

OVERVIEW

Changing power relationship between the "L2 self" and the target Discourse Community:

emerging "academic L2 self"



established "academic L2 self"

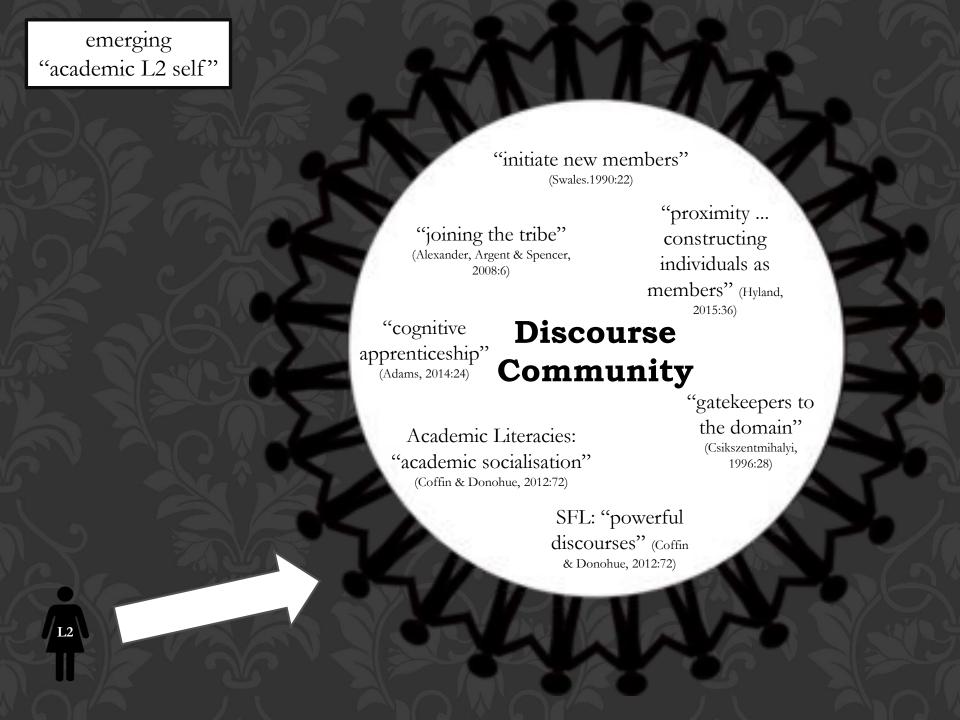


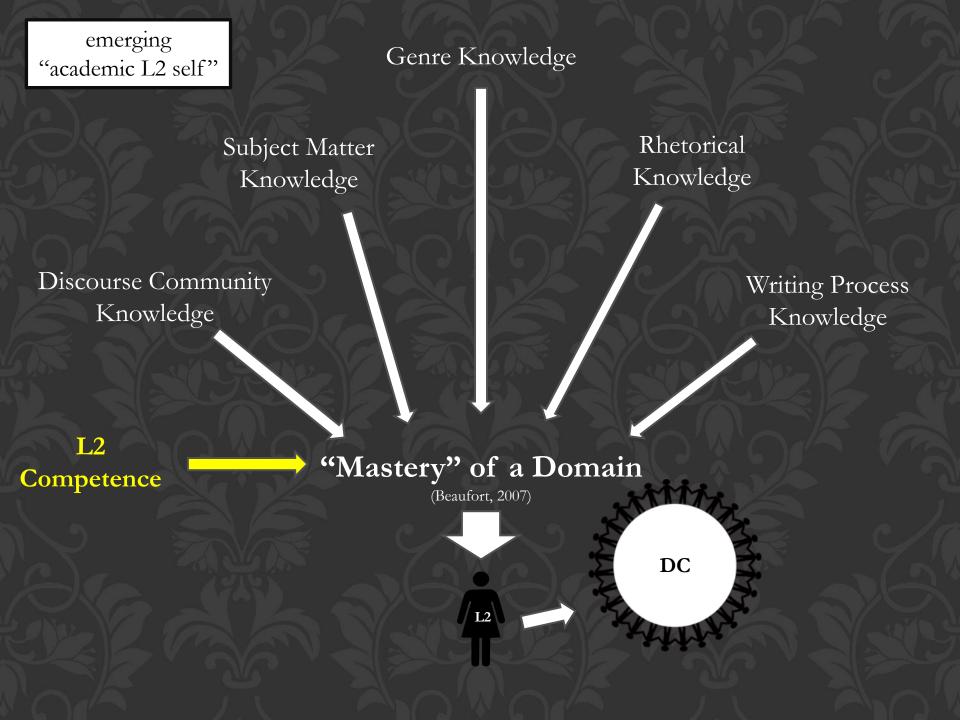
Psychological barriers to this transition



