

THE IMPACT OF A VISION INTERVENTION ON TRANSLATION AND INTERPRETATION STUDENTS' L2 MOTIVATION

IMPACTO DE UNA INTERVENCIÓN DE VISUALIZACIÓN SOBRE LA MOTIVACIÓN PARA APRENDER UNA SEGUNDA LENGUA DE LOS ESTUDIANTES DE TRADUCCIÓN E INTERPRETACIÓN

IMPACT D'UNE INTERVENTION DE VISUALISATION SUR LA MOTIVATION À APPRENDRE UNE SECONDE LANGUE CHEZ LES ÉTUDIANTS DE TRADUCTION ET INTERPRÉTATION

IMPACTO DE UMA INTERVENÇÃO DE VISUALIZAÇÃO NA MOTIVAÇÃO PARA O APRENDIZADO DE UM SEGUNDO IDIOMA ENTRE ESTUDANTES DE TRADUÇÃO E INTERPRETAÇÃO

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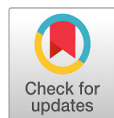
ABSTRACT

Visionary teaching interventions have had a positive impact on developing and strengthening students' ideal L2 self and motivated behavior. However, research on the effects of this kind of intervention on the motivation of translation and interpretation students is scarce. Using a mixed methods approach, the study aimed to evaluate the impact of a semester-long intervention, focused on translation and interpretation students' future professional careers, on their motivation, intended effort, and willingness to communicate. The participants were translation and interpretation students with a B1 level of English, who were divided in two groups for the study. The treatment group received a vision intervention (N=14) whereas the control group (N=14) did not. To measure the differences in motivation before and after the intervention, a questionnaire was used. Additionally, a semi-structured interview was used to explore in greater depth the students' perceptions of the experience. The results of this study reveal that visionary teaching increased both ideal L2 self and intended effort of students. Furthermore, it showed that the intervention was memorable for students and that it benefited them in establishing a future L2 professional vision as well as outlining the steps to achieve it. Our findings suggest the importance of including visionary teaching in translation and interpretation programs so that students can become motivated and involved in their future professional paths.

Keywords: EFL, interpretation, motivation, translation, visionary teaching

RESUMEN

Las intervenciones de visualización han tenido un impacto positivo en el desarrollo y el fortalecimiento de la actitud ideal para el aprendizaje de una segunda lengua y de la motivación entre los estudiantes. Sin embargo, se ha investigado poco sobre los efectos de este tipo de intervención en la motivación de los estudiantes de traducción e interpretación. Este estudio mixto tuvo como objetivo



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evaluar el impacto de una intervención a lo largo de un semestre en la motivación, el esfuerzo previsto y la disposición de los estudiantes frente a la comunicación. Dicha intervención se centró en las futuras carreras profesionales de estudiantes de traducción e interpretación. Los participantes, estudiantes de traducción e interpretación con un nivel B1 de inglés, se dividieron en dos grupos para el estudio. El grupo de tratamiento participó en una intervención de visualización (N=14), mientras que el grupo de control (N=14) no participó. Para medir las diferencias en la motivación antes y después de la intervención, se usó un cuestionario. Se utilizó una entrevista semiestructurada para explorar en detalle las percepciones de los estudiantes sobre esta experiencia. Los resultados del estudio revelaron que la enseñanza visionaria mejoró tanto la actitud ideal para el aprendizaje de una segunda lengua como el esfuerzo previsto de los estudiantes. Además, mostró que la intervención fue memorable para los estudiantes y que les ayudó a establecer una proyección de su futuro profesional con la L2 y a definir los pasos necesarios para alcanzar esa visión. Estos hallazgos sugieren la importancia de incluir la enseñanza visionaria en los programas de traducción e interpretación, pues esta permite que los estudiantes se motiven y se comprometan con sus futuras carreras profesionales.

Palabras clave: enseñanza del inglés como segunda lengua, interpretación, motivación, traducción, enseñanza visionaria

RÉSUMÉ

Les interventions de visualisation ont eu un impact positif sur le développement et le renforcement du soi idéal de l'apprenant d'une seconde langue et sur la motivation chez les étudiants des langues. Cependant, peu de recherches ont été menées sur les effets de ce type d'intervention pour la motivation des étudiants en traduction et interprétation. Cette étude mixte visait à évaluer l'impact d'une intervention d'un semestre sur la motivation, l'effort envisagé et la volonté de communiquer des étudiants. L'intervention était axée sur les carrières futures des étudiants en traduction et interprétation. Les participants, des étudiants en traduction et interprétation ayant un niveau d'anglais B1, ont été divisés en deux groupes au cours de l'étude. Le groupe expérimental a participé à une intervention sur la vision (N=14), tandis que le groupe de contrôle (N=14) n'y a pas participé. Pour mesurer les différences de motivation avant et après l'intervention, un questionnaire a été utilisé. Un entretien semi-directif a également été utilisé pour explorer davantage les perceptions des étudiants sur l'expérience. Les résultats de l'étude ont révélé que l'enseignement visionnaire améliorerait à la fois le soi idéal de l'apprenant d'une seconde langue et l'effort envisagé des étudiants. En outre, ils ont montré que l'intervention a été mémorable pour les étudiants et les a aidé à établir une vision de leur future carrière en L2 et à déterminer les étapes nécessaires pour atteindre cette vision. Ces résultats indiquent l'importance d'inclure un enseignement visionnaire dans les programmes de traduction et d'interprétation, car il permet aux étudiants de se motiver et de s'impliquer dans leur future carrière.

