

**Enhancing the Motivation and Classroom Engagement of EAP Learners in a Canadian
Community College: A Participatory Action Research Approach**

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Thesis submitted in partial fulfillment of the requirements for the
Doctorate in Philosophy degree in Education

Second Language Education

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Abstract

This study aimed to improve the L2 motivation and classroom engagement of 18 English for Academic Purposes (EAP) learners in a college in Toronto, Canada. Guided by L2 Motivational Self Systems (L2MSS) theory and complexity theory as the conceptual theoretical framework, and in line with principles of Participatory Action Research (PAR), the researcher formed a research community with EAP students and their teacher to investigate students' shifting motivation and their evolving sense of self. As co-researchers, we engaged in data collection inside the classroom through collaborative lesson planning and outside the classroom through a number of social activities. In the end, participants disseminated PAR project findings by presenting in a student forum. Classroom engagement was measured using Experience Sampling Forms (ESFs) that students filled out at the end of each class. Their L2 motivation was measured through semi-structured interviews with a sub-sample of participants ($n = 10$) during three stages of the project (middle, end, and one year later). Findings indicated that learners' classroom engagement and motivation improved significantly during the project. As a result of specific interventions inside the classroom (e.g., collaboration among community members, sharing of power, co-teaching, etc.), the group dynamics improved, and a more positive classroom atmosphere was established. Classroom tasks and social activities enabled learners to develop a more vivid ideal L2 self but were also of benefit to learners with a dominant ought-to L2 self. These learners showed a tendency to internalize others' goals, which energized their learning behaviors in the classroom. On a theoretical level, these results highlight the possibilities for both L2MSS and complexity theory to explain such changes in learner motivation. On a practical level, these findings underscore the motivational value of participatory EAP classes where a balance is reached between social and academic learning.

Résumé (à venir)

Cette étude visait à améliorer la motivation L2 et l'engagement en classe de 18 apprenants d'un cours anglais académique (English for Academic Purposes, EAP) dans un collège à Toronto (Canada). Guidé par la théorie *L2 Motivational Self Systems (L2MSS)* et la théorie de la complexité comme cadre théorique conceptuel, et conformément aux principes de la recherche-action participative (PAR), le chercheur a formé une communauté de recherche avec des

étudiants EAP et leur enseignant pour étudier la motivation changeante des étudiants et l'évolution de leur sens de soi. En tant que co-chercheurs, nous nous sommes engagés dans la collecte de données à l'intérieur de la classe par le biais de la planification collaborative des leçons et à l'extérieur de la classe par le biais d'un certain nombre d'activités sociales. À la fin, les participants ont diffusé les résultats du projet PAR en les présentant dans un forum d'étudiants. L'engagement en classe a été mesuré à l'aide de *Experience Sampling Forms (ESFs)* que les étudiants ont remplis à la fin de chaque cours. Leur motivation en L2 a été mesurée par des entretiens semi-structurés avec un sous-échantillon de participants ($n = 10$) au cours de trois étapes du projet (milieu, fin et un an plus tard). Les résultats indiquent que l'engagement et la motivation des apprenants en classe se sont améliorés de manière significative au cours du projet. À la suite d'interventions spécifiques en classe (par exemple, la collaboration entre les membres de la communauté, le partage du pouvoir, le co-enseignement, etc.), la dynamique de groupe s'est améliorée et une atmosphère plus positive s'est établie dans la classe. Les tâches en classe et les activités sociales ont permis aux apprenants de développer un *ideal L2 self* plus vivant, mais ont également profité aux apprenants ayant un *ought-to L2 self* assez dominant. Ces apprenants ont montré une tendance à assimiler les objectifs des autres, ce qui a dynamisé leurs comportements d'apprentissage en classe. Sur le plan théorique, ces résultats mettent en évidence les possibilités qu'offrent à la fois la L2MSS et la théorie de la complexité pour expliquer de tels changements dans la motivation des apprenants. Sur le plan pratique, ces résultats soulignent la valeur motivationnelle des cours d'EAP participatifs où un équilibre est atteint entre l'apprentissage social et scolaire.

Acknowledgments

I remain deeply indebted to several individuals without whose support I would not be able to complete this incredible journey.

Firstly, I would like to thank my supervisor, Dr. Stephanie Arnott for her encouragement, mentorship, and guidance throughout the course of my PhD studies. Stephanie, thank you for the inspiring conversations, thoughtful comments, and invaluable advice. I felt extremely energized to continue with my PhD journey and accomplish my goals after every meeting.

I would also like to thank my committee members, Dr. Francis Bangou, Dr. Douglas Fleming, and Dr. Angus McMurty, and my external examiner, Dr. Jean-Marc Dewaele for their constructive feedback and insightful comments which significantly contributed to the overall quality of this work. I am also grateful to Dr. Richard Barwell for the insight he brought to my committee in the first few years of my doctoral studies.

My sincere gratitude goes to my friends and colleagues, Dr. Joel Lopata and Dr. Marlon Valencia for their invaluable suggestions and generous support which elevated the quality of my work and facilitated my PhD journey.

My heartfelt appreciation goes to the participants, i.e., the student-researchers and the teacher, for helping shape this study by accepting me into their community and collaborating to help make it a fruitful endeavor for everyone.

Words cannot express my gratitude to my wife, the love of my life, Paris, for her sacrifices and unwavering support of me and my work. Thank you, also, for your help with the APA formatting and the table of contents and figures. We did it!

Finally, I would like to thank my parents and sister for their love and encouragement. Thank you for all the time you spent with me on the phone and supporting me when I most needed it!

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List of Abbreviations and Definitions

DST	Dynamic Systems Theory
EAP	English for Academic Purposes
ESFs	Experience Sampling Forms
L2	Second Language
L2MSS	L2 Motivational Self Systems Theory
MotS	Motivational Strategies
PAR	Participatory Action Research
SLE	Second Language Education

Complexity Theory/Complex Dynamic Systems Theory: calls for an integrated picture of the micro-level elements within the learner and macro elements within the context of multiple time scales by viewing them as interacting and constantly developing systems.

Engagement: is a multi-faceted and multi-dimensional construct that consists of motivation along with cognitive and affective elements. It can be interpreted as the behavioral manifestation of motivation in the classroom.

Emotions: short-lived, feeling-arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events.

Flow: a state of complete absorption and enjoyment in an activity.

Ideal L2 Self: is the future representation of the L2 user one would like to become (e.g., regarding business travel or socializing with other L2 speakers).

L2 Learning Experience: concerns motives related to the immediate L2 learning environment (e.g., one's experience of success in the classroom).

Motivation: the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out.

Ought to L2 Self: is the L2 attributes that one believes they should possess in order to avoid a negative outcome or meet an external obligation (e.g., meeting a teacher or a parents' expectations of oneself regarding one's grades in a language class).

Ought to L2 self-Other: the L2 attributes that are imposed on a learner by an external other (e.g., parent or teacher) which are not internalized as one's own.

Wine and Conversation Approach: an approach that involves delving into a participant's perspectives and experiences using qualitative data.

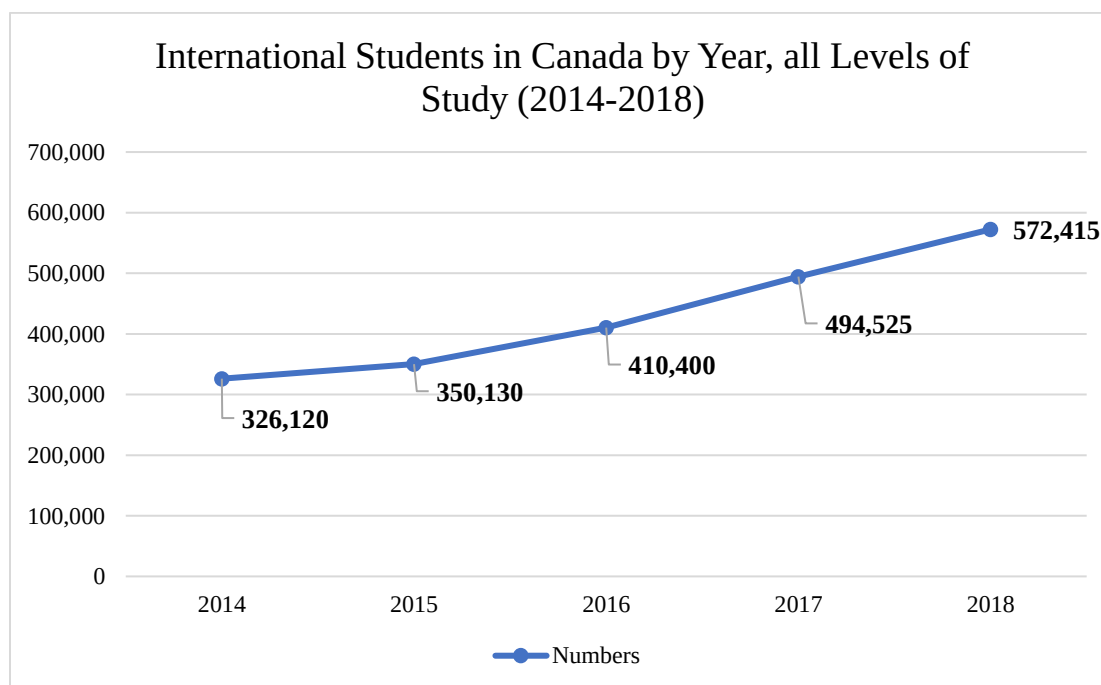
Introduction

International Students in Canada

Canada is a very popular country of destination for international students seeking higher education. According to the Canadian Bureau for International Education, Canada was the fourth most popular host destination for international students after the U.S., the U.K. and China in 2017. In this year, for the first time, Canada surpassed Australia and France with regards to its numbers of international students (Canadian Bureau for International Education, 2018a). As shown in Figure 1, international student numbers grew to 572,415 in 2018, a third consecutive year of double-digit growth, and a substantial rise of 73% compared to 2014 (Immigration, Refugees and Citizenship Canada (IRCC), 2019 cited in Canadian Bureau for International Education, 2019). The top source countries among international students in this year were India, China, South Korea and the U.S. (Statistics Canada, 2020).

Figure 1

International student numbers in Canada 2014-2018 (Adapted from Canadian Bureau for International Education, 2018b)



In 2018, international students contributed \$21.6 billion to the Canadian economy, supporting 170,000 jobs in the country (Government of Canada, International Education, 2020). With the falling domestic student numbers in campuses across the country and budget cuts from the governments, Canadian tertiary institutions have become increasingly reliant on their international student numbers; and these numbers are forecast to increase in the near future (The Standard, 2019).

In line with these numbers, Ontario is also seeing an influx of international students to its university and college campuses. There are an estimated 150,000 international students in the province alone (TVO, 2018). According to a joint project by the Toronto Star and the St. Catharines Standard, in 2019, 86,000 international students were enrolled in the 22 Ontario publicly-funded English colleges, a significant rise of 155% over the last five years (The Standard, 2019). Growth in international student numbers has been particularly explosive in the Canadian college sector where these numbers surpassed university enrollments for the first time in 2018 (The Standard, 2019). Attracted by the college sector's increased emphasis on job skills and training and shorter graduation time and cheaper tuition fees, international students are continuing to flock to college classrooms. The college where the present study was conducted has one of the highest numbers of international student numbers in Ontario, with international students comprising almost half of its 28,000-student population (The Standard, 2019).

ESL/EAP Programs in Canadian Tertiary Institutions

With the increasing numbers of international students entering Canadian universities and colleges, pathway programs that provide a bridge to higher education studies in these institutions have also risen in popularity (Fox, Cheng & Zumbo, 2014). The main aim of these programs is to intensively prepare international students for their future academic studies; however, they vary considerably with regards to their emphasis and approach. According to Fox, Cheng and Zumbo (2014), these programs can be categorized into two groups, namely, ESL (English as a Second Language) and EAP (English for Academic Purposes) programs. Programs that primarily emphasize general communication skills and aim to prepare students for a range of social communicative situations in the Canadian society fit within the ESL framework. In contrast, programs that focus on the skills needed for the students to succeed within a formal school system and an academic environment are known as EAP.

Despite the increasing popularity of both programs in Canadian higher education institutions, few studies examine the effectiveness with which these programs prepare students for their future studies and for life within the Canadian society (e.g., Keefe & Shi, 2017; Tweedie & Kim, 2015; Van Viegen & Russell, 2019). The consensus to date has been that EAP and ESL programs have a facilitative effect on students' academic transition to their future disciplinary studies (Fox, Cheng & Zumbo, 2013; Keefe & Shi, 2017; Tweedie & kim, 2015). That is, despite the challenges that learners still faced once they completed their ESL/EAP program and started attending their disciplinary programs, e.g., understanding lectures, completing complex writing tasks, their overall speaking and writing self-confidence significantly increased (Keefe & Shi, 2017; Tweedie & kim, 2015). According to one study (Tweedie & Kim, 2015), these challenges could have been worse had the students not attended their EAP courses.

However, these studies also highlight the need for EAP programs to facilitate students' social transition (Fox, Cheng & Zumbo, 2014) or social acculturation (Keefe & Shi, 2017; Tweedie & Kim, 2015) into university and campus life. Currently, ESL/EAP programs do not provide the opportunity for international students to participate in mainstream student culture or seek peer support from local students (Keefe & Shi, 2017; Tweedie & Kim, 2015). In this regard, Fox, Cheng and Zumbo (2014) obtained much weaker correlations when it came to the impact of ESL/EAP programs on students' social engagement compared to the impact of these programs on students' academic engagement. Along the same lines, Tweedie and Kim (2015) suggest that social acculturation might be overlooked in the current EAP literature in the midst of attention paid to academic acculturation. This neglect becomes more significant when the challenges facing these students regarding their social acculturation in the academic environment is taken into consideration. Studies indicate that EAP students feel marginalized and are seen as "deficient", "inadequate" or "limited" (Cho, 2011; Chun, 2015). To gain access to resources, these learners often have to use their sense of agency and negotiate their identities, which they do to varying degrees of success (Miyahara, 2015, Morita, 2004, Norton 2001). On occasions when they are not able to elude imposed identities, they might resort to means such as silence in the classroom which leads to their further isolation (Duff, 2002).

Motivating Learners

The social challenges facing EAP learners in their academic programs makes it more important for L2 motivation research to examine ways of enhancing their language learning motivation in EAP programs. One relevant line of research in this regard is the one which explores the usage of motivational strategies. In a book-length volume, Dörnyei (2001) grouped 102 motivational micro-strategies into 35 macro-strategies based on where in the instructional process they would be used: a) creating the basic motivational conditions, b) generating initial motivation, c) maintaining and protecting motivation and d) rounding off the learning experience by encouraging positive self-evaluation (p. 29). After publishing the book, a number of studies endeavoured to employ and validate the strategies to motivate language learners in the L2 classroom (e.g., Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2012). However, despite the value placed upon some of the macro-strategies by teachers and students universally (e.g., displaying appropriate teacher behavior or fostering good teacher-student relations), teachers still had to work out how to effectively implement them in practice (Lamb, 2017). Also, when it came to complex issues (e.g., the issue of cooperation versus competition), it was determined that motivational strategies cannot be prescribed as a list of “dos or don’ts” and it takes a good amount of skill, experience and also common-sense to motivate students (Lamb, 2017, p.305).

More recently, motivational strategies have focused on activating learners’ vision in the classroom (Dörnyei & Kubanyiova, 2014). In this respect, practical classroom activities have been developed that focus on creating and enhancing learners’ ideal and ought-to L2 self-images as a motivational means (Hadfield & Dörnyei, 2013). These activities use a range of artistic and visualization techniques to (a) create a vision; (b) strengthen the vision; (c) substantiate the vision; (d) transform the vision into action; (e) keep the vision alive and (f) counterbalance the vision. Intervention studies using these activities have generally found them effective when it comes to motivating language learners (e.g., Magid & Chan, 2012; Magid 2014). However, these activities mainly focus on enhancing learners’ future self-images in the classroom and do not aim to expand the process of strengthening learners’ vision outside of the classroom environment. In English speaking environments such as the one where the current study was conducted, the implementation of these strategies outside the classroom (e.g., during social activities), could be

of benefit in, for instance, facilitating the learners' social and academic transition to their future lives in Canada.

Recent Developments in L2 Motivation

Recently, Complexity Theory (Larsen-Freeman, 2017) along with self-identity perspectives of L2 motivation (e.g., Dörnyei's L2 Motivational Self Systems Theory (L2MSS)) have helped L2 motivation researchers to account for the fluctuations of learners' motivations in dynamic ways. This approach contributes to the ways of examining the language learning motivation of learners in the messy environment of the EAP classroom. In a complexity lens, learners' motivation is seen to emerge from the interaction of their emotions, cognitions, past, present and future selves, and their identities which will, in turn, interact with contextual elements. These elements form a system for each learner at the individual level; however, at the broader classroom level, the learners and the teacher become the agents of a larger system (i.e., the class group system) (Larsen-Freeman, 2015). Therefore, including a range of elements that are seen to impact learner motivation renders a more complete picture of learner's language learning motivation and its changes. Moreover, complexity researchers often study motivational change on multiple time scales, from shorter time scales (e.g., per second, per task or per class) to broader timescales (i.e., per half semester or per semester) (de Bot, 2015). This contributes to the comprehensiveness of the study and helps keep a more complete profile of motivational change over time.

Moreover, through methods known as the RQM (Retrodictive Qualitative Modelling- Chan, Dörnyei & Henry, 2015), researchers identify the signature dynamics (e.g., the main underlying patterns, of the system). Through the principle of "limited variability" (p. 239) (i.e., the system choosing a limited number of paths from an infinite possible number), researchers are able to identify and predict system behavior in practice. However, complexivists in the broader field of education have also attempted to make changes to the agents or the geometry of the system in the form of interventions (Davis & Sumara, 2006). This has yet to be done in the field of L2 motivation.

Finally, it is important for complexity researchers to carefully define the boundaries of context in their studies (Larsen-Freeman, 2017). Where to exactly define these boundaries can be confusing, but Larsen-Freeman (2017) believes boundaries define themselves. What researchers

need to do is to carefully observe the initial conditions of the system, its trajectory and the underlying patterns. This way, the researchers will know which elements of the system to place in the foreground and which to put in the background. In most L2 studies, context consists of the immediate classroom environment but there are a few studies that have offered a narrower (MacIntyre & Serroul, 2015) or a broader boundary (Sampson, 2016) of the context.

Problem Statement

This study attempts to address a number of gaps in the EAP and L2 motivation literature. Firstly, as mentioned above, it has been found that EAP programs prepare students for their academic studies but have a much less significant effect on their social integration into Canadian society (Fox, Cheng & Zumbo, 2014, Keefe & Shi, 2017; Tweedie & Kim, 2015). To date, few studies have been carried out in this respect – this study will examine the effectiveness with which EAP programs prepare students for their future studies and for life within the Canadian society.

Moreover, studies that aim to motivate learners by enhancing their vision of their ideal L2 self often assign classroom tasks to this purpose (e.g., Magid & Chan, 2012; Magid 2014). However, studies have yet to attempt to expand the process of strengthening learners' vision outside of the classroom environment. In this regard, Larsen-Freeman (2017) has posited that researchers should carefully define the boundaries of context in their studies. In response, this study explicitly explores elements in the broader outside-the-classroom environment (i.e., the macro) and the ways these elements interact with those inside the classroom.

Finally, in line with what has been happening in the broader field of education (Davis & Sumara, 2006), there are signs of a movement in the field of L2 motivation towards going beyond identifying the signature dynamics of motivational systems (Hiver & Papi, 2020). This study will integrate L2MSS and Complexity Theory to investigate the impact of changes made to the signature dynamics of the system by altering the agents or introducing new elements to the system. The resulting changes from these processes will be informative for L2 motivation and the field of second language education more broadly.

Situating the Researcher in the Study

In 2014, a few months after starting to teach as a sessional ESL/EAP instructor in a central community college in Toronto, I embarked upon my PhD studies and started reading the motivation literature extensively. Despite my background in statistical measurements and quantitative analyses, I had always been interested in studying motivation and engagement over time; not at one particular point using one survey or questionnaire. Hence, in my master's thesis study, I had decided to examine my participants' (i.e., 75 English language teachers) quality of experience over the course of a week, having them fill out eight Experience Sampling Forms (ESFs) per day (Csikszentmihalyi, Hektner & Schmidt, 2006). As a result of this interest in studying motivation over time, the situated studies of individual learner's emergent motivation and the emphasis on their self and identity resonated with me (e.g., Kim, 2009; Dörnyei & Ushioda, 2011; Chen et al., 2014). As a result, the situated studies of individual learner's emergent motivation and the emphasis on their self and identity resonated with me (e.g., Kim, 2009; Dörnyei & Ushioda, 2011; Chen et al., 2014).

Moreover, my students in my college classes were typically young adults between the ages of 18-24, who were all international students and newcomers to Canada. To motivate them as their teacher, I felt that I needed to help them with several issues inside and outside the classroom. To do this, besides teaching them academic English, I felt I needed to help facilitate their social integration into campus life and the broader Canadian society in general. It became clear very quickly that in order for my students to be motivated, their struggles inside and outside the classroom needed to be validated and addressed as they adapted to life in their new environment. I turned to reading the literature again and started reflecting on ways I could keep these students actively engaged throughout a project that aimed at enhancing their language learning motivation. My attention once again turned towards the situated approaches of L2 motivation and studies that aimed to implement motivational strategies in order to improve students' motivation. I knew I had to put all of my teaching experience to use to enhance the learners' quality of participation and interaction both inside and outside the classroom (McIntyre, 2007). In doing so, I needed to become part of the classroom community (an agent in the system in DST/complexity terms), to encourage the learners to engage in collaborative inquiry which would help bring about positive change to classroom practices and help improve learners' quality

of experience outside the classroom. Therefore, at the beginning of 2017, after obtaining the necessary REB approvals, I felt prepared to start the data collection phase of this study.

Objectives of the Study

This study aimed to explore the motivation and classroom engagement of international students and newcomers to Canada who were enrolled in EAP programming. Engagement is an overarching construct that includes the behavioral aspects of learner participation along with a number of cognitive and affective elements (Reschly & Christenson, 2012). Using Participatory Action Research (PAR) as the methodological framework, I aimed to form a learning and research community with EAP learners and their teacher throughout the course of one semester (three and a half months). Through this collaboration, we aimed to positively impact learner motivation and to increase their classroom engagement. To this end, learners were invited to adopt the role of co-researchers and participate in a number of activities that enabled them to investigate their language learning experiences and the evolving nature of their motivation and self during the semester. In addition to academic learning, participants were prompted to engage in reflection and dialogue about issues they found relevant (e.g., issues of race, ethnicity, sexuality and class) and they participated in a number of social activities outside the classroom. The extent to which these activities impacted their L2 motivation, enhanced their future self-images and facilitated their social integration into the society was analyzed.

Overview of Thesis

This thesis study is organized into seven chapters. The introductory chapter gives background information about the study, specifies the problems it works to address, helps clarify its context and situates me as the researcher. Chapter 2 provides a review of literature pertaining to the EAP context and the L2 motivation field. Chapter 3 describes my theoretical framework and, in particular, clarifies the link between Dörnyei's L2MSST and Complexity Theory. Chapter 4 sheds light on the methodological design of this study, clarifying specifically how it is possible for a PAR study to adopt a Complexity Framework. In Chapter 5, I present a description of the PAR project in the narrative form, and then move to present the ESF (Experience Sampling Forms) findings. Chapter 6 introduces interview findings based on three rounds of semi-structured interviews. The first two occurred during the project and the third round was held a year after the end of the study. In Chapter 7, I discuss the findings in light of the existing

literature and through the lens of my theoretical framework. Finally, in Chapter 8, I conclude by responding to the research questions, suggesting implications of the findings for EAP programming and future research, and identifying limitations of the study.

Review of Literature

In this section, I will first review the literature related to the experiences of international students inside and outside the classroom in the EAP context since international students will be the participants of this study and their quality of experience will be of key importance. Although there are a number of key elements that are central to the study, I have made a conscious decision to keep certain elements in the foreground while not losing sight of others which are placed at the background of the study. As Larsen-Freeman and Cameron (2008) contend, the key is to allow the background to be dynamic while emphasis is placed on the foreground. The elements placed at the foreground of this study are motivation, engagement and emotions. For the purposes of this study, others are noted but are placed in the background (e.g., identity and race). Accordingly, this chapter begins with a brief review of this history of L2 motivation, following by an exploration of the relationship between self and motivation. Then, I review research that explores a variety of MotS (Motivational Strategies) designed to motivate learners in the classroom. I will also include a review of the benefits and challenges of using MotS in the classroom. The role of project-based learning will be examined next where the potential of projects for improving learner motivation and creating a positive classroom environment will be discussed. A review of the growing role of context in motivational research will end the section on learner motivation. After this, I will move on to explore the concept of engagement and its relationship with motivation. Finally, I will end this chapter with an exploration of the role of emotions in L2 motivation research.

English for Academic Purposes

English for Academic Purposes (EAP) emerged out of the broader field of English for Specific Purposes (ESP), marked by a focus on the teaching of English to facilitate international students' studies or their research in academic contexts (Hyland & Hamp-Lyons, 2002). Despite this, as Hamp-Lyons contends (2011), EAP is still viewed by some as a sub-discipline of ESP within the field of applied linguistics. To others, such as Hamp-Lyons (2011), it is an independent field within education or language education, with teachers conducting needs analyses and curriculum planning to meet students' academic needs. The roots of EAP can be traced back to the 1950s and 1960s when international students chose to continue their studies in universities in the United Kingdom (UK) and needed language support before the start or during their studies in their

academic programs (Jordan 2002). With increasing numbers of international students continuing their education in academic institutions in North America, the UK, Australia and New Zealand, EAP became a prominent field of language teaching in the 1980s. After the first issue of the *Journal of English for Academic Purposes* (JEAP) was published in 2002, EAP re-established its identity as a field closely related to ESP but as an independent field all on its own (Hamp-Lyons, 2011). With research gaining ground in the field of EAP, several key sub-strands have emerged – for example, critical EAP deals with EAP learners’ integration within the academic discourse community, their needs and rights, their identity struggles. More specifically, studies within this strand show that EAP students’ transition to their future academic studies goes beyond merely developing their English language competence and encompasses the negotiation of their participation across various social contexts and spaces including their language and disciplinary content areas as well as extra-curricular spaces (Duff, 2002, Morita, 2004, Van Viegan & Russell, 2019). However, there are various challenges that these learners often face that limit their participation and access to resources. EAP learners are often positioned as “limited”, “deficient” or “inadequate” and, as a result, have to use their sense of agency to negotiate their participation and resist these imposed identities, which they do to varying degrees of success (Cho 2011, Norton, 2001, 2013; Morita 2004). In cases where these learners are unsuccessful in shaking off these identities, silence might be adopted as a protective measure which could be interpreted as a lack of interest and make integration harder for these students (Duff, 2002). For instance, Morita (2004) described the experience of an EAP student who tried to negotiate her competence with the instructor by asking him to adjust the pace of the course according to her needs. When this did not happen, her silence continued throughout the rest of the course.

Of particular relevance to this study, Cho (2011) used PAR to examine issues such as identity, gender, ethnicity, and power issues that affect EAP learners in a college learning environment. She highlighted the role of emotions in creating a facilitative space and “glue of identity” (p.304) for de-constructing issues such as plagiarism in her classes with a group of international students in a U.S. college. She also recounted the struggles of the learners in her class in dealing with the issue of plagiarism and how the inflexibility of their academic core instructors led to a stifling of these learners’ voices and a disregard for the dialogic and collaborative nature of writing.

Although the studies cited above do not directly aim to examine learner motivation, it could be seen that the motivation of the students fluctuate in line with their identity struggles in the academic context, in turn impacting their self. Therefore, when examining EAP learners' motivation, it is important to account for their socialization processes through which they negotiate their participation and resist the identities imposed upon them. However, studies in the EAP context suggest that although much attention has been paid to learners' academic engagement, their social acculturation is often overlooked (Cheng & Fox, 2008; Keefe & Shi, 2017; Tweedie & Kim, 2015). According to these studies, EAP programs, overall, prepare students for their future academic studies (e.g., regarding their academic reading and writing skills) but do not help them with their integration needs. In this regard, students in two different EAP programs, expressed a need to interact with mainstream college and university students, become familiarized with other cultures and speak with a more authentic pronunciation (Keefe & Shi, 2017; Tweedie & Kim, 2015). Both studies recommended structured social activities that would help international students meet with their local counterparts and become familiarized with different cultures including the Canadian culture.

The second part of this section which has shaped the core of my thinking with regards to EAP teaching and research is the functioning of the EAP teacher in the classroom. Is the EAP teacher's job solely to provide learners with academic literacy skills needed for academic success or does she also have the responsibility to empower them with the means to critically examine the academic discourse for its hidden meanings? As Hyland and Hamp-Lyons (2002, p.9) ask: "Is the EAP teacher's job to replicate and reproduce existing forms of discourse (and thus power relations) or to develop an understanding of them so they can be challenged?" The pragmatism versus the criticality debate has been a longstanding one. Hyland and Hamp-Lyons (2002) are in favor of a "social-theoretical" stance that moves away from an exclusive focus on textual features towards the social processes that construct certain discourses. Thus, EAP learners need to deconstruct discourses for their ideological stance that might favor specific groups, prestige genres and vested interests to gain a better understanding of how these discourses work within the social context of their academic institution. Both Benesch (1993, 1996, 2001) and Pennycook (1997) reject the claim of the pragmatic approach to neutrality as EAP teaching in their view is a socio-political process and can never be neutral. Benesch (1993) adds that by being too willing to accommodate to the traditional academic teaching practices, EAP teachers take away learners'

opportunities for democratic participation in classroom practices such as negotiating the curriculum or collaborative learning. Chun (2015) takes it one step further, arguing that developing EAP learners' critical literacy skills might increase their "participatory voices" (p.12) in society so that they will have the opportunity to be heard along with the privileged others. In a collaborative project with an EAP teacher, Chun first introduced an academic functional literacy toolkit to the learners to increase their engagement with academic texts over time so that they gained a better understanding of how the academic discourse works at all levels. Subsequently, through a step-by-step approach and with the help of their teacher, participants learned to deconstruct the hidden meanings in multi-modal texts and discuss alternative positions. With a better understanding of the hegemonic discourses and the language constructing their classroom texts, it was up to them to choose to re-produce the same discourses or to challenge them. Classroom observations and semi-structured interviews with the learners in this class showed that the new teaching approach significantly increased their engagement and participation in the classroom and made learning substantially more meaningful to them.

