Possible Selves: Crafting Motivation in Less Commonly Taught Languages

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Tracie L Whiting Kipper, Kansas City Art Institute
Bruna Sommer-Farias, Michigan State University

Presenters

Tracie L Whiting Kipper

Japanese Language & Culture Lecturer

Kansas City Art Institute,
4-year college of art, design, and media

Master of Arts in Foreign Language Teaching,
Michigan State University

15 years of teaching highly gifted art students who see
the world in unique ways

Bruna Sommer Farias

Assistant Professor Master of Arts in Foreign Language
Teaching, Michigan State University

PhD Second Language Acquisition and Teaching, University
of Arizona

15+ years of teaching Portuguese, English and world
language pedagogy with focus on genre pedagogy and
multiliteracies.

Guiding Questions

- What is **the Possible Selves** project?

- How did the principles inform an intermediate **Japanese language curriculum**?

- How does the curriculum **engage students in lifelong learning**?

- How to **adapt the project** to foster motivation and autonomy in language classes?

- How to **select relevant multimodal materials**, i.e., songs and videos, to personalize learning and motivate in-course and life-long autonomy.

Presentation Outcomes

- Identify **positive thinking behaviors** in your target language that align with the seven Possible Selves discovery steps

- Select **cultural artifacts** that relate to positive thinking behaviors

- Provide **access to templates** to design your unique program

LCTL and Student enrollment

Category IV Languages = 2200 class hours

Arabic, Cantonese, Mandarin, Japanese & Korean

How do we keep our students motivated to continue working towards proficiency when they are no longer in our programs?

Theoretical Framework

Possible Selves

"Possible selves represent individuals' ideas of **what they might become**, what they **would like to become**, and **what they are afraid of becoming**, and thus provide a conceptual link between **cognition and motivation**".

(Markus & Nurius, 1986, p. 954)

Guide learners to identify their future and ideal self through motivational activities based on **guided imagery**:
- enhance positive feelings about themselves (first-person perspective play)
- integrate experiences into one's self-concept (third-person perspective play)

(Dörnyei & Kubanyiova, 2014; van der Helm, 2009)

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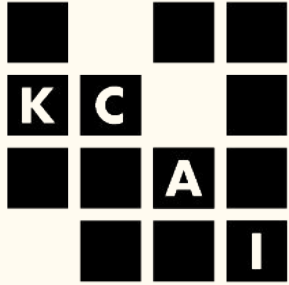- integrate experiences into one's self-concept (third-person perspective play)

(Dörnyei & Kubanyiova, 2014; van der Helm, 2009)