Mots-clés : enseignement de l'anglais en tant que seconde langue, interprétation, traduction, enseignement visionnaire

RESUMO

As intervenções de visão tiveram um impacto positivo no desenvolvimento e no fortalecimento do eu ideal de L2 e do comportamento motivado dos alunos. Entretanto, poucas pesquisas foram feitas sobre os efeitos desse tipo de intervenção na motivação dos alunos de tradução e interpretação. Este estudo teve como

objetivo, usando métodos mistos, avaliar uma intervenção de um semestre sobre a motivação, o esforço esperado e a vontade de se comunicar. A intervenção se concentrou nas futuras carreiras dos alunos de tradução e interpretação. Os participantes, estudantes de tradução e interpretação com nível B1 de inglês, foram divididos em dois grupos durante o estudo. O grupo de tratamento participou de uma intervenção de visão (N=14), enquanto o grupo de controle (N=14) não participou. Para medir as diferenças na motivação antes e depois da intervenção, foi usado um questionário para medir o eu ideal de L2, o eu deontico de L2, as atitudes em relação ao aprendizado, o esforço esperado, a facilidade de usar imagens e a vontade de se comunicar por meio da escrita. Uma entrevista semiestruturada também foi usada para explorar melhor as percepções dos alunos sobre a experiência. Os resultados do estudo revelaram que o ensino visionário melhorou tanto o eu ideal de L2 dos alunos quanto o esforço pretendido. Além disso, a análise dos dados das entrevistas semiestruturadas mostrou que a intervenção foi memorável para os alunos e que os ajudou a estabelecer uma projeção para o seu futuro profissional com a L2 e a determinar os passos necessários para alcançar essa visão. Estas conclusões realçam a importância de incluir um ensino visionário nos programas de tradução e interpretação, uma vez que permite aos estudantes ficarem motivados e envolvidos nas suas futuras carreiras profissionais.

Palavras-chave: ensino de inglês como segunda língua, interpretação, motivação, tradução, ensino visionário

Introduction

Achievement in L2 is difficult to explain due to a wide range of individual differences among learners (Dörnyei, 2019). A particular difference to which second-language acquisition (SLA) researchers involved in positive psychology have been paying attention for some time is in the levels of L2 motivation that students have (Al-Hoorie & Szabó, 2022). Currently, the L2 Motivational Self System (L2MSS) has become one of the current predominant frameworks in L2 motivation (Dörnyei, 2019; Thorsen et al., 2020). This framework is based on the theory of possible selves (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987) and thus asserts that motivation can be understood as the desire to bridge the gap between our present self and our future self, which guides the way we act (Moskovsky et al., 2016). Additionally, it explains the construct of motivation as tripartite. The first component is the ideal L2 self, which refers to the desired future state one would like to reach. The second one is the ought-to L2 self, which accounts for the perceptions people may have of the future state others desire they reach. Finally, the L2 learning experience involves all factors related to the learning environment in which one is immersed, such as the classmates, the classroom atmosphere, and the teacher.

The L2MSS construct has supported much of the contemporary research on motivation. According to the principles of the L2MSS, a pedagogical trend known as “vision-based teaching” or “visionary teaching” has been developing. This methodological approach can be defined as the use of pedagogical resources to create and foster a positive vision for students of their future selves which in turn will help them be more motivated to learn English as a foreign or second language. Different interventions have implemented techniques aiming at achieving this objective with different degrees of success (Chan, 2014; Le-Thi et al., 2022; Magid, 2014; Sampson, 2012; Sato,

2020). Additionally, recent research has shown that future L2 writing selves can positively predict L2 writing achievement (Tahmouresi & Papi, 2021; Zhu, Guan, & Yao, 2022).

Some common limitations have been made explicit by researchers who used visionary teaching to raise students’ motivation. They noted the lack of control groups (Vlaeva & Dörnyei, 2021), the shortness of the interventions (Sato, 2020; Vlaeva & Dörnyei, 2021), and the lack of data on students from different parts of the world (Boo et al., 2015). In the case of translating and interpreting, research has been done on motivation, but these studies have usually focused on the reasons why people volunteer to translate (Lee, 2022; Olohan, 2014), the motivation toward acquiring translating and interpreting skills (Wu, 2016), and motivation in the professional context (Mossop, 2014). There is little research on how translation and interpretation students feel about acquiring the L2 even though the L2 competence has consistently been determined as a crucial factor in the development and training of future translators and interpreters (Angelelli, 2007, 2008; Blasco Mayor, 2015; Liu & Yu, 2019).

To address these weaknesses, we carried out a quasi-experimental study that consisted in the design of a vision-based teaching intervention for an ESL course part of the Spanish-English Translation and Interpretation program in a university in Chile. The intervention lasted an entire 4-month semester and consisted of a series of weekly activities that prompted the creation and strengthening of a future self for students. The main objectives of the study were to determine the effects of an L2MSS-based visionary intervention program on L2 motivation as well as how students engaged with the activities used in the intervention.

Theoretical Framework

The study drew heavily on the L2MSS. Hence, for this section, we start by introducing the L2MSS

framework as well as how it is usually measured. Then, we present how motivation has been studied in the field of translation and interpretation.