However, most motivational studies in the EAP and ESL tertiary level learning environments employ a quantitative methodology and do not aim to investigate the types of learner struggles and identity issues mentioned above. Moreover, in studies that explored motivational change over time, varied outcomes were observed depending on immediate contextual elements and situational factors. Some studies reported motivation to rise and some reported motivation to fall or not change significantly throughout the course of learners' EAP studies (Phakiti, Hirsh & Woodrow, 2013; Busse & Walter, 2013; Fox, Cheng & Zumbo, 2013). The field is, therefore, ripe for studies that explore EAP students' motivation over time to clarify what elements within and beyond the classroom environment lead to learner motivation or demotivation.

Motivation

Motivation is a complex, dynamic and multifaceted term which has been interpreted in various ways according to different research traditions throughout the 20th and 21st centuries (Dörnyei & Ushioda, 2011). Freudian traditions first saw motivation as a deep-seated unconscious drive shaping behavior (Freud, 1938) whereas an explicit focus on conscious cognitive processes came in the latter half of the 20th century (e.g., Weiner, 1972). More

recently, with the rise of positive psychology, interest in the emotional side of motivation increased considerably with the cognitive dimension still being of relevance (Dörnyei & Ushioda, 2011). According to Dörnyei and Ottó (1998):

In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalized and (successfully or unsuccessfully) acted out (p.65).

A noteworthy development in the history of motivation research in the field of Second Language Education (SLE) was the emergence of Gardner and Lambert's seminal article in 1972 that led to the burgeoning of research on motivation in SLE. Gardner's socio-educational model (1972, 2010) drew attention to the construct of integrativeness, especially in the bilingual Canadian context. According to Gardner (2010), this construct includes individuals' openness to incorporating cultural elements associated with the target language into their identity. Gardner's model also accounted for the socio-cultural environment where language learning is taking place, through including learners' attitudes to learning a foreign language. Today, prominent scholars in the field acknowledge the robustness of this model particularly with regards to statistical measurement and the explanatory power it has brought to the L2 motivation field (e.g., Al-Hoorie & MacIntyre, 2020; Norton, 2020, Ushioda, 2020).

However, this model came under criticism especially at the turn of the century. In the monolingual context of Hungary, Dörnyei and Csizér (2002) carried out a large-scale study of learners' L2 motivation. They, too, found the concept of integrativeness statistically significant, but unlike the Canadian context, there were no visible communities in this context for learners to integrate into. Moreover, the results of structural equation modelling carried out by Csizér and Dörnyei (2005) indicated that integrativeness consisted of both instrumentality (i.e., pragmatic reasons for learning a foreign language), and the desire to integrate into an English-speaking community. Therefore, Dörnyei (2006) concluded that integrativeness could be interpreted more broadly to include the values that knowledge of the L2 would bring about. Other research at this time also pointed at learners' tendency to identify with the global community (Lamb, 2004; Yashima, 2000) or with their imagined communities (Norton, 2001). A prominent research tradition that assumed a different perspective on learner motivation was that of Bonny Norton,

which began in the mid-1990s (e.g., Norton Peirce, 1995). Influenced by the works of scholars such as Bourdieu (1977, cited in Norton, 2013) and Weedon (1987, cited in Norton, 2013), Norton (2001; 2013) argued that language learners' opportunities for social interaction are limited by unequitable power relations every step of the way. Defining identity as: "the way a person understands his or her relationship to the world, how the relationship is constructed across time and space, and how the person understands possibilities for the future" (Norton, 2013, p. 4), Norton argued that to gain access to social and cultural capital, learners need to negotiate their identities in the face of unequal power relations. Drawing upon Weedon's theory of subjectivity, Norton (2001) argued that when negotiating their identities, learners are often positioned in different ways. As such, they are subject of and subject to power relations that are unequally structured. To account for learners' agency in their social interactions, Norton (2013) proposed the sociological construct of investment as a complement to the psychological construct of motivation. Investment includes learners' commitment to learning a language upon consideration of their shifting identities and hopes for the future in the face of unequitable power relations. In this respect, the learners will be invested in a language course, for instance, to the extent that it will enable them to gain access to social and cultural capital. In other words, the learners will be invested in the course to the extent that it enables them to take a wider range of subject positions. Therefore, from this perspective, learner silence does not necessarily mean demotivation, but a lack of investment in the course due to the fact that the classroom practices adopted which might be "racist, sexist, elitist or homophobic" (Norton, 2013, p.3). Norton's views regarding identity, agency, investment and power were missing in SLE at the time they entered the field in the mid-90s (Norton, 2020) and were a much-needed complement to the psychological views of motivation.

A noteworthy expansion of the psychological views of motivation came in the formulation of the L2 Motivational Self-Systems Theory (L2MSS), which forms the basis of the conceptual framework of this study and is described in detail in the sections that follow. For the purposes of this historical discussion, it is worth noting here that the L2MSS had the potential to be interpreted in a static way and its main construct, i.e., the ideal L2 self, to be seen as a fixed target-post that individuals strive to reach (Henry, 2015). Eventually, however, in line with the principles of Dynamic Systems Theory (DST, Larsen-Freeman & Cameron, 2008), the L2MSS was reinterpreted from a DST lens (Dörnyei, MacIntyre & Henry, 2015). In this respect, the

learners and the teacher were seen as agents, their motivation emerging from the interaction of elements, such as their self-identity, emotions and cognitions, and other systems and subsystems such as different layers of context (Larsen-Freeman, 2015- please see next chapter for a more detailed discussion of DST and how it integrates into the conceptual framework of this study). Adopting this theory brought more dynamicity to the study of L2 motivation. For example, motivation began to be studied across varying timescales, and not at one static point in time (Schumann, 2015). Moreover, DST helped L2 motivation researchers provide a dynamic account of change within systems (Larsen-Freeman, 2015). That is, to create change, the system elements interact in tandem taking the system from one attractor state, i.e., point of stability, to the next creating a phase shift, i.e., major change, within the system. Systems are characterized by periods of stability, but this does not mean that subtle changes are not happening to the elements under the surface. When these subtle changes reach a tipping point, a phase shift happens within the system, leading to the movement of the system from one attractor state to the next, and a self-organization within the elements of the system (Larsen-Freeman & Cameron, 2008).

With respect to this study, and in line with Larsen-Freeman and Cameron's (2008) suggestion that complexity researchers keep interacting systems and specific elements in view while leaving others in the background (as articulated in the introductory paragraph of this chapter), I will place elements like identity and race in the background of my study, observing their interactions with other elements in the foreground, i.e., motivation, engagement and emotions. In doing so, I will take up the definition of motivation as a set of dynamically shifting desires, motives, goals and expectations, and self-efficacy beliefs that lead to the choice of a particular course of action and expending effort in it.

Self and L2 Motivation

A person's self is seen as the information that comes to mind when one thinks about who they are. This brings in a variety of self-descriptions including: "a range of self-related cognitions, beliefs, emotions, motives, roles, relationships, memories, dreams and goals, as well as expressions of who you feel you are not" (Mercer, 2014). To Ryan and Irie (2014), the self encompasses more than just who one is at a particular point in time. Drawing on Macadam's (1996, 2001, cited in Ryan & Irie, 2014) concept of a "storied self", they suggest seeing the self as a dynamic story consisting of who one was, who one is, the person one would like to be and

the person one is afraid of becoming. Mercer (2014) similarly posits that the self is complex and dynamic, continually being revised and constantly in a state of flux. It is not exclusively located within the mind of the individual but through one's actions, behavior and senses, extends to the physical world outside.

Based on the information given above, one's past, present or imagined future self-descriptions can motivate them to engage in or withdraw from an activity (Ushioda, 2014). For example, a person's high-self efficacy beliefs (Bandura, 1986) will enhance their motivation to participate in a learning activity. On the other hand, low beliefs in the self might cause a lack of preparation for a test which one can later ascribe to a lack of effort in order to protect the self (Ushioda, 2014). People will also feel energized differentially based on whether their motivation is self-generated or is imposed on them from the outside. In the field of SLA, one dominant theory that distinguishes between such internal and external sources of motivation is the L2 Motivational Self Systems Theory (L2 MSST, Dörnyei, 2009; see the next chapter for a more detailed review of this theory). Unlike theories that draw upon the current state of the self (e.g. self-determination theory, Deci & Ryan, 2012), the L2MSST focuses on the future dimensions of the self-concept. It consists of three main constructs:

Ideal L2 self: is the future representation of the L2 user one would like to become (e.g., regarding business travel or socializing with other L2 speakers). Being motivated by the ideal L2 self, one will invest effort in reducing the discrepancy between one's actual and ideal L2 selves.

Ought-to L2 self: is the L2 attributes that one believes they should possess in order to avoid a negative outcome or meet an external obligation (e.g., meeting a teacher or a parents' expectations of oneself regarding one's grades in a language class).

L2 leaning experience: concerns motives related to the immediate L2 learning environment (e.g., one's experience of success in the classroom).

The future self-guides mentioned above will not automatically motivate language learning behavior. That is, oftentimes the future-self image will fail to transpire to action. Dörnyei and Kubanyiova (2014) propose several conditions that need to be met for the future self-guides to exert their full energy on the learning behavior, including how vivid and elaborate the ideal-self image is, how different the ideal self is from one's actual self, how often the image

is activated within one's self-concept and how plausible the ideal self is perceived to be. A key aspect in this process is the formation of vision to energize an individual's learning efforts. Individuals will be able to "see", "hear" and "feel" their future selves which make a future vision real to them. Therefore, a learner with a detailed and elaborate ideal L2 self will likely invest more effort in the language learning process than one who cannot form such images (Dörnyei & Kubanyiova, 2014).

Empirical studies have explored the relationship between imagination, future-self guides, learning styles and motivated behavior in language learning. These studies have confirmed that the future self guides entail a multi-sensory experience with visual and auditory components playing the most significant role in helping learners generate ideal and ought-to L2 selves among teenage learners (Dörnyei & Chan, 2013; Kim & Kim, 2014) and university and college students (Al-Shehri, 2009; Kim & Kim 2018; You & Chan, 2015). In a study involving 172 grade 8 Chinese learners, Dörnyei and Chan (2013) found that the students' ideal and ought-to L2 selves were associated with intended effort and course grades for the learners' English and Chinese courses. They also found strong correlations between the future self-guides and the students' visual and auditory learning styles. Based on these findings, they posited that the term "vision" is appropriately used for the formation of the future self-guides since this process involves more than the visual sense and transcends to other senses especially one's auditory perceptions. Similarly, Kim and Kim's (2018) study of 283 Korean college students found that motivated L2 behavior was most strongly correlated with the ideal L2 self, followed by imagination and an auditory style. You and Chan's (2015) study showed that the formation of the future self-guides is a dynamic process. Their interview data of 20 students studying in Britain and China showed dynamic changes in the content, elaborateness, and the frequency with which future images were activated within the learners' self-concept. Therefore, it was not just the formation of imagery that affected L2 learning, but the process of L2 learning itself affected the formation of future images. In this respect, along with Henry (2015), they suggested that the future self-guides are not fixed targets or goalposts that do not change. But rather, these goalposts are constantly adjusted in line with feedback received from the environment.

Another group of studies capitalize on the learners' vision in order to motivate their language learning efforts. In this respect, Majid (2014) designed a visionary program for a group

of 31 Chinese international students in the U.K., the aim of which was to help them enhance their vision of their ideal L2 self, create specific action plans to achieve their vision and counter-balance their ideal L2 self with their feared L2 self. The program involved four two-hour sessions in which the participants were motivated by choosing their role-models and negative role-models, delineating a future path leading towards their ideal self and determining the obstacles that lay in their way. They were also shown ways of making new friends in their country of destination, preparing for job interviews, and writing their CV. The survey and interview data indicated that the participants' ideal L2 self-images became more vivid and elaborate as a result of the classroom activities. The participants' imagination also improved because of the visualization practices. Moreover, the program improved the learners' linguistic self-confidence and helped them develop a more positive learning attitude towards learning English. Similarly, Chan (2014) conducted visualization activities, an Ideal-Self- Tree activity and two counselling sessions with a group of eighty Chinese university students. The stem of the Ideal Self Tree represented the students' ideal selves and smaller branches signaled their action plans. In addition, two 20-minute language counselling sessions were planned during which pairs of students met with the teacher-researcher and obtained help regarding the visualization of their ideal self and setting concrete action plans for their future. The interventions helped the students develop a more positive and elaborate future L2 self. The students showed, in particular, a stable and elaborate L2 speaking self. They, therefore, chose role-models among the native speakers or English-speaking locals and successfully elaborated on the different aspects of their L2 speaking self that they believed would improve in the future.

In another study, Mackay (2014) conducted a series of visualization and practical training strategies (a total of 12 hours) for Catalan students in intervention and control groups. It was found that the motivation of the students in the intervention group increased more (or declined less) and that they were able to produce more detailed descriptions of their Ideal L2 selves in their interviews. Another finding was that the more mature students (in their late twenties or early thirties) were able to form a more elaborate vision of their ideal L2 selves compared to those in their early twenties.

Overall, studies so far have indicated the possibility to conduct imagery training by showing learners how to use the motivational capacity of the future-self guides and have

produced promising results (Dörnyei, 2014). However, most of the visionary programs mentioned above are supplements to language programs and, therefore, only take a few hours in duration (between 6 to 12 hours). I believe that in order to meet the conditions for creating, enhancing and sustaining future self-guides (Dörnyei & Kubanyiova, 2014), motivational activities need to be embedded within the course of everyday lessons, taking much more than the few hours that were invested into these visionary programs. In this respect, practical teacher-resource books (e.g., Hadfield & Dörnyei, 2013) can be extremely helpful in creating daily motivational activities for the learners. Moreover, all of the motivational studies mentioned above aim to measure immediate changes in learners' motivation. It would, thus, be helpful for studies to measure the long-term impacts of visionary programs and determine whether the activation of the future self-guides would have lasting effects on motivated behavior. Finally, the motivational studies mentioned above aim to activate learners' future-self images within the boundaries of the classroom environment. Since these studies were carried out in English as a Foreign Language (EFL) contexts where there are few opportunities for the learners to use English outside the classroom, activating the learners' vision were confined to the classroom. However, in environments such as Toronto, where the present study was conducted, there are more opportunities for learners to use English outside the classroom. Hence, the learners can benefit from social activities outside the classroom which emphasize on the usage of imagery to motivate the students.

Motivating Learners

A group of studies have focused on the motivational teaching strategies (MotS) that teachers use to create, sustain and enhance their learners' motivation (Hadfield & Dörnyei, 2013). Dörnyei and Csizér's (1998) landmark study on the significance attached to a set of motivational strategies led to the publication of a volume (Dörnyei, 2001) comprising of MotS that (a) created the basic motivational conditions, (b) generated initial motivation, (c) maintained and protected motivation, and (d) rounded off the learning experience by encouraging positive self-evaluation. Following the publication of this book, a number of studies attempted to validate the MotS in different teaching contexts around the world. Studies in Hungary, Taiwan, the US, and South Korea have found a number of MotS to be applicable to these settings whereas other MotS were deemed more context specific. MotS such as displaying motivating teacher behavior,

promoting learners' self-confidence and presenting tasks properly are among the MotS that are transferable within these contexts. However, when it came to MotS such as promoting learner autonomy and creating a pleasant classroom climate, discrepancies were observed among the contexts mentioned above. With regard to the former strategy, i.e., promoting learner autonomy, while it was recognized as a significant means to motivate the students by the Hungarian teachers, it was not viewed as such by teachers in the contexts of Taiwan and Korea. The second observed difference was in creating a positive classroom climate. While the Taiwanese teachers regarded it as a highly important MotS, the Korean teachers attached very little importance to it which indicated that there are no fixed dichotomies between strategies that are effective in the West and strategies that work in the East.

Other studies provide further support for the finding mentioned above. Lamb and Wedell (2015) describe distinct differences between the Chinese educational system, where the learners tend to place much value upon traditional learning methods, i.e., exam-based learning, and the Indonesian educational system that has become more decentralized, allowing its teachers to experiment with new methods, e.g., giving students autonomy. Thus, when asked, Chinese learners preferred classes they described as academically "interesting" whereas Indonesian students found "fun" and "humor" as strong motivators in their classes (p. 20). By the same token, Chen, Warden and Chang (2005) posit that integrative motivation plays an insignificant role in the Chinese classroom. Rather, the students are motivated by what they call *the Chinese Imperative* which places a heavy emphasis on memorization and other techniques designed to bring about exam success.

Another line of research investigates whether teachers' use of MotS is linked to students' motivated behavior and self-reported motivation by using observational and self-reported data (Guilloteaux & Dörnyei, 2008; Papi & Abdollahzaden, 2012). The instrument used in these studies is the Motivation Orientation of Language Teaching (MOLT) which is an observational scheme used to examine teachers' use of MotS. A self-report questionnaire was also used for students to report their motivation. Both studies showed significant relationships between the motivational strategies used by teachers, students' motivational behavior and their self-reported motivation. Since these studies were conducted in the contexts of Korea and Iran, they both attest to the importance of adopting MotS even in contexts that are known for their "rigid classroom

traditions” (p.72). By the same token, two controlled quasi-experimental studies investigated the relationships between teachers’ usage of MotS and learners’ state motivation in Saudi Arabia (Alrabai, 2016; Moskovsky et. Al, 2012). In both studies, a group of 14 teachers were trained to use six pre-selected MotS in their teaching practices throughout the period of 10 weeks. The students’ state motivation was measured through self-report surveys and observational tools and was compared with the students’ motivation in control groups who were not taught using these MotS. The results of these interventions showed significant differences between the motivation of the students in the experimental and the controlled groups which meant that their motivation had increased more or declined less compared to the motivation of the students in the control group. In addition, by assigning achievement tests to the learners in Alrabai (2016), it was determined that experimental learners’ achievement significantly improved over time as well.

A recent qualitative study (Henry, Korp, Sundqvist & Thorsen, 2018) in Sweden, sought the opinions of a sample of 252 teachers regarding a classroom activity that they found motivating. Rather than looking for cause and effect relationships, the researchers investigated teachers’ descriptions of motivating classroom activities which resulted in a design with a high ecological validity. The findings, overall, corroborated Dörnyei’s taxonomy of motivational strategies (2001). That is, the teachers found popular cultural and authentic activities, those that went beyond students’ immediate student or learner identities and drew on their transportable identities, motivating. These activities were interesting and personally meaningful to the learners, giving them choice and providing them with ample opportunities for participation. References were also made to the usage of technology, such as tablets, iPads and cellphones that enabled the learners to express their creativity by audio and video-recording their responses and taking pictures when doing assignments.

Overall, research on MotS has been viewed as “useful but limited in scale and impact” (Lamb, 2020; p. 295). One limitation is that even though teachers attest to the importance of the MotS, they are somewhat underused in the different teaching contexts. For example, Guilloteaux (2013) found that although “appropriate teacher behaviors” ranked first for Korean teachers in terms of its importance, it was placed in the bottom half of rankings when it came to its usage. This lack of usage might be due to the fact that the teachers feel ill-equipped to use these strategies due to the high linguistic and pedagogical demand these strategies place on them

(Henry et. al, 2018; Guilloteaux, 2013). In this respect, Guilloteaux (2013) reported that although teachers recognize the importance of communicative language teaching in Korea, they might not be ready to let the students take the initiative in the classroom. In addition, students did not always recognize that teachers were making use of these MotS and were only motivated when they realized that these strategies were being used (Bernaus & Gardner, 2008).

Studies have shown that if teachers are trained on their usage of MotS, they might be better able to use these strategies in the classroom (Alrabai, 2016; Moskovsky et al., 2012). However, these studies are experimental and have not been conducted in a real language classroom (Lamb, 2020). In addition, these studies only aim to measure immediate changes in language learners' motivation- not their mid-term and long-term motivational changes.

Moreover, there is a good deal of complexity surrounding the usage of the MotS in the classroom. That is, they are contextually and culturally dependent; their usage varies based on the teachers' training and their career level among other factors and their success depends on the learners' characteristics, preferences, socio-economic status and many other factors (Lamb, 2020). Therefore, they cannot be prescribed at a list of "dos or don'ts" as one strategy can prove to be effective or ineffective based on the interactions of the multitude of factors referred to above (Lamb, 2017, p.305). In this regard, complexity theory offers a useful framework to account for this messiness. Adopting this view, the teacher is no longer seen as the sole authority initiating these strategies but is an agent among others in the classroom (Larsen-Freeman, 2016). The learners' motivations will emerge from the interactions of multiple evolving elements created by the participation of the teacher and the learners, situated within multiple layers of context including the immediate classroom environment (Dörnyei, MacIntyre & Henry, 2015). Therefore, it would be useful for studies to explore the usage of these strategies in the classroom and describe the emerging patterns.

Projects and L2 Motivation

Project work has been shown to help the learners' motivation sustain inside and outside the classroom (Muir, 2020). Among the few studies that have examined project-based education in SLA, there is general consensus that a project is a series of tasks that extend beyond one class, involve collaborative tasks, are process-oriented and have a clear outcome (Park & Hiver, 2018). Overall, project-based learning has been deemed successful in terms of enhancing learners'

language skills, increasing their content knowledge, providing them with real-life knowledge, enhancing their motivation and building a positive self-concept (Stoller, 2006). In addition, projects provide increased opportunities for student collaboration (Muir, 2020). Since such collaboration includes working toward a common goal, projects can generate powerful motivational currents within the classroom environment that intensify learner focus and result in improved performance and increased learning (Dörnyei, Henry & Muir, 2016). As a result of collaborative projects, an overall enhancement of teacher-learner relationships and an improvement of group dynamics occur which result in a positive classroom atmosphere (Muir, 2020).

A few empirical studies have assessed the effectiveness of projects in the language classroom. Petersen and Nassaji (2016) examined the perspectives of 88 students and 30 teachers regarding project-based learning in three ESL schools in British Columbia, Canada. They found that, overall, both groups of students and teachers had positive attitudes towards project-based learning and believed projects to be superior to traditional learning methods in several ways. The students believed that projects were interesting, helped them improve their English skills, increased their speaking confidence and helped them to learn the value of teamwork. By the same token, teachers believed that projects help them teach integrated skills through learner-centred activities, helped them practice active learning through assigning collaborative activities, improved learner participation and raised the energy levels of the group. In another study, Henry, Korp, Sundqvist and Thorsen (2018) reported the Swedish teachers in their study to regard projects as a motivational tool that enable the learners to engage in authentic and creative activities such as: “making news programs and documentaries, screenplays, films, podcasts, and blogs” (P.267).

In one of the few studies examining the relationships between project-based learning, L2 Motivational Self-Systems theory (Dörnyei, 2009) and affective factors, Park and Hiver (2017) found among 38 first group middle-school students that projects enhanced their ideal self-images, regulated their anxiety and helped them develop a stronger sense of L2 self-efficacy. However, it was also found for a handful of learners that projects increased their anxiety, in addition to improving their self-efficacy and enabling them to develop a more elaborate ideal L2

self-image. As a result, the researchers concluded that it is possible for anxiety to coexist with a strong sense of self-efficacy and a clear ideal L2 self.

Finally, it is worth mentioning the concept of flow (Csikszentmihalyi, 1990) in relation to classroom projects. In an environment where students work collaboratively towards a common goal with a heightened sense of focus and an increased amount of feedback from the teacher and other students, there is a chance that a state of flow will occur. Flow is a heightened state of attention where an individual is completely absorbed in the task at hand to the extent that they become oblivious to all other external factors including a sense of time and space (Csikszentmihalyi, 1990, 1997). With the continuation of such states of heightened consciousness, the quality of learners' classroom experience increases which results in an increased investment in the course, increased motivation and improved learning (Shernoff et. al, 2003).

Context in L2 Motivational Studies

Recent developments in the L2 motivation field, particularly the adoption of L2MSST (Dörnyei, 2009) as a major theoretical framework and its integration with Complex Dynamic Systems Theory (CDST, Dörnyei, MacIntyre & Henry, 2015) along with relational views of L2 motivation (Ushioda, 2009) mean that context is now viewed differently than in the 1990s. That is, context is no longer viewed as a background variable (Dörnyei & Ushioda, 2011) but forms an inseparable part of the L2 learner's experience. In line with these changes, L2 researchers take into account real learners with a unique sense of self and identity and a sense of agency within multiple layers of micro and macro context. As a result, the lens adopted by the researcher determines the boundaries of context within a given study. A narrower lens could zoom in on the interacting systems and sub-systems located within a learner (MacIntyre & Serroul, 2015), i.e., the learners' cognitive, affective and motivational systems and subsystems. Alternatively, a wider lens places the emphasis upon multiple layers of the broader environment external to the learner (Yim, Clement & MacIntyre, 2020). No matter which lens the researcher adopts, a more nuanced and dynamic interpretation of the context is adopted in L2 studies- that is, a relational view of context that views motivation as shaping and being shaped by multiple interacting elements within multiple layers of context (Ushioda, 2020).

Adopting Ushioda's person-in-context relational framework, MacIntyre, Baker and Sparling (2017) found evidence of a community-based concept in their interview data which they called "the rooted L2 self" (p. 512). This concept is rooted in the connections among heritage speakers of the Gaelic language in Nova Scotia. MacIntyre et al. posit that the rooted L2 self is shaped by and in turn shapes the connections among the speakers of this language which are kept alive through the rich traditions of music and dance.

Using narrative inquiry, Miyahara (2015) investigated how the motivations of six Japanese college students emerged organically within the context of their ESL studies. In Miyahara's study, narrative inquiry proved helpful in showing how the motivations of the students ebbed and flowed over time. It also shed light on the processes through which they used their sense of agency to negotiate their identity and gain access to resources inside and outside the classroom. This study sheds light on the role of context in shaping the learners' motivations and also shows how learners can use their intentionality and agency to impact the context they are in. Similarly, Sampson (2016) adopts CDST (Dörnyei, MacIntyre & Henry, 2015; Larsen-Freeman & Cameron, 2008) to show how a class group's motivation evolves organically within a classroom context. Adopting the role of a teacher-researcher, Sampson draws on multiple data sources including journals to show how multiple elements can interact within the context of a classroom environment when it comes to motivating the students through action research. Moreover, Ueki and Takeuchi (2017) described their two participants' study abroad experiences during which their motivation evolved through the interaction of their ought-to L2 self and their ideal L2 self. They also showed how these participants' self-efficacy increased within the context of their study abroad program to further strengthen their motivation.

What the studies cited above share in common is their usage of a qualitative framework to account for the nuances of the learners' fluctuating motivations within the contexts of their studies. Research aiming to motivate learners should adopt such methodologies to capture the detailed patterns that occur as these learners' motivations evolve within a specific context (Ushioda, 2020). Moreover, motivational studies need to widen their lens to account for the broader layers of the learners' experiences outside of the classroom. Most motivational studies aim to examine learners' experience within the confines of the immediate classroom. However, as Sampson (2016) illustrates, energy from the outside layers of the classroom context can be

brought inside the classroom to shape the learners' experience. Therefore, widening the lens will enable the researcher to capture more nuanced connections between the interacting systems and subsystems that shape learner motivation outside the classroom.

Engagement

In Educational Psychology, engagement is a construct that is related to motivation, but the two are separate constructs (Reschly & Christenson, 2012). One difference between them is that motivation is the internal drive to satisfy a need and engagement is consisted of the behavioral manifestation of one's motivation in addition to cognitive and affective elements (Christenson, Reschly & Wylie, 2012, p. 814). In other words, motivation can be described as "intent", and engagement as "action". Reschly and Christenson (2012, p.14) also posit that engagement is a "multidimensional" construct that includes the construct of motivation and that "motivation is necessary but not sufficient for engagement". In flow theory (Csikszentmihalyi, 1990, 2014), engagement is comprised of cognitive, affective and activation elements in addition to motivation.

In SLE, studies on learner engagement are very scarce and the definitions for engagement vary from one study to another (Han & Hyland, 2015). In one of the few studies carried out in the field, Han and Hyland (2015) explored the engagement of four Chinese students with WCF (Written Corrective Feedback) in the classroom. Having collected a wide range of data including written texts, interviews, retrospective verbal reports, and teacher–student writing conferences, Han and Hyland (2015) set out to explore how the four learners engaged cognitively, affectively and behaviorally with their teacher's WCF. They found engagement to be, indeed, a complex construct shaped by the learners' goals, beliefs, past experiences, and the context in which the WCF was received. They recommended that teachers develop a thorough understanding of the abovementioned elements when giving students WCF in order to enhance their engagement in the classroom. In another study, Hiver et. al (2020) explored the relationships between the autobiographical narratives of 41 college learners (related to their L2 experience) with their cognition, affect and behavior. They found that learners' cognitive, affective and behavioral aspects of their stories were linked to their adaptations to their environment. They recommended the usage of a narrative approach which places emphasis on the learners' phenomenological experiences in engagement studies.

In flow theory, intense experiences of engagement are known as flow (Csikszentmihalyi, 1990). More specifically, flow occurs when engagement reaches such high levels that individuals become absorbed in an activity, oblivious to all external elements such as fatigue or the passage of time (Csikszentmihalyi, 1990, 2014). Although very few studies have explored the concept of flow in SLE, the existing studies have produced promising results. Egbert's study (2004) shed light on the nature of language learning tasks that triggered the flow experience for the learners in the language classroom. She assigned 7 communicative tasks to fourth-semester university students learning Spanish as a foreign language. Based on the similarity of participants' experiences across the tasks, she concluded that it is possible for teachers to assign tasks that generate flow in the classroom. According to her, the four theoretical flow-triggering dimensions of a task (Csikszentmihalyi, 1990), i.e., the balance of challenge and skills, attention, interest and control, determined the degree to which the learners experienced flow in her study. Moreover, she found that tasks that provided an element of novelty, e.g., online chatting, and those that gave learners an element of choice and autonomy, e.g., choosing a mystery persona and having their friends guess who it was via email, triggered more flow for the learners. On the other hand, lack of sufficient familiarity with task procedures, interruption by another group of students in the lab, and the heavy content of a ready passage were identified as potential barriers to flow in some of the other tasks that were assigned.

