



STRENGTHENING THE VISIONS OF STUDENTS AS PROFICIENT L2 SPEAKERS: A TEACHING PROPOSAL FOR THE EFL CLASSROOM

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ABSTRACT

Over the past ten years, research on second language motivation has been dominated by Dörnyei's influential motivational paradigm, the L2 Motivational Self System. This theoretical construct is comprised of the ideal L2 self, the ought-to L2 self, and the L2 learning experience. Students' imagined visualisations are central components in this theory, as this holds that students who have an explicit ideal self-image with an L2 component are more likely to be motivated to learn a language than other students that have not established a desired future state goal for themselves. To enhance students' future-self-images, L2 lecturers can create adequate L2 learning experiences, where methodologies and materials fit in with the students' needs, and where their visions as proficient users of the L2 are regularly sustained and strengthened by productive and realistic tasks. This article offers a teaching proposal that uses multimodal TED conferences as classroom artifacts to embolden students in the foreign language classroom to speak in public. These students might, if able to visualise their desired language selves portrayed in TED speakers, be motivated to spread their ideas worth spreading.

1. Introduction

The roles that vision, mental imagery, and imagination play in Dörnyei's L2 Self-perspective (2005, 2009) are quite significant. A relevant aspect of future possible selves is that these can be understood as visions of oneself, images and senses. "Vision", is a key aspect of future self-guides, and is regarded (Dörnyei & Kubanyiova, 2014, p. 9) as "one of the highest-order motivational forces". Vision, the authors also note, "is one of the most reliable predictors of students' long-term intended effort" (p. 9). People might be determined to learn a language for multiple purposes, and they might have a variety of reasons to maintain their motivation during the process. Imagery is another important component of the theory of possible selves (Markus and Nurius, 1986; Ruvolo and Markus, 1992), and it is closely intertwined with the concept of vision. Learners who have an explicit ideal self-image with an L2 component are more likely to be motivated to learn a language than other learners that have not established a desired future state goal for themselves (Dörnyei & Kubanyiova, 2014, p. 13).

Imagery is a key aspect of the L2MSS, and this has been researched in different areas of L2 learning in recent decades. It has, for instance, been studied in relation to grammar teaching (Gerngross, Puchta & Thornbury, 2006), vocabulary learning (Cohen, 1987; Shen, 2010), and listening comprehension (Center, Freeman, Robertson & Outhread, 1999). These studies have focused on the different ways images and imagination can enable L2 learners to acquire an L2. The link between imagery skills and future self-guides has been researched in relation to the motivational effort of imagination and sensory preferences. Al-Shehri (2009) conducted a study with 200 Saudi learners of English to test if learners who preferred a visual learning style had a stronger capacity for visual imagery and imagination, and in consequence, were able to develop a powerful L2 ideal self. The study confirmed that students' visual styles, imagination, and ideal L2 selves were related to L2 motivation behaviour. In the same vein, Kim (2009) conducted a study of 974 Korean elementary school students. The students' visual, kinaesthetic, and auditory style was compared to their ability to imagine their ideal L2 selves and motivated behaviour. The results of the questionnaire showed that visual and auditory styles positively affected students' English learning motivation through the creation and the maintenance of their ideal L2 self. Kim and Kim (2011) conducted another investigation with 495 high school students. Different questionnaires analysed students' visual, auditory, and kinaesthetic preferences, motivated L2 behaviour, L2 ideal self, and English proficiency. Results confirmed the influence of these learning style preferences (i.e. visual and auditory) on the creation of an ideal L2 self.

Dörnyei and Chan (2013) investigated whether students' characteristics related to sensory and imagery aspects could indicate the strength of the students' ideal and ought-to L2 selves, and in which ways these variables were linked to language proficiency in English and in Mandarin. The questionnaires, which were administered to 172 students, provided evidence to state that vision is an essential condition for developing learners' future self-identities:

The key assertion is that learners with a vivid and detailed ideal self-image that has a substantial L2 component are more likely to be motivated to take action in pursuing language studies than their peers who have not articulated a desired future-goal state for themselves (p. 440).

