during this program. He liked the idea of learning English with the help of literary works, and he added that the inspiring verses of these poems had increased his self-confidence. Learning words in chunks by reading poetry enabled him to remember these new words and he reported that he could use them in other courses in a very self-confident manner.

Some of the control group participants also stated that they realized they could succeed in learning English. Before the program, they had a fear of failing the preparatory school courses, but after the program, they reported that they were able to overcome their fear. Since they became more engaged in studying English more, their anxiety level had decreased, and they felt more self-confident as they did more relaxation activities over the course of the program. Nikola drew the attention to another aspect of the program, saying that the activities in the program helped him to get used to learning and studying English. The more he studied, the more self-confidence he felt in other skill courses.

The control group members also reported that the use of nicknames throughout the program assisted in increasing self-confidence. Aku said that using a nickname enabled him to feel less anxious while speaking in English. He added that in his speaking classes, he felt less anxious while he was giving presentations. Ted Mosby made a similar comment and said:

> *My Ted Mosby nickname made me feel more self-confident not only in the classroom, but also outside of it. I behaved as if I were Ted Mosby and I felt braver. I started to take on more challenges while learning English because if I made mistakes, these mistakes would not be mine. They would be the mistakes made by Ted Mosby. (Ted Mosby from the control group)*

All in all, based on the reasons that have been listed above, 54% of the control group members made positive responses regarding increased self-confidence after their assigned program.

Increase in self-confidence due to envisioning oneself as a proficient speaker of English. The experimental group participants also reported an increase in their self-confidence in the semi-structured interviews which were held after the program. They related this increase to envisioning themselves as proficient speakers of English. 52% of the experimental group, namely 16 participants out of 31, agreed with this view. They visualized themselves in the future as fluent speakers of English while doing some activities of the visionary motivational program. They stated that the positive feelings they had experienced during these visualization activities contributed to their self-confidence to a great extent. Firstly, the participants of the experimental group recounted feeling more hopeful because of these envisioning activities. When the researcher asked Heisenberg to describe the relationship between feeling hopeful and the increase in her self-confidence, she said the following:

> *Before your program, I had very simple goals such as attending an MA program or living abroad after getting my BA degree. You encouraged us to set some specific, realistic and attainable goals. For example, I envisioned myself giving a scientific speech at an international conference. Although I cannot speak English very fluently now, I am hopeful that I can speak English well in the near future. My future image boosts my self-confidence and it is not a distant hope. (Heisenberg from the experimental group)*

This visionary motivational program also helped the experimental group participants overcome fear of speaking English in public. Valerie, Skye and Draven from the experimental group stated that they had improved their ability to express their views in English due to lots of speaking activities in the program. They reported imagining themselves in positive situations, and follow-up speaking activities gave them more confidence while speaking in English. They no longer felt stressed out when they spoke English in front of an audience because they realized making mistakes was natural while learning to speak English.

The experimental group members highlighted that envisioning themselves as proficient users of English enabled them to speak with international students in a self-confident manner. During the program, as a result of activities about imagining the future events, they could practice their speaking. As their speaking improved, they wanted to use what they had learned in the classroom in real life situations. As Heisenberg explains below, envisioning herself in positive situations as a competent user of English encouraged her to speak more with international students and strengthened her self-confidence.

> *When I started preparatory school in September, I was keen on speaking English. However, since our instructors were mainly native speakers of English, my self- confidence was negatively affected. It was mainly because their English was perfect and I*

felt embarrassed whenever I made a mistake. After a while, I gave up speaking English for the sake of not making mistakes. During your program, you suggested not feeling afraid of making mistakes and encouraged us to do a lot of speaking activities. With my international friends, I began to speak English in a very self-confident manner and I learned how to paraphrase the words or phrases even if I did not remember the correct word in certain contexts. My international friends gave me feedback if the words I had used were appropriate or inappropriate. Thus, I realized that my self-confidence was improved. (Heisenberg from the experimental group)

Jack mentioned that he got praise and positive feedback from his international friends about his improvement in English during the program. One of his international friends noticed his improvement in English and complimented Jack on his progress. This praise and positive feedback motivated Jack to study English and contributed to his self-confidence.

Some interview data suggested a relationship between the efficient use of time during an undergraduate education and the increase in levels of self-confidence in participants. Experimental group members stated that with the help of this program they had realized that they needed to use their time well during their university life, and that, for a bright future, they had to spend a lot of time and energy to improve their English. Some participants underlined that benefitting from the opportunities of undergraduate education would make them more self-confident, and that, because the medium of instruction of their university was English, there would be ample opportunity to continue to improve their English over the next five years. They reported if they achieved the goal of being proficient users of English, they would feel satisfied for not wasting the five years of their undergraduate study and their energy. Henna's extract below epitomizes the reactions of most of the experimental group participants to the envisioning situations.

> *When I was imagining myself in positive situations as a proficient user of English, I realized that spending my time on learning English would be worth my effort. I haven't wasted my time or energy while studying English at this preparatory school for 5 months. Whenever I imagine myself in the future, I see myself as a successful businesswoman with a good command of English. I feel very self-confident and cool. (Henna from the experimental group)*

The last reason for an increase in the participants' self-confidence concerns the achievement of goals. Some of the experimental group participants said that when they envisioned themselves in future events as competent users of English, they felt very sure of their English proficiency because they will have fulfilled their aim of learning English. Jane provided the following the following explanation for the impact of envisioning herself as a proficient user of English on her self-confidence.

> *Learning English very well is one of my short-term goals. When I achieve my short-term goals, I will feel that if I can learn English, nothing can prevent me to achieve my other goals. I will feel self-confident since I will realize that I have achieved my goals one by one. The more goals I will obtain, the higher my self-confidence will be. (Jane from the experimental group)*

In short, 52% of the participants from the experimental group found their six-week visionary motivational program useful in terms of increasing in their self-confidence specifically as a result of the activities that guided them to envision themselves as proficient speakers of English.

Feeling motivated to learn English to avoid negative possibilities due to negative imaginary situations. This theme emerged in the transcriptions of semi-structured interviews held with the members of the experimental group. 26% participants in the experimental group, namely 8, commented that they felt motivated to learn English to avoid negative possibilities in the future. In the intervention program, the researcher

provided the participants with some negative imaginary situations to form their Feared L2 self. In the semi-structured interviews, there were some recurrent comments related to these negative imaginary situations. "Contemplating on negative possibilities in the future", "feeling the necessity to take some measures against negative possibilities in the future", "thinking about future responsibilities", "having a realistic picture of the future", "raised awareness about future negative possibilities", "thinking about an alternative plan to eliminate negative possibilities in the future" were some of the comments made by the members of the experimental group throughout the semi-structured interviews. While the researcher was examining the transcriptions, the first point she realized regarding this sub-theme was that learners attached importance to being realistic in life. Some of the participants said that imagining themselves in positive imaginary situations made them feel happy; however, immediately after this comment, the same participants added that imagining themselves in negative situations increased their awareness about the need to think about their future. For example, Heisenberg from the experimental group said:

> *For me, imagining myself in negative situations was far more influential on my feelings and thoughts than positive situations. Imagining myself in positive situations was very motivating for me but seeing things through rose-colored glasses was not very realistic. Towards the end of our program, when we started to imagine ourselves in negative imaginary situations following positive imaginary situations, I began to keep my feet on the ground. These negative situations made me realize that there might be negative possibilities in the future if I do not learn English well today. (Heisenberg from the experimental group)*

Another reason why the experimental group participants found negative imaginary situations motivating was about the necessities that they felt. Itachi from the experimental group mentioned that considering both positive and negative

situations in the future enabled him to give a careful thought on the present and take some measures against negative possibilities starting from today. He said he felt the necessity to learn English well today to avoid negative situations in the future. Similarly, Draven from the same group referred to the necessities and said:

> *You didn't lead us only to think about positive situations or possibilities. You directed us to think about negative situations and possibilities. These tasks made us aware of the necessities in life, especially, our responsibilities towards our parents. We became conscious of the negative possibilities if we did not learn English. We realized that learning English is a must in today's world. For example, imagining ourselves in negative situations made us see what would happen if we didn't learn English well today such as being unemployed after getting our BA degree and not having mobility in terms of job opportunities. These tasks created a kind of feeling of necessity to learn English. (Draven from the experimental group)*

Jane mentioned that thanks to these negative situations, she realized that every single thing in life actually has a negative aspect, so she started to think about new alternatives for her future to avoid negative possibilities. Nicolas mentioned the impact of two activities called "A Boring Job" and "Wasted Opportunities" in the interview and stated that these two activities could be seen as simulations of their future. He said that imagining what would happen if he did not learn English helped him to see his future clearly; therefore, he said that he had started to study English harder after these two activities. According to Mr. Anderson, it would be better to think about the things that he could lose in the future if he did not try to improve his English today.

Another point concerning thinking of negative possibilities was related to remembering the responsibilities in life. Some of the experimental group participants stated that negative imaginary situations increased their awareness

of responsibilities. King James commented on this aspect, saying that negative imaginary situations reminded her of the responsibilities in life and raised her awareness concerning these responsibilities. Albert also highlighted this result of the negative imaginary situations and said:

> *In this program, you taught us two things. First, you led us to imagine ourselves in positive situations and have a good life in the future. After that, you guided us to imagine ourselves in negative situations and not to have a good life. While we were imagining ourselves in positive situations, we were thinking that we would have a better life and be more successful in our work life. However, while we were imagining ourselves in negative situations, we were thinking that we were dependent on our families economically and needed their economic support since we did not learn English well throughout our university education. Thank you very much making us see this possibility. (Albert from the experimental group)*

As seen above, some experimental group participants realized that they might encounter negative possibilities in the future if they do not try hard to improve their English. In this sense, the Feared L2 self activities counterbalanced their Ideal L2 self and played an important role in increasing their motivation to learn English.

Feeling less anxious. The recurrent comments related to this sub-theme were found in the transcriptions of semi-structured interviews carried out with the control group. Five participants in the control group, equal to 18%, reported that their program helped them feel less anxious while learning English. The quantitative data analysis also revealed that the control group members' English anxiety decreased after the program. The mean score for English anxiety was found 3.25 with an SD = 1.07 before the program and it went down to 2.52 with an SD = 1.14 after it. Furthermore, this decrease was statistically significant different from the one observed in the experimental group according to ANCOVA results.

The researcher asked some detailed questions about this issue in the interviews and the participants gave some detailed explanations about why they felt less anxious after the general program they attended. Nikola, Democritus, Charlie, Daniel and Aku agreed that the program helped them to feel less anxious. For instance, Nikola highlighted that he got rid of his anxious feelings which resulted from the negative experiences in his high school education and said that learning English became fun for him because of the activities in the program. A quotation from Democritus illustrates why the program had a relaxing effect. She said:

> *In fact, I know that if I force myself to succeed in learning English, it will not work. Before this program, I was also thinking that English is not only important for academic life, but also to address the whole world. However, I do not feel as anxious as I was feeling before the program. Thanks to this course, I realized that gaining fluency is also possible as it happens in our mother tongue. (Democritus from the control group)*

Aku had similar ideas and he stated that he could learn new vocabulary more easily and felt less anxious with the help of the program. Daniel said that especially in his speaking lessons, he was feeling less anxious because of the relaxed atmosphere in the lessons of this program. He added that various speaking activities reduced his anxiety level. In short, the general program of the control group decreased the anxiety level in the participants while learning and speaking English.

Comforting feeling of using nicknames. Only four of the participants out of 28 control group participants found worth mentioning the comforting feeling of using nicknames throughout the program. Ted Mosby stated that he could behave as if he were a different person thanks to the nickname that he used in the program. He added that he gained more self-confidence because of the nickname he used. Charlie

agreed with this view and said that he lacked self-confidence while learning English in his high school life. He mentioned that he felt more self-confident owing to the nicknames that he chose in the program. Aku said:

> *Using nicknames during the program was very good. I am not a very self-confident person. I feel really nervous when I speak in front of an audience, and it gets worse when I speak in English. It is mainly because I can barely speak in English. For example, in Level 3 speaking lessons, we are giving presentations in this term. Whenever I feel myself with my real name in front of the audience, I dither. The minute I start to dither I am imagining myself with my nickname, Aku. My nickname increases my self-confidence.*

In short, although it was not shared by many of the control group participants, using nicknames created a comforting feeling in a few participants.

Overcoming the fear of learning English. Similar to the previous sub-theme, 14% of the control group participants, or four of them, stated that their assigned program helped them to overcome their fear of learning English. Nikola associated his fear of learning English with negative experiences in high school life. He stated that although there was a long way to go in his life in terms of learning English, he learned the importance of English in real life and added that he was not afraid of learning English anymore. Aku mentioned that he was also afraid of learning English before the program, but after the program, he overcame this feeling and he now felt he could learn better. Especially, he could learn new vocabulary items easily with the help of the techniques he gained from the program. Charlie agreed with the view that he had had some fears from his high school education, but the program enabled him to enjoy learning English. He underlined that he could eliminate the fear of learning English. Lastly, Daniel described his fear of learning English in detail. He

emphasized that he was afraid of speaking in English before the program. He reported that the more interesting speaking activities he did throughout the program, the less afraid he felt of learning English and the better fluency he gained in speaking in English.

In conclusion, the general program of the control group, and the visionary motivational program of the experimental group had various psychological impacts on the participants. The sub-themes for these kinds of effects have been explained in detail above.

The pedagogical impact of the program on the participants. In the process of analyzing and categorizing the qualitative data gathered from the semi-structured interviews, two main recurring patterns were found in the participants' statements regarding the pedagogical impact of the program. As can be viewed in Table 11, the first one is becoming more engaged in studying English and feeling an improvement in English by creating action plans. While the first sub-theme emerged in the transcriptions of both groups, the second sub-theme was found only in the transcription of the experimental group. Table 11 below shows the numbers and percentages of the participants from both groups who reported some pedagogical changes as a result of the programs used in this study.