L2MSS and Visionary Teaching

Dörnyei proposed a framework known as L2MSS based on ideas from Markus and Nurius's (1986) possible selves theory and Higgins' (1987) self-discrepancy theory. From the ideas of Markus and Nurius (1986), motivation is conceived as strongly related to how individuals feel and what they think about themselves, and believe these feelings and ideas are important behavior regulators (Markus & Wurf, 1987). These mental representations people create are known as self-concepts, which can be defined as the mental images of thoughts and feelings that come together into multiple possible selves. These possible selves contain tangible images and senses about the future and are related to fears (feared self), ideals (ideal self), and duties (ought self) (Higgins, 1987; Markus & Nurius, 1986). Possible selves may reduce or enhance motivation in general and L2 motivation specifically by working as self-guides that explain how people act in the present to move toward the future (Dörnyei, 2009; Hamman et al., 2010; Sommer & Baumeister, 2002).

Higgins' theory (1987) is composed of three selves: the actual self, the ideal self, and the ought self. The actual self contains the image one has of the characteristics one believes to possess in the present. The ideal self represents the hopes and aspirations as we expect them to turn out. Finally, the ought self is related to the characteristics one believes one should possess based on moral obligations and responsibilities. These three selves guide our motivation. For example, if there is disparity between the actual and ideal selves, a possible positive outcome could be the motivation we need to drive ourselves toward closing the gap between the two. On the other hand, the distance between the actual and ought self may generate feelings of agitation and anxiety (Higgins, 1987). According to these ideas, Dörnyei (2009) proposed a tripartite

framework composed of an ideal L2 self, ought-to L2 self, and a third component he labeled as the L2 learning experience.

Regarding the pedagogical implications of the L2MSS, this framework has been used to develop a teaching approach known as visionary teaching, which seeks to help students construct, strengthen, and put their ideal L2 selves into action through visualization activities (Chan, 2014; Dörnyei & Kubanyiova, 2014; Hadfield & Dörnyei, 2013; Le-Thi et al., 2022; Magid, 2014; Safdari, 2021; Sampson, 2012; Sato, 2020). This teaching method considers nine conditions that need to be fulfilled so that the motivational potential of visionary teaching can come to life. The conditions state that the vision is supposed to be available to the learner, elaborate and vivid, plausible, not comfortably within reach, different from the current self, in harmony with the other elements of the learner's self-concept, operationalized through practical strategies, activated by means of reminders, and counterbalanced with the negative consequences that may arise from not realizing the vision. Dörnyei and Kubanyiova (2014) proposed a series of six stages to conduct visionary teaching: creating the vision, strengthening the vision, substantiating the vision, transforming the vision into action, keeping the vision alive, and counterbalancing the vision.

An important number of interventions has been put together considering the L2MSS framework in different countries and fields of study (see Vlaeva & Dörnyei, 2021 for a detailed overview). For instance, Munezane (2015) explored whether willingness to communicate could be increased using visualization and goal setting with students of mixed majors. Although the quantitative findings were not significant, the learners showed signs of increased willingness to communicate and motivation as to how they connected English with their future. Another example can be found in Safdari's (2021) study in which he conducted a 7-week intervention with the objective of exploring the effects of a visionary intervention on motivational attributes of students in an English academy. The

results indicated that all motivation-related measures increased except for ought-to L2 self. More recently, in Chile, Sato (2020) did a vision intervention with business majors. The intervention focused on their future selves as entrepreneurs who could become internationally successful. The intervened group showed an increased L2 self at the end of the study, but, contrary to expectations, intended effort did not change. None of these interventions has been specifically conducted with translation and interpretation students even though being able to use English as an additional language is essential for the professional success translators and interpreters aim at achieving.

L2 Motivation in Translation and Interpretation

The recent rise in the number of academics as well as people outside the academia that have become part of the translation and interpretation community has led to an increase in studies in this area in aspects such as cognitive processes (Angelone & Marín, 2022; Christoffels et al., 2006; Mellinger, 2022), strategy use (Abdelaal, 2019; Zhu et al., 2022), and machine learning (Castilho et al., 2018; Costa-jussà, & Fonollosa, 2015). Surprisingly, an understudied area in this regard has been the role of language proficiency in translation and interpretation. As Blasco Mayor (2015) indicates, despite being commonsense that language proficiency should be a common prerequisite to be able to interpret effectively, few are the studies that have explored this relation in depth. Nonetheless, the studies that have done so have consistently revealed that high proficiency level in the second language is positively correlated to good performance in translation and interpretation (Angelelli, 2007, 2008; Blasco Mayor, 2007, 2015; Liu & Yu, 2019). For this reason, the case of building a strong ideal L2 self that guides translation and interpretation students could be made, and has, in fact, started to gather interest (Jabu et al., 2021; Lee, 2022).

Among the investigations that have been conducted on translation and interpretation students'

motivation, only a few studies have taken into consideration the notion of self. Liu and Yu (2019) conducted a case study to analyze what demotivated a student specializing in translation and interpretation studies in China as well as how these demotivators influenced a participant's behavior following a self-concept perspective. In this study, the researchers gathered qualitative data from diaries and interviews. As a result, four areas were revealed as demotivators for the participant: significant others, coursework, curriculum, and self-perceived ability. These demotivators made the student feel trapped in the present self of a fully occupied student, thus putting him far away from an ideal L2 self that he could have as a professional translator or interpreter in the foreign language. In the case of interpretation trainees, Wu (2016) explored students' demotivation in a Chinese context through the analysis of essays and questionnaires. The findings reveal that ideal self is a better motivator than instrumentality and avoidance, which supports the importance of encouraging interpreting trainees to visualize their future success and elaborate future self-guides.