L2 lecturers can have a relevant role in helping students envisage a version of themselves as proficient L2 users, and in raising their awareness about the different ways they could benefit from knowing an L2. Undergraduates today, are quite aware of the fact that English is on the rise, and that it is increasingly looked upon as a 'must-have' basic educational skill. They know that being proficient speakers of English can greatly determine their future careers. Once students know what type of benefits knowing an L2 could add to their academic and professional lives, and who they can become as L2 users, the English lecturer's role in promoting students' ideal L2 language selves can be facilitated.

Designing successful ideal-self generating activities that focus on influential role models of successful L2 learning achievers can be optimal opportunities to allow students at the secondary and university levels (i.e. in English for Specific Purposes courses) to enhance their possible language selves. Exposing students to role models might be a way to boost their aspirations. This theory, referred to as observational learning (Bandura, 1997), has been widely researched in educational psychology. It assumes that individuals who have achieved remarkable success can raise the observers' expectations for their future and motivate them to excel in their pursuits. The important aspect of observational learning has to do with the influential role that TED speakers, as skillful personalities trained in the art of public speaking, can have on changing students' attitudes to speaking in public.

TED speakers can become influential role models for undergraduates. One shared concern among speakers at TED is to build an idea inside the mind of their audience. Ideas, as the TED slogan proclaims, are really worth spreading. TED speakers' ideas are intended to change how people think about the world. Undergraduates might find themselves in similar situations that demand the disseminating of knowledge and innovative ideas to a wide audience, turning spoken words into astonishing achievements in a TED-style.

If English lecturers are able to help learners create desired self-images through ample exposure to role

models (i.e. TED speakers), the next step might be to substantiate these visions. To this end, Dörnyei and Kubanyiova (2014, p. 90) note that it is essential to cultivate “realistic beliefs about language learning”. Students, for instance, need to be aware of the criteria for progress in terms of time. TED is multimodal to the extent that the speakers on stage need fluency in different verbal and nonverbal modes (i.e. the power of speech, visual design, gesture, facial expressions, and proxemics). Additionally, every speaker is prepared and their talk rehearsed. Every talk is revised for content, clarity, and flow. The delivery of talks is practiced repeatedly months in advance. Thus, it is not only about observing and emulating. As stated above, students must assess their own capabilities and must also be aware of the multimodal skills and strategies they need to become fluent L2 speakers. Once students realise what they are able to become, it might be necessary to establish some concrete plans of action that lead to real progress (Dörnyei & Kubanyiova, 2014, p. 99). The long-term goal of giving a classroom oral presentation might be broken down into specific language tasks and strategies. In this sense, the EFL classroom could provide a timeline for completing a series of tasks, all of which are conducive to giving a good oral presentation. Different tasks might focus on working and editing the content of the talk, and on designing effective powerpoint slides with well-thought-out visuals. Students might also be provided with individual guidance, which would give them a clear perception of progress.

2. TED Talks as classroom learning tools

TED Talks have become these days a valuable tool for online information dissemination in a wide range of areas of expertise (i.e. technology, personal growth, social change, and the environment, among many others). The range of ideas offered in TED is multiple. From a powerful personal story to a reminder of what is really important in life. Ideas must be compelling and captivating enough to raise public interest, to motivate the audience to embrace them. Ideas, however, do not have to be scientific breakthroughs or marvelous discoveries. The mission of TED as Surgimoto and Thelwall note (2013, p. 664) is “one of change and engagement”.

The use of TED Talks in classrooms as learning tools offers numerous advantages. One major positive effect is that this type of tool allows learners to become active agents in their own learning. TED teaches how to communicate by linking different modes (i.e. the visual, gestural, verbal, written and spatial) to technological production. Students construct communication when they attentively observe and make meaning from this ensemble of modes which are beyond the verbal. TED talks might also give rise to different tasks that entail some type of critical multimodal analysis, by which students can study the aptness of modes; why does the speaker say this visually and not verbally, which mode is best for which purpose? While being in charge of this

process, students actively invest in the learning process and might make the learning material their own. This fact is likely to turn the learning process into an enjoyable experience, and motivation might be generated from within rather than through extrinsic motives (i.e. grades, rewards). In this sense, TED, as a platform that encourages students to embrace creativity and inventiveness might make students ascribe feelings of enjoyment and interest in the learning process. In this sense, intrinsic motivation to learn English might be strengthened and fostered.

