The Role of Imagination in Motivating EFL Learning

Chih-cheng Lin*[1], Fang-rong Kuo*[2]

*[1]National Hsinchu University of Education, Taiwan,
*[2]National United University, Taiwan

0183

The Asian Conference on Education 2013

Official Conference Proceedings 2013

Abstract

Engaging and motivating students is always a key factor for successful learning. In educational systems where English is compulsory, such as the case in Taiwan, learners may struggle hopelessly for the duration of their academic lives. Dornyei (2005) builds on the psychological theory of possible selves to develop a new conceptualisation of L2 motivation, the 'L2 Motivational Self System', with the central concept of the ideal self, which refers to the representation of the attributes that someone would ideally like to possess. While Ryan (2009) reported in his quantitative study that the ideal L2 self had the more direct relationship with motivated behavior, this study aims to conduct a qualitative study emphasizing the power of imagination in potentially motivating EFL (English as a Foreign Language) learners in the pursuit of the ideal L2 self. The pedagogical implications from this study were discussed as well.

Introduction

English is considered the most widely used international language of the world in which learners' capability benefit them for effective communication in international contexts. In addition to the native speakers, many more learners are using it as a second language (ESL) or foreign language (EFL).

According to the context in Taiwan, English is learned as a foreign language (EFL) and has been a compulsory subject in junior and senior high schools for decades. It has then been mandated as a regular subject taught to grade five and six students in elementary schools since 2001, and advanced to the lower grades since 2005. Besides the formal education, many students have spent extra hours studying English at language programs.

However, in spite of the significant progression to English education, it is commonly taken as a subject to study rather than a foreign language to learn. As the consequences of the examination-orientated education system and the lack of language contact in EFL context, students study hard on this subject mainly for the purpose of entrance examinations for senior high schools and colleges.

Moreover, the methods in the classroom are still conventional such as teacher's lectures and students' note-taking. Such traditional teacher-student relationship leads to domination and oppression through silencing students' knowledge and experiences (Freire, 2000; Sawyer, 2006; Vygotsky, 2004; Wenger, 1998). The teacher in the classroom is the figure of authority to transfer the knowledge of language on the surface structural level instead of the social and cultural levels. In this aspect, students tend to learn English passively by rule-bounded rote learning.

This study aims to explore whether interactive classroom activities can foster learners' imagination and motivation in English learning or not.

L2 Motivation

Motivation "energizes" human behavior and "gives it direction" (Dornyei, 1998, p.

117) and is a significant dimension in language learning (Gardner, 1985; Gardner et al. 2004). A large spectrum of theories covers many variables that affect student motivation in the second language (L2) classroom. In the field of second and foreign language education, Gardner and Lambert's (1972) social psychological model served as a dominant framework for investigating L2 learners' motivation for some decades. In the 1990s, core issues during the process-oriented period on motivation research increasingly turned to practical questions of how motivation might be initiated, influenced, supported, or sustained. Attention has focused on the interaction between the learning situation (e.g., instructional techniques, classroom environment, interpersonal relations), and individual motivational cognitions and behaviors (e.g., goals, attitudes, beliefs, processing of experience, self-regulatory strategies) (Dörnyei, 2002).

In recent years, research on language learning motivation has shown a growing interest in the close relationship between learners' motivational experiences and identity processes, and the non-linear, relational view of motivation, self and context (Dörnyei & Ushioda, 2011; Ushioda, 2009). There is increasing recognition in L2 research that mixed methods approaches can help to capture more of the complexity and dynamic of the issues under investigation (Dörnyei, 2007). In particular, the investigation of contextual factors and individual-contextual interactions is likely to entail triangulation of multiple forms of data from diverse points of view with current moves toward more socio-dynamic perspectives on motivation. Therefore, in order to obtain a rich holistic analysis of motivation-in-context, interviews with teachers and students, classroom observations, classroom interaction data, focus group discussions, learner journals, written narratives, etc., have received more and more attention.

