

Intercultural Learning and Dörnyei's L2 Motivational Self System: a study on the relationship between the Learning Situation and the Ideal and Ought-to L2 selves.



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Abstract

The role of motivation in EFL has consistently been cited as one of the most important factors in second language acquisition. In recent years, the long-standing integrative view (emotional connection to the culture of the L2 target culture) posed by Robert Gardner has been reframed to represent the multicultural, global world. Dörnyei's L2 Motivational Self System suggests motivation is related to the broader psychological concepts of the future **ideal** (*who we wish to be as EFL speakers*) and **ought –to** (*the avoidance of negative outcomes*) **selves**, and is affected by the **learning situation** (*learning itself*). In this study, the research concerned measuring changes regarding Spanish secondary EFL learners' visualisations of their ideal and ought-to L2 selves as a result of the learning situation, which in this case was being exposed to a class-based intercultural learning intervention (chosen owing to its connection to integrativeness in contemporary terms). Despite it being expected that strength of ideal L2 self visualisations would increase while ought-to visualisations would likely remain static, results showed that both ideal self and ought-to self visualisations were high pre-test, and fluctuated minimally overall after the intervention for the experimental group.

1. Introduction

Motivation in second language learning has been researched in depth since the latter half of the 20th century, with research findings continually supporting its importance in the EFL classroom. Despite being complex and multifaceted, the importance of motivation in successful L2 learning is unanimously agreed upon however (Dörnyei, 2009; Lamb, 2007; Gardner and Lambert, 1972). It is argued furthermore that even when aptitude may account for a considerable proportion of individual variability in language learning achievement, the motivational factors can override the aptitude effect (Gardner and Lambert, 1972).

Based on research carried out in Canada among secondary age learners of French as a second language, Gardner and Lambert (1972) proposed a socio-educational model of motivation centred around two specific constructs, those of ‘integrative motivation’ and ‘instrumental’ motivation, which has remained one of the most acclaimed and longstanding theories of motivation. This model highlights the impact of attitudes towards second language L2 communities on motivation and student achievement, integrative orientation being concerned with having a sincere, personal interest in the people and culture represented by the other language group, while instrumental orientation pertains to the potential pragmatic gains of L2 proficiency, such as to get a better job or to pass a required examination.

From the late 1990s, scholars have argued that this model is in need of reframing or expanding so as to reflect the ethnic and cultural homogeneity of modern EFL environments as a result of increased diversity and globalization. Zoltan Dörnyei, one of the most prominent scholars in the field of motivation and a proponent of the aforementioned shift in thought, devised the *L2 Motivational Self System* in 2009, which consisted of three dimensions - the **ideal L2 self** (how you see yourself as an L2 (English) speaker, the **ought-to L2 self** (predominantly instrumentally motivating factors), and the **L2 learning experience** (how the learning environment affects L2 motivation), based on more progressive, psychosocial theories placing the focus on the

individual and the concept of identity and the self as an L2 speaker, and borne on the premise that the learner cannot always be in the presence of a salient target language group, thereby rendering the traditional view of 'integrativeness' as lacking relevance in contemporary contexts, "in the case of the undisputed world language, English, this identification would be associated with a non-parochial, cosmopolitan, globalized world citizen identity." (Dörnyei, 2005). Dörnyei's construct proposes that learners can visualise their future selves, which act as motivational guides to reduce the discrepancy between actual and future selves. The learning situation is more situational in nature, with motivation coming from positive feelings and attitude towards the nature and process of EFL learning itself.

This study is concerned with analysing the fluctuations and changes in the self visualisations of a group of 1st year sixth form EFL students (1º de Bachillerato) from a Secondary School in Spain in relation to the learning situation. A treatment was designed in such a way as to serve as a learning situation in itself, and was based on intercultural learning owing to growing support in the academic field for its importance in the EFL classroom. The treatment was also chosen owing to its relation to modern day perceptions of 'integrativeness', while also realising that a lack of research exists in the literature in which the direct interrelation between the three dimensions of Dörnyei's L2 Motivational Self System is analysed.

2. Literature Review

2.1 Motivational theory in SLA, and the emergence of the L2 Motivational Self System

One of the most acclaimed and longstanding theories of motivation is Robert Gardner's socio-educational model of motivation based on two specific constructs, those of 'integrative motivation' and 'instrumental' motivation (Gardner and Lambert, 1972). Integrative orientation is defined as a sincere and personal interest in the people and culture represented by the other language group, while instrumental orientation is more utilitarian in nature and pertains to the potential pragmatic gains of L2 proficiency, such as to get a better job or to pass a required examination. These theories were developed out of research carried out in French-Canadian bilingual schools in Canada, and the concept of integrativeness was based on attitudinal concepts based on social and psychological perspectives, where having a positive social attitude toward the French-speaking L2 target culture was assumed to provide learners with integrative motivation, considered as the key for successful language learning.

Despite the acceptedness of these theories during the following two decades, beyond the confines of L2 learning situations in which the learners can interact with an L2 target group which is culturally homogenous, the idea that integrativeness could be considered as applicable to globalized, increasingly multicultural L2 environments, has come under scrutiny, especially in the EFL setting given that Gardner's theory of integrative motivation was mainly concerned with learning environments in which the L2 being learnt is a second language, not a foreign language, as supported by Pavlenko (2002) and Coetzee-Van Rooy (2006), *'the view of the world in terms of easily defined linguistic and cultural groups and transitions from one group to another scarcely captures the complex fluid realities of our globalized multilingual society, where [...] pluralism (rather than integration) is the norm.'*

Therefore scholars therefore began to argue in favour of a paradigm shift new theories of L2 motivation which were built around personal identity and self-concept, rather than Gardner's broader predominant socio-psychological paradigm of integrativeness. Ushioda (2011) wrote, *“difficulties in interpreting integrativeness in terms of clearly defined external reference groups have prompted some radical rethinking in the L2 motivation field [...] leading to a major conceptual shift in focus from external to internal processes of identification. [...] Given the global nature of English language communication and of our ‘integrative’ motivation to participate in these worlds may be better explained in terms of our desired self-representations as de facto members of these global communities, rather than in terms of identification with external reference groups.”*

Zoltan Dörnyei led the way in restructuring motivational theory in the field of EFL. He didn't intend to discard the notion of integrativeness completely rather broaden its frame of reference, *“one way of extending the concept of ‘integrativeness’ [...] in the case of the undisputed world language, English, would be associated with a non-parochial, cosmopolitan, globalized world citizen identity.”* (Dörnyei, 2005). His main impetus for this came from the results of a major longitudinal study carried out with Hungarian learners between 1993-2004 after which he asserted that integrativeness needed to be redefined as an identification process linked to the concept of **self** (Dörnyei and Ushioda 2011), with instrumental and integrative motivation frequently overlapping and therefore not able to offer sufficient markers for analysis of more complex motivational factors.

Dörnyei thus created the **L2 motivational self system**, built predominantly around psychological theories of the possible 'self' an L2 speaker, *“in diverse learning contexts even if they offer little or no contact with the L2 speakers”* (Dörnyei, Z., Csizér, K., & Németh, N. (2006). based on Markus and Nurius' (1986) 'possible selves' theories - visions of the self in a

future state which represent the individuals' ideas of '*what they might become, what they would like to become, and what they are afraid of becoming,*' Possible selves act as *future self-guides*, drawing upon present and future hopes, wishes and fantasies of one's future self, thus providing the motivation to fulfil the self visualization.

Building on the research and theories into future selves, Higgins (1987) formulated the *Self-discrepancy theory*, which '*assumes that individuals have various self-guides which are either desired or undesired. Any gap between the person's presently-functioning self and the desired self creates anxiety for them, because they need there to be a similarity or overlap between these two selves.*' The self guides which Higgins refers to are the *ideal, ought-to, and feared* selves, with ideal and ought to selves serving as what is desirable in our future selves, while the feared self pertains to aspects which one wishes to avoid in their future self. Individuals thus seek to reduce the gap in order to avoid the negative results of such a discrepancy. In effect, the key to self-discrepancy theory is that a person is motivated to match their self-concept with their personal self-guides, with those ideal self guides operating from a focus of *promotion*, and ought to guides, in contrast *prevention*.

Dörnyei's L2 Motivational Self System (Dörnyei et al., 2006). is a tripartite construct consisting of three dimensions which act as motivating factors in second language acquisition:

1. Ideal L2 Self, which is the L2-specific facet of one's 'ideal self'. If the person we would like to become speaks an L2, the 'ideal L2 self' is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves. Traditional integrative and internalised instrumental motives would typically belong to this component. Dörnyei himself states that the Ideal L2 self has been proved to be the most important measurable dimension of L2 motivation.

2. Ought-to L2 Self, which concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes. This dimension corresponds to

Higgins's ought self and thus involves the more extrinsic (i.e. less internalised) types of instrumental motives.

3. L2 Learning Experience, which concerns situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group or the experience of success).

In order to offer some further expansion on the first two areas, Ushioda (2011) asserts '*The former represents the attributes one would ideally like to possess (i.e. a representation of personal hopes, aspirations or wishes as a proficient L2 user). The latter represents the attributes one believes one ought to possess in order to meet social expectations and pressures or avoid negative consequences. The ought-to self thus corresponds to the more externally regulated types of instrumental motive that have a prevention focus (e.g. studying the L2 hard in order to avoid failing an examination or disappointing one's parents). In contrast, the ideal L2 self has a promotion focus where motivation is shaped by desirable self-images in social, personal or professional contexts of L2 use.*' Papi (2010) states that The Ideal L2 self "*represents the ideal image a learner would like to have in the future. For example, if one wants to become a fluent L2 speaker who interacts with international friends, the image that this person would create of oneself as a fluent speaker might act as a powerful motivator, since it would reduce the discrepancy between the actual and the ideal self.*"

Dörnyei's justification for including the third, crucial constituent of the system, *the L2 Learning Situation*, was based on previous studies claiming the importance of the motivational impact of the classroom situation, and owes much of its relevance to the emergence in the 1990s of what Dörnyei coined as the *cognitive-situated period* (Dörnyei, 2005), in which motivation research started to focus on the importance of cognitive processes taking place within the learner based on situational variables. The roles of the teacher, the situation, the curriculum, the learner group, and the resulting experience of success or failure became the foci, with the claim being that some language learners feel motivated to learn a language not by internally or externally

generated self images but rather from successful engagement with the actual language learning process. Two important theories shaped this period:

- The **autonomy theory**: autonomy (the ability to employ strategies and use higher order thinking skills for learning) and motivation are both centrally concerned with the learner's active engagement with and involvement in the learning process, "*It has been shown that there is substantial evidence from cognitive motivational studies that learning success and enhanced motivation is conditional on learners taking responsibility for their own learning, being able to control their own learning and perceiving that their learning successes and failures are to be attributed to their own efforts and strategies rather than to factors outside their control.*" In effect, it is argued that motivation plays a part in the affective metacognitive processes underway for the learner in the learning process, and that they are driven by the need for autonomy when engaging in the learning process.

- **Task motivation**: (Dörnyei, 2002) describes tasks as "*primary instructional variables or building blocks of classroom learning.*" which are crucial in language learning, owing to the need to practice the language frequently, and require:

Interest - learner curiosity and engagement with the specific domain, and an affective component, the joy derived from this engagement. Interest evolves over time through interactions with the others and objects/activities in the environment.

Productive learner role - Student roles are basic building blocks for successful class performance. If a student is cast in the right role, he/she will become a useful member of the task team and will perform necessary and complementary functions.

Motivational flow - "a state of intensive involvement in and focused concentration on a task. Faced with a challenging activity, people are fully aware of what needs to be done and how, and at the same time they are confident that the task is doable and their skills are sufficient to succeed. Flow can be seen as a heightened level of motivated task engagement.