Czimmermann and Piniel (2016) investigated classroom flow, task-specific flow and anti-flow experiences (boredom, apathy and anxiety) among advanced Hungarian university-level language learners. The results of their study showed that the majority of their participants experienced flow in their university classes in general and during the task that was assigned to them by the researchers, i.e., a picture domino task. In terms of general classroom flow, most participants reported the university classroom environments to be conducive to flow due to having a balanced challenge-skill level and catering to their interests. Likewise, most participants experienced medium levels of flow with the picture domino task as it helped them to focus their attention, arouse their interest and contained a high but manageable level of challenge that encouraged them to continue but did not overwhelm them. Czimmermann and Piniel proposed that teachers could plan for both classroom and task-specific flow by designing and administering engaging tasks that draw learners' attention and enhance their positive learning experiences.

The studies mentioned above have begun to explore learners' classroom engagement and flow experiences, but more research is definitely warranted in this regard. Firstly, studies have not clarified which classroom tasks with which kinds of characteristics trigger medium levels of engagement and which tasks lead to higher levels of engagement (i.e., flow) for the learners. On a more nuanced scale, tasks that trigger intense flow experiences (i.e., extreme flow) can be distinguished from other flow triggering tasks and learners' quality of experience during these two states should be documented. In this regard, research shows that intense flow states can contribute to the memorability of the task over time (Rosin et. al, 2009), but more research is needed in this respect.

It might also be worthwhile to explore the duration of these flow states and determine whether more intense flow states also last longer in terms of duration compared to less intense flow states. In studies carried out by Csikszentmihalyi (1990, 1997) the duration of flow lasted longer (i.e., several hours) for painters and athletes who were in intense flow states, but would be of value to establish if such states also last longer in the classroom.

Emotions

Despite remaining understudied for many years, emotions have recently captured the attention of the researchers in the field of SLE (Benesch, 2012; 2018; MacIntyre, Gregersen & Mercer, 2016). According to Dewaele (2019, p. 2), although a "turn" has not yet been witnessed, it is fair to say that "a sharp increase in interest in emotion" has occurred. The reasons for this heightened interest can be found in the movement of the field towards qualitative approaches (explained above) which has made it easier for researchers to delve into participants' emotions using methods other than scientific observation. Of course, quantitative methodologies are not rejected, but there are now increasing calls in the field to triangulate- making use of both quantitative and qualitative methodologies (Dewaele, 2019). Additionally, the rising popularity of positive psychology in the field has increased interest in the study of positive emotions, such as enjoyment, empathy, hope, pride, love, etc. (Dewaele et. al, 2019).

Examining emotion from a social and critical perspective, Benesch (2012; 2018) posts that emotions are embodied in social relationships that are characterized by inequitable power relationships. In this regard, emotions become an agency- a signal that something must be done to resist the inequitable power dynamics inside and outside the classroom. For instance, within an

institution, “emotion labor” (Benesch, 2018, p.6) was experienced by teachers when there was a conflict between what the policy asked the teachers to do, e.g., punish learners when they were caught plagiarizing, and what they felt was right to do. According to Benesch (2018), these emotions led to ignoring these rules on a number of occasions. In line with these views, emotions are not merely seen as “private, individual, psychological states” (Benesch, 2012), but as agency that could serve as the “glue of identity” (Haviland & Kahlbaugh, 1993, p. 222, cited in Cho, 2011). Hence, emotions have the potential to bring learners together into a cohesive group in the classroom and facilitate their resistance against inequitable power structures. Still, for the purposes of this study, psychological research on emotions that is linked to motivation and engagement specifically brings to bear key insights aimed at improving the teaching practices adopted by the teacher and creating a positive classroom atmosphere. Therefore – as with identity and race – Benesch’s social and critical perspective on emotions will assume a background position in the current study, while psychological perspectives on emotions will be brought to the foreground.

Drawing on Fredrickson’s (2004) broaden and build theory of positive emotion, MacIntyre and Geregersen (2012) posit that positive emotions broaden attention, increase resilience in the face of hardship, help build social and intellectual resources and improve health and well-being. This way, they keep language learners open to social contact and enhance the process of language learning. Negative emotions, on the other hand, narrow learners’ focus and restrict learning. However, researchers warn against simply seeing positive emotions as “good” and negative emotions as “bad” (MacIntyre & Vincze, 2017, p. 78). That is, positive and negative emotions work in tandem and dynamically fluctuate to enhance or impede language learning. Therefore, emotions are adaptive and it is the quality of their adaptation that affect language learning (MacIntyre & Vincze, 2017).

Foreign Language Classroom Anxiety (FLCA) is the most widely researched emotion in SLA (MacIntyre, 2017). As language learning permeates to the core of the learners’ identity and involves various forms of self-expression in the classroom, it seems normal for researchers to have focused attention on the learners’ classroom feelings of worry and apprehension (Daubney, Dewaele & Gkonou, 2017; MacIntyre, 2017). In this regard, studies have documented the negative impact of FLCA on students’ cognitive performance at all three stages of input, processing and output (MacIntyre & Gardner, 1994). In the input stage, important information is blocked from

entering consciousness and in the processing stage, the speed of processing becomes considerably slow. In the output the, the retrieval process of information is negatively affected. Moreover, FLCA causes learners' minds to go blank in the middle of group activities and can result in the phenomenon of over-studying (Horwitz et. al, 1986). Therefore, unsurprisingly, FLCA leads to lower grades (Gregersen et al., 2017), and lower foreign language achievement, academic achievement and language proficiency (Botes, Dewaele & Greiff, 2020; Dewaele & Alfawzan, 2018; Gardner, 1985).

Among positive emotions, Foreign Language Enjoyment (FLE) has recently received the most interest among researchers. FLE has stronger correlations with course grades and language proficiency scores than FLCA, which means high levels of FLE are more likely to predict a students' positive performance on FL tests (Dewaele & Alfawzan, 2018). Moreover, studies have shown that learners, in general, appear to more frequently experience FLE than FLCA (Dewaele & MacIntyre, 2014; Dewaele & MacIntyre, 2016). In this regard, it has been found that the more experienced the language learner, typically between intermediate and higher intermediate, the more FLE they are likely to experience compared to FLCA (Dewaele et. al, 2017). This is partly due to the fact that more experienced language learners know how to create more opportunities to experience FLE and partly because they have learned over time how to keep their anxiety at bay (Dewaele & Alfawzan, 2018). That being said, FLE and FLCA have been found to be two independent emotions with a very small percentage of variance between them which means that they can simultaneously co-occur within a learner (Dewaele & MacIntyre, 2014; Dewaele & MacIntyre, 2019; Dewaele et. al, 2018).

Studies have shown that positive and negative emotions have significant correlations with different motivational frameworks within SLA (MacIntyre & Vincze, 2017; MacIntyre et. al, 2020), namely, the socio-educational model (Gardner, 2010), the L2 MSST (Dörnyei, 2009) and the socio-contextual model (Celement, 1986). What is noteworthy is that in these studies, motivational constructs were associated more strongly and consistently with positive emotions than with negative emotions. McIntyre and Vincze (2017) examined the associations of 10 positive emotions and 9 negative emotions with a number of motivation-related constructs such as the ones mentioned above. They found that among the positive emotions, amusement and peace, and among the negative emotions, anger and hate were most strongly associated with motivation. This finding

is rather surprising in the SLA field since it is the first that shows students' ability to laugh at their minor errors or find humor in their social incongruities, i.e., their amusement, plays the strongest role in terms of keeping them motivated. McIntyre and Vincze (2017) posit that feeling socially at ease seems to be very important for their sample of 182 Italian high school students. Moreover, the feeling of anger which is directed toward eliminating physical barriers seems to play a role when it comes to keeping learning motivated.

In the context of first-year high school students in Japan, Saito et. al (2018) found that the ideal L2 self was associated with FLE private and anxiety; FLE has been found to have two dimensions, namely: FLE social and FLE private (Dewaele & MacIntyre, 2014). FLE social is linked to the enjoyment derived from the social environment of the classroom whereas FLE private is gained through personal achievements. Saito et. al point out that those who have a clearer ideal self-guide have a promotional focus, experience higher feelings of enjoyment with respect to their L2 performance and have lower anxiety.

With respect to the positive force of positive emotions and their relationship with future self-guides, MacIntyre and Gregersen (2012) hypothesize that individuals with an elaborate ideal L2 self, experience positive anticipatory emotions related to the future. It is the result of the powerful force exerted by these emotions that the discrepancy between the actual L2 self and the ideal L2 self are narrowed and L2 learning effort is energized. More future empirical studies in this regard can shed light on the nature of these emotions and the nuances of their relationships with the future self-guides. MacIntyre, Ross and Clement (2020) highlight the need for more dynamic studies that examine the complex interactions of emotions and motivation in real-time. They posit that emotions are useful tools for providing information about one's motivation within a given context and dynamic studies can do well to inform our understanding of the nuanced relationships and the moment-by-moment relationships of emotions and motivation and their relationships with L2 learning experience.

Theoretical Framework

Introduction

In the previous chapter, I mentioned that in this study, I will place three main elements in the foreground of my study, i.e., motivation, engagement and emotions. However, as a researcher interested in complexity theory, I would like to keep a broader range of elements into perspective. Hence, as per Larsen-Freeman & Cameron's (2008) suggestion, I will keep the elements of identity, power, race, ethnicity, sexuality, class in the background of my study. As such, I will keep a close eye on the interactions of these elements with the main elements of motivation, engagement and emotions that are inherent to the conceptual framework guiding this research.

In this chapter, I will firstly give a historical account of qualitative research in motivational research that I identify with as it helps me investigate the elements I have placed in the background in addition to the foregrounded elements. Subsequently, I will describe how my theoretical framework enabled me to take a situated account of the learners' relational motivation and their struggles in line with Ushioda's (2020) "wine and conversation" approach (defined below). To this end, I will contextualize the theoretical framework of this study by providing a brief historical account of the popular theoretical frameworks in L2 motivation, including Dynamic Systems Theory (DST). Then, I will present my theoretical framework (i.e., L2 Motivational Self-Systems Theory, L2MSS) and the empirical studies that have been carried out using it. The congruence between my L2MS and DST will then be discussed in light of empirical studies adopting these two frameworks. Finally, I will discuss the limitations of my study before moving on to give a description of the problem and introduce my research questions.

Qualitative Research in L2 motivation

Ushioda (2020, p. 198) recounts an occasion when Spolsky (2000, cited in Ushioda, 2020) asks Wallace Lambert about indirect ways of examining a participant's integrative and instrumental motivation that would not involve administering a questionnaire. Lambert apparently makes the remark that if a researcher is to assess a participant's integrative motivation, it is better to have a conversation with them over a bottle of wine during an evening. This approach which entails delving into an individual's perspectives and experiences, known

metaphorically as the “wine and conversation” approach (Ushioda, 2020, p. 202), was a few decades ahead of its time when the comment above was made by Lambert in the summer of 1968.

At that time, the socio-educational model was increasing in popularity and became fully dominant in the field with Gardner and Lambert’s seminal article in 1972. As a result, the aim of L2 researchers was to adopt abstract measures of L2 learners’ collective motivation at a single point in time (de Bot, 2015). Through quantitative measurements and statistical procedures, abstract, componentized forms of the motivation of large samples of L2 learners were studied (Schumann, 2015). The socio-educational model, undoubtedly, has explanatory value by which the motivation of a group of learners can be examined as it relates to their learning behavior or learning outcomes (Ushioda, 2020). However, it did not sufficiently explain the evolving nature of an individual learner’s motivation as it ebbs and flows within the locality of its social and cultural environment.

At the turn of the century, a few qualitative accounts of individual learners’ motivations appeared alongside a large number of quantitative studies in a volume published on motivation and second language acquisition by Dörnyei and Schmidt (2001). But it was not until two major volumes, one investigating motivation along with self and identity (Dörnyei & Ushioda, 2009) and the other researching motivation within the framework of complexity theory (Dörnyei, MacIntyre & Henry, 2015), that the “wine and conversation” approach became mainstream in the field of SLA (Ushioda, 2020).

As a result, recently, there has been an increasing interest among researchers to investigate the relational motivation of the real learner with a unique self, identity and past experiences nested within multiple layers of context (Ushioda, 2009; 2020). Motivation is viewed as a dynamic, fluid and evolving construct with qualitative methods being used to study its evolution over time.

This tendency to study the intersection of motivation, self and identity over a period of time is very important as studies in the EAP context have shown the process of non-native students’ socialization to be fraught with tensions, power relations and identity struggles (Duff, 2002; Morita, 2004). They are often positioned as “deficient”, “inadequate” or “limited” in such a learning environment (Cho, 2011, Chun, 2015). As these studies show (Miyahara, 2015,

Norton 2001, Morita, 2004), overcoming these imposed identities involves the learners exercising their agency, which they do to varying degrees of success depending on complex contextual interactions and the negotiations of power and identity. Therefore, in order for these students to be motivated, their struggles inside and outside the classroom need to be validated and addressed as they adapt to life in their new environment.

A Definition of Motivation and Demotivation

Before moving on to describe different research traditions in the field of L2 motivation, I would like to reiterate that in line Dörnyei and Ottó's (1998) definition, which was provided in the previous chapter, I see motivation as set of dynamically shifting desires, motives, goals and expectations, and self-efficacy beliefs that lead to the choice of a particular course of action and expending effort in it. Therefore, as opposed to engagement which is often seen as the behavioral manifestation of motivation (Mercer & Dörnyei, 2020), motivation is an internal drive to satisfy a need (Reschly & Christenson, 2012). Demotivation, however, occurs when one's motivation is reduced often due to external circumstances. Dörnyei and Ushioda (2011, p. 139) define demotivation as: "Specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action". Dörnyei and Ushioda (2011) also contrast demotivation with amotivation which denotes a lack of motivation whatsoever. In studies that examine demotivation (e.g., Kim, 2009; Li & Zhou, 2013), the demotivating factors (aka demotivators) are explored to determine their impact on the students' motivation. Some of these demotivators include: "teachers, characteristics of classes, experience of failure, class environment, class materials, and learner's interests" (Sakai & Kikuchi, 2009, p. 61, as cited in Kikuchi, 2015). Studies show that each learner often reacts to these demotivators in unique and complex ways adding to the relevance of studies that examine these factors from a DST lens (Kikuchi, 2015).

L2 Motivation

The publishing of a research anthology (Al-Hoorie & MacIntyre, 2020) commemorating the 60th anniversary of Gardner and Lambert's (1959) seminal article shows that the influence of the Gardnerian tradition still continues on and is not limited to a period of time as was thought

before (Al-Hoorie & MacIntyre, 2020). One of the important lessons that was learned from is the importance of the quality of measurement and rigor in conducting quantitative research. As Al-Hoorie and MacIntyre (2020, p.2) posit: “This (concern for measurement) has not always been the case in our field and when the quality of measurement is sacrificed for convenience, research invariably suffers”.

However, as the concept of integrativeness, the main construct in Gardner’s socio-educational model, is difficult to measure in contexts where there is no visible L2 speaking communities, its usage has been broadened to include self-and-identity constructs the learner can relate to within their self-concept (Csizér, 2020). Dörnyei’s L2MSS (Dörnyei, 2009) is a dominant framework in the L2 field that draws upon self-and-identity constructs to explain effort invested into learning an L2. Moreover, approaches that offer a situated account of the learners’ relational motivation are popular in the field. In this regard, studies examine the role of multiple layers of social context, from the micro classroom context to the broader context outside the classroom, in shaping learner motivation and causing changes to learners’ self-and-identity. Ushioda’s person-in-context relational view of motivation (2009) and her wine and conversation approach (2020) are two approaches that offer a framework for conducting such research. In addition, critical approaches (e.g., Norton’s post-structuralist perspective 2001, 2013) that see each learner as possessing a unique sense of agency and identity impacted by positioning and power relationships have contributed to the field.

Of relevance to the proposed study is the introduction of Dynamic Systems Theory (DST), which has very recently led to the transformation of motivation research (Hiver & Papi, 2020), to the point that it has been termed the “dynamic paradigm shift” (Dörnyei, MacIntyre & Henry, 2015). In the section below, I will discuss this perspective but will review the related empirical studies after I introduce my theoretical framework.

Dynamic Systems theory

A recent movement in motivation research has to do with the increasing popularity of DST, which calls for an integrated picture of the micro-level elements within the learner and macro elements within the context of multiple time scales by viewing them as interacting and constantly developing systems (Larsen-Freeman & Cameron, 2008). Thus, within this framework motivation is studied through its interaction with other learner internal elements such

as affect, cognition and self-identity as sub-systems and also with other broader contextual elements as systems in their own right (Larsen-Freeman, 2016). These elements and their web of interactions form a relational unit (Hiver & Papi, 2020; Larsen-Freeman, 2017) i.e., a complex system, through which the behavior of the system emerges. Using this perspective, learners' unique motivational characteristics are not lost within the computational procedures of finding correlations, as was the case with traditional methods (Dörnyei, MacIntyre & Henry, 2015).

Moreover, motivation is studied over time and not just at one static point (Schuman, 2015). DST offers the researcher the advantage of studying motivation through varying timeframes each of which offer a different "level of reality" (Hiver & Papi, 2020 as cited Cilliers & Nicolescu, 2012, p.716). That is, a system might show relative stability when studied from a larger timescale, but from a smaller timescale, it can show quite turbulent behavior (Larsen-Freeman, 2015). As a result, studying motivation from one timescale might block the researcher's understanding of the bigger, or the smaller picture (de Bot, 2015). A language learners' long-term motivation could be driven by career-related goals, her mid-term goals by competing her academic program and her short-term goals by performing well in class. As these timescales interact, it is important to take them and their interactions into account when it comes to research design. As Larsen-Freeman (2016, p.377) contends, "Research does not become easier when approached from a complex systems perspective, but it has the virtue of reflecting the way the world works".

Change is the next important characteristic of motivation seen from a DST framework. That is, in each motivational system, it is important to identify an agent or agents that are capable of creating change through interaction with other elements (Hiver & Papi, 2020). As a learner's motivational system moves through state space, through using individual or collective agency, these agents can pull the system towards certain attractor states, i.e., point of stability, and away from others, causing phase shifts, i.e. major changes, within the system (Larsen-Freeman, 2015).

Complex systems are open to influence from the wider environment. They are characterized by "dynamic equilibrium" (Larsen-Freeman & Cameron, 2008); that is, they reach periods of equilibrium but through major perturbations or more subtle changes, e.g., the butterfly effect, undergo phase shifts. Part of this shift is caused by the environment surrounding the system which is no longer studied as a background variable but as an organic unit that interacts with the elements of the system under investigation, i.e., the learners' motivational system

(Larsen-Freeman, 2015). The motivational system and its interactions with the environment cannot be understood by breaking the elements into their constituent parts. As Larsen-Freeman and Cameron (2008) contend, the whole is not the sum of the parts. Therefore, the critical point for the researcher becomes where to draw the boundaries between the system and the surrounding environment. As studying all the elements together would not be humanly possible, the researcher also needs to decide which elements to include as interacting elements within the system and which to place as externally interacting with the system under investigation. Larsen-Freeman (2017, p.33) suggests addressing this dilemma by:

Beginning with a particular point of entry into a complex system and continuing to watch as it evolves, as it modifies itself functionally through use by agents, while always revisiting the question of where the boundaries lie for the system of interest and being aware of the “methodological rich points” seems to me a lot like conducting a good ethnography (Ybema et al, 2010, as cited in Larsen-Freeman, 2017) or a design experiment (Cobb et al., 2003, as cited in Larsen-Freeman, 2017), methodologies compatible with CT (Complexity Theory) (Varela, 1999, p.13, as cited in Larsen-Freeman, 2017).

A final characteristic of DST is “self-organized emergence” (Hiver & Papi, 2020, p.123). That is, complex systems self-organize rather than accepting solutions forced on them. Once energy enters the system from outside, it adapts to the changes and self-organizes to establish order again. Therefore, one can imagine that over time, learners’ motivational systems go through change, emerge in novel ways but then exhibit self-organizing behavior and enter a period of stability again¹. These systems are open which means that they continue on to their trajectory without an end in sight.

Engagement

Engagement is a multi-faceted and multi-dimensional construct that consists of motivation along with cognitive and affective elements (Reschly & Christenson, 2012). According to

¹Under the surface, the system will also show signs of self-organizing when stable, but these signs might not emerge until they reach a tipping point or energy enters the system from outside.

Christenson, Reschly and Wylie (2012), there is consensus in the field of Educational Psychology that engagement is a behavioral construct, which has internal cognitive and affective components, that manifests itself in the learners' classroom behavior. In the field of Second Language Education (SLE), engagement has also been defined in terms of its behavioral component (Mercer & Dörnyei, 2020). Mercer and Dörnyei (2020) argue that this concept can even be of higher significance to L2 learners compared to the learners of other subjects since language learning is highly dependent on active and meaningful participation in the classroom. That is, L2 learning is intricately intertwined with identity changes and other cognitive, behavioral and emotional shifts which can make it a stressful and anxiety-inducing process. Such elements of active, participatory learning can lead to the automatization of language despite the anxiety that persists throughout the period of language learning.

In the field of SLE, very few studies have focused on learners' processes of engagement with language learning (see Chapter 2 for a review of these studies). As Mercer and Dörnyei (2020) contend, the reason for this might be the popularity of the concept of motivation in the past 40-50 years. However, researching engagement has benefits that an exclusive focus on motivation may not offer. According to Mercer and Dörnyei (2020), engagement is directly connected to performance in the classroom whereas a student with high degrees of motivation may or may not be engaged in the classroom depending on several factors including situational and contextual elements. Secondly, Mercer and Dörnyei (2020) note that the concept of engagement is a meta-construct that is formed from the complex interactions of cognitions, emotions and motivation which is in line with the development of DST in the field of L2 motivation. In this regard, the system will manifest unique characteristics which, in line with DST principles, will not equal the sum of its parts. Thirdly, Mercer and Dörnyei (2020) posit that engagement, unlike motivation, is a practical and relatable concept for language teachers which they can have a significant impact on and the results of which they can directly observe in the classroom.

It is with these benefits mentioned above in mind that this study examines the language learning engagement of EAP participants in addition to their motivation. As this study was characterized by several active, participatory elements, it was pertinent that engagement be included as a significant element that has been placed in the foreground.

Theoretical Framework

In this study, I employed the L2MSS theory (Dörnyei, 2009) to gain a better understanding of the different aspects of the learners' self-concept and their role in learners' motivated behavior. The L2MSS draws upon two theories in mainstream psychology, Markus and Nurius' (1986) possible-selves theory and Higgins's (1987) self-discrepancy theory. The possible-selves theory highlights the role of multiple future-oriented possible selves and their impact on goal-directed and mastery-related behavior. In this respect, Markus and Nurius differentiated among a number of future self-guides including a self we would like to become, a self we might become, and a self we are afraid of becoming. To account for the reasons why individuals engage in motivated behavior, Higgins's (1987) self-discrepancy theory emphasizes the discrepancies among an individual's ideal self (a person one dreams of becoming), the ought self (the duties and responsibilities imposed on a person) and the actual self (how one views themselves at the present time). That is, the discomfort felt at realizing the gap between an individual's actual self and the future self-guides energizes action aimed at reducing the gap. Therefore, according to Higgins, it is the force of negative feelings along with the desire to reduce the discrepancy between the present and future selves that lead to motivated behavior.

In Dörnyei's L2MSS framework, L2 motivation is considered to encompass three dimensions – (i) the learners' vision of the future English user they would like to become (i.e., the ideal L2 self); (ii) the obligations imposed on them from the outside, that is, the language user others expect them to become in the future (i.e., their ought-to L2 self); and (iii) the situated motives related to the immediate learning environment (i.e., L2 learning experience).

Early studies have established the reliability of the L2MSS in different settings around the world (e.g., MacIntyre, Mackinnon & Clement, 2009; Ryan, 2009; Taguchi, Magid & Papi, 2009; Yashima, 2009). For example, in Taguchi, Magid and Papi (2009) Cronbach alphas were calculated to be above .80 for the ideal L2 self and above .70 for the ought-to L2 self in the contexts of Japan, China and Iran.

In addition, qualitative studies determined the ways in which the learners' future self-guides were formed and the consequences of the formation of these self-guides within the context of their studies. In the context of a provincial town in Indonesia, Lamb (2009) contrasted the future self-guides of two school learners attending the same class. Based on interview data, Lamb determined that the motivational system of one learner was marked by the ideal L2 self whereas

for the second learner, the ought-to L2 self seemed to be the dominant self-guide. Based on this information, Lamb was able to analyze the two learners' patterns of participation in a class whose teacher used a limited amount of English and focused on traditional textbook activities. The first learner resorted to non-participation as her ideal L2 self was not realized in the classroom environment whereas the second learner intended to participate to avoid negative outcomes and remained unconcerned by the lack of meaningful activities in the classroom environment. Analyzing interview data using Activity Theory (Engestrom, 1999), Kim (2009) highlighted the importance of the degrees of internalization of his participants' ideal and ought-to L2 selves. He showed that pragmatic or instrumental orientations can be just as powerful motivators as integrative orientations based on whether they are internalized within a learner's activity system and supported by communities of practice and division of labor.

Regarding the activation of the future self-guides, Dörnyei and Ushioda (2011) hypothesize that a number of conditions need to be met in order for the future-self guides to reach their maximum effectiveness when it comes to energizing language learners' learning efforts including the desirability of a future-self image, how different the future-self image is compared to the actual self, the elaborateness and vividness of the future self-image and the plausibility of the future self-image. However, very few empirical studies have examined these conditions and their effectiveness in action. Hessel's (2015) study among 97 German university students showed that levels of self-motivation were most strongly associated with the frequency at which their ideal L2 selves were imagined, the perceived future-present self-discrepancy and the levels of desirability of their ideal self-image. However, the plausibility of an ideal self-image was not a predictor of self-motivated behavior. Hessel also found that moderate levels of future-present self discrepancy had a strong effect on self-motivated behavior based on which she concluded that reasonable amounts of investment into attaining a goal can be sufficient to cause strong motivational states.

The ideal L2 self is the most highly researched future self-guide in the L2 field and has a large correlation with intended effort (.61) and a small correlation with achievement based on a recent meta-analysis of L2 research conducted by Al-Hoorie (2018). To improve the predictive validity of the ideal L2 self in relation to achievement, Al-Hoorie recommends taking into account the conditions for the activation of the future self-guides mentioned above. He posits that fulfilling these conditions will increase the predictive power of the ideal L2 self when it comes to

actual language achievement. He also suggests changing the term ideal L2 self to “the imagined self” (p. 736):

The standard scale items used to measure the ideal L2 self are in the form of “I can imagine myself...”, which is admittedly ambiguous. As an illustration, if a learner cannot imagine herself mastering English someday, this could additionally mean that she does not believe she can do that (self-efficacy), that she does not want to do that (value of the activity), that she experiences a complete absence of motivation (amotivation), that she does not need to do that (e.g., she has already mastered English), or any other interpretations different learners might conjure up.

It is as a result of this confusion that Al-Hoorie recommends this change of term and giving ideal L2 self a definition that is more consistent with its true definition. With regards to the motivational power of the ideal L2 self, another line of studies focuses designing motivational programs that draw upon the power of vision and imagery in the L2 classroom (See the previous chapter for a detailed review of these studies).

The ought-to L2 self has played an inconsistent role in L2 research (Csizér, 2020). Therefore, the ought-to L2 self has been found to have a significant relationship with constructs such as intended effort in some studies (Taguchi, Magid & Papi, 2009) and in others this relationship has been found to be insignificant (e.g., Lamb 2012). There is also some confusion regarding the motivational effects of the ought-to L2 self. In some studies, it has been found to be a weak source of motivation (e.g., Sato & Lara, 2019; Ueki & Takeuchi, 2013), the reason for it being that it is an external source of motivation imposed on the learners. Therefore, learners would not pursue these goals as if they were their own. The solution that these studies offer is that ways are found for learners to internalize their ought-to L2 self into their ideal L2 self.

In a recent study, Papi et al. (2019) developed a 2 x 2 model of L2 motivation where the ought-to and ideal-L2 selves have an “own” and “other” component thereby distinguishing between the motives that are internalized and those that are externally imposed. In their study, the ought L2 self/own correlated most strongly with motivated behavior followed by the ideal L2 self/own. This is in contrast to studies that show the ideal L2 self to be most strongly associated with motivated behavior (Papi & Teimouri, 2012; Ryan, 2009; Taguchi, Magid & Papi, 2009).

However, having carried out their study within a context of 257 international students studying English at a major North American University, Papi et al. (2019) warn that in their context of study, the students were under intense pressure to pass their courses and were primarily focused on preventing failure than to adopt a promotional focus, such as “speaking like a native speaker”. Similarly, Taylor (2013) reported that the ought-to L2 self described a higher proportion of the adolescents’ motivated behavior in her study. In her context of study, i.e., a Romanian high school, most of the force that energized action for her participants came from external forces such as parents and teachers which the learners subsequently either internalized, adopting a harmonious personality, or did not, showing a duplicitous, i.e. double-faced, personality or a submissive one. In addition, these imposed values were a source of conflict and demotivation for a fourth group which Taylor labeled as the rebellious personality, resisting the imposed beliefs and values either implicitly or explicitly. Finally, Hiver and Al-Hoorie (2020) found a gender-related difference in the relationship between the ought-to L2 self and intended effort. In their study, there was a significantly strong association between the ought-to L2 self and intended effort for males, but this relationship did not exist for females. Based on this, when it came to fulfilling external duties and obligations, Hiver and Al-Hoorie (2020) posited that an intended effort factor had to be present for males whereas for females the mediating effect of this factor was not necessary.

The third dimension of Dörnyei’s L2MSS theory is the L2 learning experience, which mainly includes the role of the immediate learning environment surrounding the learners in the educational setting. The L2 learning experience was initially labeled as “attitudes towards learning the L2” prompting Csizér (2020, p.78) to call for more studies determining whether this construct simply relates to positive or negative attitudes to L2 learning or whether it is more complex and relates to the learning process.

Studies have found the L2 learning experience to correlate most strongly with learning effort- more so than the ideal L2 self (Dörnyei, 2019; Lamb, 2012). However, as Al-Hoorie (2018) explains, this strong effect may be inflated due to not examining the factorial structure of items related to both constructs when they are not unidimensional. According to Al-Hoorie, studies that implement a factor analytic procedure when examining the correlation between intended effort and L2 learning experience have calculated the effect as .41, much lower than those that do not, i.e., .68.

