tesol QUARTERLY
tesol international association

Thriving Through Motivational Intelligence: An Intervention Programme Based on Life Capital, Mindset and Vision

BIANCA MANUELA SANDU
Department of Modern Philology, Translation and Interpreting, Universidad de Las Palmas de Gran Canaria
Las Palmas de Gran Canaria, Spain

MÉGANE LESUISSE
UR TransCrit Université de Paris 8 Vincennes Saint-Denis
Saint-Denis, France

SORAYA GARCÍA-SÁNCHEZ
Department of Modern Philology, Translation and Interpreting, Universidad de Las Palmas de Gran Canaria
Las Palmas de Gran Canaria, Spain

Abstract

This article reports on the findings of a research study which has approached language learning motivation (LLM) following Ushioda's (2009) person-in-context relational view of L2 motivation, Consoli's life capital (2021, 2022), Dweck's mindset (2017) and Dörnyei's vision system (2009). Our study provides insights into how LLM research is key to bolstering broader societal transformations and positive social impacts through a two-day intervention programme during which undergraduate L2 learners of English were introduced to the concepts of life capital, mindset, and vision through a series of motivational activities. The qualitative analyses of the data, divided into three steps, pre-, during, and post-intervention programme, allowed us to track the student's motivation and to highlight the critical role of such motivational courses. As a result, the authors introduce the notion of motivational intelligence, defined as a set of motivational skills which enable individuals to self-regulate their lifelong growth process considering the potential of their life capital,

and which, building on Sternberg's (2022) attitudes of intelligence, may act as catalysts that help individuals to refine their attitudes toward language learning and effectively deploy their intelligence for personal and societal advancement.
doi: 10.1002/tesq.3413

INTRODUCTION

In the last six decades, there has been a notable increase in scholarly attention toward L2 learning motivation, from the social psychological beginnings (Gardner & Lambert, 1972) to cognitive theories (Dörnyei, 1994), a focus on time (Dörnyei & Ottó, 1998), context (Ushioda, 1996, 2009) and vision (Dörnyei, 2009). This thriving literature has been enriched with recent innovative concepts such as Dweck's (2017) mindset theory, Ushioda's "small-lens" approach (Ushioda, 2016, 2023) and the quest for an ethical agenda (Ushioda, 2020), or Consoli's (2021a, 2022) notion of life capital. While the balance continues to fall in favor of theory development (Ushioda, 2020), researchers (e.g., Banegas, 2019; Dörnyei & Kubanyiova, 2014; Ghasemi, 2021) continue to keep an interest in pedagogical applications; this is especially evidenced by "an agenda for social justice and change" (Ushioda, 2020, p. 113) in language learning motivation (LLM) research.

This study explored how LLM research can contribute to broader societal transformations and foster positive social impacts through a two-day intervention programme which consisted of a range of motivational activities based on Consoli's (2021a, 2022) life capital, Dweck's (2017) mindset and Dörnyei's (2009) vision system. Our findings indicate that these constructs may serve as powerful catalysts that can have a positive impact on the participants' motivational intelligence, which contributes to the development of the participants' attitudes of intelligence (Sternberg, 2022), that is, the decision to gain knowledge and to think critically with the knowledge they gain.

The theoretical framework adopted was a person-in-context relational one (Ushioda, 2009), that is, "a view of motivation as emergent from relations between real persons, with particular social identities, and the unfolding cultural context of activity" (Ushioda, 2009, p. 215). The authors of the paper, two of them as teachers-researchers, engaged in the narrative analysis of 10 language education undergraduates' life stories, mindsets, and visions to answer the following

research question: What do these students' reflections and life stories tell us about their motivation before, during and after the two-day intervention program?

The intervention programme discussed in the present paper was designed for and implemented with students mostly enrolled in their second year of English Bachelor's degree in English literature and civilisation studies in a French university (i.e., University 1). The second year of bachelor's degree represents a pivotal decision-making stage in the students' academic journey as it corresponds to the year during which they are asked to select their major subjects to define their study plans based on their professional aspirations. That important choice too often results in increased anxiety and stress on the part of the students who sometimes realise they may no longer want to pursue on the career path they had imagined, may struggle to define their objectives, or may find themselves needing to exert significantly more effort than they had initially anticipated to achieve success. It is a moment when their attitudes of intelligence (Sternberg, 2022) become particularly relevant. One of the teachers-researchers had delivered English linguistics lessons for two semesters to most of the students participating in the intervention programme. As in Galloway's study (2016), voluntary participation was a key concern. Author 2 wanted to ensure that her being the teacher would not make the students feel forced to participate. Also, she was particularly mindful that the data could be biased if students mistakenly believed that their participation could influence their grades. The intervention programme did not commence until Author 2 had ceased teaching and until grades for the semesters had been decided upon. This experience provided her with unique insights into the students' needs and potential to enhance their motivation. The primary goal of the study was therefore to assist students in clarifying their professional and academic goals through the exploration of their life capital and to encourage a growth-oriented mindset which would propel them to progress and success.

THEORETICAL BACKGROUND

Through a person-in-context relational view of motivation, Ushioda (2009) calls for a "focus on people or 'persons', rather than on learners or individual differences in an abstract theoretical sense" (Ushioda, 2009, p. 216). In other words, the exploration of how L2 motivation relates to self and identity should go beyond participants as language learners, suggesting there are other aspects of their identity that are equally or more important; these 'subjects' are actually people

"located in particular cultural and historical contexts" (Ushioda, 2009, p. 216), and she encourages researchers to attempt "to capture the mutually constitutive relationship between persons and the contexts in which they act" (Ushioda, 2009, p. 218). Motivation is thus viewed "as an organic process that emerges through the complex system of interrelations" (Ushioda, 2009, p. 220).

Responding to Ushioda's (2009, 2011, 2016) call for a more person-centred and ethically oriented approach to research (Dörnyei & Ushioda, 2021), Consoli (2021a, 2022) developed the concept of life capital. Inspired by Bourdieu's (1986) framework of capitals, Consoli (2022) suggests "a novel research perspective that values our humanity and recognizes the unique trajectories of our stories" (p. 1400). This implies adopting a holistic view of humans', that is, our learners' life stories when conducting research. Life capital can be viewed as a form of wealth inherent to every individual, characterized by the depth and diversity of one's life experiences. It encompasses memories, desires, emotions, attitudes, and opinions, which may be positive or negative, and either openly expressed or hidden. The value and impact of one's life capital depend on how it is managed, shared, and utilized by the individual. Learners' life stories affect their new experiences, but also their beliefs or mindsets (e.g., Dweck, 1999; Dweck & Leggett, 1988; Yeager & Dweck, 2012).