Table 11: The Results from the Semi-structured Interviews for Both Groups Regarding the Pedagogical Impact of the Program

Sub-Themes	Experimental Group N Percentage	Control Group N Percentage
Becoming more engaged in studying English	18 participants 58%	8 participants 29%
Feeling an improvement in English by creating action plans	12 participants 39%	Not mentioned

Becoming more engaged in studying English. As can be seen in Table 11, the participants from both groups reported in the semi-structured interviews that they felt more engagement in studying English due to the programs that they attended. In total 26 learners, which is equal to 44% of all participants, agreed with the view that their assigned programs led to higher engagement in studying English. In the motivation and imagination capacity questionnaire, the factor measuring learners' language choice and intended efforts towards learning English was called as "criterion measures" and the researcher labelled it as "became more engaged in studying English" as she analyzed the qualitative data. In the analysis of quantitative data, a result similar to the results in the qualitative data was found and the ratings of the participants revealed that after the programs, the mean scores for criterion measures increased. The control group students rated this factor before the intervention program as M = 3.48, with an SD = .71, while after their assigned program they rated it as M = 4.16, SD = .77. A similar trend was also observed among experimental group participants. The mean scores of the experimental group for criterion measures domain was M = 3.71 with an SD = .70 before the intervention program. However, after the program, it increased to M = 4.03 with an SD = .73.

The semi-structured interview data analysis showed that 18 students from the experimental group, namely 58% of the experimental group and 8 students from the control group, which is equal to 29% of the control group, reported that they became more engaged in studying English after the program (see Table 11). A more detailed analysis of the data allowed the researcher to understand the perceptions of the participants regarding more engagement in studying English. Participants had positive ideas about their assigned programs because they felt these programs led them to study English

hard. According to Queen from the experimental group imagining themselves in positive situations motivated them to study and learn English. She said:

> *Positive imaginary situations motivated me to learn English to a great extent. While carrying out some tasks in your program, we reflected upon some specific goals that we could achieve in the future. My desire to obtain these goals motivated me to study English very hard. After your lessons, I was certainly eager to study English and my study sessions became more fruitful. (Queen from the experimental group)*

Another participant from the experimental group explained in detail how this intervention program helped him to become more engaged in studying English and stated:

> *Before your program, I used to do the assignments given by our English instructors or study for my quizzes. However, after this program I have borrowed an English book from the university library and I am planning to read it at the weekends. In addition, I have started to watch English movies with English subtitles as an extra-study to learn English. (Mr. Anderson from the experimental group)*

Rookie from the experimental group made a similar comment and said that he had started to use Memrise and Duolingo websites to study English after the program. For six weeks, the participants were exposed to various tasks to inspire them to learn English such as reading inspirational poems, watching excerpts from inspirational movies or listening to inspirational songs. The analysis of the semi-structured interviews revealed that many participants had continued to use these real-life resources and had made them a part of their study sessions. Daniel from the control group illustrated the impact of the program on his study materials and methods by saying:

> *The songs in your program were important for me. I learned studying English with songs from the activities in your program. I even began to listen to rap music in English. By listening*

to rap music, I have improved my English knowledge. I have been feeling very motivated to study English since I attended your program. In addition to listening to music, I began to watch movies and TV series in English. After the activities in this program, I force myself to study for my skill lessons and learn more vocabulary items. (Daniel from the control group)

Heisenberg from the experimental group, on the other hand, explained the triggering factor for more engagement in studying English. She recounted:

Your program was motivating, and it increased my eagerness to study English. It is because when we imagined ourselves in positive situations as proficient users of English, I realized that I could achieve these goals with the help of good English knowledge. Therefore, I have become more engaged in studying English. (Heisenberg from the experimental group)

One of the participants from the control group reported that the program introduced a fun element to his studies in English. He referred this aspect of the program and mentioned:

My study sessions have been enjoyable thanks to what I have learned from your program. They also become more fruitful for me. As an example of that, I might study only one hour in a day, but that one hour turns into a very efficient one. After your program, I have been very conscious about how to study and what to study. However, in general I have begun to spend more time studying English now that I know how to bring studying and fun together. (Elon from the control group)

A similar comment was made by Asocial from the control group. He said:

I chose an English-medium university and preferred to attend its preparatory program because I had been assuming that English proficiency was a must to acquire a prestigious profession. However, throughout your program, I could understand studying English might also be a hobby for a person. Learning English has turned into a hobby. Now, I enjoy studying English a lot. I do not learn English only by doing pen and paper activities any longer or by using online education tools. For examp-

le, if I need to watch something on YouTube, I prefer to watch it from an English YouTube channel. I find different methods to study English because I have developed a different mentality thanks to your lessons and activities. (Asocial from the control group)

New methods of studying and learning words was one of the commonly made comments during the semi-structured interviews. The statements of a control group participant illustrate why the participants became more willing to study English:

I have discovered learning new words cannot be achieved by looking up their meanings and pushing myself to remember them. I have been studying new words by listening to music or watching some videos in English and spending a considerable amount of time on expanding my vocabulary capacity. (Barny from the control group)

One final comment from an experimental group participant makes the connection between the intervention program and the participants' increasing engagement in studying English clear. Felicity said:

At the beginning of this academic year, I was attending lessons at preparatory school and after school, I was coming back home and killing my time. The main reason for this situation was that I did not believe that I would be able to learn English. After your program, I could make English a part of my life and I have started to use it in many different aspects of my life. I have been making an extra effort to speak in English and I made a lot of international friends. Studying and using English are the center of my life. (Felicity from the experimental group)

As the results of both qualitative and quantitative data show, the general program of the control group and the visionary motivational program of the experimental group encouraged the participants to study English with more conviction and dedication.

Feeling an improvement in English by creating action plans. This sub-theme emerged only in the qualitative data from the experimental group because their visionary motivational program involved some action plan activities. 12 out of 31 experimental group participants, which means 39% of the experimental group, underlined that creating action plans contributed to their English studies to a great extent. Eva Green believed that creating action plans led them think about their weak areas in English and come up with some methods to focus on these areas and make them stronger. In this way, she could have a critical eye on her English knowledge. Skye drew attention to another aspect of the action plans, setting dates to achieve certain objectives. She explained the importance of setting dates in detail and said:

> *Before this activity, we were just saying that we would complete our plans, but we were not clear about when and how. In this activity, we had to set a specific date to achieve our objectives. Setting dates for our objectives and determining ways to test our progress made my action plans clear in my mind and put some responsibilities on my shoulders. (Skye from the experimental group)*

Henna partially agreed with this view and emphasized that determining some ways to test their progress in related objectives made her action plans more solid. She also underlined that without these testing ways, it would not be easy to fulfill her objectives. Similarly, Felicity pointed out that when they set specific dates for their objectives, it meant that they had already begun to complete them. She reported that this activity was a good start for them to study English. Another feature of action plans that was mentioned in the interviews concerned their organizing impact. Mrs. Pumpkin brought up the impact of action plans, saying:

> *Because we are very young, our minds were invaded by various plans. Seeing our action plans on a piece of paper provided us with a simplicity. Before this activity, we couldn't think of these*

specific and measurable objectives. ... these plans seem to me like a mind map now. Now we are more determined to achieve our action plans (Mrs. Pumpkin from the experimental group)

When the researcher asked for more specific examples of action plans from the participants during the semi-structured interviews, some participants provided more detailed examples. For instance, Sparrow shared his experience as follows:

I came up with three or four different objectives for my action plans and wrote them on a piece of paper. One of them was about learning vocabulary. At the weekend, I started to work on this action plan and I also measured my vocabulary knowledge and it worked. This is very motivating. (Sparrow from the experimental group)

Another similar comment was made by Henna:

I started to work on my action plans for improving my listening skill. There is an application giving excerpts from real movies and it requires you to write down what you have heard in the movie. This activity made my experience more entertaining because it was based on a movie. I have started using this application and it goes very well. (Henna from the experimental group)

Isaac evaluated action plans from another point of view and said:

This activity made our plans concrete. Because we have already determined what we are going to and when we are going to, this situation created a willingness to do our assignments. Before action plans, we were not writing our objectives and thinking about dates to complete them. Thus, we were forgetting our duties for that day. Our action plans show our objectives and their dates clearly. (Isaac from the experimental group)

All in all, as it has been described above with some specific examples, creating action plans was found useful by some experimental group participants.

The personal developmental impact of the program on the participants. The third umbrella theme detected in the current study was the impact of the program on the participants' personal development. Under this title, four main sub-themes were detected by the researcher and can be viewed in Table 12: (1) feeling an improvement in imagination capacity; (2) setting broader and concrete goals; (3) understanding the crucial role of English for a better future; and (4) getting to know one's own self. The first sub-theme was explored in the transcriptions of both groups. The second and third sub-themes were discovered in the transcriptions of the experimental group. However, the fourth sub-them was detected only in the transcriptions of the control group. Table 12 summarizes the numbers and the percentages of the participants from both groups who reported some changes in their personal development after their assigned programs.

Table 12: The Results from the Semi-structured Interviews for Both Groups Regarding the Impact of the Program on the Participants' Personal Development

Sub-Themes	Experimental Group N Percentage	Control Group N Percentage
Feeling an improvement in imagination capacity	20 participants 64%	17 participants 61%
Setting broader and concrete goals	26 participants 84%	Not mentioned
Understanding the crucial role of English for a better future	20 participants 64%	Not mentioned
Getting to know one's own self	Not mentioned	9 participants 32%

Feeling an improvement in imagination capacity. Firstly, participants from both groups reported that the programs that they attended improved their imagination capacity. The mean scores of the control group for "imagination capacity" factor in the motivation and imagination capacity questionnaire also showed an improvement in the participants' imagination capacity from the pre-test (M = 3.91, SD = .71) to the post-test (M = 4.87, SD = .69) as shown in Table 5. Similarly, in the experimental group's ratings an increase was observed from

the pre-test (M = 4.51, SD = .58) to the post-test (M =4.88, SD =. 71) (see Table 5).

Both group participants viewed imagination and visualization activities positively and felt motivated to complete that type of imagination activities for several different triggering factors such as "being able to vision themselves in the past or in the future"; "being enable to contemplate their future life"; "feeling solitude"; "focusing on ideas"; and "improvement of visual memory and using five senses."

To begin with the first quotation from a participant involved in the experimental group, Joshua, it was underlined that some activities improved his imagination capacity as well as his motivation to learn English. He said:

> *Before your program, I had been thinking that learning English was a must to survive in my departmental courses in freshman, sophomore or senior years. When we started to imagine ourselves in the future, I felt like I would be living in the future. Imagining myself in the future motivated me to learn English and I became more engaged in studying English. Imagining myself in different situations with my eyes closed and the soft music in the background made me feel myself both in the past and in the future and improved my imagination capacity. (Joshua from the experimental group)*

Another participant from the experimental group pointed out the impact of the program on her imagination capacity and explained how some imagination activities encouraged her to contemplate and improve her thinking skills. King James said:

> *We don't have any imagination activities in our other courses. We look at each other and do many face-to-face activities. We don't contemplate while doing these activities. However, in your course, we were closing our eyes and listening to some relaxing music at the same time. In this way, we could improve both our thinking skills and imagination capacity. (King James from the experimental group)*

A similar comment was made by Eva Green from the experimental group:

> *In your lessons, we felt solitude and we listened to ourselves. We could focus on what had been going on in our minds. We had a chance to consider what we had in our minds and to take them seriously. (Eva Green from the experimental group)*

Lizzy Keen from the control group, on the other hand, related the positive impact of the program on her imagination capacity to its improving effect on her visual memory and self-reflection:

> *I remember an activity in which we needed to think about the room in our dreams and draw it afterwards. Thanks to this activity, I could go back in my life and consider my room in the past and imagine a new room in the future. It was totally different from my room in the past. This activity appealed to me a lot because it reinforced my visual memory as well. We had to use some symbols while drawing our dream room. I could express myself freely and easily thanks to these symbols. (Lizzy Keen from the control group)*

Skye from the experimental group mentioned how this intervention program revived her imagination capacity that she had been using more frequently in the past. She said:

> *As we grow up, we have been shouldering many life responsibilities. After a while, we lose our ability to imagine. I can say as we imagined more frequently during this course, I have become more hopeful and my imagination capacity has revived. (Skye from the experimental group)*

A similar comment was made by Hermione Granger from the control group and he said:

> *I have witnessed that as a person grows up, his/her dreams become smaller. In your lessons, I learned how to imagine. I frequently imagined things in my childhood. However, when I started to attend your lessons, I realized that I have not been imagining much nowadays. Now, I am imagining things a lot more. (Hermione Granger from the control group)*

Daniel from the control group pointed out that imagination activities in this program made him realize the beauties of real life and recounted:

> *Your program in general and its imagination activities specifically, made me aware of some facts some of which I had not been aware of. During one of the imagination activities, I realized some pain in my body. It is because we were not only doing and imagination activity as our eyes were closed, but also following some breathing exercises and doing a kind of class yoga. In the next week, while we were doing another imagination activity, we felt the clarity of water. In real life, we had not been paying attention to these details. Therefore, we had not been seizing these moments. When we went over these situations in our minds through imagination activities, we realized how beautiful these moments were. (Daniel from the control group)*

Charlie from the control group pointed out that closing his eyes and doing imagination activities made him feel relaxed. He also mentioned that these relaxing imagination activities motivated him to learn English. Daniel voiced another idea about the impact of this intervention on his imagination capacity and said:

> *Last year I could not pass the preparatory program and when I restarted it this September, I had a prejudice against my English lessons. I was assuming that they would be boring for me. Thanks to the activities in your program such as group work tasks, games and imagination activities, I have started to enjoy learning English again. Imagination activities taught me many unknown vocabulary items. (Daniel from the control group)*

Tesla from the control group stated that imagination activities were the most important thing he learned from the program. A similar comment was made by King James from the experimental group and she said that the imagination activities in the program were her favorite. Another participant viewed this program as an ideal language class and commented:

> *The lessons in this program made me feel really relaxed because there was not any pass or fail system. When a student knows this, s/he participates in lessons more. What I have learned from these lessons also contributed to my real life and I have become a more sociable person. This program showed me how an ideal language class should be and improved my imagination capacity to a great extent. (Edison from the control group)*

Edison from the control group also suggested applying this program's teaching and learning methods to other skill courses and including imagination activities in the other courses of preparatory program. One participant from the experimental group, Heisenberg, mentioned that imagination activities made her dreams more real and possible. Joshua from the experimental group drew attention to another aspect of the program, regarding its impact on his imagination capacity. He claimed:

> *Imagining myself in the future as a proficient speaker of English was a sort of projection for me. I could envision myself in the future and I noticed that speaking fluently like a native speaker was a dream that I could fulfill in the future. Imagination activities made me feel hopeful about my potential speaking ability. (Joshua from the experimental group)*

As all these quotations from participants and the explanations above show, the programs had a notable impact on learners' imagination capacity.

