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An approximate replication of Yashima (2009)“

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“Everything one believes in begins to exist.”
(Ilse Aichinger)

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Declaration of authenticity

I confirm to have conceived and written this diploma thesis in English by myself. Quotations from other authors are all clearly marked and acknowledged in the bibliographical references, either in the footnotes or within the text. Any ideas borrowed and/or passages paraphrased from the works of other authors have been truthfully acknowledged and identified in the footnotes.

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1. Introduction

What do Pablo Picasso, Stanley Kubrick's *Dr. Strangelove* and Ilse Aichinger have in common? All three are of the opinion that imagining a future state has an impact on the here and now. But not only this – all directly connect a certain vision to productive behaviour and eventual achievement. While *Dr. Strangelove*'s imagination of the ease of building an atomic bomb ("It requires only the will to do so.") is a rather destructive one, Picasso and Aichinger focus on the positive effects of imagination. Picasso says that "[e]verything you can imagine is real" and Aichinger that "[e]verything one believes in begins to exist".

These considerations are appropriate premises for this diploma thesis. *Why?* Because they perfectly illustrate how a positive image of the future has an actual effect on the present and makes the future state, together with its positive and negative effects, to a certain extent substantially present in the here and now. This idea is relevant for several domains, among them the English Language Teaching (ELT) context. It has become a basic assumption in modern language learning motivation theory.

The present thesis is an investigation into one particular aspect of language learning motivation. At its core, it examines the concept of *International posture* (IP). IP is, in a nutshell, the attitude towards the international community and towards the language in which its members communicate. The concept became necessary because the last decades saw two developments which changed a number of different domains in their fundamentals, namely the rapid evolution of technology and the process of globalization. Unsurprisingly, those developments also affected the learning and teaching of the English language, especially because it is the language of international communication.

This newly assumed role of the English language means a far-reaching change in its nature and, quite likely, that a new form of the language is coming into existence – in parallel to the existing one. Currently, this new concept of English is being negotiated and information is needed in order to push the process towards a conclusion, namely the one the largest amount of people benefit from. Therefore, the examination of the concept that seems to account for this development, IP, is a particularly relevant one.

A number of scholars have already called for “research (...) into learners’ perceptions of global identity” (Ryan 2006: 42; Yashima 2002, 2009; Ushioda 2006; Norton 2000). By examining the IP of Viennese students, this paper is an attempt to contribute to the discussion by shedding light onto this area from the Austrian perspective.

The results and revelations of this examination shall be of practical value and relevance for my own future teaching and, as a scientific project, an “improvement of human life” (Dörnyei 2007: 277), in particular the realm of ELT. Also, it should, in the best case, be a useful source for future researchers. Seeing the research activity as a part of the bigger picture of the improvement of ELT, I shall try to carry it out in the best of my knowledge and belief, following modern standards of research and publication, constantly considering “research ethics” (Dörnyei 2007: 63).

A final preliminary thought on the scientific attitude which underlies the compilation of this paper: Developments imply an alteration of existing structures. Alteration implies new ways of thinking. New considerations imply scepticism. Scepticism implies questions. This thesis intends to be a part of the answers to questions asked in the realm that connects ELT, ELF, motivational strategies, and IP.

The present paper consists of three main parts: a theoretical one, a practical one and a third section in which, based on a synthesis of the first two parts, possible implications for language learning pedagogy will be presented.

The theory section reviews language learning motivation in general. The historical development from the long-standing Gardnerian tradition towards a new conceptualization will be the basis for the further theoretical discussion, which will examine the core concept of this thesis: *International posture* (IP). IP conceptualizes language learning motivation in a new context and links it to a number of interrelated ideas from various disciplines, based on the idea that “L2 motivation is necessarily a multifaceted construct” (Dörnyei 1998: 118). In order to accurately evaluate IP, the interrelated ideas – among them mental imagery, identity, and globalization – will be reviewed in the light of the concept.

The second part of this thesis is an empirical study. It is an approximate replication (cf. Porte 2012) of a research carried out by Tomoko Yashima in Japan in 2009. Yashima examined the IP of Japanese students in relation to English proficiency, their willingness to communicate and the frequency of communication. The 2009 study was not her first one to examine IP. Previous studies (Yashima & Zenuk-Nishide 2008; Yashima 2002) already introduced the concept and identified a number of underlying aspects, in particular how direct contact with foreigners has a positive impact on students' overall English language proficiency and specifically on the willingness to communicate and the frequency of communication. The researchers concluded that "the effects of study abroad extend beyond proficiency gain to changes in attitudes and communication behaviour" (Yashima & Zenuk-Nishide 2008: 577). In addition, they found that students who did not spend time abroad also developed the aspects mentioned above, only to a smaller extent. Yashima & Zenuk-Nishide (2008: 582) conclude that there is "the possibility that international posture can develop together with proficiency" based on "self-initiated communication in English [...] if learners are ready to participate in an (imagined) international community".

This insight is the starting point of the empirical investigation of this thesis. Partial in nature, the replication focuses on IP exclusively. Based on a translated version of a questionnaire developed by Yashima for her 2009 research, Viennese students' IP at the age of 15/16 and at the age of 18/19 will be measured. Comparing the two age groups' attitudes will make an observation of a possible difference in IP possible.

Eventually, a concluding section will contrast the empirical findings with the theoretical aspects and with the Common European Framework of Reference (CEFR). Selected aspects which proved to be particularly relevant in the theory section will be discussed in the light of this framework and the empirical results of the replication study. Based on this synthesis, implications for ELT pedagogy will be drawn.

1.1. Language learning motivation

This study belongs to the realm of language learning motivation. In order to shed light on the basic characteristics and clarify fundamental issues of this topic, the

following introductory section will discuss two general concepts inherent to it: language, in this case the target language of ELT (English Language Teaching), and motivation as, on the one hand, “[the] concept that explains why people behave as they do” (Csizer&Dörnyei 2005: 20) and, on the other hand and in a pragmatic light, “the impulse, the energy that under the right circumstances may translate into an effort to learn” (Igoudin 2013: 193).

Generally speaking, motivation has to be seen as an important component of modern language learning. Gardner (1985: 58) states that, in the SLA (Second Language Acquisition) context, motivation and attitude are even more important than “language aptitude or even proficiency in the second language”. It is *that* important because it constitutes the drive that pushes towards the goals in language learning. This, in turn, implies that two important components of motivation are progress and achievement. Thus, language learning motivation is similar to more general processes in human life since the two components, progress and achievement, do not only explain language learning motivation but are also part of daily life considerations. With, firstly, time allowing comparisons between two reference points on a temporal axis and, secondly, the innate human characteristic of the wish to improve from one to the other reference point, motivation can be seen as the power to achieve this goal – in everyday life as well as in language learning. It has been discussed for several years if the motivation to learn a language has the same particular characteristics as general motivation in life and if it is similar to the motivation needed in other school subjects. In the early years of SLA motivation research, Gardner (1985: 8) stated that “[l]anguage courses are different from other curriculum topics.” Correspondingly, also the motivation needed for these courses is probably different from the motivation needed for other school subjects.

Dörnyei (1998: 118) states that there are three basic roles a language assumes. Firstly, it is a system to communicate with. Secondly, it is part of our identity and, finally, a means by which we accomplish social organisation, in other words the negotiation of meaning and power in a social construct. Thus, it is a vehicle by which we, as human beings, reveal an inherent social trait. Given this unique nature of language, it can be

concluded that the acquisition process is different compared to other school subjects, as is the motivation needed for this process.

1.2. Historical background

Theoretical models and assumptions which nowadays are taken for granted had to be scientifically established and accepted one day. In the general preface to R. C. Gardner's (1985) book *Social Psychology and Second Language Learning*, Howard Giles stresses the fact that there is an immanent interrelationship between language and social interaction and, thus, psychology. This view has been taken up and confirmed by numerous researchers since then and can be seen as a basic assumption in language learning motivation theory.

Language learning theory shares fundamental traits with social science and psychology. Furthermore, those two fields, for their part, are influenced by a large number of different disciplines. This interrelationship with many other domains influenced the development of language learning motivation considerably. In the 1970s, Robert Gardner's seminal work revolutionized the way language learning motivation was seen. His psychology based L2 motivational research suggested the distinction between integrative and instrumental motivation and has had a formative influence on the field.

In the 1990s, L2 motivational research turned towards learning processes and cognitive theories. New concepts such as autonomy and identity were implemented in the scientific discourse which eventually led to one important realization: the learner has to be seen at the center of the motivation generation process. This idea was the basis for the most important change: a shift towards the learner's autonomous identity (Gao 2013: 177f). The reason why identity is seen as the underlying and fundamental force behind motivation is the idea that it is partially built upon a vision of a future identity.

On the basis of this development, the Hungarian researcher Zoltán Dörnyei proposed a seminal construct which revolutionized the study of language learning motivation: the *Motivational Self System* (MSS). This system made it possible to examine language learning motivation from a new perspective, namely the future self as the

bearer of motivational power. Based on this system, Ushioda (2006: 148) called for a further reconceptualization of motivational issues in order to comply with “a rapidly changing and expanding Europe”. Globalization and technological evolution have had a major impact on society in general and ELT in particular. Consequently, they had to be taken into account also in the reconsideration of motivational theories. One result of this reconsideration is the concept of IP, proposed in the second half of the last decade (Yashima 2002) and based on the MSS.

The development from Gardner’s distinction in integrative/instrumental on to Dörnyei’s MSS and Yashima’s IP will be discussed subsequently, with the role of learner autonomy being reviewed in greater detail for its major relevance in this process.

1.3. The shift from Integrativeness to the L2 Motivational Self System

The following three sub-sections discuss how Gardner’s model came into existence, its influence on the scientific field, the eventual dissatisfaction with the distinction between integrative/instrumental, and the consequent formation of the L2 Motivational Self System. A focus will be put on learner autonomy, which is a particularly important part of this model and consequently IP.

1.3.1. Integrative and instrumental motivation

Robert Gardner proposed one of the most influential concepts in language learning motivation theory. His distinction of integrative and instrumental motivation was the key assumption in this domain for many years. One central notion of motivation in general and also a basic assumption of his theory is the innate desire to achieve a goal. The goal is a pursued future state which consequently influences behaviour. The rather vague idea of the sensation of satisfaction and accomplishment after reaching this goal, perceived in advance, before the actual achievement, is referred to as motivation. According to Gardner, there are two basic motives to orientate towards a goal. Those are the well-known and extensively studied integrative and instrumental orientation.

Integrative orientation

Generally speaking, Gardner (1985: 39) distinguishes two different influences on motivation, namely the process of language acquisition itself and the learners' perception of the target community. Integrativeness focuses on the latter and can be characterized as a willingness to change one's behavioural characteristics in order to meet the standards of this target community and consequently participate in, or become a member of it. In other words, it is the "motivation to learn a second language because of positive feelings towards the community that speaks that language" (Gardner 1985: 82f) and a consequent wish "to integrate successfully with the target language community" (Norton 2000: 10).

The integrative concept sees motivation to learn a second language as similar to the one that is active in the acquisition of the first language, in that the wish to belong to a group leads to an imitation of reference persons that already belong to this group. For the acquisition of the first language, these reference persons are the ones in charge of the upbringing. For the L2, they are most likely members of the L2 community. According to Gardner (1985: 74), this relationship between attitude and motivation forms the basis of the notion *integrative motive* and directly influences the intention to study the language and the intention to use it in the future.

Instrumental orientation

Instrumental orientation is the second, pragmatic part of Gardner's distinction. Dörnyei (2001: 49) provides a useful synthesis in defining it as "the utilitarian counterpart of integrative orientation (...), pertaining to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary". The instrumental orientation is the sum of all the practical motives to study a language.

The practical motives are diverse and range from a desired, well-paid position to getting good grades in order to be admitted to higher education. Even though they are diverse in nature, these motives all see the target language as a useful and necessary tool to achieve the respective goal. This notion constitutes the instrumental motivation to study the language.

Towards a new approach

The distinction between integrative and instrumental orientation was prevalent in the SLA motivation theory for several years. For the composition of his model, Gardner also looked at the sociopsychological concepts behind language and how they influence the acquisition process. However, new insights in mainstream psychology led to changes of these concepts. Consequently, they were incompatible with language learning, which brought about a major change in the perception of language learning motivation.

1.3.2. The role of learner autonomy

Autonomy played a central role in the paradigm shift in language learning motivation. Both social psychology and language acquisition theory acknowledge the important influence autonomy has on motivation (Paiva 2011, Benson 2007, Ushioda 2011, Huang 2011). The reason for this is that the motivation to learn and use a language is to a considerable extent socially constructed. Autonomy is a hub between language learning and social psychology and as such facilitates the understanding of the interrelationship of these two fields. The development of learners' social identities and consequently the generation of motivation can be positively influenced by the promotion of learner autonomy (Ushioda 2011). In the following, the role of autonomy and its relevance for language learning motivation will be discussed.

To begin with, a description of learner autonomy is necessary. Holec (1981: 3) defines autonomy as “the ability to take charge of one’s own learning”. In the language context, this ability to take charge builds upon three sub-components of autonomy (Littlewood 1997): Firstly, *Autonomy as a Communicator*, i.e. independent language use with the purpose of negotiating meaning in real-life. Secondly, *Autonomy as a Learner*, i.e. knowing how to achieve the goal of language proficiency and feeling responsible for the achievement. Thirdly, *Autonomy as a Person*, i.e. general individual autonomy, detached from language learning. All three kinds of autonomy play an important role in modern ELT with the *Autonomy as a Communicator* being particularly relevant for IP, since it focuses on the role of the speaker as a member of the international community.

There is another important consideration that needs to be incorporated in the discussion of SLA autonomy: the difference between proactive and reactive autonomy. While the former is a very individual form of autonomy and means that the learner takes responsibility for the acquisition process him-/herself, the latter type needs certain triggers to initiate the learning process. It is important to note here that, in both cases, the eventual learning process has to be carried out by the student. However, once autonomy is attained and motivation created, the actual process is far more easily accomplished and can even be joyful based on the established personal connection. Benson (2007: 22f) refers to a widespread belief concerning this fact, which stresses the satisfaction derived from “freedom in learning [...] if learners are to develop autonomy”.

One particularly interesting aspect, especially for this thesis, is the fact that autonomy is culture specific (Benson 2007; Chirkov 2009). The special relevance results from the fact that the research focuses on two rather different areas, Japan and Austria. This circumstance will be taken into account in the discussion of the results of the empirical study.

The discussion in this section showed the important role autonomy played for the change in motivational theory and why Dörnyei (1998: 124) says that “L2 motivation and learner autonomy go hand in hand”. Practitioners have to be aware of this important role of autonomy in the SLA process. The concept will therefore be revisited in Section 8 (Implications for ELT pedagogy).

1.3.3. Dissatisfaction with the integrative motive

“It is [the] theoretical shift of focus to the internal domain of self and identity that marks the most radical rethinking of the integrative motivation concept.”
(Ushioda 2006: 150)

After this excursus into autonomy, subsequently the further progression of language learning motivation theory will be discussed. For almost two decades, Gardner’s theory was at the center of motivational research. Language learning motivation was

believed to be based on integrative and instrumental orientation. However, in the light of new findings in this domain, growing dissatisfaction with this approach has been spreading. Gardner's model was seen valid only to a restricted degree because his research had been carried out in Montreal (Canada), where students grow up in a "multicultural setting" (Dörnyei 2009: 23f), having a close and direct contact with the target language in their everyday life. It is difficult to tell if the findings and the consequent theoretical implications hold true to a setting where the learners do not have this contact, which actually counts for the majority of the EFL learning situations. A revised model put the learner at the center of the motivation generation process. The self-concept (see Section 2.1.1.) played a crucial role in this reconceptualization.

In addition to questioning the concept of integrativeness via any target language in general, Dörnyei also highlights the ambivalent nature of English in particular. Gardner's model was questioned for the perception of English as a language of a geographically limited language community. However, for a growing number of people, it is *the* international language, spoken in many contexts and more often by non-native speakers (Crystal 2010; Seidlhofer 2011; Ryan 2006; Yashima 2000). The main problem with the integrative motive was seen in the fact that, with the English language being the international language of communication, there is no specific target reference group of speakers anymore which learners could refer to as an orientation and motivation and in which they could possibly be willing to integrate. Consequently, it is rather difficult to apply the theory of integrative motivation (Dörnyei 2009: 22ff).

Eventually, Dörnyei and other researchers proposed an alternative view in this regard. They say that instead of sticking to the paradigm of integrative motivation, one should rather analyse the language learning process by reference to "four orientations – or learning goals" (Dörnyei 2009: 24). One concept was found to be relevant for all four orientations, namely the concept of the learner's *self*. This concept eventually served as the basis for the MSS.

To sum up, the Hungarian researcher combined the latest findings and developments of L2 motivational theory and mainstream psychology. Consequently, he questioned

the integrative motive based on two reasons. Firstly, there were no “links with the new cognitive motivational concepts of motivational psychology (e.g. goal theories, self-theories) and, secondly, the “label integrative was rather limiting” (Dörnyei 2009: 9). Meanwhile, for similar reasons, a number of other scholars also argue that Gardner’s conceptions contain inconsistencies (Mystkowska-Wiertelak & Pietrzykowska 2011; Dörnyei 2009; Ushioda 2006).

Additionally, there is widespread consensus that the notion of English has changed from a language spoken by a specific target community to a language that is *the* international language. Therefore, the integrative motive, as the desire to learn the language of a valued community in order to become part of this community, was perceived as an outdated construct and was replaced by a more contemporary conceptualization, a convergence of self-theory and motivation theory: the Motivational Self System, proposed by Dörnyei in 2009.

2. Dörnyei’s *Ideal L2 Self*

As stated in the previous section there were two major interrelated developments in language learning motivation in recent years. Firstly, motivational power was linked with the concepts of self and identity. This resulted in a reconsideration of the integrative motive (Ushioda & Dörnyei 2009). Equally importantly, there was, especially for English, the shift from a particular target language community to a far more general international one. Hence, language learning motivation was reframed based on a broadening “from a specific geographic and ethnolinguistic community to a non-specific global community of English language users” (Ushioda & Dörnyei 2009: 3). This statement implies that Gardner’s theory was not proven wrong but had to be reframed based on the fact that the role of English had changed. Some aspects of Gardner’s terminology, thus, can still be found in the contemporary model, the Motivational Self System (MSS). Eventually, this new system served as the basis for further investigation in this domain, for example IP.

Given this need for a reconceptualization of language learning motivation, Dörnyei conducted a longitudinal study in Hungary. Over 13000 students and their attitudes towards five target languages were examined in 1993, 1999, and 2004 in order to

understand characteristics of current motivation trends and see possible changes over time. Dörnyei measured six aspects he thought would be relevant for language learning motivation: integrativeness, instrumentality, direct contact, cultural interest, vitality of the L2 community and linguistic self-confidence. The results of this study were the basis for his ideas. He eventually proclaimed that the concept of integrativeness needed to be reinterpreted (Dörnyei 2006).