Through an action research project conducted in an MA program, Ho (2020) studied the impact a two-stage translation workshop had on interpreting students' motivation and lack of interest. During the intervention, participants went from familiarizing themselves with the work translators do to carrying out translation projects collaboratively. The first stage served to introduce students to the work of translators. The second stage was market and project-oriented, and students had to view themselves as freelancers. To measure the success of the experience, the researcher implemented a questionnaire and interviews at the end of the program. The findings show that the role-playing hands-on translation experience sparked extra motivation in the students to practice their skills, which can be connected to the importance of creating an ideal L2 self. Working in small groups helped students increase opportunities to voice their opinions and feel involved in their

projects. This could be connected to the strengthening of the vision stage. Unfortunately, although the survey and interviews served their purpose, the study did not make use of validated surveys; therefore, the motivation construct was not clear.

The literature review shows that when motivation is studied in translation and interpretation research, the concept is understood as motivation toward translating or interpreting and it is mainly studied descriptively. Considering that some of these findings show L2 competence as an important factor that impacts motivation and performance (Angelelli, 2007, 2008; Blasco Mayor, 2015; Liu & Yu, 2019), it is also relevant to study how translation and interpretation students can increase their motivation toward learning the second language, which is one of the essential skills to be able to perform well at their future jobs.

Method

The study followed a convergent mixed methods design (Creswell, 2014). That is, we made use of both quantitative and qualitative data to explore the phenomenon of L2 motivation to formulate robust explanations that account for the results of the intervention.

Sample

Two second year university classes of the same English language course were used for the study. One of them received the treatment whereas the other did not. A total of 34 students participated in these classes. 28 of them responded to both the pre-surveys and post-surveys (N=14 in CGr, N=14 in ExpGr), so we used the data of those 28 students for the analyses. The average age of the students was 21.35 years (SD = 3.22). Eleven students were male (39.3%) and seventeen were female (60.7%). All students were in a B1 English course that is compulsory for students pursuing translation and interpretation bachelor's degrees and were registered in a translation and interpretation course of study in which they are expected

to later pursue both majors to receive a university diploma, as opposed to other Chilean universities where students are expected to choose one of the two career paths.

Instruments

We made use of a questionnaire and an open-ended survey. The questionnaire had two parts and was implemented before the intervention as well as after it ended. The first part of the questionnaire included questions to gather demographic data and 26 items on a six-point Likert-type scale as used in You et al. (2016). These items sought information on the following variables:

1. Ideal L2 self — 5 items from Moskovsky et al. (2016)
2. Ought-to L2 self — 6 items from Teimouri (2017)
3. Intended effort — 5 items from Moskovsky et al. (2016)
4. Attitudes toward learning English as an L2 — 6 items from You et al. (2016)
5. Ease of using imagery — 4 items from You et al. (2016).

Minor modifications were made to 4 items in order to adapt them to the context of the country and the study program in which they were used for this study. These modifications were checked and agreed upon in a focus group with 3 Chilean TESOL teachers. The second part of the questionnaire included 10 items that measured willingness to communicate through writing in and out of class (MacIntyre et al., 2001). Willingness to communicate through writing was chosen along with intended effort as proxies to what the students' actual motivated behavior is under the assumption that the more these variables increase, the more motivated the student is (You et al., 2016). The reliability analysis yielded acceptable to high levels of internal consistency (ideal L2 self: $\alpha = .848$;

ought-to L2 self: $\alpha = .679$; intended effort: $\alpha = .673$; attitudes toward learning English: $\alpha = .72$; ease of using imagery: $\alpha = .654$; willingness to communicate through writing: $\alpha = .781$). The complete questionnaire can be consulted in Appendix 1.

The open-ended survey contained four questions that focused on the intervention tasks and the impact of the intervention on their future selves. Students answered the questions in their mother tongue. This survey was conducted with students from the experimental group. Eleven of the students submitted responses. The questions were the following:

1. What activities of the intervention do you remember? Briefly describe them.
2. In what ways did the activities you experienced in the intervention helped you visualize yourself in the future using English at a professional level?
3. Can you describe instances in which you felt motivated toward your L2 language learning in class? In case you do not remember any, why do you think you are not able to?
4. In what ways do you see yourself learning English in the future? Why would you do it that way?

Students were given these questions in handout format and given time to answer them in class.

Intervention

The course in which the intervention took place was initially composed of 19 students, three of whom dropped out halfway during the semester. They had six sessions per week, each lasting 70 minutes. They used the textbook *First Expert* (Bell & Gower, 2014). The objective of this course is to gradually develop reading, writing, listening, and speaking skills in English to become successful users of the language at a professional level. All the students in this program are expected to reach

a C1 level of proficiency by the time they graduate as interpreters/translators. The general objectives of the course for both sections were the same, and all lessons were taught by three teachers. The only difference was that, once a week, only the intervention group received visionary teaching activities. As regards the intervention, each intervention activity took place once a week, normally at the beginning of the lesson, and took roughly 30 minutes of the class time to cover these tasks.