Motivation researchers view possible selves as future self-guides that reflect "a dynamic, forward-pointing conception that can explain how someone is moved from the present to the future" (Dörnyei, 2009, p. 11). Future self-guides act as powerful motivators for L2 learning (Csizér and Kormos, 2009; Ryan, 2009; Taguchi et al., 2009). They further believe that people are motivated to fill the gap between their actual, ideal, and ought-to selves (Higgins, 1987). Drawing from possible selves theory (Markus & Nurius, 1986) and self discrepancy theory (Higgins, 1987), Dörnyei (2005, 2009) developed the concept of the L2 Motivational Self System. The framework is composed of three components, namely the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The L2 selves have a future dimension in that

they embody an image of oneself in a future state. This future image guides present actions and is considered a powerful source of motivation. The other component in this theory is L2 learning experience. This component concerns factors related to the immediate learning environment and experience and is thus more situation specific. The L2 self model presents a rethinking of the notions of integrative and instrumental motivations and allows a more situated approach to the complexity and diversity of L2 learners' motivational orientations and learning contexts.

Ryan (2009) proposed an interpretation of L2 motivation based on the concept of the ideal L2 self as a possible means of developing an understanding of language learning motivation that is comprehensive and robust enough to be applicable to a wide range of language learning contexts yet with the capacity to remain sensitive to specific situations and individual idiosyncrasies. The findings in his study provide strong empirical backing for calls to reinterpret L2 motivation from a self perspective. The ideal L2 self variable demonstrates itself to have the more direct relationship with motivated behavior. Integrativeness may exist in many contexts but it does so as part of a broader concept of ideal L2 self, which is proved to be a more precise measurement. For those involved in learning contexts where the function and purpose of second language education is not always about communication with the L2 community, this represents an important breakthrough.

Csizér and Kormos (2009) investigated the effects of the ideal and ought-to L2 selves on Hungarian foreign language learners' motivated learning behavior by means of structural equation modelling. The models indicated that motivated learning behavior was partly determined by the ideal L2 self, i.e., the extent to which students could imagine themselves as competent language users in the future. The other important determinant of language learning effort was the dimension of language learning experiences, which finding suggests that motivational forces originating from the language classroom have great influence on how much effort students are willing to invest in language learning, and highlights the importance of motivational teaching practice (Dörnyei, 2001a). The main determinants of the students' self-concept were international posture, knowledge orientation, language learning experiences and parental encouragement. Students' ought-to L2 self was found to be socially constructed as parental encouragement was the only factor with a significant contribution towards this type of self. The role of the ought-to L2 self seemed to be marginal because of the weak contribution to shaping students' learning behavior. The

students' idealized images of themselves were influenced by language learning experiences and their attitudes towards English as an international language. This research underlines the importance of self-concept in affecting motivated behavior and shows that self-regulated learning is hardly possible unless students have a positive image of themselves as users of another language.

Cheng and Dörnyei (2007) conducted a large-scale empirical survey by a modified replication of the Dörnyei and Csizér's study in 1998. 387 Taiwanese teachers of English were asked to rate a list of comprehensive motivational strategies in terms of (1) how much importance they attached to these and (2) how often they implemented them in their teaching practice. The results in this study show that there is a certain amount of resemblance to the list of motivational macrostrategies generated by Dörnyei and Csizér's survey among Hungarian English teachers, indicating that some motivational strategies are transferable across diverse cultural and ethnolinguistic contexts. Warden and Lin (2000) reported a "required motivation", reflecting culturally valued and internalized motivation to meet social and parental expectations.

It has been increasingly recognized that traditional, quantitative approaches to research on L2 motivation may not effectively capture this dynamic and complex construct. Thus a number of researchers (e.g. Lamb, 2009; Spolsky, 2000; Ushioda, 2001, 2009) advocate the use of qualitative approaches to data collection and analysis. For example, Ushioda's (2001, 2009) cross-sectional study of university learners of French explored qualitative changes and development in learners' thoughts and beliefs and how they shaped learners' engagement in their language learning activity. Ushioda concluded that motivation changes can be the result of both internal and external factors to the individual, and other elements of the language learner's reality should be considered alongside the language learning.