There are other ways TED talks might find their way into the L2 classroom, beyond the simulation of a form of speech delivery. TED, as a source of ideas and information, can be used to delve into topics of interest to students. After the talk has been visualised and general classroom discussion has been conducted, students can work in groups to answer a series of questions, which are designed to help them discover and perceive that the same talk can trigger different and varied opinions, and that none of these is more valid than the other. Additionally, a TED Talk might serve as an engine that ignites students' essays. The topic discussed in the talk can function as a catalyst that motivates students to carry out further research, to discover, build and share new ideas.

Yet, TED and its zeal for sharing and transmitting ideas to a wide audience should not be regarded as a means incompatible with more traditional models of information dissemination (i.e. the book). The EFL classroom could benefit from a learning environment with a diverse deployment of teaching and learning modes which could lead the English lecturer to constantly reappraise the suitability of one mode over another, and carry out some type of “*gain and loss*” analysis (Jewitt, 2005, p. 327). What might be gained and what might be lost if the design of the EFL curriculum moved from representation through writing to representation mainly through an image? Yet, as Jewitt highlights (p. 327), “rather than asking what is best, the book or the screen”, it seems more reasonable to ask “what is best for what purpose”.

3. TED Talks from a multimodal perspective

Multimodality and its potential for researching digital technologies facilitate the description of modes and their semiotic resources. Screen-based texts enable new multimodal configurations were still images, moving images, colour, layout, sound, writing, and speech, body movement, and gestures play a part in communication, interpretation, and representation. This way of communication is particularly meaningful for literacy education, where digital communication technologies give rise to new challenges and demands for teachers and students.

These days, teachers are challenged to research and teach how diverse semiotic resources are used in different multimodal texts (Archer, 2010). The multi-

modal forms of new technologies originate new skills that students are increasingly required to have and develop. There is a need to learn how to read images and to construct and navigate in the field of visual texts and symbols. Linking, rearranging elements, interpreting new configurations and organisations through digital layering and hyperlinking, searching and validating information are some of the skills that digital multimodal technologies impose these days.

TED Talks, dealing with a wide range of topics given by speakers on the cutting edge of their fields of expertise, might constitute an example of authentic material that combines verbal and non-verbal modes. Apart from the input received in the classroom, students benefit from extensive listening to authentic materials and they improve their own listening skills (i.e. listening for overall and specific information, listening to different English accents and varieties, etc.), and from the acquisition of technical vocabulary.

Students can browse these talks by categories, popularity or by keywords, and use them as part of their independent learning. TED Talks, expose speakers to a type of theatrical situation which allows the audience to visualise and analyse every movement of the speaker related to gestures, body positioning, and eye movement. Students also become observers of different emotional twitches, and signs of vulnerability or confidence. All of this is relevant to endow the message with significance.

TED Talks are multimodal inasmuch as these give a prominent role not only to the verbal mode but also to non-verbal modes. The emotional load in these conferences is transmitted with a specific rhythm, a beat gesture, or a carefully considered visual. Words build and elaborate ideas, explain concepts and narrate, visuals, gestures and voice qualities transmit emotion and can trigger the audience's curiosity.

3.1. Verbal mode

The verbal mode is certainly the most relevant mode in TED Talks. Speakers use words to recreate their ideas in their audiences' minds and have the challenging task of turning their patterns of ideas into words. In this process, they must make sure their audiences understand the logical relationships among sentences. Masterful explanation to upgrade the audience's mental model of the world in any kind of talk is relevant.

Metaphors and examples can play a significant role in clarifying and simplifying more elaborate and complex technical talks. Students' oral performances might be addressed to a specific audience (i.e. peers and language lecturer). Yet, it might be relevant to encourage them to use examples whenever these can heighten understanding. Likewise, students must pay attention to acronyms and make sure these are explained whenever these are used.