Examining the critical role of mindset, Dweck (2017) asserts that a fixed mindset refers to believing that your qualities, your intelligence, and personality are fixed, whereas a growth mindset refers to believing that your qualities, your intelligence, and personality are aspects of your self that you can nurture through effort, strategies, and assistance from experienced people. Specifically, language mindsets allude to beliefs regarding whether language learning ability is static (fixed) or growth-oriented. In the field of LLM, investigation indicates that language mindset correlates with English L2 learners' academic achievements (Lou & Noels, 2020) and engagement (Zhao, Xiong, Zhang, & Qi, 2021), relation to teachers (Haimovitz & Dweck, 2017), or self-efficacy (Ciaccio, 2019). Literature has also explored the way contexts influence language mindset (cf. Lou & Noels, 2019a) and shown that students with a growth mindset tend to self-regulate their thoughts and emotions (Mrazek et al., 2018). Additionally, Lou and Noels (2019a) have referred to the possible impact that students' personal history, that is, their life capital, might have on their beliefs.

Mindset interventions in general education indicate that students experimenting challenging transitions improve their motivation and achievement (e.g., Blackwell, Trzesniewski, & Dweck, 2007; Paunesku et al., 2015), which implies that "a growth mindset, as a personal resource, complements and/or interacts with other kinds of resources

or forms of capital (e.g., social resource)" (Lou & Noels, 2019a, p. 7). Despite these promising correlations between growth mindset and LLM and behavior, research on intervention programmes explicitly tailored to target LLM remains sparse (e.g., Lou & Noels, 2016, 2019b, 2020). Thus, we believe that an intervention program which incorporates mindset will enable participants to tap into the power of their beliefs and can deepen our understanding of LLM and its relation with learners' life capital.

As stated by Dweck (2017), "*the view you adopt for yourself* profoundly affects the way you lead your life. It can determine whether you become the person you want to be [that is, your ideal self] and whether you accomplish the things you value" (Dweck, 2017, p. 6, emphasis in original). This steers us toward the L2 Motivational Self System (Dörnyei, 2005, 2009) (L2MSS) and that "superordinate vision" which Dörnyei felt was "the secret of successful learners" (Dörnyei, 2009, p. 25). Vision has been shown to lead to successful self-regulation whilst interacting positively with L2 motivation or classroom behavior through intervention programmes (e.g., García-Pinar, 2019, 2021; Ghasemi, 2021; Mackay, 2014, 2019). The notion of vision is crucial in Dörnyei's theory as the possible selves can be heard and seen through images and senses, which makes them a reality for the individual. This capacity of seeing and feeling our ideal self as if it were real triggers an array of actions which seek to bridge the gap between our current and our wished future self.

In search of a motivational theory that could explain Gardner and Lambert's (1972) concept of integrativeness in a globalized world in which English was associated with the international community, Dörnyei (2005, 2009) proposed the notions of ideal L2 self and ought-to L2 self, borrowed from mainstream psychology and inspired by Markus and Nurius' (1986) possible selves theory. Although closely related to the ideal L2 self concept, integrativeness is now theorized to complement it. While the ideal L2 self is "based on a process of identification with a projected future image within the person's self concept" (Dörnyei & Ushioda, 2021, p. 65), integrativeness "reflects a genuine interest in learning the second language in order to come closer to the other language community" (Gardner, 2001, p. 5). According to the L2MSS (Dörnyei, 2005, 2009), there are three primary sources of motivation for learning a foreign language:

1. The ideal L2 self, representing the learner's vision of future mastery.
2. The ought-to L2 self, which influenced by significant others (e.g., parents, peers, teachers), shapes the learner's future vision.

3. The L2 learning experience, which connects future self-guides with actual learning experiences, defined as "the perceived quality of the learners' engagement with various aspects of the L2 learning process" (Dörnyei & Ushioda, 2021, p. 63).

Intervention programmes (e.g., Ghasemi, 2021; Safdari, 2021; Sato, 2021) based on the L2MSS, following a less 'systems-based' approach, have shown the impact of such activities on students' motivation, L2 learning experience, and classroom behavior. The contribution of the L2MSS to favorable transformations within societies can be observed in Ghasemi (2021), who addressed the motivation of "discouraged and demotivated students with lower academic achievement" (p. 180) in an attempt to assist teachers in Iranian public schools. Within Ghasemi's study, a vision-based intervention programme, mainly derived from Dörnyei and Kubanyiova (2014), was implemented by a trained teacher and the results indicated that the experimental group showed better academic performance and alleviated level of helplessness, which remained stable 6 months later.

The concepts of language learning motivation, academic performance, life capital, mindset and vision can all relate to that of intelligence as a combination of abilities and attitudes (Sternberg, 2022). Intelligence has often been likened to the elusive Holy Grail, a metaphor that shows the challenge of understanding and defining such a multifaceted construct (Sternberg, 2024). Numerous books and handbooks (e.g., Sternberg, 2020; Sternberg & Detterman, 1986) offer diverse perspectives on the concept, reflecting its complexity and breadth. Despite these varied interpretations, intelligence is commonly characterized as "adaptation to the environment, the ability to learn, and the ability to solve problems" (Sternberg, Tromp, & Karami, 2023, p. 371). According to Sternberg (2022), intelligence encompasses both abilities and attitudes, with abilities defined as "a developed cognitive capacity that can be modified with instruction and effort" (p. 2) and attitudes as "a developed mindset or approach toward something that is capable of change" (p. 2). While abilities reflect the skill to acquire knowledge and engage in critical thinking with that knowledge, attitudes pertain to the decision to acquire these skills, to think critically and to use that new knowledge for good purposes. This suggests that being able to learn a foreign language and deciding to acquire this knowledge are two different manifestations of intelligence. Sternberg (2022) emphasizes that attitudes are as crucial as abilities since without the right attitude, the ability may remain untapped. Importantly, these attitudes are not fixed; they are highly adaptable and trainable when individuals want them to change. This adaptability makes attitudes a pivotal aspect of intelligence, shaping how

individuals approach learning, problem-solving, and their broader interaction with the world. The concepts explored in the present research study, life capital, growth mindset, and vision, may act as catalysts that help individuals to refine their attitudes toward language learning and effectively deploy their intelligence for personal and societal advancement.

In our study, we delved into a comprehensive exploration of 10 learners' life capital and encouraged them to explore the potential of a growth mindset and establish and clarify the goals they valued through vision in order to pursue and attain them. They were also provided with a series of motivational strategies to support their learning process. Assuming that motivation surfaces through a system of interrelations between people and their contexts (Ushioda, 2009), which gives way to our life stories and eventually to the wealth that Consoli (2021a) called life capital, and that these life experiences affect our belief system and the person we want to become (Dweck, 2017; Lou & Noels, 2019a; Shirvan, Lou, & Taherian, 2021), we believe that an intervention programme embracing learners' life capital and their current and wished future mindset and self has the potential to offer a holistic understanding of their motivation and empower learners to unlock their potential. To our knowledge, no educational intervention that integrates these three concepts (mindset, life capital, and vision) has yet been designed and conducted in the field.

METHODOLOGY

Our research was designed in accordance with Consoli's (2024) theoretical approach, which involves examining motivation as a multifaceted phenomenon within its natural context, specifically, the life experiences, mindsets, and visions of participants. It thus adopts a 'small-lens' methodology (Ushioda's, 2016), with a "more sharply focused or contextualised angle of inquiry" (p. 566), enabling researchers to conduct small-scale studies of motivation related to specific learning events and experiences, thereby contributing to broader theoretical and practical insight.