Social Constructivism in EFL Education

Education deals with multilayer learning which are contextual. Learning is a matter of creating meaning, and the important thing is to be sensitive to the context. During the 1980s and early 1990s social constructivism proposed enhancing discursive interaction and dialogue within the classroom context and emphasized the importance of focusing instruction on the learner's cognitive, emotional and social

meaning-making processes(Cobb, 1994; Karagiorgi & Symeou, 2005; Pedersen & Liu, 2003; Tobin, 1993). It has contributed to more student-centered classrooms in which instruction strategies from teachers can enhance students' engagement in reflective thinking, experiential learning, collaborative learning, open-ended inquiry, rich-task activities and problem-posing-and-solving approaches in the learning process. Meaning is waiting to be discovered by the learner's employment of interpretative procedures, in which knowledge is constructed. Knowledge constructed this way is in accordance with Vygotsky's approach which emphasizes personal sense and the creative process of knowledge construction.

According to Vygotsky (1986), language is a tool one uses in collaboration with other individuals to shape his/her world. It is used for social and meaning-making activities, through which we reflect our thoughts, identities and selves. In a social constructivism language classroom, learners are granted a greater chance to experience, interpret, and use language in its more creative aspects. They are also more likely to discover the connection between language and emotions, language and culture, language and themselves (Carter, 2007; Hewitt, 2008; Karagiorgi & Symeou, 2005). In the field of foreign language learning, in which affective variables and cross cultural factors are diverse, the learning process becomes more complex. According to Gardner and MacIntyre (1993), affects such as self-esteem, inhibition, anxiety, and motivation, are emotionally relevant characteristics of the individual and may influence how he/she will respond to any situation. Among the affective factors, learners' motivation is regarded as the most influential factor in their ability to go through the process of foreign language learning.

Dewey (1938) promoted a model of education premised on the belief that students become more engaged in meaningful learning if their individual interests and real life experiences are reflected in the curriculum. In addition, new learning theories emphasize the importance of learners' participation and engagement in activities of communities of practice (Sawyer, 2006; Wenger, 1998). The central goals of these practices are to afford learners the chance to participate actively rather than receive knowledge passively, and to create environments where learners may increase interaction and control over their learning, and that in turn makes the learning personally meaningful. Through the active participation and meaningful engagement, learners can learn deeper knowledge when they engage in activities that are related to the everyday activities. Therefore, teaching and learning would tend to be

constructive and collaborative—very different from the traditional approach which positions the teacher as the transmitter of knowledge and students as receivers in a hierarchical framework.

While English is considered the most widely used international language of the world in which learners' English capability benefits them for effective communication in international contexts, what would the learning situations be like in an English classroom, especially when English is learned as a foreign language (EFL)?

Imagination in Language Classroom

Imagination is the capacity to invent new realities, perhaps new worlds. It is the ability to look at things as if they could be otherwise. Earlier studies in the field of education appreciated the value of imagination (Egan, 2005; Greene, 1995; Heath, 2008; Vygotsky, 2004). It is one of the most important cognitive capacities for learning in that it permits us to give credence to alternative realities (Greene, 1995; Harris, 2000; Heath, 2008). Trotman (2006) explained that imagination is an essential human capacity in various activities such as the pursuit of creativity and innovation, the symbolic expression of ideas, and critical thinking.

Van (2009) reviewed six approaches of literary analysis, in which reader-response approach encourages students to draw on their personal experiences, opinions, and feelings in their interpretation of the literary text. The reader-response approach emphasizes the reader's active rather than passive involvement in the task of text reading. It makes an important contribution to learning by activating students' background knowledge so they can better predict and decode the language and themes of texts. The other advantage of the reader-response approach is that emotional reactions and the imagination as well from reading a story, poem, or play can be harnessed for classroom instruction.

Savvidou (2004) proposed the personal growth model of teaching literature to fit in an EFL/ESL program. This model has the potential to meet the goals of enhancing language learning and cultural awareness, and to bring about personal development

through the learner's imagination and interaction with the text, feelings, ideas and opinions. As Cadorath and Harris pointed out (1998, p.188) "text itself has no meaning, it only provides direction for the reader to construct meaning from the reader's own experience". Thus, learning is to take place when learners are able to interpret text and construct meaning on the basis of their own experience. Such learning process makes connections between learners' personal and cultural experiences and those expressed in the text, thus encourages imagination and creativity.