Solutions:

- theories of Positive Psychology
- practical applications to EAP pedagogy





established "academic L2 self"

"academic reputations are based on saying something new ... in ways that are familiar to those we are trying to convince" (Hyland, 2015:36)

"mastering the old ways of doing or thinking" needs to happen before an individual can be "creative" and influence a domain from within

(Csikszentmihalyi, 1996:116&155)

"positioning ... [is] how genre choices ... construct members as individuals", giving them "personal wriggle room"

(Hyland, 2015:33)

Linguistics argues that we need to raise students' awareness of "powerful discourses" to provide "linguistic potential for them ... to critique from within and renegotiate their position"

(Coffin & Donohue, 2012:72)

Systemic Functional

Self-Efficacy

"beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments"

(Bandura, 1997:3)

L2 student identity often
has **negative connotations**in academic institutions,
pointing to skills **"deficits"**(Costino & Hyon, 2007, p. 70)



"great potential for L2 students to internalize reductive stigma", which can lower self-efficacy levels (Gallagher, Galindo, & Shin, 2016)



L2 students are at higher risk of academic under-achievement

(de Kleine & Lawton, 2015)

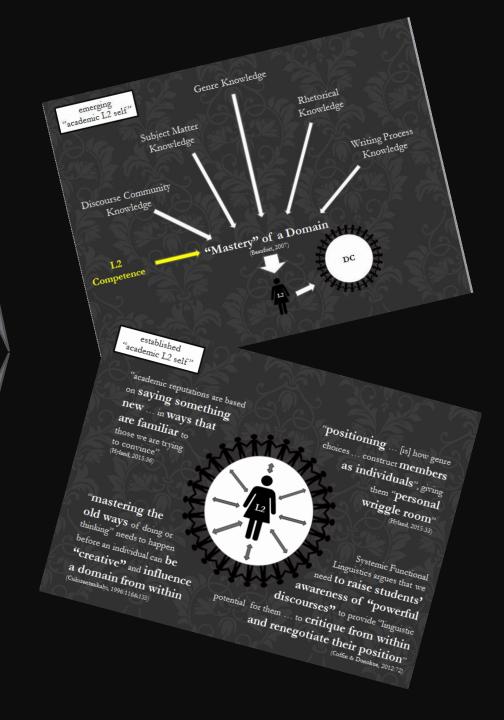
Self-Efficacy & the L2 Student

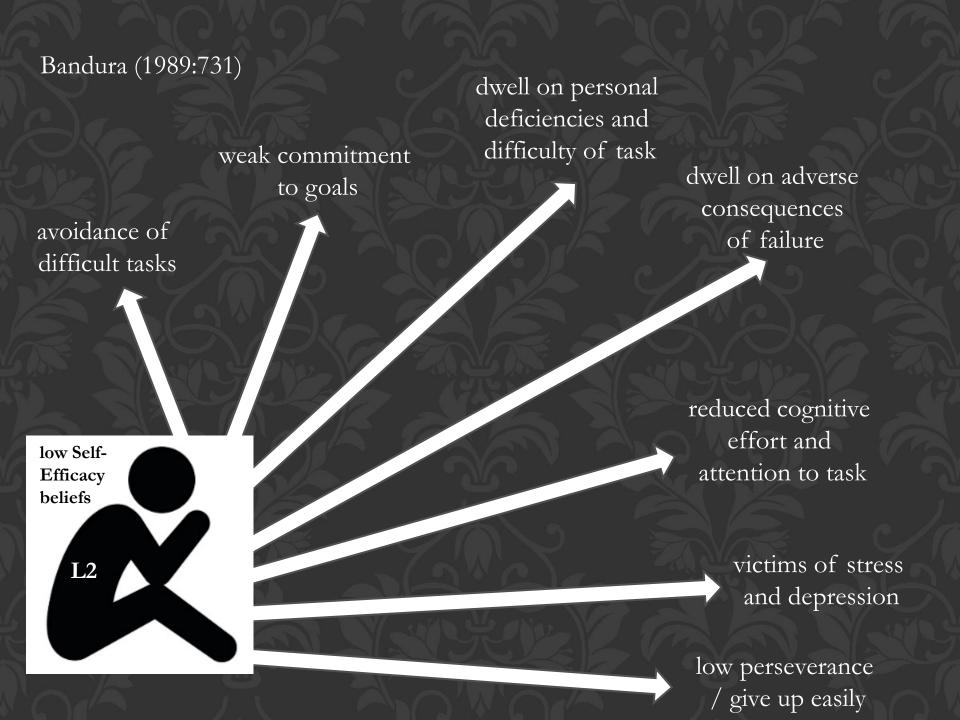




Low Self-Efficacy beliefs

(e.g. Adams, 2014:17; Woodrow, 2011:520; Linnenbrink & Pintrich, 2003)