Setting broader and concrete goals. This sub-theme became apparent in the transcriptions of the experimental group. The percentage of the participants who frequently made this comment was very high (84%). 26 out of 31 experimental group participants said that setting broader and concrete goals during the intervention program positively affected their motivation and attitudes towards learning English. The current study aimed to strengthen the Ideal L2 self of the participants, and the "Goals Activity" played an important role in the process of

strengthening the participants' this type of future-self guide. Therefore, the emergence of the setting broader and concrete goals sub-theme at such a high percentage is very promising. The researcher asked participants detailed questions about the importance of "Goals Activity" in the program and they provided detailed explanations. When the researcher asked which activity in the program, they remembered the most, one participant mentioned the "Goals Activity." Chloe said:

> *I liked the "Goals Activity" very much. It enabled me to think about my goals in the future. Writing them on a piece of paper was very motivating for me. I will follow these goals in the future. This activity gave me a chance to see my future goals in a written way. (Chloe from the experimental group)*

A similar comment was made by Eva Green:

> *Before your program, I had very limited goals such as earning more credits and getting high grades from assignments or lessons in my preparatory school education. However, in the lessons of your program, we imagined specific situations in which we will need to use English in the future. More importantly, we realized we shouldn't learn English just for passing courses, but for our life. In this way, I felt more motivated to learn English and I studied English harder. (Eva Green from the experimental group)*

Malcom agreed with Eva Green and said:

> *Before taking your classes, our only goal was to pass the courses at preparatory school. After taking your classes, my goals have become broader. Now, thanks to your lessons, we have set our goals for the next five years. (Malcom from the experimental group)*

Henna added another point:

> *We have become conscious of the fact that we need to learn English for achieving our goals in job life. We realized that we shouldn't learn English just for passing the preparatory school courses, but we needed to make English an indispensable part of our lives. (Henna from the experimental group)*

Itachi and Mrs. Pumpkin both said that when, in the future, they achieve the goals they set for themselves in the activity, they were planning not to stop setting goals, but to set higher goals in order not to waste any time or opportunities. Jane made a distinction between her short-term goals and long-term goals and she defined learning English as a short-term goal. She said if she achieved this goal, she would feel self-confident and she would continue with the long-term, broader and concrete goals that she set in the activity for her career, personal relationships/lifestyle and Ideal L2 self. Hope underlined that learning English would be a part of her life and she believed that if she achieved this goal, it would provide her with more opportunities in the future. She added that she would feel proud when she obtained this goal. Maya pointed out a shift in her goals after the intervention program and said before the program she had only one goal which was passing the courses of the preparatory school and starting to her undergraduate education. However, she said after this visionary motivational program her goals became broader and concrete. She stated that she wanted to become a world citizen and communicate with people from all over the world and be understood by them. Joshua made a comparison about his way of thinking before and after the intervention and said:

> *I realized that I had never imagined myself in the future and thought of my goals before doing the "Goals Activity." I had experienced some difficulty while writing my goals. This activity showed me some of my weaknesses. Thanks to this program, I have thought about my goals at least. (Joshua from the experimental group)*

Mr. Anderson and Jack added that when they wrote their goals on a piece of paper, they realized that they had to learn English to fulfill these goals. They reported that their motivation to learn English increased because they wanted to have some future personal and career opportunities because

of their English knowledge. Jack provided a specific example and he said that after the intervention he set a broader goal, which was finding a job abroad by means of improving his English. All in all, as reported by experimental group participants, the visionary motivational program helped learners to set broader and concrete goals.

Understanding the crucial role of English for a better future. Similar to the previous sub-theme, this sub-theme was explored in the experimental group's semi-structured interviews. 21 of 31 participants, or 65% of the experimental group participants reported that they now understood the crucial role of English for a better future with the help of the intervention program. This was mainly because the visionary motivational program of the experimental group involved various activities that enhanced the participants' future self-guides such as "My Ideal Self", "My Ideal Language (English) Self", "Wasted Opportunities", "The Perfect Job Interview", "A Boring Job", and so on. Felicity pointed out they focused on their real target when they imagined themselves in positive situations, and they understood why they needed to learn English. Eva Green and Henna said that during lessons, they were guided to imagine themselves in specific situations where they would need to use English in the future. They said that, in this way, they realized they should not learn English just to pass their preparatory school courses, but for their future life. Hope reported that she now saw herself in three years' time as someone in whose life learning English was not a goal, but an indispensable part of it. She said that she would learn English subconsciously because English would be a part of her life. She added that her English knowledge would provide her with greater opportunities in her future life. Morgan mentioned that some of the positive imaginary situations like dreaming of sitting at a café and talking to their friends from various nationalities showed her that she

was obliged to learn English for a better future. When the researcher asked the participants what the most important thing they learned from the program was, Heisenberg said that English has a crucial role for her career in the future. Similarly, Queen said:

> *If you want to be an international citizen, you have to learn English. I want to address the whole world with my job and with my dreams. Because I want to address people all over the world and English is a world language, I think that it is a must for me to learn English. (Queen from the experimental group)*

Jack pointed out the "Goals Activity" as the most important thing he remembered from the visionary motivational program. He said that when they wrote their goals for the future on a piece of paper, he became aware of the fact that he needed to have a high level of English proficiency to obtain his goals in the future. When the researcher asked the participants what their most important reason was for learning English, they gave specific reasons such as being a well-known businessperson, finding an international job, climbing to top positions in their work life, setting up an international business and so on. These examples showed that the experimental group participants could understand the crucial role of English for a better future. In short, this visionary motivational program raised the awareness of the experimental group participants regarding the crucial role of English for a better future.

Getting to know one's own self. In the process of analyzing and categorizing qualitative data from the semi-structured interviews, the sub-theme of getting to know one's own self was noticeable in the transcriptions of the control group. 9 out of 28 control group participants, equal to 32% of the control group, explained that their assigned program had helped them to get to know themselves. The program that control group participants went through was different from the visionary

motivational program of the experimental group. It was more general because it did not include any specific activities such as the "Goals", the "Timeline", the "Action Plan" activities and other activities aiming to develop learners' Ideal L2 or Feared L2 selves. Their program involved more personal development activities aiming to develop personality and life understanding. Therefore, it is very promising to find this theme in the transcriptions of their semi-structured interviews in the sense that the participants could recognize that their program had enabled them to get to know themselves.

Lizzy Keen said that when they were asked to draw an image to express the most important things about themselves, she had a chance to go back in her life and think about which places, people, objects and symbols were important for her, so she could include them in her drawing. She remarked that she could get to know herself in this way. Zoro referred to the "Treasure Chest" activity and stated that he contemplated his life and himself because he forced himself to think carefully about what he could put into his chest. He reported that he thought about what should be valuable for him in life and what he wanted to do to improve himself. He said that this activity led him to think about himself more. Another parallel comment was made by Jean. He told that when they were guided to write down their personality traits on the board, it helped him to contemplate his traits because he could see his weak personality traits on the board. Barny pointed out the Enneagram test encouraged him to get to know himself because in the results of this test, he could see what kind of person he was. He said:

> *Before this activity, other people were describing my personality traits and my strengths and weaknesses in life. This Enneagram test introduced my personality traits to me. For the first time, I could discover my characteristics by myself. In this way, I could get to know myself. (Barny from the control group)*

Ragnar said that there were many self-improvement activities in the program that provided him with some ideas to use in his current life for self-improvement. Zoro explained that the program taught him what was valuable and what was unimportant in his inner life. He stated that before the program he let the life "flow", but after the program, he learned that he had enough potential to change himself and his life. Democritus reported that with the help of activities in the program she realized that the first condition to express herself in any language was knowing herself. Elon said that this program showed him he was a very valuable person in life. To sum up, as it has been explained above, some control group participants evaluated their program as beneficial because they got to know more about themselves thanks to the activities in the program.

The impact of the program on the participants' linguistic development. The current study involved a visionary motivational program for the experimental group, and a general program for the control group. However, for both groups, the researcher also designed some listening, speaking and vocabulary learning tasks as warm-up or post activities as well as the activities that were specifically designed for research purposes. This aspect of both programs was recognized by both groups in the interviews and they perceived these language tasks useful for their linguistic preparedness. The first sub-theme found both in the transcriptions of both the control group and the experimental group was learning vocabulary items and new vocabulary learning techniques. However, the two other sub-themes were identified only in the transcriptions of the control group. These were starting to use English in everyday life; and feeling an improvement in English. These three sub-themes are represented in Table 13.

Table 13: The Results from the Semi-structured Interviews for Both Groups Regarding the Impact of the Program on the Participants' Linguistic Development

Subthemes	Experimental Group N Percentage	Control Group N Percentage
Learning new vocabulary items and new vocabulary learning techniques	6 participants 19%	7 participants 25%
Starting to use English in everyday life	Not mentioned	6 participants 21%
Feeling an improvement in English	Not mentioned	4 participants 14%

Learning new vocabulary items and new vocabulary learning techniques. Six participants from the experimental group, which is equal to 19% of all the experimental group participants, and seven participants from the control group, which means 25% of all the control group participants, expressed that their programs had helped them to learn new vocabulary items, and new vocabulary learning techniques. Besides expanding their vocabulary capacity, the participants reported that they acquired many new methods to develop their vocabulary capacity such as using words in wide range of contexts; conceptualizing new words; imagining new words by utilizing five senses; and transferring the knowledge of these new words to other skill courses like Writing and Speaking.

When the researcher detected this sub-theme, she realized that learners especially referred to imagination and visualization activities and they considered them important in their vocabulary learning processes. Aku explained his ideas as follows:

> *Before the program, I was not very good at learning new vocabulary items in English. I forgot them very quickly. However, in this program I learned new vocabulary learning techniques like using five senses in the imagination and visualization activities. In high school, we were taught to write words for five times in our notebooks. In this program, I understood that this*

old method was very inefficient. I now use these new methods for learning vocabulary while I am studying English and I can say that they are very useful. (Aku from the control group)

As a member of the control group, Carlos highlighted that before the program he was writing down new words in English and adding their Turkish meanings in parenthesis next to each item. He argued that when he learned new techniques during the program, he started to learn words in chunks as lexical phrases and collocations as it was taught in the warm-up part of imagination and visualization activities of the program. Daniel from the same group said that playing some games in English, and the imagination activities taught him a lot of new words and he was employing these techniques while studying English after school. He added that he had shared these techniques with his roommates in his student residence and now, his roommates were using them, too. Van Hohenheim from the control group reported that the biggest contribution of the program was on their vocabulary knowledge. He mentioned that the program taught him how to learn new words by using different techniques. In terms of speaking skill, the program enabled Hermione Granger from the control group to learn many new words and these words enabler him to speak fluently with his international friends in his student residence. He evaluated the program as very efficient since his fluency in speaking had developed because he had enlarged his vocabulary capacity.

As another member of the control group, Elon explains in the following extract how the program improved his vocabulary capacity and how he learned new vocabulary learning techniques:

The most important thing that I remembered from the program was imagining. When I read a word in English and learn its Turkish meaning, it turns into a short-term learning experience. I forget that word after a while. However, when I imagine that

> *word with my eyes are closed and think about its meaning by using my five senses, it goes into my long-term memory. In this way, that word and its meaning become more permanent in my memory. (Elon from the control group)*

Barny from the same group said that the program taught him to learn new words easily by listening to music or watching videos in English rather than forcing himself to look up their meaning in a dictionary. When the researcher asked the control group participants what was most memorable about the program, Elon mentioned that reading and listening to poems in English were the two activities he remembered the most. He added that in this program he had experienced that kind of tasks for the first time and they had improved his vocabulary capacity to a great extent. Elon also stated that using these new techniques for even one hour of English study turned into an efficient study hour. Van Hohenheim from the control group drew attention to the researcher's vocabulary teaching style and said that he liked the program very much because she taught the meaning and the pronunciation of words as well as how to use them in specific contexts.

Similar to the control group participants, the members of the experimental group viewed the program as very useful in terms of learning new words and new vocabulary learning techniques. When the researcher asked the experimental group participants what they remembered the most from the lessons of the program, Valerie answered in detail:

> *These classes helped me to learn some new vocabulary items. There were many activities in which we needed to use some new words to complete them. In order to do these activities, we had to learn the meaning of these words and remember them. Also, we were able to keep them in our long-term memory because we did not just memorize these words and forget them immediately after the activity. We learned these words and used them. Therefore, these new words have become permanent.* (Valerie from the experimental group)

A similar comment was made by Morgan who said:

> *What you specifically did is teaching us vocabulary before we listened to the imaginary situations. The vocabulary you taught has become permanent as my fellow students have just mentioned. You also told us to take these words as notes and to use them in our Writing course. These directions made these words very important for us. (Morgan from the experimental group)*

Queen liked the positive imaginary situations because she used the words that she learned from these situations in skill courses. She also added that since she used the technique of imagining these words, they had become permanent. In short, as can be seen in the explanations and the extracts above, the programs had a powerful influence on both groups to use new vocabulary learning techniques and their ability to learn new vocabulary items.

