



Using Identity-Based Motivation to Enhance Future Self-Continuity

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The relevance of the future self and future self-continuity (FSC) in making better choices and goal achievement is appearing more in education, yet classes and courses that incorporate these concepts are not widespread. Identity-based motivation (IBM) proposes that people understand their situations and difficulties in ways connected to their current, active identities, and that these identities can be influenced by interventions (Oyserman, 2015). A 15-week English language content course was designed using IBM interventions at a private university in Japan aimed at helping students feel more connected to their future selves. The results suggest that IBM interventions may have helped students to reflect on their future selves and assisted them in imagining those selves more vividly and positively in specific ways, though further research is needed to make firm conclusions.

未来の自己と未来の自己連続性が、より良い選択やゴール達成とどのように関連しているかが教育界で注目されつつあるが、これらの概念を取り入れた授業やコースはまだ多く見られない。アイデンティティに基づく動機づけ理論 (IBM) によると、人は目の前の状況や困難を、その時点でのアイデンティティで解釈し、それに合致した方法で行動を起こすと説明され、そのアイデンティティは教育的介入によって影響を受ける可能性が示唆されている (Oyserman, 2015)。そこで本研究では、受講生がアイデンティティを通して未来の自己とのつながりをより強く感じ、困難な課題を未来の自己に必要なものと解釈するように設計された 15 週間の大学英語コースを教育的介入として、その効果を質問紙で検証した。その結果、IBMを用いた教育的介入は、受講生たちが未来の自己について深く内省することを促し、未来の自己をより鮮明に肯定的に捉えることに役立つことが示唆された。

There has been a theoretical shift in how researchers understand identity and how it connects to future goals and language learning (Ushioda, 2011), which has led to investigations of the relevance of self-image in language learners and its impact on motivation. In psychological and educational research, Oyserman (2015) developed identity-based motivation (IBM) theory, suggesting that the self has many different identities that are not all completely integrated and arguing that an action needs to feel identity-congruent in order for the person to overcome difficult situations and interpret them as relevant. Oyserman and Destin (2010) theorized that interventions can be used to help students interpret difficult situations as meaningful and investigated ways to help students set goals and achieve them. This study aims to explore the use of IBM interventions in the L2 classroom at a Japanese university to see whether they encourage future-self continuity (FSC). As Hershfield (2011) explains, “[t]he more continuity a person shares with his future self—that is, the more that future self feels like a direct extension of who he is now—the more motivated he will be to act in ways that will benefit himself in the future” (p. 33). FSC measures were used to evaluate an English language course using IBM-enhancing techniques to investigate the extent to which students’ self images were positively influenced.

The Ideal Self, FSC, and IBM

The concept of the ideal self and FSC has recently been popularized in ways such as vision boards, journaling, and positive thinking theory, yet the importance of these concepts in the field of psychology runs deep. FSC can be seen in works such as psychiatrist Frankl’s *Man’s Search for Meaning* (1959), particularly the visualizations of the future that he believed helped him survive the holocaust. Rogers (1967a) is recognized as the first psychologist to include the ideal self in self-concept, that is, the image people have of themselves. He asserts that self-concept consists of three components (ideal self, self-image, and self-esteem), and that a better understanding of one’s self leads to a more realistic and achievable vision of an ideal self. Since then, there has been more research



Kobayashi: *Using Identity-Based Motivation to Enhance Future Self-Continuity*

into the significance of the ideal self and how it can help people achieve their goals and make better choices in the present (Adelman et al., 2017; Hershfield et al., 2009).

Hershfield et al. (2009) explored the potential of conceptions of the self to transform intertemporal choice and how current decisions affect what options become available in the future. He posited that perceptions of the self over time can dramatically affect decision-making. If people are more connected to their future selves and can envision them clearly, they will make better decisions in the present that will help lead to that future self. His study looked specifically at how people made better decisions to save for retirement and divided FSC into three domains: similarity (how similar people feel to their future selves), vividness (how vividly they can imagine their future selves), and positivity (how positive they feel about their future selves). Research stemming from Hershfield's work shows that FSC increases academic performance by directing attention toward long-term goals rather than focusing on current demands (Adelman et al., 2017).