Ishiki (2011) collected and analyzed EFL learners' metaphors with participant observation and interviews in order to better understand their rationales behind. The results of the study revealed that the imagined self has a great impact upon learners' metaphors as it serves as a driving force to master English. All participants of the study regard learning English as hardship or challenge. However, by setting a goal of how they want to be in the future, they strive to master English since they see it as a pre-requisite for their future success. Students' notion of imagined self serves as a catalyst to challenge and cope with their metaphors.

The Study

Participants

Fifty two students taking the Freshman English offered by the second author were participating in the study. Freshman English is a required course for all students and lasts for two consecutive semesters. It is scheduled for three hours every week. Curriculum details such as the course content, textbook selection, and assessment procedures are designed by the instructor. The students have been learning English as a foreign language (EFL) for at least eight years of formal education, starting at the fifth grade in the elementary schools.

However, as the results of the long history of the examination based education system in Taiwan and the lack-of-environment EFL context, students do not learn English in environments where it is used as the medium of everyday communication; rather, it is studied for examination. Exam requirements appear to motivate Taiwanese EFL learners more effectively than other orientations (Warden & Lin, 2000).

Satisfying a requirement becomes a major reason for students to participate in the language classroom (Chang, 2001). 'Dullness' is a major characteristic of the typical language classroom due to the 'parrot learning' and grammar-translation instruction (Wang, 2002).

Method

The research method was qualitative, using classroom observations, documents, and journal entries as tools. In addition, open-ended questions and interviews with the focal students were conducted to gather more specific information on their experiences and perceptions of motivation and EFL learning experience.

Among the four approaches to interview, namely informal interviewing, unstructured interviewing, semistructured interviewing, and structured interviewing, semistructured interviewing is considered the most appropriate type. It is based on the use of an interview guide (Bernard, 2000). The advantage of an interview guide is that the interviewer can make the best use of the limited time available in an interview situation (Patton, 1990).

The semi-structured interview consisted of the following guiding questions: (a) the students' motivation perception in EFL learning, (b) personal learning experiences and evaluation of class activities, (c) the impact of the imagination stimulation on their learning motivation, (d) suggestions for the teacher in the program. Interviews were conducted individually and took place in the teacher's office, lasting about half an hour for each interview. To facilitate students' expression, the interviews were conducted in Chinese.

Data Collection and Analyses

In this study, data were collected in several ways, including students' responses to questionnaires, interviews, performances in class, as well as the researchers' observation (Creswell, 2002; Johnson and Onwuegbuzie, 2004). By answering the questions in the questionnaire, students could also reflect and evaluate their own learning processes and the extent of motivation effect on learning.

Furthermore, researchers could explore and clarify hidden or unclear information based on the answers to the open-ended questions when further interviewing the focal students in order to precisely discover their perceptions and experiences. The teacher-researcher also kept a teaching journal to record her observation about the class activities, e.g., students' participation, interaction, collaboration, and the contingencies. To ensure the credibility of the research, the strategies of triangulation from multiple sources, prolonged engagement, and persistent observation were applied in this study. To protect the respondents' identities, pseudonyms were created for use throughout the study.

Key Findings

This study conducted a qualitative study emphasizing the power of imagination in potentially motivating EFL learners in English classroom. Various activities were designed, including group performance and discussion, pair practice, individual reflection, and class discussion.

More Interaction with Peers and Instructor

The study stressed on the aspect of interpersonal relations by providing students the chance to design their group show, which engaged each member in the group to brain-storm and collaborate with each other in order to conjure up unique ideas for their show. In this way, not only can students improve their relations with each other, but the instructor also keep good relationship with the students by showing respect and receptiveness. One of the students responded as below,

> *I like the atmosphere in English class. The teacher is very nice and active. She always encourages us to express ourselves. We have a lot of chances to talk, discuss with our members. We not only know each other better, but also learn from each other. I feel like learning English more and more.*

It was a showcase of mutual understanding as the students perceived the climate and the interaction with peers and the instructor in the classroom as friendly and encouraging, which enabled them to adapt their normal fears and decrease their

anxiety. This interactive environment also allowed the students to collaborate, share responsibility to achieve common goals, and take the responsibility for their own learning.