Starting to use English in everyday life. Six participants of the control group reported that they had started to use English in everyday life since the program. Asocial said that whenever he started to play a computer game, he preferred its English version rather than its Turkish version. He felt that it would not be as easy as playing in Turkish, but the program motivated him to use English in his everyday life. Similarly, Nikola said that he changed the language setting of his mobile phone to English. Ted Mosby was inspired by the program and said that he began to read books in English. Van Hohenheim mentioned that he was trying to learn more words from the movies he watched with English subtitles and the computer games that he was playing by English language option. Another experience related to this subtheme was shared by Asocial. He explained that if he wanted to watch anything on YouTube, he preferred to watch it from an English YouTube channel. To sum up, some of the control group participants reported that their program encouraged them to use English in everyday life.

Feeling an improvement in English. Four control group participants, or 14% of all control group participants, said that they felt their English had improved as a result of the program. Tony and Elon said that while they were doing imagination and visualization activities, they could improve their speaking skill in English. Daniel pointed out he felt motivated to learn English after the program and he had started to watch movies and TV series in English and listen to English songs. He added that he had learned a lot of new words from the lessons of the program. He felt that his English had improved due to all these reasons. Ted Mosby reported that he had started to read books in English, and this had improved both his reading skill and imagination capacity. In conclusion, after the program some of the control group participants felt an improvement in their English.

In the current study, there were two main instruments meant to gather qualitative data: (1) semi-structured interviews and (2) an open-ended questionnaire. In the following section, the results from the open-ended questionnaire are presented.

Results from the open-ended questionnaire. In order to answer the second research question, the researcher carefully analyzed the data from the open-ended questionnaire by using constant comparative analysis. The open-ended questionnaire involved four Yes/No questions and four open-ended questions designed to investigate the deeper insights of the participants about the impact of the programs. First, the researcher created a table and typed all the answers from all participants collected after the program based on each question. Then, the researcher color coded answers to the questions which investigated:

1. If the participants spent more time studying English after the program
2. If the participants liked English more after the program

3. If the participants felt more self-confident after the program
4. If the participants use their imagination more often and imagine things more clearly after the program

Following this, the researcher created a table illustrating the frequencies and percentages of participants falling in each category (see Table 14). N stands for number of the participants.

Table 14: The Results from the Open-ended Questionnaire according to the Group Type

Questions	Experimental Group N Percentage	Control Group N Percentage
How many participants did spend more time studying English after the program?	25 participants 81%	15 participants 54%
How many participants did like English more after the program?	13 participants 42%	21 participants 75%
How many participants did feel more self-confident after the program?	29 participants 94%	24 participants 86%
How many participants did use their imagination more often and imagine things more clearly after the program?	21 participants 68%	16 participants 57%

As can be seen in Table 14, the program of the control group had a moderate effect on the participants' time that they spent studying English. 15 control group participants out of 28, which means 54% of all the control group participants, reported that they spent more time studying English after the program. This result is parallel with the mean scores of the control group participants regarding the criterion measures in the motivation and imagination capacity questionnaire. As it has been mentioned before, criterion measures domain was composed of items detecting the participants' language choice and intended effort to study English. The mean score of the control group's criterion measures was found to be 3.48 before the program and it increased to 4.16 after the program. When the open-ended questionnaire results were analyzed

for the experimental group regarding their study time, Table 17 shows that 25 participants out of 31, which means 81% of all experimental group participants, spent more time studying English after the program. The mean scores of the criterion measures for the experimental group in the motivation and imagination capacity questionnaire followed a similar pattern to the results of the open-ended questionnaire. Whereas the mean score of the criterion measures was found to be 3.71 before the program, it increased to 4.03 after it.

Answers to the question investigating if the participants liked English more after the program seem quite surprising. Table 14 reveals that the participants of the control group liked English more after the program. 21 control group participants, which is equal to 75% of all of them, reported that they liked English more after the program. On the other hand, only 13 experimental group participants, which means 42% of this group, mentioned that they liked English more after the program. In addition, 5 other experimental group participants noted that they had like English before the program and they still liked it after their assigned program. Therefore, although the percentage in the experimental group seems low, in total 18 participants reported that they liked English. These findings are in harmony with the mean scores of the attitudes towards learning English domain of in the motivation and imagination capacity questionnaire. The items in attitudes towards learning English domain of this questionnaire detected if the participants liked English. The mean score of the control group's attitudes towards learning English was found to be 3.35 before the program and it increased up to 4.12 after it. However, the mean score of the experimental group did not increase very much. It was found to be 3.84 before the program and it rose to only 4.05 after it.

The program increased the self-confidence level of the members of the both groups. 24 control group participants

of 28, which means 86% of all of them, reported that the program increased their self-confidence. In the experimental group, 29 out of 31 members, or 94%, stated that their self-confidence increased after their assigned program. These two results can be interpreted as the self-confidence level of both groups showed a noticeable increase following their assigned programs.

As can be seen in Table 14, the last open-ended question aimed to find out if the participants used their imagination more often and imagined things more clearly after the program. 16 out of 28 control group participants agreed that they used their imagination more often and imagined things more clearly after the program. This may have resulted from the imagination and visualization activities that had been done by the control group. On the other hand, 21 out of 31 experimental group participants expressed that they used their imagination more often and imagined things more clearly after the program. This result may be related to not only the imagination and visualization activities that had been done by both groups, but also to the positive and negative imaginary situations that were completed only by the experimental group participants.

In the second stage of the analyzing the open-ended questionnaire results, the researcher focused on more detailed answers to the following questions:

If you spend more time studying English after the researcher's lessons, what did the researcher do or say to make you want to study English more?

1. If you like English more after the researcher's lessons, what did the researcher do or say to make you like English more?
2. If you feel more self-confident after the researcher's lessons, what did the researcher do or say to make you feel more self-confident?

3. If you use your imagination more often and imagine things more clearly after the researcher's lessons, what did the researcher do or say to use your imagination more often and imagine things more clearly than before?

She categorized the data and came up with recurrent comments from each group. Table 15 shows the group type of the respondents, and how many participants in each group made these comments in each group. N stands for the overall number of participants for each group.

Question 1:

If you spend more time studying English after the researcher's lessons, what did the researcher do or say to make you want to study English more?

Table 15: Recurrent Comments Found for Question One in the Open-ended Questionnaire

Recurrent Comment	**Experimental Group N Percentage**	**Control Group N Percentage**
The researcher taught us how to use our imagination capacity while learning English.	Not mentioned	14 participants 50%
The researcher showed us some easy ways to learn English.	Not mentioned	6 participants 21%
The researcher showed us negative possibilities, so we study English to avoid these negative situations in the future.	13 participants 42%	Not mentioned
The researcher presented positive imaginary situations and they motivated us to study English.	12 participants 39%	Not mentioned
The researcher increased our awareness about the role of English for a better future.	12 participants 39%	Not mentioned
The researcher taught us how to study English efficiently.	7 participants 23%	5 participants 18%
The researcher taught us new words and new vocabulary learning techniques.	9 participants 29%	3 participants 11%

Beginning with the control group's recurrent comments, 14 control group members referred to imagination activities

and gave them as a reason for the increase in their English study time after the researcher's lessons. Democritus made wrote the researcher encouraged her to use her imagination more often and this situation made her English learning process more enjoyable and easier. Nikola underlined that the activities provided by the researcher had reminded him about the importance of imagination that he had not been using for a long time. Tony wrote:

> *Imagining is important for me, but before the program, I did not connect it to my English learning processes. Now, after the program, whenever I have any difficulties in terms of learning English, I close my eyes and imagine I can speak English fluently. This exercise relaxes me. (Tony from the control group)*

A parallel comment made by Elon:

> *The researcher taught us to sit appropriately, take a deep breath, close our eyes and relax. Then, we did some breathing activities. In this way, my body and mind relaxed. I use these techniques at home before I start studying and whenever I feel tired while I am studying English. They contribute to my study hours a lot. (Elon from the control group)*

Another frequently made comment by the control group is that the researcher had taught the participants some easy ways to learn English; as a result, they spent more time studying English after the program. Six out of 28 control group participants mentioned this point. For example, Nikola from the control group wrote that he had learned some techniques simple to use with regard to speaking skill, and after the program, he could speak more fluently and easily in English. He stated in his open-ended questionnaire that because he was motivated by this positive change, he spent more time studying English after the researcher's lessons. Katie from the control group pointed out that the researcher taught her how to learn new words, phrases and collocations easily. Thanks to this new vocabulary learning technique, she could write

better in her Writing course; therefore, the time that she spent studying English had increased after the program.

Continuing with the recurrent comments made by the experimental group members regarding the question one, 13 members of the experimental group wrote that as a result of the negative imaginary situations the researcher had provided, they had started to study English more so as to avoid these negative possibilities in the future. Itachi expressed:

> *The researcher taught me I need to study English to avoid negative situations in the future. (Itachi from the experimental group)*

Malcolm from the experimental group wrote that though imagining himself in negative situations in the future had made him feel a little bit afraid, they had also motivated him to study English more to avoid them in the future. Draven from the same group mentioned that the negative situations that the researcher showed him were like a warning to make him study English more. Sherlock from the experimental group referred to "A Boring Job" and "Wasted Opportunities" activities and she added that the researcher guided them to imagine themselves in a negative work atmosphere. She mentioned that she realized that she would not like to work in such an atmosphere in the future, so she had started to study English more. Heisenberg, Sheldon and Jack from the experimental group reported that seeing the negative possibilities in the future if they did not study English today had led them pay more attention to their language development now and to spend more time studying English.

The positive imaginary situations were also reported by the experimental group participants as motivating to spend more time studying English. 12 participants pointed out they had studied English more after the program due to the positive imaginary situations. Jack underlined:

> *When I imagined myself in positive situations, I felt motivated to study English more. I wanted to do my best to improve my English knowledge. (Jack from the experimental group)*

Hannah wrote:

Before this program, I had never imagined myself in the future. However, I learned how to imagine myself in positive situations in the future and this motivates me to a great extent to study English. (Hannah from the experimental group)

Chole from the experimental group remarked that the positive imaginary situations increased her motivation to learn English and to speak it fluently; as a result, she began to study English more. According to Eva Green from the same group, imagining herself as a proficient user of English led to an increase both in her motivation and study time.

Another recurrent comment found in the open-ended questionnaires from the experimental group was that the researcher increased the participants' awareness about the role of English for a better future, and this situation caused an increase in their daily study time to improve their English. 12 participants from the experimental group made this comment. For instance, Felicity Smoke from the experimental group wrote that with the help of "Perfect Job" activity, the researcher made her aware of some details of her future job. Thus, she started to study English more to attain her dream job in the future. Chloe from the same group stated that the researcher enabled her to understand that English would be really important for her future and she had to learn it by studying hard, starting from today. Mr. Anderson from the experimental group wrote that thanks to the activities provided by the researcher, he realized that English knowledge was a must for a better future and his study time for English increased.

There were two recurrent comments made by both groups regarding question one in the open-ended questionnaire. The first comment was that the researcher taught the participants how to study English more, and this increased efficiency had resulted in spending more time studying English after

their assigned programs. Seven members of the experimental group and five members of the control group made this comment. Elon from the control group wrote:

> *After the program, if I study English for one and half hour, it turns into a very efficient study session. (Elon from the control group)*

Nicolas from the experimental group underlined:

> *The researcher showed us some methods to use while studying English. Thanks to them, I can study English more efficiently. (Nicolas from the experimental group)*

The second frequently made comment by both groups concerned vocabulary. 9 experimental group participants and three control group participants reported that they had spent more time studying English after the program because the researcher taught them new words and new methods of learning vocabulary. The extract from Chuck's open-ended questionnaire supports this idea:

> *I learned many new words and vocabulary learning techniques. Therefore, I spent more time to study English so as not to forget them. (Chuck from the experimental group)*

Hope from the experimental group pointed out that the researcher made her realize that she should study harder to improve her vocabulary. Eva Green wrote:

> *The researcher taught us new phrases and words and I used them in other assignments. (Eva Green from the experimental group)*

Carlos from the control group highlighted that he spent more time learning vocabulary because the researcher showed him how to learn words in chunks and collocations. All in all, some of the participants from both groups reported that they spent more time studying English after the programs as it has been explained above.

Question 2: If you like English more after the researcher's lessons, what did the researcher do or say to make you like English more?

Table 16: Recurrent Comments Found for Question Two in the Open-ended Questionnaire

Recurrent Comment	Experimental Group N Percentage	Control Group N Percentage
The researcher presented interesting activities and she made the process of learning English enjoyable.	Not mentioned	9 participants 32%
The researcher helped us imagine our future life and realize the crucial role of English to achieve our goals	10 participants 32%	Not mentioned
The researcher showed us we could learn English if we liked it.	8 participants 26%	Not mentioned
The researcher increased our self-confidence.	4 participants 13%	5 participants 18%

Analysis of the second question which investigates the participants' reasons to like English after their assigned programs revealed four recurrent comments and can be seen in Table 16. The first recurrent comment was found in the open-ended questionnaire of the control group, whereas the second and the third recurrent comments were found in the open-ended questionnaires of the experimental group. The fourth comment was explored in the open-ended questionnaire of both groups.