Empirical studies have examined the facilitating and debilitating forces of the context on the learners' ideal and ought-to L2 selves (Ueki & Takeuchi, 2013; Yahima & Arano, 2015). In a study of 302 Japanese university students, Ueki and Takeuchi (2013) found that for English majors for whom the L2 learning experience was conducive to the forming and sustain of vivid ideal L2 self-images, promotion based variables such as the ideal L2 self, self-efficacy and L2 attitudes were significantly correlated with motivated L2 behavior with the ideal L2 self having the strongest correlation of all. However, for the non-English major group whose L2 learning experience was characterized by lack of ideal L2 self-images, prevention-based variables such as the ought-to L2 self were most significantly correlated with L2 motivated behavior. In Yashima and Arano's (2015) qualitative study, it was found that the more vivid the image of an ideal L2 self and the more deeply it was situated at the deeper ontological level, the more likely it was that it survived contextual barriers (e.g., schedule conflicts in the case of a learner who wished to continue attending a language class). In a case study of 8 college-level learners in the U.S., Hiver et al. (2019) gave a situated and detailed account of these learners' L2 learning experience as they went through the ups and downs of language learning. Adopting MacAdam's (2007, as cited in Hiver et al., 2019) integrative life narrative dimension, they identified four "prototypical nuclear scenes" (p. 102) in the learners' narratives. These key scenes described the learners' L2 learning experiences in vivid details that included the initiation of learning, finding something that attracted their interest, overcoming barriers and difficulties, and finally building social bonds with other learners.

L2MSS and Dynamic Systems Theory

Recently, L2MSS has been reinterpreted from a DST standpoint to avoid a static representation of the future self-guides (Dörnyei, MacIntyre & Henry, 2015). That is, by applying DST principles to future self-guides, they are not viewed as fixed end-points or targets that individuals strive to reach but as dynamic entities that are constantly in flux. Although they seem stable on the outside, changes are taking place under the surface at any given point in time (Henry, 2015). Therefore, every time they are reactivated, they will be subtly revised and reformulated. Another interesting point about the future self-guides is that they act as "shifting goal posts" (Henry, 2015, p.85). That is, although they are anchored in a fixed-point attractor state and show a general tendency for stability, they will be reformulated as information that indicate the closeness

of their attainment enters the consciousness. Another possibility is that through feedback from the environment they are interpreted as unachievable. In both situations, a phase shift occurs within the self-concept causing major reformulations in the future self-guides. In the former case, the goal posts will be extended to include other targets in line with changes in the self-concept whereas in the latter, the goal posts will be drawn closer to the actual self to include more realistic targets.

Empirical studies have examined the hypothesis stated above. In the qualitative section of a mixed-methods study, You and Chan (2015) reported dynamic changes in the future self-guides of their 20 university-level participants. Through interview data, the researchers found changes regarding the elaborateness and content of their participants' future self-guides. Based on these changes, they determined an interchangeable relationship between imagery and L2 learning where each affects the other, and at the same time is shaped by the other. In a similar case study, Chan (2016) reported dynamic fluctuations in the ideal L2 self of the participant in her study. More specifically, she found changes regarding the upward and downward revision of the ideal L2 self when interacting with the participant's emotions, cognitions, and the context in general.

Other studies have accounted for motivational changes occurring within the self-concept over time. In Chan, Dörnyei and Henry's (2015) longitudinal study, the motivational trajectory of a high-school learner named Chris, among a small sample of participants, became the focus of the study. Using a method called RQM (Retrodictive Qualitative Modelling), the researchers first determined his current motivational state by interviewing his teachers, and subsequently mapped the motivational trajectory that led him to his present point via detailed semi-structured interviews. By viewing his motivation and the elements interacting with it as part of a system, they found that despite the sudden changes to his motivational system at certain points during his study that took it out of its attractor state, the system was ultimately very much dependent on its initial conditions. In the case of Chris, his desire to live up to the expectations of his grandparents, uncle and teachers acts as the initial conditions of his L2 motivational system since the beginning of his language studies in Year 1. Despite the introduction of new attractor states (such as achievement, stimulation and fear of failure in Year 3), the system tended to oscillate among these and the initial condition of living up to external pressures (the ought-to L2 self). Chan et al. concluded that although there are multiple and complex interrelations within and between the elements of different systems, drawing patterns among these developments is possible. Using the term "limited

variability” (p.240), the researchers posited that systems often show the tendency to take certain trajectories out of an infinite number of possibilities.

Adopting a DST perspective has also enabled researchers to study the future self-guides using different timescales. Although in many DST studies the timescale includes many years of development such as in the study cited above (see also Mercer, 2014, 2015; Yashima & Arano, 2015), MacIntyre and Serroul (2015) adopt a much narrower timescale, i.e., a per-second timescale in their study. Using the idiodynamic software, the participants rated their affective classroom experience on a per-second timescale while watching a video recording of their performance in the classroom. The researchers found interesting chains of affective reactions along with frequent rise and dips in their participants’ motivation during more cognitively challenging tasks.

In another study, Mercer (2014b) used social networks to illustrate the different components of her participant’s (identified by her pseudonym Anna) self-system. Using a sociogram (a diagram showing different elements of the system as nodes and their connections with lines), Mercer illustrated the potential of this approach in accounting for dynamic interrelations between the self and other internal and external elements. Moreover, the sociogram’s depiction of the social, as well as personal dimensions of the self, meant that the social context was illustrated as embedded within the system. Through this visual representation, Mercer showed how the flow of Anna’s emotions and their interactions with her cognition, motivation and the environment led to a phase shift within her system. More specifically, Anna’s trip to the U.S. with her son enabled her to form new social relationships which transpired through her entire self-system leading to her having an overall more positive English self-system.

L2MSS and Emotions

It is impossible to find a single definition for a concept that is complex, multifaceted and frequently researched. One definition in the cognitive psychology field is “emotions are short-lived, feeling-arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events” (Reeve, 2005, p. 294 as cited by MacIntyre & Gregersen, 2012). According to this definition, emotions are purposeful tools that provide us with information about our surrounding environment and help us better adjust to changes within this environment. Emotions function as a system with unique characteristics; therefore, the

patterns this system exhibit would be different from those shown by the sum of its parts. In the social and critical perspectives of emotions (Benesch, 2012), emotions are viewed as an agency that help resist inequitable power relationships inside and outside the classroom. They are not private, psychological states, but serve as a cohesive tool that bring learners together in order to examine and stand against power imbalances.

Emotions play a prominent role in the L2MSS (Dörnyei, 2009). That is, reducing the discrepancy between one's actual L2 self and ideal L2 self can affect a person's positive and negative emotions in order for them to be motivated to take action. According to Higgins (1987), feelings of joy and fear are important, as the joy one might experience when imagining their ideal self alongside the fear of not being able to reduce the discrepancy between their actual and ideal selves can persuade one to engage in action. According to MacIntyre and Gregersen (2012) positive anticipatory emotions are strong motivators. Drawing on Fredrickson's (2006) broaden and build theory, they hypothesize that positive emotions open up students to further learning opportunities. That is, feelings of joy, excitement, hope and love associated with L2 learning images, motivate students to take strong steps to achieve their future visions. On the other hand, negative emotions such as fear of failure, narrow attention and result in a withdrawal of the learning activity.

Studies have also associated joy with ideal L2 self and anxiety with ought-L2 self, especially with the ought-to L2 self-other (Papi 2010, Papi & Teimouri, 2012, Teimouri, 2017). In a study carried out by Teimouri (2017), joy correlated strongly with ideal L2 self, but no significant relationship was found between joy and the ought-to L2-self other. A weak relationship was found between joy and ought-to L2 self own. As predicted, anxiety correlated more strongly with the ought-to L2-self-other than the ought-to L2 self own. Teimouri (2017) posited that joy is congruent with the ideal L2 self due to its promotional focus. Moreover, anxiety fits well with ought to L2 self-other and the prevention focus of learners in this group that can play a facilitative role, meaning that anxiety can enable learners to take action and meet the expectations placed on them from the outside. However, due to the promotion focus of the learners in the ideal L2 self group, anxiety could play a debilitating role and is, thus, incongruent with their learning style.

Finally, MacIntyre and Vincze (2017) found that positive and negative emotions experienced in relation to the future-self guides are context dependent. In the context of their study, due to the high integrative motivation of the participants, their ideal L2 self was strongly associated with amusement and peace and negatively correlated with anger and hate. This showed that in their specific learning context, i.e., Italian high school students learning German, the ability to take mistakes lightly or to laugh at mistakes along with high levels of social self-confidence (associated with amusement) were strongly associated with the participants' ideal L2 self. In a similar vein, feeling at peace with one's skills during communication and having high levels of self-confidence along with low levels of anxiety (associated with peace) were the second strongest predictor of the ideal L2 self. On the other hand, anger and hate, which are emotions directed toward removing physical barriers, were strong triggers of anxiety and were, therefore, negatively associated with the ideal L2 self. It must be noted that in this study, regression analyses indicated that the relationship between positive and negative emotions and the ought-to L2 self was quite weak.

Limitations of the Theoretical Framework

Despite the merits of using an L2MSS framework, a number of criticisms have been leveled against it which will be mentioned in this section. In a study using a questionnaire that measured the actual L2 self as well as the future self-guides, Thorsen, Henry and Cliffordson (2020) found that the discrepancy between the ideal and actual L2 self was more significant for the grade 7 cohort as opposed to the grade 9 cohort. Thorson et al. concluded that the actual L2 self has not been explored along with the other future self-guides as per Higgin's (1987) Self Discrepancy Theory.

Some researchers have also reported complexity regarding the ideal and ought-to L2 self constructs. Papi et al. (2019) reported that the questionnaires measuring the ideal L2 self include "own" constructs whereas both "own" and "other" constructs are included in the measurement of the ought-to L2 self which caused an imbalance. They validated a more balanced framework that included ideal and ought-to L2 self "own" and "other" labeling it a "2x2 framework". Taylor (2013) found that the future self-guides have a public and private aspect which have been missed in the L2MSS. In her study of adolescents in Romania, she found that the future self-guides were reported one way in accordance with group norms but were stated differently in private. Based

on this discrepancy, she designed the “quadripolar” model of identity that includes both private and public dimensions of future selves.

Regarding measurement issues, Al-Hoorie (2018) reported that most L2 studies have examined associations between the future self-guides and intended effort. As this criterion measure is self-reported, Al-Hoorie wonders whether different results would be found if actual effort was measured as opposed to self-reported effort or intended effort. He also makes note of a discriminant validity problem regarding the correlations between the L2 learning experience and intended effort.

Finally, studies in the L2 field have shown the centrality of vision when it comes to motivated behavior (Dörnyei & Chan, 2013; Kim & Kim, 2014). However, attempting to replicate an earlier study (i.e., You, Dörnyei & Csizér, 2016), Hiver and Al-Hoorie found weak associations between the ideal L2 self and vision. They, overall, found a dominant visual style to be a weak predictor of L2 learning. Hiver and Al-Hoorie called for more research attempting to replicate key concepts relating to the L2MSS.

Description of the problem

As mentioned above, the process of socialization of EAP learners in the academic context of their college is filled with tensions and conflict as they have to grapple with identity struggles, power imbalances and the positioning imposed upon them by the native speaking members of their community. Still, research is lacking that examines motivational change in the EAP context with regards to the factors mentioned above. Most of the studies look into the institutional culture and the shortcomings of academic programs (e.g., Busse & Walter, 2013; Fox, Cheng & Zumbo, 2013) but fail to consider learners’ investment into their programs with respect to the abovementioned contextual factors. While Norton’s research (2001, 2013) focuses on these elements among the immigrant population, a focus on the academic context is lacking. Those studies that do focus on the academic context (e.g. Cho, 2011; Mortita, 2004; Duff, 2002) do not have the aim of examining learners’ motivational change over time.

Moreover, although research on motivation has moved towards adopting complexity perspectives and DST as its main focus, very few studies have been done on EAP learners using this lens. All of this is happening at a time when research shows that EAP classes are full of complexity with many contextual factors that interact both within the academic environment and

the broader socio-cultural context of the EAP learners' life that could affect their motivation over time (Chun, 2015; Yashima & Arano, 2015; Cho, 2011).

Applying DST to L2MSS has changed our understanding of context in the L2 field. As mentioned earlier, motivation is seen as emergent from multiple levels of micro and macro context (Ushioda, 2020). However, when it comes to motivating learners, very few studies have examined the role of the broader layers of the context. More specifically, when it comes to the EAP context, the role of social activities in enhancing learner vision outside the classroom is understudied.

In addition, studies that do adopt DST (e.g., Chan et al., 2015) describe the patterns emergent from interacting systems and elements but do not make an attempt to change the course of events by introducing energy into the learner's motivational systems and observe the effects (Davis & Sumara, 2005).

Finally, very few studies have drawn upon the collective energy resulting from students' collaborative work when it comes to motivating them. Although group dynamics have been examined in the area of L2 motivation (Fukada, Falout, Fukada & Murphey, 2020), very few studies have capitalized on these group dynamics as distinct motivational strategies (MotS) inside and outside the classroom.

Overall, the time is ripe for a study that taps into learners' inner voices in an effort to better account for their struggles within an academic context and examine the impact of these conflicting experiences on their motivational change over time. It is also very timely to consider the roles of the students and their teacher in creating a facilitative and dialogical space where they can better collaborate and work out solutions that could lead to a better educational environment and quality of experience for these learners in the classroom.

Research Questions

The proposed doctoral research aims to study the motivational change of learners in an EAP program and explore how such changes affect their academic and social transition to their college program and life in Canada. Considering the pressing need for further research in the Canadian college context and the urgency to find out what motivates these learners during their academic and social journeys, I will seek to answer the following questions:

1. How do the motivation and engagement of a purposeful sample of adult EAP learners in a central Canadian community college evolve in light of:
 - Classroom tasks designed to explore change in their motivation and engagement?
 - Different contexts and systems (e.g., micro, macro)?
2. To what extent do different conceptualizations of motivation account for these findings?

Methodology

In this chapter, I will briefly review the key tenets of Participatory Action Research (PAR), which forms the methodological framework of this study. I will then discuss the compatibility of PAR and the complexity lens adopted in my theoretical framework. Subsequently, I will describe the study design, methods of data collection and data analysis.

Methodological Framework

Participatory Action Research

PAR is an investigative methodology that is distinct from the traditional means of conducting research inquiry in several ways. Firstly, PAR gives legitimacy to multiple, dialogical and social forms of knowledge and regards realities as specific and local in nature (McIntyre, 2007). Centering inquiry on collectivist ways of knowing and producing knowledge is in sharp contrast to positivist modes of creating knowledge where the “expert knower” is at the center and conducts inquiry on “the researched” (Kemmis & MacTaggart, 2005). Thus, power is democratically shared among all the participants who are now repositioned as co-researchers. Moreover, the participatory aspect of PAR means that the participants, known as ‘co-researchers’, participate in many aspects of the research project including proposing research topics, gathering and interpreting data and taking part in the dissemination of the findings (McIntyre, 2007). As McIntyre (2007) mentions, the emphasis in PAR is placed upon the quality of participation, not its proportion, as the participants now have ownership over the project and their effective participation is crucial to bringing about positive change to the site of the study and beyond.

PAR has strong roots in critical perspectives and feminist perspectives in that participants are encouraged to question and resist the taken-for-granted power structures, especially with regard to categories of race, gender, sexuality, ethnicity and class. This criticality links PAR to transformative pedagogy, stressing the potential of participants to bring about change. Storytelling and artistic means of self-expression gain importance in PAR, leading to the use of narratives, photo-voice, role-playing, drama, music and movement in previous PAR studies (e.g., Cho, 2011; Skarin, 2011; McIntyre, 2007).

The Origins of PAR

The development of PAR can be traced to three distinct movements (Jordan, 2009; Kindon, Pain & Kesby, 2007). Firstly, in the 1960s and 70s, the work of Paulo Freire (1970) and Orlando Fals-Broda (1969) in the so called third world, centered on bringing the voices, experiences and struggles of the poor, oppressed and marginalized to the centre of the social inquiry from the peripheries. Although the term participatory action research was not necessarily used, their focus on making the invisible visible and empowering the poor to be the active agents of the social and political transformation of their lives was the main impetus for shaping PAR's development. Nowadays, most PAR projects draw upon Freire's (1970) theory of conscientization in which the poor and the disadvantaged gain the critical consciousness necessary to resist their marginalization and cause individual and social change.

The second movement which is linked to the development of PAR, as Jordan (2009) explains, is the anticolonial and revolutionary movements in the south led by Castro in Cuba and Sandinistas in Nicaragua. The focus of the national literacy campaigns run in these two countries were not just "functional literacy" (p. 17), but also to foster critical consciousness among the public to bring about processes of emancipation and social transformation. Jordan (2009) goes on to explain that these developments have led to reactions in the North with movements that share the critical ideas of those in the South despite not being driven by their anticolonial and revolutionary contexts.

The third influence is the action component of PAR that unlike the previous two movements has roots in the European and academic development of action research (Jordan 2009; Kemmis & McTaggart, 2005). The history of action research goes back to Kurt Lewin's work after the Second World War and his use of "spiral cycles of self-reflection" (p. 278) where the researcher would reflect on the problem, propose an action plan and collect data in a cyclical process. Although this iterative cycle is the core of action research and also some forms of PAR, it seems too linear to describe a PAR process that is fraught with unpredictability, dynamism and unforeseen challenges and opportunities (Kemmis & McTaggart, 2005). Hence, as it will be seen later, I will be using phases and layers in my study rather than cycles of action and reflection.

The Central Tenets of PAR

PAR is critical. Critical theory is at the heart of PAR, as practitioners and participants aim to reveal how power relations in the social, cultural, economic and political contexts outside the classroom shape the experiences of the learners inside the classroom (Kemmis & MacTaggart, 2005). Power tends to operate in subtle ways and common discourses and practices in a society normalize power in a way that renders it invisible (Foucault, 1980). In a PAR project, the classroom turns into a social and political arena for interrogating these invisible power structures including, but not limited to, race, gender, class, ethnicity and sexuality. Therefore, the theme of criticality is prevalent in all PAR studies and those that do not share this tenet (i.e., element of criticality), have appropriately used other terms such as “reflective teacher inquiry” or “participatory approach” (e.g. Auerbach & Paxton, 1997, p.239). Accordingly, PAR has recently been renamed as critical participatory action research (Kemmis, McTaggart and Nixon, 2014).

Secondly, *PAR aims at transforming both theory and practice* (Kemmis & McTaggart, 2005). First of all, PAR questions the dominance of positivist methods of the production of knowledge. This epistemological position is closely in line with social constructionist approaches to the construction of knowledge that view knowledge as socially constructed and the reality is “multiple, local and specific in nature” (Cho, 2011, p. 299). Giving credit to the multiple, dialogical and social formations of knowledge is also poststructuralist in nature, which has more recently become a common line of thinking in the field of applied linguistics (e.g., Morgan, 2007; Norton, 2013).

Moreover, when it comes to practice, PAR takes a radical approach; that is, projects should pave the way for social and political transformation of a given situation. Critical dialogue on its own might not lead to the empowerment of students or transformation. As Frye (1999) ponders in her study of immigrant women: “would the students acquire the power to step outside the classroom and make their lives better?” (p.505) A few sentences before this she writes: “In telling their stories to me and each other, I hoped they would move toward validating their experience and recognizing where their personal power had led to achievements and successes.” (p. 505). My understanding of PAR is that hoping for things to get better is not enough; rather, critical dialogue and storytelling are just a first step. A PAR project should highlight a path toward transformation, give its participants agency, and engage in creative ways of expressing resistance by, for example, artistic means. For instance, Skarin’s (2011) PAR research depicts how her Latina students resisted “wounding inscriptions” (p.362) incurred by physical and emotional abuse at home, unfair

positioning by the schooling system and anti-immigration laws and policies. Using the “theater of the oppressed” (p.339), the participants directed and made short videos of the peak moments affecting their lives that were so emotional and painful that the audience burst into tears. Skarin moves on to heavily criticize the practice of testing the children, grouping them demographically and assigning each of these groups success or failure within the school system as a policy that alienates the disadvantaged students like those in her study.

Thirdly, *PAR gives its participants a voice*. This is a fundamental aspect of PAR that stands in sharp contrast to positivist traditions of research. PAR recognizes the experiences and the knowledge in the peripheries and is opposed to the viewing of non-native speakers as deficient, academically inadequate or unable to keep up with the norms of their native-speaking peers. By repositioning non-native and disadvantaged students as researchers, PAR gives them the right to speak and the opportunity to be heard. There is a malleability when it comes to methods of data collection in PAR (McIntyre, 2007). That is, PAR practitioners use a variety of methods to give their students voice, including various means of artistic expression. Narratives, photo-voice, role playing, drama, music and movement have been used in PAR projects to enact participants’ “unspeakable stories” (McIntyre, 2007, p.21) especially in the cases of those whose experiences have been particularly painful. Digital technology has also helped create a new platform for participants to express their voice through advanced digital editing software that, for example, synthesizes pictures, videos, text and soundtracks into high-quality videos (Gubrium, Harper & Otanez, 2015).

PAR and Complexity Theory

PAR and other less participatory forms of action research have been shown to be compatible with complexity modes of thinking, brought together within the same framework in a number of empirical studies since the 1990s (e.g., Sumara & Davis, 1997; Phelps & Graham, 2010; Wood & Butt, 2014). PAR and complexity theory are compatible in five distinct ways. First, in line with complexity thinking, PAR researchers acknowledge the complexity of the phenomena they deal with, where the aim is never to predict the outcomes of their study (Phelps & Hase, 2002); rather, the change they wish to bring about is emergent, non-linear and open to influence by a variety of elements. Secondly, despite the unpredictability mentioned above, PAR researchers who adopt a complexity perspective are never bystanders in the research process, simply describing systems under investigation; rather, they attempt to affect change by

introducing new elements or “noise” to the systems under study to see how these systems react to such changes (Phelps & Hase, 2002; Davis & Sumara, 2005).

Thirdly, agent interaction – a key tenet of a complexity framework – has important implications for PAR researchers. In complexity terms, the knowledge of constituent parts of the system is not sufficient to understand its general behavior, due to extensive interactions among the agents (Phelps & Hase, 2002). The interactions among the agents of the system are similar to what is referred to as participation or collaboration among participants in PAR research that leads to what Phelps and Graham (2010) define in complexity terms, “collective possibilities (which help bring together the self-interests of autonomous agents into grander collective possibilities)”. This is where the democratic sharing of power, the fourth key aspect of compatibility between PAR and complexity, becomes relevant and allows power to be more equally distributed among agents who will collaborate in bringing about change.

Finally, regarding the generalizability of findings, neither PAR nor complexity theory researchers see the findings of their research as being generalizable to contexts beyond the one being studied. Thus, it is up to those who read the study or to whom the findings are shared, to identify which aspect of the project would work and which does not in the local context of their study (Phelps & Hase, 2002).

In my doctoral research project, the compatibilities mentioned above enabled me to research a complex phenomenon, i.e., learner motivation by adopting PAR and using a complexity lens to view each event. Taking on the role of a PAR researcher, I collaborated with 18 adult English language learners and their teacher in the English Language Learning program of a central community college in Toronto, Ontario, Canada.

In the following sections, after briefly describing the setting of this study, I will describe the participants’ roles before elaborating on the methodological design and procedure in more detail.

The Research Site

The institution in which this study was conducted is the oldest community college in Toronto. With 22,000 full-time students based in 5 campuses, the college offers bachelor's degree, diploma, certificate, post-graduate certificate and apprenticeship programs in various fields of studies.

The college offers two distinct English language preparatory programs to help its prospective students to meet the minimum language proficiency requirements for direct entry to their future college programs, i.e., English Language Learning (ELL) and English for Academic Purposes (EAP). Although the programs differ in their design and structure to an extent, the most significant difference is their clientele. ELL consists of international students, whereas EAP is comprised of students who are permanent residents of Canada (including newly arrived permanent residents) or Canadian citizens who have immigrated to Canada in the past. This study was carried out in the ELL program. This program aims to prepare international students to meet the minimum language proficiency requirements for direct entry to their college program and for their prospective college studies and their careers more generally. The program covers a range of proficiency levels; from elementary to upper-intermediate in 5 levels. Each level will take a semester to complete which is three and a half months long and is, itself, divided into five 3-week modules. With regards to the clientele, the ELL program attracts students from diverse backgrounds. Students from the Far-East, Eastern Europe and Latin American countries constitute a sizable population in the ELL. Their ages range from 18 to 40, but most of them are in their early adult years, i.e., 18-25.

Generally, English language programs can be placed under two categories: EAP or ESL. EAP programs emphasize the academic skills of the learners such as essay writing, listening to lectures and giving presentations. ESL programs, however, give priority to the social aspects of language learning and aim to improve learners' general English proficiency. What made the ELL program very suitable for this study was that it is essentially a combination of both (albeit with a slightly heavier emphasis on the academic aspects of language learning). Therefore, the syllabus includes essay writing, note-taking while listening to academic lectures, and class presentations, but the instructors have some room to work on the learners' general conversational skills and address topics of general interest. In addition, three field trips are organized every semester that could be used as an opportunity to address social topics.

Participants

The Learners

The students in this study were of Chinese, Vietnamese and Japanese backgrounds and their median age was 20. They were enrolled in the last level of the ELL program, i.e., level 5,

and their English proficiency was in the intermediate to the upper-intermediate range. 18 students were enrolled in level 5 and consented to participating in the main part of this study after I went to their class, handed out the information letters and consent forms, and verbally gave them information about the study (I had sought their teacher's consent earlier-see the section below). Later, I asked for the students' consent to participate in the interviews via email. 10 students consented to doing the first interview, 8 consented to doing the second and 6 consented to doing the third interview.

The students were all newcomers to Canada and had been in Toronto for only a few months at the start of the study. Most of the students lived in a student residence a few blocks away from the building where their classes were held, and a few lived with their host families.

At the start of the study, most of the students were in the process of integrating into campus life and the Canadian society. They were getting used to living with their new roommates or their new host family who did not necessarily speak the same language as they did. Although their language proficiency was not low, they also had problems understanding Canadian English or making themselves understood. As evident from the students' interviews, some found this process very challenging which affected their classroom performance at the beginning of the study.

The students also found participation challenging at the beginning of the study and preferred to be silent for prolonged periods. Their transition to their co-researcher roles was far from smooth and at times involved profound changes to their sense of self. To gain access to resources, they often had to use their sense of agency which they were able to do to varying degrees of success. However, throughout the project, the learners became significantly more engaged and proved to be capable co-researchers during the project- as evident by their forum presentations.

The Teacher

After a couple of ELL instructors turned down the idea of participating in this study, I was lucky to have Daniel consenting to participate. At the time I approached Daniel, he had been teaching in the ELL program for a few years. Although we were familiar with each other – I was also teaching in the ELL program at the time- our collaboration before this project was limited to

discussing classroom issues, students' grades and making tests. As such, we had never observed each other's classes and were not familiar with each other's teaching styles.

During the project, Daniel and I met on a weekly basis to make lesson plans together. He also graciously allowed me to observe his first five classes and get involved with teaching practices as a co-teacher afterwards. As the learners started to collaborate and assume their co-researcher duties, Daniel and I monitored their overall performance in our weekly meetings and informal conversations after each class. We also discussed ways of improving our collaboration in our future classes in order to increase engagement in our future classes.

With regards to co-teaching in the classroom, Daniel and I took equal turns delivering materials and giving instructions while the other co-teacher took the role of a facilitator, intervening as per the state of the lesson and conditions of the classroom. As the semester progressed, Daniel assumed a more prevalent role with regards to teaching, while I tried to facilitate more often and ensure that the classroom conditions were conducive to learning.

When it came to organizing the social activities, Daniel and I shared the responsibilities equally and each tried to collaborate to the extent that we could, to ensure that each event worked out smoothly. Meticulous planning had to be put in place for the final event of the semester, i.e., the forum. Therefore, Daniel and I increased our weekly meetings to two (per week) in the final weeks of the semester, in addition to the emails that needed to be exchanged and the telephone calls that needed to be made.

The Researcher

This was the first time I was conducting a study that adopted PAR as its methodology. Before this study, I had mostly been involved in quantitative studies of learners' and teachers' motivation. Transitioning to a researcher who was ready to adopt a radical research methodology such as PAR, took a few years.

In line with the current views in the field that motivation and motivating are complex phenomena, I had reached the conclusion that a motivational project had to transform language learners and their quality of experience to be effective. Firstly, it had to go beyond changes in the lesson plan or the teaching methodology inside the classroom. Language learners' quality of

experience outside the classroom needed to be tapped into as well. The students I taught at the time were young adults in their late teens or early twenties who were socially isolated outside the classroom. As newcomers to Canada, most of their time was spent playing computer games at home. Their interactions outside the classroom were mostly in their mother tongue with English playing a minimal role in their daily interactions. Therefore, a motivational project needed to take these students' social integration needs into consideration if it were to transform their overall quality of experience.

Secondly, the students' roles needed to be redefined for the project to be effective. I believed that my role as a researcher and the students' roles as participants, created an inherent distance that needed to be overcome. Moreover, in order for the students to be engaged throughout the project, they needed to be involved in more than the conventional classroom activities as students; they needed to be given more ownership over their own learning.

Thirdly, if the project was to be taken seriously, the learners needed to connect with it on a personal level. To this aim, they needed to feel that the project would make a real difference in their lives and would benefit everyone involved- not just the researcher.

My first year PhD courses and my studies of the literature for my comprehensive exam gave me the opportunity to reflect on the conundrums mentioned above and to find the solution in PAR. Firstly, PAR could enable me to form a community with the learners that went beyond the physical confines of the classroom. Adopting this methodology could, therefore, enable me to participate in activities with the aim of improving the learners' quality of experience outside the classroom. Secondly, PAR could reposition students as co-researchers in the study who would play a more active role in the project; from forming research questions to disseminating the findings. I found this process inherently motivating, as it could help ease the power imbalance between the researcher and the participants and give learners co-ownership over the project. Thirdly, PAR could involve the learners in finding ways to address their real-life problems. They could explore these problems as a community and find effective ways of addressing them. The change that this approach helped bring along was motivating; keeping the learners engaged beyond those of conventional motivational studies.