The control group undertook the same activities as the intervention group except for those that pertained to the intervention. The time the intervention group spent on the vision building activities the control group would usually spend on extra discussion activities dealing with the material being covered in regular classes or standard communicative language activities, such as vocabulary and grammar practice in context. The intervention was divided into six main stages, as shown in Table 1.

The activities were a combination of some taken from the book *Motivating Learning* (Hadfield & Dörnyei, 2013) and others that were designed to help students visualize their future paths in relation to the translation and interpretation program. In general terms, our intervention consisted of activities that helped students create a vision of themselves as future translators or interpreters based on their own interests and the information we presented in class. This information was delivered by means of multimodal texts and videos that exposed students to the skills that are necessary to these professions in what respects to English as well as to the possible jobs they might land. After students created their vision as future translators or interpreters, we strengthened and further substantiated their vision by providing them with activities that would allow them to engage with how they saw themselves facing challenges associated to their future jobs and with rewarding activities such as the celebration of Translation Day. Next, we implemented activities that helped students transform their visions into actions by having

Table 1 Details of the Vision-Based Intervention Among L2 Students

Stage	Activities	Timeframe
1. Creating the vision	<p>Future alternatives (Hadfield & Dörnyei, 2013): In this activity, students analyze different future selves and compare their own ideas for the future with the ones read about.</p> <p>Adapted version of my future L2 self (Hadfield & Dörnyei, 2013): Students imagine themselves in the future after having become translators or interpreters then answer questions about that moment in the future.</p>	Week 2–3
2. Strengthening the vision	<p>Freelance translator or freelance interpreter (activity was designed for the intervention): It consisted of watching two Youtube videos: one about freelance translators and one about freelance interpreters. Then, students imagine which of the two they would like to become in the future and write a text promoting their specific services.</p> <p>Happy International Translation/Interpretation day (activity designed for the intervention): Students watch a video about International Translation Day and answer questions about what translators and interpreters do in their everyday lives. Then, they imagine themselves in their professional lives and write an email telling a friend about what they are doing.</p>	Week 3–4
3. Substantiating the vision	<p>Reality check (activity designed for the intervention): Students watch a video about the differences in the challenges translators and interpreters face in the workplace. Then, they answer questions and, finally, create a table in which they decide what objectives for their professional goals are easy to achieve, possible long-term, very difficult to achieve, and not achievable. They exchange tables with their classmates.</p> <p>Reading comprehension: The main differences between translators and interpreters (activity designed for the intervention): Students read about the differences between these professions. They classify the challenges mentioned in the text in terms of how easy and/or difficult they are to overcome. Then, they compare their own tables with the ones created based on the text.</p>	Week 5–6
4. Transforming the vision into action	<p>Your abilities in university (activity designed for the intervention): Students identify the skills they would like to acquire during university and complete a table with them (abilities in 2nd year, 3rd year, 4th year).</p> <p>How are you preparing? (activity designed for the intervention): Students look at an infographic about the main skills translators and interpreters need to acquire. Then, they reflect on what they are currently doing and what they would like to start doing in order to develop these skills.</p>	Week 8–9
5. Keeping the vision alive	<p>Where are you now? (activity designed for the intervention): This was a writing task in which students wrote a speech imagining they have graduated and had now been invited to return to university to deliver a speech for the students entering the same program in the future. They were asked to mention in their written speech what they were doing after graduating, how they managed to get there, the importance of learning English, and the importance of acquiring translation or interpretation skills.</p>	Week 10
6. Counterbalancing the vision	<p>What gets in the way of learning? (Hadfield & Dörnyei, 2013): Students match descriptions of self-barriers with their corresponding headings. Then, they discuss in groups which they identify the most with and how they deal with their <i>despicable selves</i>.</p>	Week 11

them map out the skills that they are working on at university and the ones they expect to continue acquiring. After implementing activities that helped them put their vision into action through role plays such as writing their own speech to promote their academic path, students were exposed

to an activity related to counterbalancing the vision. In this activity they reflected on the self-barriers they might have to face while they work toward achieving their visions. Most of the activities gave room for students to interact with their classmates communicatively (as to enquire about

their classmates’ answers) and share their visions and reflections with them (see Appendix 2 for activity samples).

Data Analysis

For the quantitative data, we started by checking the similarity of the groups. One-way ANOVAS (Analysis of Variance tests) detected the groups were statistically similar to each other, and thus the intervention could take place. For the estimation of the impact of the intervention, we conducted the ANCOVA (Analysis of Covariance) test in the cases that the corresponding assumptions were met. In the cases in which the assumptions were not, we performed Wilcoxon Rank Sum Test.

In the case of the qualitative data, we opted for a qualitative inductive approach (Charmaz, 2006). Once the main researcher had preliminary categories, the codebook was shared with another researcher. The second researcher analyzed 20% of the sample already coded using the preliminary codebook to ensure intercoder reliability (ICR; O’Connor & Joffe, 2020). The agreement reached 84.615% with a kappa of .782. After doing

this, both coders discussed disagreements with the codes and revised again the qualitative data considering the final codebook.

Results and Discussion

Considering the design of the study, we present our results in terms of the type of data we compiled and analyzed. We start by introducing our quantitative results and then we present our qualitative ones. Finally, we provide a reflection on what these findings represent collectively in relation to our research objectives.