First of all, 9 control group participants wrote that the researcher presented interesting activities which made the process of learning English enjoyable and reported that they had liked English more after their assigned program. For instance, Mike from the control group stated in his questionnaire that the activities he did in the lessons and the researcher's way of presenting them showed him that communicating in English is great and he wanted to get to know other cultures. Adam from the same group wrote he felt joy while he was learning English thanks to the researcher's style of presentation. As another member of the control group,

Jean expressed that learning English seemed more attractive to him and he started to like English more after the lessons. Aku wrote:

> *Before the program, learning English was a kind of duty for me, but now I think learning English can also be fun. It has turned into a kind of hobby for me. The researcher's lessons enabled me to enjoy my reading and writing skill courses. Before the program, I was finding these lessons quite boring. (Aku from the control group)*

Barny and Alice from the control group both wrote that they were enjoying learning new words because the researcher showed them some new and enjoyable methods of learning vocabulary. Ragnar from the control group wrote that learning English was like an obligation for him before the program, but after it he liked English more because he gained a new approach towards learning English thanks to the researcher's activities. Lizzy Keen from the control group referred to some interesting activities like listening to English songs as interesting and added that she had liked learning English more with the help of this kind of interesting activities. Leon from the same group wrote that the activities in the lessons helped him to get to know his classmates more and with his peers, they had had some really enjoyable moments. He enjoyed the lessons and English more because he could make friends with the help of this type of activities. Lastly, Katie from the control group wrote that before the program she felt quite anxious because she started the preparatory program as a Foundation Level student. She learned from the researcher that she could also learn English from English songs, movies and poems. She realized that she could learn English better from these real-life resources. This situation led her to like English more.

The second recurrent comment with regard to question two was made by the experimental group participants. 10

experimental group participants wrote in their open-ended questionnaires that the researcher helped them to imagine their future life and to realize the crucial role of English played in achieving their goals; therefore, they liked English more after their assigned program. Skye from the experimental group wrote:

> *When I imagined myself in the future, I became aware that English would be a necessary part of my life. I have started to enjoy learning English more because the researcher made me see the opportunities that English knowledge would provide me with in the future. (Skye from the experimental group)*

Morgan and Joshua from the experimental group mentioned that imagining themselves in the future led them to enjoy their English lessons more. Another member of the experimental group, Rookie, wrote that imagining himself in the future, imagining finding his dream job because of proficiency in English and imagining having a high standard of living in the future caused him to like English more. Heisenberg from the same group underlined the idea that if he liked English more and studied hard starting from today, he recognized that he would get closer achieving his dreams in the future. Bryant wrote:

> *The researcher showed how English is important for my future and having some aims and plans in the future. Thanks to her, I have understood that English knowledge is a must for me because it will contribute a lot to my future life. Therefore, I like English more. (Bryant from the experimental group)*

Another recurrent comment was detected in the open-ended questionnaires of the experimental group by the researcher. Eight experimental group participants reported that the researcher showed them how they can learn English if they liked it; thus, they liked English more because of the program. Chuck wrote:

> *The researcher gave us some useful information about how I could enjoy learning English more. This situation has positively*

affected my ideas about learning English. (Chuck from the experimental group)

The Great Heisenberg from the experimental group mentioned that he had started to enjoy the process of learning English more because the researcher had changed his approach towards learning it. As another member of the experimental group, Nicolas remarked, thanks to the researcher, he now understood that he could learn English if he liked it. Albert from the same group wrote he had made some international friends since the program and he could speak English with them not as anxious as he had done before. He also added that he had not only started to listen to songs in English, but also, to understand the words in these songs. He noted that all these changes made with the researcher's encouragement showed him that he could learn English if he liked it. Mr. Anderson from the experimental group wrote that since the program he did not study English just to pass his exams and he had started to like English more thanks to the researcher's effort. Chole wrote:

The researcher made me believe that I can learn English if I like it. For example, I have been watching TV series after the program. Now I can understand the conversations in these TV series, and it makes me happy. The researcher made this progress possible for me. (Chole from the experimental group)

The final recurrent comment was found in the answers from both groups. Participants wrote that the researcher increased their self-confidence and this situation helped them to like English more. Four members of the experimental group and five members from the control group shared their ideas in their open-ended questionnaires. For instance, Winchester from the experimental group wrote that he learned some techniques from the researcher to use while learning English and they made him feel more self-confident in this process. Nicolas from the experimental group referred to the "Job

Interview" activity in the program and he said this role-play activity increased his self-confidence. Felicity Smoak from the same group wrote that doing a lot of guided imagery activities in which they imagined themselves as speaking English very fluently helped her to improve her speaking skill. When she felt that she could speak English better, she thought it was not a dream for her anymore. She noted that her self-confidence increased in this way, so she had started to like English more. Hope wrote:

> *The skill that I like most in English is writing. The researcher improved my writing skill and increased my enthusiasm in this skill. She did this by teaching a lot of useful words, phrases and collocations in English. I transferred all this knowledge to my writing skill and used them in my assignments. Before her lessons, I did not believe that I could succeed in learning English. Thanks to the researcher, now I feel self-confident and I enjoy learning English. (Hope from the experimental group)*

Similarly, five control group members stated that they felt more self-confident after the program, so they liked English more. Hermione Granger from this group mentioned that thanks to the activities provided, the researcher made him understand that a person can do anything s/he wants if s/he tries hard and spends enough time and energy on his/her aim. He underlined that he liked learning English more due to the increase in his self-confidence. Stephen from the control group wrote that the imagination activities increased his self-confidence. He also added that when he performed a task in a self-confident manner, it became more enjoyable for him. Democritus wrote:

> *The researcher showed me I can succeed in anything if I study hard for it. I have started to study English more and now I feel less anxious, but more self-confident. (Democritus from the control group)*

Finally, Adam disclosed that the researcher helped him to understand that it was not difficult to learn English, so he

liked English more because he now realized that he could learn English easily. All in all, the analysis of the second question in the open-ended questionnaire revealed why participants liked English more as a result of the researcher's lessons.

The third question asked if the participants felt self-confident after the program, and what the research had done or said to make them more self-confident. Table 17 shows the recurrent comments made by the participants regarding this question.

Question 3: If you feel more self-confident after the researcher's lessons, what did the researcher do or say to make you feel more self-confident?

Table 17: Recurrent Comments Found for Question Three in the Open-ended Questionnaire

Recurrent Comment	Experimental Group N Percentage	Control Group N Percentage
The researcher encouraged us not to feel embarrassed about making mistakes.	18 participants 58%	10 participants 36%
The researcher led us to imagine ourselves as speaking English fluently in the future.	8 participants 26%	Not mentioned

The first recurrent comment was found in both group's answers in the open-ended questionnaires. Participants in both groups stated that the researcher encouraged them not to feel embarrassed about making mistakes, so they felt more self-confident after the researcher's lessons. 18 experimental group participants and 10 control group participants made this comment. When their answers were carefully analyzed by the researcher, some detailed insights were gathered from the participants' sentences. Mike wrote:

> *Learning a new language is a very good experience. In this program, I understood that one of the best ways to learn a new language is making mistakes. There is no need to feel embarrassed*

about making mistakes. I gained this perspective in the lessons of the researcher. (Mike from the control group)

A similar comment was made by Adam:

The researcher especially focused on our pronunciation. This situation increased my self-confidence. I am not afraid of making mistakes anymore. On the contrary, I am making fun of my mistakes. (Adam from the experimental group)

Jean and Ragnar from the control group noted that there was a very relaxed atmosphere in the lessons, and this was created by the researcher. They highlighted that this relaxed atmosphere enabled them to speak English freely and as a result, their self-confidence increased. Aku from the control group wrote that there is no need to feel embarrassed when he makes mistakes because he is not a native speaker of English. Barny from the control group pointed out in his answer that the researcher's lessons made him realize his self-worth and the researcher had taught him not to feel afraid of making mistakes while speaking in English. Katie from the same group wrote that thanks to the researcher and her activities, she saw that she was not different from other people who succeeded in learning English, and she felt self-confident. She underlined that the researcher taught her to get rid of negative ideas from her mind through the personal development activities. Another member of the control group, Hermione Granger connected the increase in his self-confidence to inspiring poems that the researcher made them read. He wrote that some inspiring verses in the poems showed him he should never give up even if he fails and never feel shy of making mistakes. Finally, Asocial from the control group also stressed that after he had started to study English, he was feeling self-confident and not afraid of making mistakes.

This comment was common among experimental groups as well. To illustrate, Hannah from the experimental group wrote:

> *In one of the researcher's lessons, we listened to a song by Bruno Mars called "Don't Give Up." This song deeply affected my motivation to learn English. Before the program, I had negative perceptions about myself because of my mistakes that I have been making while learning English. However, now I like my mistakes because I learn a lot from them. (Hannah from the experimental group)*

In his answer in the open-ended questionnaire, Rookie from the experimental group stated that the researcher suggested he keep practicing speaking in English and never be afraid of making mistakes. He expressed that these suggestions positively affected his self-confidence. A parallel comment made by Heisenberg from the same group:

> *The researcher always advised me not to give up and showed some alternative ways to improve my English. In addition, she suggested I not be afraid of making mistakes while learning English. (Heisenberg from the experimental group)*

The Great Heisenberg and Albert from the experimental group mentioned that the researcher encouraged them to speak English with international friends and when they tried to speak English with their international friends, they did not feel shy about the mistakes that they made. According to Sherlock from the same group, she could find a solution to her shyness while speaking in English with the help of the activities done in the program. She highlighted that she did no longer felt shy of making mistakes while speaking in English and her self-confidence had increased.

The second recurrent comment regarding question three was found in the open-ended questionnaires of the experimental group. Eight experimental group participants reported that the researcher led them to imagine themselves as speaking English fluently in the future, so they felt more self-confident. Valerie, Morgan, Jane, Malcolm, Hope, Antetokounmpo, Brad and Sparrow from the experimental

group wrote that the researcher guided them to imagine themselves as speaking English fluently in the future, and they expressed that these situations had had a positive impact on their self-confidence. Valerie wrote:

> *My self-confidence has increased because I can imagine myself as speaking English fluently in the future and I study English hard. (Valerie from the experimental group)*

In short, as can be seen in the extracts and the explanations given above, both group participants felt more self-confidence for different reasons after the researcher's lessons.

The last question was about the researcher's contribution to the participants' imagination capacity. It investigated what the researcher did or said to make the participants imagine their future more and in a clear way.

Question 4: If you use your imagination more often and imagine things more clearly after the researcher's lessons, what did the researcher do or say to use your imagination more often and imagine things more clearly than before?

Table 18: Recurrent Comments Found for Question Four in the Open-ended Questionnaire

Recurrent Comment	Experimental Group N Percentage	Control Group N Percentage
The researcher led us to imagine ourselves in positive and negative imaginary situations.	13 participants 42%	Not mentioned
The researcher taught us how to use our five senses and how to imagine things and events with colors, shapes and feelings.	Not mentioned	5 participants 18%

13 experimental group members wrote in their open-ended questionnaires that the researcher had led them to imagine themselves in negative and positive imaginary situations, and that had helped them to use their imagination more and imagine the things more clearly. Skye from the experimental group wrote that she felt good when she imagined herself both in negative and positive situations

during the researcher's lessons. In his open-ended questions form, Itachi stated:

> *Before the researcher's lessons, I was just imagining myself in positive situations in the future. However, she taught me there might be some negative possibilities in the future and how to imagine myself in these negative situations. Thus, I have started to think about them and take some precautions against them starting from today. For this reason, I can imagine my future more and a clear way. (Itachi from the experimental group)*

Malcolm and Joshua from the experimental group also made the same comment. As another member of the experimental group, Jane mentioned that the practice of positive and negative imaginary situations led her not only to imagine her future more and in a clear way, but also helped her to take the first step to learn English. She added that taking the first step was really important to achieve this aim. Maya from the same group underlined that before the researcher's program she had never attempted to close her eyes and imagine herself in both type of situations. She reported that imagining positive and negative situations helped her a lot to imagine her future more often in a clear way. Hope also from the experimental group stated that she could imagine her future more often in a clear way because for the first time in her life, she imagined her Ideal L2 self and Feared L2 self at the same time, which positively affected her imagination attempts.

The control group members, on the other hand, wrote that the imagination and visualization activities had taught them to use their five senses and to imagine the things and events with colors, shapes and feelings. Stephen and Daniel from the control group wrote that the researcher's imagination activities helped them to conceive of objects by using their five senses. Ted Mosby from this group wrote that the researcher taught him to imagine the basic concepts to the most complex

ones and he added that in this way, he could learn how to use his five senses while imagining. Asocial described his thoughts on this issue as follows:

> *Throughout the researcher's imagination activities, we imagined the colors of objects and attempted to visualize their shapes. We imagined hearing their sounds. In addition, we imagined that we smelled the things and touched them. All these activities helped us to improve our imagination capacity. (Asocial from the control group)*

In short, as some of the experimental group members wrote they used their imagination more frequently to think about their future and future selves, whereas the control group used it more frequently imagine the things and events with colors, shapes and feelings by using their five senses as a result of their assigned program.

Conclusion

This chapter examined the data gathered through the motivation and imagination capacity questionnaire, semi-structured interviews and the open-ended questionnaire. The results revealed that only the statistically significant difference between group types was detected in English anxiety domain after the program. The control group members felt less anxious while learning English when compared to the experimental group. Although it was not possible to detect any statistically significant difference between the experimental and control group in terms of the other 9 domains, in both groups, some increases were found in the post-test mean scores regarding the domains of family influence, travel orientation, criterion measures, instrumentality-promotion, instrumentality-prevention, Ideal L2 self, ought-to L2 self, imagination capacity, attitudes towards learning English as a result of their assigned programs. It was also found that both group's English anxiety decreased as a response to the programs.