2.2 Research on the L2 Motivational Self System

Research carried out into the influences of the future selves in motivation has been prominent in recent years. Magid (2011) carried out a study with Chinese university students in England and Hong Kong in which he used task specific, guided imagery interventions encouraging students to visualise their ideal selves. The results of his research showed that after taking part in the interventions the students were able to visualise a positive L2 ideal self owing to the confidence in their English gained through the interventions. Syed (2001), working with secondary school learners in Mauritius, carried out a more general observational study, without the use of a specific intervention, from which he drew conclusions related to how visions of the L2 ideal self were manifested. His results showed that students saw themselves in international careers or platforms in which their ideal L2 selves could thrive, and that the importance of participating in international English speaking communities was paramount to them, given its position as a lingua franca. Taguchi et al. (2009) carried out a large scale study with 5000 middle school and university students in China, Japan and Iran which showed that the Ideal L2 self was closely aligned with integrativeness, and that the Ideal L2 self “*achieved a better explanatory power toward learners’ intended efforts than integrativeness did*”.

With regard to the ought-to self, it has been shown to have the least influence on students’ motivation. Islam et al (2013), in a study carried out with Pakistani undergraduate learners of English found that the ought-to self dimension had the least impact on learner motivation, despite the ideal L2 self having an important influence. Rajab et al (xxx), also found that in the Iranian context, TESL students were least motivated by ought-to motives for learning English. Nevertheless, Taguchi et al (xxx) found the ought-to L2 self to play a more significant role in learner motivation in the Chinese context, due to its relation with instrumental motives shaped by cultural factors.

Several studies have been carried out researching attitudes towards learning situation variables and their effect on students' attitudes. Less researched however is the nexus between student learning situations and their effect on the ought-to and ideal L2 selves, despite *the L2 Learning Experience relating closely to the concept of the future selves*, "learners may not have future-self images before they begin to learn a language, and may actually produce some due to the learning experience itself." Dörnyei (2005). To my knowledge the largest study of this nature was carried out by Asker (2011) with secondary school students in Libya across a whole year. Asker's results showed the classroom was heavily lacking as a means of facilitating students' realizations of their future ideal L2 selves, and in fact students modified their visions so as to make their learning experiences more meaningful to them." (Asker, 2011). Brander (2013) carried out a similar but smaller scale study with upper-secondary learners in Sweden, in which she found that teacher, group cohesiveness and orientedness, and facilities elements of the learning situation were the most crucial in impacting ideal (mainly) and ought-to selves. What I have perceived to be lacking in the field of research are studies where fluctuations in students' visualizations of their ideal and ought-to selves are measured in relation to a targeted learning situation, and my chosen research for this paper has emerged from this gap in the literature.

I have chosen to focus my research therefore on *how the learning situation affects the ideal and ought-to L2 selves*, with the learning situation itself a classroom based intervention built around intercultural learning.

2.3 Intercultural learning

Intercultural awareness and competence is defined by Sinicrope, Norris, & Watanabe (2007) as "the importance of preparing students to engage and collaborate in a global society by discovering appropriate ways to interact with people from other cultures," Having discussed the necessity for reconceptualization of traditional views of integrativeness, I propose that through intercultural learning within the ethnically heterogeneous, multicultural L2 classroom, we will be able create an environment which will harness and promote the idea that L2

environments and learning are intercultural in the modern day sphere, thereby giving strength to the new paradigm of integrativeness as discussed in this literature review.

Deardorff (2006) describes intercultural competence and awareness gained from intercultural learning as a process which places importance on: how one acquires necessary knowledge, and the need for continuous critical reflection on the part of the individual. The key elements of her model are concerned with the following areas:

- **Attitudes:** Respect, openness, curiosity and discovery.
- **Knowledge:** Cultural self awareness (own identity and worldview), culture specific knowledge and sociolinguistic awareness.
- **Skills:** Observation, listening, evaluating, analyzing, interpreting and relating.
- **Internal outcomes:** Flexibility, adaptability, an ethnorelative perspective and empathy (resulting from attitudes, knowledge and skills). Individuals perceive others' perspectives and respond accordingly in the way they wish to be treated.
- **External outcomes:** Visible outcomes of the previous four factors, "the *effective* (subjective to the individual) and *appropriate* (perceived by the other person) behavior and communication in intercultural situations."

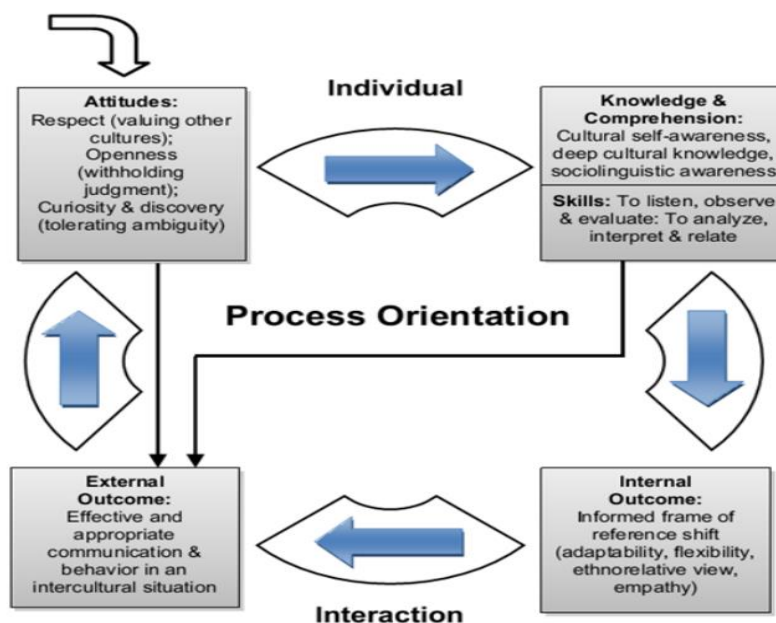


Figure 1: The Process Model of Intercultural Competence. Source: Deardorff (2006).

Byram et al (2002) support the importance of intercultural learning in the L2 learning process, *“Language teaching with an intercultural dimension continues to help learners to acquire the linguistic competence needed to communicate [...]. But it also develops shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality.”* Choplek (2008) argues that effectively, *“by learning English, EFL students are enabling themselves to become users of international, or rather intercultural, communication—thus, the target language becomes a tool to be used in interaction with people from all over the world.”*

Discussion in the literature also exists in favour of intercultural education as creating a positive learning environment in itself. DeJaeghere and Zhang (2008) suggest that *“through centering certain pedagogical approaches around intercultural education, an effective and engaged student classroom across the curriculum will be harnessed,”* while Ortiz and Moore (2000) propose that, *“language teachers should plan pedagogical tasks and activities that can promote L2 learners’ ICC and prepare them to meet the requirement of effectively acting in a global village.”*

2.5 Research questions

The following research questions have emerged for several reasons. Firstly, I believe that a classroom-based learning experience based on intercultural learning can incorporate many of the situational variables proposed by Dörnyei as being necessary to positively impact motivation, and secondly that an intervention centred around intercultural learning can be perceived as fulfilling the problematic debate regarding modern perceptions of integrativeness, which given its role as a precursor to the development of Dörnyei’s L2 motivational self-system, is expected to positively influence L2 self visualisations.

The research questions are the following:

- To what extent does a learning situation based on intercultural learning affect participants' visualizations of their ideal L2 selves.

- To what extent does a learning situation based on intercultural learning affect participants' visualizations of their ought-to L2 selves.

3. Method

As previously discussed, my research questions in this study focus on the extent to which the **learning situation** dimension of Dörnyei's L2 motivational self system, in this case an intervention based on intercultural learning to promote intercultural awareness, owing to its relevance with regard to contemporary debates on the role of integrativeness in L2 learning as discussed in the literature review, positively or negatively affects the participants' visions of their future **L2 ideal and L2 ought-to selves**.

Participants

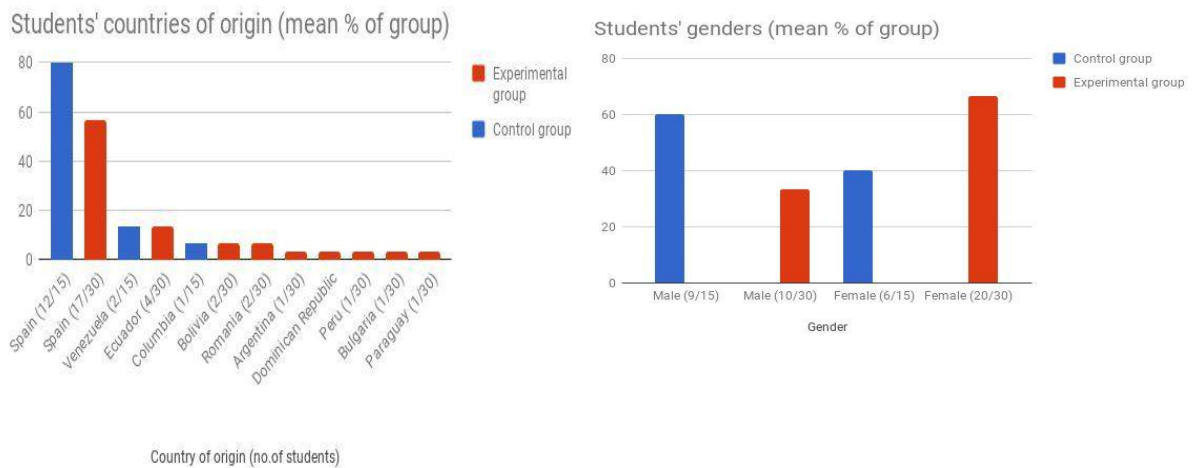
The study was conducted at a public high school in the centre of Pamplona, Navarra, using two intact groups from the 1st year of Bachillerato (age group 16-17 years old). Both groups study English language as part of the core curriculum, attending 3 sessions per week of 55 minutes, with homework. The groups' average English language level was graded at B1+, according to the European Framework of Reference for Languages, and in accordance with the year of study they were in. The school is one of the most diverse in Pamplona in terms of the ethnic diversity of its students, and the groups who participated in the study reflected this ethnically diverse demographic, a factor which was crucial for my intended research.

20 students were in the control group and 31 students the experimental group, with 15 students and 30 students completing the pre-test questionnaire, respectively. Within these groups, 32 students (11 students from the control group and 21 from the experimental group) completed both the pre-test and post-test questionnaires, and it is these groups I focus on in order to answer

the research questions in this study.

Below are the data from a question set on students' background including age, sex, ethnicity, languages spoken, other languages studied past and present, and factors regarding English learning past and present administered as part of the pre-test questionnaire used for this study. In order to provide important contextual information owing to the nature of the intervention, I have included both data for the larger control and experimental groups who completed only the pre-test questionnaire (referred to hereon in as *original control group* and *original experimental group*), followed by data for the reduced, focus groups who completed both the 'pre' and 'post' questionnaires, and whom I focus on to answer the research questions (referred to as *control group* and *experimental group*).

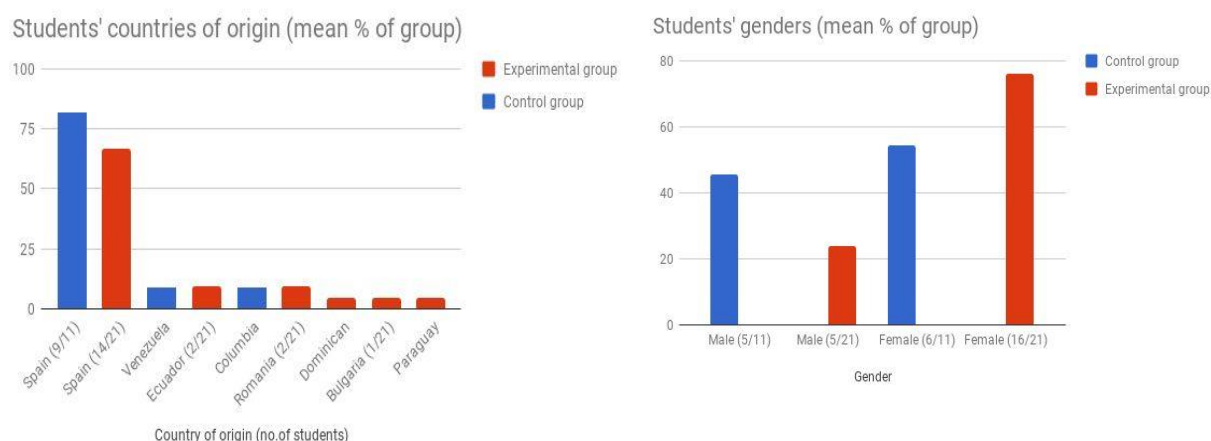
Original control and experimental groups (pre-test questionnaire only) – background.