This was facilitated by the fact that two of the authors were practitioner researchers (Pinner & Sampson, 2021) as we both delivered the workshops. Likewise, during the intervention and in the post-intervention phase, we adopted a researcher role, by explicitly acknowledging the participants' essential collaboration in the study and by collecting the data (e.g., scanning their handouts and conducting focus-group interviews). We, therefore, aimed to recognize "the interdependence

and complex synergies (or contagion) between [us as] teachers and learners' psychological and emotional lives in the classroom" (Ushioda, 2023, p. 77), and adopted a more sharply focused lens on students' language learning motivations.

Participants

Ten undergraduate students from the University 1 took part in the two-day workshop delivered by two of the researchers onsite. The students were between 19 and 24 years old (mean age = 20,1), completing the Bachelor's degree *La License Langues, littératures et civilisations étrangères et régionales Anglais* (*i.e., English literature and civilisation studies*). Regarding their nationality and mother language, seven were French, one Comorian, one French and Soninke, and one French and Turkish. One of the seven students who had French nationality stated her mother tongue was Arabic. The call was launched in class and online a month in advance. The participants' biographical data are not presented in a table to ensure their anonymity. Their pseudonyms are Jane, Jay, Jo, Louisa, Katniss, Liz, Nora, Arwen, Alice, and Sarah.

Procedure

The intervention programme was advertised among all the students of first, second, and third year of the bachelor's degree in English literature and civilisation studies at University 1 via an email containing a poster and a video of one of the researchers of University 2 explaining that she would deliver the two-day workshop at their university, as well as the aim and research project. Eight out of 10 students who registered were in the second year and the other two in their first year. The students were informed that the programme would take place during their free time, once the semester finished, and that it aimed at enhancing their motivation by providing them with practical tools to help clarify their goals and become efficiently organized and motivated. They were also told that they would be issued a certificate of attendance.

This study involved three phases: pre-, during-, and post-intervention. As part of the pre-intervention phase, two questions aimed to invite participants to write about their motivation, future goals, and also aspects of their life capital, were sent by email to all participants before the workshop. These were 'What are your reasons for choosing to do these workshops? Describe your personal motivation and what you hope to achieve', adapted from Consoli (2021a, 2021b), and

'Write about a future goal which implies mastering English as a foreign language. Why do you want to achieve this specific goal?', designed by the researchers.

The during-intervention phase included the activities designed for the two-day workshops. The activities were designed to introduce, define, and develop the concepts proposed systematically. Their sequencing allowed researchers to ensure that they were thoroughly understood. A description of each activity is provided in Table 1.

Finally, the post-intervention phase encompassed two focus groups with semi-structured interviews, conducted with five students each, with questions based on Mackay (2019) and designed by the teachers-researchers (see Appendix A).

Students' answers to the different questions and activities proposed were transcribed and analyzed qualitatively by the three researchers with the software MAXQDA. The number of words analyzed amounted to 21.441. Qualitative data analysis was performed in accordance with the principles of both deductive and inductive content analysis (Braun & Clarke, 2006, 2013). Researchers gathered to deliberate and reach a consensus on the final data categorization, adhering to Graneheim and Lundman's (2004) recommendations about the importance of co-researcher dialogue in data labeling.

All participants received an information letter and a consent form in French that they were asked to sign before taking part in the workshop. Students were also asked for approval regarding the diffusion of some more sensitive information.

RESULTS

Pre-Intervention Phase

Before attending the workshop, the students were invited to answer two questions about their motivation and their expectations regarding the workshop and about their ideal L2 self. Out of the 10 students, six sent their answers. The qualitative analysis of the data foregrounded four themes, as shown in Table 2, namely, ideal L2 self, L2 learning experience, integrativeness, and life capital. The number of quotes is provided between brackets.

The ideal L2 self is the theme we identified with the largest number quotes, and these refer to their future English self, namely, further studies, international professional positions, having the opportunity to perceive the world through an alternative lens or being able to enjoy a hobby such as reading, for example, "I aim to do two masters" (Katniss); "Moreover, English is also a manner to interpret the world

TABLE 1
Activities Carried out During the 2-day Workshop

Topic	Activity
Life capital	1. *The power of acknowledging your life story*: Read and discuss an extract from Consoli (2021a, p. 122) in which the concept of life capital was explained with an example from his own life. 2. *My life capital*: *Connecting the dots*: Reflect on their own life story and acknowledge their life capital through gratefulness.
Mindset	1. Define a mindset and say how they would describe a growth versus a fixed mindset. 2. Ask students to categorize chunks of language retrieved from Dweck's (2014) video into growth or fixed mindset. 3. Watch and discuss Dweck's video and decide if they would change anything in activity 2. 4. Read and discuss a quote from Dweck (2017, p. 3) in which she describes one of her life stories with children who relished a challenge and failure. 5. Read and discuss the diagram *Guide to thrive* (Holmes, n.d.), based on research by Carol Dweck. 6. Write about their mindset, how they would like to change it and make a list of beliefs they would like to have using the structure: "I choose to believe . . . ."
Narrative language	Participants carried out several activities related to narrative language aimed at assisting them to write a story (e.g., gradable/non-gradable adjectives, grading/non-grading adverbs, descriptive language, time linkers).
Vision	1. Define vision and say how they think they can use it in English language learning. Say what they think happens in our brain when we see and when we imagine an apple. 2. Students were given a list of terms (e.g., vivid, empower, fill you up with energy, overlap) extracted from Dornyei's (2017) video and were asked to consult a good dictionary. 3. Watch and discuss Dörnyei's (2017) video explaining the significance of vision in language learning. 4. *My future* (*English L2*) *self*: Write down their future (English L2) vision and think of why they want to manifest it. 5. *Listen and enjoy*: Guided imagery activity based on their ideal English L2 self as learners and on their bigger vision as people; they were encouraged to imagine themselves in the future and change or upgrade their image if they wished. 6. Students were invited to share their vision with their classmates if they wished. 7. Students were invited to write about it answering the following questions: What is your future self like? How does it feel? Make it as clear and vivid as possible.
Motivational strategies	Students played games based on Hadfield and Dörnyei (2013) aimed at furnishing participants with motivational strategies, study ideas and a good language learner's characteristics and recommendations.
Traction seeking	1. Write down what distracts them from getting down to work. 2. Watch and discuss Eyal's (2015) video on managing distractions and traction seeking. They also reflected on internal and external triggers. 3. Hadfield and Dörnyei's (2013) distraction jingles and distraction contract. 4. Becoming "indistractable" by Nir Eyal: students reflected on the difference between distraction and traction, the actions they do which move them toward their intentions and are aligned with their values; steps to become "indistractable" (e.g., how to master internal triggers, manage discomfort, make time for traction), were provided.
Motivational story	Write a 200-250-word story that would inspire people with similar life stories to theirs based on any aspects they found interesting during the motivational intervention programme carried out. Students were reminded to use the narrative language and techniques learnt during the workshop.