TED speakers seem to be quite aware of this fact and give their talks with a simple language complete-

ly devoid of technical terms or acronyms that might cause the audience to be confused and, in consequence, to switch off. These speakers often start their talks with their audiences' language, assumptions, and concepts and from there they start building new ideas inside their audiences' minds.

3.2. Non-verbal modes

Whilst it is impossible to undervalue language's efficacy in any oral interaction, it seems quite reasonable to assert that, occasionally, different non-verbal modes can fulfill different communicative purposes. Thus, the language in some instances might be less resourceful and have less potential for making meaning than, for instance, the use of a beat or deictic gesture, a specific facial expression, a head sweep, or a carefully well-thought-out visual.

3.2.1 Gestures

Gestures play a significant role in communication, as these can improve listening comprehension, explain verbal meanings and convey supplementary information. Gestures can enhance listeners' comprehension by building a mental representation of the message (Hostetter and Alibali, 2010). McNeill's (1992) classification has been often used to describe gestures in communication. *Iconic, metaphorical, deictic* and *beats* are used by speakers so that listeners can concentrate on important information in the message and on meaning-making.

Beat gestures, which involve a quick movement of the hand or the finger, can perform a social pragmatic function that contributes to drawing the audience's attention to key important ideas or notions in speakers' speeches. Beat gestures allow speakers to get the audience involved in important issues that might be of their interest (i.e. innovation, the future, humanity, technology, poverty, the environment).

Deictic gestures (i.e. pointing gestures commonly used to refer to specific objects or when calling attention to some point in a PowerPoint) can be useful to catch the audiences' interest and attention to some particular points in any visual that accompany speakers' talks. These gestures perform a referential function (i.e. indicate a position), as they refer to a specific image, concept or drawing which is being described and which the speaker wants to highlight.

Head movements (i.e. nods, lateral head sweeps, and head shakes) are important non-verbal cues that can help speakers control the flow of their discourses. *Lateral sweeps*, for instance, can "co-occur with concepts of inclusivity such as the words 'everyone' and 'everything'" (McClave, 2000, p. 860).

TED speakers' use of lateral sweeps is worth highlighting, particularly in talks that delve into topics of major global concern (i.e. activism, social change, the environment, education, recycling, technological advance). The lateral sweep concurs with concepts of

inclusivity (i.e. everyone, everything) and expresses intensification when they co-occur with words such as “very”, “great”, and “a lot”, among others.

3.2.2 Facial expressions

Speakers’ facial expressions are another channel for successful communication. Keeping regular *eye contact* with members of the audience can establish positive from the very beginning of students’ presentations. The audience, in turn, by tracking the speakers’ gaze can be capable of predicting what the speakers’ intentions are, and what they are planning to convey next. Additionally, changes in facial expression can come before and anticipate changes in tone and mood. Eye contact with punctual smiles can be decisive in generating trust among the audience and influencing the way speakers’ speeches can be received and assessed.

3.2.3 Proxemics

Proxemics studies the ways people organise and use their space (Norris, 2004). People might purposely adopt different distances both in relation to others and to concrete objects. The distance of a person towards others in different interactions allows establishing the formality or informality of a specific event. Public distance (Hall, 1966) is the distance frequently used in public speaking (i.e. classroom lectures), and the one found at TED. Speakers know how to arrange and use their space to meaning-making. Even though they keep a distance from the public (i.e. public distance), and the size of the stage announces their high status, speakers know how to get closer to their audience while maximizing their stage presence. It might be significant to direct students to the way TED speakers perfectly know how to move around the stage with the flow of their speeches and when they stop to emphasize meaningful concepts and ideas in their talks.

3.2.4 Prosody: Intonation, Rhythm

Prosody deals with the study of the ways in which words are formed into groups and how these are given prominence. It encompasses the study of those features of speech that influence more than one sound segment. Intonation, stress, and rhythm are examples of prosodic features. Successful communication can largely depend on these features. Incorrect intonation, for instance, can lead to misunderstandings, which might, in turn, cause the audience to lose interest and to switch off. Prosodic features have a key role in endowing variety in people’s way of speaking. The fact that prosody can help listeners process and understand a message has made research on this topic particularly fruitful since it has been widely acknowledged that many of the difficulties L2 students need to cope with are related to these non-verbal characteristics of communication (Chun, 2002).