Little difference was recorded between the ages of the students in both groups, which was between 16-18. 60% of the control group were male, whereas in the experimental group this was almost the opposite with 66.7% of the students being female. The majority country of origin for the participants in both groups was Spain, however the experimental group showed more diversity in this respect, with 43.3% of students having been born overseas, compared to only 20% in the control group. All students spoke Spanish as the primary language in the home

and considered themselves as having a high command of the language, except for two students from the experimental group who considered themselves as possessing a medium-high level, with all students except for two in the control group and three in the experimental group having lived from half to all of their lives in Spain. All the students have spent at least half or most of their lives studying English, except for one student from the experimental group. With regard to students' perceived level of English, the majority of the control group scored their level at medium high, however in the experimental group eight students scored their level at medium-low or low.

Control and experimental groups – background.



In both the control and experimental groups which will be used for the study, some slight changes can be noted from the data for the original groups.

The majority of the participants are female (54.6% in the control group and 76.2% in the experimental group). The majority country of origin for the participants in both groups was Spain, however the experimental group showed more diversity in this respect, with 33.3% of students having been born overseas, compared to only 18.2% in the control group. All students spoke Spanish as the primary language in the home and considered themselves as having a high command of the language, except for two students from the experimental group who considered themselves as possessing a medium-high level, with all students except for two in the control

group and three in the experimental group having lived from half to all of their lives in Spain. All the students have spent at least half or most of their lives studying English, except for one student from the experimental group. With regard to students' perceived level of English, the majority of the control group scored their level at medium high, however in the experimental group eight students scored their level at medium-low or low.

(See appendices C and D)

The learning situation

While this paper is not concerned with the scientific measurement of intercultural awareness or intercultural competence gained during the intervention (as this is far too broad and complex an area to measure), it was crucial that the intervention could be validated as a learning situation in itself, which would stimulate participants' visions of their future selves.

I designed an intercultural learning intervention founded on the principles of social-affective strategies, as I believe these humanistic methodologies based on creating instructional material which is enhanced by attention to affect, were highly suitable given the sensitivity of intercultural learning, "...[language learning] success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom." (Stevick, 1980). In concordance with the affective strategy method, the intervention was designed in such a way as to incorporate Dörnyei's situational elements which are necessary for providing motivation through the learner experience, as mentioned in the literature review. Therefore, there was a strong emphasis on promoting **autonomy**, with student-focussed exercises encouraging higher thinking skills and critical thought. It was believed students' **interest** would be stimulated from the outset, simply owing to the nature of the subject matter, while **task-based work**, both individually and in groups, would further stimulate **interest**, while also encouraging **continuous language use, cooperation, learner productivity and motivational flow**.

Secondly, learning diaries and a question set in the pre and post test questionnaires were administered, the results of which were analysed to ensure intercultural learning was taking

place and the intervention could thus be justified as fulfilling the learning situation, while also providing data regarding attitudes regarding intercultural learning and motivation which would give insights as to future selves visions.

Instruments and data collection

In order to answer the research questions, the ‘pre’ and ‘post’ questionnaires and the learning diaries included some open questions focussed on analysing students’ motivation in general, thereby providing answers as to opinions and attitudes in this respect before, during and after the intervention. Secondly, a question set consisting of 13 questions concerning motivational elements related to the **ideal L2 self** and **ought-to L2 self** was administered pre-test, and then again post-test, the questions remaining completely unchanged. The results and comparisons of responses to these two questionnaires would provide the analysable data used to answer the research questions: 1) *To what extent does a learning situation based on intercultural learning affect participants’ visualizations of their ideal L2 selves, and 2) To what extent does a learning situation based on intercultural learning affect participants’ visualizations of their ought-to L2 selves.*

Owing to the complex and dynamic nature of motivation, research tends to be oriented around qualitative methods of data collection. This study uses a mixed-methods, quasi-experimental approach, combining both qualitative and quantitative elements of data collection. The analysable data was collected by means of ‘pre’ and ‘post’ questionnaires and learning diaries.

1) Pre-test questionnaire

Prior to the intervention, a questionnaire with a fivefold investigative aim was administered to the two groups, which included the following sections:

- **Q1-Q17:** Question set on student demography, including age, sex, ethnicity, languages spoken, other languages studied past and present, and factors regarding English learning past

and present.

- **Q18-Q31:** Question set aimed at encouraging reflection and critical thought regarding culture and (inter)cultural learning as posited to reflect a modern paradigm of integrativeness.

Based on Deardoff's model of intercultural awareness, questions focussed on:

1 - Attitudes: respect, openness, discovery / curiosity

2 - Learning and interest in cultural knowledge

3 - Cultural self awareness

4 - Attitudes - ethnocentrism and ethnorelativity.

5 - Importance of intercultural learning / intercultural competence.

- **Q32-Q44:** Question set designed to ascertain motives for learning English related to the ideal L2 self, eg, '*Learning English is important for me as I'd like to travel in the future*' and the ought-to L2 self, eg, '*English is important to get a good job.*'

- **Q45-Q48:** Question set regarding participants' enjoyment of English learning.

- **Q49 & Q50:** Questions regarding participants' attitudes with regard to elements of English learning at school.

- **Q51:** open question regarding motivation in English classes.

2) Post-test questionnaire

Following the intervention, a second questionnaire was administered to both groups with a threefold investigative aim, including the following sections:

- **Q18-31, Q31b, Q31c:** In the same vein as the pre-questionnaire, questions were aimed at encouraging reflection and critical thought regarding culture and (inter)cultural learning based on the same criteria from Deardoff's model of intercultural awareness. Q25 and Q27 were modified slightly to reflect changes in attitudes, and two questions added, to encourage reflection as to how students perceived intercultural awareness as important when visualising their ideal L2 selves after being exposed to the intervention, while the rest were kept as per the

pre-questionnaire.

- **Q32-Q44, Q45-Q48, Q49 & Q50 and Q51:** Questions remained identical to the pre-test questionnaire.

For both questionnaires, Likert scale (1 - 5), open questions, and Likert scale combined with open questions were used to solicit responses.

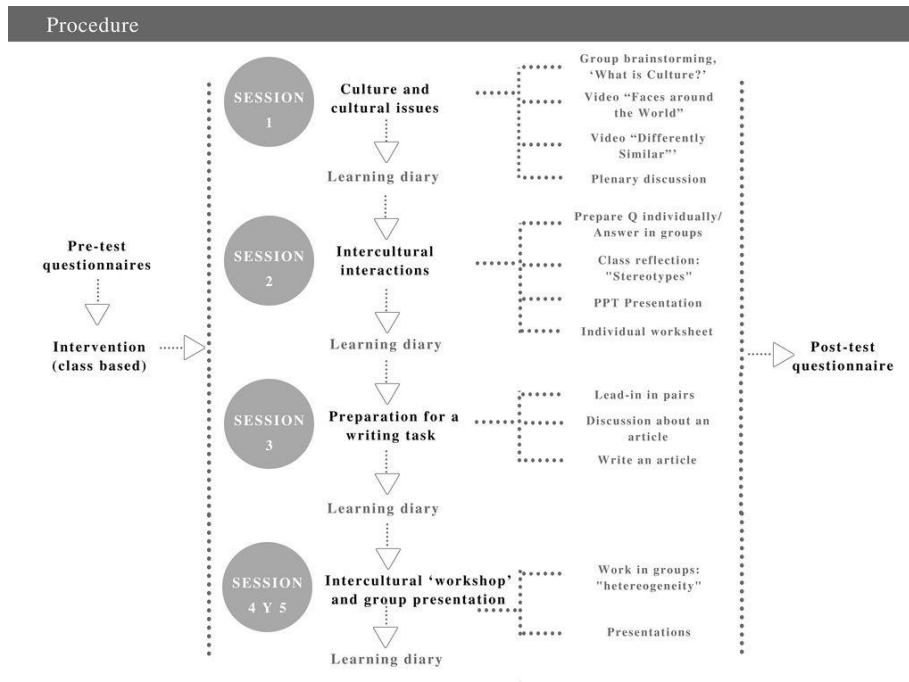
3) Learning diary

A short learning diary was given to students at the end of the first three sessions, and then a final one given after sessions four and five, with the aim of encouraging critical thought on the learning that had taken place in each session, and to measure motivation in general and related to the ideal and ought-to selves. The learning diaries were presented in paper format to be completed for homework, and designed in a similar way to the online questionnaires, with most questions following a Likert-scale (1 – 5), with students given the option to expand on or justify their answers.

Procedure

The pre-test questionnaires were given to both groups prior to the intervention.

The intervention itself was a class based treatment aimed at fostering intercultural learning carried out with the experimental group, consisting of 5 sessions of 55 minutes.



The sessions were as follows:

- **Session 1 - Culture and cultural issues.** Focus on stimulating thought on culture: what it is, its importance (or not), relevance (or not), multiculturalism, (shared) similarities and differences between cultural groups, personal and group reflections on cultural identity.

- Group brainstorming, ‘What is Culture?’: Students were invited to brainstorm ideas to this question, coming up and writing their answers on the board, followed by a group discussion of the answers.

- Video “*Faces around the World*” shown to class: Students watched the film to stimulate thought on the differences and similarities between people of different cultures around the world, and then in pairs discussed to what extent they perceived themselves as similar or different to the subjects, before opening up the discussion as a group.

- Video “*Differently Similar*” shown to class: Students watched the film to stimulate thought on the differences and similarities between people of different cultures sharing the same city, and then in pairs discussed to what extent they perceived themselves as similar or different to the

subjects, and the differences between the two films, before opening up the discussion as a group.

- Plenary discussion: Students were asked as a group to reflect on the following questions, “*Is culture important? Why? For whom? When? In what situations?*” before discussing the answers as a group.

- **Learning diary** given for completion before following session.

- *Session 2 - Intercultural interactions, discussion of cultural stereotyping, understanding and challenging myths.*

- Individually students prepared several questions they would ask someone else about their culture. As a group ideas were elicited and written on the board and copied down. Students then worked in groups of four and asked and answered these questions, before sharing answers about their classmates as a group.

- Whole class reflection and discussion on the following questions, “*What are stereotypes? Why do we have stereotypes? Are stereotypes positive or negative for the people concerned? Do you know any stereotypes?*” before class feedback.

- Powerpoint presentation (images only) of British and Japanese stereotypes. Students were encouraged to discuss the stereotypes presented and reflect on why they exist, their validity, their repercussions on the people of the cultures concerned, and how they influenced their views on British and Japanese cultures.

- Worksheet completed individually in which students thought about stereotypes which exist in their own culture, before reflecting on the same questions as in the previous exercise.

- **Learning diary** given for completion before following session.

- *Session 3 - Preparation for a writing task in which students write an article on their own country, or another country, and its culture, for visitors to that country.*

- Lead-in in pairs inviting students to think about how the culture of another country they would like to visit would be different, and what they would tell visitors to their country about their culture, and why these chosen elements are important.

- Students discussed an article written about Cambodia and its culture by a female Cambodian student, in which cultural elements were contextualized and explained, encouraging potential visitors to experience and learn about them.

- Students were asked to write an article for homework on their country or another country, based on the lesson content and writing format and conventions presented, to be completed for homework.

- **Learning diary** given for completion before following session.

- *Sessions 4 and 5 - Intercultural 'workshop' and group presentation on chosen culture.*

- Students organised themselves into groups of four, with the requirement being that in each group there was cultural heterogeneity, with at least two different cultures being represented by the whole of the participants of each group. The students were then given the remainder of session 4 and homework to discuss one another's culture and decide on one of those cultures on which to give a presentation in the following session, with the aim to stimulate intercultural communication, implicitly deal with questions of ethnocentricity (*'I want to teach my classmates about my culture / I want to learn about somebody else's culture, and teach my classmates about that culture'*), and allow students autonomy in deciding how each culture would be presented.

- In the following and final session, students gave their presentations.

- Final **learning diary** given for completion.

Following the sessions, the post-test questionnaire was administered to both groups.

4. Results

As previously mentioned, 32 students took part in the study, 11 in the control group and 21 in the experimental group, which was subjected to a treatment based on intercultural learning. After analysing the responses of over 2000 items combining qualitative and quantitative data, the results have been very revealing and are discussed hereon in. Quantitative scores will be presented to give global results, while qualitative data will be provided to support analysis of these results in order to answer the research questions.