Dörnyei (2003) noted that "a positive interpersonal/affective disposition toward the L2 group, and the desire to interact with . . . to be the primary force responsible for enhancing or hindering intercultural communication and affiliation" (p. 5). This interactional focus considerably influenced students' attitudes and behavior. While students were encouraged to interact with their peers, the researchers observed that they could relief their anxiety with the help from their members. They seemed more excited and started sharing their thoughts on what they had learned during the class. English was considered less a subject and score-orientation but a tool through which they used to achieve their goals.

I am thankful that my group members help me a lot. Before, I studied English all by myself for taking so many tests. I put all my attention on questions and answers. Now I learn English with my friends and I know there are not just the standard answers but many possibilities. I can imagine the possible situations in real life and learn to make a decision through them. And I can imagine my future with positive ideas.

Dörnyei, and Csizér (1998) reported commandments for motivating language learners, including a personal model of the teacher, relaxed and pleasant class atmosphere, proper tasks, good teacher-student relationships, increasing learners' confidence, and so on (p. 215). Taking care of all the commandments contribute to learners' positive experiences in learning a foreign language impacts their confidence in using it.

The Power of Imagination and Creative Learning

The researchers utilized various activities and materials to elicit students' imagination. For instance, the instructor designated the group show with the guiding description as "Please use your imagination, creativity, enthusiasm….., to make a unique, marvelous, outstanding, terrific...., group show. My only requirements are: use at least some English in your show and inspire us to learn more. Thank you!" Unlike the conventional guidance which sets distinct rules, the description of this activity tended

to place the least restriction so the students could activate their extreme imagination and came out of all possible creativity.

> *These activities motivated me to learn and challenged me to think in more creative ways and stimulate my imagination. I like this way of learning. At first, I was shy because my English is very poor. But I found I could use many simple sentences to communicate with my classmates. We even used a lot of body language. It's interesting. And one group even wrote an English song with Chinese melody and they sang it so well. It is fantastic.*

Although the students' English proficiency seemed limited, their willingness to communicate was not deterred in the process of group performance and discussion. MacIntyre et al. (1998) confirmed that the behavior of one's willingness to communicate might be influenced by a number of learner and situational factors such as communication anxiety, personality trait of introversion and extroversion, and interactional contexts, and so on. The group works in this study proved to bring positive effect to the learners that they could lower down their anxiety and raising confidence in using English. Cooperative learning enables students to polish their imagination and creativity in the caring and supportive learning atmosphere and also increases the learning motivation accordingly.

The researchers also applied movies to stimulate students' imagination and reflection. For example, after watching "Peaceful Warrior", the students were encouraged to activate their imagination to play the roles and rewrite part of the plot in the movie. In their journal they also reflected they were inspired and encouraged by the actors. They learned a lot from the movie and learned to know themselves better, which projected to the transitions to new life phases.

> *I never seriously think about who I am. What am I going to do? I just studied so hard for so many years and kept this learning in the college. But now I start to think about "me" and my future. I know it might be very difficult for me to reach the goals, but I learn from the movie that it is the journey, the process, that I can grow to be more mature.*

Williams (1994) argued that learning a foreign language involves far more than simply skills or a system of rules, or a grammar. In addition, it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being

and, therefore, has a significant impact on the social nature of the learner.

Autonomous Learning and Deeper Meaning in Learning

Students were encouraged to keep journals because they could not only reflect upon but also internalize what they had learned and how they learned it in the class. Dörnyei (2001b) suggested that internalised motives are more likely to have a long term impact on L2 learning. Watkins (2000) argued that reflection may enhance learning by providing learners with the chances to check and evaluate what they have done and it should be a skill to be developed over a period of time. It is true that not many students could write good journals. During the course of the study the researchers noticed that most of the students were not used to this practice. But for those who did keep doing this, they became more conscious of what is happening to them through dialoging with their inner selves.

> *When I read my journal and recall all the memories I recorded during this semester, I was so surprised and excited about what I have done and thought. Just like the sentences I wrote here from the movie "Peaceful Warrior"--- "This moment is the only thing that matters. The journey is what brings us happiness not the destination." I am very happy with all these moments in my journal and I know I will be more focused in learning.*

Her experience brought to light an important fact that the effect of reflecting upon one's learning can be prolonged by keeping a journal. Students could also evaluate their own learning needs and determine practical learning goals, facilitated by their teacher and peers. Moon (2004) proposed that reflection fosters deeper learning and achievement of more complex and integrated knowledge structures. In a context where the educational system provides very little opportunities for student reflection, we would suggest that the students should be provided with more opportunities to reflect upon their learning experiences from the class and writing them down. Engaging in such meaning-making practices may nurture students' development of personal identity and empower them as a unique individual.