Quantitative Results

As shown in Table 2, in general, the average score of the participants in the different subscales was similar for both the control group and the intervention group. The only exception to this pattern can be seen in the ought-to L2 self subscale, where the mean score of the participants in the control group was higher than the mean score of those in the experimental group. In addition, the mean score of the participants in the experimental group increased after treatment in the ideal L2 self and

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Table 2 Descriptive Statistics of Pre- and Post- Scores by Group

Construct	Group	Pretest		Posttest	
		M (SD)	Me (Q1–Q3)	M (SD)	Me (Q1–Q3)
Ideal L2 Self	Experimental	25.29 (1.38)	25.0 (25.0–25.75)	28.71 (1.14)	29.0 (28.25–29.00)
	Control	25.64 (2.24)	25.5 (24.25–27.75)	26.43 (3.16)	25.5 (24.25–27.75)
Ought-to L2 Self	Experimental	22.79 (3.79)	22.5 (20.25–24.0)	24.29 (4.01)	25.5 (23.0–26.0)
	Control	26.50 (6.51)	26.0 (21.0–32.0)	25.79 (6.61)	27.0 (20.5–29.75)
Attitudes Toward L2 Language Learning	Experimental	31.29 (2.13)	31.5 (30.0–33.0)	31.93 (2.27)	32.0 (31.25–33.75)
	Control	30.57 (4.64)	32.0 (27.25–34.75)	31.36 (3.61)	31.5 (29.25–35.0)
Intended Effort	Experimental	25.50 (1.70)	25.5 (25.0–26.75)	29.21 (0.80)	29.0 (29.0–30.0)
	Control	26.00 (2.39)	26.5 (25.0–27.0)	27.71 (1.86)	28.0 (26.25–29.0)
Willingness to Communicate (in Class)	Experimental	18.64 (4.72)	20.0 (15.25–21.75)	19.36 (3.48)	19.5 (18.25–21.75)
	Control	19.57 (5.23)	20.5 (16.5–23.75)	20.21 (3.36)	21.5 (18.25–22.0)
Willingness to Communicate (Out of Class)	Experimental	19.71 (2.61)	20.0 (18.0–21.0)	17.93 (4.20)	19.0 (16.0–20.75)
	Control	19.86 (4.26)	20.0 (18.25–22.0)	19.79 (3.26)	21.0 (19.0–21.0)
Ease of Using Imagery	Experimental	20.64 (2.41)	21.5 (20.0–22.0)	21.93 (1.69)	22.0 (21.0–23.0)
	Control	19.86 (3.28)	20.5 (17.5–22.0)	20.50 (3.23)	21.0 (19.25–23.0)

ought-to L2 self subscales. The mean score with respect to intended effort increased in both groups; however, the change was greater for the experimental group. Finally, the mean score in attitudes towards L2 language learning, L2 willing to communicate in class and out of class, and ease of using imagery do not seem to have changed after the intervention.

To estimate if the intervention had statistically significant effects on the treatment group, we conducted the ANCOVA test with the variables that complied with the assumptions of linearity, normality, equal slopes, homogeneity of variance, and homoscedasticity. We used the Wilcoxon Rank Sum Test with those that failed to comply with one of the assumptions.

After confirming the assumptions, an ANCOVA was conducted to determine the effect of the intervention on the score of each ought-to L2 self scale and motivated behavior scale in the post-test, adjusting for the baseline score of the participants on their respective scales (see Table 3).

These results suggest that there were no differences between the control and experimental groups in the ought-to L2 score ($F(1, 25) = 0.281; p = 0.601; \eta^2 = 0.011$), Willingness to Communicate (WtC) in writing in the classroom ($F(1, 25) = 0.215; p = 0.647; \eta^2 = 0.009$) and ease of using imagery ($F(1, 25) = 1.549; p = 0.225; \eta^2 = 0.058$) after the intervention.

Table 3 Summary of ANCOVA Models Comparison by Group

Outcome	Covariate	SS	df	F	p-value	η^2
OL2S-post	OL2S-pre	5.217	1	0.281	0.601	0.011
WtC IN-post	WtC IN-pre	1.896	1	0.215	0.647	0.009
Ease-post	Ease-pre	7.404	1	1.549	0.225	0.058

Note: OL2S = ought-to L2 self; WtC IN = willingness to communicate in class; Ease = ease of using imagery; post = post-intervention; pre = pre-intervention; SS = Sum of squares; df = degrees of freedom; η^2 = generalized eta squared.

Table 4 Summary Wilcoxon Rank Sum Test Comparison by Group

Outcome	Estimate	U	p-value	Low CI	Upper CI	Effect size
IL2S	-2.999	45.5	0.015	-4.999	-0.999	0.463
IE	-2.000	33	0.003	-3.000	-1.000	0.573
AL2L	-0.000	99	0.981	-2.999	2.000	0.009
WTC OUT	1.000	120.5	0.308	-1.000	4.000	0.197

Note: IL2S = ideal L2 self; IE = intended effort; AL2S = attitude towards L2 learning; WtC out = willing to communicate out of class; Estimate = Location parameter statistic; CI = Confidence interval.

Wilcoxon Rank Sum Test was carried out to determine the effect of the intervention on the change (post test minus pre test) in the score of each L2MSS and motivated behavior scale. The Wilcoxon Rank Sum test was conducted for the ideal L2 self, intended effort, attitudes toward L2 language learning, and WtC out of class subscales as shown in Table 4.