1. Enjoyment of English;

2. Intercultural learning and the effect and validity of the learning situation

3. Motivation and the ideal and ought to-selves.

4.1 Enjoyment of English

Using Likert scale questions (1 – 5), several items were included in the questionnaires which encouraged students to reflect on the extent to which they enjoyed English classes (examples below) in order to be able to analyse these results and see if enjoyment of English correlates with positive visualisations of the future selves..

Q45: I find learning English in class very interesting.

Q47: In English class I like learning interesting things even if it's difficult.

TABLE 1: Mean scores (and % positive scores) and percentage increase / decrease, pre-test / post-test for questionnaire items, Q45-Q48 (enjoyment of English classes):

| QUESTION | Control group | | | | | Experimental group | | | | | Mean % difference positive scores (ctl/exp group) pre-test | Mean % difference positive scores (ctl/exp group) post-test |
|------------|--|--------------------|---|--------------------|--|--|--------------------|---|--------------------|--|--|---|
| | Mean value (% positive responses) pre-test | Standard deviation | Mean value (% positive responses) post-test | Standard deviation | Mean % increase / decrease (pre – post test) | Mean value (% positive responses) pre-test | Standard deviation | Mean value (% positive responses) post-test | Standard deviation | Mean % increase / decrease (pre – post test) | | |
| Q45 | 3.91 (78.2%) | 1.136 | 2.64 (52.8%) | 1.168 | -1.27 (-32.48%) | 3.90 (78.0%) | 0.995 | 3.76 (75.2%) | 1.044 | -0.14 (-3.59%) | Ctl. group = ↑ 0.2% | Exp. group = ↑ 22.4% |
| Q46 | 3.55 (71.0%) | 1.214 | 3.09 (61.8%) | 1.044 | -0.46 (-12.96%) | 3.43 (68.6%) | 1.165 | 3.38 (67.6%) | 1.071 | -0.05 (-1.46%) | Ctl. group = ↑ 2.4% | Exp. group = ↑ 5.8% |
| Q47 | 3.55 (71.0%) | 1.368 | 3.45 (69.0%) | 1.293 | -0.10 (-2.82%) | 3.33 (66.6%) | 0.856 | 3.62 (72.4%) | 0.865 | +0.29 (+8.71%) | Ctl. group = ↑ 4.4% | Exp. group = ↑ 3.4% |
| Q48 | 3.91 (78.2%) | 1.036 | 3.27 (65.4%) | 0.905 | -0.64 (-16.37%) | 3.19 (63.8%) | 0.745 | 3.48 (69.6%) | 0.873 | +0.29 (+9.09%) | Ctl. group = ↑ 14.4% | Exp. group = ↑ 4.2% |
| Mean total | 3.73 (74.6%) | 1.166 | 3.11 (62.3%) | 1.103 | -0.62 (-16.62%) | 3.46 (69.2%) | 0.940 | 3.56 (71.2%) | 0.963 | +0.10 (+2.89%) | Ctl. group = ↑ 5.4% | Exp. group = ↑ 9.1% |

The results from TABLE 1 show us that in terms of mean pre-test scores, both groups gave positive responses of $\geq 69.2\%$ with regard to their enjoyment of English classes, although the control group's scores were higher overall at 74.6%, and for every question they were also higher. The most significant difference was in Q48, where the control group's score was 14.4% higher than that of the experimental group, suggesting that this group feels more personally engaged with learning that takes place. As for the other questions, differences in scores were small, with both groups giving similar responses.

In the post-test questionnaire, positive responses from the experimental group increased by 2.89% from 69.2% to 71.2%, but not sufficiently in order to note that their enjoyment of English classes had increased significantly following the intervention. On the other hand, the results from the control group were significantly lower, having decreased by 16.62%.

Although we are unable to understand the factors which might have led to this decrease from the control group, we can infer that the intercultural intervention did not cause an overall lack of enjoyment of English classes from the experimental group, and may have played a part in the minor increase on the part of this group.

4.2 Intercultural learning - validity of the learning situation

Using Likert scales (1-5), Q19-Q31 of the ‘pre’ and ‘post’ test questionnaires (and Q31a and 31b in the post-test questionnaire) encouraged students to reflect on issues of cultural awareness as within Deardorff’s (2006) framework (TABLE 2a), and gauge if intercultural awareness was present prior to and/or harnessed following the intervention. The results described below show that this was the case, thereby satisfying that the intervention had been effective as providing a stimulating, focussed learning situation which was expected to influence future selves visions.

TABLE 2a - criteria used in questions regarding intercultural awareness according to Deardorff’s model

| Attitudes | | | Acquisition of / interest in acquiring cultural knowldge. | Development of cultural self-awareness | Awareness / positive views: / Ethnorelativity | Positive learning / views - intercultural awareness / intercultural competence |
|-----------|--------------|--------------------------|---|--|---|--|
| Respect | Opennes s | Curiosity / discovery | | | | |

TABLE 2: Mean scores (% positive scores) and percentage increase / decrease, pre-test / post-test for questionnaire items, Q19-Q31, Q31a and Q31b (intercultural learning and awareness):

| QUESTION | Control group | | Experimental group | | % difference positive scores pre-test | Mean % difference positive scores post-test |
|----------|---|--|---|--|---------------------------------------|---|
| | Mean value (and positivity rating) pre-test | Mean value (and positivity rating) post-test | Mean value (and positivity rating) pre-test | Mean value (and positivity rating) post-test | | |
| Q19 | 4.18 (83.6%) | 4.27 (85.4%) | 4.43 (88.6%) | 4.38 (87.6%) | Exp. group = ↑ 5% | Exp. group = ↑ 2.2% |
| Q20 | 4.27 (85.4%) | 4.18 (83.6%) | 4.14 (82.8%) | 3.76 (75.2%) | Ctl. group = ↑ 2.6% | Ctl. group = ↑ 8.4% |
| Q21 | 2.73 (54.6%) | 4.18 (83.6%) | 4.38 (87.6%) | 3.86 (77.2%) | Exp. group = ↑ 33% | Ctl. group = ↑ 6.4% |
| Q22 | 3.36 (67.2%) | 3.73 (74.6%) | 4.43 (88.6%) | 4.33 (86.6%) | Exp. group = ↑ 21.4% | Exp. group = ↑ 12% |
| Q23 | 3.27 (65.4%) | 3.45 (69.0%) | 3.86 (77.2%) | 3.71 (74.2%) | Exp. group = ↑ 11.8% | Exp. group = ↑ 5.2% |
| Q24 | 3.18 (63.6%) | 4.55 (91.0%) | 4.48 (89.6%) | 4.67 (93.4%) | Exp. group = ↑ 26% | Exp. group = ↑ 2.4% |

| | | | | | | |
|---------------|--------------|--------------|--------------|--------------|-------------------------|-------------------------|
| Q25 | 4.27 (85.4%) | 3.64 (72.8%) | 2.76 (55.2%) | 3.95 (79.0%) | Ctl. group = ↑ 30.2% | Exp. group = ↑ 6.2% |
| Q26 | 2.82 (56.4%) | 3.27 (65.4%) | 3.33 (66.6%) | 3.38 (67.6%) | Exp. group = ↑ 10.2% | Exp. group = ↑ 2.2% |
| Q27 | 3.45 (69.0%) | 3.82 (76.4%) | 3.95 (79.0%) | 4.38 (87.6%) | Exp. group = ↑ 10% | Exp. group = ↑ 11.2% |
| Q28 | 3.55 (71.0%) | 3.55 (71.0%) | 4.05 (81.0%) | 3.71 (74.2%) | Exp. group = ↑ 10% | Exp. group = ↑ 3.2% |
| Q29 | 3.36 (67.2%) | 2.55 (51.0%) | 2.62 (52.4%) | 3.38 (67.6%) | Ctl. group = ↑ 14.8% | Exp. group = ↑ 16.6% |
| Q30 | 3.73 (74.6%) | 2.36 (47.2%) | 3.19 (63.8%) | 3.76 (75.2%) | Ctl. group = ↑ 10.8% | Exp. group = ↑ 28% |
| Q31 | 4.55 (91.0%) | 2.91 (58.2%) | 3.38 (67.6%) | 3.62 (72.4%) | Ctl. group = ↑ 23.4% | Exp. group = ↑ 14.2% |
| Mean Total | 3.59 (71.8%) | 3.57 (71.4%) | 3.77 (75.4%) | 3.91 (78.2%) | | |
| Q31b | --- | 3.55 (71.0%) | --- | 3.90 (78.0%) | --- | Exp. group = ↑ 7.0% |
| Q31c | --- | 3.64 (72.8%) | --- | 3.95 (79.0%) | --- | Exp. group = ↑ 6.2% |

The results from TABLE 2b tell us that the experimental group showed signs that intercultural learning (which is believed to harness the development of intercultural awareness and competence) had taken place with a total mean increase (3.91% compared to 3.57%) across all questions analysing individual criteria (although both groups had strong scores pre-test also so this is not ultimately conclusive).

Regarding Q25, only 55.2% of students from the experimental group believe that cross-cultural learning took place in their English classes although this increased to 79% after the intervention. It is hoped this significant increase is owing to the fact that this group appreciated the intercultural learning that took place, therefore giving strong validity to the effectiveness of the learning situation.

For Q31b and Q31c administered only post-test, the experimental group's responses were higher than those of the control group's (78% and 79% compared to 71% and 72.8%) which might suggest the participants had developed stronger visions of their future selves following the intervention, although the percentage increase of 8% is not ultimately conclusive.

4.3 Motivation and the ideal and ought-to selves

4.3.1 Motivation and the ideal selves – an open question

In the pre and post test questionnaires, the following question was given,

Q51: Please comment on anything else that motivates you to learn English.

in order to ascertain if students would provide any answers which would give insights into their ideal and ought-to L2 self visualisations before and after the intervention, the results of which are as follows.

Pre-test, a lower percentage of students (5 of 11) from the control group responded to this question, while 14 of 21 students from the experimental group responded. From the control group, responses suggested a mixture of both ideal L2 self,

“To be able to travel and know other people.”

“To communicate by email with English students, watch films and series’, as the more English you know the better you feel and understand what’s going on.”

“It’s good to know English to discover other cultures.”

and ought-to L2 self motives,

“I study English out of obligation.”

“English is going to be a very useful tool in life.”

Four answers from the experimental group pre-test correlated with ought-to self motives also, while one was general,

“I want to learn this language because it’s very useful in many areas of life”

and three citing English as important to find work or access further education. All other responses except one focused on the ideal L2 self aspect of using English to travel. Not only would I argue that inherent in these responses would be an awareness of the intercultural

element of travel, furthermore several students cited English as important for intercultural communication or to discover other cultures,

“find about and communicate with other cultures if you go overseas.”

“learning a new language is like living a new life, to learn a new culture, habits, and with English it is easier to interact with people [...]”

“[...] I can travel with more ease and it will help me communicate with people of other cultures.”

We can confirm that pre-test, both ideal L2 self and ought-to L2 self motives were present, but that the ideal self visualization is stronger. Furthermore, students alluded to the importance of intercultural communication, suggesting that integrative motives positively affected these visualisations.

Only four, limited post-test questionnaire responses were received from the control group, highlighting intrinsic motivation of enjoying learning and the ought-to motives of utility and to pass exams. On the other hand for the experimental group, 6 responses were relatable to ideal L2 self notions (mainly travel, and/or the importance of English to communicate with people of other cultures),

“mainly to travel and be able to communicate around the world”

“[...] to be able to communicate with people globally.”

Although it has been possible to relate responses to perceptions of the ideal and ought-to L2 selves, the question was open and not focused explicitly on elements of the two self visualisations, therefore it is possible that some responses could be ambiguous as to whether they relate specifically to the ought-to or ideal L2 self visualisation, for example, a response such as,

“having a greater capacity to communicate with people”

could be related to ought to motives, ie work, or ideal motives, socializing, for example.

We can ascertain nevertheless that in response to a general question regarding motivation, responses have shown that motivation certainly relates to the future selves of the participants, with the ideal L2 self element having more strength.