Oyserman and Destin (2010) explored academic performance using IBM theory and argued that situations are interpreted as difficult or easy based on which of one's identities are most salient and how the situation coincides with those identities. Thus, if a difficult task matches well with an important identity, individuals are more likely to successfully complete that task. This interpretation applies in many different areas of inquiry, such as self-determination theory (Ryan & Deci, 2017), which examines how people, when faced with complex tasks or situations, determine whether it is worthwhile to continue or give up. Oyserman (2019) looked more specifically at how people have different identities that they draw on depending on the context. Oyserman and Destin (2010) posited that understanding the self means understanding multiple identities and how they are integrated. They described IBM as having three fundamental components: *action-readiness* (how identities cue readiness to act and make sense of things), *dynamic construction* (which identity is drawn on, what it means, and how people act in the context of a specific situation), and *interpretation of difficulty* (when difficulty is interpreted as important because it feels congruent with a person's identity). They go on to say that identities should feel congruent, or they push each other aside.

In language learning future-self theory suggests that having a clear vision and connection to one's future self as a speaker of the L2 and knowing it is possible to achieve that self can develop the identities that make the future self more salient in different situations and contexts, thus helping learners to get to that future self. There has been research on the ideal self and language learning, such as Dornyei and Chan's exploration of the L2 ideal self (2013), in which they established significant connections between students generating positive mental imagery of their future L2 ideal selves and their

effort and grades in language classes. Further inquiry has shown that FSC in students helps them to set and achieve goals, get higher grades, and be more emotionally and mentally stable (Adelman et al., 2017). As language learning requires commitment and time, interventions that promote FSC, such as IBM, constitute an important venture in the language classroom. How to do this at a level where students can adequately reflect, boost their self-esteem, and make deeper connections to their current and future selves is something that needs to be considered.

Methodology and Materials Design

This study used three different measures before and after two separate Life Topics English courses to assess students' perceived levels of FSC and the extent to which they contemplated the potential outcomes (immediate, short-term, or distant) of their behaviors and were influenced by them. The overall goal was to see if there were any changes after the IBM interventions were implemented.

Context

Thirty-five students (24 males and 11 females) out of 40 at a private university in western Japan consented to participate in this study—15 out of 20 students in one class, and 20 out of 20 students in the other. Of the 35 students in this study, two were 1st-year, 24 were 2nd-year, seven were 3rd-year, and two were 4th-year. An explanation of the research was provided in both English and Japanese, and students were given the option to participate. Those who agreed continued to the bilingual questionnaire. The participants belonged to four departments: business administration, economics, law, and literature. They were enrolled in two intact Life Topics elective courses, and both courses were taught by the researcher. The course was directly connected to the university course outline, which aimed to emphasize reflection and self-expression in language development and help students to address humanistic themes in order to become compassionate, well-balanced, content individuals. Enrollment was open to all students, regardless of English language level, if they had successfully completed their 1st-year spring semester required English courses. Therefore, there was a wide range of English levels, ranging approximately from A1 to B1 on the GTEC listening and reading tests.

Course Design

The 15-week English language content course was designed to help students feel more connected to their future selves and more confident in taking on difficult tasks that were



Kobayashi: *Using Identity-Based Motivation to Enhance Future Self-Continuity*

necessary for their future selves. It was based on Oyserman and Destin's (2010) IBM teaching interventions (school-to-jobs interventions), which were created and tested to help develop the possible identities of middle school children at risk of failing or dropping out of school. Their study tried to help students change their thought processes and realize that they could overcome difficult tasks if they saw their importance and relevance and made connections to their prominent identities. The interventions were adapted to make them relevant to English L2 university classes in Japan and to promote FSC. Hershfield's (2011) three domains of continuity (similarity, vividness, and positivity) and Rogers's (1959) self-concept theory (ideal self, self-image, and self-esteem) were also referred to and considered when creating the class materials.