Rhythm is a prosodic feature that plays a significant role in spoken interactions, as it creates structure in interactions and communicative situations. Rhythm and the alternation of accented and unaccented moments articulate meaning. Rhythm is along with layout in composition in space, a major resource to create cohesion in any communicative event. As van Leeuwen (2005, p. 181) states, rhythm, and layout create the link between semiotic articulation and the body:

Human action is by nature rhythmically coordinated, and, as micro-analytical studies have shown, so are human interactions (...). Rhythm does not just provide some kind of formal structure, some kind of scaffolding to keep the text from collapsing, or some kind of cement to hold it together. It also plays an indispensable part in getting the message across.

Rhythm, therefore, joins and integrates the different modes (e.g. body movement, language, gesture) involved in the communicative event as these unfold in time. Rhythm can also be achieved with stylistic devices such as parallel structures (i.e. the repetition of a series of words and phrases which share a grammatical form and length). It is quite relevant to observe in some TED Talks how speakers resort to parallel structures to achieve a specific cadence.

3.2.5 Visuals

The visual mode in most engineering presentations assists students in explaining concepts, and in showing results through the deployment of tables, graphics, schematic diagrams, videos and numeric images in ways where language by itself is limited. Powerpoint slides, additionally, can lead to effective peer assessment opportunities (Ryan, Scott & Walsh, 2010). The slides students design throughout the course have an audience in mind. The design process might entail the development of students’ evaluating and critiquing skills to assess other classmates’ multimodal designs. This dynamic might lead to encouraging a collaborative learning environment.

Images have different functions, and the choice of images in students’ presentations can play an important role. Thus, students need primarily to establish the type of information they want to transmit, and what type of image best presents what they want to transmit; bar charts may specifically be used to compare quantities, pie charts describe proportions, scatter plots are used to explain density and frequency (Archer, 2010, p. 9).

Many TED Talks use graphs, tables, illustrations, and short clips to upgrade the verbal part and to increase the aesthetics of oral performance. It might be then useful to direct students to the affordances of these visuals in order to have them question themselves the reasons that might have led a speaker to choose a specific type of visual. This might lead stu-

dents to evaluate important issues when they are in the process of designing their presentations slides.

Concepts such as *modal affordance* (i.e. each mode offers different potentials for making meaning), *aptness* (i.e. a mode can be more apt for a specific purpose than other) and *visual salience* (i.e. the distinct ways the elements in any visual such as font, size, layout, and contrast are displayed in order to capture the viewer's attention) are important concepts students are advised to be aware of when designing their classroom power points, as these will have a determining role in the overall performance (van Leeuwen & Kress, 1996).

4. Approaching students' oral presentations through TED Talks

The following section aims to describe a lesson plan that focuses on the affordances of the modes previously described. The exposure of models of skillful L2 speakers with high multimodal abilities in the foreign language classroom can allow students to enhance their possible language selves, boosting their aspirations to becoming proficient speakers of English. Individuals that have achieved remarkable success can raise the observers' expectations for their future and motivate them to excel in their pursuits (Bandura, 1997). The important aspect of observational in the foreign language classroom has to do with the influential role that TED speakers can have on changing students' attitudes to speaking in public. If able to see and visualise how TED speakers perform successfully on stage, students can increase their beliefs about their capabilities of mastering speaking skills.