4.3.2 Motivation provided by the learning situation

In each of the four learning diaries administered, while the principal aim of these was to encourage continual critical reflection of and engagement with the learning situation, the following Likert Scale (1 – 5) / open question was asked to find out how students felt with the specific task and gauge motivation derived from the learning situation to see if we could appreciate references made by the participants' to visualisations of their ideal and ought-to selves:

“Has this type of class focussed on intercultural learning been motivating?” (1 2 3 4 5)

“Why? How?”

The mean total of the quantitative scores was **4.21** converting to a positivity score of **84.2%**, showing that the students felt positively motivated by this specific learning situation, which, if motivation is behind enhanced self visualisations, would be expected to positively affect the strength of future selves visions in this study (predominantly that of the ideal self due to the integrative element of the intervention).

It's helped me realise the importance of seeing how others see the world”

“People from different cultures can speak about more things more openly”

“You can understand people's ways of thinking based on their culture”

“Situations and ways of speaking are different for people of different cultures”

“It's important in order to avoid confusion when communicating”

“[Through intercultural communication] we can understand one another better”

Seeing as how English can allow people thousands of kilometres apart to communicate its importance becomes very clear”

As for the emergence of the self visions, some responses also allude to this (*1 – *ideal*, *2 – *ought-to*):

“You can make many friends” *1

It motivates you to learn and travel to discover new cultures” *1

Two people from different cultures can communicate in English” *1/*2

“It’s important to be able to communicate through a global language” *1/*2

“It makes you realise the importance of studying English” *2

“It helps people to get to know each other better” *1/*2

I’m motivated to study all languages in order to travel and be closer to neighbouring cultures” *1

4.3.3 The ideal and ought-to selves explored in depth

Q32-Q44 from the questionnaires explicitly aimed at measuring fluctuations and changes between students’ visions of their ideal and ought-to selves pre and post test, and were administered in the form of Likert scales (1 – 5) and open questions.

4.3.3.1 The ideal L2 self

Q32-Q37 related to the ideal self, e.g.

Q33 – *Learning English is important as I’d like to travel in the future.*

Q34 – *I imagine myself in the future speaking with friends and work colleagues*

TABLE 3: Mean scores (and % positive scores), and percentage increase / decrease, pre-test / post-test for questionnaire items, Q32-37 (ideal L2 self motives):

| QUESTION | Control group | | | | | Experimental group | | | | | Mean % difference positive responses (ct/exp group) pre-test | Mean % difference positive responses (ct/exp group) post-test |
|----------|--|--------------------|---|--------------------|--|--|--------------------|---|--------------------|--|--|---|
| | Mean value (% positive responses) pre-test | Standard deviation | Mean value (% positive responses) post-test | Standard deviation | Mean % increase / decrease (pre – post test) | Mean value (% positive responses) pre-test | Standard deviation | Mean value (% positive responses) post-test | Standard deviation | Mean % increase / decrease (pre – post test) | | |
| | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|-------------------|-------------------------------|-------|-------------------------------|-------|--------------------|-------------------------------|-------|-------------------------------|-------|--------------------|-------------------------|------------------------|
| Q32 | 3.55 (71.0%) | 0.934 | 3.64 (72.8%) | 0.674 | +0.09 (+2.54%) | 3.86 (77.2%) | 0.854 | 3.90 (78.0%) | 0.889 | +0.04 (+1.04%) | Exp. group = ↑ 6.2% | Exp. group = ↑ 5.2% |
| Q33 | 4.09 (81.8%) | 0.786 | 4.27 (85.4%) | 0.647 | +0.18 (+4.04%) | 4.62 (92.4%) | 0.590 | 4.48 (89.6%) | 0.602 | -0.14 (-3.03%) | Exp. group = ↑ 10.6% | Exp. group = ↑ 4.2% |
| Q34 | 2.82 (56.4%) | 1.168 | 3.45 (69.0%) | 1.214 | +0.63 (+22.4%) | 3.57 (71.4%) | 1.326 | 3.43 (68.6%) | 1.165 | -0.14 (-3.92%) | Exp. group = ↑ 15% | Ctl. group = ↑ 0.4% |
| Q35 | 3.45 (69.0%) | 1.128 | 3.45 (69.0%) | 1.044 | +/- 0 (+/-0%) | 3.71 (74.2%) | 1.007 | 3.81 (76.2%) | 0.750 | +0.1 (+2.7%) | Exp. group = ↑ 5.2% | Exp. group = ↑ 7.2% |
| Q36 | 3.55 (71.0%) | 1.128 | 3.09 (61.8%) | 1.446 | -0.46 (-12.96%) | 3.95 (79.0%) | 1.117 | 3.48 (69.6%) | 0.873 | -0.47 (-11.9%) | Exp. group = ↑ 8.0% | Exp. group = ↑ 7.8% |
| Q37 | 4.45 (89.0%) | 0.701 | 3.73 (74.6%) | 1.104 | -0.72 (-16.18%) | 3.33 (66.6%) | 1.111 | 3.67 (72.4%) | 1.111 | -0.34 (-10.21%) | Ctl. group = ↑ 22.4% | Ctl. group = ↑ 2.2% |
| Mean total | 3.65 (73.0%) | 0.974 | 3.61 (72.1%) | 1.022 | -0.04 (-1.04%) | 3.84 (76.8%) | 1.001 | 3.80 (76.0%) | 0.898 | -0.04 (-1.04%) | Exp. group = ↑ 3.8% | Exp. group = ↑ 3.9% |

Using the data provided in TABLE 3 and the qualitative responses provided by the students I will present the in-depth analysis of this question set and resulting ought-to self fluctuations in this section.

Students in both groups were seen to have positive visualisations of their ideal selves in the pre-test results $\geq 73.0\%$, with the experimental group's responses being slightly higher at 76.8%.

However following the intervention and completion of both questionnaires, it is significant to note that in general fluctuations between the overall scores for the ideal L2 self were minimal, in fact decreasing (marginally) by 1.04% for both groups. While this might suggest on the one hand that the intervention had little effect on altering ideal L2 self visualisations, and that irrespective of learning situation the visions are the same across both groups, it might also lead to the conclusion that the intervention served to strengthen an already higher ideal L2 self visualisation from the experimental group.

There were notable results for certain individual questions. Pre-test the experimental group's scores were higher for all items except for Q37, which the control group scored much more highly in (89% compared to 66.6%), suggesting that they had a stronger self-visualization as high-level speakers of English, although this result could be perceived as somewhat anomalous in that it is much lower than the result of Q32 (71%), where students had to consider themselves

as speakers of English in general, irrespective of proficiency level. Qualitative data cited by both groups predominantly quoted the importance of hard work and having high hopes of achieving this goal, supporting the positive quantitative response and validating this as a robust, desired visualisation, especially from those with the more positive qualitative responses. Interestingly, some of the responses cited ought-to motives related to the importance of English for work within this question. Post-test, the experimental group's scores increased post-test to 72.4%, suggesting the intervention positively influenced this area, with qualitative responses mentioning work, travel and generalised personal motives mainly,

"Learning English is a personal motivation for me because I'd like to have a high level of English"

"Because it's important for work or when you travel"

Pre-test the experimental group showed the highest scores compared to the control group in Q33 and Q34 regarding English for travel purposes and speaking with friends and colleagues, suggesting they saw themselves as speakers of English in various contexts more so than the control group. For Q33 the experimental group expressed the desire to use English to travel on the whole to 'other' countries (four of five responses), not just countries where English was the native language (one of five responses), perhaps suggesting a shift from the traditional Gardnerian view of integrativeness to one where the ideal L2 self visualization is that of a speaker of global English,

"My idea is to finish my studies and go to England or the USA for a year or two to learn English".

"I'd like to discover different countries"

"I'd love to travel but I fear not being able to talk to anyone"

Post-test however scores for both items decreased from the experimental group (Q33: 92.4% to 89.6% and Q34: 71.4% to 68.6%). Q33 remained the item with the highest positive score however, with qualitative responses continuing to be in favour of using English for travel purposes,

"I'd like to be able to travel a lot in order to discover new countries"

“It’s a universal or almost universal language”

“I’d like to discover the USA”

although for Q34 it was the second lowest post-test score, which here would suggest while English for travel is seen as important, making friends through English is not as prominent a part of participants’ ideal visualisations, with no qualitative responses citing friendships as important.

For Q36, the experimental group scored highly with 79% positive responses (the 2nd highest score) compared to 71% pre-test, which, combined with the following comments,

“I’ve actually made many friends on the internet thanks to English”.

“You make lots of friends”

*“Yes, because the world is big and if I only speak with Spanish speakers I miss out on millions of people
[...]”*

suggest students saw their ideal L2 selves as English speakers in global contexts or to make friends internationally. Post-test however the experimental group’s scores suffered their highest decrease among all the items, (-11.9% percentage decrease) but can still be considered relatively high if isolated from the other results. Only one qualitative response given by the control group post-test suggested that English gives you an advantage when meeting new people, while the experimental group continued to show an openness and desire to meet new people through English, which somewhat contradicts the decrease in their quantitative score,

“I love meeting new people”

“I’d like to because I’d learn a lot about people from other parts of the world”

“Travelling or at work”

With regard to Q32, high overall post-test scores can be seen (72.8% for the control group and 78.8% for the experimental group), although fluctuations ‘pre’ to ‘post’ test are very slight.

Both ‘pre’ and ‘post’ test, the qualitative data from both groups with regard to this question cite

living abroad and work as the main situations in which they can see themselves using English. 9 of 14 responses given by the experimental group post-test cited both ought-to and ideal motives related to work and academic life or using English to travel or with foreigners in their home countries,

“At work, at university and probably at home a bit”

“At work, for a trip overseas”

“For work, and in the near future for university”

“Maybe in daily life as I don’t see myself living in Spain”

suggesting the intervention may have strengthened previous self visions, but doesn’t support an increase specifically in ideal self motives,

4.3.3.2 The ought-to L2 self

Q38-Q44 related to the ought-to self, e.g.

Q38 – I study English because my parents say it’s important for the future

Q39 – English is important to get a good job.

TABLE 4: Mean scores (and % positive scores), and percentage increase / decrease, pre-test / post-test for questionnaire items, Q38-Q44 (ought-to L2 self motives):

| QUESTION | Control group | | | | | Experimental group | | | | | Mean % difference positive responses (ctl/exp group) pre-test | Mean % difference positive responses (ctl/exp group) post-test |
|----------|--|--------------------|---|--------------------|--|--|--------------------|---|--------------------|--|---|--|
| | Mean value (% positive responses) pre-test | Standard deviation | Mean value (% positive responses) post-test | Standard deviation | Mean % increase / decrease (pre – post test) | Mean value (% positive responses) pre-test | Standard deviation | Mean value (% positive responses) post-test | Standard deviation | Mean % increase / decrease (pre – post test) | | |
| Q38 | 3.72 (74.4%) | 0.905 | 3.36 (67.2%) | 1.362 | -0.36 (-9.68%) | 3.23 (64.6%) | 0.944 | 3.29 (65.8%) | 1.056 | +0.06 (+1.86%) | Ctl. group = ↑ 9.8% | Ctl. group = ↑ 1.4% |
| Q39 | 4.54 (90.8%) | 0.688 | 4.27 (85.4%) | 0.647 | -0.27 (-5.95%) | 4.47 (89.4%) | 0.680 | 4.57 (91.4%) | 0.507 | +0.10 (+2.24%) | Ctl. group = ↑ 1.4% | Exp. group = ↑ 6.0% |
| Q40 | 4.18 (83.6%) | 0.809 | 4.09 (81.8%) | 0.944 | -0.09 (-2.15%) | 4.09 (81.8%) | 0.995 | 3.81 (76.2%) | 1.209 | -0.28 (-6.85%) | Ctl. group = ↑ 1.8% | Ctl. group = ↑ 5.6% |
| Q41 | 2.64 (52.8%) | 1.206 | 2.27 (45.4%) | 1.348 | -0.37 (-14.02%) | 2.05 (41.0%) | 1.117 | 2.24 (44.8%) | 0.831 | +0.19 (+9.27%) | Ctl. group = ↑ 11.8% | Ctl. group = ↑ 0.6% |

| | | | | | | | | | | | | |
|-------------------|------------------------|-------|------------------------|-------|--------------------|------------------------|-------|------------------------|-------|--------------------|------------------------|-------------------------|
| Q42 | 3.45 (69.0%) | 1.440 | 2.82 (56.4%) | 1.401 | -0.63 (-18.26%) | 3.38 (67.6%) | 1.117 | 3.71 (74.2%) | 0.784 | +0.33 (+9.76%) | Ctl. group = ↑ 1.4% | Exp. group = ↑ 17.8% |
| Q43 | 3.82 (76.4%) | 1.168 | 3.55 (71.0%) | 0.934 | -0.27 (-7.07%) | 3.90 (78.0%) | 0.944 | 3.71 (74.2%) | 1.007 | -0.19 (-4.87%) | Exp. group = ↑ 1.6% | Exp. group = ↑ 3.2% |
| Q44 | 3.00 (60.0%) | 1.183 | 2.18 (43.6%) | 1.250 | -0.82 (-27.33%) | 2.76 (55.2%) | 1.136 | 3.05 (61.0%) | 0.921 | +0.29 (+10.51%) | Ctl. group = ↑ 4.8% | Exp. group = ↑ 17.4% |
| Mean total | 3.62 (72.4%) | 1.057 | 3.22 (64.4%) | 1.127 | -0.40(- 11.05%) | 3.41 (68.2%) | 0.990 | 3.48 (69.6%) | 0.902 | +0.07 (+2.05%) | Ctl. group = ↑ 4.2% | Exp. group = ↑ 5.2% |

Using the data provided in TABLE 4 and the qualitative responses provided by the students I will present the in-depth analysis of this question set and resulting ought-to self fluctuations in this section.