TABLE 2
Pre-Intervention Phase Themes and Subthemes

Themes	Subthemes
Ideal L2 self (22)	My future English L2 self (14) Instrumentality (promotion) (6) Self-confidence (2)
L2 learning experience (7)	
Integrativeness (6)	
Life capital (3)	

differently than only throughout the spectrum of French" (Jay). Participants seemed to have a positive instrumental type of motivation as revealed in several quotes such as "I would like to travel more for work, and being able to speak fluently like a native can help me a lot. English is like big doors of opportunities" (Jo). Their motives to learn English also relate to their openness toward "different cultures [. . .] in a globalised world" (Louisa), that is, integrativeness. Students asserted that learning English "will allow me to connect with people from different cultures" (Louisa); "also give me the confidence to communicate effectively in a globalized world" (Louisa).

Similarly, the concept of life capital was highlighted when, for instance, Katniss cited her family background as a source of strength, enabling her to pursue two master's programmes at a prestigious university with aspirations of achieving excellence:

> As a daughter of two immigrant parents who came to France with nothing [. . .], I was always taught that I would follow my parent's path and belong to the working class. [. . .] I want to prove to people that a kid from an ethnic household, who grew up in popular areas/the suburbs and poverty, that what we are told growing up is false and that with a little bit more work than the other, we can still achieve greatness.

During-Intervention Phase

The qualitative analysis of the participants' responses to the workshop activities throughout the workshop revealed three main themes: mindset, life capital, and ideal (L2) self (Table 3).

Students' answers concerning the definition of mindset at the beginning of the intervention suggests they were familiar with the concept, for example, "for me a mindset is a particular way of thinking, describing your perception of your own life" (Nora, mindset); "a

TABLE 3
During-Intervention Phase Themes and Subthemes

Themes	Subthemes
Mindset (35)	Mindset prior to intervention (29)
	Mindset post-intervention (6)
	Wished mindset (9)
Life capital (52)	(Perceived) Social hindrance (16)
	Social support (10)
	Thriving through grit (26)
Ideal (L2) self (20)	Integrativeness (10)
	Instrumentality (promotion) (6)
	English proficiency (4)

mindset is for me the manner in which we approach a challenging situation" (Jay, mindset), and also with the difference between growth, for example, "a growth mindset is the mindset that will allow someone to learn and progress" (Sarah, mindset), "a mindset promoting growth would be turned to learning new things, confronting to different cultures and people" (Arwen, mindset), and fixed mindsets, "a fixed mindset is the mindset of someone who is stuck in their ideas and prevent themselves from learning and progressing and go further in their live and beliefs" (Sarah, mindset).

Two aspects called their attention regarding the activities related to mindset, that is, the love for challenge and failure of growth mindset people and an image highlighting the power of accepting feedback. In this picture we can see that growth mindset people' brain is on fire, as Dweck (2014) says, when reading the feedback on their work. They reflected on that and stated they understood that accepting feedback, despite not liking it, is a characteristic of a growth mindset which facilitates their engagement with their wished mindset and self, for example, "I want to grow thanks to criticism instead" (Katniss, mindset), "I would like to be more open-minded and be more open to challenges and constructive (negative) comments." (Nora, mindset).

The second concept implemented in the workshops was life capital, and this was the theme with the largest number of quotes. The qualitative analysis classified three subthemes, namely, (perceived) social hindrance, social support, and thriving through grit.

Their life story indicated participants were aware of their difficulties and perceived them as social hindrance, for example, "I grew up to realise that we belonged to the working class and according to my sociology teacher I was more likely to follow their path and that because of my foreign first name and family name I would face discrimination at work" (Katniss, life capital), "I am a girl who grew up in a family

issued from immigration, and my role was very clear: Be a man for my mother, a father and sister for my younger brothers and sisters, and a daughter for my parents" (Nora, life capital). This was also identified in their motivational stories, "it was difficult to make friends too because people thought she didn't like them since she barely spoke to anyone but in reality she is just shy" (Alice, motivational story), "she always felt born in the middle. [. . .] Between her French nationality and Turkish nationality. She was the black sheep everywhere she went, she was not French enough for French and too French for Turkish" (Katniss, motivational story), "for sure he had an objective: to appreciate all the small moments. But his coaches were not in such spirit. This put pressure and transformed attempts into failures" (Jay, motivational story), "her grandmother said to her every time 'nobody loves you and your mother does not love you'. She grew up with the idea in her head. So, she thought every time about herself 'nobody loves me, I am not enough'" (Jane, motivational story).

Nevertheless, they also acknowledged the significance of social support of teachers, for example, "I wouldn't have been able to pass my exam without the support of my amazing teachers especially my English teacher who was always behind me pushing me to be better and better. Having a good support system is very important in order to succeed" (Liz, motivational story), or "You would waste all your effort to fear? [. . .] Your hands know the melody! And if you make a mistake, continue, you will have learned where you still need to improve!" (Arwen, motivational story) in a story of a pianist who is about to perform in a concert and his teacher helps him overcome fear. Friends' support was also identified in a story of a duckling who decided to explore the world on his own, "he was very grateful to this new friend and realized that he could trust others and see that the world was not as scary as his parents said" (Jo, motivational story).

The subtheme thriving through grit, within the theme life capital, offered a large number of quotes, with the students being aware of the "turning point" in their life, for example, "then I thought about it and told myself that it didn't make sense to judge myself for being vulnerable when I would never do that to other people. On the contrary, I thought it was brave" (Sarah, life capital), "during his little trip, the little duck learned so much about himself and he faced challenges, obstacles and efforts and he was able to have confidence in himself and in others" (Jo, motivational story), "she realised that she didn't need to become more extroverted or 'loud' to express her thoughts, she can make her voice heard one way or another" (Alice, motivational story).

With regard to the third theme, ideal (L2) self, three subthemes were identified: integrativeness, instrumentality (promotion), and English proficiency.

As for integrativeness, following their visualization students reported their wish to travel and meet international and (native) English-speaking people, for example, "I dream about travelling to my favourite countries and learn about its culture" (Alice, vision), "So I see myself chatting with some international friends, [. . .] I think having multicultural friendship is an incredible way to learn more about different countries and cultures" (Arwen, vision).

Furthermore, instrumentality promotion emerged during the visualization, as participants referred to their future career, for example, "I also have some projects going on and I would want to be able to publish them in English for them to be known internationally" (Arwen, vision), "one of my future vision is to have my diploma" (Nora, vision), "I will have my degree and master on the first attempt" (Liz, vision).

As well as that, they brought up their wish to improve their English proficiency, for example, "I will have a 'perfect' level of English" (Louisa, vision), 'going to an English library and read books in English without struggling' (Jo, vision).

Post-Intervention Phase

In order to explore the perceptions of the 10 participants concerning the activities carried out within the 2-day workshop, they were divided into two groups of five and invited to take part in a semi-structured focus group interview which lasted a total of 98 minutes. One of the teachers-researchers interviewed students in both groups. The qualitative analysis of the resulting data identified the following themes: relevance of L2 language learning motivation, intervention programmes implementation, L2 learning experience, ideal L2 self, integrativeness, life capital, and mindset (Table 4).