Multiliteracies

- Students as active designers - makers - of social futures
- Literacy as encompassing **multimodality**– written word, visual images and technology
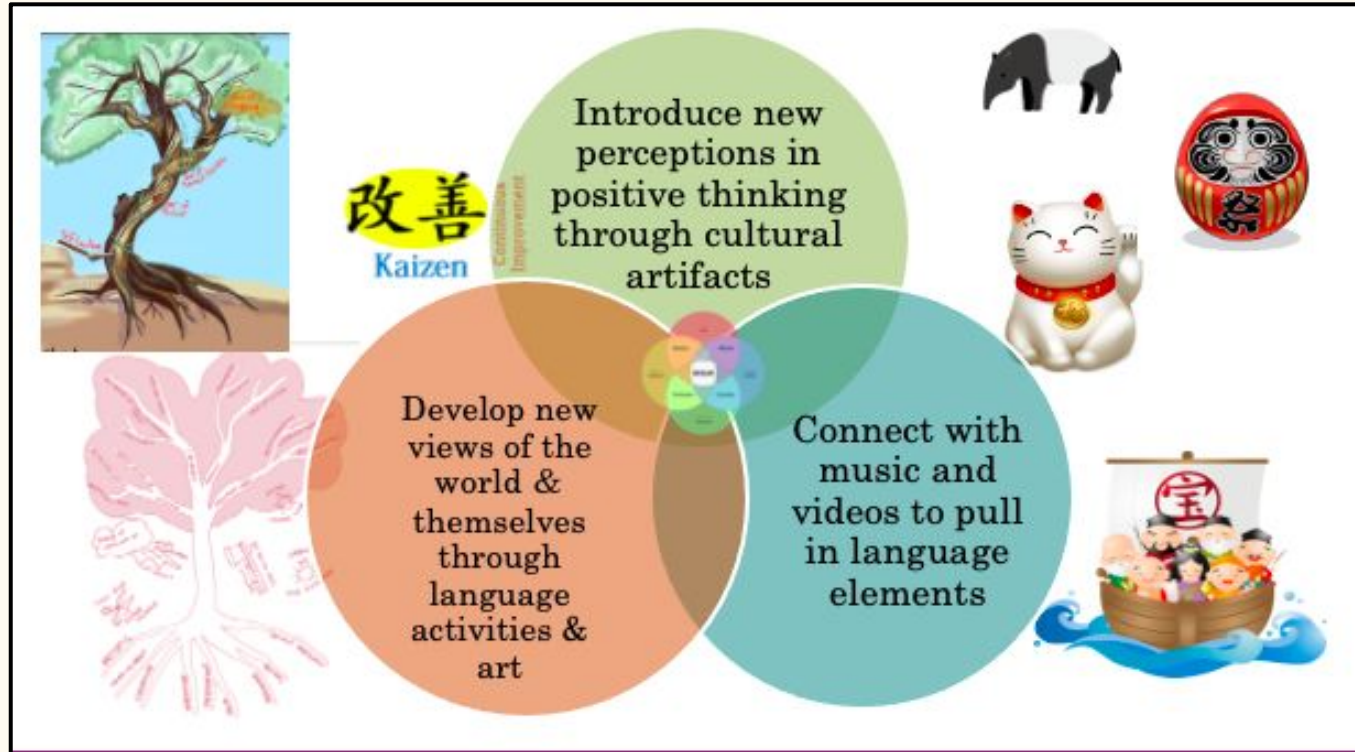 (New London Group, 1996)

KCAI Japanese Language Student Demographics

1. Seniors & Underclassmen (not freshmen)
2. Asian Studies Certificate Program enrollees who completed JLC1 or tested in
3. Majority art majors
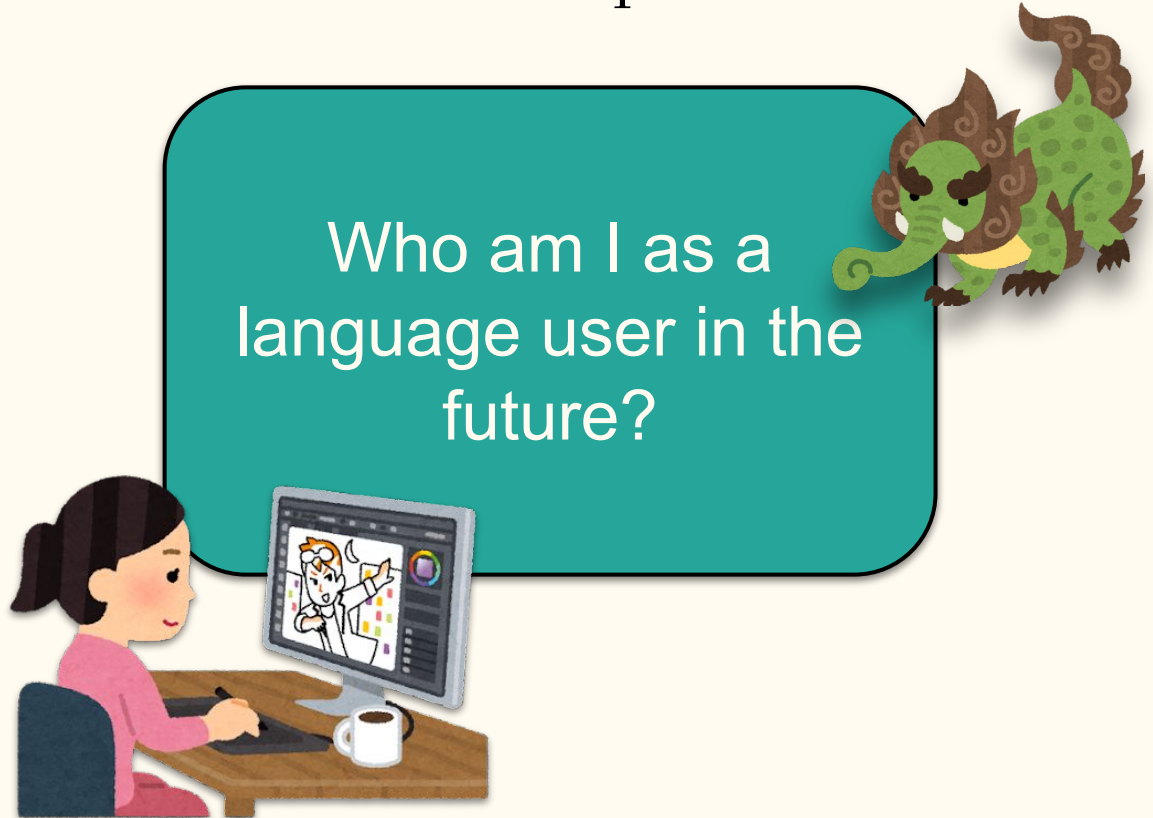4. Learning challenges may be present