The reinterpretation sees motivational power as being caused and mediated by the representation of a future self. Dörnyei based his theory on the concept of the *self*, introduced by Markus & Nurius (1986). In the more general realm of psychology, the researchers had found that motivational power can be drawn from a positive representation of oneself in the future. Two so-called *selves*, the ideal self and the ought-to self, were applied to the language learning context by Dörnyei. Additionally, Dörnyei proposed including the effects of the learning experience on the individual in a description of motivational power. These three concepts – the ideal self, the ought-to self and the learning experience – constitute the main elements of Dörnyei's reinterpretation.

2.1. The L2 Motivational Self System

*“I felt that the secret of successful learners was
their possession of a superordinate vision that kept them on track.”
(Dörnyei 2009: 25)*

2.1.1. Nature of the MSS

To begin with, the MSS needs to be examined from a denomination point of view. The name includes three basic notions: L2, motivation, and self.

Firstly, *L2* denotes a language somebody acquires or speaks in addition to the mother tongue (L1). In this particular context, it refers to English as a second language (ESL), English as a foreign language (EFL), and English as a lingua franca (ELF). Thus, the MSS is a model not applicable to other subjects but specifically designed to visualize and measure the motivation to acquire the above-mentioned forms of communication. The second notion is *motivation* which, as already stated in the

opening section, describes the individual's wish to progress. There are various fields for which motivation can exert power. The MSS describes the L2-specific motivation as a fundamental aspect of SLA. Thirdly, there is the *self*. As was discussed earlier, integrativeness was proven inconsistent and eventually proclaimed outdated. The new basis for motivational power came to be seen in the "*identification process* within the individual's *self-concept*" (Dörnyei & Csizer 2002: 456). In the reconceptualization of L2 motivation, Dörnyei (2009: 29) sees "future self-guides – more specifically, the ideal and the ought selves – [as] central components".

Due to the dissatisfaction with Gardner's conceptualization, Dörnyei suggested viewing L2 motivation with an approach that puts the learner at the center of the learning process, avoiding an external group as the source of motivation. This new framework built on the above-mentioned concept of *possible selves*. According to this theory, motivation is generated by imagining future representations of oneself. Markus & Nurius (1986) proposed a number of different representations. Those relevant for language learning motivation and therefore included in Dörnyei's (2009) model are, firstly, the ideal future self individuals would like to become and, secondly, the future self that has *those* qualities significant others expect them to have. Applied to the realm of SLA, these two concepts were framed as the *Ideal L2 Self* and the *ought-to L2 self*, respectively. In order to represent the full spectrum of language learning motivation, Dörnyei added a third component: *L2 learning experience*. This component accounts for the daily process of language learning.

The *Ideal L2 Self* is a person's ideal self in the language learning context, in other words, oneself being a proficient L2 user in the future. The motivational power drawn from this pillar lies in the aspiration to reduce the discrepancy between the actual and the ideal future self and achieve the personally desired future state. The *ought-to self* can be described as the sum of the attributes one thinks one should have in order to meet the expectations of others who are perceived as relevant, generally and for the language learning process in particular (e.g. parents, teachers). In its nature, this pillar can be assigned to Gardner's instrumentality. Finally, *L2 learning experience* represents the practical facet and includes the teacher, the curriculum, the environment, the learner group, in sum the whole learning experience.

One key characteristic of the MSS is that it combines Gardner's "two very different variables" (Dörnyei 2009: 27) motivation is based on. Those are the attitudes towards the L2 community and its speakers on the one hand and, on the other, Gardner's instrumentality. Since both are seen as still relevant for language learning motivation, Dörnyei connected them by using Markus & Nurius' possible selves account. The fact that they are rather diverse does not affect the consistency of the newly invented *Ideal L2 Self*. On the contrary, Dörnyei (2009: 27f) even says that this new notion explains their common ground very well. The reason for this is twofold. Firstly, the members of the community that speaks the target language are very likely to be similar to a person's *Ideal L2 Self* in terms of language proficiency. Thus, if the individual perceives the members of the group as well as the group itself as interesting and positive, this will have a positive impact on the individual's L2 self – or, as Dörnyei (2009: 28) puts it, "(...) the more positive our disposition toward these L2 speakers, the more attractive our idealised L2 self". Support for this idea can also be found in psychological theory which suggests that emulating others – in this case members of the target community – is a driving force behind progress and achievement. Thus, the important emotional component of the integrative motive is present in the *Ideal L2 Self* as well.

Secondly, Dörnyei (2009: 28) says that there is a logical connection between instrumental motives and the *Ideal L2 Self*, because "[i]n our idealised image of ourselves we naturally want to be professionally successful". A major motive to learn a language can be found in promising future opportunities based on the language proficiency. These opportunities can either be realized by oneself or elicited by significant others and consequently affect the formation of the *Ideal L2 Self* and also the *ought-to self*. The instrumental motive, therefore, is present in the MSS as well. It is just less visible, since it is implemented in the self-concept. This combination of two seemingly opposing aspects made the invention of IP not only possible but necessary.

Referring to other studies which additionally validated the MSS, Dörnyei concludes that the system found "solid confirmation" (Dörnyei 2009: 31f), that a close relation between integrativeness and the L2 self was underlined, and that the division of

instrumental motivation in two concepts corresponding to the *Ideal L2 Self* and the *Ought-to L2 self* respectively was fostered.

Based on this new system, a number of concepts could eventually be linked to language learning motivation. In terms of the application of the MSS to the EFL classroom, for example, Dörnyei (2009: 32) refers to “language learning vision and (...) imagery enhancement”. Also, identity could be seen from a new perspective. And, most importantly, the change in particular learning goals in ELT could be explained based on the MSS in connection with IP, the core concept of this thesis. In order to understand the relevance of these concepts for language learning motivation and IP, it is crucial to review the psychological foundations of Dörnyei’s model – the self-concept.

2.1.2. The concept of self in psychology

The application of Markus & Nurius' (1986) possible selves to language learning motivation theory was a significant innovation of Dörnyei’s MSS. In the following, Markus & Nurius’ suggestions and how they were eventually applied to language learning motivation will be reviewed in detail.

In contrast to Gardner’s instrumental goals, possible future selves have one distinctive feature. They put the learner into the center and provoke a preview of the individual's future, in other words a pre-imagination of a desired experience. Thus, to a certain extent, the actual future experience is perceived as real in the here and now already (Dörnyei 2009: 12f). Though separated by time, the two selves are connected. Similarly, Ushioda (2011b: 20) speaks of “transportable identities”, meaning that the learners are “enabled to engage directly with their future possible selves”. To a certain extent, mental and physical consequences of the future state can be perceived in the present situation already. At this point, the hyperlink to the thoughts of Aichinger and Picasso mentioned in the opening chapter is established.

The physical presence of a future state in the present can be illustrated by an everyday life example – tasting lemon. Due to the sour flavour, this can be a rather unpleasant experience. In order to counteract this, the human body’s reaction is to induce salivation. Interestingly, by merely thinking about drops of lemon on the

tongue, the mind is activated and makes the body pre-live the future state physically, including salivation induction as probable consequences.

In the same way as a negative or unpleasant future experience can cause emotional reactions in advance, also a positive experience can. Applying this idea to language learning, Ushioda (2011: 203) specifies that “these future self-representations have strong psychological reality in the current imaginative experience of language learners as they visualize themselves projected into the future as competent L2 users and are thus entirely continuous with their current selves”. Therefore, the power of imagination plays a vital role in the construction of possible future selves. Dörnyei (2009: 11) calls it the “fantasy element” and states that “possible selves involve tangible images and senses” (2009: 12). It can be assumed that an imagination of a positive future state can lead to a pre-experience of the future events which evokes the same feelings of the actual experience, only in the here and now already. An imaginary link to the future is created and reward is perceived in advance (Macintyre et al. 2009). Actually feeling and experiencing parts of positive future feelings will create the desire to realize them and will consequently have an productive impact on our motivation and action towards fulfilling this desire.

Based on these processes, the selves-approach leads to a high degree of motivation. According to Dörnyei (2009: 15) it is the experiential element that makes the possible selves more detailed and more effective than the conventional goal, i.e. a desired future state that is achieved by a combination of constructs like setting, volition, and achievement. The ideal and ought selves are more effective motivators, since they draw motivational power from concepts beyond logical and intellectual arguments, such as images, senses and experiences (Dörnyei 2009) and are “psychologically experienced and a durable aspect of consciousness” (Markus & Ruvolo 1989: 217).

2.2. The Ideal L2 Self

The *Ideal L2 Self* is one of three pillars of the MSS. It is the here-and-now-representation of a language proficiency state one wants to achieve in the future. In Dörnyei’s (2009: 17) words, it is the “image of a desired future [that] is the core content of the ideal self”. This holds for the psychological perspective in general as

well as for the EFL context specifically. IP works with the representation of the particular desired future state, namely an internationally connected and interacting future self.

The *Ideal L2 Self* represents the language-specific part of an individual's overall wishes for their personal future. These wishes are eventually transferred to the language-specific ideal future self and can – in Gardnerian terms – be both integrative as well as instrumental. The former includes an emotional involvement with any community that speaks the target language, the latter pragmatic benefits that arise from the mastery of the language. As was already highlighted in the introductory section, Gardner's terms lost their original meaning. However, they have some characteristics suitable for describing the *Ideal L2 Self* (see Section 3.3.). In particular, they make it possible to characterize the effects of an imagined future state, however distant it may be, on the present.

If the current self is seen as the beginning of a journey and the *Ideal L2 Self* as the end, there is a certain distance to cover. The road towards the future state entails a number of concepts, all of which are important for the generation of motivational power. Among them are vision and imagination, the process and the eventual goal, and a social component. These three realms and their connection with motivation and with the consequent realization of one's *Ideal L2 Self* based on IP will be discussed subsequently.

Several steps are necessary in order for the *Ideal L2 Self* to emerge, take shape, and consequently have a positive impact on motivation (Dörnyei 2009). The learner has to create a positive and “vivid” (Dörnyei 2009: 18) image of the future self which does not interfere with the way significant others see one's future self. Additionally, the future self has to “contain negative consequences of not achieving the desired end state” (Dörnyei 2009: 32) and has to be kept on track by six *procedural strategies*. Those are the “Construction of the Ideal L2 Self: Creating the vision”, “Imagery enhancement: Strengthening the vision”, “Making the Ideal L2 Self plausible: Substantiating the vision”, “Activating the Ideal L2 Self: Keeping the vision alive”, “Developing an action plan: Operationalising the vision”, and “Considering failure: Counterbalancing the vision” (Dörnyei 2009: 32ff).

The first step towards the realization of the future self is its creation, or its mental construction. Creating a vision of a future state one wishes to attain, in the case of IP a globally communicating person, is the fundament of the *Ideal L2 Self*. Since it is rather difficult for a student to develop motivation without an emotional connection to the target language or group, it is necessary to build on connections that are already there, i.e. positive connotations the student has experienced in the past. Dörnyei (2009: 33) mentions personal role models in the social surroundings as the major source of influence responsible for these positive connotations. It can be parents and peers, reference persons in the target language media and members of the target community. These persons are representations of possible future states and are useful orientations in the construction of the *Ideal L2 Self*.

The formation of a self-image is a very important step, but only the first one. In the course of the construction process, the image needs to remain elaborate, controllable and vivid. The ability to reach these three characteristics can be trained actively by consistent imagination of the future state, for example proficiency in an L2. The educational power of imagination is supported by many language learning researchers, who see a sustained vision of a personal goal as a strong predictor of motivation and consequently proficiency (Markus & Nurius 1986; Kormos et al. 2011; Lamb 2007; Ryan 2006; Dörnyei 2009). Since vision forms a substantial part of the motivation concept, it will be discussed in greater detail in Section 2.2.1. It is not only important for language learning motivation, but for motivation in general. Dörnyei (2009) discusses a number of strategies for imagery enhancement taken from the fields of psychology, psychotherapy, medicine, sport and education. These fields show different features of motivation which could be successfully applied to ELT (see Section 6).

Possible future selves are only effective if the individual sees them as realistic and plausible. The more a particular future state appears to be possible, the higher is the individual's motivation. By specifying the goals and, thus, consciously making them a concrete thing to aim at, they can more easily be put within one's reach. Having the goal within one's reach facilitates the imagination and consequently the pursuit of the path towards this goal. Learning becomes more relevant to the student, since it represents a process connected to a substantiated, almost real future state.

Moreover, the journey towards the ideal future state has to be re-considered in its entirety from time to time in order to “keep the enthusiasts going and the less-than-enthusiasts thinking” (Hadfield & Dörnyei 2014: 5), or, in other words, in order to keep the vision alive. Reviewing the process towards the mastery of an L2, i.e. the goals already accomplished, the current situation, and the road ahead, makes the process and the overall aims tangible and consequently easier to reach. In essence, “[t]he image of the future needs to be strong and vivid, and for a long-term endeavour like language learning, it has to be sustained through regular and often mundane activity” (Lamb 2011: 179).

A further essential feature of future self-guides are “concrete action plans” (Dörnyei 2009: 37). Vision has to be connected to a well-designed path that leads to accomplishment. Knowing in advance which steps to take as well as how and when to take them channels the individual’s energy and increases the efficiency. Occasionally, so-called self-regulatory strategies are needed.

Motivation can also be drawn from negative expectations. Counterbalancing suggests considering the feared self from time to time in order to activate additional motivational power. For the ELF classroom, the implications in this respect are twofold: firstly, it means visualizing an undesired future state in order to know what *not* to aim for, i.e. recalling the consequences of not achieving the goal of L2 proficiency. Secondly, it means recalling the ought-to self and the socio-emotional consequences unaccomplished goals would bring along. The highest level of motivation is attained by a combination of both visions, positive and negative.

2.2.1. Vision & Imagination

“[R]esearch has found that mental imagery relies to a large extent on the same neural mechanisms and pathways as actual perception.” (Dörnyei and Chan 2013: 440)

The preceding paragraphs showed that the whole *Ideal L2 Self* and consequently IP are based on an outlook into the future, in other words on imagination and vision.

This is a long-standing assumption. Aristotle once defined the “image in the soul [as the] prime motivating force in human action” (Dörnyei 2009: 16). The following section will take a closer look at this image as “a central element of possible selves theory” (Dörnyei 2009: 17) and how it is connected to IP as an important component of motivational power.

Commenting on the results of a study they conducted in Hong Kong, Dörnyei and Chan (2013: 455) state that the act of imagining the *Ideal L2 Self* can be seen as a process in which the “learners pre-live future language experiences”. According to the researchers, all senses are involved in this process of pre-living, with visual and auditory ones being particularly relevant. The fact that vision is actually not only visual in nature, led Dörnyei & Chan (2013: 454) to the conclusion that vision is “the *sensory* [my emphasis] experience of a future state”. The individual personalizes a goal by imagining the eventual experience of achievement. IP is this sensory representation of a positive future state and thus the source of motivation.

There is an important concept connected to the link between vision and motivation – identity. Several researchers (Wenger 1998; Pavlenko & Blackledge 2004) stress the importance of imagination for the formation of identities. Wenger (1998: 185) mentions processes like “defining a trajectory that connects what we are doing to an extended identity”, “locating our engagement in broader systems in time and space”, “opening access to distant practices through excursions”, or “assuming the meaningfulness of foreign artifacts and actions”. The “extended identity” can be seen as the *Ideal L2 Self*, the notion of “broader systems in time and space” is applicable to the international community and “excursions” can be compared to *Interest in International vocation/activities*, one of four areas that constitute IP. All these aspects are highly relevant for the formation of a global identity and thus IP. The empirical part of this thesis will examine to which extent Viennese BHS students’ visions are developed.

In the opening lines of this section reference was made to Aristotle. To conclude, another idea of the philosopher should be considered. Referring to an observation made by C. E. McMahon in his 1973 publication *Images as Motives and Motivators*,

Dörnyei (2009: 16) states that, according to Aristotle, “when an image of something to be pursued or avoided was present in imagination, the soul was moved in the same manner as if the objects of desire were materially present”. He adds that this perception is still valid today and that “humans respond to mental images similarly to visual ones”. Connecting these concepts to the field of possible achievement, Dörnyei (2009: 18) highlights the conclusion made by Markus and Ruvolo (1989), who argued that the above-mentioned visualisation has a positive impact on the realization of one’s goals. This observation underlines the importance of vision and imagination for the *Ideal L2 Self*.

2.2.2. Process & Goals

*“Goals are not only outcomes to shoot for but also standards
by which to evaluate one’s performance.” (Dörnyei 1998: 120)*

As was discussed above, motivation is strongly connected to the notion of a desired future state, the goal, and to a path towards this goal, the process. These two concepts also affect each other. Markus & Ruvolo (1989: 218) argue that “[a] possible self contains both the representations of a given anticipated action or performance and the outcomes that are associated with it.” In addition, they suggest that performance and outcomes are “often psychologically fused”, i.e. the performance and the outcomes are seen as equally relevant by the individual, with the former directly affecting the latter. Not connecting the two concepts might indicate a weak point in the process of motivation generation. The two concepts will therefore be discussed separately but in relation to each other.

Goals

Based on the elaboration in the preceding section, goals can be characterized as mental representations of a particular future state and allow to perceive the positive consequences of achieving this future state in the here and now. Consequently, the *Ideal L2 Self* can be seen as a goal in the sense that it “seem[s] to capture some elements of what is consciously experienced by individuals who are engaged in motivated or goal-directed behavior” (Markus & Ruvolo 1989: 236).

Having goals means knowing about the end state and consequently being able to shape it. To do so, it is necessary to pre-live a desired future state, analyse it and re-shape it accordingly, in other words, personalize it. As Markus & Ruvolo (1989: 227) state, “possible selves work by personalizing the goal, that is, by making the goal one’s own”. This conceptualization is the important intersection of motivation and identity, which will be discussed in Section 4.2.

To sum up, there are a number of attributes said to be essential for a goal to function: it has to be constructed in the first place, then clearly defined, reframed and personalized and in this way made accessible. An accessible personalized goal eventually triggers action based on the will to realize a future state designed by oneself.

Process

In order to arrive at the desired future state, an action plan is essential. The action plan is a detailed roadmap towards a future self. It is not only the final state that exerts motivation, also the process *towards* this imagined future reality. The single steps that are necessary in order to reach the goal have to be consciously realized. In other words, the student has to build “a bridge of self representations toward the ideal self” (Yashima 2009: 152).

In language acquisition, the process towards the goal is a fairly long one. Therefore, it is necessary to break it up into small steps in order to realize its feasibility. Speaking of “new slightly more-advanced-than-current L2 self-representations”, Yashima (2009: 153f) argues that these small steps are fundamentally important for the overall progress. The reason for this is that achieving small goals provides “immediate incentive and feedback” (Dörnyei & Ushioda 2001: 21) which results in motivation to approach the next subgoals. Additionally, the achievement of subgoals “contributes to the enhancement of intrinsic interest through favourable, continued involvement in activities and through the satisfaction derived from subgoal attainment” (Dörnyei 1994: 276).