The courses were conducted synchronously online via Zoom during the pandemic. The free educational platform Edmodo was used to access and submit work and for correspondence between the teacher and students, as it was free and similar to popular social media platforms and therefore user-friendly. Students were given weekly mini-lectures on personality, gratitude, role models, happiness, and passions. They then completed worksheets in groups (via Zoom) that were designed to encourage them to connect the themes to their lives. Roles were assigned for group work (leader/notetaker, writer, editor/dictionary checker, contactor). Students also participated in online discussions and responded to posted questions and TED Talks videos on Edmodo. Throughout the semester, they also continuously worked on their "future me portfolio," which consisted of eight portfolio pages (see Appendix A for portfolio content).

Students were evaluated based on a portfolio that they completed toward the end of the course. They were given a final portfolio rubric at the beginning of the semester and were reminded of which points to look at when working on their portfolio pages (see the portfolio rubric in Appendix B). They were also shown an example of each page before they began working independently. Three classes were spent working on the most extensive pages: "vision" (deciding various personal and professional goals) and "forks in the road" (imagining possible events that would prevent students from reaching their goals and conceptualizing how they could overcome them). During this time, they also worked on creating and practicing individual presentations. Individual conferencing with the instructor was provided with feedback and advice. Students recorded PowerPoint presentations on Zoom at the end of the semester and uploaded them to YouTube for classmates to see. All students then watched the videos of at least three different classmates and submitted feedback forms.

Data Collection

At the beginning of the course, students in both Life Topics courses were given a bilingual questionnaire consisting of 26 items (The questions with Japanese translations are shown in Appendix C). Three different measures were used to assess FSC in individuals: The FSC Measure (FSCM), Future Self Continuity Questionnaire (FSCQ), and Consideration of Future Consequences (CFC-14).

The FSCM, adapted by Adelman et al. (2017) from Hershfield et al. (2009), consists of two questions designed to estimate perceived FSC. Specifically, respondents report how similar and how connected they feel to their future selves 10 years from now on a 7-point scale, from 1 (dissimilar) to 7 (similar) for question 25, and 7 (completely care) to 1 (don't care at all) for question 26. Seven sets of overlapping Euler circles represent the first question.

The FSCQ (Sokol & Serper, 2020) assesses levels of FSC in a way that is more detailed and expands on Hershfield's two-question measure. The questions are based on Hershfield's three constructs of FSC and assess similarity, vividness, and positive affect. Respondents are asked to rate them on a 6-point interval scale. The first four statements range from 1 (completely different) to 6 (exactly the same). The following six questions range from 1 (not at all) to 6 (perfectly).

The CFC-14 (Joireman et al., 2012) measures how much individuals consider their behavior's potential immediate and long-term outcomes and whether that influences them. Respondents are asked to rate 14 statements on a 7-point Likert scale ranging from 7 (very characteristic of me) to 1 (very uncharacteristic of me). Seven questions focus on consideration of long-term future consequences (CFC-Future), with a higher score indicating more weight placed on *future* outcomes and a greater concern with *future* consequences. In comparison, the other seven questions focus on consideration of short-term consequences (CFC-Immediate), with a higher score indicating a focus on *immediate* or *short-term* outcomes (see Appendix C for a list of the questions and Japanese translations).

The participants were given the same questionnaire after the course to see if their attitudes changed after the IBM-based course. All the items were translated into Japanese and checked by a Japanese university professor of English language for accuracy.

Analysis

This study aimed to test the effects of the IBM interventions used in the two Life Topics classes. A series of paired-samples *t* tests were conducted at the beginning and end of the course to compare perceived levels of FSC and the extent to which individuals



Kobayashi: Using Identity-Based Motivation to Enhance Future Self-Continuity

contemplated potential outcomes (immediate, short-term, or distant) of their behaviors and were influenced by them. Bonferroni adjusted alpha levels of .0019 (.05/26) were used to determine significance.

Results

No statistically significant results were found after applying a Bonferroni correction (adjusted $\alpha = .0019$). The first 10 questions, as shown in Table 1, indicate that means of levels of FSC increased in all post-study questions, aside from questions 1 and 4, which remained the same. Questions 5, 9, and 10 produced the most noteworthy differences. A decrease in the means of items related to CFC-Immediate (Table 2) indicates a positive change in the levels of FSC. While almost all questions show a decrease in the mean value in the post-course questionnaire, question 13 demonstrates a substantial positive increase. The CFC-Future questions (Table 3) also show a slight increase in the mean scores. The mean for Question 26 in the FSC Measure (Table 1) was higher at the end of the course; however, the mean for question 25 decreased considerably.