For this question set, students in both groups had positive visualisations of their ought-to selves in the pre-test results $\geq 68.2\%$, with the control group's responses being slightly higher at 72.4%. Following the completion of both questionnaires (and the intervention with the experimental group), post-test results saw a percentage decrease in ought-to motivation from the control group of -11.05% from 72.4% to 64.4%, whereas for the experimental group it increased by 7.4%. This is an unexpected result in the context of this study, although this increase could be attributed to modern-day integrativeness as still pertaining to work and education, with ought-to motivational factors. The increase from the experimental group, should it owe itself to the influence of the intervention, could be attributed to the fact that ought-to factors such as using English for work or to pass exams frequently fall within the global context, and the interactions that would derive from these situations would require intercultural awareness and communication in modern-day contexts.

With regard to the importance of individual item responses, the control group's scores were higher for each question except Q43, which was marginally higher for the experimental group. Q41 was that which showed the biggest differences in comparison with the other questions, with the lowest scores for both groups pre and post-test (control group: 52.8% to 45.4%, experimental group: 41.0% to 44.8%), strongly supporting the view by both groups that the opinions of their friends didn't influence ought-to motives.

For Q44, comparative to the majority of questions, scores were considerably lower (60% for the control group and 55.2% for the experimental group), although post test scores for this item increased from the experimental group by 5.8% from 55.2% to 61.%. Almost all participants from both groups qualitative responses to this question were similar in nature to the pre-test responses in that they believed that people are not respected just for speaking English, although others disagreed,

(Control group)

“You should be respected because of who you are not your language level”

“It’s irrelevant”

“I don’t know”

“It always gains you respect”

“It makes no difference, everyone should be respected equally”.

(Experimental group)

“You must be respected regardless of if you speak English or not”

“I think it has nothing to do with it”

“People hold someone who speaks English or other languages in higher regard” “You’re not more or less respected because you speak English.

“People will value someone who speaks English or other languages”

Regarding Q38, scores from both groups were high comparatively pre-test, the control group’s being higher (74.4% compared to 64.4%). Conversely, post-test scores for the experimental group increased marginally and post-test scores were almost identical post-test (65.8% experimental group compared to 67.2% for the control group). Qualitative results for both

groups cited other motives apart from parents' influence, such as to travel, for enjoyment, or for necessity,

Interesting to note is that the qualitative responses from students with both high and low quantitative scores in both groups stated that the general usefulness of English, or the enjoyment derived from learning English was a more important factor overall, even if they had stated quantitatively that parents' influence was strong ,

(Control group)

"I study English to learn the language"

(Experimental group)

"I study English because it's a language that will help me to travel and because I like it"

"Because it's obligatory but also because I like it"

Regarding Q42, ratings were positive for this item with pre-test results being similar (69% for the control group compared to 67.6% for the experimental group), although this item was not given as much value as others. The only two qualitative responses given by the control group were by those who gave the lowest quantitative scores for these questions and contradicted the notion that an educated person should speak English,

"You can be educated, know many languages and cultures without knowing English"

"To be educated you don't need to know languages"

The experimental group provided a wider variety of answers, some in favour and some against this idea,

"You can be educated without knowing English".

"I see it as important for any communicative situation with foreigners or at work"

“It would show how much knowledge you have and you could gain more as it would allow you to discover first-hand the cultures of other countries”

Post test the experimental group’s scores increased from 67.6% to 74.2%, showing that post intervention their perceptions changed positively regarding this ought-to motive and this score was much higher than the control group’s post test score of 56.4%. No responses were provided by the control group for this question, whereas those provided by the experimental group, while supporting this ought-to motive, showed a variety of views some of which contradicted the statement,

“You can be educated without knowing English”

“Yes it’s a way of seeing how educated someone is”

Both groups recorded their highest scores for Q39 and Q40 pre test. For Q39, the control group scored 90.8%, with the experimental group scoring almost as highly with 89.4%, clearly demonstrating the importance of this ought-to motive related to needing English to secure employment. Post-test for the experimental group this score increased to 91.4%, and remained the highest score of all the items. It is clear that the importance of English for work remains paramount for the participants, irrespective of all other ideal or ought-to motives.

For Q40, there were minor percentage decreases for both groups (from 83.6% to 81.8% for the control group and from 81.8% to 76.2% for the experimental group), yet the results remained high generally and comparatively with the rest of the results, demonstrating the importance of learning English to pass the school subject, showing the importance of passing English at school as ought-to motive, although slightly less so for the experimental group. Important here are some of the qualitative responses from participants from both groups (who gave both high and low scores in the quantitative responses) which claim that as well as wanting to pass the subject, they simply want to learn to speak the language in itself, which signifies an ideal self visualization emerging from an ought-to self motive,

“I want to learn English to speak English” (CG)

“Obviously I need to pass, but I don’t do it for that, but because I enjoy it” (EG)

“And because I know that speaking English will help me in the future” (EG)

5. Discussion and Conclusions

This study served to answer the following research questions,

- To what extent does a learning situation based on intercultural learning affect participants’ visualizations of their ideal L2 selves.

- To what extent does a learning situation based on intercultural learning affect participants’ visualizations of their ought-to L2 selves.

In the pre-questionnaire results, both groups scored highly in terms of strength of their visions of their ideal selves. Although it was expected that visions of the ideal selves would increase post-test, it was unlikely to increase significantly given this already high initial score, however the intervention could have served to strengthen an already high visualisation provided no decrease was measured ‘pre’ to ‘post’ test. Despite expectations, visualisations actually decreased, but by a very small margin (0.8% from 76.8% to 76%). This result could be interpreted as showing that the ideal self visualisation for the experimental group remained strong as before, and that the intervention served to positively reinforce ideal L2 self visions, given that it hardly fluctuated (albeit negatively), although it could also be perceived in such a way as to suggest that the new perspective on integrativeness that it was expected would be influential actually didn’t prove to affect participants positively or negatively, which would mean we cannot assume that the intercultural learning situation harnessed integrative views, or that integrative views, if harnessed, affect ideal L2 self visualisations.

While responses relating to the ideal self showed that all facets measured had consistently positive results in general, In the analysis of the different items, no major fluctuations were

noted either on the part of the experimental group, except for Q36 and Q37. The 10% decrease from 79% to 69% suggests, again in contrast to expectations, that the intervention served to decrease positive visualisations of the ideal self as socially motivated, although qualitatively responses to this question did contradict this, with pre and post test answers showing that the main motivating factors behind an enhanced ideal self visualisation were the desire to travel, the desire to meet new people, and the generalised motive of simply wishing to speak English well.

The results were interesting and somewhat surprising in that ought-to motives fluctuated positively. It is difficult to determine the precise reasons for this. Given the strong ideal self scores, it could suggest that there is a correlation between having a high ideal self visualisation and the necessity to fulfil ought-to motives (avoidance of negative outcomes) so that one can achieve realisation of one's ideal self. On the other hand, another analysis might suggest that when encouraged to think about the integratively motivated ideal self, the participants actually reflected upon how ought-to motives held more importance for them. It is also worth noting that while Dornyei's future selves model is considered in the current academic sphere to set a precedent in terms of defining and measuring motivation, it is not always possible to completely differentiate between an ideal or ought-to L2 self motive, and there is often a crossover between the two, as the fulfilment of an ought-to motive might be crucial in the realisation of the ideal self (Magid, 2011). Furthermore this study has shown that there is often a degree of cross-over between the two. This is highlighted by certain responses in the questionnaires, for example for Q37, where ideal self visualisations as a proficient English speaker are driven by ought-to motives in this case. The desire to use English for work was the main ought-to motive and was supported heavily by the qualitative data. Areas in which ought to motives were least influential were respect from friends or the influence of parents, which could suggest motivation is more intrinsic and driven by more ideal self motives.

Finally, it might be logical to think that motivation might naturally influence other emotional or psychological factors in the motivated person, but this study has contradicted this idea in some ways, confirming that motivational factors are complex and many. While we can see that motivation was high prior to and throughout the course of the intervention, the slightly lower ideal L2 self post test results from the experimental group might suggest that a motivation toward the learning situation doesn't necessarily have to affect this facet of the self vision, motivation could simply come from the experience of learning in the moment, but later not affect the person's long term, future self vision, or from ought to motives, among other factors. Furthermore, it is interesting to note that although attitudes with regard to the enjoyment of English increased, the increase was minimal and the high motivation caused by the learning experience didn't translate to a significant increase in the enjoyment of English learning.

6. Limitations and recommendations

In the timescale given, it was difficult to provide a learning experience which profoundly explored intercultural learning, and was therefore able to develop intercultural awareness and intercultural communicative competence to the extent it could be scientifically measured and analysed. This study provided a short, intense introduction to these themes, but I would recommend future researchers carry out longitudinal studies of this nature, where fluctuations in self visions can be recorded intermittently and provide educators with insights as to effective teaching methods which can be employed to harness such competence and motivate students to develop positive L2 self visions and prepare for communication in an intercultural world.

I would have liked to carry out interviews with students in order to gain a deeper understanding of their attitudes and perceptions of intercultural learning and future self visualisations, but time restrictions meant this wasn't possible. Given that motivational studies often lend themselves to qualitative research, I would suggest this as a method for future researchers. Owing to the size

of this study, analysis of individual responses could not be included in the results, nor could a section on class observations (the effectiveness of tasks, perceived intercultural learning taking place, motivated behaviour by students) be included. I must also make reference to two crucial differences between the two groups. Firstly, the control group didn't have the ethnic diversity of the experimental group, and were in the majority Spanish, the dominant culture in the country where this study was carried out, which could have caused differences in how they reflected on questions of (inter)culture. Secondly, the control group was 48.4% smaller than the experimental group, meaning the validity of comparative scores can't claim to be as accurate as if the two groups had been the same size owing to variances in deviation. Finally, it was unfortunate that not all participants from the initial groups completed both questionnaires also, as this would have given more validity to the overall study.

This study has been greatly rewarding for me. As a linguist myself who has lived in many countries and travelled widely, and a teacher of EFL, I have often questioned my own motivation for learning, as well as that of my students. This study has given my invaluable insights into this field, and I hope will help me and other teachers in multicultural classrooms to not only embrace multiculturalism, but harness its potential to educate learners on the importance of acting in a global world and fulfil their potential to become competent linguists of the future.

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Appendices

Appendix A – Questionnaire items, pre-test.