As a result of the processes mentioned above, I was convinced that adopting PAR could be a way forward for me as the researcher in this study. However, before the data collection

stage of this study began, I was concerned about a number of issues. Firstly, this study could demand much more of me than a mere observer in the classroom. In line with previous PAR studies in the educational context, I was ready to intervene in the course of events if need be. That is, if I felt a teachable moment was going by, I could foresee myself getting up, making comments or co-teaching alongside the teacher. However, I did not know how open the teacher would be to my interventions. Would he expect me to stick to my observer's role or would he embrace my participation in classroom events? Moreover, I was concerned about the students' reception of my ideas. Would they accept me as part of their community? To what extent would they be open to participating?

As a PAR researcher, I had other responsibilities as well. I needed to collaborate with the teacher to help reduce the power imbalances within the classroom environment over time. Also, the teacher and I needed to ensure that the learners were supported with their transition from a student role to that of a co-researcher. Quite obviously, this transition could not happen overnight and the learners needed to receive continuous support from us to feel at ease with their new roles.

Of equal importance was the fact that classroom activities needed to be designed in a way that allowed students' voices to be heard. The students were going to form a community that would examine a number of issues inside and outside the classroom. Therefore, in accordance with PAR principles, the activities that were assigned needed to facilitate the students' voice and collaboration. To contribute to the interactive and participatory nature of the activities, I had decided to collaborate in lesson planning with the teacher outside the classroom. This way, we could use both of our skills and experience when it came to task design and facilitate the students' collaboration together.

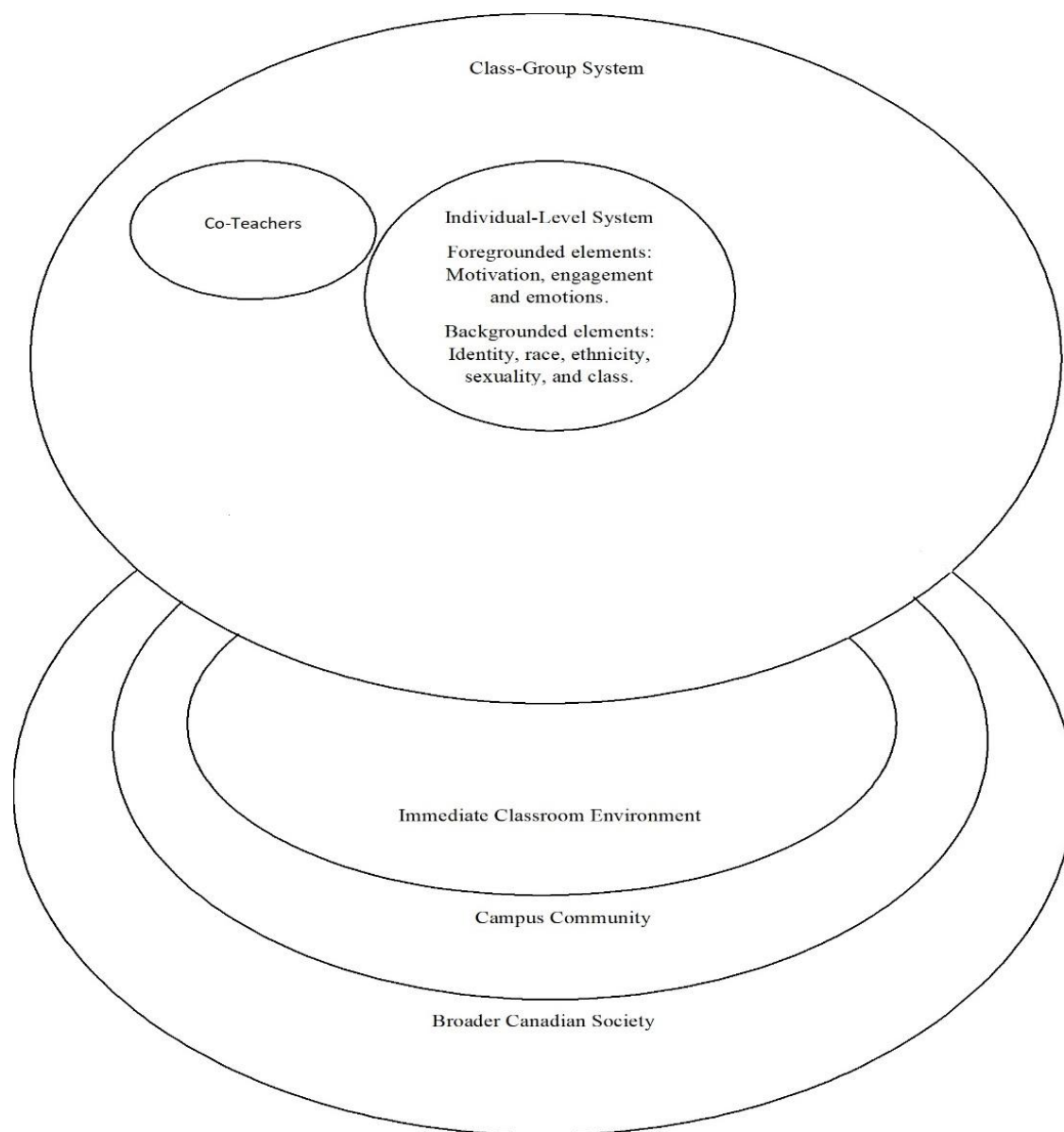
Finally, in collaboration with the teacher and the chair, I needed to ensure that the classroom tasks and the social activities and events outside the classroom enabled the students to effectively gather and disseminate their data so that meaningful change was being pursued as a result of the students' collective activities. The students needed effective training on how to gather data through the classroom tasks, and the social activities needed to be designed efficiently to enable the students to interview their intended audience. With regards to the dissemination of the data, I had a final event in mind in the form of a photo exhibition or a forum through which the students could connect with their target audience. As events like these could

lead to the positive change that we would be pursuing as a community, they needed to be carefully organized and planned.

Figure 2 depicts the agents comprising the class group system and the elements comprising individual-level systems as they interacted with each other. The class group system was comprised of the co-teachers and individual learners. Regarding individual-learner systems, the elements placed in the foreground consist of motivation, engagement and emotions and the elements placed in the background include identity, race, ethnicity, sexuality and class. In addition to interacting among themselves, the agents and elements comprising the class group system interacted with multiple layers of the environment including the immediate classroom environment, the campus community, and the broader Canadian society.

Figure 2

The Class Group System and its Constituents



Procedure

This study was carried out in three phases and took more than a year to complete (see Table 1 for a summary). In Phase 1 (i.e., the “observation phase”), I observed 5 classes to gain a better understanding of the classroom dynamics and the teacher-student and peer-to-peer relationships. During these classes, I gained an awareness of the students’ classroom interactional patterns and their learning styles and also identified areas of improvement especially with regards to their general engagement levels.

After this, phase 2 of the project, (i.e., the “collaboration phase”) began. At the beginning of this phase, definitions of the concepts of motivation (i.e., satisfying an internal drive - Dörnyei and Ushioda, 2011), and engagement (i.e., the behavioral manifestation of motivation - Mercer & Dörnyei, 2020) were given to the students so that they clearly knew about the differences between the two. We also read articles about PAR and familiarized ourselves with its central tenets. In this phase, in line with PAR, the participants and I formed a learning and research community. Outside the classroom, I collaborated with the teacher in lesson planning and creating classroom tasks and social activities that were participatory in nature. In creating these tasks and activities, our aim was to increase the students’ quality of participation, give them a voice and facilitate collaboration among them. Inside the classroom, I became a co-teacher sharing the teaching load with the teacher. The teacher and I alternated between the teacher and facilitator roles, with one delivering the lesson and the other observing, helping students and intervening when necessary. In addition to interacting with the learners, we interacted with each other. Using our sense of humor, we aimed at making our classes entertaining as well as informative. In line with our PAR methodology, the teacher and I encouraged the students to take on a co-researcher role, investigating their language learning experiences in addition to the changes in their motivation and self. After initial community consultations with the students on their preferred social activities, the teacher and I carefully planned each, making sure they enabled the students to efficiently collect data (See Table 2 for a list of social activities). After each social activity, the students shared their findings with their classmates in the form of classroom presentations. At the end of the semester, they disseminated their findings by presenting in a forum comprised of other international students, faculty members and program managers.

Table 1*Phases of the study and activities happening at each phase*

Phase	Date/Duration	Activity
1. Observation phase	Jan-Feb 2017	I observed the first five classes (connected to research question no 1) • I gained a better understanding of the classroom dynamics and the interpersonal relationships • I gained more insight into the students' engagement levels • I gathered more information about learners' emotions, e.g. anxiety.
2. Collaboration phase	Feb-May 2017	The students, the teacher and I formed a research and learning community • I became a co-teacher participating in lesson planning and teaching with the teacher. • The teacher and I supported the students with their co-researcher roles. • The teacher and I facilitated the social activities with the help and consultation of the students. • The students participated in data collection during the social activities. • The students took part in the dissemination of their findings through a student forum.
3. Follow-up	May-June 2018	Follow up interviews with the students • How had the students' motivations evolved? • What events they recalled and found useful from the project? • How well they thought the project had prepared them for their academic studies?

Table 2

List of social activities the students undertook during the project

Social Activity/Event	Date	Summary of the Activity/ Means of Data Collection
1. Kensington Market, China Town, Little Italy	February 2017	The students collected historical and social information about the neighborhood from the tour guide.
2. International Student Event (Mondo Linguo)	February 2017	The students interacted with other international students and native speakers of English and wrote a reflection of their experience.
3. Greek Town	February 2017	The students arranged interviews with restaurant managers who were of immigrant background and interviewed them on their life stories. They recorded videos of their restaurant visits.
4. St. Lawrence Market	March 2017	The students carried out interviews with vendors at the market. They video-recorded their experience.
5. Interviewing a student in their Professional Program	March 2017	The students interviewed a student who was in a professional program they wanted to enter. The students audio recorded the answers and presented their findings to their classmates.
6. Student Forum	April 2017	The students disseminated the findings of their research in the form of power point and poster presentations in a forum comprised of other international students, faculty members and program managers.

In addition to the students collecting data in phase 2 (as described in Table 2), I collected data by carrying out two interviews with those students who consented to participate, one at the mid-way point and one at the end of the semester. Before carrying out the interviews, I piloted the protocols with two students to ensure that the content was understandable for prospective participants. Through these interviews, I aimed to learn more about their motivational history since they started language learning in their home countries and determine how their motivations fluctuated throughout the project. In so doing, I delved deeper into their experiences inside and outside the classroom and collected information about their classroom engagement (more information can be found in the data collection section).

Phase 3, (i.e., the “follow-up phase”) started around a year after the end of the second phase. In this phase, I went back to the students in their professional programs and inquired about their experiences. My main aim in this phase was to see how the motivations of 6 students had evolved a year after the end of the project. What aspects of the project could they recall a year after its end? Which aspects did they find the most significant now that they were in their professional programs? I was also curious to learn what challenges they had faced and if/how the transformations students underwent throughout the project enabled them to overcome those challenges in their professional programs.

New Elements

As explained above, PAR researchers adopting a complexity perspective, are not merely observers in the research process. Rather, in collaboration with the research community, they purposefully introduce new elements and observe the effects of these new elements on the system under investigation. In this project, new elements were introduced to the class group’s motivational system in the collaboration phase. The first element introduced to the system was me becoming a co-teacher in the classroom and participating in lesson-planning with the teacher outside the classroom. As a result of this step, the nature of the students’ activities and their modes of classroom interaction changed which affected the system in a number of ways. In addition, each social activity described above is a new element that shaped the learners’ motivational systems in ways that were at times remembered a year after the end of the project in the follow-up phase. These elements and the resulting changes will be described in detail in the next chapter.

Data Collection

In this study, data were collected in a variety of ways: Engagement surveys, i.e., Experience Sampling Forms (ESFs), researcher's journal/field notes, students' posters/power point slides, and three rounds of interviews. In the sections below, each will be elaborated upon in detail.

Experience Sampling Forms (ESFs). Student engagement was measured by administering ESFs (Csikszentmihalyi, 2014). The ESF has 38 items overall, 30 of which can be numerically coded and the rest provide qualitative information (i.e., the open-ended sections that elicit information about the time and location of measurement, general mood and feelings about the activity/activities) (See appendix 1 for a sample ESF). Thus, apart from the open-ended questions, the ESF consists of Likert-type scale items on affect (e.g. happy, proud, cheerful and sociable), activation (alert, active, strong and excited), cognitive efficiency (concentration, ease of concentration, self-consciousness and clear mood), and motivation (wish to do the activity, control, feeling involved) (Csikszentmihalyi, 2014, p. 38). The reliability and validity of the ESF has been demonstrated by Csikszentmihalyi (2014) and Hektner, Schmidt and Csikszentmihalyi (2007) with the internal consistency measure (Chronbach's alpha) in the acceptable range (between .70 and .94) across the different studies.

The ESF is the questionnaire used in the broader Experience Sampling Method (ESM, Csikszentmihalyi, 2014; Hektner, Schmidt and Csikszentmihalyi, 2007) which is used to examine the participants' quality of experience at different times of the day. The participants typically receive around 7-8 beeps on an electronic device per day for a period of 7 days and are asked to fill out an ESF no longer than 20 minutes after receiving each beep. Using this method, the ESFs are indicative of the changes in participants' engagement at different times during the day.

Since my aim in this project was to examine the students' engagement in the classroom and during the social activities, the ESM was adapted for this purpose. Therefore, it was determined that the students fill out an ESF at the end of each class, reporting on their quality of experience during that class. The students also filled out an ESF at the end of the first four social activities (See Table 2). Due to the busy events of the day, they were not able to fill out an ESF after interviewing a student in their professional program and also after the forum.

Once the students got used to filling out ESFs (in the second half of the project), they were asked to complete one at the beginning of each class as well, i.e., a “pre-ESF”. The reason for this was that once they got used to this routine, it would take them less time to fill out each form which enabled me to measure the students’ affect, mood, activation, cognitive efficiency and motivation once at the start of the class and once after. The changes in these variables would result from the cumulative effect of the activities that were done in class.

The open-ended sections of the ESF provide a means of triangulation for the data and, thus, add to its reliability (Csikszentmihalyi, 2014). Throughout the project, the students were encouraged to write about their thoughts and feelings before and after each class in addition to completing the Likert-type scale items. For more clarity, I asked them to briefly elaborate on their mood and if they felt they were ready for class in their pre-ESFs. For their ESFs, I asked them to include information about their mood and how they felt about their class on that particular day. Therefore, pre-ESFs and ESFs, in effect, played the role of mini journals where the students documented the positive and negative aspects of their daily classroom experiences, reflected on how they could improve their classroom performance and suggested ways for the improvement of teaching practices.

Semi-Structured Interviews. A sub-set of the students participated in three semi-structured interviews; two in the collaboration phase and one in the follow-up phase. The first round of interviews was carried out around the mid-way point of the semester (See a list of the questions in appendix 2). Ten students participated in this round. The first aim of the first-round interviews was to identify the students’ past motivational trajectories, from the time they had first started learning English up until the start of the course. Therefore, the students were asked questions about the age they had started learning English, their early English language learning experiences, people who were influential in forming their early English language learning motivation and how their motivation had evolved over the course of their school years and university. The students also included their language learning experiences in Canada and in the ELL program before starting Level 5 (i.e., this project). All this information was important as it could help me better understand the learners’ motivational characteristics and make better sense of their motivational changes throughout the project.

The second aim of the interviews was to follow up on the students' classroom engagement and their motivational fluctuations since the start of the project (See a list of the questions in appendix 3). Therefore, during these interviews, I tried to learn more about the students' quality of experiences while doing different classroom activities and social activities outside the classroom up until that point.

The second-round interviews were conducted in the final weeks of the semester and eight students consented to participating in this round. All of these students had participated in the first-round interviews. The aim was to find out how the participating students' motivations had fluctuated throughout the semester and what the reasons were for these fluctuations. To this purpose, the students were asked to draw a diagram of their motivational fluctuations in each module, describing the reasons for these fluctuations. In exploring these reasons, they were asked to describe the events that had had a significant impact on their motivation in each module.

The third-round interviews occurred in phase 3 of the project (around a year after its end) and seven students who had participated in the previous round, consented to participating in these interviews (See appendix 4 for a list of the questions). My aim here was to identify the students' motivational trajectory one year after the end of the project. I was also curious to learn which event(s) had had the most lasting effects on the students and if the students felt any of those had prepared them for the challenges they had faced or were facing in their professional programs.

Researcher's Journal/Field Notes. My field notes and journal included my interpretation of the events throughout the project. Each page contained a date, a description of the events happening during the day, participants' roles, and my understanding of what worked and did not work during each event. Overall, I had 25 entries for the field notes and 25 entries for the journal. Compared to my field notes, my journal included a more detailed account of the events of each day and a more in-depth description of my emotions during each event. It also included the ways I planned to respond to each event (with the help of the teacher or the students) and the activities/events I intended to suggest for the group to do. Overall, my journal/field notes were a good complement for the students' notes in the open-ended sections of their ESFs as when compared, they would reveal how we felt about each activity and how our views of their effectiveness converged or diverged.

Student Posters/PowerPoint Slides. The students' posters and PowerPoint slides were created for their forum presentations. These posters/slides recounted the students' stories of their personal transformations throughout the project. They included a significant event or a number of significant events that the students felt changed them in some way and had a significant impact on their self and/or language learning motivation. These posters/slides complemented the stories students told of their transformations in their second-round interviews.

Data Analysis

This study used a mixed-methods methodology and involved both quantitative and qualitative data analysis. Quantitative data analysis began immediately after the completion of phase 2 of the study. Each ESF was coded numerically and the average engagement scores were calculated for each day. These average engagement scores were grouped based on the different levels of engagement indicated by each score (i.e., intense flow, flow, engagement and slight engagement). For the second half of the project, as pre-ESFs were also handed out, two average numerical scores were calculated for each day; one for the pre-ESFs (that measured engagement at the start of the class) and one for the ESFs (that measured engagement at the end of the class).

Statistical analyses were run using the SPSS software to account for the differences in students' engagement scores. That is, the students' average engagement scores in the observation phase and the collaboration phase were entered on SPSS software and t-tests were run to determine if the differences between these scores were significant. t-tests also determined whether the differences between each students' engagement score in the observation and collaboration phases were significant. Finally, t-tests were run to account for the differences between the pre-ESF averages and the ESF averages on a per-class basis.

The students' notes in the open-ended sections of their ESFs were read several times, the important points were highlighted and were each coded by hand. This information was analyzed with respect to the numerical data in the rest of the students' ESFs. For instance, if the numerical data showed high amounts of engagement on a certain day for a particular student, the open-ended sections often provided the reasons for this high level of engagement, e.g., the classroom activity that triggered it. Therefore, the open-ended section provided a means of triangulation for the data and added more depth to the analyses made after Phase 2.

Once the quantitative analyses were done, I undertook the qualitative analysis of the data analyzing the first-round and second-round interviews together. Once the follow-up interviews were done a few months later, the data from those interviews were analyzed as well, albeit separately. Each time I analyzed the qualitative data, I transcribed the interviews and conducted a preliminary, “pre-coding” investigation. That is, to gain familiarity with the data, I read each transcript a few times, took notes on the margins, and highlighted not only the parts that were directly relevant to my area of focus (e.g., learner motivation and self). While engaged in this process, I cross-checked the findings with what I had in the quantitative section, in the open-ended sections of my ESFs, and in my journal and field notes. Making these connections gave me a better understanding of the nature of my data in general.

Subsequently, I engaged in a more structured analysis of the data. I first embarked upon “open-coding” using NVivo 12. In identifying the emergent themes, I had an open-minded approach and did not decide on any categories beforehand. When it came to labeling my codes, I used both terms used by the participants and terms from the literature, whenever there were pre-existing terms in the literature for what the participants were describing.

While coding, I constantly made comparisons between the different categories in the data to make sure that the information being coded did belong to the right category. I also constantly made decisions on whether a new category needed to be created or a category needed to be erased or subsumed into another one. I continued this process until I felt there was no new information that could be coded or added to any of the categories. When this process ended, I felt I had a good overall understanding of the underlying themes explaining the data.

Once this was done, I specifically focused on the connections between the categories and also the connections among sub-categories within each category. This helped me unearth the specific causal connections and the central phenomenon explaining each category. By doing this, I was able to confirm the understanding of the data I had reached in the previous stage, albeit I made a few modifications in my categories, erased a couple I felt did not belong and readjusted a few more. At the end of this stage, the interrelationships among sub-categories and categories were clear and the final product began to emerge.

Finally, I decided on a storyline and the central codes and categories that helped describe it. In doing this, I determined an order for the codes and categories that best described my

storyline. For example, in analyzing part 1 interviews, I decided to build a storyline around the learners' motivational trajectories starting with the age they started learning English at first, and their early language learning experiences, within school or outside. From there, I moved on to their descriptions of their language learning motivations at later stages of primary school and high school until they left their home countries. I continued these motivational trajectories into Canada and in the ELL program until they reached level 5 (which was the starting point of our project). At this stage, I included their positive and negative learning experiences and the impact these experiences had on their language learning motivation up until the point of our interview. Once this was done, my storyline was complete which ended the analysis of part 1 interviews. The same sorting steps were also followed for part 2 and part 3 interviews.

Researcher's Journal- Students' posters. The rest of the data were analyzed through reading and re-reading, highlighting the important points and taking notes on the margins. These data were not coded by Nvivo but were coded by hand. They played an important role when it came to cross-checking information across the different data sets and helped compliment my understanding of my quantitative and qualitative data in each round of data analysis. For example, my earlier experiences in the observation phase, documented in my journal and field notes, functioned as triangulation for the data that were available through the students' ESFs which helped me come to a better understanding of the situation. More evidence of this contribution will be discussed in the next chapter.

A Multi-Layered Study with Varying Timescales

I feel this study would best be described in terms of multiple distinct but interacting layers. The reason why I feel this multi-layered description is needed is that this study went beyond a traditional PAR study (See Figure 3). That is, despite PAR being at the core of the study, there were other sections in the study that allowed the students and I to further reflect on the events beyond that of PAR alone. This multiple layer design also enables me to better describe learner motivation and classroom engagement across longer and shorter timescales.

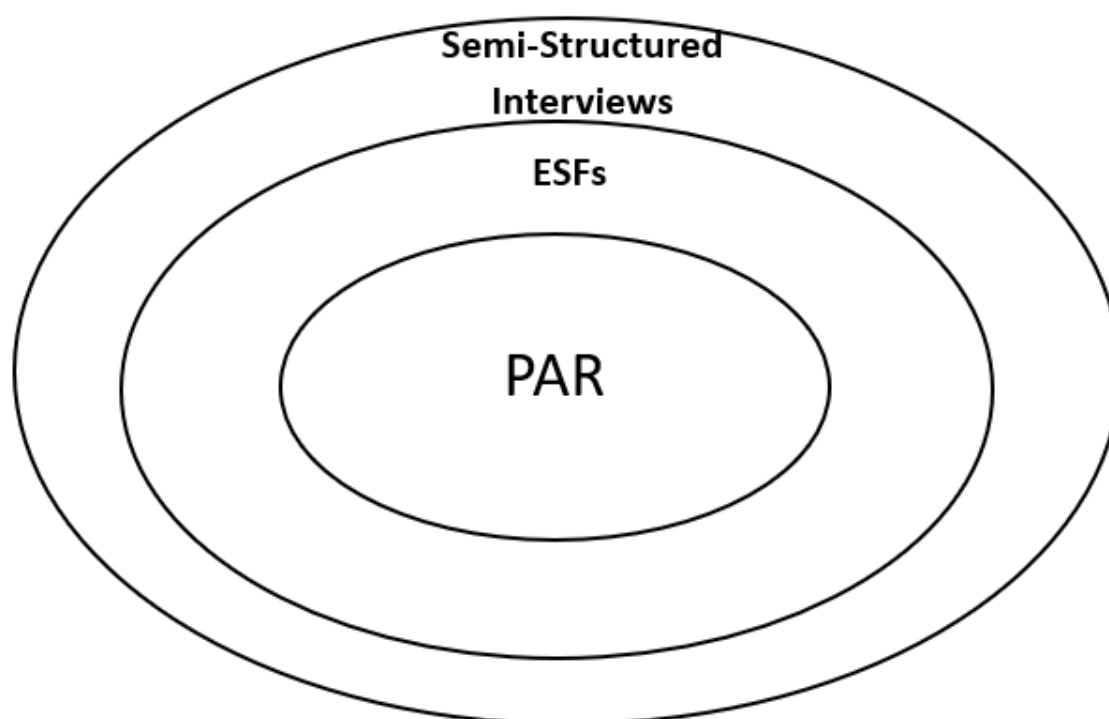
As mentioned, at the centre, lies the PAR project that was conducted through the collaboration of the community members involved in the project, including the students, the teacher and me. The main aim was to enhance learner engagement through the participation of all the community members. Data in this layer was collected by both the students (repositioned

as co-researchers) and the researcher, i.e., through researcher journals, researcher field notes, student posters, and students' power point slides.

A second layer included me taking a step back and viewing learner engagement on a per-class timescale using the ESFs. The ESFs enabled the students to reflect on their daily quality of experience, providing me as the researcher with quantitative data (in their answers to the Likert-type questions) and qualitative data in the open-ended sections of the ESFs.

A third layer involved me taking another step back and viewing learner motivation and classroom engagement across a larger timescale. In the first-round and the second-round interviews, the timescale was that of a half-semester. In the third round interviews, a 1-year timescale was adopted.

The multiple-layer design of the study enabled the students to reflect on their evolving sense of self and motivation in two stages during the project; once on a shorter timescale, i.e., on a daily basis through their ESFs, and once during the interviews, which happened twice during the project and once 1 year after. This design also enabled me to take a broader outlook on the learners' evolving motivation throughout the course of the study. Therefore, I had the opportunity to step back in three stages and examine learners' motivation across smaller and larger timescales within the 1-year period of the study.

Figure 3*The multi-layer design of the study****Evidence of Complexity in Data Collection and Data Analysis***

The processes of data collection and data analysis were marked by unpredictability and emergence. Firstly, as it will be discussed in detail in the next chapter, data collection (the usage of ESFs) became a means to motivate the students and in one case contributed to completely changing a students' motivational trajectory. The impact of data collection on students' motivation has been documented before (Lamb, 2017) and was not completely unforeseen. However, the fact that data collection could have such a significant short-term influence on a student's motivation is an emergent phenomenon and one that can be considered positive for an intervention study.

In terms of data analysis, I found that in order to understand a phenomenon better, I often had to switch from one data-set to another and although I tried to make the process as orderly as I could, some messiness remained until the end of the data analysis process. For example, to learn about the immediate motivational effects of the Greek Town field trip, I referred to the students' ESFs. Here, I had the option to explore my quantitative data and look at group averages

of their engagement, or alternatively consider individual scores in terms of how much flow the activity had generated. In order to triangulate the quantitative data, I needed to look at the open-ended sections of their ESFs which contained their qualitative comments about the events of that day. Moreover, to study the long-term effects of this field trip I needed to study its effects on different timescales. That is, I could analyze interview 2 and learn about the students' views of the field trip after a few weeks or analyze interview 3 and study the effects of this field after a year. The complexity regarding the datasets and the timescales remained with me until the last day of the data analysis process.

Finally, the idea of using a multi-layered design in addition to the phases was an emergent phenomenon as well. Being invited to a session in a course titled *Critical Pedagogy, Linguistic and Cultural Diversity* at a Canadian University to give a presentation about this study, the professor made a comment about how this study went beyond traditional PAR and could better be understood in terms of a multi-layered design. Heeding the professor's call, I decided to adopt a three-layer design that better signaled the complexity of the study and the multiple timescales used.

Limitations of the Design

The biggest limitation when it comes to conducting PAR in a classroom environment is the sharing of power and the issue of participant involvement. In PAR, power is supposed to be shared equally and democratically among all the participants who are involved in all aspects of the study (McIntyre, 2007). However, in classroom environments, students commonly expect the teacher to take a leadership role. In this study, the teacher and teacher-researcher relinquished power to the students gradually rather than immediately. To be more specific, at the beginning of the study, due to the unbalanced power relationships that existed, the students were in avoidance mode and their participation levels were low as a result. However, as the community started to collaborate, the students were more empowered, resulting in less inequities in power relations. This critical transformation (that is central to PAR research) created approach motivation amongst the students, improving their quality of participation. It must be noted that this gradual shift in power relations is not unprecedented and is characteristic of the previous PAR studies that were conducted in the classroom as well (e.g., Cho, 2011; Lau, 2013).

Also, although much effort was made to involve the students in as many aspects of the learning process as possible, it was impossible to include students in all aspects of their work. For example, when it came to the evaluation of their class work, the teacher was in charge of assigning grades and although the students' feedback on each other's work was considered by the teacher when it came to grading their work, it was the teacher who had the final say.

This study was longitudinal and took more than a year to complete. This meant that a number of students were unavailable for their second and third interview. The second round of interviews happened in the last few days of the semester and some of the students had left for their home countries without having the chance to participate in their second interview. In addition, the third interview started a year after the end of the PAR project which meant that even fewer students were available for this round. Eight students participated in the second interview and six students participated in the third.

Finally, ESFs were not able to be filled out due to the hectic events of the day on two occasions: interviewing a college student in their disciplinary program and the forum. This meant that there were fewer chances for triangulation on these two occasions.

Narrative and ESF Findings

In this chapter, firstly, findings from the core layer of the study, i.e., the PAR project will be presented (Phases 1 and 2). That is, using a narrative style, I will present the events from the first day of the project, when I started observing the EAP class, to the last day, when the community participated in a public forum. To help make sense of the events, data from my journal, field notes, the open-ended sections of the students' ESFs, participant interviews, posters, the power-point slides from their classroom presentations and video-recordings of the forum will also be presented.

In the next section which contains the outer layers of the study, the quantitative findings from the students' ESFs will follow. Data from the open-ended sections of the students' ESFs will again be of help here so that the reader can interpret the numerical data. After that, the qualitative findings from three rounds of student interviews (the outer-most layer of the study) will follow, i.e., two interviews conducted during the project (Phase 2) and one interview a year after the project (Phase 3).

Phase 1 - The observation phase

“Teaching does not cause learning; learners make their own paths.” This quote from Diane Larsen-Freeman (2012, p. 82) began to resonate with me the first time I observed Daniel's (Pseudonym) class. To better understand the classroom atmosphere and the dynamics of teaching and learning in Daniel's classes, I had decided to observe his first five classes. As the minutes went by, it became more apparent to me that there may be a discord between the teaching practices and the students' learning styles. As Larsen-Freeman and Cameron recommend:” What a teacher can do is manage and serve her or his students' learning in a way that is consonant with their learning processes.” (2012, p.83). This did not seem to be happening in this class. The students were silent for long periods of time and did not attempt to participate in class discussions. When a student was called upon by the teacher to answer a question, a rather long dialogue emerged between that student and the teacher without others joining or being asked to join, and I did not see any attempts on part of the teacher or the students to reduce this distance.