Table 1
FSC

	Pre-Questionnaire		Post-Questionnaire		<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
	Mean	SD	Mean	SD				
FSCQ								
Question 1	2.90	1.24	2.90	1.00	0.00	29	1.000	
Question 2	3.17	1.28	3.31	1.20	0.72	28	.475	
Question 3	3.53	0.97	3.60	1.04	0.31	29	.758	
Question 4	2.93	1.13	2.93	1.22	0.00	28	1.000	
Question 5	1.93	0.79	2.60	1.16	3.25	29	.003	.59
Question 6	2.62	1.27	2.93	1.03	1.43	28	.164	
Question 7	2.63	0.85	3.03	1.19	2.05	29	.050	
Question 8	3.67	1.03	3.83	1.18	0.76	29	.455	
Question 9	3.10	0.85	3.60	1.00	2.35	29	.026	.43
Question 10	3.07	0.74	3.63	1.13	2.21	29	.035	.40

FSCM								
Question 25	4.28	1.13	3.86	1.03	2.12	28	.043	-.39
Question 26	4.97	1.61	5.60	1.38	1.86	29	.073	

Table 2
Consideration CFC-Immediate

	Pre-Questionnaire		Post-Questionnaire		<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
	Mean	SD	Mean	SD				
CFC-14								
Question 13	3.47	1.57	2.87	1.11	2.10	29	.045	.38
Question 14	3.57	1.50	3.60	1.61	0.14	29	.887	
Question 15	4.27	1.23	4.60	1.33	1.10	29	.283	
Question 19	3.34	1.23	3.83	1.83	1.49	28	.147	
Question 20	3.40	1.40	3.70	1.37	1.00	29	.326	
Question 21	3.72	1.19	3.97	1.45	0.71	28	.482	
Question 22	4.17	1.00	4.34	1.23	0.67	28	.510	

Table 3
Consideration CFC-Future

	Pre-Questionnaire		Post-Questionnaire		<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
	Mean	SD	Mean	SD				
CFC-14								
Question 11	4.83	1.02	4.90	1.09	0.28	29	.783	
Question 12	4.28	1.36	4.52	1.62	0.64	28	.531	
Question 16	3.80	1.45	4.27	1.44	1.29	29	.206	
Question 17	5.24	1.24	5.38	1.10	1.07	28	.293	
Question 18	4.73	1.23	5.13	1.22	1.41	29	.173	
Question 23	4.97	1.19	5.07	1.34	0.37	29	.712	
Question 24	4.63	1.27	5.07	1.26	1.51	29	.141	



Discussion

As can be seen from the results, the measures used to evaluate the impact of IBM-based teaching did not yield statistically significant results, and there are several possible reasons for this. First, while the measures used in the study are reliable measures to assess FSC and consideration of future consequences, they have not been used in a context similar to the course described here as far as the researcher is aware. More research into how these measures can be used with L2 learners in Japan is needed to ensure reliability, and perhaps there are other measures which are better suited. Some of the items in the questionnaire include a 7-point Likert scale, where students were able to choose a neutral answer. This may possibly encourage students to choose a neutral answer in lieu of thinking deeply about the question. Therefore, perhaps this study could be replicated with the neutral option removed.

This study also did not include a control group, so there was not a benchmark to compare the experimental results to. A control group would be ideal, though perhaps problematic to achieve in this situation as the class enrollment is varied and it would be difficult to claim that the control group was equal to the treatment group. Also, while there was a wide range in the English language levels of the students, specific data was not connected to each student, so responses could not be compared to English level. This data would be useful to determine if English language ability was a factor in the responses and is worth further investigation.