TABLE 4
Post-Intervention Phase Themes and Subthemes

Themes	Subthemes
Relevance of L2 language learning motivation (12)	
Intervention programmes implementation (26)	
L2 learning experience (24)	
Ideal L2 self (25)	Ability to envision yourself (8)
	Clarity of vision (6)
	Instrumentality promotion (9)
Integrativeness (4)	
Life capital (5)	
Mindset (6)	

The answers to the question regarding the relevance of motivation suggests that the participants were aware that learning a language requires considerable and sustained effort in and outside the classroom, which makes motivation an invaluable tool, for example, "because learning a language is not just learning it at school, it's also putting work outside of school to learn and study the language and go deeper than just learning words" (Katniss), "and I think motivation [...] helps you to reach a goal or to find a goal" (Arwen), "personally, I think it's important because when you're interested in learning something, you're more willing to learn" (Nora).

The theme of the implementation of such intervention programmes was identified when they were asked about the activities carried out during the two-day workshop. They acknowledged the significance of such interventions, for example, "because learning a language is not that easy, you know, you have to know some tips for learning every day" (Louisa), and because "if motivation was taught to people who want to learn languages, it would lessen the chances of giving up and stopping before achieving your goals" (Sarah); some even mentioned several specific moments during the academic year when this sort of activities would be necessary.

> I feel like in between the two semesters we should include like a seminar like you did, of maybe one week or like two days to really help them, you know, like focus and be motivated [...] because I noticed that, for example, people quit a lot after the first semester of the first year of the art degree
>
> (Katniss).

Likewise, the participants discussed their L2 learning experience extensively referring to learning English L2 in general and to the activities proposed during the workshop. They were surprised, for example, "I found it quite surprising, actually. I'd never done that kind of [...] activity. I'd already worked on the past, never on my future and how I imagine it to be. [...] So quite surprising and enjoying" (Jay), and they enjoyed that activities were offered in English as they practised and learned something new, for example, "actually, I think English is more appropriate because it also gives vocabulary and some elements for our futures" (Jay), "it was great because we practiced our English" (Louisa).

Regarding the theme ideal L2 self, when asked whether they were able to imagine themselves using English effectively, 8 out of 10 students answered affirmatively, while one said "vision [...] is not for me" (Arwen), and another one asserted that she could not see her future vision, but that she would be able to imagine herself speaking

English successfully in several situations. Furthermore, one participant, who had previously engaged in visualizations, exhibited a pronounced enthusiasm for this activity. Clarity of vision is another subtheme which surfaced as students reflected on why they wanted to learn English, and thus what characteristics they needed to focus on,

> for example, I had trouble with phonetics and how to pronounce words, but the more I realized, the more I think that it doesn't really matter in the way I want to become, because, yes, it could be a problem if I want to be a perfect English speaker, but in the ground where I want to work, it doesn't really matter. So quite interesting
>
> (Jay).

Likewise, a motivating force for participants' growth and self-improvement is related to instrumentality (promotion), wishing to enlarge their opportunities, be able to apply the gained knowledge with native or English speakers and travel, for example, "for the professional part, because there is a lot of opportunities when you speak many languages" (Jo), "if I learn English, I will be able to travel more, to visit more countries, because now everyone can talk in English" (Arwen).

The desire to meet and speak to people around the world and learn about them is highlighted by most participants, which indicates their strong openness toward other cultures (integrativeness), for example, "I want to travel a lot, so speaking with people is really important (Jo); it's really like learning how people live there, their different accents" (Katniss).

There were no questions regarding life capital, and yet participants made long contributions on this theme, suggesting that speaking or writing about their life stories helped them discover their key motivations and who they really were, for example, "it's quite interesting because you reveal to yourself what the elements that make you who you are" (Jay), "we have to reflect by ourselves without being influenced" (Louisa).

When asked about their mindset at that moment, after the workshop, students' answers indicate that the information provided was impactful, especially concerning the way they see failure and feedback, for example,

> I realized that there's something I could do to change that and to enjoy more doing my work, practicing and learning from my failure, which, as of now, I had a lot of trouble even I couldn't do" [. . .] "so it's interesting to realize that you could do something [. . .]. That you can work on it, and it's not unchangeable
>
> (Jay).

DISCUSSION

In our research study, 10 undergraduates participated in a two-day workshop in which they were invited to reflect on Consoli's life capital, Dweck's mindset, and Dörnyei's vision. By doing so through engaging with a range of bespoke workshop activities, students discovered uncharted growth territories in their life experiences, clarified their motivational vision, and reflected on possible paths they could pursue to achieve their goals.

The analysis of their responses to the pre-intervention questions indicates that achieving complete mastery of English as a second language was a pivotal component of their ideal L2 self for two reasons. First, this proficiency was perceived as necessary to pursue their academic and professional pathways. Second, L2 proficiency was seen as unlocking significant opportunities and enhancing interpersonal connections across diverse cultural contexts. These findings bear resemblance with Consoli's (2024) discussion concerning Chinese postgraduate students who decided to study in the UK to become a better self. Just as the Chinese students decided to experience life in the UK in search of "shifts or enhancement of their personal and professional identities" (Consoli, 2024, p. 10), our participants chose to do the two-day motivational workshop to improve their level of English, which they found essential for their personal and professional growth.

The data gathered during the intervention revealed that the participants had a growth mindset and found enjoying challenges and learning from feedback (Dweck, 2014) particularly impactful, manifesting their willingness to implement them in their life. Furthermore, some aspects of their life capital were reported to have had a certain negative effect on their lives, and social support was acknowledged as fundamental for them to overcome obstacles, showing their capacity to thrive through grit. The development of grit, defined as the determined pursuit of long-term goals combined with a persistent passion for progress (Duckworth, Peterson, Matthews, & Kelly, 2007), has been shown to stem from a growth mindset (Changlek & Palanukulwong, 2015; Zhang, Saeedian, & Fathi, 2022). This might suggest that adopting an ecological perspective (Shirvan et al., 2021; Ushioda, 2009) by exploring the participants' personal history, that is, their life experiences (Consoli, 2021a, 2022), which seemed to have impacted their motivation and beliefs (Lou & Noels, 2019a), enables researchers to understand the development of mindset and motivation in a broader cultural context in which real people with their own personal identity interact.

Furthermore, during the visualization activities, the participants described an ideal L2 self integrated in a global world by traveling, meeting international people, and discovering new cultures. They also alluded to their desire to master the English language and to more instrumental goals related to their academic and future professional identity. Although most participants revealed a high degree of elaborateness and vividness of their future self image, one of the prerequisites highlighted by Dörnyei (2009) as a catalyst for enhanced motivation, individual differences also emerged. Arwen stated in the post-intervention phase that "vision is not for me" and Jo said that she could not see her future vision, although she would be able to imagine herself as a successful English L2 speaker. Sarah had already explored vision and she was passionate about it, and the rest were surprised and stated they relished the proposed vision-based activities. These testimonies suggest a variance in individuals' ability to generate a successful possible self, which enhances motivation (e.g., Ruvolo & Markus, 1992). However, research in LLM (e.g., Mackay, 2019; Safdari, 2021) indicates that the capacity to envision an ideal L2 self is trainable, as participants taught visualization techniques improved their imagery ability, which might mean that these two students may be able to develop this skill as long as sustained training is provided.