Vicarious Experiences

Mastery Experiences

Self-Efficacy

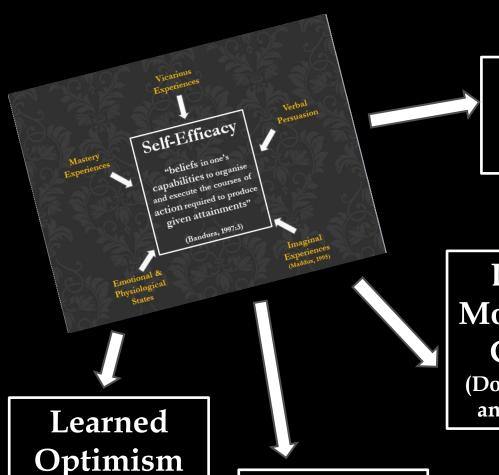
"beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments"

(Bandura, 1997:3)

Emotional & Physiological States

Verbal Persuasion

Imaginal
Experiences
(Maddux, 1995)



Mindful Learning (Langer, 1997)

Directed **Motivational** Currents

(Dornyei, Ibrahim and Muir, 2015)

Optimism (Seligman, 1991)

Flow Theory

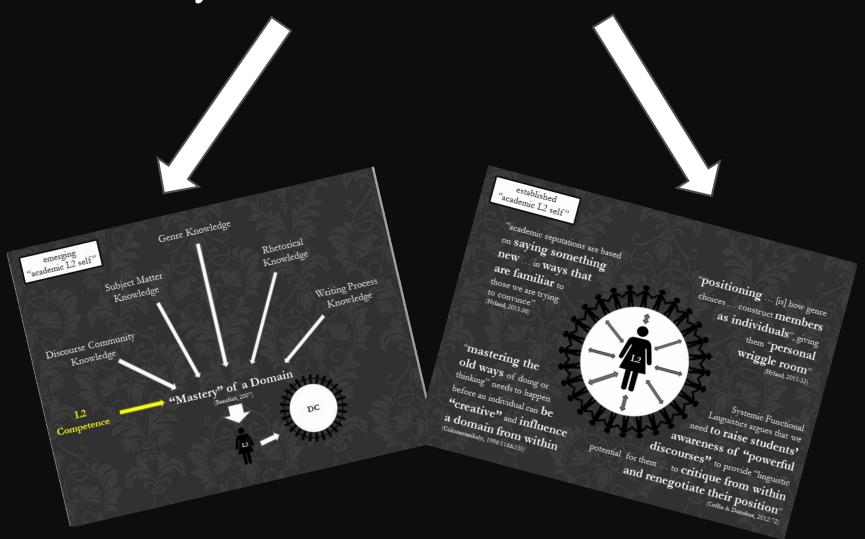
(Csikszentmihalyi, 1990)

Positive Psychology

(Seligman & Csikszentmihalyi, 2000):

building strengths, not just repairing damage

Mastery of the "Academic" Self

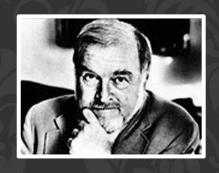


Mastery Experiences

when students
frequently "experience
success in difficult
learning challenges"

(Ford et al, 1998; Pahares et al, 2003, in Adams, 2014:24)

Flow Theory (Csikszentmihalyi, 1990)



an **optimal state** of being attained when a person is engaged in some sort of **mental or physical activity** in which they are able to **lose themselves completely**, sometimes known as being "in the zone"

(Jackson & Marsh, 1996, in Egbert, 2003)

Pedagogical Implications: Flow

Enabling conditions:

- balance between level of challenge and skills

 ("scaffolding Wood, Bruner & Ross, 1976)
- clear task goals
- task intrinsicallyinteresting/authentic
- attention focused on task
- immediate feedback
- sense of control / autonomy

Flow:

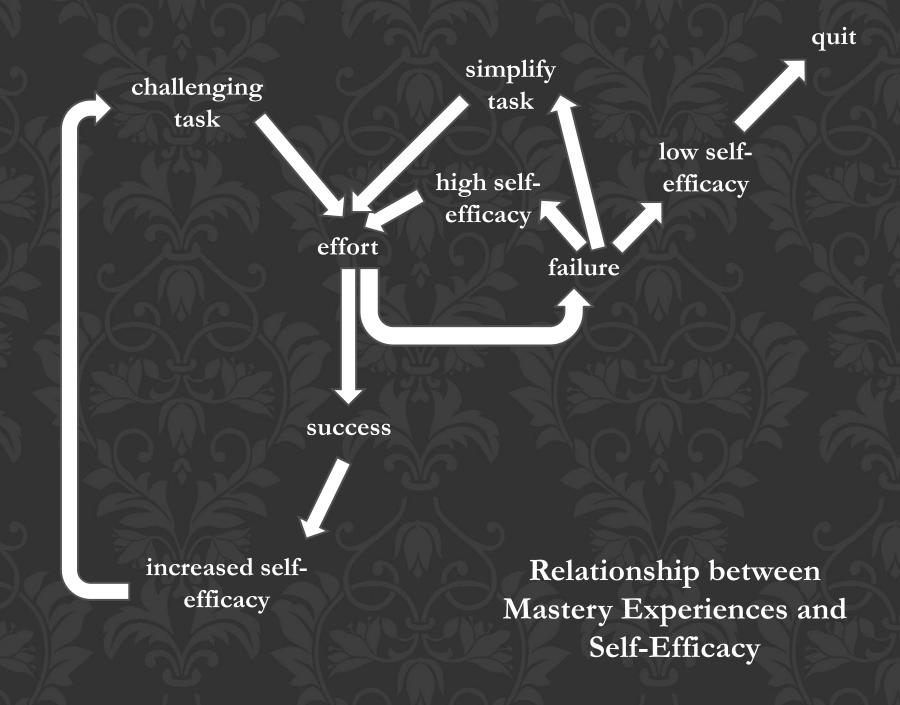
- intense focus
- enjoyment
- engagement with task
- lack of selfconsciousness

Emotional & Physiological States (Bandura, 1997)

Results:

- more persistence
- fulfilment
- motivation
- more complex skills
- more complex goals

Mastery
Experiences
(Bandura, 1997)





Theory of Learned Optimism (Seligman, 1991)

failure / negative events





- permanent
- universal
- internal / personal causes







- give up
- passive/helpless
- failure
- poor health
- depression
- self-fulfilling



- more prudent in high-stakes situations
- more realistic
- sympathetic to the troubles of others

Optimistic explanatory style:

- temporary
- limited
- external







- perseverance
- active / in control
- success
- better health
- happiness
- inspirational to others



- responsibility for failures
- risky in highstakes situations

"Flexible Optimism"







sympathetic to others' troubles

- when cost of failure is low
- in achievement situations
- to keep up your morale
- to lead / inspire others

PESSIMISM

OPTIMISM

Pedagogical Implications: Learned Optimism

Verbal
Persuasion
Randura, 1997)

help students see setbacks in an "optimistic" way



failure / mistakes = nonthreatening and even constructive

more risk-taking and perseverance (Seligman, 1991)

Vicarious Experiences Bandura, 1997) inspirational material / subject matter / role models



adversity can be overcome through perseverance

Mastery
Experiences
Bandura, 1997

"scaffolding" (Wood, Bruner & Ross, 1976)



more success = higher selfefficacy and optimism

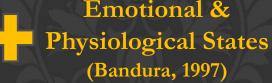
learner autonomy / control /reflection



conscious use of metacognitive strategies when failure occurs – reflective cycle (O'Malley & Chamot, 1990)



Mastery
Experiences
(Bandura, 1997)