The results indicate that there are differences between the experimental group and the control group in the ideal L2 Self ($U = 45.5; p = 0.015$) and intended effort ($U = 33; p = 0.003$) after the intervention, that is, the experimental group had a greater change in their scores on said scales after the intervention compared to the control group. However, no differences were found between the groups in attitudes towards L2 learning ($U = 99; p = 0.981$) and WtC out of class ($U = 120.5; p = 0.308$).

Qualitative Results

For the qualitative analysis, we used an inductive approach. After combining the codes that emerged from line-to-line coding, three themes were identified in the data: (a) intervention activities, (b) benefits of the intervention, and (c) demotivation. The first two categories were present in all the participants that submitted their answers whereas the last one showed only in two of them, whose common denominator was their

low grades in the course. We will proceed to focus on the first two.

When participants were asked about activities they remembered, they all mentioned at least one activity related to the intervention. Most of the activities mentioned were specifically those related to their future as translators or interpreters.

P1_{exp}: We did activities in which we visualized ourselves as future translators and interpreters, for example, which activities we were going to engage in, where we would be working.

P2_{exp}: What I remember the most was the day in which we were shown that video in which some people would talk about their jobs as translators and interpreters. I feel that it helped me to see which of the two paths I would pursue in the future, which would be more convenient, comfortable, and how I would feel satisfied.

The focus on their future was also evident in their strategies for future learning, in which they mentioned an analytic interest toward exploring how language works and social learning in the form of positive groupwork where they could try out the language with classmates, colleagues, or native speakers.

With respect to the benefits the intervention had on them, we were able to identify two types of benefits: (1) establishment of future visions (45%) and (2) awareness of how to make progress toward the future (55%). The following quotes represent the comments made:

P4_{exp}: When we saw the roles of the translators that work as freelancers from home helped me visualize what I would like to do in the future (*future visions*).

P7_{exp}: The activities helped me realize that I have some areas in which I should be working on to become the professional I want to turn out to be (*how to make progress toward the future*).

The power of visualization is essential in the L2MSS framework since future self-guides necessarily involve images and senses to come to life (Papi et al., 2019; You et al., 2016). Previous vision interventions have confirmed that visualizing ideal

English selves and ways to get to them can help learners increase their motivation, agency, positive emotions, proficiency, willingness to communicate, and L2 production (Chan, 2014; Munezane, 2015; Safdari, 2021; Sampson, 2012; Sato, 2020). In these interventions, imagery enhancement plays an essential role in strengthening, substantiating, and keeping students' visions alive under the assumption that an attractive vision of one's future self motivates L2 language behavior (Dörnyei, 2009; Hadfield & Dörnyei, 2013).

Collectively, these findings indicate that students preparing to become translators and interpreters can greatly benefit from vision teaching. Although we did not use specific real examples as aspirations for future selves as done in prior studies (Hiver et al., 2019, Sato, 2020), our findings show that the material generated specifically for translators and interpreters was successful in having students create and strengthen self-images that were plausible and in harmony with their expectations (Dörnyei, 2009). Qualitative evidence showing that students were able to visualize more clearly how to develop their desired future selves is in line with two relevant characteristics of vision interventions: the importance of relating vision with the future professional context and the need for the vision to be attainable for students.

The importance of relating vision with the future professional context has been pointed out in other interventions. For example, Sato (2020) helped business students create a vision by showing them a Chilean entrepreneur who was speaking in English at a location the students were familiar with and by engaging them in role-play activities in which they played the role of Chilean company representatives negotiating with a U.S. company. Our intervention is similar to Sato's (2020) in the sense that students were able to see how English was part of their future professional activities through career-specific visions. Ideal L2 self appears to increase when language learners can correlate their language proficiency with their successful performance in their potential jobs

with hands-on activities that lead them to imagine themselves in those positions while they also increase their understanding of the skills and sub-skills involved.

An attainable vision for students is another essential factor to consider when incorporating vision building activities. Previous research has indicated the need to use mental imagery that is perceived as attainable by students as well as the need to make the steps to make this vision real and explicit (Sato, 2020; Vlaeva & Dörnyei, 2021). Keeping in mind that the participants in our study were only second year students, activities focused on familiarizing them with the skills and tasks part of both the translation and interpretation fields appears to have worked well in helping students set proximal goals that were in line with the most immediate pressing concerns of university (Dörnyei & Kubanyiova, 2014). The usual apprehensions of vision interventions in other study programs strike as being less problematic when implementing vision building interventions with translation and interpretation students; therefore, this is an interesting avenue to continue exploring as a tool to motivate undergraduate students not only with language learning, but also with their future professions.

Conclusions

Our vision intervention with translation and interpretation students has yielded positive results that suggest that this type of program can greatly benefit from incorporating vision-based activities in their curricula. Our intervention considered all stages proposed in the literature (Dörnyei & Kubanyiova, 2014) as well as the design of tasks that were profession-oriented in that it relied on the students' interest in becoming interpreters and translators, and our findings revealed that students increased both in their ideal L2 self and intended effort. Furthermore, qualitative data supported the idea that the intervention was memorable for students and helped them understand the steps they could take to move toward their ideal future self effectively.