The results from the semi-structured interviews revealed that the control group participants felt motivated to learn English; felt less anxious while learning English; experienced a comforting feeling of using nicknames; overcame the fear of learning English; became more engaged in studying English; recognized an improvement in their imagination capacity; got to know themselves; learned new vocabulary items and new vocabulary learning techniques; started to use English in everyday life; felt an improvement in English, and their self-confidence level increased. The results from the semi-structured interviews showed that the experimental group participants felt motivated to learn English due to positive imaginary situations; felt motivated to learn English to avoid negative possibilities due to negative imaginary situations; became more engaged in studying English; felt an improvement in English by creating action plans; recognized an improvement in their imagination capacity; set broader and concrete goals; understood the crucial role of English for a better future; learned new vocabulary and new vocabulary learning techniques; and their self-confidence level increased due to envisioning themselves as proficient users of English in the future. The results of the open-ended questionnaire indicated that both group participants had started to spend more time studying English and like English more after the program. In addition, their self-confidence increased, and they started to use their imagination more often and imagine things clearly following the program. In the following chapter, the conclusion, discussion and suggestions based on the results provided in this chapter are presented.

CHAPTER 5

CONCLUSION, DISCUSSION and SUGGESTIONS

Introduction

In this chapter, the findings and implications drawn from the data analysis pertaining to the literature review are summarized and discussed. In addition, the pedagogical implications drawn from the findings, the limitations of the study and suggestions for further research are presented.

Discussion of the findings of the pilot study. The purpose of conducting a pilot study was to check the reliability, practicality and the usefulness of the instruments which were planned to be used in this study. In the pilot study, a shorter version of the motivation and imagination capacity questionnaire was used. This version involved four domains: criterion measures; Ideal L2 self; attitudes and motivation towards learning English; and imagination capacity. After the implementation of the questionnaire in the pilot study, it was observed by the researcher that the participants were able and willing to concentrate on answering the questionnaire carefully; therefore, the researcher and her advisor decided to use a longer version of the motivation and imagination capacity composed of ten domains in the main study. The reliability results of each domain were also analyzed, and the results revealed that the reliability result of the imagination capacity was quite low. Therefore, one item in this scale

was omitted and another item was negatively recoded. Furthermore, in the pilot study, the structure and the activities of the intervention program were also tested. The pilot study showed that they were appropriately designed, and they could be employed in the main study. Moreover, this pilot study assisted the researcher in deciding that the participants needed to be provided with both Turkish and English versions of the motivation and imagination capacity questionnaire and the open-ended questionnaire because some of the pilot study participants needed both versions of each item due to their low level of English proficiency. Lastly, in the pilot study, it was tested whether an intervention program could make changes at a statistically significant level with regard to various domains. The findings of the pilot study showed that the participants' imagination capacity increased to a significant level as a result of the intervention program. All in all, since the main purpose was to check the instruments, it can be claimed that the pilot study generally served the targeted purpose.

Discussion of the findings of the main study

Discussion of the findings from the quantitative data analysis. Considering the quantitative findings based on the motivation and imagination capacity questionnaire, the results of ANCOVA test did not reveal a statistically significant difference between the experimental and the control group in terms of the participants' Ideal L2 self. When the mean scores of pre-test and post-test results of Ideal L2 self are considered, an increase in this domain was observed in both groups. The results suggest that the general program of the control group and the visionary motivational program of the experimental group might have contributed to the improvement of their Ideal L2 self. This finding is not surprising for the experimental group because their visionary motivational program included

a number of activities designed to enhance their Ideal L2 self. The researcher of the current study aimed to strengthen the Ideal L2 self of the experimental group by means of specifically designed activities because, as Hoyle and Sherril (2006) suggest, individuals' future self-guides provide a basis for incentive, direction and drive for action when there is a sufficient gap between their future self-guides and actual states. In the literature, several empirical studies that aimed to strengthen learners' Ideal L2 self via intervention programs were carried out by Magid (2011, 2014a, 2014b), Magid and Chan (2012), Chan (2014), Mackay (2016), Yarwood (2018), Yang (2019), Mackay (2019) and Safdari (2019). The present study also attempted to improve learners' Ideal L2 self as these studied did, and the increase in the mean scores of Ideal L2 self for the experimental group verifies that a vision-based motivational program can contribute to enhancing L2 learners' future self-guides and motivation. However, in the control group's program of the current study, there were not any specific activities to enhance learners' Ideal L2 self, but the mean scores of this group's Ideal L2 self also indicated a rise from the pre-test to the post-test. This finding might have appeared as a result of other activities in the general program which the control group may have found motivating to learn English to attain their Ideal L2 self; or other factors such as the existence of other L2 learners who can speak and use English well, and help them form role-models for their real life, and symbolize their Ideal L2 self. Control group members may have created their own Ideal L2 self by themselves by taking these people as their role models. Alternatively, it is also possible that they had already formed their Ideal L2 self even before the program since they are young adults who had decided to get a university degree from an English-medium university. Control group members may have been inspired by all these factors and they reported an increase in their Ideal

L2 self as a result. The higher mean scores for Ideal L2 self domain are in line with Dörnyei et al.'s (2006) Ideal L2 self assertation. Similar to the finding of this study, in a different Turkish context at tertiary level, Bilhan (2019) determined that most of the participants had a strong Ideal L2 self and high positive attitudes towards learning English. Most of the participants of the present study could grasp the role and importance of speaking English for their future careers and conceived themselves as proficient users of English as it was also found in Bilhan's (2019) study. Yashima (2009) mentions "those who are conscious of how they relate themselves to the world tend to be motivated to study and communicate in English as they probably visualize 'English using selves' clearly" (p. 147). In this study, it is seen that most of the participants experienced what Yashima (2009) points out. It seems that both groups' participants felt more motivated to accomplish the aim of becoming a proficient user of L2 after the program because their perceptions of their desired L2 user of the future became more vivid and stronger thanks to the programs that they participated in.

The second finding is related to the changes in both groups' members with regard to the domain of travel orientation before and after the program. There was no statistically significant difference between the experimental and the control group's pre-test and post-test results regarding travel orientation. The increase in this domain's mean scores can be interpreted to mean that the control group participants felt motivated to learn English so they could travel internationally. The experimental group also felt motivated to learn English due to their travel orientation although the increase rate from the pre-test to the post-test, was not as high as that of the control group. This finding can be explained with Gardner's instrumentality (2005) concept which suggests that an individual might want to learn a

foreign language for purely practical or utilitarian reasons. In this research context, the participants in both groups seemed to have been motivated to learn English due to their travel orientation, which can be considered, in Gardner's (2005) terms, a practical or utilitarian reason. In addition, this finding is in line with Göktepe-Tokgöz's (2014) finding. She stated that 85% of participants in a Turkish university context wanted to travel to English speaking countries.

In terms of family influence, it was not possible to detect any statistical difference between the experimental and the control group after their assigned programs. Although in the mean scores of both groups some moderate increases were seen, the participants' ratings of family influence were not very high compared to other domains. From this finding, it can be concluded that the family influence on Turkish learners' motivation to learn English is very limited. This result is in parallel with the results of Göktepe-Tokgöz's (2014) and Bilhan's studies (2019) in which the family influence of Turkish learners' motivation to learn English were found to be moderate. It can be interpreted, in the context of the present research, that family influence might not contribute much to the learners' future self-image, and their motivation to study and learn English.

Criterion measures signify learners' language choice and intended effort to study English. Although there was not any statistical difference between group types, it should be noted that the programs of the current study led to an increase of criterion measures in both groups. This finding is quite promising in the sense that both group participants became more eager to invest in learning English and became more engaged in studying English after their programs. A similar change was observed in Safdari's (2019) study, in which the mean scores of both control and experimental groups' intended effort to study English increased after his

intervention program. It might also be concluded that since the Ideal L2 self of the participants of the present study became more powerful, the participants might therefore like to invest even more time and effort in studying English. The results of this study regarding Ideal L2 self and criterion measures, provide support for Dörnyei's (2005, 2009a) theory which postulates that learners' future visions of themselves play an important role in the success, time and effort that learners want to invest in learning their target language.

The ANCOVA results of the present study did not reveal any statistically significant difference between the experimental and the control group regarding instrumentality-promotion, and instrumentality-prevention domains. However, when the mean scores of each group for these two domains are analyzed, it can be inferred in both groups that instrumentality-promotion seems more effective than instrumentality-prevention on the participants' motivation to learn English. Drawing on Higgins theory (1987, 1998), Dörnyei (2009a) argues that there are two types of instrumentality: promotional and preventional. According to Dörnyei (2009a), instrumentality-promotion concerns the professional career advances that individuals want (e.g. studying English in order to obtain a good job), so it includes the motives that naturally feed into the Ideal L2 self of individuals (Taylan, 2017). On the other hand, instrumentality-prevention involves the sense of obligation, duty or fear of punishment (e.g. studying English so as not to fail an English course) (Dörnyei, 2009a). This type of instrumentality is composed of non-internalized motives which are associated with the ought-to L2 self (Taylan, 2017). The results of the present study lend support to the distinction Dörnyei (2009a) made about instrumentality, and are similar to Göktepe-Tokgöz's (2014) and Taylan's (2017) findings in that it can be claimed that Turkish learners' instrumentality-promotion is more effective than their instrumentality-prevention on their desire to learn English.

The ought-to L2 self was another domain the motivation and imagination capacity questionnaire used in this study and it was analyzed via an ANCOVA test and descriptive statistics. No statistically significant difference was detected between the experimental and the control group after the programs in terms of the ought-to L2 self. If the mean scores for this domain are considered, it is seen that in both groups the mean scores went up, though in experimental group this was a little higher when compared to the mean scores of the control group. The ought-to L2 self concerns the L2-specific attributes or qualities an individual believes s/he ought to possess to meet the expectations of some significant others or to avoid any possible unexpected results (Dörnyei, 2005). Despite a moderate increase from the pre-test to the post test, the ought-to L2 self of both group participants of this study was not found to be as high as their Ideal L2 self. This finding can be interpreted as the sense of obligation, duty or fear of punishment caused by the expectations and social pressures of significant others or family expectations, and pressures on the participants' motivation to learn English was found to be limited in this Turkish context. As the mean scores of the participants' Ideal L2 self showed in the current study, it is their own desire to learn English, and to be fluent L2 users that made them feel motivated to learn English rather than external pressure. This finding also lends support to Dörnyei and Chan's (2013) argument in which they state that in spite of the role of the ought-to L2 self in the formation of learners' motivation, "they lack the energizing force to make a difference in actual motivated learner behaviors by themselves" (p. 454). This result is also in line with Taylan's (2017), Bilhan's (2019) and Mackay's (2019) studies which revealed that students' ought-to L2 self does not contribute to their motivated learning behavior. However, it contradicts some studies which proved that the ought-to L2 self might

be a powerful motivational aspect, as had been proved in Göktepe-Tokgöz's (2014), Taguchi et al.'s (2009), and Magid's (2011) studies.

In the domain of imagination capacity, there was not any statistically significant difference between group types after the programs. However, the analysis of descriptive statistics showed that in both groups, the mean scores for imagination capacity increased after the program, but the control group's mean score increased more than that of the experimental group. The increase that was observed in both group's imagination capacity indicates that the imagination and visualization activities in the program helped learners to improve their imagination because these types of activities may have given them various opportunities to use their imagination often. This finding of the current study shows that learners' imagination can be improved with practice as it has been proved by Chan (2014). It seems that the participants of the current research context found visualization and imagination activities enjoyable and motivating to learn English. Magid (2011), Chan (2014), Magid and Chan (2014) and Safdari (2019) reached the same conclusion in their studies about the effectiveness of imagination in learners' motivation to learn English. The results of this study suggest that imagination may have an association with the imagined selves of the experimental group participants. It seems that the positive and negative imaginary situations activities in the experimental group program were so detailed that participants were able to imagine a vision of their Ideal L2 self and their goals of learning English in detail, as shown in Magid's (2011) and Magid and Chan's (2014) studies. It is understood, therefore, that forming a detailed vision of one's Ideal L2 self, with specific goals for learning English through imagination activities, motivated the learners in this research context to study English assiduously.

In terms of attitudes towards learning English, the ANCOVA test did not show any statistically significant difference between the experimental and the control groups of the present study. However, the mean scores indicated that both groups' attitudes towards learning English increased though it was found a little higher in the control group. Gardner (1985) views attitudes as one of the main components of motivation in language learning, and states that "motivation ... refers to the combination of effort plus desire to achieve the goal of language learning the language, plus favorable attitudes towards learning the language." (p. 10). It can be inferred from this statement that learner attitude may play a very crucial role in language learning because attitude influences learner success or failure. The programs of the current study appear to have improved its participants' attitudes towards learning English and contributed to their L2 motivation. The activities included in both groups' programs may have heightened the excitement, pleasure and joy the participants experienced during lessons. Thus, their attitudes towards learning English have been positively influenced, as evidenced by higher mean scores for attitudes towards learning English after the programs. Similar to the current study, Safdari (2019) also concluded that both the control and the experimental groups' attitudes towards learning English improved after his vision enhancement program. In addition, Magid (2011, 2014a, 2014b) discovered that his intervention programs helped to improve his participants' attitudes towards learning English.