The participants' feedback in the post-intervention phase centred on the critical role of motivational courses similar to the workshop they participated in. Not only did the students recognize the value of these interventions, but also devised comprehensive plans pinpointing the critical points in time when student motivation tended to diminish and how such workshops could effectively address and mitigate these challenging transitions (Blackwell et al., 2007; Paunesku et al., 2015), which demonstrates their deepened understanding of their motivational needs and brings to light the potential of targeted interventions to sustain and enhance their commitment to language learning over time. The pedagogical implications of L2 learning motivation intervention programmes have been brought forward by many scholars. As Safdari (2021) asserts, "[i]t has been shown that imagery and visualisation are trainable" (p. 298), and these capacities stir learners' motivation and, thus, their engagement and, eventually, proficiency level. The present study has shown that mindset, life capital, and vision are perceived by students as essential elements of motivational interventions as they facilitate the necessary tools to persist in and even enjoy this challenging endeavor (Dweck, 2017) of learning English L2.

In light of the aforementioned considerations, the concept of motivational intelligence emerges. This has been featured by Wilson (2023), referring to Dweck's (2016) growth mindset, and to the "triune brain" (Lambert, 2003) which suggests the brain evolved in three phases; the

last one is the reptilian brain where motivational intelligence lives. We distance ourselves from this perspective and define motivational intelligence as encompassing a growth mindset together with a set of other skills, all of which can be acquired and sharpened and which we believe have the potential to enable individuals to self-regulate their life-long growth process considering the potential of their life capital. These skills may be related to mindset (Dweck, 2017), identity through life capital (Consoli, 2021a, 2022), vision through senses (Dörnyei, 2005, 2009), emotions identification and mastery (Goleman, 1995), traction seeking (Eyal, 2014, 2019) and empowering language with a positive impact on thoughts (Lesuisse, 2022). We believe these components of motivational intelligence could allow us to make the most of our life capital and current environment. As Sternberg (2022) suggests, attitudes of intelligence are highly malleable and trainable when people are willing to change, and these skills seem to make individuals want to change. Those attitudes are also required for abilities of intelligence to develop. Motivational intelligence is therefore not only relevant but required in language learning.

Our findings indicate that motivational intelligence must consider students' idiosyncrasies by acknowledging that each student is a person anchored in a specific context (Ushioda, 2009). We argue that motivational intelligence is not a recipe that works for everyone; but rather we would like to believe that it is a set of skills that must be tailored and developed taking into account the person's context and life capital and the fact that that person has several identities and future (ideal) selves, one of which is an L2 learner (Ushioda, 2009). We, therefore, postulate that motivational intelligence emerges as a powerful tool to positively influence attitudinal aspects of intelligence (Sternberg, 2022), opening the likelihood to break down barriers to learning and fostering a more inclusive and dynamic educational environment.

Our intervention programme has been perceived as an impactful one both by our students (as the data reveal) and by us as teachers-researchers. Author 2 felt like an "outsider–insider to these small cultures" (Consoli, 2021b, p. 156) that the students accepted to share. She was an insider as she had the useful "insights into [their] immediate educational background" (2021b, p. 156), but also an outsider as she could not gain clear substantial understanding of the students' personalities and personal concerns outside university. Author 1 was the "most external" in the intervention programme and this could have positioned her as the "detached researcher" (Robson, 2011) in the eyes of the students. Effort was therefore made to break the barrier by opening up and sharing fragments of her "life capital" to allow the students to exhibit more favorable disposition to share about their lives and motivations. On the contrary, Author 2 struggled to strike a

balance and was worried that revealing a bit of herself would "challenge her positionality as a teacher" (Consoli, 2021b) for the semesters to come and that students would start perceiving her as a friend, or worse as a therapist, and act accordingly, a quandary she had not anticipated before jumping into the project.

Overall though, we believe that we have been able to inspect our sense of self via ethical reflection and reflexivity so as to collect "good enough data" (Consoli, 2021b) while respecting personal worries and wishes, and preserving our integrities and individual boundaries. Finally, taking some distance and reflecting on our role and experience as teacher-researchers in this project, we can assert it has enhanced our teachers' understanding of the classrooms and pedagogical practices, and boosted our confidence as both teachers and researchers in refining our practice and contributing to broader theoretical advancements in pedagogy (Galloway, 2016).

CONCLUSION

This research study has approached LLM motivation "as a sociocultural and sociohistorically situated process" in which the learner is a "human being, with an identity, a personality, a unique history and background" (Ushioda, 2009, p. 220). This social turn (Block, 2003) has enabled us, as teachers-researchers, to explore and develop our students' and our *own* motivational intelligence. We say "our *own*" because we teachers-researchers will also unavoidably develop this kind of intelligence and feel it rather than just talk about it (Wilson, 2023). It is then when, we believe, the most impactful interrelations occur between students and their background, between teachers-researchers and their background, between what we would call their and our motivational intelligence and shared environment.

Some of the participants in this study mentioned people around them who would frequently repeat to them that their life was limited because of their background or that they were not worthy. Other participants talked about responsibilities they had to shoulder despite their young age. And yet, they were doing a Bachelor's degree, which enabled them to attend a motivational intervention workshop, reflect and work on their vision and dream big. They all seemed thirsty of motivational strategies that would allow them to adopt an intelligent attitude (Sternberg, 2022). We, therefore, believe they were engaged in a process of acquisition and enhancement of their motivational intelligence. We also believe that extensive societal changes might be promoted when these potentially impactful skills, which make up motivational intelligence, are acknowledged and developed, and societal

transformations may be more profound when authorities and relevant parties offer assistance in that direction. These participants' contributions brought about the significance of motivational intelligence, and hence, of motivational programmes for all ages based on the most cutting-edge theoretical paradigms designed, which would enable most students to fulfill their potential despite their background, what people around them say they can or cannot do, or their burden at that moment. This will also enable researchers to create further theories and tools that would enable individuals to become their best possible self.

ACKNOWLEDGEMENTS

This work was funded by the European Reform University Alliance, Research and Innovation (Re:ERUA), within the framework of a collaboration between Université Paris 8 Vincennes Saint-Denis (France) and Universidad de Las Palmas de Gran Canaria (Spain). This project was funded by the European Union's Horizon 2020 Research and Innovation Programme under grant agreement No 101035808.

CONFLICT OF INTEREST STATEMENT

We wish to confirm that there are no known conflicts of interest associated with this publication.

THE AUTHORS

Bianca Manuela Sandu is Assistant Professor at the Department of Modern Philology, Translation and Interpreting (English) at the Universidad de Las Palmas de Gran Canaria (ULPGC), Spain. She holds a PhD in Applied Linguistics and an MA in Teaching English as a Foreign Language. She has been teaching English as a Foreign Language, English for Specific Purposes, English culture, and motivational modules for English language learners to university students and educators since 2017. Her current research interests include language learning motivation through intervention programmes based on state-of-the-art motivational theories with undergraduates and pre-service teachers. Additionally, she is passionate about and conducts research in teacher motivation, language learning motivation and social action, lexical availability and semantic networks, CLIL, and pre-service teachers' self-efficacy. She is also actively engaged in various national and international research and educational innovation projects, exploring language learning motivation, English Medium Education, Service-Learning, microteaching through virtual reality, or the integration of ChatGPT in English language learning.