Goal for my students

7 stages of Possible Selves & Guided Exploration

Questioning

Discovering

Thinking

Sketching

Reflecting

Growing

Performing

(Dörnyei & Kubanyiova, 2014)

7 stages of Possible Selves & Guided Exploration

Questioning

Discovering

Thinking

Sketching

Reflecting

Growing

Performing

Who am I as a language user in the future?

7 stages of Possible Selves & Guided Exploration

Questioning

Discovering

Thinking

Sketching

Reflecting

Growing

Performing

Discovering my strengths and interests

7 stages of Possible Selves & Guided Exploration

Questioning
↓
Discovering
↓
Thinking
↓
Sketching
↓
Reflecting
↓
Growing
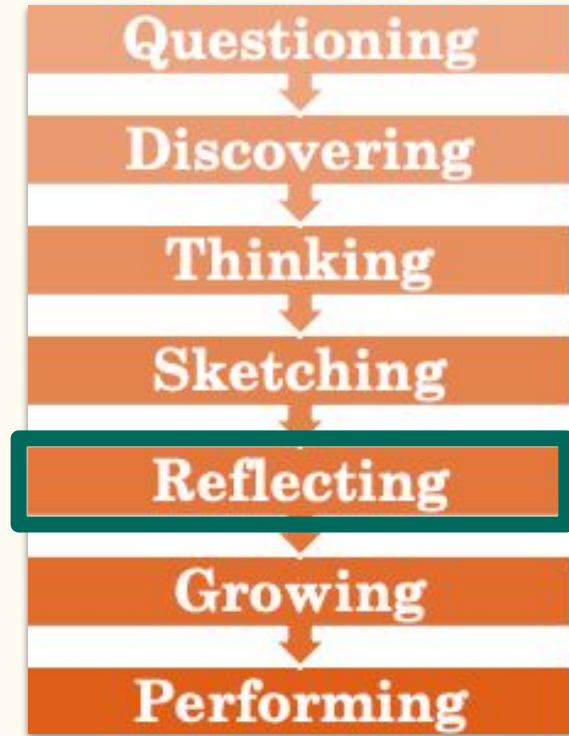↓
Performing
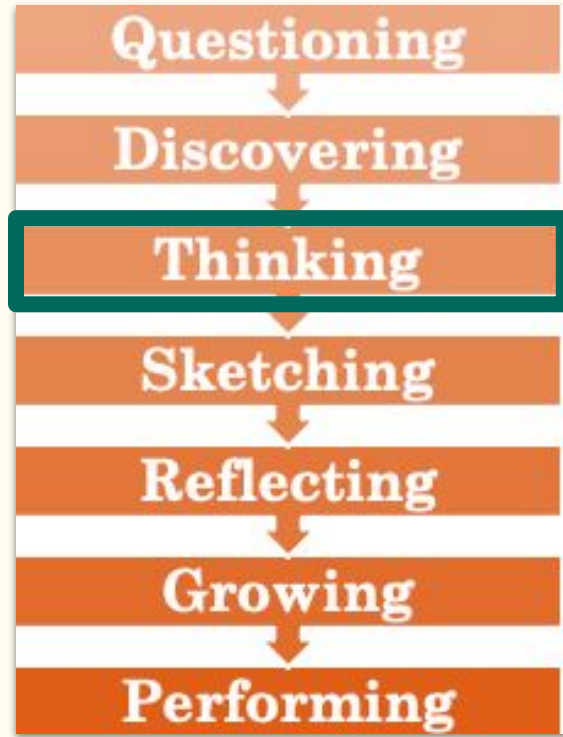
Who am I right now?