Cheng & Dörnyei (2007) point out yet another important dimension by connecting goal-orientedness and autonomy. As was discussed in detail in Section 1.3.2.,

autonomy is crucial for the process towards a goal in that it increases students' motivation when they have to achieve a goal themselves. For Markus & Ruvolo (1989: 211) this circumstance represents one important feature of a goal. They state that "[a] goal will have an impact on behavior to the extent that an individual can personalize it".

The bridge mentioned above is the motivation that leads from the current to the desired future state. The generation of motivation is best perceived by viewing the relation between these two states as a discrepancy representing dissatisfaction with the current state and the consequent motivation to proceed to the desired future state. This viewpoint is the underlying concept of the so called *Self-discrepancy theory* (Higgins 1987), which also served as an orientation for Dörnyei's MSS, stressing the importance of the process towards the goal.

2.2.3. The social component

A contemporary approach to language learning puts the learner at its center and therefore involves a number of concepts which are relevant also for everyday social interaction (e.g. identity, autonomy, emotions). For Pavlenko & Blackledge (2004: 4) languages are more than "markers of identity", they are "sites of resistance, empowerment, solidarity, or discrimination" and thus emotionally charged. It can be assumed that there is a social aspect inherent to motivation and, in particular, to language learning motivation.

The psychologist Lev Vygotsky was among the first to describe this phenomenon. He sees the L2-acquisition as a sociocultural practice rather than an individual's achievement in isolation. In this respect, Norton & McKinney (2011: 79) describe a "shift from seeing learners as individual language producers to seeing them as members of social and historical groups". Similarly, Henry (2013: 151f) calls for English language learning to be a process in which students have "opportunities for creativity and meaningful self-expression" in the negotiation of identity and English language mastery to be a "collective achievement" rather than an individual one.

In an examination of the *Ideal L2 Self* and the related IP, the motivation to learn the L2 consequently has to be seen also from this social perspective. Connecting complexity theory (see Section 4.2.1.) with motivational theory, Sade (2011: 45) says that “motivation is not individual, but is mediated by the desire for social belonging”. Motivational power is drawn from the fact that somebody belongs to a group rather than from an individual’s cognitive effort. This is where identity, again, becomes relevant. In Section 4.2. it will be shown that an identity consists of several sub-identities. In contrast to the identity created for the target language’s community of practice (see Section 4.3.), the identity relevant for learning as a social process is the one created for our membership of the learner group. Motivation derived from the interaction in the learner group can be seen as “a cyclical interactive process between the learner and the learning environment” (Igoudin 2013: 194). A positive, dynamic social group results in enthusiasm for language learning (Ushioda 2006, 2011b).

2.3. Ought-to self and Learning experience

As was mentioned in the introductory paragraph of this section, the MSS is built on three pillars. While the *Ideal L2 Self* and its inherent concepts were discussed in the preceding sub-sections, this final part examines the remaining two: the *ought-to self* and *learning experience*. Due to the fact that they can be related to IP only indirectly, only the basic aspects will be discussed in their interrelation to the *Ideal L2 Self*.

Ought-to self

The ought-to self represents future states which are desired not by the individual but by significant others, such as friends, family, authorities. Since it is an emotional relationship that connects the individual to these significant others, they are to a certain extent allowed to impose their concerns upon the individual and consequently implement them in one's future self. The source of motivation eventually becomes an internal one. The actual motivational factors, however, are based on external persons’ ideals (Dörnyei 2009: 13f).

The ought-to L2 self can play a beneficial role for motivation in the form of the *Ideal L2 Self*. Its aspects need to be internalized by the learner’s value system in order to be relevant for the *Ideal L2 Self* and to consequently exert motivation. Commenting on the dynamic nature of the MSS, Kim (2009: 63) states that “L2 learners’ ought-to L2

self can be transformed into the *Ideal L2 Self* when the learners personalize and internalize the external reasons to learn ESL”. This means that the individual takes up a viewpoint previously held by a significant other, accepts it as valid and true and consequently incorporates it into the *Ideal L2 Self*. Realizations of this kind contain a high amount of motivational power.

Learning experience

The third component is the actual learning experience. Some learners draw their motivational power from the positive experience of the actual learning process rather than from future self images (Suzuki 2011). The concept is the umbrella term for “the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success)” (Dörnyei 2009: 29) and the traditional motivational strategies.

3. Significance of *International posture*

Up to this point, a number of important theories have been reviewed. All of these can be seen as underlying and interrelated aspects of *International posture*. The model builds upon modern language learning motivation theory and therefore on Gardner and Dörnyei. In the following, the core concept of this paper will be discussed.

IP was developed and introduced by Tomoko Yashima in the course of the past decade (Yashima 2002; Yashima et al. 2004; Yashima & Zenuk-Nishide 2008; Yashima 2009). Her aim was to make Gardner’s integrative motive as part of Dörnyei’s *Ideal L2 Self* applicable to the contemporary role of the English language. With reference to a possible change in the nature of English as a school subject (see Section 4.1.), she suggested to see the international community as the reference community in addition to a particular L2 group such as the Americans or the British (Yashima 2009).

Yashima was not the only one to work on and examine this particular domain. In 2006, Ryan (2006: 38) called for something similar and already includes most of the aspects which are associated with the concept today:

Perhaps we should be developing a more inclusive framework in which to discuss motivation in the context of English as a global language, a framework that recognises the learner's position as an insider seeking to establish his or her identity within one of his or her own cultures. The first stage in establishing identity within a culture is developing an understanding of one's self.

This quote addresses issues which are highly relevant to IP and its basis, the *Ideal L2 Self*. Ryan mentions the *global language* and the development of a self. In order to fully understand IP, Gardner's integrative motive needs to be recalled. In a nutshell, IP is the result of the development from Gardner's integrativeness towards this new notion of the English language which sees the international community as a reference group rather than the native English-speaking community (Ockert 2015). This development set the stage for the consideration of English as a lingua franca (ELF) as a parallel medium of communication in addition to the conventional target language. This highly important concept will be discussed in Section 4.1.

Considering ELF as an additional means of communication changes a lot in the conception of ELT in general. One of the main aspects to be considered in this light is the construct of motivation and its interrelated concepts, resulting in the formation of IP. Kormos et al. (2011: 496) see IP as "a new language-learning goal" and directly link it to the fact that the English language is now "separated from its native speakers and their cultures". The fact that learners are now studying a lingua franca as the means of communication in a globalized world and therefore as an additional reference language in the ELT classroom was the founding idea of the concept IP.

In order to test the validity of IP, Yashima examined the Japanese ELT context. She concluded that "[t]he results revealed that international posture is a valid construct that relates to motivation to learn and willingness to communicate among Japanese university learners of English" (Yashima 2009: 147). Perhaps the most important insight gained with this study is that "English seems to represent something broader than people from the US or Britain in the minds of young Japanese learners" (Ockert 2015: 207). Consequently, she reconsidered Gardner's integrativeness from a different angle: the group one wishes to integrate with is now the global community.

An important follow-up research conducted by Mystkowska-Wiertelak & Pietrzykowska (2011) found further details on the effects of IP on language learning motivation. Their results showed “that one’s willingness to establish and sustain contacts with foreigners, to travel and participate in international activities as well as interest in international affairs may translate into increased motivation and higher levels of proficiency” (Ibid.: 253).

To sum up, IP is the attitude of an individual towards the English language as a means to get in touch with people from other countries, not necessarily native speakers of English. It combines “interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or a non-ethnocentric attitude toward different cultures [...]” (Yashima 2002: 57).

3.1. The concept

IP has become an important concept in contemporary ELT theory. It is seen as the interface between motivational research and the modern perception of the English language (Kormos et al. 2011). As an interface, IP is, on the one hand, influenced by a number of traditional motivational concepts and, on the other, affects others. Parental encouragement, knowledge orientation and L2 learning attitude are said to influence IP. IP, in turn, is believed to affect the *Ideal L2 Self* and the *Ought-to Self* (Kormos et al. 2011: 499).

It is important to consider that IP has been applied almost exclusively to the Asian context. All its characteristics, therefore, have to be seen in this particular light. Yashima & Zenuk-Nishide (2008: 567) argue that the concept of International posture is a “construct pertinent to Japanese EFL learners”. They define it as follows:

[I]nternational posture was postulated as an alternative to Gardner’s (1985) well-known attitudinal construct, ‘integrativeness’, with a view of English as a language for international communication rather than communication with a specific L2 group. International posture tries to capture a tendency to see oneself as connected to the international community, to have concerns for international affairs and a readiness to interact with people other than Japanese. This construct is operationalized to include some

aspects of intercultural competence and attitudes (...) and motivates learners to study as well as to be willing to communicate in English.

This conceptualisation focuses on the Japanese English Language Teaching (JELT) context but can also be applied to others. It contains a number of aspects which will be discussed below in order to contextualize IP.

IP consists of, and can be measured according to, three sub-categories. All three were found to influence IP.

- *Intergroup Approach Tendency* refers to the extent to which an individual is willing to approach and make contact with foreigners within their own country.
- *Interest in international vocation and activities* means the individual's interest to travel, work or live abroad.
- *Interest in foreign affairs* describes the extent to which an individual is interested in global issues.

(Yashima & Zenuk-Nishide 2008: 572)

In addition to this tripartite conceptualization, another important aspect was found in the studies conducted: IP directly influences the *Willingness to communicate* (WTC) in an L2 and the L2 learning motivation. WTC is of vital importance for the language learning process and a basic feature of IP. A number of investigations (Yashima 2000, 2004, 2007, 2009; Ockert 2015) found that IP is a particularly strong predictor of WTC. It describes the disposition of an individual to interact with others. This disposition stands in a close and positive back-and-forth-relation with L2 proficiency. Yashima et al. (2004: 123f) state that “[i]n various ethnolinguistic contexts, WTC was a predictor of frequency of communication in the L2, whereas motivation was a predictor of WTC, frequency of communication, or both.” In the following, the connection between these notions and the motivational capacity of their relationship will be illustrated.

The important finding of Yashima's research in this respect is that IP directly affects the “perceived communicative competence” (Yashima 2002: 55) which leads to a decrease in speaking anxiety. As a consequence, WTC and, more generally, language

learning motivation increase. The interesting aspect here is that there is a possible back-and-forth relationship. Motivation and L2 communication confidence in turn have a positive effect on IP (Yashima 2004: 134).

Ockert (2015) also confirms the positive correlation between IP and WTC on the basis of a study that examined the positive effects of communication technology on the language learning classroom. According to his study, WTC improved when the students realized that English is a basic feature of international interaction. Moreover, technology was shown to have a positive impact on WTC. In his study, he showed the numerous advantages of modern technology – in this particular case online chats and Skype conversations – for the EFL classroom and, particularly, how the usage of modern technology positively influences student motivation and WTC. This specific observation is in line with what was observed by Stockwell (2013), who, additionally, found a reason for this tendency in the so-called *bells & whistles effect* (see Stockwell 2013). Consequently, students draw their motivation to some extent also from the usage of modern technology (Ockert 2015: 212f).

The studies mentioned above do not only show the important connection between WTC and IP but also that WTC can be elicited by the use of modern technology in the classroom. The important role of technology will be discussed in greater detail in section 4.4.

3.2. The relevance of International Posture for the Ideal L2 Self

Finally, it is crucial to consider the influence of IP on the progress towards the future self and the language learning goals, in other words how IP exerts motivational power as part of the MSS. Kormos et al. (2011) came to the conclusion that “the Ideal L2 Self [...] is strongly influenced by International posture”.

The *Ideal L2 Self* incorporates both integrative and instrumental motivation. IP with the two orientations *Intergroup approach* and *Interest in international vocation* accounts for both instrumentality and integrativeness (Yashima 2004; Ushioda 2006). Based on these two orientations the integrative motivation can be seen as directed towards the learner rather than a target language society by focussing on the learner’s

future self as a member of the international community, be it on a social or a professional level, and as a proficient user of ELF. This is the first conceptual link between Gardner, the MSS, and IP.

Also, according to Yashima (2009), IP is one of three interdependent basic concepts on which the process from the current self to the future self is built. The other two are the frequency of communication (evoked by the willingness to communicate) and growing language proficiency. IP has a motivational power that eventually increases English proficiency. In turn, an increased level of proficiency has a positive effect on IP. This process can be seen as a hermeneutic circle. Additionally, an increased English proficiency entails confidence and thus affects the willingness to communicate and consequently the frequency of communication (Yashima 2009).

In this form and based on the connections mentioned above, IP is an attitude that is present in learners' minds and can shape the *Ideal L2 Self*. The *Ideal L2 Self* influenced by IP is an imagined global citizen who uses English as the language of international communication. Internationally oriented students see internationally communicating ELF users as their future selves.

All in all, English is an essential trait of international interaction. It can be seen as a necessary evil or a pleasant aspect. Either way, the English-speaking future self is directly linked to the individual's motivation.

3.3. Beyond Integrativeness and Instrumentality

Before the important aspects related to IP will be discussed in detail, it shall be considered how Gardner's ideas still shape the language learning motivation theory and are therefore relevant for IP. IP was developed on the basis of a contemporary conception of language learning motivation, a conception that sees Gardner's integrative motive as outdated. However, as Macintyre et al. (2009) state, it would be highly advisable not to "[throw] the baby out with the bathwater". The baby, in this case, are those aspects of Gardner's theory, that are applicable to the modern conception of ELT.

English is the main language of many so-called communities of practice (see Section 4.3.). Based on the fact that fellow members and topics discussed are of personal relevance for the individuals, it can be assumed that it is an emotional connection to the target culture that generates eagerness to gain competence (Csizer & Dörnyei 2005). Additionally, instrumentality is seen as a concept that is closely related to or even incorporated in integrativeness. Csizer & Dörnyei (2005: 29) therefore conclude that the “solution [...] lies in interpreting integrativeness in a broader sense than has been done before”. This means that seeing L2 knowledge as part of the personal development, or, in other words, as a step towards the future self is accomplished by meeting one's own expectations to become as proficient as possible in the target language. The extent to which this proximity is reached depends on how positive the L2 community is perceived and how much one wants to eventually imitate their language.

It is yet to be negotiated which language exactly this L2 is in the ELT context. There is, however, as will be discussed in the following section, a tendency towards ELF as an additional medium of communication. Due to the fact that it is hard to establish an exact target group of ELF speakers, traditional models of language learning motivation are rather difficult to apply. IP seems to be the missing link between integrative motive and this modern inclusive conception of ELT. Ockert (2015: 208) says that IP “broadens the idea of integrativeness into a more global framework”, and that it shows strong interrelations with the concepts “L2 learning motivation, L2 proficiency, and L2 communication confidence”. Concepts like Yashima’s *Intergroup approach tendency* strongly rely on the integrative motive as a basis. According to Yashima (2009: 146), also the “utilitarian value”, i.e. instrumentality, can never be fully left out of account when dealing with language learning motivation. IP incorporates instrumentality in that it includes the pragmatic incentives as part of the future self.

All in all, Gardner’s motives are not only still relevant for language learning motivation if IP is accepted as a partially instrumental type of motivation (Kormos et al. 2011: 510), it is even possible to deduce a highly productive interdependence between them. Integrativeness and instrumentality are not necessarily mutually

exclusive. Given the fact that an instrumental motive can be adopted and personalized by the learner, instrumentality can be the basis for integrativeness (Kim 2009; Csizer & Dörnyei 2005). This interrelationship is reflected in IP and is one of its positive influences on the generation of language learning motivation.

4. Interrelated concepts

At this point, having discussed the historical background of language learning motivation and in particular the *Ideal L2 Self* and IP, it can be said that IP is a central concept in modern ELT and a means to connect a number of aspects relevant for motivation theory. The fact that it is a missing link implies that it builds upon a productive interrelation of different concepts (Gao & Lamb 2011; Murray 2011b).

This connection to various pedagogical concepts on the one hand shows the importance of IP for ELT and, on the other, calls for a closer examination of their interrelationship in order to support the validity of IP. This claim is made also by Macintyre et al. (2009: 193), who state that “[t]he close links among language, culture, identity, and the self clearly suggest (...) that we need to know more about the self-concept as it relates to language learning.” The subsequent empirical research will try to contribute to satisfying this claim. For now, the focus is turned to the underlying concepts and their function as part of IP.

4.1. ELF & EIL - The shift of the reference community

Gardner’s ideas are, as shown in Section 3.3., not outdated but still valid and only need to be reviewed based on a more extensive consideration of ELF in ELT. The consequent changes of the corresponding notions, for example the target community and the means of communication studied, are accounted for by IP. In the introductory chapter to the book *Motivation, language identity and the L2 self* Dörnyei & Ushioda (2009: 2) pose a question that summarizes this issue well:

A basic question we have begun to ask is whether we can apply the concept of integrative orientation when there is no specific target reference group of speakers. Does it make sense to talk about integrative attitudes when ownership of English does not necessarily rest with a specific community of speakers, whether native speakers of British or American English varieties or speakers of World English varieties?

The authors inquire into the nature of today's target language in ELT. The English language and, in particular, its shape as a means of international communication have evolved rapidly over the last few years. English is used more for global interaction than it is used for native speaker interaction. A precise estimated NSE to NNSE ratio is rather difficult to establish. It is supposed to be somewhere between 1:3 and 1:4 (Seidlhofer 2003; Ryan 2006; Jenkins 2007; Poppi 2010; Seidlhofer 2012). This development caused a discussion about a shift in the reference language in ELT and is likely to lead to a reconceptualization of the English language as a school subject; moving away from English as the language spoken by Americans or British towards English as a lingua franca (ELF).

Generally speaking, this reconceptualization is rooted in a number of developments, most of which are connected to the phenomenon of globalization. The characteristics the English language then assumes as a lingua franca are all related to international issues. ELF, therefore, has to be seen as fundamentally relevant for IP. Kormos et al. (2011: 499) conceptualize IP as "students' views of the role of English as a lingua franca". This important connection will be addressed below. Beforehand, the general meaning of ELF will be discussed.

ELF is different from the English as the language spoken by native British or Americans. Seidlhofer (2011a: 153) argues that "an understanding of ELF depends on the recognition not only of its independent status as a legitimate use of language in its own right, but also of its interdependent status as a complementary component in a plurilingual repertoire". ELF is seen as an additional means of communication, independent from any country and its population. This is one fundamental assumption in ELF research. Consequently, its acquisition is characterized by the functionality of the language rather than by an emotional connection to a target community. This means that the ultimate goal is not native speaker proficiency and correctness but the negotiation of meaning. Seidlhofer (2011b: 142) illustrates why:

ELF speakers make use of their multi-faceted plurilingual repertoires in ways motivated by the communicative purpose and the interpersonal dynamics of the situation. They draw on the underlying resources of the language, not just the conventional encodings of English as a native language, and adjust and calibrate their own language use for their

interlocutors' benefit. Thus they exploit the potential of the language while fully focused on the purpose of the talk and on their interlocutors as people rather than on the linguistic code itself.