Ideal Self and Ideal L2 Self

In answering to questions of how they perceive their EFL learning motivation and the relationship between their English proficiency and their future life, most students replied that English was a subject they were required to study and they could not relate it for the future use. However, data collected from classroom observation of students' participation, journal reflection, and interviews reveal the change of some students' thought, attitude, and behavior. The results show that motivation is defined not in terms of measurable attitudes, effort or behavior, but in terms of how learners think about their relevant learning experience, and how their thinking affects their motivation and engagement in the learning process. Qualitative interview studies by Williams et al. (2001), and Ushioda (1996a, 2001), for example, have also provided a rich source of insights into causal attributional processes shaping learner motivation—that is, how L2 learners make sense of positive or negative outcomes in their learning experience, and how their thinking then shapes subsequent motivated engagement in learning.

Our results reveal that how students see themselves as future language users might change through the period of time. In line with Dörnyei and Otto's (1998) process model of motivation, we should bear in mind that both the ideal and ought-to L2 self might also be subject to changes in students' language learning history. We also call for a need for a more education centered approach, examining classroom reality and identifying classroom specific motives.

Conclusion

The EFL learners in Taiwan have limited contact with native English users and almost no need for English proficiency for daily communication. The researchers in this study aimed to explore whether interactive classroom activities can stimulate learners' imagination and foster their motivation in English learning or not.

The study has identified many instances when students benefitted individually as well as collectively from their engagement with various activities applied in the class. The key findings from students' learning process include more interaction with peers and

instructor, creative thinking and imagination, autonomous and deeper meaning in learning, and the future image of ideal self and ideal L2 self. The findings also revealed that these activities and materials in the class were effective and successful in generating students' imagination in EFL learning by calling their attention to the multiple perspectives of the imagined future selves, fostering the interaction, interpersonally and intrapersonally, and motivating learners in the process of learning.

In addition, certain aspects of teacher behavior and teacher–student relations were identified as significant in shaping students' intrinsic motivation. For example, the instructor adopted a supportive communicative style and provided informational feedback on students' learning, which was likely to reinforce students' enjoyment of learning. This finding has been mirrored in research exploring connections between L2 motivation and learner autonomy (Ushioda, 1996b, 2003). More generally, these may serve for implications of relevant theory and research on L2 motivation.

References

Bernard, H. B. (2000). Interviewing unstructured and semistructured. *Social Research Methods – Qualitative and Quantitative Approaches* (pp. 189-224). California: SAGE.

Cadorath, J. & Harris, S. (1998). Unplanned classroom language and teacher training," *ELT Journal, 52(3*), 188-196.

Carter, R. (2007). Response to special issue of applied linguistics devoted to language creativity in everyday context. *Applied Linguistics, 28 (4)*, 597-609.

Chang, S. M. (2001). Learning motivation in the EFL classroom. *Pai-sha English Education Review, 1*, 119—131.

Chen, J. F., Warden, C. A., and Chang, H. T. (2005). Motivators that do not motivate: The case of Chinese EFL learners and the influence of culture on motivation. *TESOL Quarterly, 39*, 609–633.

Cheng, H.-F., and Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching, 1*, 153–174.

Cobb, P. (1994). Where is the mind? Constructivist and sociocultural perspectives on mathematical development. *Educational Researcher, 23(7)*, 13-20.

Creswell, J. W. (2002). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Csizér, K. and Kormos, J. (2009). Learning experience, selves and motivated learning behaviour: A comparative analysis of structural models for Hungarian secondary and university learners of English. In Z. Dörnyei and E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 98–119). Bristol: Multilingual Matters.

Dewey, J. (1938). *Experience and Education*. New York: Macmillan.

Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language Learning, 40*, 45–78.