7 stages of Possible Selves & Guided Exploration

Questioning
↓
Discovering
↓
Thinking
↓
Sketching
↓
Reflecting
↓
Growing
↓
Performing

上を向いて歩こう
Sukiyaki
KYU SAKAMOTO
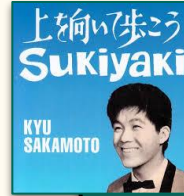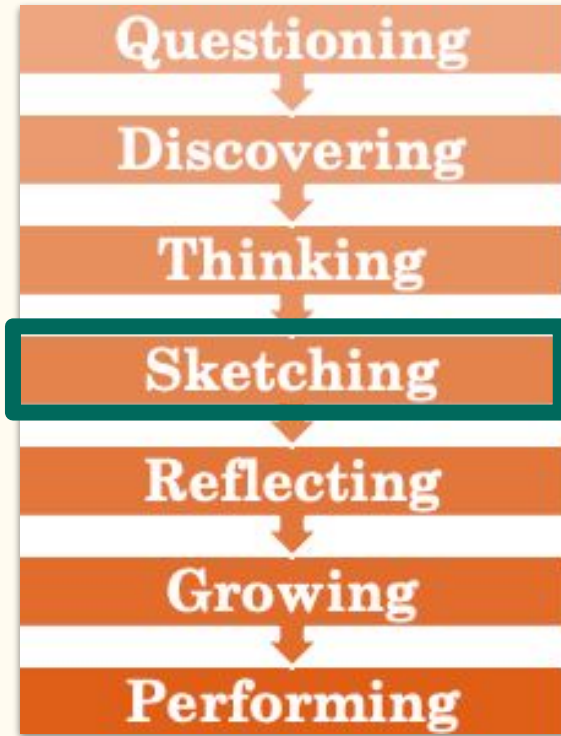
Sketching a Possible Selves Tree
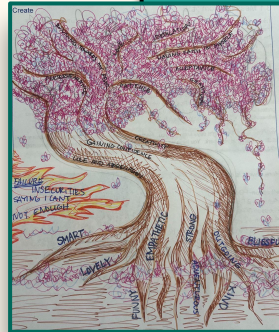
うちで過ごそう

7 stages of Possible Selves & Guided Exploration

Questioning
↓
Discovering
↓
Thinking
↓
Sketching
↓
Reflecting
↓
Growing
↓
Performing

What can I be?

7 stages of Possible Selves & Guided Exploration

Questioning

Discovering

Thinking

Sketching

Reflecting

Growing

Performing

WE ARE ALL ONE

How do I get there?

Action

Plan

Check

Do

7 stages of Possible Selves & Guided Exploration

Questioning

Discovering

Thinking

Sketching

Reflecting

Growing

Performing

WAになって
おどろう

V6 / AGHARTA / みんなのうた cover

How am
I doing?