Lastly, statistical analyses were conducted for English anxiety domain. A statistically significant difference was detected between the experimental and the control group according to ANCOVA results. The mean scores revealed a decrease in both groups' English anxiety after the programs; however, the statistically significant difference originated

from the considerable decrease seen in the control group's results. Gregersen and MacIntyre (2014) define Foreign Language Anxiety (FLA) as feelings of apprehension, tension, and embarrassment resulting from the difficulty in self-expression in a new language. In the present study, English was a new language for the participants, and the results suggested that in both groups the programs helped to decrease their English anxiety. In the literature, FLA is referred to as the biggest challenge for teachers, learners, and educational leaders alike, due to its negative effects on teaching processes, learning practices and assessment procedures (MacIntyre, 2016). It is suggested to facilitate the development of learner courage through a range of activities (MacIntyre, Gregersen, & Abel, 2015). In the current study, the novel method of Positive Psychology was adopted, and the researcher provided the participants with various activities to support their psychological adjustment and linguistic development. A number of imagination and visualization activities, as well as various speaking, listening and vocabulary activities were provided to both groups. In addition, specific activities that aimed to improve only the experimental group's future self-guides were adapted or borrowed from other resources in the literature or created by the researcher of this current study. Imagination and visualization activities used in this study also involved relaxation techniques. The results of this study verify that all these activities and the researcher's way of presenting them, as well as the supportive atmosphere established in the classroom setting, have reduced learners' language anxiety as Young (1999) proposes. It seems that each group's assigned programs, and the researcher have helped them to gain more linguistic self-confidence as suggested by De Andrés and Arnold (2009). In parallel with the results of the Arnold's study (2000), the relaxation techniques and visualization activities used in the present study were effective

in dealing with the participants' language anxiety. Similar to the findings of this study, İslam, Lamb and Chambers (2013) found low mean values for English anxiety in their study carried out in a Pakistani context.

Discussion of the findings from the qualitative data analysis. Considering the findings from the semi-structured interviews of both groups, it can be said that the program was found useful by the participants in four main aspects: (1) in a psychological sense, (2) in a pedagogical sense, (3) in a personal development sense and (4) in a linguistic sense. To begin with the psychological impact of the program on learners, members of both groups reported that after their respective programs, they felt more motivated to learn English. Although the control group described their increased motivation in general sense, the experimental group connected this change to the positive imaginary situations. This suggests that intervention programs involving positive imaginary situations can increase learners' motivation to learn English (Magid, 2011; Magid 2014a, 2014b; Magid & Chan, 2014). Munezane (2015) suggests that positive vision creates positive emotions. The present study shows that the positive vision of the experimental group's Ideal L2 self elicited powerful emotions; as a result, this group's participants began spending more time and effort learning English, as Munezane (2015) mentions. In line with MacIntyre's (2016) argument, the experimental group participants developed a more expansive vision because they felt positive emotions. This result provides support for the positive role of vision training on Ideal L2 self, also found in the studies done by Chan (2014), Magid (2011, 2014a, 2014b), and Magid and Chan (2014). Another finding of the current study was that the program increased the self-confidence of the control group participants in a general sense, and it increased the self-confidence of the experimental group participants as a result of activities which allowed for and laid

the groundwork for the envisioning of oneself as a proficient user of English. Both group participants reported that higher levels of self-confidence motivated them to study and learn English. This finding supports Clément's (1980) model of self-confidence, which states that linguistic self-confidence has a direct impact on learner motivation. The increase in self-confidence became apparent in the semi-structured interviews and was signaled as a reason to study English more in both experimental and control group participants. The participants of the present study seemed to have gained self-confidence, an outcome suggested by Dörnyei and Ushioda (2011). As these researchers point out, the researcher promoted a belief in her learners with the help of many opportunities in which learners could experience success while learning language, which build self-confidence. In addition, the researcher helped the participants to feel that they made useful contributions to the lesson. The researcher provided learners with opportunities to show their strong sides, which is in line with the proposal of Dörnyei and Ushioda (2011); thereby, learner self-confidence level increased because of their assigned programs and the researcher's efforts. The findings for the experimental group regarding learners' high self-confidence level due to envisioning themselves as proficient users of English, might also be related to one of the nine conditions that are necessary for future self-guides to exert their full motivational capacity as proposed by Dörnyei and Ushioda (2011). These two researchers suggest that the future-self guides should be activated to exert their motivational capacity, as it has been done in this study. The visionary motivational program of the experimental group activated future self-guides; thus, in turn, levels of self-confidence increased. For Ruvolo and Markus (1992), envisioning success activates images of the desired end-state. In the visionary motivational program of the experimental group, there were many positive imaginary

situations in which participants imagined themselves as successful individuals in the future with a strong Ideal L2 self. This finding, from the semi-structured interviews, supports the idea that envisioning success through activating the Ideal L2 self image may have a positive impact on L2 learners' language learning process and self-confidence. In the semi-structured interviews, the control group members reported that their self-confidence increased as a result of their assigned program. The control group participants referred to the relaxing atmosphere throughout lessons including, relaxation techniques reinforced by soft music in the background, rhythmic breathing exercises and class yoga, as well as several imagination and visualization activities, as the reason for lessened anxiety levels and increased self-confidence. The finding from control group members' increased level of self-confidence is consistent with Lozanov's (1978) suggestopedic techniques, which are recommended to be employed to eliminate language anxiety and psychological barriers. Emotions and the future-self guides affect the relationship between vision and motivation (Dörnyei, 2009b). While the Ideal L2 self pulls learners towards their goals, the Feared L2 self pushes them to attain their goals by making them aware of the negative results of not studying English with attentiveness (Magid, 2011). In parallel with this premise found in the literature, one of the results of this particular study showed that the experimental group participants felt motivated to learn English to avoid negative possibilities due to negative imaginary situations. Their Feared L2 self became an attractor basin and pushed them to achieve their goals. Language anxiety is another emotion which is commonly felt by language learners (Gregersen & MacIntyre, 2014). De Andrés and Arnold (2009) suggest that language anxiety in language learners can be reduced by providing them with various activities or motivational interventions. The program

applied to the control group in this study helped learners feel less anxious and overcome their fear of learning English.

Dörnyei (2009a) and Oyserman et al. (2006) argue that developing an action plan and procedural strategies is important for learners to realize their future self-guides. The experimental group reported that they felt an improvement in their English by creating action plans. This finding lends support to one of the nine conditions that enhance the motivational impact of the future self-guides as proposed by Dörnyei and Ushioda (2011). Another finding of the current study is that both experimental and control group members improved their imagination capacity thanks to their assigned programs. Taylor et al. (1998) propose that it is possible to harness the imagination capacity of students in the process of language learning process. This finding is consistent with Taylor et al.'s (1998) proposal. Most of the experimental group participants stated that the visionary motivational program enabled them to set broader and more concrete goals. The "Timeline Activity" and the "Goals Activity" proved to be a powerful motivational tool as demonstrated in several of the experimental group participants' extracts. Locke and Latham (1990; 1994) claim that when a goal is explicitly defined in specific and concrete terms, learners are more likely to commit to a particular action. This result in the experimental group is in line with Locke and Latham's (1990; 1994) argument. The Ideal L2 self and the Feared L2 self activities helped the experimental group participants to understand the crucial role of English for a better future. According to Dörnyei (2009a), it is possible to promote learners' Ideal L2 self through creating a language learning vision and imagery enhancement. The positive imaginary situations of the current study promoted learners' Ideal L2 self and this finding confirms Dörnyei's (2009a) self-based approach. Hadfield and Dörnyei (2014) mention that the

Feared L2 self counterbalances the vision of the Ideal L2 self by providing stronger motivation. The finding suggest that the Feared L2 self activities enabled the experimental group participants to form a balanced consideration of what would happen if they could not improve their English and attain their Ideal L2 self (Hadfield & Dörnyei 2014; Magid, 2011); thus, they were able to grasp the crucial role of English for a better future. The control group reported that they were able to get to know themselves through the program. They reported that there were some activities which encouraged them to think about their personality, values, symbols or things that were important to them. It is possible to examine this finding using Erikson's (1963, 1982) "Psychosocial Theory." As Erikson (1982) explains, during adolescence stage, from about 12 to 18 years, adolescents re-consider their identity and spend effort discovering who exactly they are. It seems that the control group's program played an important role in this exploration of their personal values and beliefs. This finding is also consistent with the humanistic approach, which proposes that foreign language teaching must contribute to the self-actualizing process, and each individual's uniqueness should be revealed to enable them to function at their fullest capacity (Moskowitz, 1978). Another result of this study is that both group participants learned new vocabulary items and new vocabulary learning techniques as a result of their assigned program. This result is parallel with one of Magid's (2011) findings, who also stated that the vocabulary of his participants expanded as a result of his visionary motivational program. Magid (2011) perceives the expansion of learners' vocabulary as a positive outcome of his intervention program and similar outcomes were found in the current study. This result of the present study lends support to Magid's (2011) finding. The control group participants reported that they started to use English in everyday life such as using their mobile phones

in English, listening to English music, watching English movies or YouTube channels and so on and they have felt improvement in English. Magid (2011) also reports that his participants used different methods to study English and felt improvement in speaking, reading, listening, and vocabulary thanks to his intervention program. These two findings of Magid's (2011) study are in parallel with the findings of the current study.

In an attempt to understand the impact of the program on both groups, an open-ended questionnaire was also used as another qualitative data collection instrument in the present study. Findings from this tool implied that with the help of the programs, some participants began spending more time studying English and liking English more. Another finding showed that a considerable number of participants felt more self-confident as a result of their assigned programs. In addition, some of the participants reported that they could imagine their future more often and imagined the things more clearly than before after the programs. An open-ended questionnaire enabled the researcher to gather detailed explanations about these four improvements and some recurrent comments appeared in these forms. First of all, some of the control group participants associated the increase in the time that they spent studying English with the fact that the researcher showed them easy ways to learn English. Although these participants had been studying English since their primary school education, before the program they seemed not to know easy ways to study English but were both aware of and able to use new learned strategies and methods to improve the efficacy of their English learning as a result of the program. This might be a direct result of the activities in the present study's program that involved the skills of listening and speaking, as well as other vocabulary tasks. The extracts of learners revealed that the researcher

showed them some easy ways to learn English while they were carrying out these skill tasks and vocabulary activities. This further affected the amount of time they spent studying English. The use of imagination capacity appeared both in semi-structured interviews and open-ended questions forms as a source of participants' increased study time, self-confidence or increase in their motivation level to learn English. While the control group mentioned the use of their imagination capacity as positively affecting their motivation and English learning processes in general, the experimental group referred to both positive and negative imaginary situations as a reason for this change. One of the main objectives of the program in the current study was to improve participants' imagination capacity and enable them to use their imagination more often and imagine things more clearly than before they happened. This finding confirms that the program served this purpose, reinforcing the proposal in Arnold's (1999) and Magid's (2011) work. They claim that learning processes should be reinforced by imagery, and learners need to be motivated to use their imagination capacity and creativity to make the learning process more enjoyable. It also lends support to the reports of some longitudinal studies by Fukada, Fukuda, Falout and Murphey (2011), Jones (2012), Magid (2011; 2014a; 2014b), Magid and Chan (2012), Murray (2013) Safdari (2019) and Sampson (2012), which propose that utilizing various self-enhancement activities including guided imagery encourages student commitment to and interest in language learning. Two other frequently made comments in the open-ended questions forms were that the researcher taught many new vocabulary items, and new methods of learning vocabulary and how to study English efficiently; as a result, both groups' participants had begun studying English more. Although the participants of the present study had made some achievements in their

education and having entered university education, they seemed to be lacking both the awareness and the practice of how to study a foreign language. This might be related to their educational background which led them to study more in the sciences at high school, but not for foreign languages. It is a well-known fact that studying a foreign language requires a different set of skills and strategies used for other subjects such as science and mathematics. It seems that the program and the researcher have provided learners with some support in terms of how to study a foreign language, especially how to learn new words. As mentioned earlier, Magid (2011) carried out an intervention program and he also reported that his program taught many effective methods to assist in learning English well as it happened in the current study. Creating a vision and sustaining it for the learner's future was another objective of the present study. Dörnyei and Kubanyiova (2014) explain that vision provides language learners with a broad picture of their future, which is necessary for an ultimate language attainment. van der Helm (2009) also emphasizes that personal vision gives meaning to individuals' lives, help them to make shifts in their careers and realize their personal dreams. One of the findings from the open-ended questionnaire in experimental group shows that the researcher increased learners' awareness about the role of English in having a better future. It is possible to conclude that, in this context, the program and the researcher provided learners with a vision regarding the importance of English for their future and compelled them to commit to studying English more for a better future as Dörnyei and Kubanyiova (2014) and van der Helm (2009) argue. Positive imaginary situations were evaluated in semi-structured interviews and open-ended questionnaire with the experimental group as being one of the motivational sources to study English. In this study, since one of the aims of the researcher was to form and

strengthen the participants' Ideal L2 self, many positive imaginary situations were employed throughout the experimental group program. The participants recognized the importance of these activities and reported that they would like to achieve their Ideal L2 self in the future. This finding supports Higgins' (1987) self-discrepancy theory, which argues that when individuals have a gap between their actual self and their ideal self, they feel uneasy and motivated to reduce the gap between them. Therefore, they act to reach a condition where their actual self and ideal self are in harmony. In this sense, the positive imaginary situations enabled the participants in the experimental group to imagine their Ideal L2 selves and they felt motivated to attain their future self by studying English more attentively. Imagining their Ideal L2 self, was a powerful motivator because of the desire to reduce the discrepancy between their actual and ideal selves (Dörnyei, 2009a; Dörnyei & Chan, 2012; Hadfield & Dörnyei, 2013; Magid, 2011, 2014a, 2014b; Murray, 2013; Safdari, 2019). Guided imagery, as suggested by Hall, Hall and Leech (1990), in which a broad theme is suggested to a group by a guide, and the group then listens to a situation with their eyes closed and in a relaxed manner, was employed in this study. The results of both the semi-structured interviews and open-ended questionnaire show that the experimental group participants had started to study English to avoid the future negative situations which had been presented by the researcher in the activities regarding Feared L2 self as a negative possibility. This finding verifies the notion that guided imagery can be useful in educational settings as proposed by Hall and Hall (1988), Hall et al. (1990), Hornby, Hall, and Hall (2003), Magid (2011; 2014a; 2014b), Murray (2013), Safdari (2019) and also confirms the premise that the desired self should be offset by the feared self (Dörnyei & Kubanyiova, 2014; Dörnyei & Ryan, 2015; Oyserman &