Reflecting on a number of studies carried out on the ELF field, House (2003: 559) says that ELF is “a repertoire of different communicative instruments an individual has at his/her disposal, a useful and versatile tool, a ‘language for communication’”, in contrast to a language that involves emotional involvement on the part of the speaker, which would be a ‘language for identification’. This distinction indicates another current trend in the ELF discourse. This trend revolves around the question whether English is to be seen as the language for emotional connection and eventually part of one’s identity or rather as a pragmatic means of communication. The latter does not automatically exclude emotional involvement and, thus, has become an equally considered and sometimes even dominant manifestation (Henry & Goddard 2015: 257). A number of studies (Suzuki 2011; House 2003; Yashima 2009; Ockert 2015) found that for a relatively large number of students the English language is a means to communicate with people from all over the world rather than a means to identify with or integrate into a target language culture. This would mean that an absence of a reference group (e.g. the British) does not affect the motivation to learn the language. It would also imply, however, that the reference group is, in fact, not even missing in the case of ELF. It is simply much bigger, more dynamic in nature and more difficult to define. In addition, the reference group is now not external anymore but one can see him-/herself as part of this group; as part of the international community. Identity, therefore, is an important aspect of ELF (see Section 4.2.) and IP.

As Lamb (2004: 3) argues, “English loses its association with particular Anglophone cultures and is instead identified with the powerful forces of globalisation”. This major shift means that pupils do not only learn English to communicate with the native English community but with the much bigger international, globalized community. The aim of the empirical study in this paper is to re-examine parts of the motivational construct by the means of IP, taking this paradigm shift into consideration. In order to have a sound theoretical basis, a number of aspects relevant to this shift towards ELF need to be discussed.

4.1.1. Globalization & EU

“[T]he freeing of ‘a language’ from particular territories and groups of people is precisely one of the conceptual challenges that we are faced with in the age of globalization.” (Seidlhofer 2011: 81)

Globalization is an important socio-political phenomenon which has had a considerable impact on the whole world over the last decades. It describes how the various areas of the world are becoming increasingly interconnected. This process was made possible by revolutionary developments in communication and transport technology which, in turn, was positively affected by the process of globalization. In the preceding section, its impact on the English language was discussed. The quote above synthesizes this discussion and illustrates the important connection between ELF and globalization. Subsequently, this phenomenon will be reviewed in relation to the language learning context and IP.

Globalization is particularly relevant in its relation to SLA because of the strong impact it has on the interaction between adolescents (Jensen 2011). This impact is due to the fact that globalization entails new and interesting aspects which are especially relevant for adolescents, such as “sexuality, dating, work, and moral values” (Jensen 2011: 62). Globalization represents an interesting new phenomenon in which students engage automatically and on their own and which therefore entails a number of opportunities for the language learning context; for example, an increase in autonomy, out-of-school exposure to the language and an emotional connection to it.

However, there is also the flip side of the coin. Jensen (2011: 65ff) mentions ‘cultural identity confusion’, ‘cultural gaps between adolescents and parents’, and ‘youth civic involvement’ as possible risks and opportunities. The first notion describes a clash between two or more identities which can lead to alienation from one of the cultures and consequently “psychological and social problems” (Jensen 2011: 66). Secondly, cultural gaps are differences in the perception of values like autonomy and authority based on different reference cultures (Jensen 2011: 67). The advantage mentioned

refers to social involvement made possible by features of the globalized world, such as simple communication, media access and personal autonomy.

Globalization has had a considerable impact on the English language, as the means of global communication and therefore as a subject in school (Crystal 2010; House 2003; Jensen 2011; Lamb 2004; Ryan 2006; Seidlhofer 2004, 2011b; Ushioda 2006). This impact challenges the traditional concepts of ELT motivation theory. Ushioda (2011: 199) identifies three reasons why motivational theories need to be reconsidered in the light of globalisation - firstly, the growing extent to which English is included in primary curricula, secondly, the absence of a specified target community and, thirdly, the constant merging of geographical spaces mainly based on the facilitation of transport and on modern communication technology. This is what IP accounts for – on the global scale.

It is not only globalization that affects English but also the European Union. As Seidlhofer (2010: 375) argues, English is the "*de facto* lingua franca of Europe" in both "professional domains and, simultaneously, by being encountered and used by speakers from all levels of society in practically all walks of life". Thus, for Europeans there is an additional socio-political space which could possibly evoke IP and therefore motivation to learn ELF.

Given the close interaction of numerous countries, all of which have different national languages, there was the need for a language of communication which turned out to be English. In general, the Council of Europe actively promotes plurilingualism as "a primary objective in education for democratic citizenship" (Ushioda 2006: 151) and has launched pertinent projects, for example the European Language Portfolio. Plurilingualism is seen as one of the main goals in European language learning. It enables political participation at the European and international level and thus democratic citizenship (Ushioda 2006).

The exact role of English in this respect is not yet defined entirely. House (2003: 562) suggests two alternatives; one makes a strong case for ELF to be adopted as the "vehicular language" of the European Union and the other argues that ELF is a "mere tool bereft of collective cultural capital" without a "definable group of (...) speakers"

(House 2003: 560). The latter point holds true for most of the lingua francas but is questionable with regards to English being used as the language of communication in the European Union. In its fairly brief history, the EU has been accumulating cultural capital, for example the currency *Euro* and the Erasmus program, and has created a group – Europeans – which can be the object of desired integration. House (2003: 561) underlines this particular position stating that “ELF has naturally acquired a special status in the European Union (EU) that sets it off from all other EU languages”.

According to Ushioda (2006: 158), language learning motivation has to be examined in this light of “linguistic diversity, mobility and social integration in a rapidly changing and expanding Europe”. The implications of this changing and expanding Europe and of globalization will be discussed in relation to the empirical results in the final sections of this thesis.

4.1.2. The question of ownership

Based on the fact that English is, in effect, spoken by more NNSE than NSE, a further important issue emerged: the question of who is the owner of the English language. It is argued that English is no longer owned by its native speakers, since – meanwhile – there are more non-native speakers of English than there are native speakers (Widdowson 1994; House 2013). In ELF discourse, there is a tendency that ownership rests in the “power to adapt and change” (Brumfit 2001 (116) quoted by Seidlhofer 2011: 8). It is now in the hands of the ELF speakers since they are superior in numbers.

This issue is highly relevant for one specific reason: the concept of ownership is closely related to an individual’s identity and therefore to language acquisition. Noels (2009: 305) says that “an important piece of the puzzle is the student’s own sense of ownership of the new language, which would help to legitimate (...) identity claims in her own eyes as well as the eyes of others”. This fundamental role of identity in connection with IP will be discussed in the subsequent section.

4.2. Identity

“(...) [B]ecause learning transforms who we are and what we can do,
it is an experience of identity.” (Wenger 1998: 215)

In the preceding chapters, a number of theoretical aspects were discussed, all of which are key to IP and a contemporary understanding of English as the language of international communication. One aspect that occurred repeatedly in this theoretical review is identity, one of two key elements of the study of EIL (Ushioda 2006: 151). This section examines the role of identity in the language acquisition process.

A modern perception of the integrative motive means that learners do request admission to the English-speaking community but are part of the EFL community already and only have to define their membership in order to accommodate it with personal characteristics. First and foremost, this process involves the individual's identity. Based on the realization that “an investment in the target language is also an investment in a learner's own identity” (Norton 2000:11), it is now seen as a central concept in language learning motivation (Ushioda 2013; Ryan 2006; Suzuki 2011).

The acquisition process of ELF and the formation of IP includes the creation of a world citizen identity, i.e. one super-identity consisting of several local and global identities. Referring to definitions provided by Norton and Pavlenko, Ushioda (2006: 153) states that “this pursued identity is not unified and coherent, but is multiple, complex and a site of struggle. It is in a constant state of flux, being locally constructed, negotiated and reformed each time through a person's participation in community practices.”

The concept of one super-identity is supported also by Wenger (1998: 149) who defines his notion of a *nexus of multimembership* by stating that “[w]e define who we are by the ways we reconcile our various forms of membership into one identity” and this one identity as “a relation between the local and the global”. These various forms have to be seen as layers which “build upon each other to produce our identity as a very complex interweaving of participative experience and reificative projections”

(Wenger 1998: 151). He points out that the interrelationship between the various identities is due to the fact that they are “not something we turn on and off, our various forms of participation are not merely sequences in time”, concluding that “[t]hey are, at the same time, one and multiple” (Wenger 1998: 159). Murphy (2011: 121) confirmed this plurality of identities in every language learner. Additionally, she states that the various identities – in this case the future speaker identity which is referred to as the *Ideal L2 Self* in contrast to other future identities – are not always in a harmonious relationship. She concludes that, firstly, power negotiation can be productive in nature and that, secondly, language learner autonomy has a positive effect on identity and the realisation of the L2 self.

Based on the above considerations, two approaches for a description of the language learner identity can be distinguished: the poststructuralist perspective and complexity theory. The poststructuralist perspective emerged based on globalization and states that identity is constantly being deconstructed and reconstructed in the process of language learning and active language use. Language learning sees this construction always “in relation to a certain community” (Lamb 2013: 18). It is no static state but constantly evolving. Learning a language is the construction of one’s identity via the acquisition of symbolic capital, i.e. the language of a community (Ushioda 2006; Lamb 2013) or in other words “cultural capital”. This term was introduced by the French sociologist Pierre Bourdieu and can be characterized as the non-materialistic aspects of a language community one profits from by learning the language. Investment into a second language entails the acquisition of “a wider range of symbolic and material resources” held by the target language community. The motivation to learn a language, thus, is driven by the wish to invest in oneself in order to develop identity (Norton 2000). Norton & McKinney (2011: 75) reiterate the concept of *investment* conceptualizing it as “the socially and historically constructed relationship of learners to the target language”.

Cross & Gore (2012: 602) suggest three ways of a peaceful coexistence of identities within one person. These are fused identity, blended identity and alternating identity. IP makes the learner blend various identities. Cross & Gore (2012) conclude that various different identities have a rather productive effect on the personality in

general and on language learning in particular. This is due to the fact that, usually, identities are not in conflict but support each other (Sade 2011). A new identity does not erase existing ones but modifies and enriches them.

To sum up, identity is seen as consisting of several sub-identities, all of which are created in accordance with specific fields of interest and are positively interdependent. This fundamental development from achievement towards identity as the central issue in language motivation (Ushioda 2013) has to be integrated into EFL learning notions and IP by seeing the students' identities as a core concept of the learning process and, consequently, by adapting language learning goals according to this focus on identity.

All in all, the high relevance of identity for language learning is apparent. The following subsection discusses a specific aspect of identity, namely the kind of identity that seems to become more and more significant the more IP and ELF become relevant to ELT: bicultural and hybrid identity.

4.2.1. Bicultural/hybrid identity

As mentioned above, there is one feature that needs to be particularly highlighted in the discussion of identity in relation to IP – the multi-layered nature of identity. Based on the considerations in Section 4.1.1. (Globalization & EU) and the findings of the previous section, it can be said that the modern language learner has several sub-identities. Examining identity from the community perspective in particular, there are at least two interrelated sub-identities – a local one and a global one. Wenger (1998: 131) confirms this interrelation between the global and the local and states that “they are related levels of participation that always coexist and shape each other”.

Globalization has made large parts of the world's population members of an international community. One important precondition for the participation in the global community is the mastery of the community's medium of communication: ELF. This has a particularly strong impact on the formation of one's global identity, because language forms a particularly important part of the cultural identity since it is based on “communicative, symbolic, and social functions” (Jensen 2011: 64).

People in a globalized world seem to develop a local as well as a global identity. If this dichotomy is brought into line with the notion of a super-identity (see preceding section), the result is what Arnett (2002) calls *bicultural identity*. In the best case, this identity is “a vision of an English-speaking, globally involved but nationally responsible future self” (Lamb 2004: 16). Thus, the question arises if *global* and *national* can still be seen as separate concepts in this respect. Two important associated considerations are, first of all, to which extent it is possible that two identities exist in parallel without any fundamental blending and, consequently, whether there is a dichotomous *bicultural* identity or a hybrid identity.

Additionally, it has become increasingly difficult to distinguish between local and global identities. Due to the technological opportunities, the last decades brought along, the two are now very strongly interrelated and benefit from each other (Ushioda 2013). This seems to be particularly valid for today’s adolescents, who were born into an already globalized world and who probably have developed not only one but several interrelated local and global identities (Jensen 2011). Based on the constant interaction of the dichotomous global and local identities, Arnett (2002) proposed the term *hybrid identity*. He sees this hybrid as a direct consequence of globalization and as the result of the process in which local and global cultures become one single culture and consequently one single and complex super-identity. Reasons for this development were found in the major role English meanwhile plays in most local cultures (cf. Henry & Goddard 2015).

The application of a hybrid identity to the ELT classroom might best be approached with a term used by Dörnyei (2005: 97): “world citizen identity”. What has to be added to this conceptualization is the way a world citizen internalizes multiple languages. Seidlhofer (2011b) discusses the co-existence of one’s native language and EIL, suggesting a productive combination of the two languages.

Based on IP, this multi-layered nature of identity in language learning can be discussed from a theoretical point of view and the related sources of motivation can be assessed. Based on the fact that the language of our global identity is English

(Dörnyei 2009), the motivation to reach proficiency in order to negotiate our membership in the international community increases.

4.2.2. *Outside school identity*

As discussed above, an individual's identity is a construct of several sub-identities. This means that everybody's self is made up of a number of co-existing identities. In today's globalized environment English is present in almost every field and students are exposed to the language also outside school. Thus, it is highly important to consider this outside school identity, in motivation research as well as in ELT. Generally speaking, it is advisable to include students' outside school interests in the language classroom in order to, on the one hand, generate motivation and, on the other, avoid the creation of opposing forces.

This particular classification has already been the subject of research. Pavia (2011: 65) found that “[t]here seem to be at least two distinct phases common to all the students”, namely the one in school and the one outside school. Jensen (2011: 64) characterizes these two distinct phases in which students encounter English: “formally in school, but also informally through work, the media, contact with tourists, and so forth”. Additionally, the fundamental role of the English used outside school can be observed in Lamb's (2011) research on Indonesian English learners' motivation. Chick & Breidbach (2011: 155) found a cross-cultural aspect of language learning motivation regarding this division between in-class and out-of-class English. They maintain that both Chinese and German learners showed “strong emotional involvement (...) in discussing their out-of-class English use”. One participant of Chick & Breidbach's study (2011: 151) calls English “the absolute language of cool”.

In the epilogue to his book *Communities of Practice*, also Wenger (1998: 267f) reiterates the importance of including out-of-class experiences into the classroom. He states that “(...) what participants learn in both settings becomes part of their identities, and is thus carried into other parts of their lives”. In a nutshell, he suggests not only to include and acknowledge the out-of-class identity but to draw profit from it.

In addition, the previously discussed notion of autonomy (Section 1.3.2.) is relevant for this particular issue. Among the fields related to autonomy, Benson (2007: 26f) mentions *out-of-class learning* and *self-instruction*. He underlines the fact that a substantial part of language learning, for example the consumption of target language media, takes place out of class and has a considerable impact on proficiency. This acquisition can be seen as autonomous out-of-class learning. Most likely, it happens subconsciously and involves some sort of emotional involvement based on positive identification with a topic.

Consequently, teachers have to realize the gap between “students’ in-class and out-of-class contexts of encounters with English” (Ushioda 2013b: 233) and appreciate the progress students are making out-of-class. For the in-class context, substantial effort has to be devoted to raise the students’ awareness that out-of-class contexts are more than welcome in class, or, as Ushioda (2013: 234) puts it: “Inside the classroom (...) the pedagogical responsibility clearly lies with teachers to engage students’ interest and work with them (...).”

Finally, there is not only a possibly profitable path from the outside school identity to the language classroom but also vice versa. Several studies (Yashima 2004; Yashima & Zenuk-Nishide 2008) found that IP and the consequent improvements lead to an increased willingness to communicate not only in the language classroom but also outside school. This willingness can be turned into real interaction in numerous ways, since English is meanwhile present as *the* means of communication in many domains.

Identities, thus, have to be seen as changeable and transportable fractals. The emotional involvement of highly personal out-of-school identities can have a powerful impact on language learning. This theory is perfectly synthesized by Ushioda (2011: 205), who says that “[e]ngaging students’ transportable identities (e.g. as football fan, amateur photographer and film buff) can stimulate a much higher level of personal involvement, effort and investment from students”.

4.3. Communities of Practice & Imagined Communities

The out-of-school identities discussed above often develop on the basis of a membership in communities with one particular shared interest, so called *communities of practice*. They were introduced as social constructs to which the participants create membership by imagining belonging (Anderson 1983: 6). For the present discussion, communities of practice help to see the learner as an active or future member of social groups in which English is the language of communication and, as stated above, consequently identification. Widdowson (2003: 40) suggests that English “serves a whole range of different communities and their institutional purposes (...)”. Consequently, we are dynamic members of multiple groups simultaneously. In addition, according to Ryan (2006: 40), not only the members are dynamic, but also the communities themselves:

Rather than viewing both the individual and the community as static, clearly defined and located entities, an imagined community is by its very nature more dynamic and specific to the individual; the learner is constantly creating and recreating an identity in response to the altering perceived demands of membership of the imagined community.

Discussions on communities of practice have to consider the important role occupied by identity. The process of seeking access to or defining one’s role in a community inevitably involves an alteration of one’s identity. Sade (2011: 47) states that “[t]o each community of practice a person affiliates, a new social identity emerges”. She calls it “motivation as belonging” (ibid.: 53).

The great relevance of identity in imagined communities and the respective motivation make them an appropriate reference tool for IP. Norton & McKinney (2011: 76) state that “[a] focus on imagined communities in SLA enables us to explore how learners’ affiliation with such communities might affect their learning trajectories”. Based on the discussion of the motivating power of goals (Section 2.2.2.), it can be concluded that imagined communities are highly motivating mental constructs.

Discussing new research paradigms in the ELF realm, House (2003: 571ff) suggests to “look at ELF both from a micro-(individual) perspective and from a macro-(social)

perspective”, not to see the Europeans as a ‘speech community’ of ELF but rather as a community of practice (cf. Kalocsai 2013) and to reconsider the “linguistic norm with which ELF speakers’ discourse behaviour is to be compared”. According to House (2003: 573) the main goal for ELT lies in pupils becoming “expert[s] in ELF use”. This growing relevance of ELF for ELT could be the starting point of the possible paradigm shift in this field discussed in Section 4.1.

It is important to note that communities of practice are not necessarily geographically or politically defined groups but are based solely on individuals’ imagination and identity development (Norton & McKinney 2011: 76). Sade (2011: 46) mentions “rock’n’roll, skaters and Internet users” as possible reference groups. She adds that the individual’s identity is a central component of the process of association with these reference groups. Consequently, the formation and perception of one’s membership is a highly personal and individual process.

Similarly, Wenger (1998, 2010) sees the learner as a social participant in the community of practice. The individual’s identity is constituted and shaped by the negotiation of meaning a participation entails. Thus, “[l]earning is a social becoming” (Wenger 2010: 182). In this process, again, vision and imagination are central forces. Murray (2011: 80f) mentions two kinds of influence imagination can have. Those are, firstly, the creation of a vision for oneself and, secondly, the active identification with an “imagined target language environment” which consequently facilitates setting and achieving intermediate goals, i.e. the sub-steps towards the overall goal of English proficiency, since the goals seem to be “strongly influenced by [learners’] visions of a future self participating in imagined communities”.