Q1 - *¿Cómo te llamas?*

Q2 - *¿Cuántos años tienes?*

Q3 - *¿En qué país naciste?*

Q4 - *¿Cuántos años llevas en España?*

Q5 - *¿En qué país nacieron tus padres?*

Q6 - *¿Has estado en ese país? ¿Cuántas veces? ¿Durante cuánto tiempo?*

Q7 - *¿Qué lengua hablas en tu casa?*

Q8 - *¿Qué nivel de castellano tienes? (alto / medio-alto / medio / medio-bajo / bajo)*

Q9 - *¿Qué nivel de euskera tienes? (alto / medio-alto / medio / medio-bajo / bajo)*

Q10 - *¿Qué nivel de inglés tienes? (alto / medio-alto / medio / medio-bajo / bajo)*

Q11 - *¿Qué nivel de la lengua de tus padres tienes? (alto / medio-alto / medio / medio-bajo / bajo)*

Q12 - *¿Qué nivel de francés tienes? (alto / medio-alto / medio / medio-bajo / bajo)*

Q13 - *¿Qué nivel de alemán tienes? (alto / medio-alto / medio / medio-bajo / bajo)*

Q14 - *¿Cuantos años llevas estudiando inglés?*

Q15 - *¿Vas a alguna academia o profesor/a fuera del instituto? ¿Desde cuándo?*

Q16 - *¿Has estado en algún país practicando inglés? ¿Dónde? ¿Cuántas veces? ¿Durante cuánto tiempo?*

Q17 - *¿Has estado en algún campamento en España practicando inglés? ¿Dónde? ¿Cuántas veces? ¿Durante cuánto tiempo?*

INTERCULTURALIDAD

Q18 - *¿Cuando piensas en la palabra 'cultura', qué te viene a la cabeza?*

Q19 - *Me parece que es importante conocer las culturas de los/las demás. (mucho / bastante / algo / poco / nada)*

Añadir comentarios...

Q20 - *Soy consciente de las diferencias entre diferentes culturas con las que tengo contacto y la mía. (mucho / bastante / algo / poco / nada)*

Añadir comentarios...

Q21 - *Hablar con gente de diferentes culturas sobre similitudes y diferencias entre su(s) cultura(s) y la mía es importante. (mucho / bastante / algo / poco / nada)*

Añadir comentarios...

Q22 - *Es importante tener la oportunidad de expresar mis experiencias, opiniones y valores desde el punto de vista de mi propia cultura. (mucho / bastante / algo / poco / nada)*

Añadir comentarios...

Q23 - *Me identifico con la cultura de mi país de origen, o del país de origen de mis padres (mucho / bastante / algo / poco / nada)*

Añadir comentarios...

Q24 - *Me parece importante respetar el derecho de personas de culturas diferentes a la mía a tener opiniones y valores diferentes a los míos. (mucho / bastante / algo / poco / nada)*

Añadir comentarios...

Q25 - En mis clases de inglés se aprende de las culturas de otras personas. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q26 - En mis clases de inglés diría que se aprende sobre todo de las culturas de los países donde el inglés es el idioma principal (Reino Unido, USA, Australia). (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q27 - Alguna vez he reflexionado sobre cómo el inglés puede ser un idioma para comunicar con personas de diferentes culturas de todo el mundo. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q28 - Aprender y hablar inglés puede servir para entender las diferencias y similitudes entre las diferentes culturas. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q29 - Hablando inglés soy capaz de comprender y tratar temas éticos como la ecología o la marginalidad. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q30 - Estudiar inglés me hace VER el mundo desde una perspectiva global. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q31 - Estudiar inglés me hace SENTIR PARTE de un mundo global. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

MOTIVACIÓN

Q32 - Me veo como alguien que hablará inglés en el futuro. (mucho / bastante / algo / poco / nada)

¿En qué situaciones? ¿Por ejemplo en el trabajo, en una cafetería con amigos, en una universidad internacional..? Añadir comentarios...

Q33 - Aprender inglés es importante porque me gustaría viajar en el futuro. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q34 - Me imagino que en el futuro hablaré en inglés con amigos y compañeros de trabajo. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q35 - Me imagino que en el futuro tendré que hablar con la gente en inglés en situaciones sociales. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q36 - Tengo interés para conocer a nueva gente gracias a hablar en inglés. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q37 - Me puedo ver como una persona que habla con un nivel muy alto de inglés. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q38 - Estudio inglés porque mis padres me dicen que es importante para el futuro. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q39 - El inglés es importante para conseguir un buen trabajo. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q40 - Tengo que aprender inglés porque no quiero suspender la asignatura. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q41 - Quiero aprender inglés porque mis amigos piensan que es importante. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q42 - Una persona culta debería saber inglés. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q43 - Creo que en mi futuro trabajo será necesario hablar inglés. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q44 - La gente me respetará si puedo hablar en inglés. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q45 - Aprender inglés en clase para mí es muy interesante. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q46 - Aprender inglés en el instituto es un algo que me gusta. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q47 - En las clases de inglés me gusta aprender cosas interesantes aunque sean difíciles. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q48 - Muchas de las cosas que hacemos en las clases de inglés son cosas que se relacionan con nosotros/as personalmente. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q49 - En las clases de inglés prefiero trabajar sólo que en grupo. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q50 - Me gusta el hecho de que aprender inglés requiera relacionarse con otras personas y hablar. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q51 - Por favor, comenta acerca de cualquier otra cosa que te motiva para aprender inglés.

Appendix B – Questionnaire items, post-test.

Q18 - ¿Cuando piensas en la palabra 'cultura', qué te viene a la cabeza?

Añadir comentarios...

Q19 - Me parece que es importante conocer las culturas de los/las demás. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q20 - Soy consciente de las diferencias entre diferentes culturas con las que tengo contacto y la mía. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q21 - Hablar con gente de diferentes culturas sobre similitudes y diferencias entre su(s) cultura(s) y la mía es importante. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q22 - Es importante tener la oportunidad de expresar mis experiencias, opiniones y valores desde el punto de vista de mi propia cultura. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q23 - Me identifico con la cultura de mi país de origen, o del país de origen de mis padres. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q24 - Me parece importante respetar el derecho de personas de culturas diferentes a la mía a tener opiniones y valores diferentes a los míos. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q25 - En mis clases de inglés me parece importante aprender de las culturas de otras personas. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q26 - En mis clases de inglés diría que se aprende sobre todo de las culturas de los países donde el inglés es el idioma principal (Reino Unido, USA, Australia). (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q27 – Alguna vez he reflexionado sobre cómo el inglés puede ser un idioma para comunicar con personas de diferentes culturas de todo el mundo. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q28 - Aprender y hablar inglés puede servir para entender las diferencias y similitudes entre las diferentes culturas. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q29 - Hablando inglés soy capaz de comprender y tratar temas éticos como la ecología o la marginalidad. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q30 - Estudiar inglés me hace VER el mundo desde una perspectiva global. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q31 - Estudiar inglés me hace SENTIR PARTE de un mundo global. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q31b – Me parece importante que conozca la cultura de alguien con quien hablo en inglés, y viceversa, para que podamos entendernos mejor. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q31c – Me parece importante que conozca la cultura de alguien con quien hablo en inglés, y viceversa, para que podamos comunicarnos mejor. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

MOTIVACIÓN

Q32 - Me veo como alguien que hablará inglés en el futuro. (mucho / bastante / algo / poco / nada)

¿En qué situaciones? ¿Por ejemplo en el trabajo, en una cafetería con amigos, en una universidad internacional..? Añadir comentarios...

Q33 - Aprender inglés es importante porque me gustaría viajar en el futuro. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q34 - Me imagino que en el futuro hablaré en inglés con amigos y compañeros de trabajo. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q35 - Me imagino que en el futuro tendré que hablar con la gente en inglés en situaciones sociales. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q36 - Tengo interés para conocer a nueva gente gracias a hablar en inglés. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q37 - Me puedo ver como una persona que habla con un nivel muy alto de inglés. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q38 - Estudio inglés porque mis padres me dicen que es importante para el futuro. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q39 - El inglés es importante para conseguir un buen trabajo. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q40 - Tengo que aprender inglés porque no quiero suspender la asignatura. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q41 - Quiero aprender inglés porque mis amigos piensan que es importante. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q42 - Una persona culta debería saber inglés. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q43 - Creo que en mi futuro trabajo será necesario hablar inglés. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q44 - La gente me respetará si puedo hablar en inglés. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q45 - Aprender inglés en clase para mí es muy interesante. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q46 - Aprender inglés en el instituto es algo que me gusta. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q47 - En las clases de inglés me gusta aprender cosas interesantes aunque sean difíciles. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q48 - Muchas de las cosas que hacemos en las clases de inglés son cosas que se relacionan con nosotros/as personalmente. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q49 - En las clases de inglés prefiero trabajar sólo que en grupo. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q50 - Me gusta el hecho de que aprender inglés requiere relacionarse con otras personas y hablar. (mucho / bastante / algo / poco / nada)

Añadir comentarios...

Q51 - Por favor, comenta acerca de cualquier otra cosa que te motiva para aprender inglés.

Appendix C - student profiles (control group)

| Student code | Age | Sex | Country of birth | Parents' country of birth | Years living in Spain | Primary language spoken at home | Spanish level | English level | Other languages spoken (intermediate level or above) | Years studying English | Extra details related to English learning |
|--------------|-----|-----|------------------|----------------------------------|-----------------------|---------------------------------|---------------|---------------|--|------------------------|---|
| A – C | 16 | F | Spain | Spain | 16 | Spanish | High | Medium-high | | 10 | |
| B – C | 17 | F | Spain | Spain | 17 | Spanish | High | Medium | Basque | 11 | |
| C – C | 16 | M | Spain | Spain | 16 | Spanish | High | Medium-high | Basque | 16 | |
| D – C | 18 | F | Spain | Spain | 18 | Spanish | High | Medium-low | | 15 | |
| E – C | 17 | F | Columbia | Colombia | 7 | Spanish | High | Medium-low | | 15 | |
| G – C | 17 | M | Venezuela | Venezuela | 15 | Spanish | High | Medium | | 14 | |
| H – C | 16 | M | Spain | Spain | 16 | Spanish | High | Medium | | 13 | |
| J – C | 16 | M | Spain | Spain | 16 | Spanish | High | Medium | Basque | 10 | One-month English study trip to Leeds, UK. One week English study camp in Spain |
| L – C | 16 | M | Spain | Spain | 16 | Spanish | High | Medium | Basque | 14 | |
| M – C | 16 | F | Spain | Spain | 16 | Spanish | High | Medium | French | 10 | One week English study camp in Ireland |
| N – C | 16 | F | Spain | Ecuador | 16 | Spanish | High | Medium | | 14 | |
| O – C | 16 | M | Spain | Spain | 16 | Spanish | High | Medium | | 13 | |
| F – C | 17 | M | Venezuela | Mother, Venezuela; father, Spain | 8 | Spanish | High | Medium-high | | 12 | |
| I – C | 17 | M | Spain | Ecuador | 17 | Spanish | High | Medium-low | Basque, German | 10 | |
| K – C | 16 | M | Spain | Spain | 16 | Spanish | High | Medium-high | Basque, German | 13 | |

- Students who completed both pre-test and post-test questionnaires
 - Students who completed only the pre-test questionnaire