While this study did not generate statistically significant results, there were still noticeable differences in the means before and after, especially in questions 5, 9, 10, and 13. These questions specifically referred to vividly imagining one's future, liking one's future personality and actions, and not acting only to satisfy immediate concerns. Seventeen other questions also showed an increase in mean scores after the course, and these questions were more closely related to vividness (Question 5: "How vividly can you imagine what you will be like in 10 years from now?"), positive affect (Question 9: "Do you like what your personality will probably be like 10 years from now?" Question 10: "Do you like what your actions will probably be like 10 years from now?") and choices that affect the future self (Question 13: "I only act to satisfy immediate concerns, figuring the future will take care of itself"). These results suggest that students might have been starting to imagine their future selves more vividly and positively as a result of the interventions used in the class because they involved continuous self-reflection and visualization of the future self, which seems to have affected the students.

In contrast, one question displayed a noteworthy negative difference in the means score after the course finished. That question was a general question that asked simply

and directly how similar respondents felt to their future self 10 years from now. This difference may mean that while students had begun to imagine their future selves and feel more favorable toward them, they still did not feel similar. A qualitative approach with follow-up questionnaires and individual interviews with students could be used to ask students to give reasons for this answer, which might provide further insight.

The mean responses to nine questions showed a slight decrease at the end of the course (CFC-Immediate), and those questions related to decision-making, such as influence on behavior, convenience, warnings, sacrifices, and day-to-day work. Contrary to those results, the CFC-Future questions show a slight increase in mean scores. Follow-up questionnaires might also help to better understand the meaning of these results and whether students felt that they were better able to make decisions by the end of the course. It is possible that students had started to feel and think more about decision-making but could not yet actively apply their newly learned skills. The means for Question 13 ("I only act to satisfy immediate concerns, figuring the future will take care of itself") were quite different before and after the course, suggesting that students felt that decisions made in the present about the future are important. Oyserman and Destin (2010) focused more on activities that interpreted experiences of difficulty, while in this course students spent more time reflecting, visualizing, and planning. The reason for this was to allow students to make deep connections with their identities before trying to interpret difficult experiences. As Rogers (1967b) argues, helping people to understand their limitations and potential is truly helping people. Allocating more time to interpreting difficulty towards the end of the semester may help students understand the importance of difficult experiences and make better choices for their future, yet whether this would take valuable time away from making deep connections needs to be considered.

Conclusion

Finding ways to encourage FSC and encourage students to focus on their future selves is important in curriculum and class design, although deciding how to do this and in what context can prove difficult. As previous research has suggested that FSC can help individuals set and achieve goals and make better decisions in the present, this preliminary study explored the use of IBM interventions to promote FSC in a content course for L2 Japanese university students. Although the data collected for this study did not yield significant results, some positive changes were indicated after the 15 weeks of the course. The results suggest that these interventions may have encouraged the students to reflect on and imagine their future selves somewhat more vividly and



Kobayashi: *Using Identity-Based Motivation to Enhance Future Self-Continuity*

positively; however, further research is needed to make more definite conclusions. A mixed-methods study with follow-up questionnaires where students provide reasons for their answers may offer clarification in future research.

Honing the class activities and discussions described here to better suit the needs of English L2 university students in Japan is also important. The ideal L2 self is an essential part of Dörnyei's L2 motivational self system (2009), which stresses the importance of individuals envisioning ideal selves as L2 speakers to help bridge the gap between their actual and ideal selves and increase their motivation to learn the language. Several ideal L2 self classroom activities can be found in academic studies in support of this theory, though the focus of this course was to encourage students to make deeper connections, focusing not on the ideal L2 self but the ideal self as a whole, in the hope that students reflect more on their present and future identities before making connections with their L2 selves. That being said, many of the activities used in this study can be simplified, shortened and integrated into an already existing syllabus. Activities that encourage students to reflect on who they are and get a better understanding of themselves and their interests (see Appendix A for some topics) can easily be incorporated into required L2 courses, though whether it is more effective to disperse FSC activities throughout regular language courses as opposed to dedicating a whole course to them also needs to be explored.