what you LOVE

passion

mission

what you are GOOD AT

IKIGAI

what the world NEEDS

profession

vocation

what can you PAID FOR
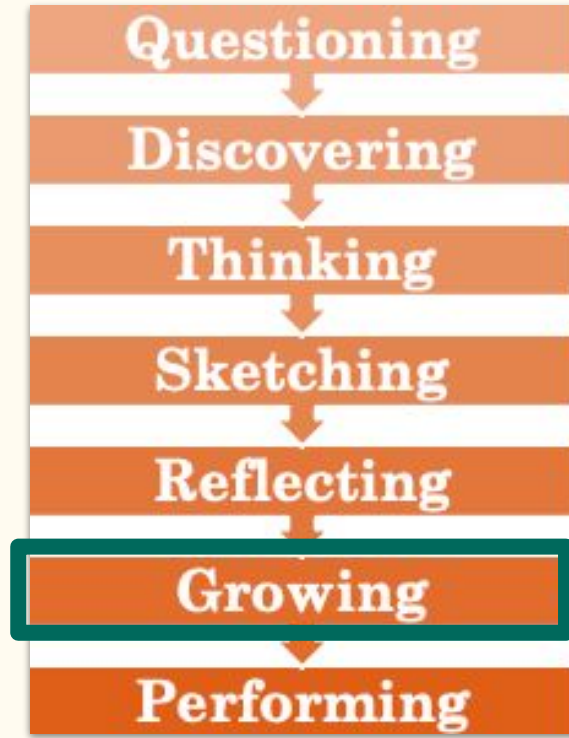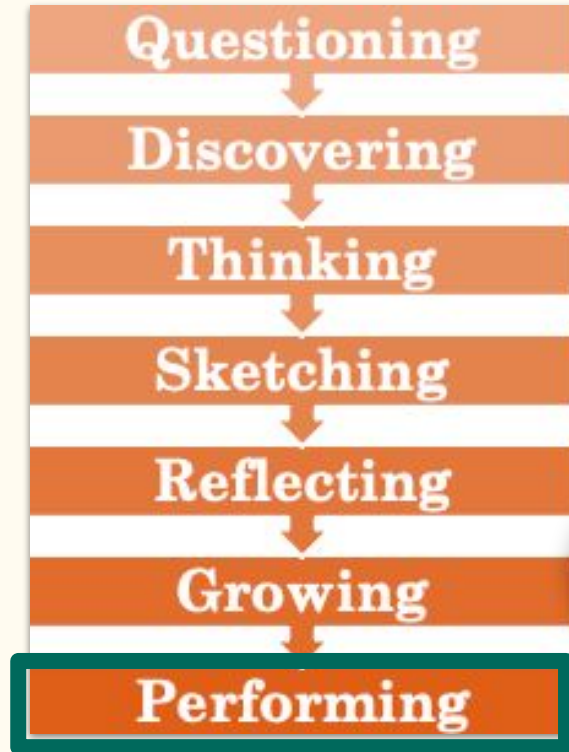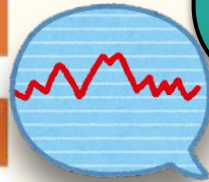
Why craft their motivation

10 years from now....

What kind of language users did you influence?

- Develop a positive language vision of themselves as proficient users of foreign languages.

- Develop an action plan to keep themselves motivated so they will not give up before real progress is made.

KCAI Course Summary

1 step = 2 weeks

Language Portfolio Assessment

- **Artistic creations**
- **Illustrated action plans**
- **Vision boards**
- **L1 reflections**

Outcome

Students develop their language vision and action plans based on Japanese language proficiency and becoming a professional artist.

Additional Goals

- **Enroll in more JLC courses**
- **Develop autonomous learners**
- **Create classroom research resources**