The following lesson plan was specifically designed to generate and develop students' mental images of themselves as proficient speakers of English in the class of English for Specific Purposes at tertiary level. It also purposed to strengthen students' linguistic self-confidence when speaking in public. The lesson plan was divided into two different sessions as described below:

4.1.1. 'Initiating students into multimodality'

Session 1, which lasted approximately 50 minutes, aimed at initiating students into the field of multimodality and how each of the modes they already knew (i.e. visuals, gestures, language, and gaze) could offer different possibilities and constraints. They were also initiated into how the combination of these modes had the potential to construct communication and contribute to the process of meaning making (Unsworth, 2011). Session 1, therefore, intended to widen students' knowledge about the affordances of some modes they knew and had certainly used in the past. Students learnt how any mode can convey a meaning on a partial basis. Likewise, students learnt how, on some occasions, there are modes which have more potential to

meaning making than others. Modes' relevant communicative role can have important consequences in learning processes. Different educational contexts, however, continue to support the belief that being knowledgeable in the verbal mode is the most valid option to prepare students to succeed in their future academic and professional careers. The lesson did not aim to diminish the relevancy of the verbal mode, which has no doubt a key role in any communicative act. It highlighted, however, the way words are often accompanied by other non-verbal modes in communicative processes. In order to strengthen the role of less visible modes in communication, the lecturer initiated students into the fundamental role of gesture, facial expression, visuals and proxemics (i.e. gesture, visual, proxemics, facial expressions) had in achieving a successful communication.

With regards to gestures, students learnt the classification theorised by McNeill (1992) (i.e. metaphorical, iconic, deictic and beats). The pivotal role that deictic gestures and beats combined with words can have in communication was underscored. Students could observe how these two categories of gestures could help them emphasize specific words and phrases in their discourses. These gestures could also help them engage their classmates and language lecturers in their presentations. This involvement could, in turn, contribute to improving their self-efficacy if students were able to notice that their speeches with regular inclusion of gestures, were attentively followed by their audiences. Students also learnt the emphatic role of specific head gestures (head sweeps, nods). Regarding facial expression, the importance of keeping regular and constant eye contact with all the classmates from the very onset of their presentations was highlighted. Eye contact with punctual smiles could be quite decisive in generating trust among the audience and influencing the way students' speeches could be received and assessed.

Students could evaluate the repercussion that the use of well-thought-out visuals (tables, images) could have in heightening relevant terms in their oral presentations. The lecturer also gave students useful hints about how to construct effective slides in terms of font type and size, use of bullet points, use of video clips and use of colours, among others. Finally, the relevancy of proxemics or the good use of space was stressed. The classrooms where students give their presentations are usually distributed in such a way that these have not got too many possibilities to manage space in any useful and strategic way. Yet, the researcher estimated that the contribution of proxemics in communication could be valuable for students' future presentations.

4.2.2. 'Visualising multimodal TED Talks'

During the second session, which lasted 50 minutes, students watched the most relevant minutes of five TED Talks in multimodal terms. Students' attention was mainly drawn to the skillful ways five different

TED speakers had to persuade and highlight their performances. All of them used all the modes students had learnt during the first session in a more or less obvious manner. During this session students' participation was requested. After having visualised the first talk, they had to write down all the modes the speaker had used and their intended purpose (see Appendix 1). The researcher interacted with the students by asking them about the modes they had observed and by adding other modes students had not mentioned. This procedure was repeated with the five talks in the same manner. Table 1 and 2 below shows a description of the parts of the TED Talks that students visualised in the classroom. Students' attention was particularly drawn to the most salient modes speakers used to transmit persuasively and emphatically relevant notions and ideas in their areas of expertise. They constantly used rhetorical features such as rhetorical questions, repetitions, parallelisms, and intensifying adverbs and punctual hand gesture, different types of facial expression, carefully designed visuals, word stress, and proper rhythm.

TED Talk: *How great leaders inspire action* (18'04"). Simon Sinek

Link:

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

About of the speaker: Simon Sinek is a British author, marketing consultant and motivational speaker. He writes articles and commentary for major publications and teaches Communications at Columbia University. He is the author of several best-selling books including *Find Your Way*, *Together is Better*, *Start with Why*, and *Leaders Eat Last*.

Year of the talk: 2009

About the talk: In this talk, Simon Sinek presents his idea of the "Golden Circle" which he calls "a naturally occurring pattern, grounded in the biology of human decision making, that explains why we are inspired by some people, leaders, messages, and organizations over others.". According to the speaker, all inspiring leaders, and organisations, whether they are Apple or Martin Luther King, operate similarly: Inspired and inspiring leaders start with the 'why' before moving to the 'how' and then to the 'what'.