The results of this study also suggest that it might be worthwhile to focus classroom activity on decision-making strategies that will help students consider their future selves more carefully when making decisions in the present. Possible activities may include giving students various scenarios in which their different identities may conflict, such as whether or not to go to a social event (that students may associate with their social identity) or stay home and study for a big test the following day (that students may associate with their academic identity or future job identity). Discussing which identities come to mind and why, and then which identities align with their future selves and guiding students to make decisions based on those future selves may help to make those future selves more salient. While this is a preliminary study and larger conclusions cannot be drawn based on the data that was collected, hopefully it will inspire other educators to take a closer look at the future self, IBM, and FSC, and reflect on how they can best be used to accommodate L2 learners.

Bio Data

Jeanette M. Kobayashi is an assistant professor at Doshisha Women's College of Liberal Arts. Her interests are rooted in constructivism and motivation in educational psychology. She continuously works to help create the best learning environments and materials for second language acquisition. Currently she is exploring the ideal self and FSC and its connection to L2 motivation.

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Kobayashi: *Using Identity-Based Motivation to Enhance Future Self-Continuity*

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Appendix A

Future Me Portfolio Contents

POWERPOINT PORTFOLIO PAGES		
	PAGE	INFORMATION
1	Title page	Better understanding of you
2	"I am..."	Positive adjectives and pictures to describe you
3	Gratitude	Things you are grateful for
4	Role Model	Their accomplishments, character, strengths, etc.
5	"Happiness is..."	What makes you happy
6	Vision Page	Several goals you would like to achieve in the next 10 years
7	Forks in the Road	Possible obstacles and how to overcome them
8	L2 Ideal Self	English language goals connected to Vision page goals

Appendix B

Future Me Portfolio Rubric

Name (English): _____ Student Number: _____ Date of Last Update: _____

LIFE TOPICS FINAL PORTFOLIO RUBRIC (8 pages + presentation) 50%		5	4	3	2	1	0
1	Your "Future Me Portfolio" includes a title page with your name in English, your student number, and a clear photograph of yourself, and the title "Future Me Portfolio",						
2	Your title page demonstrates creativity through layout, words, pictures and quotations						
3	Your "Future Me Portfolio" includes an "I am..." page , with a photograph of you in the center, the words "I am..." and various positive adjectives to describe you.						
4	Your "I am..." page demonstrates creativity through layout, words, pictures, etc.						
5	Your "I am..." page clearly reflects what we have discussed in this class.						
6	Your "Future Me Portfolio" includes a Gratitude page , stating several things you are grateful for through words, pictures, quotations, etc.						
7	Your Gratitude page is creative and you put time and effort into creating it.						
8	Your Gratitude page clearly reflects what we have discussed in this class.						
9	Your "Future Me Portfolio" includes a Role Model page , clearly stating why this person is a role model using words, pictures, etc.						
10	Your Role Model page is creative and you put time and effort into creating it.						
11	You researched your Role Model and included a lot of different, important facts about your role model.						



Kobayashi: *Using Identity-Based Motivation to Enhance Future Self-Continuity*

12	Your Role Model page clearly reflects what we have discussed in this class.								
13	Your “Future Me Portfolio” includes a “ Happiness is... ” page, showing several ways that you depict happiness through words, pictures, quotations, etc.								
14	Your “ Happiness is... ” page is creative and you put time and effort into creating it.								
15	Your “ Happiness is... ” page clearly reflects what we have discussed in this class.								
16	Your “Future Me Portfolio” includes a 2031 Vision page , showing several goals you would like to achieve in the next 10 years through layout, words, pictures, etc.								
17	Your 2031 Vision page shows several goals both personally and professionally.								
18	It is clear you put time and effort into thinking about your future goals on your 2031 Vision page .								
19	Your 2031 Vision page includes a photograph of yourself and your name (first and last) in English.								
20	The goals on your 2031 Vision page are easy to understand without explanation.								
21	Your 2031 Vision page clearly reflects what we have discussed in this class.								
22	Your “Future Me Portfolio” includes a 2031 Forks in the Road page , showing obstacles that may arise when trying to achieve your goals with solutions.								
23	Your Forks in the Road page includes your name (first and last) in English and a photograph of yourself.								
24	The obstacles in your Forks in the Road page are realistic and well thought out.								
25	The solutions in your Forks in the Road page are realistic and well thought out.								