Mégane Lesuisse is an Associate Professor in English linguistics at the University Paris 8 Vincennes St Denis where she teaches linguistics, English grammar and phonetics to students enrolled in an English Bachelor's degree in English

literature and civilisation studies. Her research interests lie in cognitive linguistics and psycholinguistics, and include the impact of language on thinking. Her current projects involve eye-tracking, corpus linguistics, and interactive experimental designs. She is also interested in the cognitive impact of cross-linguistic differences (e.g., locative events in French, English, and Dutch) and their consequences for second language learning and teaching. She is a member of the research lab TransCrit and is involved in an ERUA Research Cluster called 'The Inclusive Language Policies for English as a Medium of Education, Interculturality, and Multilingualism' (ILaP-EMEIM) which gathers international experts in applied linguistics, education, language learning motivation, intercultural communication, and language policy to tackle the challenges of multilingualism and interculturality in international higher education.

Soraya García-Sánchez (PhD) is Associate Professor (TU) at the Universidad de Las Palmas de Gran Canaria (ULPGC, Spain), accredited for promotion to Full Professor (CU) in the Department of Modern Languages, Translation and Interpreting (English). She teaches English language, English Language Teaching (ELT), culture, and literature courses, both online and in person. Her academic career integrates teaching, research, and university leadership. She is currently Vice-Rector for Lifelong Learning and Employability at ULPGC and has previously held positions as Director of Language Policy (2021–2024) and Director of Cultural Action and Projection (2017–2020). Her leadership has focused on multilingualism, internationalization, language accreditation, and university-society engagement. Her research is grounded in Applied Linguistics, with emphasis on English Medium Instruction (EMI), English for Specific Purposes (ESP), pedagogical innovation, and the internationalization of Higher Education. She explores transversal competences, intercultural communication, motivation, and technology-enhanced learning (CALL/MALL) for EFL/ESP/EMI/ELF learners. She coordinates the ERUA research cluster Inclusive Language Policies for English as a Medium of Education, Interculturality, and Multilingualism (IlaP-EMEIM). Dr. García-Sánchez is also an active contributor to academic and public scholarship through articles, book chapters, books, textbooks and dissemination pieces. In 2011, she published her first novel, *Voces en papel* (Voices on Paper).

DATA AVAILABILITY STATEMENT

All the anonymised data is available at the osf.io repository (view-only link: https://osf.io/u4aqk/?view_only=b4490051f65143859258761b5bfbc29a).

REFERENCES

Banegas, D. L. (2019). Language curriculum transformation and motivation through action research. *The Curriculum Journal*, *30*(4), 422–440.

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, *78*, 246–263.

Block, D. (2003). *The social turn in second language acquisition*. Edinburgh: Edinburgh University Press.
Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for sociology of education* (pp. 241–258). New York: Greenwood.
Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101.
Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: SAGE Publications.
Changlek, A., & Palanukulwong, T. (2015). Motivation and grit: Predictors of language learning achievement. *Veridian E-Journal, Silpakorn University (Humanities, Social Sciences and Arts)*, *8*(4), 23–36.
Ciaccio, B. (2019). *Should we give a grit about movement? Examining the relationships among mindset, grit, self-efficacy, and exercise behavior*, Doctoral dissertation. Philadelphia, PA: Temple University.
Consoli, S. (2021a). Understanding motivation through ecological research: The case of exploratory practice. In R. Sampson & R. Pinner (Eds.), *Complexity perspectives on researching language learner and teacher psychology* (pp. 120–135). Bristol: Multilingual Matters.
Consoli, S. (2021b). Critical incidents in a teacher-researcher and student-participant relationship: What risks can we take? In C. Cunningham & C. J. Hall (Eds.), *Vulnerabilities, challenges and risks in applied linguistics* (pp. 147–161). Bristol: Multilingual Matters.
Consoli, S. (2022). Life capital: An epistemic and methodological lens for TESOL research. *TESOL Quarterly*, *56*(4), 1397–1409.
Consoli, S. (2024). What motivates Chinese students to study in the UK? A fresh perspective through a 'small-lens'. *Higher Education*, *88*, 1589–1610. https://doi.org/10.1007/s10734-024-01184-3
Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, *78*(3), 273–284.
Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.
Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9–11). Bristol: Multilingual Matters.
Dörnyei, Z. (2017, July 6). *Motivating L2 learners and teachers through vision* [Video]. YouTube. https://youtu.be/bnZ9XPFpPXA?si=Jp2kEaB3s4BLYvWn
Dörnyei, Z., & Kubanyiova, M. (2014). *Motivating learners, motivating teachers: Building vision in the language classroom*. Cambridge: Cambridge University Press.
Dörnyei, Z., & Ottó, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*, *4*, 43–69.
Dörnyei, Z., & Ushioda, E. (2021). *Teaching and researching motivation*. New York: Routledge.
Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, *92*(6), 1087. https://doi.org/10.1037/0022-3514.92.6.1087
Dweck, C. (2014). *Developing a growth mindset with Carol Dweck*. [video]. YouTube. https://www.youtube.com/watch?v=hiiEeMN7vbQ
Dweck, C. (2016). What having a "growth mindset" actually means. *Harvard Business Review*, *13*(2), 2–5.
Dweck, C. (2017). *Mindset: Changing the way you think to fulfil your potential* (Rev. ed.). London: Robinson.

Dweck, C. S. (1999). *Self-theories: Their role in motivation, personality and development*. Philadelphia: Taylor and Francis/Psychology Press.
Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*(2), 256.
Eyal, N. (2014). *Hooked: How to build habit-forming products*. New York: Penguin.
Eyal, N. (2015, December 10). *What makes some technology so habit-forming?* [Video]. YouTube. https://www.youtube.com/watch?v=11dYx_rW_Ks
Eyal, N. (2019). *Indistractable: How to control your attention and choose your life*. Dallas: BenBella Books.
Galloway, N. (2016). Researching your own students: Negotiating the dual practitioner–researcher role. In J. McKinley & H. Rose (Eds.), *Doing research in applied linguistics* (pp. 146–156). London: Routledge.
García-Pinar, A. (2019). The influence of TED talks on ESP undergraduate students' L2 motivational self system in the speaking skill: A mixed-method study. *ESP Today, 7*(2), 231–253.
García-Pinar, A. (2021). Taking a closer look at the speaking ideal self of Spanish undergraduates. *Studies in English Language and Education, 8*(3), 901–916.
Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 1–20). Honolulu, HI: University of Hawai'i at Manoa.
Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Rowley, MA: Newbury House.
Ghasemi, F. (2021). L2 motivational self system in practice: Alleviating students' learned helplessness through a vision-based program. *School Mental Health, 14*(1), 179–188. https://doi.org/10.1007/s12310-021-09464-4
Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam.
Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: Concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today, 24*(2), 105–112. https://doi.org/10.1016/j.nedt.2003.10.001
Hadfield, J., & Dörnyei, Z. (2013). *Motivating learning*. Harlow: Pearson Education Limited.
Haimovitz, K., & Dweck, C. S. (2017). The origins of children's growth and fixed mindsets: New research and a new proposal. *Child Development, 88*, 1849–1859. https://doi.org/10.1111/cdev.12955
Holmes, N. (n.d.). *Guide to thrive*, (Holmes n.d.). https://bmgpartners.com.au/thrive-newsletter/
Lambert, K. G. (2003). The life and career of Paul MacLean: A journey toward neurobiological and social harmony. *Physiology & Behavior, 79*(3), 343–349.
Lesuisse, M. (2022). *Cognitive representations and spatial language: views from French, English, and Dutch* [Doctoral thesis]. Lille: Université de Lille.
Lou, N., & Noels, K. (2016). Changing language mindsets: Implications for goal orientations and responses to failure in and outside the second language classroom. *Contemporary Educational Psychology, 46*, 22–33. https://doi.org/10.1016/j.cedpsych.2016.03.004
Lou, N., & Noels, K. (2020). Breaking the vicious cycle of language anxiety: Growth language mindsets improve lower-competence ESL students' intercultural interactions. *Contemporary Educational Psychology, 61*, 1–23. https://doi.org/10.1016/j.cedpsych.2020.101847
Lou, N. M., & Noels, K. A. (2019a). Promoting growth in foreign and second language education: A research agenda for mindsets in language learning and teaching. *System, 86*, 102126.