Dörnyei, Z. (1994a). Motivation and motivating in the foreign language classroom. *The Modern Language Journal, 78*, 273–284.

Dörnyei, Z. (1994b). Understanding L2 motivation. On with the challenge! The

Modern Language Journal, 78, 515–523.

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching, 31*, 117-135.

Dörnyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British Journal of Educational Psychology, 70*, 519–538.

Dörnyei, Z. (2001a). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.

Dörnyei, Z. (2001b). *Teaching and Researching Motivation*. Harlow: Longman.

Dörnyei, Z. (2002). The motivational basis of language learning tasks. In P. Robinson, (Ed.), *Individual Differences and Instructed Language Learning* (pp. 137–158). Amsterdam: John Benjamins.

Dörnyei, Z. (2003). Attitudes, orientations and motivations in language learning: Advances in theory, research and applications. In Z. Dörnyei (Ed.), *Attitudes, Orientations, and Motivations in Language Learning* (pp. 3–32). Oxford: Blackwell.

Dörnyei, Z. (2005). *The Psychology of the Language Learner*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Dörnyei, Z. (2007). Research methods in applied linguistics. Oxford: Oxford University Press.

Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei and E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 9–42). Bristol: Multilingual Matters.

Dörnyei, Z. and Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research, 2*, 203–29.

Dörnyei, Z. & Csizér, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics, 23*, 421–62.

Dörnyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, Language Attitudes and Globalisation: A Hungarian Perspective.* Clevedon, UK: Multilingual Matters.

Dörnyei, Z., & Otto, I. (1998). Motivation in action: a process model of L2 motivation. *Working Papers in Applied Linguistics, 4*, 43-69.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation* (2nd

ed.). Harlow: Longman.

Egan, K. (2005). *An Imaginative Approach to Teaching*. San Francisco, CA: Jossey-Bass.

Freire, P. (2000). *Pedagogy of the Oppressed* (30th anniversary ed.). New York: The Continuum International Publishing Group Inc.

Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Roles of Attitudes and Motivation*. London: Edward Arnold.

Gardner, R.C. & Lambert, W.E. (1972). *Attitudes and Motivation in SecondLanguage Learning*. Rowley, MA: Newbury House.

Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning, 43(2)*, 157-194.

Ghaith, Gh. (2003). The relationship between forms of instruction, achievement and perceptions of classroom climate. *Educational Research, 45 (1),* 83 – 93.

Greene, M. (1995). *Releasing the Imagination: Essays on Education, the Arts, and Social Change.* San Francisco, CA: Jossey-Bass Publishers.

Greene, M. (2005). Teaching in a moment of crisis: The spaces of imagination. *The New Educator, 1*, 77-80.

Harris, P. L. (2000). *The Work of the Imagination*. Malden, MA: Blackwell Publishing.

Heath, G. (2008). Exploring the imagination to establish frameworks for learning. *Studies in Philosophy and Education, 27*, 115-123.

Hewitt, H. (2008). Literature as language and language as culture: the implications for literature in language teaching. *Language Teaching, 41(4)*, 587-588.

Higgins, E.T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review, 94(3)*, 319-340.

Ishiki, N. (2011). Trajectories of English learning: Through the use and analysis of EFL students' metaphors. *The 3rd International Conference on Humanities and Social Sciences.* Retrieved June, 2013 from http://sv.libarts.psu.ac.th/conference5/proceedings/Proceedings3/article/1 pdf/004.pdf

Johnson, R.B. & Onwuegbuzie, A.J. (2004). Mixed Methods Research: A Paradigm Whose Time Has Come. *Educational Researcher, 33*(7), 14-26.

Karagiorgi, Y., & Symeou, L. (2005). Translating constructivism into instructional design: Potential and limitations. *Educational Technology & Society, 8*, 17–27.

Lamb, M. (2009). Situation the L2 self: Two Indonesian school learners of English. In Z. Dörnyei, & E. Ushioda, (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 229-247). Bristol: Multilingual Matters.

Macintyre, P. D., Clément, R., Dornyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal, 82*(4), 545-562.

Markus, H. & Nurius, P. (1986) Possible selves. *American Psychologist, 41(9)*, 954-969.

Moon, J. A. (2004). *Reflection in Learning and Professional Development.* New York: Routledge.