26	It is clear you put time and effort into thinking about several possible obstacles to your future goals on your Forks in the Road page .								
27	It is clear you put time and effort into thinking about the solutions to your obstacles on your Forks in the Road page .								
28	It is clear you put time and effort into the cohesiveness of your Forks in the Road page .								
29	Your Forks in the Road page clearly reflects what we have discussed in this class.								
30	Your “Future Me Portfolio” includes an L2 Ideal Self page , showing several English language goals you would like to achieve in the next 10 years through layout, words, pictures, etc.								
31	It is clear you put time and effort into thinking about your future goals on your L2 Ideal Self page .								
32	The goals on your L2 Ideal Self page are clearly connected to the goals on your 2031 Vision page .								
33	Your L2 Ideal Self page includes a photograph of yourself.								
34	Your L2 Ideal Self page includes your name (first and last) in English.								
35	The goals on your L2 Ideal Self page are easy to understand without explanation.								
36	Your “Future Me Portfolio” presentation was recorded and uploaded to Edmodo by the due date.								
37	Your “Future Me Portfolio” presentation is between 4-7 minutes long.								
38	Your “Future Me Portfolio” presentation includes your title page, 2031 Vision page and your Forks in the Road page PowerPoint slides.								
39	Your “Future Me Portfolio” presentation shows the slides clearly while you are speaking.								



40	Your “Future Me Portfolio” presentation clearly talks about your future goals from your 2031 Vision page .								
41	Your “Future Me Portfolio” presentation talks about several future goals from your 2031 Vision page in detail.								
42	It is clear you put time and effort into presenting your 2031 Vision page in your “Future Me Portfolio” presentation								
43	Your “Future Me Portfolio” presentation clearly talks about <u>how your future self is similar to your current self</u> .								
44	Your “Future Me Portfolio” presentation clearly talks about possible obstacles and how you will overcome them from your Forks in the Road page .								
45	Your “Future Me Portfolio” presentation talks about the obstacles from your Forks in the Road page and they are well explained and easy to understand.								
46	Your “Future Me Portfolio” presentation includes several examples from your Forks in the Road page .								
47	It is clear you put time and effort into presenting your Forks in the Road page in your “Future Me Portfolio” presentation								
48	Your “Future Me Portfolio” presentation was well recorded and does not include distractions (background noise, poor lighting, etc.)								
49	Your voice in your “Future Me Portfolio” presentation is easy to hear and is expressive, using various stress and intonation.								
50	It is clear you practiced for you “Future Me Portfolio” presentation , and you put time and effort into creating your presentation.								

Appendix C

Japanese Translations of Questionnaire

Bilingual Questionnaire: English questions taken from FSCQ (Sokol & Serper, 2020); CFC-14 (Joireman et al., 2012); Future Self-Continuity Measure (adapted from Ersner-Hershfield et al., 2011 by Adelman et al., 2016)

- How similar are you now to what you will be like 10 years from now?
1 0年後の未来の自分と今の自分とは、どれくらい類似しているでしょうか。
1-completely different 2-somewhat different 3-a little different 4-similar 5-very similar 6-exactly the same
1 – 全く違う 2 – 幾分違う 3 – 少し違う 4 – 類似している 5 – かなり類似している 6 – 全く同じ
- How similar are your beliefs now to what they will be like 10 years from now?
1 0年後の未来、自分の信念は今と比べてどのくらい類似しているでしょうか。
1-completely different 2-somewhat different 3-a little different 4-similar 5-very similar 6-exactly the same
1 – 全く違う 2 – 幾分違う 3 – 少し違う 4 – 類似している 5 – かなり類似している 6 – 全く同じ
- How similar is your personality now to what it will be like 10 years from now?
1 0年後の未来、自分の性格は今と比べてどれくらい類似しているでしょうか。
1-completely different 2-somewhat different 3-a little different 4-similar 5-very similar 6-exactly the same
1 – 全く違う 2 – 幾分違う 3 – 少し違う 4 – 類似している 5 – かなり類似している 6 – 全く同じ
- How similar are your values now to what they will be like 10 years from now?
1 0年後の未来、自分の価値観は今と比べてどのくらい類似しているでしょうか。
1-completely different 2-somewhat different 3-a little different 4-similar 5-very similar 6-exactly the same
1 – 全く違う 2 – 幾分違う 3 – 少し違う 4 – 類似している 5 – かなり類似している 6 – 全く同じ
- How vividly can you imagine what you will be like in 10 years from now?
1 0年後の未来の自分をどれくらい鮮明にイメージできますか。
1-not at all 2-not very well 3-somewhat 4-pretty well 5-very strongly 6-perfectly
1 – 全くできない 2 – あまりできない 3 – 幾分できる 4 – よくできる 5 – 強くできる 6 – 完璧にできる