Lou, N. M., & Noels, K. A. (2019b). Sensitivity to language-based rejection in intercultural communication: The role of language mindsets and implications for migrants' cross-cultural adaptation. *Applied Linguistics*, *40*(3), e478–e505.
Mackay, J. (2014). Applications and implications of the L2 motivational self-system in a Catalan EFL context. In M. Magid & K. Csizér (Eds.), *The impact of self-concept on language learning* (pp. 377–400). Bristol: Multilingual Matters. https://doi.org/10.21832/9781783092383-021
Mackay, J. (2019). An ideal second language self intervention: Development of possible selves in an English as a foreign language classroom context. *System*, *81*, 50–62.
Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, *41*(9), 954–969. https://doi.org/10.1037/0003-066X.41.9.954
Mrazek, A. J., Ihm, E. D., Molden, D. C., Mrazek, M. D., Zedelius, C. M., & Schooler, J. W. (2018). Expanding minds: Growth mindsets of self-regulation and the influences on effort and perseverance. *Journal of Experimental Social Psychology*, *79*, 164–180. https://doi.org/10.1016/j.jesp.2018.07.003
Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science*, *26*(6), 784–793.
Pinner, R. S., & Sampson, R. J. (2021). Humanizing TESOL research through the lens of complexity thinking. *TESOL Quarterly*, *55*(2), 633–642.
Robson, C. (2011). *Real world research: A resource for users of social Research methods in Applied settings*. Chichester: John Wiley & Sons, Wiley.
Ruvolo, A. P., & Markus, H. R. (1992). Possible selves and performance: The power of self-relevant imagery. *Social Cognition*, *10*(1), 95–124.
Safdari, S. (2021). Operationalizing L2 motivational self system: Improving EFL learners' motivation through a vision enhancement program. *Language Teaching Research*, *25*(2), 282–305. https://doi.org/10.1177/1362168819846597
Sato, M. (2021). Generating a roadmap for possible selves via a vision intervention: Alignment of second language motivation and classroom behavior. *TESOL Quarterly*, *55*(2), 427–457.
Shirvan, M. E., Lou, N. M., & Taherian, T. (2021). Where do language mindsets come from? An ecological perspective on EFL students' mindsets about L2 writing. *Journal of Psycholinguistic Research*, *50*(5), 1065–1086.
Sternberg, R. J. (Ed.). (2020). *Cambridge handbook of intelligence* (2nd ed.). Cambridge: Cambridge University Press.
Sternberg, R. J. (2022). The intelligent attitude: What is missing from intelligence tests. *Journal of Intelligence*, *10*(4), 116.
Sternberg, R. J. (2024). What is intelligence, really? The futile search for a Holy Grail. *Learning and Individual Differences*, *116*, 102568. https://doi.org/10.1016/j.lindif.2024.102568
Sternberg, R. J., & Detterman, D. K. (Eds.). (1986). *What is intelligence?: Contemporary viewpoints on its nature and definition*. New Jersey: Ablex Publishing Corporation.
Sternberg, R. J., Tromp, C., & Karami, S. (2023). Intelligence, creativity, and wisdom are situated in the interaction among person× task× situation. In R. J. Sternberg, J. C. Kafman, & S. Karami (Eds.), *Intelligence, creativity, and wisdom: Exploring their connections and distinctions* (pp. 367–386). Switzerland: Palgrave Macmillan.
Ushioda, E. (1996). Developing a dynamic concept of L2 motivation. In T. Hickey & J. Williams (Eds.), *Language, education and society in a changing world* (pp. 239–245). Bristol: Multilingual Matters.

Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 215–228). Bristol: Multilingual Matters.
Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, *24*(3), 199–210.
Ushioda, E. (2016). Language learning motivation through a small lens: A research agenda. *Language Teaching*, *49*(4), 564–577.
Ushioda, E. (2020). *Language learning motivation*. Oxford: Oxford University Press.
Ushioda, E. (2023). Intuition and reflexivity: The ethics of decision-making in classroom practitioner Research. *Journal for the Psychology of Language Learning*, *5*(2), 76–87.
Wilson, B. (2023). Motivational Intelligence: Behaviour's Engine. Psychology Today. https://www.psychologytoday.com/intl/blog/explorations-in-positive-psychology/202308/motivational-intelligence-behaviours-engine
Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, *47*(4), 302–314.
Zhang, L. J., Saeedian, A., & Fathi, J. (2022). Testing a model of growth mindset, ideal L2 self, boredom, and WTC in an EFL context. *Journal of Multilingual and Multicultural Development*, *45*(8), 3450–3465. https://doi.org/10.1080/01434632.2022.2100893
Zhao, H., Xiong, J., Zhang, Z., & Qi, C. (2021). Growth mindset and college students' learning engagement during the COVID-19 pandemic: A serial mediation model. *Frontiers in Psychology*, *12*, 1–10. https://doi.org/10.3389/fpsyg.2021.621094

APPENDIX A Focus-Group Interview Questions

Questions adapted from Mackay (2019)

How do you feel about the activities we have done during the workshop?
Were there any activities that you thought were particularly effective?
If you were to take another workshop like this one, would you like it to include similar activities?
What advice would you give me about these activities? Would you recommend any changes if I used them again?

Questions designed by researchers

Do you think motivation is important when learning a language? Do you think it should be included in your English L2 syllabus through specific motivational activities? What do you think boosts motivation when learning a language?
Can you imagine yourself using English effectively? In what situations (traveling, speaking/chatting with international friends or colleagues, in your career, etc.)?
Do you think visualizing you ideal L2 self can boost your motivation through?
Do you enjoy learning English (in general)?
Do you think these activities have helped you improve your proficiency in English? How?
Do you think these activities have helped you deal with distraction(s)? How?
What do you think about your belief system, your mindset now? Has anything changed after learning about the growth and fixed mindsets and reflecting on your belief system?