Markus, 1990). As Dörnyei and Kubanyiova (2014), Dörnyei and Ryan (2015) and Oyserman and Markus (1990) suggest, the experimental group participants were not only provided with positive imaginary situations, but also with negative imaginary situations. In this way, the researcher could create a balance between their desired possible self and feared self. Both positive and negative imaginary situations led learners to experience an optimal motivational situation because in this way, they could realize the existence of some goals to attain and some other situations to avoid in the future (Oyserman & Markus, 1990). In the open-ended questionnaire, another finding revealed that both group participants felt more self-confident after their programs because the researcher encouraged participants not to feel embarrassed about making mistakes. This result provides evidence for the importance of L2 learning experience emphasized by Dörnyei (2009a, 2018, 2019). He argues the students' learning environment influences students' motivation due to the 'executive' motives. For example, their teacher, the curriculum used in their lessons, their student fellows and the feeling of success they may feel in the language learning process affect learners to a great extent. In the present study, both group participants seemed to have been positively affected by the researcher's supportive approach and seemed to have experienced success because the researcher showed them making mistakes is a natural part of learning a foreign language, and they did not need to feel embarrassed about making mistakes. This finding can also be explained with the humanistic approach that the researcher adopted and manifested in different ways throughout the program. As Richards and Rodgers (2014) put forward in the "Silent Way", the teacher plays the role of a natural observer and takes on the responsibility of creating a supportive environment where learners are encouraged to take risks and produce language

without the fear of making mistakes. The researcher of the current study played this role and created such an atmosphere during lessons, facilitating learning by showing the participants that it is normal to make mistakes while learning a new language (Rahman, 2008). The final significant finding of the current study relates to the use of the five senses and being able to imagine things and events with colors, shapes and feelings. This new ability was reported by some of the control group participants. This group participants recognized these as a reason to improve their imagination capacity. As has been mentioned many times before, this study aimed to improve the participants' imagination capacity with the help of imagination and visualization activities. However, in the control group, it was attempted to attain this objective with imagination and visualization activities that did not involve any positive or negative imaginary situations because in this group, as opposed to the experimental group, the aim was not to form and strengthen the Ideal L2 self or Feared L2 self as opposed to the experimental group. The improvement in the control group participants' use of five senses and visualization of things and events with colors, shapes and feelings after the program might imply that the program worked for improving the participants mental imagery as mentioned by Hall, Hall and Leech (1990). According to these researchers, although people tend to describe the mental imagery visually, it can involve all of the senses as evidenced in this study. Dörnyei and Kubanyiova (2014) also mention that mental imagery involves a process in which an imagined reality that can be seen, heard, felt and tasted is generated.

Pedagogical Implications of the Study

This study was carried out to investigate the effect of a visionary motivational program on learners' Ideal L2 self, based on the theoretical framework of Dörnyei's (2005, 2009a)

L2 Motivational Self System in a Turkish tertiary level context. It can be considered an attempt to manipulate the teaching and learning practices in the field of language education. Therefore, its findings might enlighten scholars and teachers in designing an intervention program incorporating imagery and vision to promote L2 learners' motivation to learn English by enhancing the future self-guides.

First, the current study has shown that L2 learners' vision of their Ideal L2 can become strong through visualization training with the help of a carefully structured intervention program. Dörnyei and Kubanyiova (2014) remark that creating vision in foreign language learners helps them "to 'see' themselves as potentially competent L2 users, to become excited about the value of knowing a foreign language in their own lives and, subsequently to take action" (p. 2). For this reason, they suggest creating vision-centered motivational programs. It has been proven in the current study that the enhancement of the learners' vision of their Ideal L2 self through the use of imagery, is an effective motivational strategy. Therefore, employing a visionary motivational program applying these key facets is suggested to the scholars, teachers, educational leaders, language learners and writers of language textbooks.

Secondly, this study provides evidence that a well-designed visionary motivational program increases learners' motivation to learn English for three main reasons. Firstly, as mentioned above, it enhanced learners' vision of their Ideal L2 self. Secondly, it made their goals for learning English broader and concrete. Lastly, it enabled them to offset their Ideal L2 self by their Feared L2 Self. Language teachers can integrate vision into their classroom teaching practice through designing new visionary motivational programs or by employing the already existing ones, which are described in detail in the literature review part of the present study. If their school curriculum or syllabi do not give them a chance to

follow such intervention programs due to their time limit or obligation to follow a central curriculum, language teachers can incorporate at least some activities from these programs into their routine activities to promote their learners' motivation. L2 learners should be helped in strengthening a positive vision of their selves, set broader and concrete goals, and have a balanced consideration of their future selves by a countervailing feared self in the same domain to impel their motivational resources into action. It is possible to find various studies and resource books (Arnold, Puchta & Rinvolucri, 2007; Chan, 2014; Dörnyei & Kubanyiova, 2014; Hadfield & Dörnyei, 2013; Mackay, 2016, 2019; Magid, 2011, 2014a, 2014b; Magid & Chan, 2012; Oyserman et al. 2002, 2003, 2006; Safdari, 2019; Yang, 2019; Yarwood, 2018) that provide language teachers with different techniques and tasks that could be incorporated into the main teaching syllabi to help their learners envision their Ideal L2 self and determine broader and concrete goals for learning English.

In contexts like Turkey where English is the foreign language (EFL) of learners, L2 learners seem to have low self-confidence and high foreign language anxiety while learning and speaking. It has been shown that the visionary motivational program designed for the current research context for assisted participants in becoming more confident in their English and reduced their English anxiety. The main reason for such a change is that the program provided the participants with a relaxed atmosphere in the classroom; several novel visualization and imagination activities; and various opportunities to think and speak freely in English. This finding from the present study could contribute to the processes of course and syllabus design in schools and institutions. First of all, the curriculum writers and the syllabus designers can choose some activities from the program of the present study that include the elements of

visualization and imagination, which lead learners to close their eyes and imagine accompanied with a soft background music or lead them to listen to the CD recordings from Arnold et al. (2007). These types of activities are proposed because they can bring the novelty effect into the routine classroom activities, and increase learners' self-confidence and lower English anxiety, as shown in the current study. Dörnyei and Ushioda (2011) mention that teachers need to try to lessen students' language anxiety through teaching them ways to handle situations which increase their anxiety and create a setting, which is both warm and supportive. For curriculum writers and syllabus designers, this can suggest choosing activities from the program that enhance future self-guides such as "Goals", "Timeline", "Action Plans" and "Job Interview" activities, as well as guided imagery activities that form and strengthen learners' Ideal L2 and Feared L2 selves. As Dörnyei and Kubanyiova (2014) remark, teachers can create pleasant learning experiences in the learners' immediate learning environment, which helps learners create their desired future selves and develop an L2 vision, by means of employing classroom techniques and activities, and applying motivational intervention programs. All the activities mentioned above can help students to increase their levels of self-confidence and lessen their English anxiety.

The present study also proposes that L2 learners' imagination can be improved through visualization training. The time and attention of language teachers and learners might be expended in training L2 learners' power of imagery (visualization) in order to form more vivid and tangible future self-guides. Dörnyei and Kubanyiova (2014) highlight imagery has a central role in forming desired possible language selves because it distinguishes them from abstract future goals. The visualization activities and guided imagery tasks (positive and negative situations describing Ideal L2 and Feared L2

Selves) used in the current study can be implemented by language teachers since they can increase language learners' motivation to learn English. As Safdari (2019) points out in countries such as Iran and Turkey, L2 learners do not have a lot of opportunities to have genuine interaction with native speakers or to visit and live countries in which English is the mother tongue. Therefore, it is suggested that language teachers can benefit from sensory and imagery capacities and offer necessary excitement and enjoyment to L2 learners.

This study has shown some other benefits of the visionary motivational program. The program helped learners to become more engaged in studying English and improved both groups' English proficiency. In addition, they learned new words and new vocabulary learning techniques throughout their program. It is apparent that L2 learners' intended effort to learn English has been positively affected by the program employed in this study. Therefore, this study proposes that it is possible to change learners' attitudes towards learning English by designing and employing these types of programs. The programs developed for this study can be easily implemented by language teachers and provide language learners with various benefits ranging from increasing their intended effort to learn English to improving their attitudes towards learning English. This study suggests that developing many more of these types of programs based on Dörnyei's (2005, 2009a) L2 Motivational Self System will provide the researchers, practitioners, material writers, and language learners of all ages and level of proficiencies with new insights.

Finally, the current study provides evidence that the program used in this study helped learners to understand the crucial role of English for a better future. This implies that the awareness of the global positioning of English may positively affect the motivation of English language learners. Therefore,

as elucidated by Dörnyei (2005, 2009a) and Dörnyei et al. (2006) and found in several studies from different settings such as Csizér and Kormos (2009), Ryan (2009), Taylan (2017) and Yashima (2009), it is possible to capitalize on the international position of English to increase L2 learners' motivation to learn it. With regard to this implication, Dörnyei and Kubanyiova (2014) suggest that language teachers should help learners to experience a variety of different situations related to using the target language, and to taste and explore various versions of their possible selves. Language teachers might improve the content, teaching methods, and classroom activities by using the current study's positive and negative imaginary situations, which show the crucial role of English to learners for a better future, in order to facilitate effective language learning. However, this can be best achieved through well-structured intervention programs purporting to promote L2 learners' motivation and vision.

Limitations of the Study

Language learning motivation is a vast area in which to conduct research, and the current study cannot address every question about language learning motivation. It can only explain language learning motivation from the perspective of Dörnyei's (2005, 2009a) L2 Motivational Self System, and its application through a specifically designed visionary motivational program. Another limitation of the present study is the profile of its participants, which includes only tertiary level English learners from Turkey. It does not involve every type of language learner profile in Turkey. For this reason, it is not possible to generalize the results of the present study to English learners from different levels in Turkey. In addition to this, the research timeline of the current study is limited. The pilot study lasted only six weeks and the main study continued

over another six-week time period. This duration could be too short to examine the effect of a visionary motivational program on the strength of the participants' Ideal L2 self and other related domains. If the study had lasted longer, the researcher might have gathered more data and explored the participants' views on the effect of the program on their future self-guides and other domains in a more detailed way. The number of participants constitutes another limitation. The study involved only 59 participants. The inclusion of more participants would have yielded more generalizable results. Another limitation of the study is related to its context. The study is based on the data that were gathered in the School of Foreign Languages of a state university in Central Anatolia, Turkey during the 2017-2018 Academic Year. If the study had included data from different regions of Turkey and different parts of the world, the results might have been more generalizable. The other limitation of this study is about the content of the program used in the control group. The program of the control group included various activities, but there were not any specifically designed activities to enhance the participants' future self-guides or their vision to learn English. However, the inclusion of various self-improvement activities and visualization and imagination activities seemed novel and enjoyable to the control group participants and they reported positive changes in ten domains after their assigned programs. The final limitation concerns the interpretation of the qualitative data. In the present study, both qualitative and quantitative data were gathered and analyzed so as to have multiple data sources, and different analysis methods were used. In addition, an intercoder contributed to the qualitative data analysis process. However, the themes, the comments, the expressions and the findings found and presented in the qualitative analysis of the current study might be subjective and they are open to different interpretations.

Suggestions for Further Research

In further studies, the visionary motivational program used in this study could be implemented among different levels of learners such as secondary and high school students to enhance the vision of L2 learners' Ideal L2 self and other related domains in order to motivate them, increase their self-confidence and improve their attitudes towards learning English. It is also suggested having an extended timeline in further studies, such as over an eight- or ten-week period, which will enable the researchers to do more visualization training and conduct specifically designed future self-guides activities. In this way, it might be possible for these researchers to reinforce what participants learn from the program and, in turn, allow them to spend more time gathering more data. In the current study, the researcher was also the teacher of both programs and of both groups. Therefore, the number of participants had to be limited since only one teacher could teach four different classes on a weekly basis. In future studies, if one researcher could inform and train other language teachers about Dörnyei's (2005, 2009a) L2 Motivational Self System and the visionary motivational programs based on his system, there would be more teachers to conduct a visionary motivational program with a larger sample of participants. Thus, it might be possible to include more students in both group types, who would provide more data about the effect of a visionary motivational program on their Ideal L2 self and other domains. Another study could have a control group that would not be given any visualization training as opposed to the method of the present study. Thus, it could be better understood if a visionary motivational program including visualization training could cause any statistically significant difference between a control group and an experimental group.

Conclusion

This study investigated the effect of a visionary motivational program on learners' Ideal L2 self in a Turkish context. First, the current study has proven that the enhancement of learners' vision of their Ideal L2 self through the use of imagery and visualization training is an effective motivational strategy. This confirms the effectiveness of visionary motivational programs based on Dörnyei's (2005, 2009a) Motivational Self System. Also, the visionary motivational program used in the present study, as indicated in the findings, appears to help learners set broader and concrete goals for the future. These types of programs could provide an impetus to take action from the learners' perspective, and learners might invest in more time and effort studying English so as to reduce the gap between their present self and future selves. This study also reveals that having a balanced consideration of future selves by a countervailing Feared L2 self in the same domain, might impel learners' motivational resources into action. Imagination and visualization activities used in the visionary motivational program of the current study are suggested for educators because, as indicated in the findings, they may bring the novelty effect into the routine activities in the classroom and increase learners' self-confidence and lower their English anxiety. In line with favorable changes in learners' imagination capacity, this study proposes that L2 learners' power of imagery can be expanded through visualization training to form more vivid and tangible future self-guides. The stipulation of future self-guides might contribute to positive emotions, which might also exert a remarkable motivational power on language learners' motivation to learn English. This study indicates that it is possible to alter L2 learners' intended effort to learn English by designing and employing visionary motivational programs because they may inspire learners to become more

engaged in studying English and improve their English proficiency. Finally, the current study provides evidence that demonstrating the crucial role of English to learners for a better future facilitates effective language learning, along with the help of well-structured intervention programs to promote L2 learners' motivation and vision.

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