Appendix D - student profiles (experimental group)

| Student | Age | Sex | Country of birth | Parents' country of birth | Years living in Spain | Primary language spoken at home | Spanish level | English level | Other languages spoken (intermediate level or above) | Years studying English | Extra details related to English learning |
|---------|-----|-----|--------------------|------------------------------|-----------------------|---------------------------------|---------------|---------------|--|------------------------|--|
| A - E | 17 | F | Paraguay | Paraguay | 12 | Spanish | High | Medium | | 11 | |
| D - E | 18 | M | Ecuador | Ecuador | 17 | Spanish | High | Medium | | 15 | |
| F - E | 16 | F | Dominican Republic | Dominican Republic | 8 | Spanish | High | Medium | | 13 | |
| G - E | 16 | F | Romania | Romania | 12 | Romanian | High | Medium | | 11 | Has been studying English for one year at an academy |
| H - E | 17 | F | Spain | Bulgaria | 17 | Spanish, Bulgarian | High | Medium | French | 15 | |
| J - E | 16 | F | Spain | Mother, Spain; father, Italy | 15 | Spanish, Italian | High | Medium-low | | 13 | |
| K - E | 17 | F | Spain | Spain | 17 | Spanish | High | Medium-low | | 15 | |
| L - E | 17 | F | Spain | Spain | 17 | Spanish | High | Medium | | 15 | |
| N - E | 17 | M | Spain | Ecuador | 17 | Spanish | High | Medium | | 14 | 1 week studying in an English camp in Spain |
| O - E | 16 | F | Spain | Spain | 16 | Spanish | High | Medium-low | Euskara | 14 | |
| P - E | 17 | F | Spain | Spain | 17 | Spanish | High | Medium-high | | 14 | |
| Q - E | 17 | F | Spain | Spain | 17 | Spanish | High | Medium-high | | 10 | Has been studying English for three years at an academy |
| R - E | 17 | F | Ecuador | Ecuador | 5 | Spanish | High | Medium | | 11 | |
| S - E | 16 | F | Romania | Romania | 11 | Spanish, Romanian and Ukrainian | High | Medium-high | | 11 | |
| T - E | 16 | M | Bulgaria | Bulgaria | 16 | Spanish | High | Medium-high | | 9 | |
| U - E | 17 | F | Spain | Spain | 17 | Spanish | High | Low | | 12 | One month stay in Ireland learning English, two week-long English study camps in Spain |
| V - E | 16 | F | Spain | Spain | 16 | Spanish | High | Medium | | 14 | 1 week studying in an English camp in Spain |
| AA - E | 17 | M | Ecuador | Ecuador | 11 | Spanish | High | Low | | 11 | |
| BB - E | 17 | F | Spain | Spain | 17 | Spanish | High | Medium | | 12 | 1 week studying in an English camp in Spain |
| CC - E | 16 | F | Spain | Spain | 16 | Spanish | High | Medium-high | | 13 | |

| | | | | | | | | | | | |
|--------|----|---|-----------|---------|----|-----------------|------|-------------|---------|----|---|
| DD - E | 17 | M | Spain | Spain | 17 | Spanish | High | Medium-high | | 10 | |
| B - E | 16 | M | Spain | Spain | 16 | Spanish | High | Medium-high | French | 13 | Two week long stays in an English camp in Spain |
| C - E | 18 | M | Argentina | Bolivia | 9 | Spanish | High | Medium | | 11 | |
| E - E | 16 | F | Bolivia | Bolivia | 13 | Spanish | High | Medium-low | | 13 | |
| I - E | 16 | F | Spain | Spain | 16 | Spanish | High | Medium-low | | 10 | 1 week studying in an English camp in Spain |
| M - E | 17 | M | Peru | Peru | 13 | Spanish | High | Medium-low | | 11 | 1 week studying in an English camp in Spain |
| W - E | 17 | F | Spain | Spain | 17 | Spanish, Basque | High | Medium | Euskara | 15 | |
| X - E | 16 | M | Spain | Spain | 16 | Spanish | High | Medium | | 10 | Has studied English in an academy at various times |
| Y - E | 16 | M | Bolivia | Bolivia | 4 | Spanish | High | Medium | | 6 | Four years studying English in an academy 2013-2017 |
| Z - E | 16 | M | Ecuador | Ecuador | 15 | Spanish | High | Medium-high | | 13 | |

- Students who completed both pre-test and post-test questionnaires
 - Students who completed only the pre-test questionnaire

Appendix E – Learning diaries

Agenda de Aprendizaje y Reflexión

Por favor, como parte del proceso de nuestra investigación sobre la interculturalidad y la motivación en las clases de inglés, os agradeceríamos mucho que contestéis a unas pocas preguntas que van a continuación. Sirven para que reflexionéis sobre lo aprendido y el proceso de aprendizaje de cada sesión, y en general. Rogamos que contestéis con sinceridad y que pongáis todo lo que os parezca relevante. Cada detalle o reflexión cuenta mucho.

¡Muchas gracias!

---- En las preguntas con *, marcad una puntuación entre **1 (muy poco) a 5 (mucho)**. Cuando pone '¿Por qué? ¿Cómo?', por favor poned más detalles... ----

Semana 1 - 16/03/2018

*** 1: ¿La clase de hoy te ha hecho reflexionar sobre los diferentes puntos de vista de tus compañer@s sobre qué es la cultura para ellos y ellas?**

1 2 3 4 5

1b: ¿Por qué? ¿Cómo?

*** 2: ¿Te ha parecido importante participar en las actividades de reflexión sobre las similitudes y diferencias entre las diferentes culturas del mundo?**

1 2 3 4 5

2b: ¿Por qué? ¿Cómo?

*** 3: ¿La clase de hoy te ha hecho reflexionar sobre cómo las culturas hoy en día son cada vez más cercanas una a la otra?**

1 2 3 4 5

3b: ¿Por qué? ¿Cómo?

* 4: ¿Has reflexionado sobre el hecho de que los/las hablantes de inglés son de culturas muy diversas hoy en día?

1 2 3 4 5

4b: ¿Por qué? ¿Cómo?

* 5: ¿Este tipo de clase enfocada en el intercambio cultural te ha parecido interesante y motivadora?

1 2 3 4 5

5b: ¿Por qué? ¿Cómo?

Agenda de Aprendizaje y Reflexión

Por favor, como parte del proceso de nuestra investigación sobre la interculturalidad y la motivación en las clases de inglés, os agradeceríamos mucho que contestéis a unas pocas preguntas que van a continuación. Sirven para que reflexionéis sobre lo aprendido y el proceso de aprendizaje de cada sesión, y en general. Rogamos que contestéis con sinceridad y que pongáis todo lo que os parezca relevante. Cada detalle o reflexión cuenta mucho.

¡Muchas gracias!

---- En las preguntas con *, marcad una puntuación entre **1 (muy poco) a 5 (mucho)**. Cuando pone '¿Por qué? ¿Cómo?', por favor poned más detalles... ----

Semana 2 - 23/03/2018

*** 1: ¿La clase de hoy te ha hecho reflexionar sobre los diferentes puntos de vista tus compañeros sobre qué es la cultura para cada uno de ellos y ellas?**

1 2 3 4 5

1b: ¿Por qué? ¿Cómo?

*** 2: ¿Al hablar con tus compañer@s de vuestras culturas, te hace reflexionar sobre la importancia de la conciencia cultural para comunicar con personas de todo el mundo?**

1 2 3 4 5

2b: ¿Por qué? ¿Cómo?

*** 3: ¿Te parece importante que la gente sea consciente, o trate de ser consciente de elementos de tu cultura, y vice versa?**

1 2 3 4 5

3b: ¿Por qué? ¿Cómo?

* 4: ¿Los estereotipos son buenos o malos?

Buenos

Malos

Pueden ser los dos

4b: ¿Por qué? ¿Cómo?

* 5: ¿Este tipo de clase enfocada en el intercambio cultural te ha parecido interesante y motivadora?

1 2 3 4 5

5b: ¿Por qué? ¿Cómo?

Agenda de Aprendizaje y Reflexión

Por favor, como parte del proceso de nuestra investigación sobre la interculturalidad y la motivación en las clases de inglés, os agradeceríamos mucho que contestéis a unas pocas preguntas que van a continuación. Sirven para que reflexionéis sobre lo aprendido y el proceso de aprendizaje de cada sesión, y en general. Rogamos que contestéis con sinceridad y que pongáis todo lo que os parezca relevante. Cada detalle o reflexión cuenta mucho.

¡Muchas gracias!

---- En las preguntas con *, marcad una puntuación entre **1 (muy poco) a 5 (mucho)**. Cuando pone '¿Por qué? ¿Cómo?', por favor poned más detalles... ----

Semana 3 - 13/04/2018

* 1: ¿Leer sobre una persona en Camboya hablando de su cultura te ha hecho reflexionar sobre lo extendido que son las culturas que usan el inglés hoy en día para comunicar?

1 2 3 4 5

1b: ¿Por qué? ¿Cómo?

* 2: ¿Escribir un artículo sobre tu propia cultura te ha hecho reflexionar sobre qué es tu cultura y la importancia de ella para ti?

1 2 3 4 5

2b: ¿Por qué? ¿Cómo?

* 3: ¿Escribir un artículo sobre tu propia cultura te ha hecho reflexionar sobre la importancia de comunicar qué es tu cultura a las demás personas?

1 2 3 4 5

3b: ¿Por qué? ¿Cómo?

* 4: ¿Este tipo de clase enfocada en el intercambio cultural te ha parecido interesante y motivadora?

1 2 3 4 5

4b: ¿Por qué? ¿Cómo?

Agenda de Aprendizaje y Reflexión

Por favor, como parte del proceso de nuestra investigación sobre la interculturalidad y la motivación en las clases de inglés, os agradeceríamos mucho que contestéis a unas pocas preguntas que van a continuación. Sirven para que reflexionéis sobre lo aprendido y el proceso de aprendizaje de cada sesión, y en general. Rogamos que contestéis con sinceridad y que pongáis todo lo que os parezca relevante. Cada detalle o reflexión cuenta mucho.

¡Muchas gracias!

---- En las preguntas con *, marcad una puntuación entre **1 (muy poco) a 5 (mucho)**. Cuando pone '¿Por qué? ¿Cómo?', por favor poned más detalles... ----

Semanas 4 y 5 - 27/04/2018

*** 1: ¿Las últimas dos clases (preparación y realización en grupo de un proyecto en forma de una presentación sobre una cultura, y ver las presentaciones de tus compañeros) han servido para que hayas podido entender más sobre las culturas de tus compañer@s de clase?**

1 2 3 4 5

1b: ¿Por qué? ¿Cómo?

*** 2: ¿Al inicio, hubieras preferido realizar el proyecto sobre tu propia cultura, o la de un@ de tus compañer@s?**

Propia

La de otr@

No importa

2b: ¿Por qué? ¿Cómo?

*** 3: ¿Al realizar el proyecto y ver las presentaciones de los demás, te ha hecho reflexionar sobre el hecho de que los hablantes de inglés hoy en día son cada vez más diversos y de muchos diferentes culturas?**

1 2 3 4 5

*** 4: ¿Te parece importante ser consciente de la cultura de una persona con quien hablas inglés, aunque esa persona no sea de un país anglohablante (Reino Unido, Estados Unidos...)?**

1 2 3 4 5

4b: ¿Por qué? ¿Cómo?

*** 5: ¿Este tipo de clase enfocada en el intercambio cultural te ha parecido interesante y motivadora?**

1 2 3 4 5

5b: ¿Por qué? ¿Cómo?

--- SOLO CONTESTAR A PREGUNTAS 6 - 9 SI HAS REALIZADO LA PRESENTACIÓN SOBRE TU PROPIA CULTURA ---

*** 6: ¿Te ha gustado la experiencia de trabajar en grupo con personas de diferentes culturas para luego exponer juntos una única cultura, en este caso, la tuya?**

1 2 3 4 5

6b: ¿Por qué? ¿Cómo?

*** 7: ¿Te has sentido que al realizar el proyecto, ha habido una motivación positiva por tu parte hacia este trabajo?**

1 2 3 4 5

7b: ¿Por qué? ¿Cómo?

*** 8: ¿Te has sentido que al realizar este proyecto, ha habido una motivación positiva por tus compañeros hacia este trabajo, y hacia aprender de tu cultura en general?**

1 2 3 4 5

8b: ¿Por qué? ¿Cómo?

*** 9: ¿Cómo te has sentido en general haciendo este último trabajo? ¿Ha sido positivo?**

1 2 3 4 5

9b: ¿Por qué? ¿Cómo?

--- SOLO CONTESTAR A PREGUNTAS 10 - 13 SI HAS REALIZADO LA PRESENTACIÓN SOBRE LA CULTURA DE UN COMPAÑERO DE TU GRUPO ---

*** 10: ¿Te ha gustado la experiencia de trabajar en grupo con personas de diferentes culturas para luego exponer juntos una única cultura, en este caso, una que no es la tuya?**

1 2 3 4 5

10b: ¿Por qué? ¿Cómo?

*** 11: ¿Te has sentido que al realizar este proyecto, ha habido una motivación positiva por tu parte hacia este trabajo?**

1 2 3 4 5

11b: ¿Por qué? ¿Cómo?

*** 12: ¿Te has sentido que al realizar este proyecto, ha habido una motivación positiva por tus compañeros hacia este trabajo, y hacia aprender de esta cultura en general?**

1 2 3 4 5

12b: ¿Por qué? ¿Cómo?

*** 13: ¿Cómo te has sentido en general haciendo este último trabajo? ¿Ha sido positivo?**

1 2 3 4 5

13b: ¿Por qué? ¿Cómo?