Kobayashi: *Using Identity-Based Motivation to Enhance Future Self-Continuity*

6. How vividly can you imagine what you will look like in 10 years from now?

1 0年後の未来、こうなりそうだという自分の姿を鮮明にイメージできますか。

1-not at all 2-not very well 3-somewhat 4-pretty well 5-very strongly 6-perfectly

1 - 全くできない 2 - あまりできない 3 - 幾分できる 4 - よくできる 5 - 強くできる 6 - 完璧にできる

7. How vividly can you imagine what your family relationships will be like in 10 years from now?

1 0年後の未来、自分の家族関係がどうなるのかどれくらい鮮明にイメージできますか。

1-not at all 2-not very well 3-somewhat 4-pretty well 5-very strongly 6-perfectly

1 - 全くできない 2 - あまりできない 3 - 幾分かできる 4 - よくできる 5 - 強くできる 6 - 完璧にできる

8. Do you like what you will be like 10 years from now?

1 0年後の未来の自分を好きになりますか。

1-not at all 2-not very well 3-somewhat 4-pretty well 5-very strongly 6-perfectly

1 - 全くならない 2 - あまりならない 3 - 幾分かはなる 4 - とても強くなる 5 - 完璧になる

9. Do you like what your personality will probably be like 10 years from now?

1 0年後の未来の恐らくなるであろう自分の人格を好ましく思いますか。

1-not at all 2-not very well 3-somewhat 4-pretty well 5-very strongly 6-perfectly

1 - 全く思わない 2 - あまり思わない 3 - 幾分かは思う 4 - とても強く思う 5 - 完璧に思う

10. Do you like what your actions will probably be like 10 years from now?

1 0年後の未来の、恐らくなるであろう自分の行動を好ましく思いますか。

1-not at all 2-not very well 3-somewhat 4-pretty well 5-very strongly 6-perfectly

1 - 全く思わない 2 - あまり思わない 3 - 幾分かは思う 4 - とても思う 5 - とても強く思う 6 - 完璧に思う

11. I consider how things might be in the future, and try to influence those things with my day to day behavior.

私は将来がどうなるのかをよく考え、そのために自分の日々の行動を活かそうとする。

7 6 5 4 3 2 1

very characteristic of me

very uncharacteristic of me

とても私らしい

全く私らしくない

12. Often I engage in a particular behavior in order to achieve outcomes that may not result for many years.

私は、何年かけても解決できないような結果を出すために、特定の行動をすることがよくある。

7 6 5 4 3 2 1

very characteristic of me

very uncharacteristic of me

とても私らしい

全く私らしくない

13. I only act to satisfy immediate concerns, figuring the future will take care of itself.

私は、目先の関心事を満たすためだけに行動をするので、将来については放っておいてもなんとかなると思っている。

7 6 5 4 3 2 1

very characteristic of me

very uncharacteristic of me

とても私らしい

全く私らしくない

14. My behavior is only influenced by the immediate (i.e., a matter of days or weeks) outcomes of my actions.

すぐに結果が出ること(例えば数日か数週間で)でなくては行動しない。

7 6 5 4 3 2 1

very characteristic of me

very uncharacteristic of me

とても私らしい

全く私らしくない

15. My convenience is a big factor in the decisions I make or the actions I take.

自分の都合に合うかどうか、自ら決定を下したりや行動をする時の大きな要因だ。

7 6 5 4 3 2 1

very characteristic of me

very uncharacteristic of me

とても私らしい

全く私らしくない