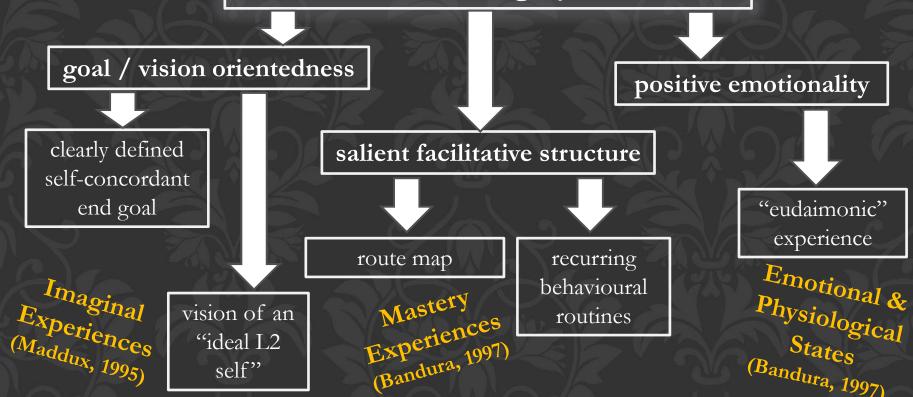
Imaginal Experiences (Maddux, 1995)

Directed Motivational Currents (Dornyei, Ibrahim and Muir, 2015)

DMC = "a prolonged process of engagement in a series of tasks which are rewarding primarily because they transport the individual towards a highly valued end"



(Bandura, 1997)



self"

Imagine it is the future and your English language ability is at the level you want it to be. Being able to use English has helped you achieve your dreams. Think about the following questions:

What are you doing?

What are you using English for?

What are you thinking?

Ideal L2 Self

How are you following your passions?

How are you feeling?

What are you saying?

How has your improved English ability changed your life?

What can you see / hear / feel / smell / taste?

Imaginal Experiences (Maddux, 1995)

Imagine it is the future and your English language ability is at the level you want it to be. Being able to use English has helped you achieve your dreams. Think about the following questions:

What are you doing?

I am a teacher at the British language school in Dubai teaching young learners.

What are you thinking?

I am thinking about promoting the English language skills of the young minds.

How are you feeling?

I am feeling very satisfied because I am pursuing my dream.

What are you saying?

If we learn the English language, we can have good communication with many people around the world ...

What are you using English for?

Living in Dubai, I don't know Arabic, so the English language helps me vastly.

> How are you following your passions?

I am dedicating more of my time to teaching and reading.

How has your improved English ability changed your life?

I am much happier because I am pursuing my dream.

What can you see / hear / feel / smell / taste?

Ideal L2 Self

I can see the hope in the little eyes of my students, and I hear their whispers about what they want to be in the future.

Pedagogical Implications: DMCs

Mastery
Experiences
(Bandura, 1997)

authenticity of students' experiences

tap into identity =
increased levels of
intrinsic motivation
(Dornyei, Henry &
Muir, 2016:44)

Imaginal Experiences (Maddux, 1995)

tangible vision of an Ideal L2 Self

Emotional & Physiological States (Bandura, 1997)

students co-operate with each other



"social well-being" enhances motivation (Dornyei, Henry & Muir, 2016:175:157)

Mastery +
Imaginal +
Emotional
States

group projects with:

- tangible outcomes linked to the real world
- regular sub-goals and feedback
- a mature and cohesive group

"Group DMC" =
high level of focus and drive
(Dornyei, Henry and
Muir, 2016:175)



Mindful Learning

(Langer, 1997; Langer, 2000)



rigid presentation

rote learning – no understanding and information has no personal relevance

repetition









"Mindless" Learning "rel[ies] on distinctions drawn in the past ... rule and routine governed"







not transferrable

to new contexts

"overlearning" of unquestioned "facts"

automaticity of a skill (chunking) can lead to:

- losing sight of individual components
- inability to fine-tune the skill

Mindful Learning

(Langer, 1997; Langer, 2000)



active engagement "in the present moment"

noticing novelty, distinctions, different contexts, multiple perspectives

actively making connections



playfulness & curiosity (fun!)



which we are actively engaged in the present, noticing new things and sensitive to context"

skills transferrable to new contexts

positive affect

creativity

memory

comfortable with uncertainty

fine-tune skills

Physiological (Bandura, 1997)

Emotional &

competence

Pedagogical Implications: Mindful Learning

Mastery Experiences (Bandura, 1997)

be descriptive, not prescriptive (i.e. use cautious language)



- open-mindedness and flexibility
- better remembering (Langer, 1997)
 - being risk comfortable key feature of LA (Alexander, Argent & Spencer, 2008)

Emotional &
Physiological
States
(Bandura, 1997)

- playfulness / curiosity
- fun / games
- "zest" and "humour" (Seligman, 2012)
- look at ideas from different angles (Langer, 1997)
- when perceived as "play" = we focus / notice / engage / learn more (Langer, 1997)

Mastery
Experiences
(Bandura, 1997)

noticing activities



- valuable use of class time (Field, 2007:33).
- active engagement in tasks (Langer, 1997)
- opens minds to alternative possibilities
- discover meaning themselves