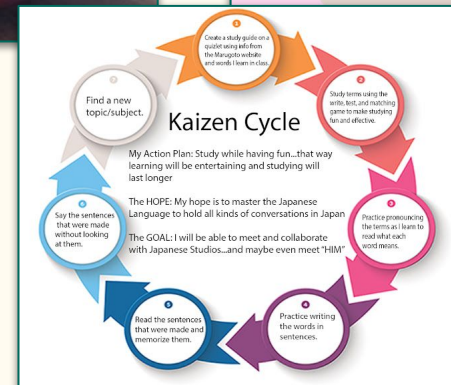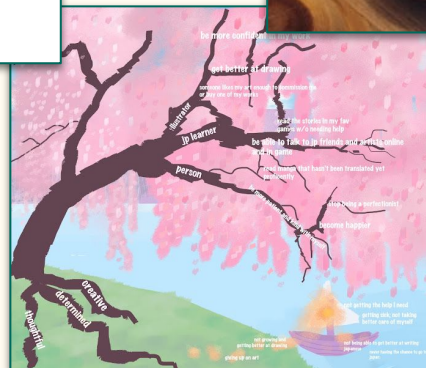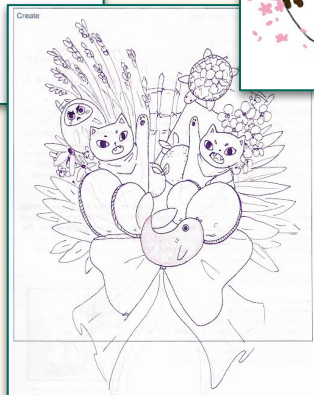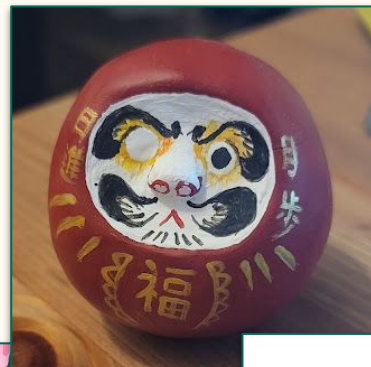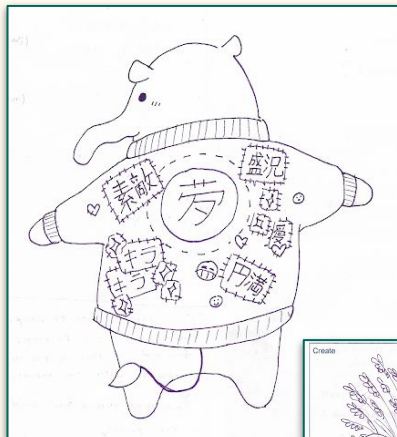# Step 1: Select Culturally Relevant Materials

Visualization

Positive Thinking

- 6 cultural artifacts that reflect positive thinking and can be recreated by students
- 1 song per artifact or positive thinking modality
- Identify vocabulary & grammar from lyrics for language lesson

Examples from Japanese language project at KCAI

Step 2: Unit Planning

Each unit builds on the previous activities to develop the students' **Language Vision** and an **Action Plan** for future learning that is paired with the guided motivation exercises.

[Planning Worksheet for Possible Selves](#)

Developing Possible Selves
How to create a program for the language you teach

Planning My Possible Selves Units

Language students are learning	
Culture(s) where the language is used	
6 good luck charms or positive thinking activities in the language/culture(s)	1. 2. 3. 4. 5. 6.
1 historic or culturally significant tree	
Music with positive messages	
Cultural songs about good luck charms or activities chosen above	
Significant figures with positive messages	
Creative Activities	1. Dream Catcher (everyone) 2. 3. 4. My possible Selves Tree 5. 6. Illustrated Action Plans 7.
In class/ Independent / hybrid	
How many class sessions for each unit	
Delivery method	
Assessment types	
Link to Objectives Chart	Possible Selves Objectives Chart Template

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Step 3: Objectives Chart

Questions Artifacts Songs   Grammar/vocabulary   Images Notes

Unit Link	Possible Selves Theme	Explore: Main Topic (cultural artifact)	Explore: Proficiency Standard	Explore: Non-alphabetic Orthographic Microskills	Explore: Let's Discover	Explore: Music & Lyrics	Explore: Grammar lesson	Explore: Tools for learning	Explore: Production	Create: Cultural Discovery	Create: PS writing	Create: PS artistic expressions	Reflection	Additional Authentic Resources	Image Links
Unit 1	Questioning									Comparing Dreamcatchers to ???	Labeling the dreamcatcher	Dreamcatcher	Write about your hopes and dreams		
Unit 2	Discovering										3 steps to discovering personal strengths and interests	Collage			
Unit 3	Thinking										Exploring hopes, Expectations and fears				
Unit 4	Sketching										Identifying labels for the Possible Selves tree	Possible Selves Personal Tree Sketch			
Unit 5	Reflecting										identifying goals	Goals			
Unit 6	Growing										Creating an action plan to reach goals	Action Plan Illustration Visualized Action Plans			
Unit 7	Performing										Identifying your "Reason for being"	Ikigai Illustration myself in the future	Letter from myself from 10 years in the future		