I joined Daniel's class in the second week of the semester. Teaching in the same program, I knew that it was characteristic of some classes to be quiet and for some students to

not jump on the prospect of participating. I remembered struggling to warm up my own classes in the first few weeks of a semester. However, although the students did not yet have a full grasp of what was to come at that point², I was planning to do PAR (Participatory Action Research) in their class. Therefore, the challenge that lay ahead began to make me anxious: Would the students be interested in participating in a project that would go far beyond the conventional activities that they would normally do in the classroom environment? Would Daniel be open to cooperating to create a more positive classroom atmosphere? How would he react to my suggestions? As I noted in my journal (23/1/2017, p.3): “Right now, I am of two minds. The optimistic side of me tells me that I will be able to pull it off while the so-called rational part is quite uncertain. Will I end up with worthy data to disseminate by the end of the project? We’ll see!” In retrospect, a big part of this anxiety was due to my inexperience in conducting PAR. I had felt protected by the neat design and organized nature of my previous studies, and I had not yet been pushed outside of my comfort zone as a researcher.

It might justifiably be argued that learner silence is not necessarily indicative of a lack of interest. Indeed, for some learners, silence is a means to protect themselves from embarrassment or humiliation (Duff, 2002) whereas for others it is a learning style or a preference (Zhou, Knoke & Sakamoto, 2005). In fact, some of the students in Daniel’s class were quite content with this teaching/learning style as they indicated in the open-ended sections of their ESFs (Experience Sampling Forms). However, I also observed some level of tension, disengagement and boredom in the body language of a few other learners. This was evident in their postural rigidity, gaze aversion and less facial pleasantness in the classroom which continued in the next class as well. One student wrote in her ESF (Tracey, Beauty and Appearance II, 26/1/2017): “This class does not meet my expectations. Why is the teacher teaching us this stuff? What is the purpose of the activities he gave us today?” This comment suggests a lack of connection between the teacher and some of the students and the desire for some change in the classroom.

In the third class, the students were giving presentations based on the unit theme in their textbook. As it was early in the semester and this was their first presentation, it was normal for some anxiety to affect their work. However, Daniel had instructed them to use slides known as

² It took time for the students to become familiar with the different aspects of the PAR project and their roles in the project.

the “Pecha Kucha”, which allowed them to stay on each slide for only twenty seconds, after which time they had to move on to the next. This added to their anxiety, so much so that a few presented with their heads down, not making any eye contact with their audience. Another student’s mind went completely blank in the middle of her presentation, making her stay silent as the slides went by. At the end of the class, Daniel spoke about the need to do away with the Pecha Kucha altogether as he had observed the negative impact it had on the students’ presentations. After leaving the class that day, I started reflecting on ways of addressing learner anxiety. Rubio-Alcala (2017) divides anxiety-calming strategies in the classroom into two groups; direct and indirect. Direct strategies involve psycho-pedagogic intervention by the teacher who needs to have some sort of specialized training in this regard. This method would be more suited for students who suffer from extreme anxiety and works well through one-on-one sessions. Indirect strategies, however, centre more on teachers creating a supportive classroom environment that fosters positive emotions. Some of the strategies that fit into this category are: adopting the role of a facilitator rather than an authority, improving rapport with the students, judiciously praising students’ performance, using humor, and encouraging cooperation rather than competition. Gregersen and MacIntyre (2014, p. 10) also recommend using “systematic desensitization”, a process through which learners are gradually exposed to the sources of anxiety in a safe environment and are given the opportunity to develop effective coping mechanisms.

Not having specialized training with regards to calming learner anxiety, I decided that an indirect approach would be more practical for our project as I was planning to implement most of the strategies categorized under this approach in our PAR project with the help of the students and their teacher. The main aim of our project was to create a more positive classroom atmosphere that was conducive to more effective learning, and I thought this would play a fundamental role in calming the kind of learner anxiety I was observing. Moreover, in line with Gregersen and MacIntyre’s “systematic desensitization” approach, I decided that it might be a good idea for the learners to do a number of classroom presentations at different points throughout the semester, and gradually be exposed to anxiety-triggering conditions. The learners could reflect on the ways they could develop more effective coping strategies to deal with their anxiety after each presentation.

Although collaborating with Daniel was not my main aim during the observation phase, I felt compelled to help him prepare activities for the students to do during their first field trip of the semester. According to the ELL program curriculum, the students go on three field trips throughout each semester. Daniel had the idea of taking the students to Kensington Market and Little Italy in Toronto to familiarize them with the history of these areas and to immerse them into the culture by asking them to conduct interviews with the residents and the shop keepers. After a brief talk, Daniel and I decided that it would also be a good idea to include the theme of immigration in the field trip activities. I suggested hiring a tour guide who would take the students to the famous monuments, buildings and statues in the area and give a brief introduction of the history of immigration into the neighborhood, in addition to interacting with the students and answering their questions. Daniel agreed, and I made arrangements with a tour company and checked the outside temperature for the day of the field trip to make sure it would not be too cold for the students to stay outside for the duration of the trip. Winters in Toronto are notoriously cold, and below-zero temperatures in February could make it difficult for the students to participate in the outdoor field trip activities. The weather forecast showed clear skies with the temperatures hovering around zero for the day, so after consulting with the tour company, Daniel and I decided to go ahead with the field trip.

The class before the field trip, Daniel distributed the field trip handouts that he and I had prepared together (see appendix 5). He first asked the students to work in groups and gather introductory information online about the history of immigration to these neighborhoods. I had met with the tour guide a few days before and had asked her to share the information she was going to include in her talk on the field trip. Based on this information, I created five questions for the students to answer while/after listening to the tour guide's talk on the day of the field trip and listed them in the second part of the handout. Daniel asked the students to go over these questions in groups and also think of three additional questions they might want to ask the tour guide. Finally, the students prepared for the interviews they were going to conduct with the residents/shopkeepers in the neighborhood by dividing into two groups based on whether their interviewee was a new Canadian or was born in Canada, and then going over the questions Daniel and I had organized. The students added a few questions of their own to the list.

The students seemed excited at the prospect of going on the field trip and appeared moderately engaged while preparing for the trip. Adding to their excitement was the fact that the learners perceived ample opportunities in the field trip to interact with the members of the society at large. One learner wrote in her ESF (Charlotte, 6/2/2017) “I am excited about communicating with people on the field trip. I am also a little nervous because I am not sure if I will speak fluently with native speakers.” Being able to picture herself interacting with others in the field trip (i.e. her ideal L2 self) and also feeling nervous about not being fluent enough (i.e. her feared L2 self) were the combined elements of her L2 motivational self system that energized her to participate in the field trip the next day. Based on the information given in the other students’ ESFs, they were also quite engaged when preparing for the field trip activities. In fact, this was the first time I was witnessing moderate levels of student engagement and positivity in the classroom environment since I had started observing this class.

On the day of the field trip, the tour guide took the group to a few spots in Kensington Market and spoke about the history of the area and the groups of immigrants that had settled at different time periods. She also spoke about the challenges these groups of immigrants had to face with and the effort they had to put in to integrate into the community. Her talk had a lot of potential to draw the learners in and encourage them to make comparisons between these immigrants’ lives and their own situation as newcomers to Canada. However, despite having communicated in advance with the tour guide about her audience, she started speaking at a fast pace, and used vocabulary and idiomatic expressions that are commonly used in native-speaker interactions. Rather than interacting with the group, her talk rapidly turned into a long monologue that the learners were not able to keep up with, thus, creating a distance between her and the students. I tried to intervene on a number of occasions to clarify what she was saying and invited the learners to join the conversation and ask the tour guide questions. However, she would soon after resume her talk that resulted in further alienation of the students. At the first opportunity, I privately reminded her that her audience was ESL learners and she needed to slow down her rate of speech and make sure she was understood. However, soon after that conversation, freezing rain began to fall, hampering any efforts on my part to improve learner participation in the field trip. The same dynamic I had observed in the first three classes began to unfold again where participation was visibly lacking.

Right before the freezing rain, I remember passing by a location in Kensington market that was filled with graffiti. I encouraged the learners to reflect on the meaning of the graffiti and try to make connections between the graffiti and the themes that were discussed earlier in the field trip. I also asked the students to take out their cell phones and take pictures of the graffiti they could see on the walls. However, very few heeded my call and most continued walking by. To my surprise, Daniel did not intervene or join me in trying to re-engage the students. At this point, it felt as if I was the only one worrying about learner participation. As the temperature dropped further, we had no other choice but to cut the field trip short. So, the learners did not get the opportunity to conduct their highly anticipated interviews with the local people.

Despite the learners' apparent lack of interest in participating, I saw signs that some had started to critically reflect on the process and had something to take away from the field trip. Towards the end of the field trip, one learner approached me and spoke about the need to improve his speaking and listening skills to better communicate with and understand the tour guide. To me, he was beginning to notice a gap between his actual and his ideal L2 self – his ideal L2 self being active and outgoing; one who spoke fluent English and made better sense of native speaker talk.

Figure 4

Kensington market in the winter



At the end of this phase, I analyzed the data from my own journal and the students' ESFs. On the positive side, themes such as excitement about what was to come, a desire to interact with individuals outside the classroom and moderate levels of engagement came up. On the negative side, the prevalent themes were centred on demotivation, lack of classroom participation, avoidance and classroom anxiety. In my view, it was time to critically reflect on these themes and collectively come up with a series of action plans with the group.

Phase 2 - The Collaboration Phase

Collaborating with the group

In a brief talk before the next class, Daniel and I discussed the learners' participation during the field trip and decided it was important to raise the issue with the students. He thought it was a good idea for me to lead the discussion. Therefore, in the following class, I asked the students to reflect on their field trip experience. Daniel and I were interested to know why the students were withdrawn and easily gave up when the outside conditions were less than ideal. I asked them why they did not step forward and ask the tour guide for clarification when they did not understand her or let her know that she was speaking too fast. I reminded them of the importance of participation even when they thought there were obstacles in their way. At the end of our talk, I asked the students to write their reflections in their ESFs. In their reflections, the students described a range of emotions during and after the field trip- from feeling frustrated with the tour guide and the weather, to disappointment with their own performance, to feeling happy that Daniel and I cared about their learning. Most of them expressed their desire to try harder to stay in control of future situations and participate, even when they thought the conditions were not ideal for participating. They also once again made note of the gap that they believed existed between their actual and ideal L2 selves and wrote of their plans to reduce this gap in the future, as the following student's reflection exemplifies:

Before the field trip, I was really excited. I expected learning a lot and having unique experiences. But after we finished the field trip, I was disappointed. At the beginning, I was disappointed with the weather and the tour guide, but afterwards I was disappointed with myself. I know I should have taken control of the situation and should not blame others. Today, I felt happy that you and our teacher always try your best to help us (Tracey, Protecting Our Planet, 2017/02/21).

The reason I thought it was a good idea to have this conversational exchange and to encourage the students to write their reflections was so that we could reactivate their ought-to L2 selves as well as their ideal L2 selves. In their ESFs, I found phrases such as “I want to...”, “I hope to...” and “I would like to...” which showed that they were reformulating the goals I had discussed with them as their own goals. I knew that although the class group system had not reached a level of “criticality” (Larsen-Freeman & Cameron, 2008) in order for changes to materialize in the classroom environment, the cumulative effects of change-actions like these would be useful in the long-run.

Soon after this class, the collaboration phase officially began, with the learners and I discussing the nature of the project. In the classes that followed, we read texts about collaborative action research and the potential of this line of research in bringing about change at the site of the study. It took time for the learners to understand and adapt to their new roles as co-researchers investigating their language learning experiences as well as the changes of their self throughout the course of the project. As seen in the activity descriptions to come, Daniel and I gradually ended up sharing power with the students, who were now co-researchers in their own right, and did not expect maximal levels of participation from the beginning. As we went through different stages of designed activities, the learners developed a better understanding of the project itself and found more effective ways to participate.

From this point onwards, I was no longer an observer. In PAR projects, the researcher commonly takes an activist view of her/his role and intervenes in the course of events to help bring about positive change (Cho, 2011). To help facilitate change, the first step I took was to collaborate with Daniel outside the classroom. We, thus, had weekly meetings where over breakfast or coffee we made lesson plans together. To help improve participation in the classroom, we made classroom activities as collaborative and interactive as we could. PAR legitimizes learners’ untold stories and encourages them to have a voice within the classroom environment (McIntyre, 2007). We, thus, designed activities that required a great amount of peer and group interaction and built upon learners’ previous experiences in their home countries. We also made sure there was some space for learners’ critical reflection, and they had the opportunity to voice those reflections throughout different stages. We also agreed that we could work together to bring about a more positive classroom atmosphere – in doing so, we decided

that I would play the role of co-teacher and, thus, would teach a part of every lesson plan (i.e., we split each lesson plan in advance and decided on the parts each of us was going to teach).

What I was expecting, especially in the initial stages of our collaboration, was some level of resistance on his part to the idea of me co-teaching with him in the classroom. After all, this was his class and I did not know whether he would be open to my suggestions for change and whether he would allow me to intervene when I thought things were not going well in the classroom. However, as I eventually discovered throughout the rest of the semester, this was far from the real challenge I was going to face. My position as a PhD candidate and as someone who was more familiar with academic research had inadvertently created a power imbalance. It was never my intention to promote this kind of unequal relationship. As a result, I felt the need to ensure an equal division of teaching responsibilities (especially later in the semester), as opposed to me doing most of the teaching. As our collaboration continued, I encouraged him to take on a more dominant role, to the point of him doing most of the teaching by the end of the semester.

I did not know if the learners would embrace my new role as co-teacher as opposed to an observer. I was hoping the fact that they knew I was also a faculty member in the same program might help with this process. However, it took a few classes for all of the learners to adapt to my different teaching style. As our co-teaching continued, the comments the learners made in their ESFs became increasingly more positive.

Daniel and I took turns in leading the different stages of the lesson with the teacher in the non-leading role cooperating, monitoring and facilitating group activities. As per the learners' comments below, the variety of activities we assigned and the fact that we switched turns at different stages helped reduce learner boredom. Also, Daniel and I used a lot of humor and at times ran the class like comedians or showmen interacting with each other as well as with the students, which helped address learner anxiety and made the class more exciting for the learners, as is evident from the following learner reflections:

I really like having two teachers in the classroom. Our classes are so exciting, and the teachers' different personalities make it interesting to do the activities. Today, time went by so fast in class (Charlotte, Human and Animal Migration I, 2017.03.14).

Class was fun today. I did not have any stress and all activities were exciting (Qiana, Human and Animal Migration I, 2017.03.14).

Class discussions usually followed pair and group interactions after the learners had had the opportunity to discuss their ideas in a more controlled environment. The different stages of the lessons were designed to lead the students to a critical reflection at the end of the class where they re-evaluated their own thoughts as well as their peer's thoughts and offered insight into the issue under examination. The creative sparks the learners unleashed, increased their enjoyment levels and also increased their self-confidence.

Today, I came up with a new idea about the usage of wind power in Japan. My classmates really enjoyed my idea and I was like "finally!" I was able to give an interesting idea, and this made me really happy! (Sarah, Energy Issues I, 2017.04.03).

Improving Learner Participation

To help create the kind of change that is referred to in DST as a *phase shift*, where the class group system moves towards a new fixed-point attractor state (Larsen-Freeman & Cameron, 2008), I knew that a stronger force had to be exerted on the class group system. DST recognizes that the classroom environment is not a bounded system but is open to influence from external systems interacting with the classroom system (Larsen-Freeman & Cameron, 2008). That is, the learners are nested within multiple layers of higher-level and lower-level context (Ushioda, 2015). Energy is brought into the classroom environment from these external layers of context. In the case of the learners in this study, one can imagine the learners' group of friends on the campus, the environment of the program the learners are enrolled in, the institutional environment of the college on the whole and the broader society outside of the college as higher-level layers of context in which the learners are situated. Being newcomers to Canada, I knew that most of the learners in this study had not had the chance to integrate into the broader Canadian society. Most of them had very few friends, the majority of whom were from the same country as the learners and spoke the same language. Therefore, they had minimal interaction in English once they stepped outside the classroom. As Henry (2015) contends, motivated behavior does not happen in isolation but is shaped as a result of learner engagement in these multiple layers of context. Thus, it was relevant to the nature of this PAR project that I participated with the learners in improving their quality of experience outside the classroom as well inside. Energy

from successful integrative processes outside the classroom could penetrate inside affecting learner participation in the classroom. To this aim, I collaborated with the group in designing a number of social activities for the students to undertake that had the potential to improve their experience outside the classroom.

As the learners pointed out in one of our discussions, the first step in improving their quality of experience outside the classroom was finding friends or conversational partners with whom they could interact outside of classroom hours. To this aim, I recommended going to an international student gathering taking place at a bar in downtown Toronto once a week. This was a place where many international students and also native English speakers gathered to practice speaking languages on Tuesday evenings. Each person was given a small flag of the country they were from and/or had spent time in to stick on their chests. They were to walk around the room and interact in the language(s) they spoke. Daniel was not able to attend this event, so I went with the students. As the event started, the students switched to the avoidance mode once again. A few of them gathered around the corner of the room while others sat down. However, this time I immediately intervened. I started a conversation with a few people in the room, then asked a few of the learners to join us and introduced them to the group. After a few minutes, I excused myself and left it to the learners to continue the conversation.

As the evening continued, I noticed how absorbed the learners were becoming in their conversations and how much they were enjoying themselves. They were excited about using the new vocabulary and idiomatic expressions they had learned in class and being understood by strangers. Towards the end of the event, they even invited me to join their conversations and introduced their new friends to me.

Figure 5

The International Student Event



The learners' successful interactions led to an increase in their self-confidence which in turn increased their approach motivation. This change exerted a sufficiently powerful force on the class group system to draw it away from its previously occupied attractor state, i.e. avoidance motivation, and take it towards a periodic attractor state, i.e. approach motivation. Therefore, the learners wrote in their ESFs that they had thoroughly enjoyed the experience and would like to continue going there again if they could.

I loved it. If I have time, I will go there again. I met so many people, and I learned about so many cultures that I was interested in such as Korean and Japanese. I also learned a lot about Canadian culture by talking to Canadians (Winston, International Student Event, 2017.02.22).

However, at this point, engagement was not a stable characteristic of the system and as per some of the students' comments in the open-ended sections of their ESFs, there were also obstacles to their participation, such as the small space of the room and the high levels of noise and light. Moreover, my own personal experience during the event made me reflect further on the challenges learners might have faced that evening. In my conversations with one of the event organizers, I was repeatedly addressed as "the Persian Professor" which immediately took me aback. In negotiating my identity with the event organizers, in order to narrow any gaps that might occur between us (perhaps as a result of my position as a PhD candidate or the researcher in this study), I had introduced myself as an ESL teacher, not an ESL professor. But the fact that I was being addressed as "Persian" as opposed to my name, furthered that gap and made me feel "othered". I commonly have no problem being identified as Persian, which refers to my country of origin; however, in this case, I felt alienated by its repeated usage and a barrier seemed to form that limited a deeper level of communication between me and the event organizers. One of the learners also made note of an interesting observation in her ESF. She mentioned that although the idea of sticking flags on one's chest had seemed like a good idea at first, in practice, it created a divide among the people in the room and in some cases marginalized those who wished to interact freely with others. Upon reviewing the ESFs after the event and based on my own experience, I decided to address such power imbalances in a future classroom lesson so that the learners could voice their concerns with regards to the processes that led to marginalizing practices and develop more efficient tools to resist them.

Enhancing Learners' Possible Future Selves

In the next class, to help further activate the learners' future selves, Daniel and I planned a future self-guide activity that I had adapted from Hadfield and Dörnyei (2013, see appendix no 6). Since visualization was a technique I had experience with, but Daniel had not used before, he asked me to do the first few steps and he helped facilitate the sharing of the students' future visions once the activity was done. To begin, after practicing the relevant vocabulary, the learners read through a reading passage that included the ideal L2 selves of three people in job-related and social situations. Upon answering the comprehension questions, I asked the learners to take three deep breaths and close their eyes. With soft music playing in the background, I read aloud a script I had adapted from Hadfield and Dörnyei (2013), giving the learners the opportunity to visualize their future possible selves in a situation of their choice. The learners then opened their eyes and discussed their visions of their future L2 selves with their partners. As Hadfield and Dörnyei (2013) point out, feedback helps one's vision become more realistic. Daniel and I, thus, encouraged the learners to be open to sharing their future vision with their peers and to give each other feedback about how attainable they perceived their peer's future possible self to be. After this, a few of the learners shared their future visions with the class group, and Daniel and I, along with other volunteering learners provided them with feedback. Henry (2015) views this reality check process as "shifting goalposts" (p. 87); that is, there are times when the distance between the actual L2 self and the ideal L2 self is too far in practical terms. In such cases, negative feedback could create doubt with regards to the credibility of the ideal L2 self. To deal with this doubt, compensatory processes come into place, shifting the ideal L2 self closer to the actual self by replacing it with a less desirable but more realistic image of the ideal L2 self. The opposite scenario could also be conceived where one realizes that they are closer to attaining their ideal L2 self than they initially imagined. In such cases, a revised and upgraded image of the ideal L2 self takes its place; one that can sustain the individual's motivation over the course of the time period it takes for them to turn that image into reality.

As expected, the learners' possible future selves varied with regards to their clarity and level of detail of their ideal L2-self images. Some learners were excited about the activity, being able to draw a more vivid picture of their possible future selves whereas others pointed out in their ESFs that their future self was still not clear enough and they needed more time to

determine what exactly their ideal L2 self-images looked like. This is quite normal according to Dörnyei (2009), who points out that individuals differ with regards to their capacity to construct a vivid ideal L2 self-image based on the diversity of their social experiences.

The unit theme of our next few classes was “success” and in line with this theme, Daniel and I decided to design activities around the topic of “successful immigrant stories” for our following class. We, thus, handpicked the stories of a few new Canadians who had started from square one in the new country they had settled in, i.e., Canada, and now led a successful life (see appendix no 7). After hearing their stories, we asked the learners to determine what in their view the successes of these individuals were and to identify their “lucky break”. Our aim was not to impose an idea of success on the learners but to take a few examples to class and allow the learners to construct their own views of success. As an extension to these activities, we decided to take the learners to a location in Toronto where they could meet successful individuals of their choice. Out of a few options, the learners chose to go to Greek Town to meet restaurant owners who were likely immigrants to Canada. To help prepare for this activity (see appendix no 8), Daniel first asked the learners to conduct an online search about the neighborhood and find answers to questions we had previously created. The aim of this warm-up activity was to help familiarize students with issues such as the history of immigration to the neighborhood and the recent changes that had taken place there. Once this was done, I gave the learners instructions on how they could find a restaurant of their choice based on Yelp.com reviews. The learners carefully read the reviews, checked the meaning of unknown vocabulary and collaborated with their group members in choosing a restaurant that better suited their taste. Then, they practiced telephone conversation schemas and did mock telephone conversations in their groups. A few of them practiced mock telephone conversations with Daniel and me before calling the restaurant and making a reservation. The aim was not only to book a reservation for lunch but also to make sure the restaurant manager was in during their visit and willing to consent to a brief interview with the students. If this was not the case, the learners would choose a different restaurant whose manager was willing to talk to them. The learners also made sure they called different restaurants so that no two groups would end up going to the same restaurant. After calling and making appointments, the learners gathered a list of questions to ask the manager during their interviews. To help learners generate ideas, Daniel and I had formulated a list of few questions for the students to build on.

The ESFs the learners filled out after their field trip showed that their engagement was at its highest to date. Many of them referred to it as the best field trip they had taken up until that point. In addition to enjoying the food, they also enjoyed hearing the restaurant managers' stories which they found very inspiring.

Best field trip I have ever had. We had a nice lunch with our friends and our talk with the manager went so well. My team-mates were so cooperative (Alex, Greek Town Social Activity, 2017.02.28).

I am so happy because this was the best field trip. We met a friendly manager and she told us many things about herself and her family. She also told us about her successes in Canada. I was really motivated (Thea, Greek Town Social Activity, 2017.02.28).

Interestingly, as opposed to their previous field trips, the learners reported having used their sense of agency to create the conditions in which they could better participate- this time without my intervention. For example, despite making a prior appointment, one group of learners reported being told that the restaurant manager was not in on the day of their visit. They also reported that their server was not friendly and helpful at all. Despite feeling nervous, one of the group members found the courage to get up and say: "if the manager is not present, we will eat someplace else". So, the learners had to search, in cold weather, for a restaurant whose manager was willing to talk to them. Although this made them feel frustrated, they reported encouraging and motivating each other until they found a restaurant that had a "lovely" manager who was willing to share her experiences with them. Other groups of learners also reported to have overcome obstacles in their way and had enjoyed participating and interacting with the managers.

It is fair to say that at this point, approach motivation had become a new fixed-point attractor state with a deep basin of attraction in the class group's motivational system. Thus, as it could be seen in this case, external factors such as a restaurant manager not being present during the learners' visit, or the cold weather outside did not exert a powerful enough force on the learners' motivational system to take it out of its current attractor state, i.e. approach motivation. This new system shape also allowed the learners to cope with their negative emotions, such as anxiety and frustration and significantly increased the students' overall engagement levels.

Figure 6*The Greek Town Social Activity*

The learners also reported having a more vivid and elaborate possible future self as a result of their interactions with restaurant managers. Generally, most of the learners reported that their future self-images had changed in some way as a result of hearing the restaurant managers' stories and talking to them about their future goals.

I had doubts about whether I should do my main program (Early Childhood Education) in the future because my advisor told me it is going to be a very difficult major. I talked to the manager about this and she told me that in her life, she had followed her heart and her interests and never regretted it. She asked me to think whether this (studying Early Childhood Education) was something I really wanted to do. At that moment I knew I really wanted to do this major (Charlotte, Interview # 2).

The same learner continued:

The manager is a really strong lady. She has a restaurant, and she organized art activities. She also has a daughter. In her, I saw an example of how an immigrant to Canada could have a good life. So, I want to achieve my goals and become like her (Charlotte, Interview # 2).

As possible selves "are particularly sensitive to those situations that communicate new or inconsistent information about the self (Markus & Nurius, 1986, cited in Henry, 2015, p.86), they are subtly re-examined and revised every time they are activated. In the case of this learner,

it could be seen that negative feedback from her advisor with regards to her chosen future path, i.e., becoming an early childhood Educator, took her ideal self system out of its former attractor state and introduced instability into the system. As a result, she was uncertain whether Early Childhood Education was the right choice for her. However, her talk with the restaurant manager gave her the opportunity to re-construct her ideal self as an early childhood Educator and probe into her emotions in connection with this ideal future image. The positive emotions she experienced upon recalling this future image into her consciousness along with assurances she received from the restaurant manager (i.e., that following her interests was worth the effort) reintroduced stability to her ideal self system and allowed it to become more elaborate than the past.

It could also be seen that learners' ideal L2 selves are most malleable to change when the possible future self of their interlocutor had a shared element with theirs. The ideal self system of the learner quoted above became more elaborate and tangible because the learner viewed the restaurant manager as an immigrant just like her. Another learner's comments further corroborate this finding:

The manager told me a lot about his story, and these (aspects of his story) were similar to mine because when he first came to Canada, he couldn't speak any English. But now he could speak very fluently so this gave me the idea that maybe one day, I will speak as fluently as him (Aspen, Interview # 2).

What made the interviews with the restaurant managers such an effective tool for change was the fact that the learners could see their future selves in the restaurant managers and found some aspect of their story that they could identify with. In the case of this learner, the shared element was the fact that, just like her, the restaurant manager was an ESL learner when he first came to Canada. This shared characteristic made it easy for her to draw a comparison and construct an ideal self image that speaks English as fluently as him.

The conversation of another learner with a restaurant manager also led to changes in his possible self system by awakening *a competing attractor state*. This learner (i.e., Winston) elaborated on this change during his second interview:

When I was younger, I had a dream to become a fashion designer. My parents told me it was impossible, so I forgot about it. Speaking with the restaurant manager made me realize how much I still want to be a fashion designer so that's a dream I will follow after ELL". (Winston, Interview # 2)

Knowing that Winston was enrolled in the Early Childhood Education program at the College, I was quite surprised to hear that he had changed his mind with regard to his future job in his presentation after the field trip. A few weeks later when I got the chance to conduct his second interview, I got a clearer picture of what was actually happening. Becoming a fashion designer was an ideal-self image he had initially constructed as a teenager, but his parents' disapproval of this and the fact that they wanted him to become an Early Childhood Educator had shifted his possible self system out of this attractor state and into a new fixed-point attractor state, i.e., becoming an Early Childhood Educator. It seems that it was his ought-to self that had kept his possible self system lodged into this part of the state space governed by the fixed-point attractor. However, interacting with the restaurant manager, and her emphasis on the possibility of pursuing his dreams had exerted a powerful enough force on his possible-self system to take it back to its former competing attractor state, i.e. becoming a fashion designer, albeit temporarily. After assessing his options and realizing the low likelihood of achieving his competing ideal self under his circumstances, the system quickly cycled back to its previous fixed-point attractor state:

Right now, I am (financially) dependent on my parents, so I have to discuss every decision I make with them. In the future, I will find a job and will be able to make decisions independently. (Winston, Interview # 2)

He then continues:

Right now, I am pleased with my future which is to become a teacher, an early childhood educator. Becoming a fashion designer is also a big dream that I have and maybe I will follow it if I have the chance in the future. (Winston, Interview # 2)

It is clear from Winston's answers that he sees his ought-to self image is the most realistic way of building a future in Canada, and this fact will hold any competing ideal self image at bay. Thus, despite the fluctuations of his possible self system on shorter-time scales, the

system will show signs of stability in the long-run. Unless an extraordinary event evokes a major phase shift in his possible self system, the system will likely be lodged into becoming an Early Childhood Educator.