“[I]f knowing is an act of belonging, then our identities are a key structuring element of how we know” (Wenger 2010: 238). We want to know in order to belong because belonging to a community we perceive as ideal is a highly satisfying state. This is why learning has a highly distinct social dimension. Identity is a crucial feature of this social characteristic of learning. This is, according to Wenger (2010), the result of three immanent processes. Those are the meaning generating process based on a combination of competence and experience, the handling of boundaries based on an

alternation of the multiple identities and the identities themselves which are the basis for the negotiation of meaning on which we “experience of the world” (Wenger 2010: 239).

The feeling of being a member of an imagined community can have highly positive effects on motivation and the generation of IP. If an individual wants to participate in an imagined community, “efforts to learn the language should not be seen as merely attempts to improve a skill, but as an essential part of establishing one’s own identity within an evolving community” (Ryan 2006: 34). For the classroom, this means that – in order to increase student motivation – teachers have to cultivate understanding for their students’ reference groups and include their communities of practice in the teaching. In the quest for recognition the students will eventually realize the importance of the community’s language and will draw motivational potential from this realization (Suzuki 2001, Ockert 2015).

4.4. Technology

The numerous and highly diverse international communities have a positive effect on language learning motivation. For the discussion of IP it is important to consider where interactions between these communities take place. Given the fact that communities of practice share a common interest rather than geographic proximity, it is not far-fetched to say that probably the most obvious place for interaction is the Internet. Crystal (2003: 115) argues that “about 80 per cent of the world’s electronically stored information is currently in English”, consequently calling English the “chief lingua franca of the Internet” (Crystal 2003: 117). Thus, the impact of modern communication technology on the growth of English and vice versa is undeniable.

Moreover, modern technology is probably the main reason for the quick spreading of EIL and its rise in status for the mainstream (Arnett 2002; Seidlhofer 2004, 2007; Crystal 2003). “It is in these domains that English has evidently been spreading beyond the elites”, Seidlhofer (2011b: 135) argues. Technology “provided the circumstances needed for a global language to grow. People have, in short, become more mobile, both physically and electronically” (Crystal 2003: 13).

This development has also influenced language teaching. A number of research studies (Ockert 2015; Stockwell 2013; Lamb 2004; Ushioda 2006; Yashima 2002, 2009) showed the numerous advantages of modern technology for the EFL classroom and in particular how the usage of modern technology (e.g. online chats and skype conversations) positively influences student motivation and WTC. Using modern communication technology devices in the language classroom encourages the students to develop “a feeling of global citizenship” (Ockert 2015: 96), in other words IP.

4.5. Role models

Based on the assumption that the medium of communication in ELT is likely to be in a state of transition towards ELF, several researchers call for a reconceptualization of role models in ELT. Seidlhofer (1995: 218), for example, suggests to critically examine the position of native speakers. Native speakers are no longer the only reference point, since the language they speak does not represent ELF.

Generally speaking, motivation can be drawn from teachers as proficient L2 speakers. The basis for this productive relationship lies in the shared mother tongue of students and teachers and, among other, is based on the realization that it is possible to achieve a certain L2 proficiency as exemplified by the teacher. A proficient L2 speaker, thus, is an appropriate alternative model to a native speaker. Yashima (2009: 153) calls these role models “living images of English users”. They are manifestations similar to the *Ideal L2 Self* of an individual. Not only adult L2 speakers, such as teachers, can be seen as somebody the *Ideal L2 Self* can be oriented towards. Also, older and thus often more proficient fellow students can be seen as models for future selves and assist in realizing that the process towards L2 proficiency is a step-by-step process.

Murray (2011: 86) similarly states that “a number of learners indicated that their desire to learn English was inspired by a teacher whom they respected and who made language learning ‘fun’”. Additionally, he values other ‘international persons’, not necessarily from the language teaching context, higher than native speakers.

Cheng & Dörnyei (2007: 161f) say that “presenting a personal role model is perhaps the most powerful and influential tool in motivating [...] students”. Regarding IP in

particular, there are two domains in which teachers can become personal role models. Firstly, they can show passion and interest in the subject and, secondly, demonstrate a proficient L2 use themselves. Eventually, their performance as a role model will have positive consequences on the motivation of their students.

5. The original study (Yashima 2009) and IP in Japan

Based on the theory of the *Ideal L2 Self* and IP as well as the interrelated concepts, Yashima's research on IP in Japan will in the following be examined in detail. This review serves as the basis for the subsequent replication study.

Yashima examined language learning motivation in the Japanese English Language Teaching (JELT) context and found that direct contact with the international community, represented by particular learning activities, in which students get to talk to foreigners using ELF as the communication language, have a positive effect on their language learning motivation. Their participation in imagined communities via a so-called MUN, a teaching model that stimulates pupils to perform the actual international communication, had two beneficiary effects: the personal and emotional involvement in the target community which "leads to a more intense desire to communicate" (Yashima 2009: 151) as well as to a positive construction of the *Ideal L2 Self*. As discussed in the theory sections, both aspects positively affect language proficiency.

Generally speaking, Japan seems to be in the process of negotiation of their role in the international community and the corresponding language ELF. There is a constant back and forth between two self-perceptions: the own country as a reference group as well as the international community (Yashima 2009; Yashima et al. 2004; Suzuki 2011; Ockert 2015). Thus, the status quo in JELT is rather difficult to define. In the following, however, the most important facets of Japan's role in the world and the consequent language use will be discussed.

A number of researchers found that Asia and in particular Japan is a unique area in terms of ELT (Yashima 2000; Ryan 2009; Ockert 2015; Thompson 2015). Japanese learners appear to have two different goals, an immediate as well as a large-scale one.

The immediate goal concerns academic achievement and social prestige, the other one international communication (Yashima 2004).

There is one particularly striking feature to be found in the JELT context. The access to Japanese universities requires passing a national corporate entrance examination. This exam includes the assessment of English proficiency and consequently has an influence on ELT in Japan and on many Japanese pupils' perception of this language (Manos 1992). A substantial part of ELT in school is dedicated to the preparation for this exam, which therefore is a basic motivating factor and constitutes an immediate instrumental goal in English language education (Sasaki 2008).

However, Japanese students also seem to employ large-scale considerations. Describing the situation in Japan, Yashima et al. (2004: 121) state that "an increasing number of high school students participate in study-abroad programs" which aim at the development of the ability to communicate in English. According to the authors, "[t]he growing interest in these programs indicates that many students perceive a need to acquire competency in English as a means of international communication".

Consequently, for Japanese pupils English is not only the language and culture of Great Britain or the US. It represents "something vaguer and larger (...), something that connects them to foreign countries and foreigners" (Yashima 2002: 57). In addition, the actual global interaction was found to lead to "a tendency to see oneself as connected to the international community, have concerns for international affairs and possess a readiness to interact with people other than Japanese" (Yashima 2009: 146). On the basis of this insight, the concept of IP was developed.

It be concluded that Japanese students' motivation to learn English is indeed driven by the two different forces discussed. First of all, there is a tendency towards a membership in the international community including an overall orientation away from ethnocentrism and, secondly, the aspiration to pass the entrance exam for University admission. These aspects are, subsequently, relevant for the comparison of the Japanese results with the Austrian ones.

5.1. Methodology & Findings

The questionnaire used by Yashima (2009) is an adapted and updated version of questionnaires used in previous studies, which also examined IP (Yashima et al. 2004; Yashima&Zenuk 2008). While IP was measured by three subscales (*Intergroup approach tendency*, *Interest in international vocation/activities*, *Interest in foreign affairs*) in 2008, the updated 2009 questionnaire consists of the following four:

- *Intergroup Approach-Avoidance tendency*
- *Interest in International Vocation and Activities*
- *Interest in International News*
- *Having Things to Communicate to the World*

The original three subscales indicated a willingness to approach foreigners, the tendency to travel or work abroad and an interest in global events. The fourth subscale was added in order to account for one aspect which was found highly relevant by the first studies, namely “whether or not a person has things to say to an (imagined) international community” (Yashima 2009: 154f). This aspect is said to describe an individual’s opinion on certain issues and a consequent urge to communicate and discuss it. It constitutes the fourth subscale of IP measurement. In addition to IP, the study examined three other constructs. Those were “WTC” (see Section 3.1.1.), “Frequency of communication” and the “Ideal self” (Yashima 2009: 158).

In order to find out about the interrelationship between these concepts, a cohort of 191 students (156 girls, 31 boys, four N/A) was asked to fill in a questionnaire that measures all four constructs. Their answers revealed that “a higher exposure to a content-based curriculum resulted in a higher level of international posture and willingness to communicate in L2” (Yashima 2009: 150). Content-based, in this case, means that the teaching was enriched by “cognitively and emotionally involving content” (Yashima 2009: 149), in other words content which is personally relevant to the students. Based on this content, established by the MUN mentioned above, they had to communicate actively with target language speakers. The study showed that direct contact with the target community – in this case the international community –

is a highly motivating force and has positive effects on IP, the communicative activity, and, consequently, the learner's proficiency.

Moreover, Yashima (2009: 152) mentions the positive effects of future selves imagined by students as part of the content-based language learning. She concludes that "after completing the session schedules, [students] can clearly state what they need to improve (e.g. pronunciation, grammar, research and preparation, WTC) to contribute more to the decision-making process". Consequently, the direct contact with the international arena was found to stimulate students and increase their language learning motivation.

5.2. Limitations of Yashima's study

Yashima's (2009) study examines language learning motivation from a modern perspective. It considers the growing influence of the international community that uses English as a means of communication in ELT. Using Dörnyei's (2009) MSS as a basis, the study builds upon acknowledged theory in order to analyze the interplay between international language and local users. The implementation of theory in the empirical research is comprehensible and the results are presented in a clear manner.

There is one aspect of Yashima's (2009) study which can be characterized as a limitation. The study is based on the answers of 191 students, of which 156 were girls, 31 boys and four times the gender was not indicated. This means that there is a very strong female prevalence in the research population. With around 80% of the students being female, the validity of the results for male students can be put into question. A possible gender trend of IP will be addressed in Section 7.2.

5.3. Replicability

The research conducted for this thesis is a partial replication of Yashima's (2009) original study. In the following, the extent to which the original study is suitable for a replication shall be discussed. The first part of this section focuses on the characteristics of the original study, the second one compares the Japanese and the Austrian research environment.

5.3.1. General replicability

Generally speaking, replicability is given to a considerable extent. The background to the particular scientific field of the study is described in great detail, with a theoretical section discussing the relevant concepts and preparing the reader for the empirical study. Furthermore, the empirical part of the study is comprehensible and valid. The statistical validity of the items and measurements used for the examination is described in detail and the preparation of the questionnaire is adequately illustrated in reference to earlier works (cf. Yashima et al. 2004). Also, the interpretation of the results is presented in a feasible manner.

Even though replicability is given to a considerable extent, the study is not immaculate. One flaw can be detected in the fact that the research question itself is not explicitly stated. However, since the replication is an approximate one, the fact that the exact research question is missing is less significant. Moreover, as indicated in the previous section, the gender balance of the research population is unequal in the original study. This poses a second minor limitation to the replicability of this study. However, it does not change the overall replicability.

5.3.2. The two research environments

The present replication of the study describes the process of applying a research instrument used in Japanese settings to the Austrian context. Thus, it is necessary to compare the two contexts. In general, the school subject English has slightly different characteristics in the two countries. JELT was discussed in Section 3.3. In the following, it will be reviewed in relation to the Austrian context.

There are cultural differences between Japan and Austria, in particular concerning one concept that is important for the discussion of IP: autonomy (Benson 2007; Holliday 2003, 2005). Benson (2007: 25) states that in the Asian world autonomy is group oriented and that personal interests are often subordinated. In contrast, autonomy has a very individual characteristic in the Western world.

Similarly, Cross & Gore (2012: 588), discussing the role of cultural models, highlight one important difference between Austria and Japan in terms of individualism. They state that “[i]n the West, attention is trained on the person’s unique and idiosyncratic

attributes and on personal choices. In East Asia, attention is trained on the person's close relationship and obligations". Moreover, they discuss the difference in the reaction to success between the two countries' societies and conclude that "[m]embers of Western societies tend to respond to success with pride and high self-esteem, whereas members of East Asian societies tend to be more modest in such situations". These circumstances might affect the classroom practices. Mackey (2012: 32) refers to a study she conducted in the field of EFL instruction at a Japanese university. In this study, communicative activities were shown to be less effective compared to "traditional classroom activities".

Moreover, Nogami (2015) found that there is a high tendency towards the view of *us* (Japanese/Asians) and *them* (British/Europeans) among Japanese students in order to establish a "sharedness among East Asian ELF speakers" (Nogami 2015: 115). The results of this thesis' investigation will show that this is not the case in Austria (cf. Section 7.3.). As a result, it can be concluded that there is a difference between Austrian and Japanese students in the perception of English native speakers. Also, Japanese pupils seem to hold a more self-centred view, seeing Europeans, and thus Austrians, as closely linked to British. This is clearly not the case vice versa and can therefore be seen as a difference between Austria and Japan in the perception of ELF.

Despite the cultural and geographical distance, the two countries also share a number of characteristics. There is a high percentage of students whose mother tongue is not English in both the Austrian and the Japanese setting. Nogami (2015) highlights the relevant aspect of such a shared characteristic in stating that speakers of both groups are "multilingual communicators in intercultural communication", using a language that is not their L1 in order to understand each other, and applying different communication strategies if necessary (Nogami 2015: 110). Furthermore, observing both Austrian and Japanese students, Ryan & Mercer (2011: 167f) found that there are two basic types of mindset learners in both countries considered to be relevant for SLA. Those are innate talent and effort.

By stating that "EFL classrooms in Japan are not representative of those in other countries", Mackey (2012: 33) underlines the uniqueness of JELT and summarizes

the findings of this section. Beyond question, there are differences between the two countries. However, these differences do not affect the extent to which replicability of the Japanese study in Austria is given, since the fields in which the two countries differ do not occur in the questionnaire. Thus, the questionnaire developed for Japan can be seen as a valid instrument to measure IP in Austria.

6. Statement of purpose

The theoretical concepts discussed in Sections 2, 3, and 4 are globally relevant and, consequently, also concern Austria. Among them are the Ideal L2 Self, the importance of identity in SLA, and the question about the means of communication acquired in ELT. IP is a very suitable contemporary model to measure those concepts and has not been examined from the Austrian perspective yet.

Several researchers (Henry & Goddard 2015; Ryan 2006; Yashima et al. 2004; Yashima 2009) emphasize the importance of research in this specific field. Henry & Goddard explicitly mention the particular role of Asian countries in this respect, stating that in Asia “the notion that learners of English develop bicultural identities has been found especially resonant” (Henry & Goddard 2015: 258). This is due to a substantial difference between the native Asian culture and the target culture. Since the concept of IP has been applied almost exclusively to the Asian context (Japan, Indonesia, Singapore, Iran), it will be interesting to see how the model unfolds in a different context.

The results might be relevant for two groups of professionals in particular: researchers and teachers. In the best case, readers of this thesis are what Brown (2012: 184) calls a *mixed audience*, i.e. both scholars and practitioners. Therefore, in order to meet the expectations of both groups alike, the remainder of this paper will discuss scientific findings in the light of the Austrian ELT pedagogy context. In order to provide a theoretical basis for ELT practitioners, this section starts with a brief discussion of the nature of a replication.

6.1. Theoretical background on replication

Generally speaking, the replication of research studies is a rather young field of interest. Many facets of this discipline are yet to be explored methodologically. Nonetheless, there is substantial consensus on the principal aspects of replication research as well as on its *raison d'être*.

In 2009, a research colloquium was held specifically on the topic of replication research. One of the outcomes of the colloquium was the definition of three replication approaches. The one that is relevant for the study conducted in this thesis is called *approximate replication* (also partial or systematic replication). Porte (2012: 8) defines it as follows:

This type of study involves repeating the original study exactly in most respects, but changing nonmajor variables (in a way that allows for comparability between the original and replication studies). For example, researchers may investigate a different population (...), or perhaps using a different task (...). The purpose of this kind of replication “with changes” is to see if the results of the original study are generalizable, for example, to a new population, setting, or modality.

Social science, especially educational research, is seen as a delicate field for replication studies where “results often prove difficult to reproduce” (Mackey 2012: 21). However, referring to a number of previous publications, Mackey (2012: 22) argues that a number of studies in the field of SLA need to be replicated in order to contextualize results, and that, consequently, there is “growing understanding of the importance of replication research”. The combination of this assumption with the fact that also IP is a very recent invention make the endeavour of this thesis particularly topical.

6.2. Aims of the replication

Replication has become a fully acknowledged form of research and has received widespread support. Mackey (2012: 40) strongly argues in favour of replication studies, stating that they are “important for the ongoing development of our field” since they are likely to provide insights into “questions that may have not been answered sufficiently in existing research”. Moreover, ELT is a field in which replication studies seem to be especially called for. Mackey (2012: 41) states that “both seasoned and junior researchers need to conduct more replication studies in a

variety of areas within the field of SLA”. Since all parts of the world are inevitably involved in the ELF discourse, finding similarities and differences between various countries and viewing developments in comparison to other countries offers the opportunity to draw implications for one particular country and, based on these, improve the local ELT discourse.

Introduced in 2002, the concept of IP has not been studied extensively. Research on IP only has been carried out in a few countries so far. Among them are Japan (Yashima 2008, 2009; Ockert 2015), Indonesia (Lamb 2004), Singapore (Thurston 2015), and Iran (Aliakbari 2016). There are no research studies that have applied the concept to the European context yet. Thus, the main reason for replicating Yashima’s (2009) study is the interest to find out about the extent to which Austrian students have internalized the components of IP, in other words how much they are motivated to learn English because they are internationally oriented and see themselves as members of the international community. Yashima (2002, 2009) explicitly called for further research to investigate in her concept and especially how it changes over time.

Different cultures have different ways to view both the English language as a means of communication and the international community. Subtle differences between Japan and Austria are, therefore, expected to occur. Therefore, this investigation is a contribution which is, on the one hand, interesting for the Austrian context and, on the other hand, relevant and necessary to foster the results of the original study.

All in all, globalization and a consequent possible change of the language and the culture taught in ELT is a phenomenon that does not only concern Japan, but is relevant for Austria and other countries as well. Finding out about the IP of Viennese BHS students, therefore, is a relevant contribution to the specific field of interest of this scientific area.

7. The replication study

The following section describes the replication study carried out in Vienna in April and May 2017. It applies Yashima’s IP to the Austrian context. To begin with, a general proposition needs to be recalled. According to Dörnyei (2007: 18), it is most

important to become “familiar with the ‘research lore’ – that is, the principles of best practice – that past researchers have accumulated over the decades”. The following study is conducted along the lines of this research lore and is carried out to the best of the author’s knowledge.