Although the study yielded significant results, we believe there are three limitations that we should mention. First, we were unable to conduct an experimental study with random group assignment due to university constraints related to factors such as students' schedules. Considering that there is a lack of fully experimental designs in this area of study, it is important that researchers include randomness in students' assignment to control and experimental groups in future studies. Additionally, another limitation of the study was that not all students responded to both the pre- and post- surveys, thus reducing the final sample of the study. Due to this problem, the sample size was smaller than expected. Ideally, in future studies, researchers should use a larger sample to avoid this limitation and confirm these findings. Finally, although writing was chosen as the main avenue of expression for students, more activities related to speaking could have been considered for the intervention, which might have had a positive impact on the students who were more interested in interpretation.

Researchers interested in continuing vision interventions with translation and interpretation students in future studies could implement interventions that consider not only motivated behavior as an outcome variable to gauge the success of the intervention but also language measures (Papi et al., 2019). Although we have made attempts to relate vision and language proficiency improvements with overall good results (Le-Thi et al., 2022; Sato, 2020), there are plenty of areas that are yet to be examined such as online interaction, writing quality, and reading comprehension, among others. Finally, long-term benefits of vision interventions are in the early stages (Papi, 2022), hence examining how and whether motivation continues to increase after a vision intervention becomes of relevance to justify its incorporation in the curriculum as well as in teaching materials. By doing so, we can carry on Dörnyei's efforts to make motivation research relevant to teachers (Ushioda, 2022).

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Appendices

16

Appendix 1 – Questionnaire used (in Spanish) as a pre and post-test

Questionnaire

Choose from 1 (strongly disagree) to 6 (strongly agree) the degree in which you identify with the following statements.

Ideal L2 Self

1. I can imagine myself communicating in written English appropriately in the future.
2. I can imagine myself reading texts in English in my area.
3. I can imagine myself having friends that speak in English as their mother tongue.
4. Every time I think about my future job, I see myself using English.
5. I can imagine myself using English fluently like my favorite English-speaking teacher/sportsperson/singer.

Ought-to L2 Self

6. Studying English is important because the university expects me to do it.
7. Without learning English, it will be difficult to travel to English-speaking countries.

8. I have to study English because I do not want to get low grades.
9. Some important people in my life feel it is necessary that I learn English.
10. Society expects me to learn English, so I can be part of the job market.
11. If I do not learn English, it will be difficult for me to use the Internet effectively for academic and professional purposes.

Intended effort

12. If a course of my interest was only offered in English, I would take it.
13. I would love to study English even if it wasn't a requisite.
14. I would like to study English for a long time.
15. I would like to concentrate on studying English more than any other subject.
16. English would still be important for me, even if I failed the course.

Learning attitudes

17. I like things I can do to practice in English.
18. I find it interesting to learn English.
19. I look forward to English classes.
20. I enjoy learning English.
21. The time I spend studying English goes by quickly.
22. I enjoy writing in English.

Ease of using imagery

23. Sometimes I imagine myself using English effortlessly in the future.
24. It find it easy to play imagined scenes of the things I am going to do in my mind.
25. It is easy for me to imagine that I am going to do well in English after I finish the course.
26. It has always been easy for me to use my imagination to visualize things that could occur.

Willingness to communicate in writing

- 1 = Almost never willing
 2 = Sometimes willing

3 = Willing half of the time

4 = Usually willing

5 = Almost always willing

Willingness to communicate in class

1. Write a story in English in class.
2. Write a letter or email to a friend in English in class.
3. Write about one of your favorite things in English in class.
4. Write your opinion in English in class.
5. Write a response to someone in a forum in English in class.

#3 Willingness to communicate out of class

6. Write a story in English out of class.
7. Write a letter or email to a friend in English out of class.
8. Write about one of your favorite things in English out of class.
9. Write your opinion in English out of class.
10. Write a response to someone in a forum in English out of class.

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Appendix 2 – Samples of activities

a) Example of ‘Strengthening the Vision’ activity

Substantiating the vision – Happy International Translation/Interpretation Day!

Pre-listening

I. Group discussion

- 1) What would be good ways to celebrate Translation/Interpretation Day on campus?

While-listening

II. Watch the following video and answer the questions: https://www.youtube.com/watch?v=MUKQiqT7rSw&ab_channel=AmericanTranslatorsAssociation

- 1) What of the ‘typical days of translators’ would you like to be similar to yours were you to decide to become a translator (Gaku’s? Maria’s or John’s)? Explain why.

2) What of the 'typical days of interpreters' would you like to be similar to yours were you to decide to become a translator (Wayan's? Annette and Jean's or Sahra's)? Explain why.

Post-listening

III. Imagine you are holding now your ideal future job... Is it as a translator? As an interpreter? Think about the following details:

- **Where you are working**
- **Why you are working there**
- **How much money would you like to make?**
- **What skills have made it possible for you to work doing that:**

Use the previous ideas to write an email telling one of your friends about this job you now have.

b) Example of 'Keeping the Vision Alive' Activity

Writing task

Watch the following video:

https://www.youtube.com/watch?v=P52a3yJGnTw&tab_channel=uplacomunica

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Imagine you have graduated from your university and now you are working in your ideal job, and you are invited by the Translation/Interpretation program to deliver a speech about.

- **What you are doing now**
- **How you managed to get there**
- **The importance of learning English**
- **The importance of your discipline (Translation OR Interpretation depending on what your ideal job is)**

Consider you will speak right after they show freshmen the previous video and that you are in charge of welcoming these new students as well as motivating them with your experience.

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