Main findings

Active processing

- noticing
- conditional presentation
- viewing from different perspectives
- making new connections

Learner autonomy

- active, present and choice-making
- comfortable with risk / ambiguity
- reflective make links to own lives

(Alexander, Argent & Spencer, 2008)

Challenge

- motivating & tangible goals and sub-goals
- good chance of success (scaffolding)
- boosts self-esteem

Positive emotionality

- fun
- zest
- humour
- optimism
- inspirational subject matter
- eudaimonia

Personal

- personally meaningful goals and content
- relevance to lives and passions

Perseverance

- viewing failure and mistakes constructively
- keeps going

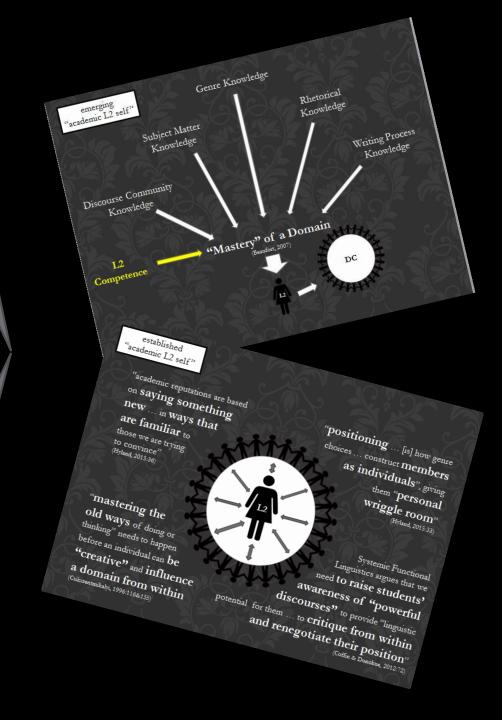
Supportive environment

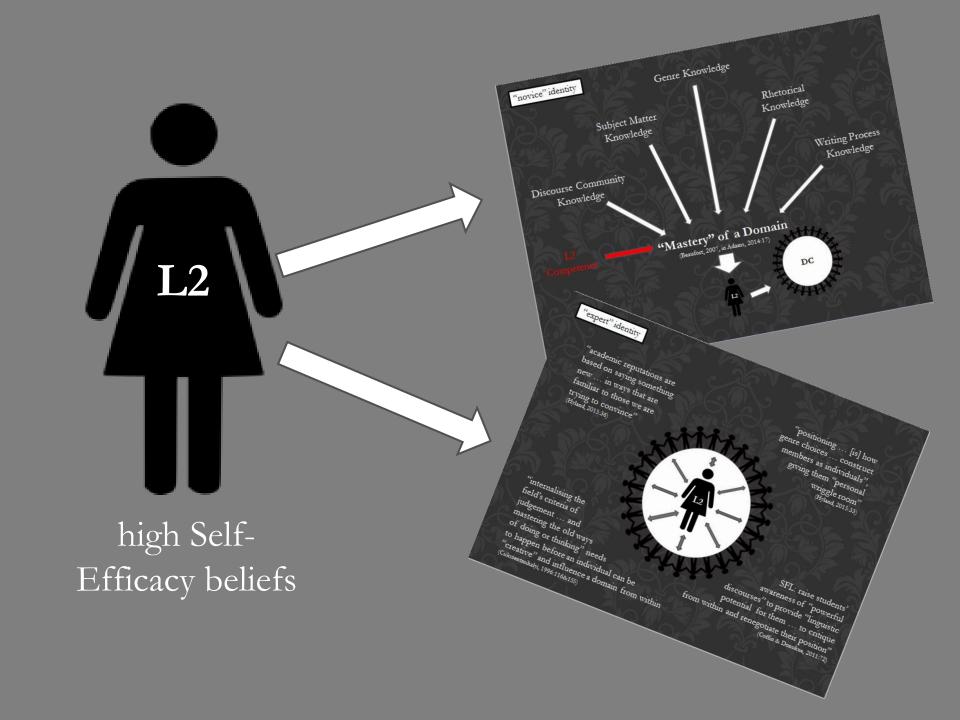
- group cooperation and cohesiveness
- safe to take risks / make mistakes
- good support system



Low Self-Efficacy beliefs

(e.g. Adams, 2014:17; Woodrow, 2011:520; Linnenbrink & Pintrich, 2003)





Application to your context?

Thank you!

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