7.1. Methods of the study

The survey seeks to identify the extent to which students of Viennese vocational schools (BHS) show IP. In order to do so, the following considerations were taken into account: the replication study is based on the questionnaire used by Yashima (2009: 157ff), which was found appropriate to measure IP. It consists of twenty items, grouped in four subsections. The first subsection (*“Intergroup Approach-Avoidance tendency”*) measures to which extent the learner is interested in international and interpersonal contact. The second category (*“Interest in international Vocation or Activities”*) shows how much one is willing to go abroad for work or leisure. Thirdly, *Interest in international News* indicates the grade to which global news are of concern to the individual. Lastly, *“Having things to communicate to the world”* displays the presence of global ways of thinking as opposed to locally restricted considerations. All twenty questionnaire items as a whole indicate the IP of a person.

Discussing the influence of globalization, Arnett (2002: 778) asks a number of crucial questions which need to be addressed when examining this specific field. One of these is highly relevant regarding the research question of this thesis: “Does the tendency to develop such a bicultural identity vary with age?”. As discussed earlier, the concept of bicultural identity is closely connected to IP. Accordingly, Arnett's (2002) question can be modified and eventually read as follows: “Does the Viennese BHS students’ tendency to develop international posture vary between the age of 15 and the age of 19?”

IP at the age of 19 is hypothesized to be higher than at the age of 15. This hypothesis is based on the fact that affective and emotive variables, in this case the possibly positive attitude towards the international community, develop with maturity.

7.1.1. Participants

The above-mentioned consideration affected the selection of the participants. In Austrian upper secondary education, students have the choice between AHS, the so-called *Gymnasium* or grammar school, and BHS, the vocational school. AHS schools focus on teaching general knowledge whereas the BHS types emphasize specific branches, e.g. commerce, engineering, or fashion, and mainly teach the respective professional knowledge.

For this study, the focus is put on pupils of BHS. In particular, BHS students at the age of 15/16 and 18/19 will be examined. The reasons for the choice of school type and age are their appropriateness for IP and the Ideal L2 Self, particularly for one specific reason: it is hypothesized that BHS students' language learning attitude is positively influenced by their professional orientation, as having developed plans for one's future profession most likely means knowing which skills are necessary for its practice. Meanwhile, English is a basic feature of most job profiles since it is an essential requirement for the participation in the imagined community of the various professions. As a result, the relevance of IP increases.

In addition to the school type, the age group has also been chosen for a certain purpose. The selection was based on the assumption that the self-approach is appropriate rather for secondary students from the age of approximately 15/16 on. This is due to the fact ideal self representations start to develop only from adolescence (see Section 2). Younger children tend to be less capable of considering concepts like autonomy, vision, or multiple perspectives of the self, for example the ought-to self. Kormos et al. (2011: 508), for example, link the extent to which the self concept is developed to age. They observed that, in contrast to younger learners, adult ones "are fully aware of the pragmatic value of L2 competence". Consequently, those learners "find it easier to maintain positive future self-guides".

Based on the above considerations, the research subjects were BHS students (N = 102) at the age of 15/16 and at the age of 19/18.

7.1.2. Materials

Since the present research study is a replication, the survey material used to assess IP already existed. As mentioned in the section above, the original study worked with a questionnaire consisting of twenty questions regarding four areas relevant for IP.

In order to be applicable to the new research area, the original instrument was translated into the standard language of the new research area, which is German. The translation was faithfully executed in accordance with scientific principles (Harkness & Schoua-Glusberg 1998; Beaton et al. 2000; Brislin 1986) by the author of this thesis himself. With the help of two fellow students from the English Department in Vienna, two forward-translations (English to German) were merged and subsequently controlled by a back-translation. The results were satisfactory as the wording of the eventual back-translated items was very similar to the original. Subsequently, the questionnaire was reviewed on the basis of the *committee assessment* (Harkness & Schoua-Glusberg 1998) and eventually piloted on five students of each age group. Their feedback was then integrated into the draft which led, after a further revision, to the final version of the questionnaire (see Appendix).

While the majority of the questionnaire items were translated almost literally, one was additionally altered in meaning. The original wording of item D3 (“I have ideas about international issues, such as environmental issues and north-south issues.”) is only partly applicable to the Viennese context. While environmental issues are indeed relevant for Austrian students, north-south issues are less important in the Austrian context. Therefore, they were replaced by two international issues relevant for Austrians as well as the whole world: globalization and migration.

7.1.3. Procedure

Based on personal contacts and information on the Internet, a number of schools in Vienna were addressed. Six learner groups in three schools agreed to participate in the survey. After positive responses to the first informal requests, a formal application for permission to conduct a survey was submitted to the authority in charge (Stadtschulrat Wien) and eventually granted. Before the questionnaire could be administered, under-age students had to have their parents or legal guardians fill in a paper of consent.

After the official requirements were met, the questionnaires were administered in April and May 2017. Information was gathered in one school a day and from two groups respectively. The papers of consent, previously handed out by the teachers to underage pupils, were collected at the beginning of the session. After introductory information, the students filled in the survey. The process took about ten minutes per group. After the questionnaires were completed, the students were thanked and informed that the results of the study would be passed on to them.

7.2. Results

In the following, the results of the survey will be presented. First, the answers to the single questionnaire items will be revealed. As mentioned earlier, each item can be assigned to one of four subcategories (A to D), all of which deal with one specific topic. In order to draw profit from the categorization, the results will also be examined in this particular context. Eventually, the overall results will be presented and discussed.

7.2.1. Intergroup Approach-Avoidance tendency

Subcategory A explores the participants' opinion towards foreigners in general. The results indicate that Viennese students have a positive attitude in this respect. Most of the answers show a strong tendency towards openness. Interestingly, the students' attitudes are more distinctively and clearly articulated at the age of 18/19 than at the age of 15/16. In addition, a gender trend can be detected. While the orientation of female students remains rather similar over the years, older male students show a slightly less positive opinion towards people from other countries than young.

At the age of 15, the majority of the students demonstrate a willingness to make friends with international students studying in Vienna. The tendency remains positive over the years, with 19-year-old students showing a similar attitude. Again, the answers of the older students are indicative of a more sophisticated opinion. The majority is still open to friendships with foreigners. However, those who are not, in particular male students, display a clear opinion, with almost a quarter (23.8%) ticking "Strongly disagree" while only 5% ticked "Disagree". Similarly, there is considerable openness towards many different kinds of interaction with foreigners, from talking to students from other countries, via sharing an apartment or room with

an international student to living next door to a foreigner. In all three cases, the openness increases with age. However, there is also a slight increase in the percentage of those students who would not want to talk to foreign students at all (8,3% at the age of 15/16 versus 14,1% at the age of 18/19).

A control question reveals the same tendency. When asked about avoiding contact with foreigners, most of the participants of both age groups state that they would not. Consequently, the results discussed above can be seen as indicators of a general openness of Viennese BHS students towards foreigners.

7.2.2. Interest in International Vocation and Activities

The second subcategory gives insight into the personal future plans of the participants. On the whole, the results indicate an openness towards working abroad and pursuing an international career. A small percentage, especially male students, was found to have no interest at all to go abroad for occupational purposes. The number of these students is small but they particularly clearly indicate their orientation.

Generally speaking, there is an openness towards an occupation in a foreign country. 65% of the students at the age of 15/16 and 67% at the age of 18/19 are willing to work abroad. If the opposite is the case, especially older students display their opinion clearly. The answers to a control question reveal an even stronger interest in working abroad. At the age of 15/16 almost half of the participants and at the age of 18/19 more than half of the participants indicate that they would not avoid the kind of work that sends them overseas frequently. When asked about the desire to stay in one's hometown, the responses are balanced and there is no strong tendency in one or the other direction. Similarly, there is a positive disposition towards working in an international organization. While the younger students display a rather neutral overall attitude, especially older students show an eagerness to work internationally. 60% (28% strongly agree, 32% agree) would want to work on an international level. Also, more than half of the students are interested in an international career, with around 60% in both age groups ticking "Agree" and "Strongly agree". Again, the older the students are, the clearer their opinion, in this case especially that of female participants. While girls at the age of 18/19 seem to be particularly interested

(71,4%), there is no strong tendency with boys at this age. Finally, more than 70% of the 15/16-year-old students and more than 75% of the 18/19-year-old students believe that what happens in other countries concerns their daily life. (B5)

7.2.3. Interest in International News

Thirdly, subcategory C investigates the degree to which the subjects are interested in international affairs. In general, the majority is concerned about international events to a certain extent. Almost no one shows no interest at all.

News about and from foreign countries are consumed frequently by at least half of the research population in both age groups. 51% of the younger students and 56% of the older students indicate that they read and watch news about foreign countries on a regular basis. Interestingly, there is a difference between male and female subjects. While the age group of 15/16 shows similarly balanced numbers, the interest of male subjects seems to increase with age while that of female subjects remains at a similar level. The control question underlines these findings: more than 70% of both age groups negate being not very interested in overseas news. In addition, even though the tendency is generally positive, not many of the subjects have a strong interest in international affairs. The figures demonstrate a slightly positive tendency at the age of 15/16 and a rather balanced ratio at the age of 18/19. Male subjects seem to be more determined at a higher age. Also, most of the subjects often talk about situations and events in foreign countries with their family and/or friends. Female subjects show a stronger tendency in this respect.

7.2.4. Having Things to Communicate to the World

The fourth and last subcategory reveals the degree of desired participation in the international community. Generally speaking, both age groups display a wish to participate. More than 60% of the 15-year-old students state to have thoughts they want to share with people from other parts of the world. These thoughts seem to diminish slightly over the years with less than 50% of the 18/19-year-old confirming such. However, there is a higher number of students who have "issues to address with people in the world". More than 70% of the male subjects in both age groups display a positive tendency in this respect. While the opinion of female subjects at the age of 15/16 is rather balanced regarding such issues, at the age of 18/19 it reaches a level

similar to the one of the male subjects (64%). Similarly, the majority has ideas regarding international issues. Nevertheless, there is a slight decrease in the overall number of subjects with a positive response. Male subjects seem to generate a somewhat higher number of these ideas. Finally, the majority of the research population has a rather clear opinion about international issues. More than 50% of both age groups strongly disagree with the statement "I have no clear opinions about international issues", while only 13% strongly agree.

7.3. Discussion

As presented above, BHS students in Vienna hold an overall positive attitude towards foreigners and are generally open-minded in this respect. Also, considerable willingness to work internationally was detected among the pupils. In addition, the majority of the subjects showed interest in and concern about international affairs and are willing to contribute to the global community. Thus, it can be concluded that students of Vienna's vocational schools tend to have an international orientation and, consequently, partly draw their motivation from this orientation.

In addition, the possible culture-based differences mentioned earlier did either not surface or are not as extensively present as could have been assumed. Cross & Gore (2012: 594) argue for a duality in motivation origin. On the one hand, there are "universal" traits in the creation of motivation. On the other hand, there are "culture-specific and culturally regulated" trends. While a limited number of aspects, such as a particularly high relevance of IP for Japanese students (cf. Section 5), constitute a minor difference between the two countries, many of the results show a considerable similarity of IP in Japan and in Austria.

Generally speaking, the majority of the findings of this replication study are comparable to the findings of the original one. Similar to the results of Yashima's observation of Japanese students, the constitutive aspects of IP were found to be present in the Viennese students' attitudes as well. As stated above, just as for the Japanese, also for the Austrian students English represents more than just the native language of a limited number of countries. Moreover, similar to Yashima's results, the international orientation of Viennese students is based on a personal and emotional connection to the global community.

Yashima (2009: 157) found that Japanese students have a very positive opinion towards foreigners. A similar attitude was detected in Vienna, where the results were slightly less distinct but nonetheless equally positive on the whole. Furthermore, there is a general openness towards working abroad and an international career as well as towards working for an international organization. Also, the extent of having things to communicate to the world and the wish to participate in the international community is similarly developed in both countries. Finally, in Japan just as in Vienna there is a general interest in global news and international affairs. This interest, however, is not particularly strong in both cases.

There is one especially remarkable aspect revealed by the results of the Viennese study: the older the students, the more clearly they articulate their opinion. As was discussed in Section 4, emotional concepts, for example identity and autonomy, grow and develop with maturity. Thus, the various aspects of IP are believed to be in a clearly more fostered state at an older age. This fact is underlined by the present survey. In most cases, the answers to the questions show a stronger tendency at the age of 18/19 than at the age of 15/16, indicating that the subjects are more aware of the circumstances in question. The particular situations seem to be perceived in a more differentiated way at the age of 18/19. The older students get, the stronger is the tendency towards one or the other direction and the more clearly do they express their opinions. This development is in line with previous works in this particular field.

Also, the overall international orientation grows over the years. As discussed in the theory section, the ability to see oneself as part of a larger global community requires certain emotional concepts and a triangular interrelation between individual, identity and IP. As already mentioned when presenting the situation in Japan (Section 5), Japanese students – in addition to a second major instrumental type of motivation – generally draw their motivation to learn the English language from a desired participation in the international community. The study conducted in Vienna shows similar results, with a considerable number of students showing interest in participating in the international community.

In particular, interest and participation in international issues seem to be based on possible future benefits for oneself rather than for the global community as a whole.

Evidence for this fact can be found in the comparison of the items B6 and C3. The majority of the subjects are eager to work internationally, while the tendency to be interested in international affairs is only slightly positive. Therefore, the international orientation is very personal and job related. Earlier on, it was hypothesized that BHS students' language learning attitude is positively influenced by their professional orientation. Given the above, this hypothesis finds confirmation.

As a result, the question about a possible bicultural or hybrid identity arises. Based on the results, it can be said that, generally, a number of students show features of a bicultural identity while a hybrid identity is yet to be encouraged. Most of the participants seem to have the two sub-identities discussed in Section 4.2.1. While it is assumed that the students, as Viennese citizens, naturally do have a local identity, many of them also display characteristics of global identities. They show an overall openness towards foreigners, they are generally interested in a job that takes them abroad, and international affairs are relevant at least to a certain extent. In order for a coexistence of the two identities mentioned, different sub-identities are necessary. Consequently, a bicultural identity can be assumed for the majority of the research subjects.

As discussed in the theory part, the follow-up stage of bicultural identity is a hybrid one. This manifestation is, admittedly, rather difficult to establish via the questionnaire used for this survey. However, a tendency can be deduced by considering the development of the students' attitudes in general. At the age of 18/19 the students show a greater determination, both in the global and the local orientation. This indicates that one of the two orientations is consolidated, while the other one becomes less relevant. Thus, a productive coexistence cannot be assumed. As a result, some of the students are probably yet to develop hybrid identities.

Moreover, the results can be contrasted with those of a research project carried out in Sweden in 2015. In a study with international students, Henry & Goddard (2015) found that the size of a country correlates with the ambitions of the individual. They state that "living in a small country can restrict opportunities for personal development" (Henry & Goddard 2015: 264) and report student answers describing their country as limiting and dissatisfying. As a result, many students see an

international orientation as “a route to a more cosmopolitan and transnational lifestyle, offering the chance to live and work in environments perceived as more attractive” (Henry & Goddard 2015: 264). With 9.5 billion inhabitants, Sweden is comparable to Austria in population size (8.5 billion). The results show that also in Austria, there is a considerable number of students who seek an international career. Thus, the study at least does not falsify Henry & Goddard’s (2015) findings in this respect.

In conclusion, the findings show that the Viennese BHS students have a positive yet self-interested disposition towards internationality. Also, with reference to the research question, it can be inferred that there is a difference between the age groups. The older the students get, the higher is their IP and consequently their motivation to learn English. Yashima et al. (2004: 141f) state that “those who are internationally oriented seem to be motivated to study the L2” and that “[t]hose who are conscious of how they relate themselves to the world tend to be motivated to study English, as they probably visualize “English-using selves” clearly”. Consequently, in Viennese BHS schools there is considerable IP and motivation available for teachers to work with. How practitioners can take advantage of their students’ IP will be discussed in detail in *Section 8*.

7.4. Limitations

A scientific study, be it an original or a replication, inevitably has certain limitations. In this case, the fact that the replication is an approximate one slightly reduces the comparability to the original study, which included more aspects of the ELT field than just IP. As starting point of IP investigation in Austria, however, the study gives a practicable first insight into the field and the extent to which Viennese students show this kind of motivation.

A further minor limitation of this study is the restricted geographical area. It would have been desirable to have a broader group of subjects representing a more diverse composition of participants. Vienna, the capital city of Austria, is most likely not representative for the entire country. Nevertheless, the study can be seen as a starting point for the examination of IP outside the Asian context.

7.5. Engagement priorities

This study reveals a number of interesting aspects about ELT and, in particular, about IP. There are, however, many aspects yet to be explored. Firstly, one important question to be posed is whether there is a difference between an IP and European posture (EP), as it were. EP could be seen as the equivalent of IP in the European context, with the EU and Europe exclusively replacing the world as the reference community. Is EP inevitably part of IP or do they differ in fundamental characteristics? A measurement of EP and consequently a comparison to IP could create interesting perspectives.

Another aspect concerns IP in relation to different social strata. It would be important to investigate the IP of socially disadvantaged students. The level of education often correlates with the parental income. Finding out about the IP of lower social classes would also indicate to a certain extent how education in general affects IP. Similarly, an investigation in possible differences between vocational school and grammar schools might reveal interesting insights as to which extent IP correlates with the choice of a school type. As the results show, BHS students demonstrate IP to a considerable extent. However, it is not stated that AHS students are less inclined to learn English based on an international orientation. The majority of the AHS graduates seek an academic education. Meanwhile, the global scientific discourse to a large extent happens in English which "has become the lingua franca of academic communication and so plays a vital role in students' lives" (Woodrow 2013: 117). Thus, also AHS students can be internationally motivated to learn the language by their personal goal of entering university.

Even though this latter motive could be characterized as an instrumental one, finding out about this possible difference between AHS and BHS as well as about the correlation of IP and social strata and a possible EP would be interesting projects for future researches within this scientific field.

8. Implications for ELT pedagogy

“(...) All these developments are bound to affect teacher education in a major way. Teachers of English need to understand the implications of the unprecedented spread of the language and the complex decisions they will be required to take. While in a traditional foreign language teaching framework it has been possible to rely on fairly clear and stable norms and goals, these certainties have been called into question by the recognition of the global lingua franca role English has to serve. As a result, the teaching of English is going through a truly postmodern phase in which old forms and assumptions are being rejected while no new orthodoxy can be offered in their place.” (Seidlhofer 2004: 227f)

The standards of pedagogy in ELT are in a constant process of negotiation and so is the overall goal of it. Is it the language one needs to learn? Is it the ability to communicate? Widdowson (2003: 42) conceptualizes the mastery of a language as the skill to “take possession of the language, turn it to your advantage, and make it real for you”. Fortunately, students do not have to reach this goal on their own. In fact, Widdowson (2003: 118) suggests that it is the teachers that have to make the language real for their learners.

8.1. Findings in the light of existing theory

In the following, a synoptic conclusion will be drawn, juxtaposing the theoretical and the practical part. This conclusion intends to be an informative guideline for teachers as regards IP and the issues related to it.