Modal interplay: Students' attention was drawn to the ways Simon Sinek recurrently uses deictic gesture to point to the 'Golden Circle' pattern he created to explain how great inspiring leaders and world organisations act and communicate. To gain the audience's understanding, he sketches the Golden Circle on the blackboard, and he constantly points to this pattern while he speaks and explains how some of the greatest leaders have succeeded.

Table 1. *Modal interplay in the TED Talk 'How great leaders inspire action'*

Minute	Transcript of Talk	Non-verbal mode	Rhetorical strategy
00:13	<i>How do you explain when things don't go as we assume? Or better, how do you explain when others are able to achieve things that seem to defy all of the assumptions? For example: Why is Apple so innovative? Year after year, after year, they're more innovative than all their competition. And yet, they're just a computer company.</i>	Beat gesture: The speaker repeatedly uses hand beats whose downward movements fall on different words (i.e. explain, don't, go, how, achieve things). Gesture function: Social. The speaker intends to highlight the importance of his idea.	Use of rhetorical questions: The speaker resorts to the use of rhetorical questions at the very beginning of his talk. These questions may be intended to persuade and engage the speaker's audience. Exemplification: The speaker mentions the technology company "Apple", as a good example of a very well-known company that has achieved worldwide success.
2:21	<i>Every single person, every single organization on the planet knows what they do, 100 percent. Some know how they do it, whether you call it your differentiated value proposition or your proprietary process or your USP. But very, very few people or organizations know why they do what they do. And by "why" I don't mean "to make a profit." That's a result. It's always a result. By "why," I mean: What's your purpose? What's your cause? What's your belief? Why does your organization exist? Why do you get out of bed in the morning? And why should anyone care?</i>	Deictic gesture: The speaker recurrently uses deictic gestures to refer to the 'what', the 'how', and the 'why' of the theory of the 'Golden Circle', which he had sketched on the blackboard. He complements the spoken information in this way and reinforces the meaning he wants to convey. Gesture function Referential: The speaker refers to the different components of the "Golden Circle" he has drawn on the blackboard	Repetition: The speaker uses repetition throughout (i.e. every single person, every single organization). He also repeats "why" on six occasions. This strategy helps him give more emphasis to his compelling reflection on how great leaders succeed.

Source(s): www.ted.com, 2009

TED Talk 2: *The puzzle of motivation* (18'36"). Dan Pink

Link:

https://www.ted.com/talks/dan_pink_on_motivation

About the speaker: Daniel Pink is an American author and journalist. He is the author of several best-selling books. From 1995 to 1997 he was a chief speechwriter for Vice President Al Gore.

Year of the talk: 2012

About the talk: Dan Pink introduced an idea that has been extensively researched by social scientists but has been ignored in management contexts: traditional rewards to incentivise people at work are not as effective as it is commonly believed. The secret to high performance, Pink states, is not rewards and punishments. It lies in an intrinsic drive which leads people to do things for their own sake, and because these things really matter.

Modal Interplay: This TED Talk amply reflected all the modes students had learnt during session 1. Regarding the use of gestures and body language, this is so pervasive throughout the talk that it is even difficult to highlight it as a salient feature. Beat hand gestures accompany the speaker's words throughout and contribute to providing emphasis and regulating the flow of his speech. However, the way he repeatedly uses iconic gestures is particularly meaningful (McNeill, 1992). This type of hand gesture depicts shapes or describes a movement or action and is conditioned by the perceived similarity with the ob-

ject or action in the real world to which it refers. The use of iconic hand gestures combines with speech and allows the speaker to support important ideas throughout his speech. Additionally, the use of iconic gesture accompanied by a clausal unit of speech might, as Beattie and Shovelton (1999, 2001) note, increase the amount of information the audience obtains. In addition, in this talk, students were initiated into the mode of proxemics (i.e. the way in which individuals arrange and use space). Dan Pink seems particularly skilled at arranging his space on stage in order to entertain the audience. Students' attention was also drawn to the way the speaker skilfully uses the visual mode, in particular, the slides he chooses to convey relevant concepts. He resorts to the projection of slides only on three occasions. These three slides are not composed of images or pictures but of strings of relevant words. The speaker limits each of these slides to replicating three single core ideas that he also announces verbally. Indeed, the sentence of the first visual is a sentence he inserts into his speech on four occasions. Therefore, the core ideas of his speech reach the audience in two ways.