Patton, M. Q. (1990). Qualitative interviewing. Qualitative Evaluation and Research Methods (2nd ed). California: SAGE Publications, Inc.

Pedersen, S., & Liu, M. (2003). Teachers' beliefs about issues in the implementation of a student-centered learning environment. Education Technology Research & Development, 51(2), 57-76.

Ryan, S. (2009). Self and identity in L2 motivation in Japan: The ideal L2 self and Japanese learners of English. In Z. Dörnyei and E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 120–143). Bristol: Multilingual Matters.

Savvidou, C. (2004). An integrated approach to the teaching of literature in the EFL classroom. *The Internet TESL Journal, 10(12)*. Retrieved June, 2013 from http://iteslj.org/Techniques/Savvidou-Literature.html

Sawyer, R. (2006). Introduction: The new science of learning. In RK Sawyer, (Ed.), *The Cambridge Handbook of the Learning Sciences* (pp.19-34).

Spolsky, B. (2000). Language motivation revisited. *Applied Linguistics, 21,* 157-169.

Taguchi, T., Magid, D., & Papi, M. (2009). The L2 motivational self systemamong Japanese, Chinese and Iranian learners of English: a comparative study. In Z. Dörnyei, & E. Ushioda, (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 66-97). Bristol: Multilingual

Matters.

Tobin, K. (1993). *The Practice of Constructivism in Science and Mathematics Education*. Hillsdale, NJ: Lawrence Erlbaum.

Trotman, D. (2006). Evaluating the imaginative: Situated practice and the conditions for professional judgment in imaginative education. *International Journal of Education & the Arts, 7(3)*. Retrieved January 25th, 2010, from http://ijea.asu.edu/v7n3/

Ushioda, E. (1996a). *Learner Autonomy: The Role of Motivation*. Dublin: Authentik.

Ushioda, E. (1996b). Developing a dynamic concept of motivation. In T. Hickey & J. Williams, (Eds.), *Language, Education and Society in a Changing World* (pp. 239-45). Clevedon: Multilingual Matters.

Ushioda, E. (2001). Language learning at University: Exploring the role of motivational thinking. In Z. Dörnyei & R. Schmidt, (Eds.), *Motivation and Second Language Acquisition* (Technical report #23) (pp. 93-125). Honolulu, HI: University of Hawaii, Second Language Teaching and Curriculum Center.

Ushioda, E. (2003). Motivation as a socially mediated process. In D. Little, J. Ridley, and E. Ushioda (Eds.), *Learner Autonomy in the Foreign Language Classroom: Teacher, Learner, Curriculum and Assessment* (pp. 90–102). Dublin: Authentik.

Ushioda, E. (2006). Language motivation in a reconfigured Europe: Access, identity and autonomy. *Journal of Multilingual and Multicultural Development, 27*, 148–61.

Van, T.T.M. (2009). The relevance of literary analysis to teaching literature in the EFL classroom. *English Teaching Forum, 3*, 2-9.

Vygotsky, L. S. (1986). *Thought and Language*. Cambridge, MA: MIT Press.

Vygotsky, L. S. (2004). Imagination and creativity in childhood. *Journal of Russian and East European Psychology, 42(1)*, 7-97.

Wang, C.C. (2002) Innovative teaching in foreign language contexts: The case of Taiwan. In S.J. Savignon (Ed.) *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education* (pp. 131-165). New Haven, CN: Yale University Press.

Warden, C. A. & Lin, H. J. (2000). Existence of Integrative Motivation in an Asian EFL Setting. *Foreign Language Annuals, 33(5)*, 535-547.

Watkins et al., (2000). *Learning about learning: Resources for Supporting Effective.* London: Routledge

Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.

Williams, M. (1994). Motivation in foreign and second language learning: An interactive perspective. *Educational and Child Psychology, 11*, 77 – 84.

Williams, M., Burden, R. L., and Al-Baharna, S. (2001). Making sense of success and failure: The role of the individual in motivation theory. In Z. Dörnyei and R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (pp. 171–184). Honolulu, HI: University of Hawaii Press.

Zurcher, L. A. (1977). *The Mutable Self." A Self-concept for Social Change*. Beverly Hills: Sage