8.1.1. ELF

One of the central issues of ELT is the possibly shifting means of communication and thus a modification of what was known as the target culture. Referring to a study carried out in several European countries, Nizegorodcew (2011: 13f) states that the majority of teachers is “generally positively disposed towards teaching culture”. However, if culture is taught, it is the native speakers’ target culture. Nizegorodcew

adds that “[f]oreign language teachers are not concerned with multicultural education, neither are they interested in the role of main European languages, including English, as languages for intercultural communication”. If this is the case, there has to be a rethinking of attitude and practice in order to conform to the requirements set by contemporary research, especially taking into account the international orientation of many students.

Seidlhofer (2011) sees much reason for questioning the dominant concept of English as a subject and “little desire in ELT to do so” (Seidlhofer 2011: 190). She calls for a “radical rethinking of our concept of what ‘English’ is” (Seidlhofer 2012: 402). The results of this study support this claim. They show that students, at least in vocational schools, tend to be willing to learn English based on an international orientation and IP. Consequently, ELT needs to be reconceptualized by taking into account this tendency.

The role of English as the dominant global lingua franca is unlikely to change soon (Crystal 2003: 123). Thus, a sound understanding of ELF, its acquisition, and its usage are indispensable. The exact nature of the target language in ELT is yet to be established. A coexistence of ENL and ELF seems possible. House (2013: 375) stresses the positive sides of such a combination, calling ELF a “useful tool for communication; an additional language, not a substitute for other languages, as these fulfil different, often affective and identificatory, functions”. Similarly, Seidlhofer (2004) calls for the acknowledgement of ELF as a parallel medium to ENL. In order to accept it as such, it has to be conceptualized to make it definable. A definition is an important basis for pedagogy, since practitioners need descriptors they can work with and according to which they can evaluate performance. This situation, in which the nature of the subject is being negotiated and the actual source of communication is ultimately yet to be shaped, also bears opportunities for teachers. They can encourage students in their role as speakers of an emergent language insofar as the students can consciously influence the design of the language. Even though the extent of individual influence is limited, the power to co-design is believed to positively affect motivation (Ushioda 2011; Yashima & Zenuk 2008).

According to Seidlhofer (2004: 209), the two most important prerequisites for the implementation of ELF in ELT are, firstly, a conceptualization of ELF, especially compared to ENL, and, secondly, seeing ELF speakers as “language users in their own right”. This latter prerequisite underlines the importance of autonomy for modern ELT.

8.1.2. *The Ideal L2 Self*

Similarly, the path towards the *Ideal L2 Self* requires autonomy since it is a highly individual process. It is unlikely that in a learner group all members progress equally. Thus, teaching has to be compatible with different individual goals. For classroom learning this means more individual learning and consequently an increase in student autonomy. The theory section of this thesis showed that the more learners are responsible for their own progress, the more they will be motivated to achieve good results. Teachers, thus, have to provide an environment that supports self determination. Being responsible for one’s own progress leads to the overall goal, the *Ideal L2 Self*, which consequently exerts motivational power. Therefore, teachers have to encourage students to write down goals and consequently check task completion, to allow a modification of goals and the formation of new ones and to celebrate achievement together.

Moreover, it is the teachers’ task to help students create a vision by emphasizing positive connotations and by showing them aspects of the English language to which a pre-existing emotional connection has been detected. These connotations can be references to role models or the visualization of aspirations and desires. The discussion in the theory section shows that the higher the perceived achievability of a goal is, the higher the motivation to reach it. Therefore, after the successful creation, the vision has to be strengthened and substantiated by working with imagery, leading to a permanent confidence that a realization of the vision is possible. This task revolves mainly around the notion of a future identity. The detailed pedagogical implications of identity work will be discussed subsequently. As a result of the overall imagery work, the students will establish a positive emotional connection to the future self, which eventually results in a higher amount of motivational power. Thus, imagery components seem to “enhance L2 motivation by helping students to

generate personal visions supported by vivid and lively images and then to sustain this vision” (Dörnyei and Chan 2013: 457).

A number of studies (Suzuki 2011; Ockert 2015; Lamb 2004; Ryan 2006) found that, in order to keep the above-mentioned vision alive, two pedagogical elements are particularly suitable: communicative tasks and role models in class. An important part of identity formation builds upon the orientation towards a role model. As mentioned earlier, ideally these role models are proficient EFL users. This is due to the fact that the teaching goal is not native-like proficiency anymore but the capability to act as a global citizen who is a proficient speaker of English as an international language. In Austria, most teachers are proficient L2 users rather than native speakers. It bears much more motivational power for students to see the teacher as their role model than a native speaker. In addition, persons working on an international level or students who spent some time abroad could enrich the language classroom as role models.

Moreover, active talking time with these role models constitutes a crucial part of ELT. A number of studies (Lamb 2004; Suzuki 2011; Ryan 2006) found that communicative activities are highly stimulating and lead to encouragement and eventually skill. Similarly, Seidlhofer (2011: 189) states that “learning and using are *not consecutive but simultaneous* processes”. Thus, tasks based on actual spoken interaction have a positive impact on proficiency. Active communication is seen as a main feature of the language instruction process as well as an important goal of it. Ideally, this interaction happens between learners who are at the same level or between a learner and a more proficient non-native who acts as role model representing a possible *Ideal L2 Self* (Suzuki 2011). Additionally, in order to communicate, the learner has to be willing to do so. The teacher’s task is to promote the willingness to communicate as a constitutive part of IP.

Getting students talking would be further facilitated with ELF as the medium of communication. Firstly, this is due to the fact that in the ELF discourse the negotiation of meaning is most important. Complete grammatical accuracy and syntactic correctness are only secondary. Consequently, the anxiety level of students could decrease and lead to a higher amount of spoken production, first in school and later in real-life interactions. Secondly, the students’ identities are involved to a much

greater extent than it used to be the case, since ELF can be promoted as the means to participate in international discourses representing one's own personal interests and therefore one's identity. Teachers have to make their students realize this important interplay.

8.1.3. Identity

In Section 4.2 identity was discussed as a crucial element of SLA and is involved to a considerable extent in the formation of the *Ideal L2 Self*, since language is more than a subject in that it forms identity (Ushioda 2013; Dörnyei 2009). Lamb & Budiyo (2013: 27ff) suggest a number of techniques with which this aspect can be incorporated in teaching practice. As already mentioned above and particularly relevant for the notion of identity, the students have to get talking. The main activity to undertake in order to develop and shape identities are speaking activities in which students “[enact] imagined identities as English speakers” and consequently establish an emotional connection to the language. Another aspect already addressed in the previous paragraph is the role model as an identity orientation for the individual. Accordingly, Lamb & Budiyo (2013: 22f) say that “intense experiences of successful interaction will make it easier [...] over time to envision a modern English-using globally involved self”. As stated above, in the best case the interlocutor is a proficient L2 speaker. Seidlhofer (2003: 23) concludes that, once teaching EIL is established and the medium of communication accepted as such by the ELT community, practitioners will not teach “not with borrowed identity but with an identity of their own as international users of an international language”.

The out-of-school identity of students plays a particularly important role. Several authors (Ushioda 2011b; Lamb 2004; Murray 2011b; Sade 2011) suggest that pop culture in English, e.g. music, films or magazines, should be an inherent part of the classroom practice in order to emotionally involve students. Via the outside school identity students emotionally identify with the culture and automatically with the associated language. Even though this language is English as spoken as a native language and not ELF, being exposed to it can influence ELF proficiency positively, due to the similarity between the two means of communication. Thus, it is important to get to know as many of the students' identities as possible and to include them in

the ELT classroom. As a consequence, teachers would do well in considering their pupils' personal and private interests.

Similarly, learners have to be seen as “real persons, rather than (...) theoretical abstractions” (Ushioda 2011b: 12f), an “individual person as a thinking, feeling human being, with an identity, a personality, a unique history and background, with goals, motives and intentions” (Ushioda 2009: 220). It is therefore profitable for teachers and students to accept and treat individuals as such and to see everybody's multiple identities – not necessarily all think of themselves as language learners (Ushioda 2011). Thus, teachers are encouraged to inspire their students to show and work with their identities in the classroom. In order to get to know the pupils' identities, it is advisable to express interest in their daily life and especially in the communities of practice they are members of.

8.1.4. Imagined communities

Yashima & Zenuk-Nishide (2008: 568) sum up the tenor in IP research in stating that “EFL learners who have international interest envision an imagined international community that they can be part of using English, which could result in an enhancement of motivation and L2 WTC”. Therefore, responding to their desire to include particular imagined communities in the EFL classroom can have a positive effect on the students' motivation and consequently their proficiency. Hence, practitioners are encouraged to promote the learners' individual interests and the participation in the respective imagined communities – out of class as well as in class. Henry (2013: 149), observing youth culture phenomena in detail, accordingly concludes that “[a]s language teachers it is important that we inform ourselves about the things that our students are doing in their free time that involve the use of English”. Sometimes students display their plurilingual identity in order to signal their participation in imagined communities by speaking the appropriate register and style. If detected, teachers can take advantage of this and include the students' out-of-class experience in the language learning classroom.

It is the teachers' task to show their students that nowadays, in a well-connected, fast-paced and dynamic society, the boundaries of the imagined communities are flexible.

Often, individuals can join and leave as they please. In addition, teachers have to point out that it is okay to have a hybrid identity, i.e. to hold multiple group memberships. Imagined communities are highly motivating mental constructs. Thus, practitioners are advised not only to detect but also to support the participation in communities of practice and let the out-of-class identification with an imagined community be carried into class in order to work with it and as a result accomplish a higher amount of output. Out-of-class experience is most likely to be gained when in line with the student's identity. Lamb & Budyanto (2013: 2) conclude that “[s]uch ‘identity work’ is just as much a part of successful language learning as grammar work or skill-acquisition.”

This identity work is relevant for all stages of ELT but particularly important for teenagers and older students. Jensen (2011: 63) argues that “[t]he influence of globalization on cultural identity formation may be particularly salient in adolescence”. There are two reasons for this special condition. On the one hand, global phenomena like popular culture, media, and modern communication technology are especially important for adolescents. On the other, “[a]dolescence may also be a time of life with a pronounced openness to diverse cultural beliefs and behaviours” (Jensen 2011: 64).

All in all, for the reasons mentioned, identity work is a highly relevant field for ELT practitioners in general and particularly from adolescence on.

8.1.5. Technology

The formation of imagined communities has been influenced considerably by the rapid technological evolution. This development of communication technology was a major reason for the quick spread of ELF and grew to be an indispensable part of our daily life, with the internet being a virtual space in which language learners move and act regularly. The latter meant a particularly strong boost for the networks among interest groups. Therefore, technology has to be attributed a central role in ELT. Ushioda (2011: 207) strongly argues in favour of the inclusion of modern communication technology in the language classroom. She sees “the highly interactive world of the current net generation (...) as a motivational resource for

language learning and language use, since participation in this cyberworld has become such an integral part of [the students'] identity, motivation and daily activity in life." With this claim, she also supports the importance of including the students' out-of-class activities and identities into the language classroom.

In addition, modern communication technology does not only have the advantage of leaving aside spatial restrictions. Compared to a real life spoken interaction, there can also be a considerable amount of anonymity in a virtual interaction. This could lead to a decrease in student anxiety and consequently to a higher language output.

8.1.6. Going abroad

Paiva (2011: 57ff) lists several activities that have a positive effect on learners' perceived motivation. There are many correlations to what Yashima includes in her IP concept, for example travelling abroad or "using English as a tool for communication even in countries where other languages were spoken" (Paiva 2011: 66). A number of scholars (Yashima & Zenuk-Nishide 2008; Wenger 1998; Ockert 2015) argue particularly strongly in favour of going or even studying abroad, also in order to develop or foster IP. Wenger (1998: 185) suggests to "[locate] our engagement in broader systems in time and space", "opening access to distant practices through excursions", or "assuming the meaningfulness of foreign artifacts and actions". The possibilities to go abroad as an entire learner group are, quite obviously, limited. What teachers can do, in addition to organizing one-week language trips, is encouraging the students and make them aware of the positive effect visits abroad, such as an Erasmus stay or global exchange programs, have on all the many areas in professional and private life.

The findings of the survey also suggest that language trips in groups and individual study exchange programs are suitable features of Upper Secondary English teaching. In Austria, many vocational schools offer such trips one year prior to the final exams. For the time abroad, students stay with host families who speak the target language. In their 2004 study, Yashima et al. observed a group of learners that went abroad for a year and found that "[t]wo variables that constituted international posture [...], interest in international vocation/activities and interest in foreign affairs, show

significant correlations with frequency of communication in host family situations” (Yashima et al. 2004: 140). Given the fact that especially the first variable is true for a considerable number of Viennese BHS students, language trips and exchange study programs can be seen as significant parts of Upper Secondary language education.

All in all, based on these findings, a number of important aspects need to be highlighted. Viennese BHS students build their motivation on many different facets. From the IP found to be present in their mindsets, it can be deduced that they relate to an Ideal L2 Self. Their identity is involved in this process, especially since many of the students refer to future international professions and consequently respective imagined communities. Most likely, the medium of communication used by these imagined communities is ELF. Austrian vocational schools could enrich their ELT by giving the lingua franca a more prominent status. It does not necessarily have to be the main concern but, given the above, should be considered to a greater extent. The findings of the empirical study additionally support this claim. The great extent to which IP is present in Viennese BHS students’ attitudes seems to point in the same direction as this claim and, similarly, current ELF research does, namely towards a more extensive recognition and consideration of ELF in ELT pedagogy.

This would, to a certain extent, mean a major shift in pedagogical paradigms. However, most innovations are, in the first place, regarded as a threat but “in ten or twenty years these new concepts will be taken for granted and people will wonder what the fuss was all about” (Seidlhofer 2007: 310). While today, ten years after this statement, contemporary ELT theory and reality is yet to consider these new concepts, students of Vienna's BHS show a positive disposition for an implementation of ELF in ELT.

8.2. Findings in the light of the CEFR

Modern ELT builds upon the *Common European Framework of References* (CEFR). The CEFR is an internationally acknowledged language teaching standard that was produced and issued by the Council of Europe in the 1990ies as part of an endeavour called “Language Learning for European Citizenship”, already mentioned in Section 4.1.1. The framework makes it possible to describe language skills based on six

levels, A1 to C2, by evaluating five sub-skills which language proficiency can be grouped into.

The CEFR has to be seen as a set of suggestions and advice rather than a document teachers and learners strictly have to adhere to. It is an orientation rather than a set of rules that have to be obeyed. It was compiled in accordance to contemporary language teaching theory and is based on three criteria which are assumed to be fundamental principles of language learning: comprehensiveness, transparency and coherence. Two of these, comprehensiveness and coherence, show a particularly close relation to the L2 Motivational Self. Comprehensiveness means that the framework “should attempt to specify as full a range of language knowledge, skills and use as possible” (CEFR 2001: 7). The conception includes the description of the individual’s objectives as well as the proposal to chunk up the learning process into “reference points (levels or steps)” (CEFR 2001: 7). Coherence, meaning that the framework is “free from internal contradictions”, also sees the “determination of objectives” as one underlying component of educational systems (CEFR 2001: 7). Hence, there are interesting parallels between the theoretical concepts discussed in this thesis and the CEFR. In the introductory lines the authors encourage the reader to reflect upon a number of important questions. One asks about objectives and progress and is therefore directly related to the *Ideal L2 Self*, another one deals with Democratic Citizenship.

Thus, a number of aspects which were found to be indispensable for the modern ELT classroom by the theoretical discussion as well as the empirical findings are incorporated in the CEFR. Some important ones are left out. In the following, those considered by the framework will be highlighted and eventually a call for the inclusion of neglected ones will be made.

EU & Globalization

Its name already implies that the CEFR sees language learning as a European endeavour. The role of English takes a special position in this respect, given its nature as international language of communication. Learning the English language is seen as an important tool for international and transeuropean communication, participation and understanding. The Council of Europe actively promotes democratic citizenship,

i.e. independence “in thought and action” (CEFR 2001: *Prefatory note*) as well as responsibility and cooperation, based on the mastery of English as a means for global interaction. Chapter 8 of the document (CEFR 2001), *Linguistic diversification and the curriculum*, is specifically dedicated to this issue:

Chapter 8 discusses the principles of curriculum design involving the differentiation of language learning objectives, especially in the context of building an individual's plurilingual and pluricultural competence in order to deal with the communicative challenges posed by living in a multilingual and multicultural Europe.

The CEFR does not only account for English but all the foreign languages taught in Europe. The particular role of English, as compared to other languages, is not sufficiently highlighted in the document. The framework speaks of “foreign culture” (CEFR 2001: 104), but does not specify if one target culture or the international culture is meant. Generally speaking, it is in line with IP theory in that it refers more to a general notion of English than to the English spoken by natives. However, there are instances in which the activities aim at interaction with natives, representing an orientation towards the integrative motive and target culture (TV/media) of one particular country.

The implementation of ELF in ELT is yet to be carried out. Eventually, a new distribution of roles should be fully represented in the CEFR. Once this is accomplished, English will hopefully be given a special status by the CEFR as well. Until then, one formulation is used to account for both types, English as a national language and as *the* international language.

Moreover, the CEFR (2001: 103) speaks about *Intercultural awareness*. Even though this awareness is an indispensable part of the modern conceptualization of ELT, the usage of the term does not entirely meet the respective didactic standards, because it says that “[i]t is important (...) to note that intercultural awareness includes an awareness of regional and social diversity in both worlds”. The questionable word in this quotation is *both*. This word implies that English is only seen as the language of the target community, which, according to the L2 Motivational Self Theory, is not

sufficient since it excludes the aspect that English is also used as a lingua franca (see Pitzl 2015).

To summarize, an updated version of the framework needs to clarify the role of ELF in language learning. The current one sees intercultural awareness as the ability to perceive “each community (...) from the perspective of the other” (CEFR 2001: 103). The community mentioned can indeed be seen as the global one but also as a geographically limited one, for example the population of an English-speaking country. This circumstance leaves a certain ambivalence as to which role(s) English assumes in this respect. A new version of the CEFR needs to see this ambivalence resolved.

Process & goals

As discussed in the introduction to this section, the CEFR shares most of the positions adopted by modern language teaching theory. Among them is the view that the acquisition is a long-term process that has to be chunked up in order to make it feasible and in order to draw profit from intermediate goals. The classification of skills in six levels visualizes the process and lets both students and teachers determine their objectives in detail. The process, according to the CEFR, is the development of plurilingual competence.

Technology & Activities

Section 4.4. discussed the central role of modern communication technology in modern ELT. The CEFR does account for this development and suggests carrying out communicative activities using communication technology and the modern media as pedagogic devices (CEFR 2001: 57). In highlighting the importance of technology for communicative activities, it is in line with what is suggested by modern language teaching research.

Identity

Identity (Section 4.2.) was found to be one of the crucial aspects of IP and the modern ELT theory. The CEFR accounts for this particular importance of identity. It includes directives regarding the students’ identities as members of social groups and their

individual personalities in the learner group. Students are seen as social agents with bicultural and hybrid identities. Those are addressed and promoted in great detail.

The language learner becomes plurilingual and develops interculturality. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. They enable the individual to develop an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences. (CEFR 2001: 43)

The CEFR encourages teachers and students to “reintegrate the many parts into a healthily developing whole” (CEFR 2001: 1). This developing whole can be seen as a hybrid identity.