A couple of weeks after the field trip, to further continue our class group's discussions around the theme of "success", Daniel and I thought about inviting an individual to our class who the students might perceive as being successful. As Hadfield and Dörnyei (2013) contend, to help sustain learners' future visions, it is important to activate these visions at regular intervals. To this aim, Daniel and I thought the students would relate well to our boss's personal and professional experiences. Our boss is an experienced educator/administrator with many years of international teaching/managerial experience and, thus, had interesting stories to tell about her work experiences and travels. Also, when enrolled in a language program, the learners often do not get the chance to closely interact with program managers and discover for themselves the personal and professional qualities that these individuals possess that contribute to success in their careers. We thought the learners' language learning motivation might further improve through interacting with such individuals.

The day she came to class, the students were completely captivated by her stories, enthusiastically participated in discussions and asked many questions. Observing this changed atmosphere compared to the beginning of the semester, I could not help but notice what a long way the group had come in terms of their class participation. One learner mentioned during her presentation:

When your boss talked about her experiences, I became very excited. After college, I will go back to my country and will open a language school. I want to be like her in the future (Tracey, classroom presentation # 2, researcher's field notes).

This student had graduated from English language and literature in her country prior to coming to Canada to continue her studies. Thus, there were many shared elements between her ideal L2 self and the stories our boss was telling leading her to say that she wanted to be like our boss in the future. She wrote in her ESF that she also knew she had a long way to go to achieve her dream. She mentioned the fact that she needed to work hard on her English language skills especially her pronunciation to reach the proficiency levels she needed to get into the business of

language teaching, which indicated her awareness of the gap that existed between her ideal L2 self and her actual L2 self.

A final activity Daniel and I did in terms of creating new ideal L2 self-images and/or sustaining the images that were previously created was asking the students to interview a college student who was in her/his college academic program (see appendix 9). To help prepare the students for this activity, we provided them with five pictures and asked them to point to the picture that best represented their view of their future selves in their academic program. The pictures showed college students in different academic situations, e.g., one seated behind her desk, looking happy and ready for class, the second focusing deeply on her books and the third one showing a group of college students waking in the campus, talking and laughing. There were two more pictures that focused on the interactions between the professor and students – i.e., one where they are all happy and one that looks like the professor is reprimanding the student. These pictures were shown to the students to help them envision images of their ideal and feared future L2 selves in academic situations. The learners worked in groups and discussed the pictures they thought most closely resembled their views of their future-self images. After this initial activation of the learners' ideal and feared L2 selves, Daniel and I gave the students a list of the typical tasks/activities that college students need to do in their academic classes, such as writing academic papers, giving presentations, etc. We asked the students to identify a range of language skills they perceived they needed to successfully do these activities. We then encouraged the students to reflect on which language skills they thought they adequately possessed and which they needed to further work on to improve. Our aim was to initiate the process of identifying the existing gaps between the learners' actual and ideal L2 selves in their future college program prior to the interviews the students were planning to conduct with other college students. We also hypothesized that these gaps would be further reformulated and revised during the interview process. Once this was done, we encouraged the students to write the questions they wished to ask the college student regarding the use of academic language skills in their future program. After this activity, the groups shared the questions they had formulated and revised one more time. We, then, gave the students a question list that included additional topics such as the challenges international students have to face with in their academic program, their relationships with their professors and other students and also the advantages of being an international student. We emphasized taking these advantages into consideration as well, because oftentimes the

discourse surrounding international students consists of challenges these students have to face within their future roles, such as keeping pace with their professors' lectures or communicating effectively with their classmates. Often overlooked in this regard is the fact that students may have a number of skills and qualities as an international student that their domestic counterparts might not possess. For instance, as an international student they might have a diversity of social experiences that could benefit them in their academic studies. We, therefore, encouraged the students to make a question around their strengths as international students and ask this question especially if the student they were interviewing was an international student as well.

In their final presentations, the students highlighted the benefits of conducting these interviews. They mentioned the fact that the interviews helped them construct more realistic images of the future especially with regards to the environment of their future academic program, the kinds of activities and assignments to expect, and also their future classmates:

After talking to the college student and learning more about my main program and the assignments and activities, getting high grades such as A+ or A became more achievable in my mind. I will do my best to get these grades in the future (Alicia, classroom presentation # 4, researcher's field notes).

The student told me how he had adapted to his new environment and all this information increased my confidence in handling things in the future. I thought if he could do it, I could do it too (Aspen, classroom presentation # 4, researcher's field notes).

I learned that I need to do a lot of group work in my main program just like my ELL classes. XI told me what kinds of skills she needed to do group work with her group members. This information was very useful (Charlotte, classroom presentation # 4, researcher's field notes).

In the first excerpt, Alicia pointed to her positivity about the future and the fact that she had constructed a more optimistic picture of her future grades after her interview with the college student. Likewise, Aspen mentions that hearing about the stories of how this student adapted to his new environment increased her self-confidence. Once again, it could be seen that the similarities between Aspen's ideal L2 self and the college students' situation make the student's stories very relatable for Aspen. This enables her to have confidence in her abilities and reassure

herself about the fact that, in the future, she will be able to stay in control just like the college student she interviewed. The third excerpt highlights the social skills Charlotte felt she ought to possess to successfully do group work with her future classmates. Fortunately, this is good news for her since she has practiced these skills in her ELL classes and is quite confident in her social skills and the way she will put them to use in the future.

Since these interviews provided the students with additional opportunities for real-life interaction outside the classroom, the students experienced moments of joy when their conversational exchange was successful:

When I interviewed a college student in their major, my group member was kind of stuck. And paused when asking him (the college student) her question. He had difficulty understanding the question. He was like “what do you mean?”... So, I tried to explain in another way. And then he understood the question! It felt great! I felt very strong! (Sarah, Interview# 2)

Based on the data presented above, it could be stated that the interviews not only gave the students the opportunity to develop a more elaborate ideal L2 self-image, but just like any other real-life activity, provided them with the opportunity to enhance their linguistic self-confidence. In this interview excerpt, Sarah recounts the joy that she felt when her conversational exchange worked successfully and states that she felt strong as a result. It is the accumulation of such experiences that develops learners’ self-confidence and prepares them for their future college studies. As will be seen in the qualitative interviews section below, the students repeatedly referred to the enhancement of their confidence as a result of the real-life activities they participated in throughout the semester.

Discussing Issues of Culture and Race

As mentioned previously, one of the main ways of increasing students’ language learning motivation throughout this project was to participate with them in finding more opportunities for them to play a stronger role in discourses outside the classroom. At this point in the project, we had witnessed the impact of this participation in the improvement of the learners’ classroom engagement. To continue with this process, it was essential that we explicitly addressed some of the issues that might have arisen in learners’ social interactions. Throughout our discussions with

the students, the issue of power imbalances and learner positioning as “non-native speakers” stood out. One week before, I had asked the learners to reflect on this and write an essay on the challenges they perceived they had to overcome in their interactions, especially when we were at the international student event trying to find new conversational partners. A few learners mentioned the impact of power imbalances on their ability to find new conversational partners and pointed out the practice of sticking flags on their chests as one that could be marginalizing. To continue discussions in this regard, Daniel and I decided to incorporate issues such as race, ethnicity, gender and sexuality into the classroom activities in the next class. We wanted to show the students how assumptions are formed in reality in social interactions and how hurtful these assumptions could be. To this aim, we decided to touch upon the topic of the day – we played a video that had gone viral of a British International Relations Professor giving a BBC interview. In the middle of the interview, his two children walked into the room, interrupting the interview for a few seconds, at which point a Korean lady was seen to come to his rescue. In apparent panic, she slid into the room, quickly ushered the children out and closed the door. Amid the students’ laughter at what was happening in the video, I asked them a question that had sparked widespread discussions outside the classroom those days; who was the lady that had speedily dragged the children out of the room? The professor’s wife or the nanny?

Daniel asked the students to discuss their answers in groups and similar to what was happening outside the classroom, heated discussions broke out among the learners over who they thought the lady was. After finding out that she was in fact the professor’s wife, not a nanny, Daniel asked the learners to put themselves in Ms. Kim’s (the professor’s wife) shoes and reflect on how they would feel if wrong assumptions were made about them in their social interactions. This powerful experience set the foundation for further discussions regarding the issues of race, gender and mixed-race couples. I distributed a reading passage that shed light on the experiences of mixed-race couples and how the assumptions made about them affected their social experiences. After doing a number of activities designed to give learners a deeper understanding of the issues being discussed, I introduced the concepts of explicit vs. implicit assumptions and asked the students to reflect on what individuals could do to become more aware of the implicit assumptions they make about others.

Figure 7

The International Relations Professor's Interview with the BBC



The critical thinking question that the students reflected on at the end of the class was about their experiences of coming across assumptions and imposed identities in their social interactions. Learners were asked to reflect on ways they could deal with these assumptions in their social interactions outside the classroom. Learners were welcome to further explore the topic in their capacity as co-researchers in the study and disseminate their findings at the end of the project.

At the end of the class, the students wrote in their ESFs that they had thoroughly enjoyed the topic and had found it very meaningful. They also noted that the lesson had made them reflect deeply on their own implicit biases and their social relationships outside the classroom, and that they needed to be aware of such issues in order to successfully integrate into Canadian society.

During the next few classes, Daniel and I continued making lesson plans on the issues of race and culture and discussed mini topics such as culture shock, the stereotyping of immigrants, ways of breaking such stereotypes and social integration. In the weeks that followed, two of the learners decided to investigate the relevance of being aware of issues such as implicit and explicit bias, stereotypes, imposed identities and race as EAP learners in their social relationships outside the classroom. They reported their findings in their classroom presentations:

I was doing barbecue with friends and was having a great time. However, after we finished eating, when we needed to clean up, one guy came to me and said “can I just

take a rest. I mean, I don't have to clean up, right? I asked him what he meant, and he said: "Isn't that your job as a Japanese girl (to clean things up)?" This hurt a lot.

She continued:

I kept calm, explained the meaning of stereotypes I had learned in class and asked him to help everyone clean up" (Sarah, Classroom Presentation # 3; Researcher's Field Notes; Forum Poster).

This learner reported on the skills she had learned in the classroom that were transferrable to social interactions outside the classroom. As a result of her awareness of stereotyping and imposing roles and identities on others, she was able to stand up to another EAP learner in her program (but who was not part of her class group) and asked him to help everyone else clean up. When I asked her for her recommendation to other learners when faced with such stereotypes in their interactions, she pointed out:

It is important to keep calm. If you get too angry or upset, you can't think of the right thing to do. It is also important to be aware of these issues. Because I was aware (of this issue), I wasn't too surprised when it happened. I just had to think about what I was going to do next. (Sarah, Classroom Presentation # 3; Researcher's Field Notes)

The second learner reported having developed a better understanding of her new roommates as a result of our discussions around culture and race.

At first, I had difficulty communicating with my new roommates, but after our class discussions about race and culture, I was more sensitized to such issues. Our class discussions made me more aware of my own implicit bias and I realized I had to overcome these biases. Thus, I gradually started to communicate with them (my roommates) and realized we had many things in common. At first it was a big adjustment, but now I realize that I am living at peace with them and enjoy our relationship. (Charlotte, Interview # 2)

During her second interview, Charlotte mentioned her communication difficulties with her new roommates who were from Somalia, Jamaica and Trinidad.

In the first week (that we lived together), I felt very uncomfortable. They only spoke English with each other, and I felt lonely. So, I would go out every day, find myself a quiet place and called my parents and talked to them. (Charlotte, Interview # 2)

Here, Charlotte spoke of the differences she had first observed between her and her new roommates. They all spoke very fluent English and also wore the Hijab. These differences led to a gap between Charlotte and her roommates, causing her to feel lonely. After learning about issues around race and culture and also implicit bias, Charlotte decided to use her sense of agency to break that gap and come to a better understanding with her roommates. As a result of dialogue, she realized that her earlier assumptions about her roommates were incorrect and she formed a close friendship with them. She mentioned that she found these new relationships empowering in her life.

As seen above, receiving training on issues such as cultural integration, stereotypes, race and ethnicity enabled the first learner to use her sense of agency to resist the stereotypes she was facing in her social interactions with her friends. In a similar fashion, it helped the second learner become aware of her own stereotypes which resulted in her opening up to her roommates and making new relationships. Therefore, these learners were able to extend the skills they had learned in the classroom environment to their social interactions outside the classroom to improve their social relationships and facilitate their social integration into life on campus and life in the broader society in Canada.

Collaborating with Daniel

Working with Daniel was a journey fraught with emotions. Reflecting on this journey, I can remember my feelings of excitement when he agreed to collaborate with me at the beginning of the project after several teachers had turned me down. This initial excitement soon turned into anxiety over how open he would be to the idea of collaborating and how involved he would allow me to be in the classroom practices during the project. Observing a class is one thing; but conducting PAR needed extensive participation on the part of all parties. Thinking about this was overwhelming at first, especially when I considered my inexperience in conducting PAR. However, this anxiety was mixed with frustration as soon as I started observing his classes; my frustration had to do with a lack of learner participation which gave rise to even more anxiety. I

did not know whether the learners would be interested enough to participate, collect data and disseminate them at the end of the project.

In phase 2, the social activities outside the classroom helped turn the situation around. These activities were planned and carried out in part as a result of effective collaboration between me and Daniel; however, our collaboration inside the classroom was by no means less important. We adapted to each other's teaching styles relatively quickly and the students were engaged by the way we connected, interacted and entertained like comedians. This co-teaching had one more benefit. During the observation phase, I had noticed that Daniel did not distribute speaking time among the learners equitably and also did not draw effectively upon the group dynamics in the classroom. However, when co-teaching, he and I complemented each other's roles and, therefore, made the group activities interactive, collaborative and engaging for the learners. The cumulative effect of co-teaching inside the classroom and the learners' improved quality of experience outside the classroom led to a noticeable increase in learner participation. As this participation improved, so did my feelings of excitement, positivity and joy.

However, as the semester progressed, I did experience feelings of frustration yet again—albeit temporarily. My aim from the first few weeks of the project was to have Daniel assume more teaching responsibility especially as we neared the final weeks of the semester. This was borne out of a curiosity to see if our collaboration would eventually lead to any changes in his teaching style when I was not co-teaching with him. Therefore, in the second half of the semester, I negotiated devoting more pedagogical time to him when making lesson plans together. Towards the final weeks of the semester, we agreed that he would teach part of a lesson all by himself and the outcome came as a complete surprise. I once again observed a predominance of one-on-one conversations with one student at a time. Although this did not have a catastrophic impact on the students' immediate engagement levels (as later confirmed by the students' ESFs), I could still see signs of boredom in the body postures of a few as the class went on. One of them wrote in her ESF:

Today was a little boring because we had little time to talk. And (when we did talk), it was mostly (one-on-one) with the teacher, not together (with the other students). It's hard to stay involved this way (Aspen, Human and Animal Migration II, 2017.03.23).

Another student wrote about the fact that he preferred the co-teaching style:

I felt a little tired in class today, and I thought there was nothing special about it. By the way, I like to have 2 teachers (co-teaching) in our class (Joshua, Human and Animal Migration II, 2017.03.23).

In this case, although Joshua was not able to readily detect the problem, he preferred us co-teaching together. Coupled with the data presented thus far, it is worth noting that the reason why this change in the teaching style did not adversely affect everyone's classroom engagement is likely because the class group system was anchored in "engagement and participation" at this stage throughout the project. Thus, I found that some students adapted relatively quickly to this change and managed to stay focused and involved:

We didn't talk too much today, but I focused on the vocabulary and learned a lot of new words about animal migration (the topic of the textbook). I feel happy (Winston, Human and Animal Migration II, 2017.03.23).

While the students appeared to have adapted, reflecting on the events of that day in my office, I was not as positive. I wrote in my journal:

I need to sit down with Daniel and find out what his rationale was for his teaching method today. What I find frustrating is that this (teaching method) is exactly like what I saw in the first few classes this semester (2017.03.23).

As it could be seen in my comments above, the reason for my frustration was that I could not see any observable changes in Daniel's way of teaching compared to the beginning of the semester. However, according to DST, changes could be taking place under the surface all the time, but not have reached the level of criticality needed to lead to observable changes in behavior. Interestingly, based on the significant improvement I observed the next class, he had either passed this tipping point, but for some reason (e.g., anxiety or lack of preparation) had not shown it, or reached the tipping point after seeing the effect of his suboptimal teaching on the students.

Daniel and I did not get the opportunity to sit down and talk about the events of that day before the next class. However, we did briefly talk and agree on who was going to teach which stages of the lesson plan. Just like the previous lessons, Daniel assumed responsibility for the bulk of the teaching. When the class started, I was immediately struck by the changes I could see

in his task design; they were very interactive and resembled the ones Daniel and I had previously designed together. The lesson theme was a subtopic of animal migration (from the students' textbook) that Daniel had taught last time- butterfly migration this time. The students watched a couple of videos, eagerly interacted with each other in a variety of pair and group settings and engaged in a vocabulary game, which were all designed by Daniel. Once these were done, I displayed three thought-provoking critical thinking questions on the smart-board and asked the learners to reflect on them in their teams. We ended with a lively class discussion on the students' opinions about these critical thinking questions.

Unlike the previous class, the feedback from the students was overwhelmingly positive:

Today's class was really fun. The atmosphere was great, and my classmates contributed a lot to the class discussions with their ideas (Charlotte, Butterfly Migration, 27/03/2017).

We were busy today doing many fun activities. I liked this busy class and the topic of butterflies! (Rebecca, Butterfly Migration, 27.03.2017)

Today, I was involved in all the class activities and didn't realize how hungry I was until now! I really liked the classroom activities and the reflection we did in the end (Qiana, Butterfly Migration, 27/03/2017).

In the comments above, the students describe getting into a busy state characterized by their focused attention and/or getting immersed in activities that they find enjoyable. They are so much "into it" that they forget about their physical needs, i.e. hunger. Csikszentmihalyi (1990) coined the term *flow* to account for moments when individuals become so much absorbed in an activity that they become oblivious to its external features. Flow could be considered as the sweet spot of learner engagement (Deweale & MacIntyre, 2016) and happens in the classroom in those rare moments when everything goes right. Thus, what most students experienced that day was an intense state of engagement more like a "current that carried them along effortlessly" (Csikszentmihalyi, 1990) and could better be captured by the concept of flow (quantitative data presented later confirm that student were in flow on this day).

In the classes that followed, Daniel and I co-taught the rest of the lessons with him continuing this trend of improved pedagogy. As the classes continued, my involvement in lesson planning and the teaching of the textbook gradually reduced and my efforts instead became

focused on planning forum-related activities, organizing the logistics of the forum, and helping the students prepare for the forum.

Academic Learning

Academic progress is essential to EAP programming, with certain academic criteria having to be met for students to successfully enter their college program. Despite the ups and downs of the PAR project described up until this point, academic learning was a priority. While it is true that we took some additional topics into the classroom (e.g., topics related to issues of race and culture), we engaged more deeply with the material within the confounds of the curriculum, both inside and outside of the classroom context. For example, immigration was a unit theme in the students' textbook. Over the course of a few classes, we examined this topic in-depth and allowed students to research it further in the context of social activities. These social activities occurred outside of class time during the students' field trip hours. This, therefore, left us ample classroom time to focus on the students' academic learning.

In the classroom, students engaged with academic discourse in the form of readings or videos, and once they made sense of it through a variety of planned activities, they were asked to reflect on the hidden meanings. For example, mid-way throughout the semester, Daniel and I introduced a text to the class where the author expressed concern about the increased number of international students in Canadian universities and colleges. In his view, Canadian tertiary institutions were accepting international students who were not yet ready to enter college with regards to their academic language skills, and this limited the learning of other students, especially those who were native English speakers (see appendix 10). I asked the learners to reflect on what image of international students was being projected in the article and what hidden messages were being communicated to the reader of the text. Despite the students' agreement with the writer's main argument (i.e. that international students have to meet language requirements of their academic program), they also believed that, overall, the text portrayed a bleak picture of international students; as "insufficient" or "limited" compared to their native-speaking counterparts. The students, then, wrote an opinion essay (the format of which they had learned earlier) describing their view of the text and the hidden messages they believed it conveyed.

When it came to academic writing, the students practiced the structure and format of 5 different essay types, i.e. one essay format every three weeks. As co-researchers in this PAR project, they also participated in group writing projects where they wrote essays together in teams based on mini themes for their research projects. Overall, throughout the semester, the students learned how to engage with academic reading and their overall self-confidence when writing essays improved significantly:

Before coming to this program, I didn't know that academic learning could be fun. I still sometimes find writing confusing, but I enjoy writing essays and my self-confidence when I write essays has improved (Sarah, Interview # 2).

My academic vocabulary and writing have improved a lot and this is very important for me because after this program I need to take IELTS. I will continue to work on my writing using my notes from class (Aspen, Interview # 2).

In their interviews, the students made several references to how they thought their academic English improved during the semester. In sections 2 and 3 of the findings, more information will be given in this regard.

Preparing for the Forum

Although I knew from the beginning of the project that I wanted the learners to participate in the dissemination of the findings as an integral part of our PAR project, the idea of holding a forum became more feasible after our boss visited the classroom. Excited about interacting with my boss, the learners wondered if/when they could get similar opportunities in the future. Seeing this as the right moment, I asked the learners as well as Daniel, if they would be open to the idea of having a “student forum” where they could interact and share the findings of the data they collected during the social activities (i.e., their research) with program managers, faculty members and other students in the college. I could immediately see a sense of nervousness along with a deep sense of excitement in the learners' faces. They had never done anything like this before but were very excited about the opportunities the forum could open up. This would be an important step in helping them connect with the college community outside the classroom and, having relished their previous integration opportunities, the learners seemed thirsty for more.

Soon afterwards, the group discussed the format of the presentations for the forum. Due to time restrictions during the forum, we decided to have a few learners do power-point presentations and once these were over, the rest of the class would participate in poster presentations. To decide upon the few who were going to do power point presentations, the students did mini-presentations of their work in class and their peers voted for those they thought should do power-point presentations during the forum. Although the learners had done multiple engaging presentations up until this point, this was the first time they were the initiators of “flow” in the classroom. Each learner had chosen a different aspect of her/his language learning and/or classroom learning experiences as the topics of their research and elaborated on personal changes they had gone through throughout the project. The topics of their presentations and their methods of presenting aroused the interest of their peers who intently listened and eagerly participated in class discussions. Although Daniel and I did some moderating of the discussions as co-teachers, we mostly participated in class discussions just like other students.

It is worth mentioning here that although the aim throughout the PAR project was for me and Daniel to share power equally with the learners, this was not possible from the very beginning. Since Daniel was the teacher, and I was the co-teacher-researcher, the learners were expecting us to play a leadership role in the classroom. As the project progressed, we expected the learners to take on a more prominent role in the activities. However, this amount of participation was the closest we arrived at implementing a full participatory model in this EAP classroom. That day (i.e., the PPT presentation day), through their presentations, the learners showed they were capable of taking ownership of their own learning and were able to effectively engage their peers and their co-teachers. When it comes to participating in a PAR project, McIntyre (2007) believes that it is the quality of participation that is important, not its proportion. Indeed, the quality of the learners’ participation had been profoundly transformed throughout the semester by agents in the system (including the teacher and myself) collaborating with the learners to change the power-relationship and improve their quality of participation. At the beginning of the semester, their participation took the form of avoidance, but changed to approach motivation when the researcher intervened in the international student event. On the Greek Town field trip, the learners’ sense of agency led to approach motivation once again; but what I could see on that day (i.e., the PPT presentation day) was yet another shift in their

participation pattern. This time, they showed that they could engage and motivate their peers and co-teachers using their own initiative.

Figure 8

The Invitation Email Sent to Program managers and Faculty members in the College

ELL Students as Action Researchers - A Forum

Monday, April 17th 2017, 11:30- 1:30 Room T1-01 Campus

This Semester Level 5-1 ELL students took the role of action researchers and formed a research community with their teachers in the classroom where power was democratically shared, and the lines between teaching and research were blurred.

The participatory nature of the students' project meant the classroom became a social arena where they actively investigated their identity struggles, their positioning as ESL learners and non-native speakers, and their lack of access to resources outside the classroom. Field trips provided the students with an invaluable opportunity to conduct interviews with business owners, managers, university students and other members of the community at large, hearing their stories, learning about their successes and failures, and finding out about their dreams and aspirations. Finally, their involvement in artistic projects such as drawing, poster-making, and photo-voice granted them and their teachers access to hidden aspects of their experiences not immediately accessible through survey information or observational data.

Going on this journey of discovery has given the students a stronger sense of identity and has changed them in profound ways. [Please join us in room T1-01 on Monday, April 17th, 2017, 11:30 am to 1:30 pm](#), to learn about their experiences and become familiar with the findings and implications of their research.

At the end of the class, the learners wrote in their ESFs of their excitement to do their mini-presentations and also learn about their classmates' research. They described the characteristics of flow to account for their classroom experience:

Today, I was very excited to see my friends' presentations and I thought time went really fast (Alex, Presentation Practice for the Forum, 2017-03-29).

Today, I was excited to see that my friends paid deep attention to my research ideas. I was also inspired by their opinions and ideas. I felt really alert in class today (Charlotte, Presentation Practice for the Forum, 2017-03-29).

A few days later, with the help of my boss, invitation emails for the forum were sent to the program managers and faculty members in the college. Also, posters inviting other students to the forum were put up on the walls.

During the next few opportunities that we had to prepare for the forum as a group, Daniel and I divided the learners into two groups – those who were doing power point and those who were doing poster presentations. Each of us worked with one group for the duration of that day, giving our group feedback and helping the learners prepare for their presentations. As we got

closer to the day of the forum, we practiced the forum one last time as a whole group and ensured that the learners were emotionally and mentally ready for the events of the big day.

Students' Forum Presentations

We had scheduled the event to take place in a large hall next to the ELL classrooms and faculty members' offices. By 12:30 pm, the hall was filled with other students from the ELL program, faculty members and a few program managers. I started by giving the audience a brief summary of our project, and an overview of the types of tasks and activities we had done inside and outside the classroom. After this, four learners gave talks about their personal transformation processes throughout the semester, providing recommendations for the kinds of events and activities they believed the ELL program should offer its future students. Specifically, two of the presentations focused on how the social activities had shaped their future selves and had changed their future hopes and plans. The other two, however, discussed the impact of our classroom activities, especially our co-teaching, on their personal transformation.

One presenter discussed her fear of public speaking and the processes she had gone through to overcome her anxiety and speak confidently in front of the crowd. Her talk specifically focused on the effect of her frequent classroom practice (i.e., the systematic desensitization technique) and also the effect of hearing others' stories and modeling on their behavior. For example, she mentioned a story I had told her about my anxiety before my first conference presentation and the fact that I could not sleep that night. The humanizing effect of this story had a calming effect on her, normalizing public speaking anxiety. After hearing this story, she was able to directly focus her attention on the ways of addressing her anxiety and trying out these ways in the safe environment of the classroom.

Figure 9*The Forum*

The second speaker spoke about the powerful effect of activities that involved simultaneous competition and collaboration in the classroom environment. She mentioned her hesitation in doing group work at the beginning of the semester; however, after being engaged by games that included competition among groups and collaboration among group members, her participation in group activities improved. This increased participation had enabled her to be inspired by her friends' ideas and to learn new ways of improving her language skills.

At the end of their presentations, the learners made recommendations for other learners and also for the EAP program. They recommended that students keep challenging themselves and step out of their comfort zone to gain new experiences. They highlighted the importance of successful social integration and making an established network of support in improving the students' academic experiences in college. They also recommended that the ELL program assist future students in building this network of support through extra-curricular activities such as a conversational club. Moreover, among their recommendations was the idea of holding regular student forums in the future where the students would have the opportunity to interact with their counterparts and make new friends.

At the end of these presentations, the audience rose, went towards the students' posters and engaged in interactions with the poster presenters. The poster presenters touched upon issues

such as motivational changes, changes in self-confidence, learning of social and conversational skills to resist imposed identities and stereotypes, and overcoming homesickness and culture shock through social activities (to view student posters see appendix 11).

The learners' presentations that day were a testament to their capability in playing the role of competent co-researchers and presenters, and in investigating psychological, social and cultural issues related to language learning. They played a very effective role in bringing issues to the attention of the audience that day, which led to further changes that will be discussed in greater detail in the upcoming chapters.

ESF Findings

In this section, quantitative data from the students' Experience Sampling Forms (ESFs) will be presented illustrating changes in students' engagement on a per-class basis. For social activities happening outside the classroom, ESF data will highlight students' engagement during the social activity. In addition, qualitative findings from the open-ended sections of the students' ESFs will accompany the quantitative findings to help the reader make better sense of the data in regards to students' engagement and its fluctuations at different times inside and outside the classroom.

Experience sampling forms (ESFs)

The ESF has 38 items overall – 30 of which can be numerically coded, and the remaining eight providing qualitative information (i.e., information about time and location of measurement, general mood and feelings about the activity/activities). Thus, apart from the open-ended questions, the survey consists of Likert-type scale items on affect (e.g. happy, proud, cheerful and sociable), activation (alert, active, strong and excited), cognitive efficiency (concentration, ease of concentration, self-consciousness and clear mood), and motivation (wish to do the activity, control, feeling involved) (Csikszentmihalyi, 2014, p. 38).

It was determined that all of the students would fill out an ESF at the end of each class reporting on their quality of experience during that particular class. Once the students got used to filling out these ESFs (which they did by the end of the first half of the project), they were asked to fill out an ESF at the beginning of each class as well. This way, their affect, mood, activation, cognitive efficiency and motivation could be examined once before the start of the class and

once after, allowing me to account for the changes in these elements. In existing studies that have used ESFs, it did not take the participants more than 2 minutes to fill out each ESF after they got used to the routine (Hektner, Schmidt & Csikszentmihalyi, 2007). In this study, since the participants filled out fewer ESFs per day (but over a longer time-span), they were given up to 5-6 minutes to fully elaborate on their experience during class or the social activity.

Overall, ESF data were gathered on 25 occasions: 5 in the observation phase and 20 in the collaboration phase. The students participated in six social activities in total, four of which involved filling out ESFs (the students did not have enough time to fill out ESFs after two of their social activities). Of the four that included ESFs, one social activity was carried out in the observation phase and the rest were done during the collaboration phase of the PAR project. The overall fluctuations in learner engagement throughout the full span of the project can be found in Figure 10 below. The x-Axis includes the dates during which data was gathered and the y-Axis comprises the averages of students' engagement scores after coding each ESF numerically out of a total possible score of 184. Since researchers adapt ESFs for a specific study, it was difficult to cross-check this number with other studies in the literature. However, in Egbert's (2004) study, a score of around 70 % is considered as flow. Along the same line, in this study, a score in the range of 70% to 75% (129 to 138 in the ESFs used in this study) is considered as High Engagement (Flow)³. A score of 75% and above (138 and above) is the equivalent of Extreme Engagement (Intense Flow)⁴. Scores of 65% (119.6) to 70% (128.8) is labeled Moderate Engagement⁵ whereas scores of 60% to 65% (110 to 119) are considered Low Engagement⁶. I carried out an additional analysis that confirms the accuracy of these ranges based on the data I gathered in the collaboration phase (see below).