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Objectives Chart for Possible Selves

Step 4: Utilize Activity Templates

Step 4: Utilize Activity Templates

Possible Selves 3 — Thinking of my hopes, expectations & fears as a language user, student and person in general

1. *Introduce your Cultural Artifact*

This is your students' first look at a cultural artifact. Include a short paragraph introducing it. Include a video from an authentic source for native speakers. Include short questions in the student's L1

1.1 Let's Write
If you are teaching a non-alphabetic language include a few words or characters the students will encounter in the rest of the unit.
If you are teaching a language with the same writing system as the student's L1, consider introducing a few new words they will encounter

1.2 Let's Discover
Introduce the cultural element again in a different way

1.3 Let's Listen:
Introduce a song related to the cultural artifact
Include basic comprehension or observations questions in their L1

1.4 Let's Read: (NAME OF SONG)
Provide the lyrics to the song you chose. Include annotation exercises for linguistic noticing. It is not critical that they comprehend the song fully. This is about discovery.

1.5 Let's Analyze:
Take the exploration of the linguistic elements of the song further. What kinds of language activities can you pull from the song? Grammar? Vocabulary? Pragmatic expressions? Etc. Consider doing an activity with a survey to tie in with the activity at the end of the unit

1.6 Let's Share
This is a communicative activity for all students to use new information or grammar based on cultural exploration.

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Possible Selves 3 — Thinking of my hopes, expectations & fears as a language user, student and person

2. Create

2.1 Let's Watch: Cultural artifact videos
Select two videos that highlight your cultural artifact and include one or two questions in the student's L1 to check for comprehension of what is happening in the videos This time include more questions you want the student think about

| Question about something you want the students to pay attention to Observations: | Video image and link |

Introduce second video

| Question about something you want the students to pay attention to What makes you think that? Observations: | Video image and link |

Possible Selves 3 — Thinking of my hopes, expectations & fears as a language user, student and person

2.3 Let's Create: Your CULTURAL ARTIFACT
Look at the survey you completed about being a CLASS LANGUAGE language learner/user, STUDENT/WORKERt and as a person in 2.2 and the one you completed in 1.5. How will you design your CULTURAL ARTIFACT to represent the hopes and expectations that are greater than the fears you have? Use your answers to inspire your design of your CULTURAL ARTIFACT.

Include more information here about the cultural artifact and how to create it. For example if there are specific requirements, include them here.

Possible Selves 3 — Thinking of my hopes, expectations & fears as a language user, student and person

My Hopes · Expectations · Fears Survey

Q1 INDIVIDUAL STRENGTHS
Individual Strength refers to something you are very skilled at doing and enjoy. This includes academic skills, physical skills, or artistic skills. Think about your collage of 7 strengths and interests. Pick one of those to explore further.

What one thing are you really good at doing?

Use words or phrases that describe you in this area.

What are some of the things you hope to achieve in this area?

What are some of the things you expect in this area?

What are some of your fears about yourself in this area?

Final remarks

- Reflective tasks serving as
  - Needs analysis about **learners' interest**
  - Plans to set learning strategies, priorities and preferences
- **Interdisciplinarity** and LCTLs
- Input via guided imagery facilitates **scaffolding**, especially in lower proficiency levels
- Perspective play allows **confidence growth** and **self-identification**
- Positive thinking vs toxic positivity

Thank you!
Questions?

Tracie L Whiting Kipper

E-mail: twhiting@kcai.edu
LinkedIn: traciewhiting

www.mynihongolessons.com

Bruna Sommer-Farias

E-mail: fariasbr@msu.edu
LinkedIn: bruna-sommer
Twitter: @SommerFarias

https://maflt.cal.msu.edu/

Possible Selves
Encouraging Learner Motivation
At the Kansas City Art Institute

KCAI Program Overview

SNAPSHOT & ART

STRUCTURE & LINKS

Sample of Interactive Notebook in development

https://sites.google.com/msu.edu/whitingkipper-possible-selves/home

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