To be considered...

In general, there is still some distance to cover in order for ELT and the CEFR to meet expectations set by modern language teaching theory. Accordingly, Seidlhofer (2011b: 144) states that “the English of Europe is in reality very different in form and function from the English as conceived by European educational policy”. This is reflected in the above confrontation of this thesis’ findings with the CEFR, which shows that some important aspects of modern language learning theory are indeed represented in the document while other crucial ones are not. English was found to be somewhat different than other languages, based on the fact that it is the international language. Consequently, in order to keep track with developments in ELT, the Council of Europe also might want to publish an English specific framework, taking into account a number of unique features not considered yet.

The most important among these features is the target language, or more precisely the means of communication. Once it is generally acknowledged that ELF enriches ELT as an additional communicative medium, also the CEFR will have to account for this development. In addition, the outside-school identity of the students will have to play a more significant role than it does now. The growing contact of natural exposure to English outside the classroom and consequently imagined communities will have to be taken into account as well.

All in all, fundamental constructs suggested by ELT theory, such as the role of identity, the importance of technology and the role of English as the language of communication in the EU, are considered in the CEFR. In the future, a possible paradigm shift in ELT towards a new and additional source of communication (ELF) would create the need for a publication of an English-specific framework.

9. Conclusion

“[T]he freeing of ‘a language’ from particular territories and groups of people is precisely one of the conceptual challenges that we are faced with in the age of globalization.” (Seidlhofer 2011: 81)

The above quote illustrates the important argument that emerged in the preceding section. It includes the following notions: language, territory and the groups of people living there, and globalization. Firstly, a language, being connected to a group of people with the similar attitudes rather than to a territory, is the source of communication for a community of practice. The latter is clearly a group of people. However, within such a group, people are connected by mutual interests instead of geographical borders. Secondly, the process of globalization is evident in many parts of daily life and has to be connected to a number of fundamental developments over the past few years. As already mentioned, the language of the globalized world is English. The exact type of English used for the global interaction is yet to be established. Considerable evidence points towards the fact that this is ELF.

Globalisation has also influenced most parts of our personal lives. Many students and their future dreams and wishes have international dimensions. Teaching language from the perspective of ELF as the language of international communication might consequently engage more students and lead to better outcomes and more proficient speakers of English than it has been the case until now, with English seen as the language of, e.g. Great Britain or the USA, and therefore of interest for a smaller number of students.

The implementation of ELF and consequently new concepts, for example IP, does not mean that culture in the EFL classroom loses its importance. It is only a shift of focus that now makes teachers use culture to provide a “way of looking outward to encourage international posture or of turning inward to examine their own culture – one facet of bicultural identity”. Accordingly, Wadell & Shandor (2012: 34) argue for a consideration of a variety of cultures and hold that “the teacher’s role is to foster a global outlook – of which multilingualism is one part – rather than to help learners understand a single target culture”.

Scientific research in ELF is ahead of the way English is perceived as a school subject. However, there are no straightforward suggestions for pedagogy yet. The developments in connection with ELT and ELF discussed above will also have consequences for the language classroom. Already now and with clear pedagogical instructions yet to be formulated, teachers can start to work with concepts like IP in order to pave the way for the predicted upcoming changes in ELT. Given the fact that many students have a positive emotional connection to English popular culture, Susanne, a participant of Chik & Breidbach’s (2011) investigation, rightfully calls English the “*absolute language of cool*” (Chik & Breidbach 2011: 151). This is, admittedly, an advantage only teachers of English have. They would do well not to spoil it but to use it as a basis for the development of a comprehensive language proficiency.

According to Seidlhofer (2004: 227), research and development of ELF has not yet reached the stage at which “detailed pedagogical suggestions” could already be considered. The present investigation tried to add knowledge to global IP research and to Austrian EFL research, hoping to provide empirical support for existing theories and to support current developments. Seidlhofer’s statement was made more than ten years ago and there are still considerable uncertainties about possible pedagogical suggestions. Hopefully, this thesis helps carrying this scientific field towards a stage at which the formulation of didactic implications eventually becomes possible.

While detailed implications are yet to be formulated, all things considered, one overall and almost imperative conclusion can be drawn. We have to be aware of the

continuously growing interrelationship of countries and communities and consequently the fact that we have to master the means of communication if we want to participate. Participation, in this case, means that we have rights we may enjoy and duties we have to fulfill. On the whole, we shall engage in a positive development on all the many areas in which there is global connection, using a shared language and working towards the main constitutive idea of the European Union – peace.

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Appendices

English Abstract

English has become an essential instrument for global interaction and international communication. Taking this development into account, Tomoka Yashima (2005; 2009) introduced the concept of International Posture (IP). IP measures the impact the particular role of English has on students' motivation to learn it. It is based on Dörnyei's Ideal L2 Self (2009) and combines theories from several other domains. The Ideal L2 Self provides an appropriate connection to the field of motivational strategies. Based on this concept, IP can demonstrate how the imagination of the future state of a globally connected and internationally acting individual can exert motivational power to study the means of communication needed for this worldwide interaction in the present. Related concepts from other fields, such as identity, autonomy, and technology are crucial aspects of the generation of this motivational power.

The survey presented in this diploma thesis investigates in the IP of Viennese BHS students, replicating a study carried out by Yashima in Japan in 2009. Students at the age of 15/16 and at the age of 18/19 were asked about their attitude towards interaction with foreigners, their interest in international vocation and activities, their interest in international news and the extent they wish to participate in the international community. The results show that IP is present to a considerable extent. Viennese BHS students' attitude is positive in all four subcategories. Consequently, they draw motivational power from this attitude.

In order to provide advice for practitioners, the results are eventually discussed in the light of modern ELT theory and the CEFR (Common European Framework of References). A call is made for a more extensive consideration of ELF in ELT, for a recognition of the various facets of an individual's identity, for a productive integration of modern technology and for the promotion of stays abroad. The CEFR is found to include some basic elements of IP but is yet to be updated in order to meet all the requirements of modern and IP- and ELF-focused ELT.

German Abstract

Englisch ist zu einem wesentlichen Instrument globaler Zusammenarbeit und internationaler Kommunikation geworden. Unter Berücksichtigung dieser besonderen Rolle hat Tomoka Yashima (2005; 2009) das Konzept International Posture (IP) entwickelt. IP untersucht die Effekte der Sonderstellung von Englisch auf die Motivation, die Sprache zu lernen. IP basiert auf Dörnyei's Ideal L2 Self (2009) und kombiniert verschiedene Theorien aus unterschiedlichen Bereichen der Wissenschaft. Das Ideal L2 Self ermöglicht die Verknüpfung von IP mit dem Bereich der Motivationsstrategien. Dadurch kann IP zeigen, wie die Vorstellung eines in Zukunft global vernetzten und international agierenden Individuums Motivation generieren kann, die das Lernen des für die Interaktion notwendigen Kommunikationsmittels im Jetzt begünstigt. Damit verbundene Konzepte wie Identität, Autonomie und Technologie werden als grundlegende Aspekte dieses Prozesses aufgezeigt.

Die in dieser Diplomarbeit vorgestellte Studie ist eine Replikation einer japanischen Studie (Yashima 2009) und untersucht die IP von Wiener BHS-SchülerInnen. SchülerInnen im Alter von 15/16 und im Alter von 18/19 Jahren wurden über ihre Einstellung zu Interaktion mit Ausländern, ihr Interesse an einem internationalen Beruf, ihr Interesse an internationalen Nachrichten und den Ausmaß, zu dem sie sich an der internationalen Gemeinschaft beteiligen wollen, befragt. Die Ergebnisse zeigen, dass IP grundsätzlich vorhanden ist. Die Einstellung der Wiener BHS-SchülerInnen ist in allen vier Unterkategorien positiv, was zeigt, dass sie ihre Motivation das internationale Kommunikationsmedium zu lernen zumindest teilweise auf IP beruht.

Um praktischen Hinweise für LehrerInnen zu geben, werden die Ergebnisse schließlich im Lichte der modernen ELT-Theorie und des GERS (Gemeinsamer Europäischer Referenzrahmen; Englisch: CEFR) diskutiert. Es wird eine umfassendere Berücksichtigung von ELF in ELT, eine Anerkennung der verschiedenen Identitäten eines Individuums, eine produktive Integration moderner Technologie und eine Förderung von Auslandsaufenthalten gefordert. Außerdem wird festgestellt, dass der GERS einige grundlegende Elemente von IP enthält, jedoch

überarbeitet werden müsste, um allen Anforderungen des modernen IP- und ELF-fokussierten ELT gerecht zu werden.

Survey Results (Excel evaluation)

%(☺ & ☹)		1	2	3	4	5		1	2	3	4	5	
	18/19							15/16					
A1 Freundschaft.m.Austausch		41,7	22,6	13,1	22,6	4,8	100	31,1	38,4	16,4	14,0	1,7	100
A2 Kontakt vermeiden		16,2	6,1	27,3	50,3	0,0	100	8,2	19,5	37,6	34,7	1,7	100
A3 sprechen mit intern. Schüler an Schule		51,1	21,6	13,3	14,1	0,0	100	45,0	30,8	15,8	8,3	2,9	100
A4 Zimmer/Whg mit Austauschsch. Teilen		40,6	24,1	17,6	17,6	0,0	100	49,7	21,6	15,4	13,4	1,7	100
A5 Freiwilligenprogramm		26,1	18,8	33,3	21,8	2,3	100	16,2	41,4	31,0	11,4	0,0	100
A6 jmd aus dem Ausland nebenan einziehen		9,3	1,8	11,5	77,4	0,0	100	10,3	11,9	19,8	58,0	0,0	100
B1 Heimatort/-stadt bleiben		22,6	23,2	23,8	30,4	1,5	100	18,8	28,1	35,6	17,5	1,7	100
B2 später Ausland arbeiten		40,0	23,4	18,2	18,4	0,0	100	28,1	29,8	26,4	15,8	1,7	100
B3 für intern. Org. arbeiten		22,0	29,9	20,4	27,7	0,0	100	8,5	39,9	39,9	11,6	0,0	100
B4 intern. Karriere interessant		37,4	22,2	19,8	20,6	0,0	100	20,5	38,1	27,6	13,8	0,0	100
B5 glaube nicht, dass Geschehen im Ausland		7,9	15,5	23,0	53,6	0,0	100	17,1	10,7	36,4	35,7	0,0	100
B6 Jobs vermeiden, die ins Ausland		14,4	10,7	23,0	51,9	0,0	100	11,4	18,6	25,2	44,8	0,0	100
C1 Nachrichten andere Länder		28,9	28,3	30,9	11,9	0,0	100	22,9	29,8	29,8	17,5	1,7	100
C2 mit Fam/Freunde über Vork. im Ausland reden		27,7	40,6	19,4	12,3	0,0	100	38,1	31,0	18,6	12,4	0,0	100
C3 Interesse an intern. Angelegenheiten		26,3	24,8	36,6	12,3	0,0	100	26,0	45,5	21,9	6,7	0,0	100
C4 intern. Nachrichten interessieren mich nicht		15,8	9,3	43,2	31,7	0,0	100	15,8	10,8	36,7	36,7	2,5	100
D1 Gedanken mit Menschen aus Welt teilen		25,2	25,5	31,3	18,0	0,0	100	32,5	29,1	16,9	21,5	0,0	100
D2 Fragen, die mit Leuten aus Welt besprechen		36,5	32,0	18,5	13,0	2,3	100	38,3	23,3	27,5	10,8	2,5	100
D3 Gedanken zu intern. Angelegenheiten		24,1	33,5	26,2	16,2	0,0	100	29,3	43,8	20,2	6,7	0,0	100
D4 keine klare Meinung zu intern. Angelegenheiten		13,1	31,0	28,5	27,4	9,4	100	12,9	22,9	35,0	29,3	0,0	100

Antrag (Bewilligung wissensch. Erhebung)

David Reiterer

a) Formelles Ansuchen

Sehr geehrte Damen und Herren, sehr geehrte Monika Kubec!

Mein Name ist David Reiterer, ich bin Lehramtstudent (Englisch und Italienisch) an der Universität Wien und suche hiermit um die Erteilung einer Bewilligung einer wissenschaftlichen Befragung an folgenden Schule an:

- Hertha Firnberg Schulen, 1220 Wien
- IBC Hetzendorf, 1120 Wien/1050 Wien
- HLMW9 Michelbeuern, 1090 Wien

Die Befragung soll die Basis für den empirischen Teil meiner Diplomarbeit sein. Zentrales Thema dieser Arbeit ist das Konzept der *International Posture* (Yashima 2002, 2008, 2009). *International Posture* ist dem Gebiet der Fremdsprachen-Motivation zuzuordnen und English-spezifisch. Es geht dabei um die Rolle von Englisch als internationale Kommunikationssprache. Das Konzept beschreibt die Motivation Englisch aufgrund einer positiven Haltung der internationalen Gesellschaft und dem globalen Geschehen gegenüber zu lernen. Ich möchte untersuchen ob ein Unterschied zwischen der International posture von 15-jährigen BHS-SchülerInnen und 19-jährigen BHS-SchülerInnen besteht.

Ich bitte Sie um Bestätigung des Erhalts des Ansuchens sowie um rasche Bewilligung.

Herzlichen Dank!

David Reiterer

b) Organisationsplan

Dauer der Erhebung: ca. 10 Minuten / Klasse

Art der Durchführung: Fragebogen

Elternbrief: siehe Anhang "Elternbrief" (E-Mail)

c) Bestätigung der betreuenden Professorin

siehe Anhang "Bestätigung_Uni" (E-Mail)

d) Theoretische Grundlagen

Zu Beginn der Diplomarbeit wird nach der historischen Entwicklung des Konzepts Fremdsprachen-Motivation der wichtige Schritt von integrativer/instrumenteller Motivation hin zum *self-centered approach* beleuchtet. Als Spezialgebiet dieses Aspekts werden anschließend das Ideal L2 self (Dörnyei) und darauf aufbauend die im formellen Ansuchen erwähnte *International posture* sowie damit in Zusammenhang stehende Begriffe (Vision, Identität, ELF, Technologie, Vorbilder) theoretisch aufgearbeitet.

e) Operationalisierung

Messinstrument: Fragebogen; 20 Fragen zur Einstellung der SchülerInnen hinsichtlich verschiedener internationaler Aspekte; Antwortmöglichkeiten auf Likert-Skala 1-4

f) Untersuchungsmaterial

siehe Anhang "Fragebogen_IP" (E-Mail)

g) konkrete Angaben bzgl. Untersuchungszeitraum/-dauer und Stichprobe

Untersuchungszeitraum: April 2017

Anzahl der Befragten SchülerInnen: ca. 100 (50 15-jährig, 1. Klasse; 50 19-jährig
5. Klasse), 3x2 Klassen

Schulart: BHS

h) geplante Auswertungsmethode

statistische Auswertung per Excel-Tabelle

Befragung Diplomarbeit

Sehr geehrte Eltern, sehr geehrte Erziehungsberechtigte!

Mein Name ist David Reiterer, ich bin Student an der Universität Wien. Im Rahmen meiner Diplomarbeit untersuche ich anhand einer Theorie namens *International posture*, warum Schülerinnen und Schüler motiviert sind, Englisch zu lernen.

Ich habe die Gelegenheit bekommen, die Klasse, die Ihr Kind besucht zu diesem Thema zu befragen. Es handelt sich um eine Erhebung per Fragebogen. Dieser besteht aus 20 Fragen zu den Themen internationale Angelegenheiten/Weltgeschehen, Interesse an Auslandsaufenthalten, und internationaler Austausch. Die Fragebögen werden anonym auszufüllen sein und die erhobenen Daten nur zur Forschung für meine Arbeit verwendet.

Wenn Sie dagegen nichts einzuwenden haben, bitte ich Sie, den unten angefügten Abschnitt auszufüllen und Ihrem Kind wieder mitzugeben.

Vielen Dank für Ihre Mithilfe! Sie leisten damit einen wertvollen Beitrag zu wissenschaftlichen Erkenntnissen, die womöglich den Englischunterricht positiv beeinflussen.

Mit freundlichen Grüßen,
David Reiterer

Ich bestätige, dass mein Kind _____ an der Befragung
zum Thema „*International posture*“ teilnehmen darf:

☐ ja

☐ nein

Ort, Datum

Unterschrift der Erziehungsberechtigten

Questionnaire



Fragebogen "International Posture"

*Liebe Teilnehmerin, lieber Teilnehmer!
Danke, dass du dir Zeit für diesen Fragebogen nimmst!*

Verrate mir bitte zwei wichtige Informationen über dich!

Alter: _____ / **Geschlecht:** _____

Ein Hinweis: Um möglichst gute und richtige Informationen zu liefern, arbeite bitte den Fragebogen zügig durch. Deine ersten, unmittelbaren Gedanken sind wichtig. Versuche ehrlich zu sein und nicht zu lange zu überlegen. Kreuze also die Antwort an, die dir zuerst zutreffend erscheint.

(MacIntyre et al 2009: 212)

Okay, los gehts! =)

Ich lese/schaue oft Nachrichten über andere Länder.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Eine internationale Karriere wäre interessant für mich.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich versuche den Kontakt mit Menschen aus anderen Ländern so gut wie möglich zu vermeiden.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich würde gerne an einem Freiwilligen-Programm teilnehmen, das Menschen aus anderen Ländern unterstützt, die in meiner Umgebung wohnen.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich möchte in meinem Heimatort/meiner Heimatstadt bleiben.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

1/3

Ich möchte mit AustauschschülerInnen, die in Österreich studieren, Freundschaften schließen.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich würde mich unwohl fühlen, wenn jemand aus dem Ausland nebenan einziehen würde.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich habe Fragen, die ich gerne mit Leuten aus der ganzen Welt besprechen würde.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich würde gerne für eine internationale Organisation (zB. UNO) arbeiten.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich glaube nicht, dass das Geschehen im Ausland viel mit meinem täglichen Leben zu tun hat.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich rede mit meiner Familie und/oder meinen FreundInnen oft über Vorkommnisse in anderen Ländern.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Internationale Nachrichten interessieren mich nicht sehr.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich werde Jobs vermeiden, bei denen ich häufig ins Ausland reise.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich habe keine klare Meinung zu internationalen Angelegenheiten.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich will später einmal im Ausland arbeiten.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Es würde mir nichts ausmachen, ein Zimmer/eine Wohnung mit einem Austauschschüler/einer Austauschschülerin zu teilen.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich interessiere mich sehr für internationale Angelegenheiten.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Manche Gedanken würde ich gerne mit Menschen aus anderen Teilen der Welt teilen.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Wenn ein internationaler Schüler/eine internationale Schülerin an unserer Schule wäre, würde ich mit ihm/ihr sprechen.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Ich mache mir Gedanken zu internationalen Angelegenheiten, zB Umwelt- und Klimaschutz, Globalisierung oder Migration.

☐ trifft zu ☐ trifft eher zu ☐ trifft eher nicht zu ☐ trifft nicht zu

Herzlichen Dank für deine Mithilfe!