It is also remarkable how he constructs these visuals to achieve a simple and contrasting effect, and make them easy to read. Thus, he aptly chooses three colours (black for the background, and white and yellow for the text).

Table 2. *The modal interplay in the TED Talk 'The puzzle of motivation'*

Minute	Transcript of Talk	Non-verbal mode	Rhetorical strategy
9:00	<i>Let me give you an example. Let me marshal the evidence here. I'm not telling a story, I'm making a case. Ladies and gentlemen of the jury, some evidence: Dan Ariely, one of the great economists of our time, he and three colleagues did a study of some MIT students. They gave these MIT students a bunch of games, games that involved creativity, and motor skills, and concentration. And they offered them, for performance, three levels of rewards: small reward, medium reward, large reward. If you do really well you get the large reward, on down.</i>	Iconic gesture He uses an iconic hand gesture to depict three concrete reward sizes: small, medium and large. The iconic gestures fulfill a representational function, conveying meaning, which is relevant to the semantic content of the speaker's speech.	Exemplification: The speaker gives the audience one example (Dan Ariely) and also mentions a very well-known university institution (MIT). This strategy helps him illuminate his talk and enhance understanding among the audience.
17:09	(speaker stands still after having walked the stage): <i>Let me wrap up. There is a mismatch between what science knows and what business does. Here is what science knows. One: Those 20th century rewards, those motivators we think are a natural part of business, do work, but only in a surprisingly narrow band of circumstances. Two: Those if-then rewards often destroy creativity. Three: The secret to high performance isn't rewards and punishments, but that unseen intrinsic drive-- the drive to do things for their own sake.</i>	Proxemics The speaker walks and moves intentionally on stage and stops, stands still to dwell on key points. Pacing coupled with stillness helps him transmit what he wants to communicate.	Rule of three: The speaker uses three related points and mentions them orderly to give emphasis.

Source(s): www.ted.com, 2009

5. Conclusion

The design and development of lesson plans that use models of skillful L2 speakers with high multimodal abilities can lead to positive effects in language contexts (i.e. secondary and tertiary educational contexts), empowering students to adopt some kind of engagement in learning English. These multimodal/motivational interventions can also be efficient to increase students' affective variables (i.e. linguistic self-confidence and self-efficacy). L2 lecturers are, therefore, encouraged to create opportunities in the classroom so that students are able to envision their ideal future selves. Arguably, approaching TED Talks from a multimodal perspective can help students realise that giving a talk in a TED-style is something possible and realistic within their personal circumstances.

TED speakers are sufficiently vivid and specific in terms of being able to evoke a wide motivational response from students, and an ongoing visualisation of different TED talks given by proficient L2 speakers throughout the semester might provide an engaging framework that keeps students' visions alive. It could be stated that TED Talks might enhance the generation of students' successful possible selves if they can observe a gap between their current and their future speaking selves (i.e. being more confident, complementing the verbal mode with nonverbal ones, rehearsing their speeches and captivating their audiences). This gap might lead to increased effort and higher motivation. To this end, the lecturer should guide students on how to proceed with this implementation of modes. Raising awareness about their multimodal skills and the strategies that might complement the verbal mode in their presentations may play an important role in reducing the gap between these students' actual and their ideal L2 speaking selves. Yet, students should be aware of the fact that this modal implementation does not turn their talks automatically into good talks. Training and expended effort are the key prerequisites.

The L2 lecturer, in turn, cannot overlook the fact that there are a number of personality characteristics (i.e. introversion, inhibition) that are likely to contribute to differences in students' outcomes, and which might have been intimately connected with their success or failure to achieve high levels of linguistic self-confidence in speaking. As Lightbown and Spada highlight (2013, p. 99), different students will react in a different way to the same learning conditions, and the same student "will react differently to the same conditions at different times".

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