³ A state of complete absorption in the task.

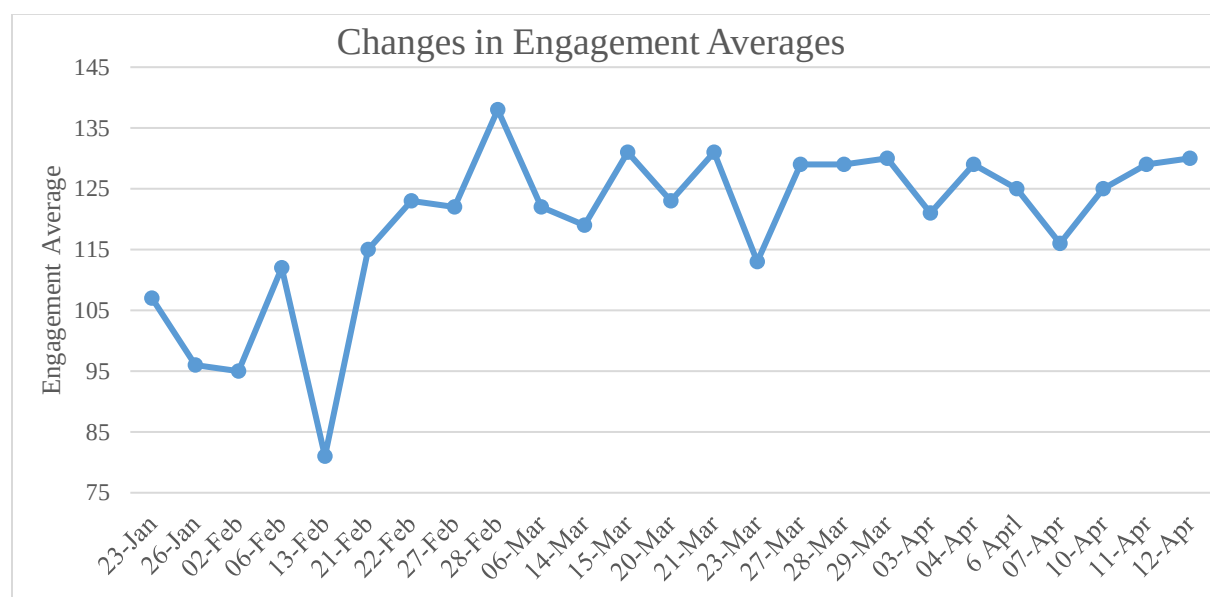
⁴ The intensity and duration of this state is the highest among all engagement states.

⁵ Is characterized by some degree of cognitive efficiency and positive affect.

⁶ Is characterized by low amounts of cognitive efficiency and positive affect.

Figure 10

Changes and Fluctuations in Learner Engagement Throughout the Project



In the following sections, fluctuations in engagement averages in the observation phase will first be presented and then interpreted in light of the qualitative data from the students' ESFs. Subsequently, the presentation and interpretation of engagement averages in the collaboration phase will be examined.

The Observational Phase

As seen in Figure 10 and Table 3, the students reported low engagement scores during this phase. That is, except during the Social Activity Preparation (Feb 6th), the scores fall well short of what is categorized as Low Engagement (60% to 65%-110 to 119) in the previous section. What particularly catches the eye is the dip during the Kensington Market-Little Italy Social Activity (Feb 13th) which shows that, on average, the students were not engaged on this day. The second significant point is the angles of the slopes which are far steeper than those in the collaboration phase (which I elaborate on in the next section). This indicates that students' feelings varied more sharply from one class to the next compared to the collaboration phase. Taking a closer look at the data, one can find that at least one student was very highly engaged—even in flow, on each of the given dates. Thus, a low average engagement score in the table does not mean that all of the students were necessarily disengaged on a given date.

Table 3

The Students' Average Engagement Score Followed by the Highest and Lowest Scores in the Observation Phase

Class Theme	Beauty and Appearance I (Jan 23)	Beauty and Appearance II (Jan 26)	Standards of Beauty Presentations (Feb 2)	Social Activity Preparation (Feb 6 th)	Kensington Marker-Little Italy Social Activity (Feb 13 th)
Average Score	107	96	95	112	81
Highest Score	132	130	130	137	130
Lowest Score	54	72	78	99	59

It is important at this point to briefly highlight what happened on the specific days of the project in order to better contextualize this numerical data and student comments. The observation phase began on January 23rd, 2017, in the class titled Beauty and Appearance I. The teacher, i.e., Daniel, started exploring the theme of the unit, i.e., beauty and appearance. After asking the class a few questions, he began teaching the students the vocabulary of the unit. I was immediately struck by the teaching and learning dynamics, and the patterns of student participation. I could see long dialogues emerge between Daniel and one student, and although I found this interaction more meaningful than, for instance, audio-lingual classes of the past, other students were quiet and did not join in. After this, an audio recording was played for the students, which I thought could have been used to stimulate the students' interest and warm up the classroom atmosphere. Daniel frequently stopped the audio (even though it was the first time he was playing it) and gave comments or elaborated on the content, which seemed disruptive to its flow. The rest of the class time was spent on answering the comprehension questions which included the same teacher-addressing-one-student routine. Apart from the fact that this activity took unusually long, there was no task/activity that would invite learners to engage more deeply with the unit content, especially the listening material at the end.

The students' engagement score on that day, 107, falls short of that of an engaged class, but is not as low as I might have anticipated, given my observations of the class. In fact, looking at the students' ESFs, it seems that the opportunity to learn vocabulary related to the unit theme kept some of them relatively engaged:

I have felt so good in this class so far. Although I have a lot of things to do, I feel like a "hard-working student" and I like this feeling (Rebecca, Beauty and Appearance I, 23/01/2017).

I feel comfortable, enriched and relaxed as a result of the vocabulary I learned in class today (Charlotte, Beauty and Appearance I, 23/01/2017)

In the next class, Beauty and Appearance II (Jan 26th), Daniel continued teaching the rest of the unit using the same classroom techniques and strategies. This time instead of an audio recording, a video was played. Despite the fact that the video seemed more interesting, and the comprehension questions in the textbook were more varied (e.g., information gap, multiple-choice, sequencing events), the students' engagement score fell to 96. This low ESF score could possibly be explained by the lack of interactive teaching strategies and activities. Generally, the students' average engagement score was now getting closer to that of an unengaged class and the open-ended sections of the students' ESFs confirmed this downward trend:

I don't feel very happy. This class does not meet my expectations (Qiana, Beauty and Appearance II, 26/01/2017)

Today's class was boring and (the pace of teaching) was a little bit fast (Winston, Beauty and Appearance II, 26/01/2017).

During Standards of Beauty Presentations (Feb 2nd), engagement fell slightly lower to 95, perhaps due to anxiety caused by the usage of Pecha Kucha slides, which only allowed the students to stay on each slide for 20 seconds. However, engagement climbed sharply to 112 in the next class, Social Activity Preparation (Feb 6th), due to the fact that the pre-field trip activities allowed the students to envisage their ideal L2 self. Kensington Market-Little Italy Social Activity (Feb 13th) was the day when the students' engagement score hit a low, 81. On this day, the students went on a field trip to Kensington Market and Little Italy and it is fair to say that

they were unengaged likely because of their inability to communicate with the tour guide and the cold weather which particularly affected their experience in the second half of the field trip.

Overall, findings show that engagement varied somewhat unpredictably during the observational phase, from one class to the next, as most learners struggled to make sense of several new elements including the classroom environment, the teaching and learning practices, the field trip, etc.

Collaboration Phase

I started lesson planning with Daniel in the days leading up to February 21st, 2017 for a class titled “Protecting our Planet” and started co-teaching with him on this day. Table 4 summarizes the different engagement states that the students were in during the collaboration phase. As described above, engagement ranges were created based on absolute ESF scores, i.e., Low Engagement (110-119), Moderate Engagement (119-129), High Engagement (In Flow, 129-138) and Extreme Engagement (In Intense Flow, 138 and above). To ensure that these engagement ranges are representative of the engagement variations of this sample, the mean and standard deviation were calculated: ($M=125$, $SD= 6.31$). For a normally distributed sample like this one ($p=.513$, $SE=1.41$), one standard deviation above the mean represents 68% of the data and two standard deviations above the mean is 95% and above the data. Therefore, above-average scores will fit into the “one standard deviation above the mean” range and extreme scores are placed into “two standard deviations above the mean” range. This is consistent with the ways of analyzing and interpreting the data in Altman and Bland (2005) and Bakker et al. (2019). The scores in the High Engagement range (listed in Table 4) are all within or close to the borderline of one standard deviation above the mean, i.e., $125 + 6.31 = 131.31$. The score in the Extreme Engagement (Intense Flow) range (listed in Table 4) is two standard deviations above the mean, i.e., $125 + 2 \times (6.31) = 137.62$. The scores in the Moderate Engagement range (listed in Table 4) are all around the mean or one standard deviation below the mean, i.e., $125 - 6.31 = 118.65$. And finally, the scores in the Low Engagement range fall below one standard deviation below the mean.

Table 4*Engagement ranges based on students' average engagement scores*

Low Engagement Range: 110-119 (60-65%)	Moderate Engagement Range: 119-129 (65-70%)	High Engagement (In Flow) Range: 129-138 (70-75%)	Extreme Engagement (In Intense Flow) Range: 138 & upwards (75% & up)
Protecting our Planet (Feb 21 st) 115	International Student Event (Feb 22 nd) 123	Implicit Bias (Mar 15 th) 131	Greek Town Social Activity (Feb 28 th) 138
Human and Animal Migration II (Mar 23 rd) 113	Guided Visualization (Feb 27 th) 122	St. Lawrence Market (Mar 21 st) 131	---
Energy Issues II (Apr 7 th) 116	Debate on Animal Extinction (Mar 6 th) 122	Butterfly Migration (Mar 27 th) 129	---
---	Human and Animal Migration I (Mar 14 th) 119	St. Lawrence Presentations (Mar 28 th) 129	---
---	Happiness-Culture Shock (Mar 20 th) 123	Presentation Practice for the Forum (Mar 29 th) 130	---
---	Energy Issues I (Apr 3 rd) 121	Oil Spill (Apr 4 th) 129	---
---	The Chernobyl Disaster (Apr 6 th) 125	Energy Issues III (Apr 11 th) 129	---
---	Argumentative Essay Writing I (Apr 10 th) 125	Argumentative Essay Writing II (Apr 12 th) 130	---

A brief look at the engagement averages in Table 4 and Figure 10 reveals the increase of learner engagement in this phase. That is, an almost immediate rise in learner engagement occurred the day the co-teaching of Daniel and I began in the classroom (in the class titled Protecting our Planet (Feb 21st)). As the classes progressed, engagement fluctuated in a higher range (normally within the range of 119-131) and also less steeply and erratically than in the observational phase.

To statistically test the difference between average engagement scores in the observation and collaboration phases, an independent-samples t-test was run. The results demonstrate that there was a significant difference in students' average engagement scores for the observation phase ($M=98.2$, $SE=5.37$) and the collaboration phase ($M=125$, $SE=1.41$), $t(23)=-7.03$, $p=.000$, and the magnitude of this difference was large ($\eta^2=.682$).

As seen in Table 4, generally, in this phase, students were, on average, moderately engaged or in flow the majority of the time. The levels of engagement were low in three classes and on the other extreme, the students were extremely engaged or in intense flow on one occasion (i.e., the Greek Town Social Activity). In the classes that the students were in flow, their average engagement scores indicate that they experienced moderate levels of flow closer to 130 (70%). It should also be mentioned that despite the fact that the students' engagement score fell on three occasions, never once did these scores approach that of a disengaged class during the collaboration phase (in contrast to the disengagement that was observed in the ESF data during the observation phase). In order to learn more about learner engagement, the following sections outline each engagement range and highlight specific events that happened on the specific dates in question.

Moderate Engagement. The moderately engaged range represented a common experience throughout the collaboration phase. It is characterized by some degree of cognitive efficiency and positive affect that triggered an overall positive quality of classroom experience. ESF scores gathered and averaged after one social activity, a number of classroom activities designed to motivate the students (not included in the textbook) and a few textbook classroom lessons fit into this range.

When analyzing students' ESFs that were in this range, I noticed that on most occasions, engagement was relatively evenly distributed among the students, causing the engagement scores

to not be too far apart from each other. On these occasions, the data was normally distributed, the skewedness and kurtosis of the data were within the normal range, and there were very few extreme scores. Therefore, it would be safe to assume that most of the students had relatively similar classroom experiences which were positive enough to keep them engaged but were not too intense to cause flow or oblivion to physical fatigue or the passage of time. Table 5 includes information on the topics of each class and the distribution of the data on these occasions. As the results of the Shapiro Wilk tests show, the p levels are above the .05 significant threshold. Therefore, non-significant results show that the data is normally distributed in each case.

Table 5

The results of the Shapiro Wilk test of normality for each class in the moderate engagement range

Topic and Date	P levels- Shapiro Wilk Test (df)	Skewedness (std. Error)	Kurtosis (std. Error)
Guided Visualization (Feb 27 th)	.592 (10)	.158 (.687)	-1.456 (1.334)
Debate on Animal Extinction (Mar 6 th)	.824 (12)	.226 (.637)	-1.086 (1.232)
Human and Animal Migration (Mar 14 th)	.429 (11)	.583 (.661)	-.266 (1.279)
Happiness-Culture Shock (Mar 20 th)	.295 (10)	.450 (.687)	-1.361 (1.334)
Energy Issues (Apr 3 rd)	.351 (12)	.463 (.637)	-1.055 (1.232)
Argumentative Essay Writing (Apr 10 th)	.053 (13)	.637 (.616)	-1.135 (1.191)

The students' comments in the open-ended sections of their ESFs could further shed light on this state:

I felt very good. This activity (guided visualization) helped me think deeply about my future. It was a new experience for me, and it was so good (Rebecca, Guided Visualization, 27/02/2017).

We learned some technical information about the ideal self; however, we need time for it to become completely clear to us (Aspen, Guided Visualization, 27/02/2017).

I was excited about the debate and I like these kinds of events as it inspires me to brainstorm more ideas (Charlotte, Debate on Animal Extinction, 6/3/2017).

I'm interested in argumentative essay writing. It is different from what I had learnt in China. I feel good because I now know how to write this essay (Jacob, Argumentative Essay Writing I, 10/04/2017).

The students' comments above show a level of cognitive efficiency (as seen in Rebecca, Aspen and Qiana's comments) and an, overall, positive level of affect (as seen in the rest of the comments). The comments also showed a good level of meta-cognitive awareness on part of the students. That is, the students were aware of the ways each activity contributed to their English skills and were able to identify the gaps in their past and present (as seen in Aspen's and Jacob's comments). In general, most of the adjectives used to describe emotions showed moderate levels of intensity, e.g., "good", "interesting" or "happy". In some cases, the students' comments seemed to include emotions of high intensity (e.g., excitement and inspiration in the case of Charlotte), but when the Likert-scale items regarding affect were analyzed, a medium-range level of intensity was observed.

Table 6

The results of the Shapiro Wilk test of normality for the remaining two classes in the moderate engagement range

Topic and Date	P levels- Shapiro Wilk Test (df)	Skewedness (std. Error)	Kurtosis (std. Error)
The International Student Event (Feb 22 nd)	.279 (8)	-.924 (.752)	.233 (1.481)
The Chernobyl Disaster (Apr 6 th)	.044 (12)	.798 (.637)	-.929 (1.232)

For the motivational classroom activities that fit into the moderate engagement range, it was observed on a couple of occasions that the topic or the nature of the activities were flow-inducing, but one or a number of task features or factors in the environment (either inside or outside the classroom) triggered a negative response in one or a small number of students, lowering the classroom average score (albeit not severely). On these occasions, one could see that engagement was not distributed equally; therefore, some students experienced flow (i.e., high degrees of engagement) whereas a few were less engaged. In these cases, it would be more accurate to assume that engagement was not a state all of the students were in, but as a range in which the students' average engagement score fell into on a specific date. Table 6 gives information about the date and topic of these two classes, in addition to the distribution of data on these two specific dates. For the international student event, as it could be seen in Table 6, the p value is above the significant level which shows that the data distribution is normal; however, the level of skewedness is the highest compared to other classes. In addition, a number of extreme scores existed on this day that signaled a rather uneven distribution of the data. On this day, although several of the students were in intense flow, for a few others, engagement was still a fragile state as it was still early on in our project. That is, based on the DST analysis offered in the previous section, engagement was still not anchored in a fixed-point attractor state at the beginning of the project. Therefore, the students still needed my intervention to warm up and stay engaged during the activities of the event. Moreover, I observed several potential obstacles

to flow on that night. For example, the act of sticking the flags of the students' country of origin on the students' chests blocked the attempts of a student in speaking with as many individuals as she had planned. In addition, as the comments below indicate, the lights and the crowd were additional barriers to participation for some of the students:

I like talking to people and practice my English, but I am uncomfortable in a place with colorful lights and the crowd. I prefer a quiet place instead (Rebecca, The International Student Event, 22/02/2017).

It was very exciting. I would like to go again, but (sticking) the flag of our country on our chest was not good because people would choose which nationality to communicate with (Alicia, The International Student Event, 22/02/2017).

It was good, but it was hard to keep talking with people (Aspen, The International Student Event, 22/02/2017).

As seen in the comments above, a medium-to-high level of positivity is mixed with negative emotions related to the barriers mentioned by the students. These comments can be compared with those that were completely positive, indicative of a state of flow (as per the ESF data):

I loved it. If I have time, I will go there again. I met many people and I learnt about so many cultures that I like such as Korean and Japanese (Winston, The International Student Event, 22/02/2017).

It was a great activity! I'd like to hang out with people. I have realized that my English is developing more and more (Alex, The International Student Event, 22/02/2017).

According to Table 6, the p value for The Chernobyl disaster (April 6th) was significant which means that the data was not normally distributed on that day. A look at the students' ESFs reveals why their engagement scores are unevenly distributed on this day. The challenge of the listening had split the students into two groups: those who understood the audio, could do the activities and were immersed in the tasks; and those who could not cope with the level of challenge and, therefore, rated themselves lower on the engagement scales. This divide is obvious in the students' comments as well:

I felt class was a little bit slow today as everyone felt sleepy (Charlotte, The Chernobyl Disaster, 6/04/2017).

I felt very good in class today! Time flew for me! (Alicia, The Chernobyl Disaster 6/04/2017).

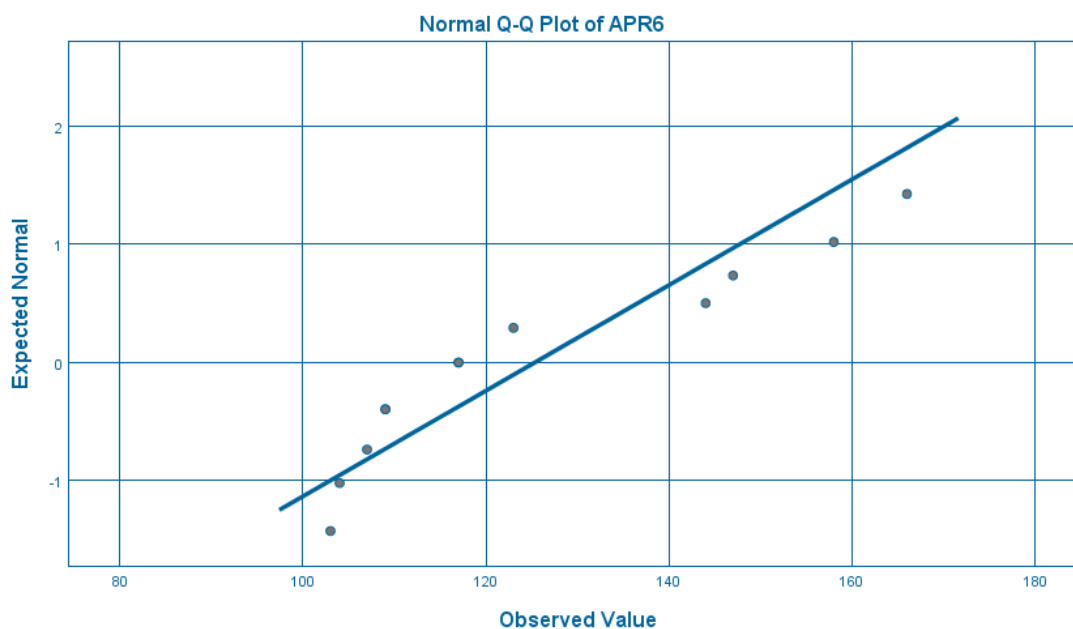
My brain didn't work well today. I need to review everything after class. I need to not be lazy and learn more vocabulary (Alex, The Chernobyl Disaster, 6/04/2017).

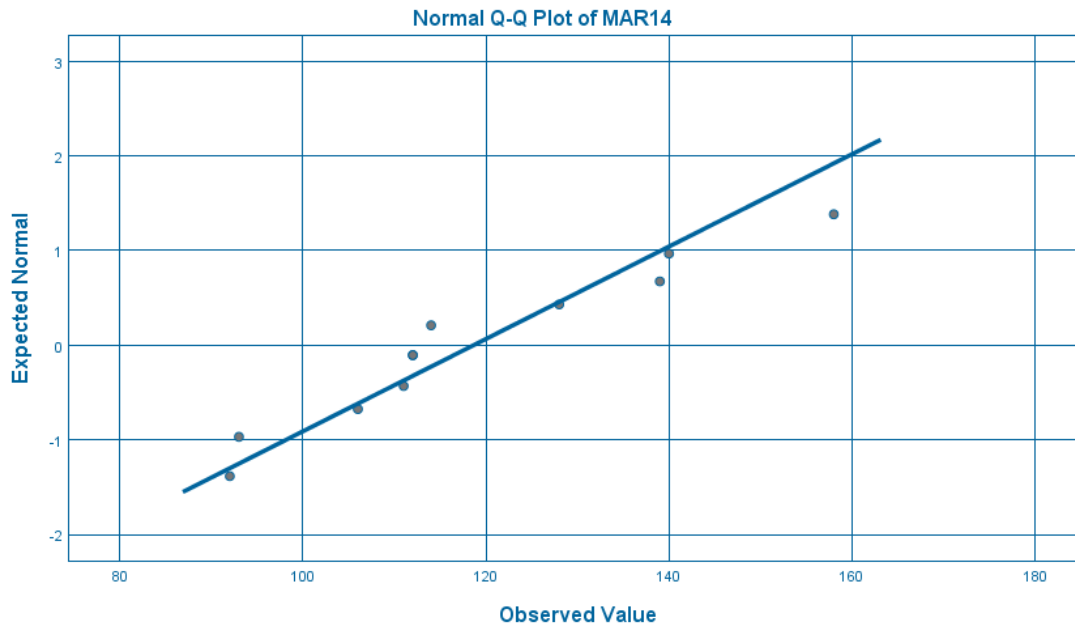
I have learnt a lot about the nuclear disaster, and it felt very good. I think it is very important to let people know about the facts (Joshua, The Chernobyl Disaster, 6/04/2017).

Figure 11 compares the dispersions of engagement averages on two of the classes in the moderate engagement range. As mentioned above, April 6th was the day when engagement scores were unevenly distributed whereas on March 14th, the distribution of the scores was more even.

Figure 11

The uneven versus even distribution of the data on in two classes





High Engagement/In Flow. Engagement scores showing an increase in ESF scores for most of the students to 70% of the total engagement score or above are considered to be instances of “flow”. Such instances were marked by extremely positive affect, high cognitive efficiency, very active states of learning and high rates of motivation on part of the students. As flow is a distinct mental state as defined by Csikszentmihalyi (1990), the students’ comments were distinctive of this state. The comments below summarized the students’ experience in these classes:

The topic today was very interesting and allowed me to think deeply (about stereotyping and related issues) (Aspen, Implicit Bias, 15/03/2017).

I felt very excited and empowered during class and I thought time went really fast (Alex, Implicit Bias, 15/03/2017).

I was so happy today to hear about my classmates’ experiences and sharing my experiences with them at the same time. It was a wonderful class after our field trip (Jacob, St. Lawrence Presentations, St. Lawrence Presentations, 28/03/2017).

I had a good time with the teacher and my classmates. Everyone worked really hard (Tracey, Energy Issues III, 11/04/2017).

The first comment indicates that the student experienced a combination of positive affect (i.e., high interest in the topic), and high cognitive efficiency (deep concentration on the topic) during class. The second highlights activation (i.e., being in an active state) in addition to positive affect and also touches upon a common characteristic of flow (i.e., distortion of the sense of time). The third characterizes a cooperative state that brings about positive affect and a state of high activation. In the last comment, similar to the previous students, one can see positive affect, high activation and high cognitive efficiency. Also, high motivation is common in all of the above comments which is characterized by a wish to do the activity and a sense of being involved.

The first time the students' average engagement score was in the flow range was during Implicit Bias (March 15th) when they watched the video in which the International relations professor's BBC interview was interrupted by his children. The students then worked in groups debating whether the woman who dragged the children out was the nanny or the professor's wife. Following this, they read a text about the daily tensions of inter-racial couples and reflected on their own stories facing stereotypes in their social interactions.

During St. Lawrence Market (March 21st), the students went on a field trip to St. Lawrence market. In one of the planned collaborative activities, they picked a specific product, went around the market to compare the qualities and the prices, and chose the one they thought was worth the price given its quality. Then, they interviewed the vendor using the questions they had prepared beforehand. The students presented their findings to their peers during St. Lawrence Presentations (March 28th), with most groups sharing video clips of their field trip experience and interviews with the vendors. Findings from the ESFs showed that this class was also flow-inducing for the students.

During Butterfly Migration (March 27th), the students got into flow by participating in interactive classroom activities Daniel had designed on the theme of butterfly migration. Observations showed that the students were all concentrating intently on activities right up until the very end of the class.

During Presentation Practice for the Forum (March 29th), the students practiced their forum presentations for the first time. Students worked independently during this class, differentiating from previous "flow" classes where Daniel and I facilitated some kind of activity.

The fact that they remained in flow according to the ESF scores suggests that they had created a classroom atmosphere conducive to flow all on their own, without any teacher intervention. The class Oil Spill (April 4th) included a reading passage about “energy resources” and the learners had to collaborate and compete in groups in order to complete a number of text-related activities. During Energy Issues III (April 11th), the learners watched videos and critically evaluated different renewable and alternative sources of energy. They then worked in groups and came up with suitable forms of alternative energy that could be used in their country. Finally, during Argumentative Essay Writing II (April 12th), students worked in groups to collaboratively write essays using the writing techniques they had learned the previous class. Daniel and I walked around the classroom and ensured that we provided each group with timely feedback on their work. The learners, then, had an academic debate based on the ideas they had generated in their essays.

It is worth mentioning that although flow was a common experience during the project, based on the students’ average engagement scores in this category, most students experienced moderate forms of flow (closer to 130-around 70%) rather than more intense forms of flow.

Extreme Engagement/ In Intense Flow. As seen in Table 4, students’ average engagement score got into the most extreme engagement/intense flow range on one occasion during the study period. During Greek Town Social Activity (Feb 28th), the students went on a field trip to Greek Town and heard the restaurant manager’s success stories. The students noted high engagement in their ESFs, noting that the interviews with the restaurant managers were particularly engaging. The students found these managers’ stories relatable, as they were also immigrants to Canada and were not fluent in English at the time of their immigration.

Table 7

Students’ Engagement Scores on the Greek Town Social Activity

Charlotte	Thea	Sarah	Aspen	Alex	Alicia	Winston	Joshua	Jacob	Albert	Qiana	Rebecca	Tracey
123	125	156	105	149	148	145	146	---	131	150	---	---

Table 7 outlines the students' individual ESF scores for this particular class, showing that almost all students whose engagement scores were normally in the lower engagement range in the classroom or during other field trips (i.e., 90-115) were now in the engagement range (above 119) or in flow (above 129) on this particular occasion (e.g. Charlotte, Thea and Alicia- information about absolute scores and their ranges can be found in Table 4). Others such as Sarah, Qiana and Joshua were in intense flow (138 and above). Two of the students (Rebecca and Tracey) took part in the field trip but were not able to fill out their ESFs in the 20-minute time frame, so their ESFs were discarded for this class. They were usually high scoring during other activities in the project. One student was absent on the field trip (Jacob).

Low Engagement. On three occasions during the collaboration phase, a significant number of students noted lower than average engagement scores. Although similar negative reactions were seen in the moderately engaged range described earlier, the number of students who had a low quality of experience was significantly higher here. It must also be noted that engagement was not as low as that of the observational phase.

In a class titled Protecting Our Planet (Feb 21st), I started taking on the role of co-teacher in the classroom. Although this change proved critical in improving engagement scores later on in the project, it was not immediately welcomed by all of the students:

The class today was good, but I am more comfortable with one teacher teaching the class (Winston, Protecting Our Planet, 21/02/2017).

I think there were too many people in the room (referring to the fact that at times Daniel and I were standing by the white-board co-teaching) (Alex, Protecting Our Planet, 21/02/2017).

Two teachers in one class will make it a little crowded. I don't know if you feel good about this. I am okay with it (Rebecca, Protecting Our Planet, 21/02/2017).

While other students liked this change, on average, the average ESF score for this day was one of the lowest for the collaboration phase. The class seemed to be figuratively "split" on the move towards co-teaching of the class.

During Human and Animal Migration II (March 23rd), Daniel taught the class on his own. As described in the previous chapter, the teaching techniques used on this particular day negatively affected most students' experience and significantly lowered engagement scores. During Energy Issues II (April 7th), as per the ESF data, the students found a reading passage in their textbook too difficult and the reading-related activities, too challenging. The confusion resulting from a text that had a higher challenge level than the students could handle was confusion which significantly lowered engagement scores.

It is worth mentioning that students carry energy from one class to the next (Larsen-Freeman, 2016) and since their engagement was generally high in this phase, these pushbacks did not seem to take a heavy toll on their engagement and take it to the lows observed in the observation phase.

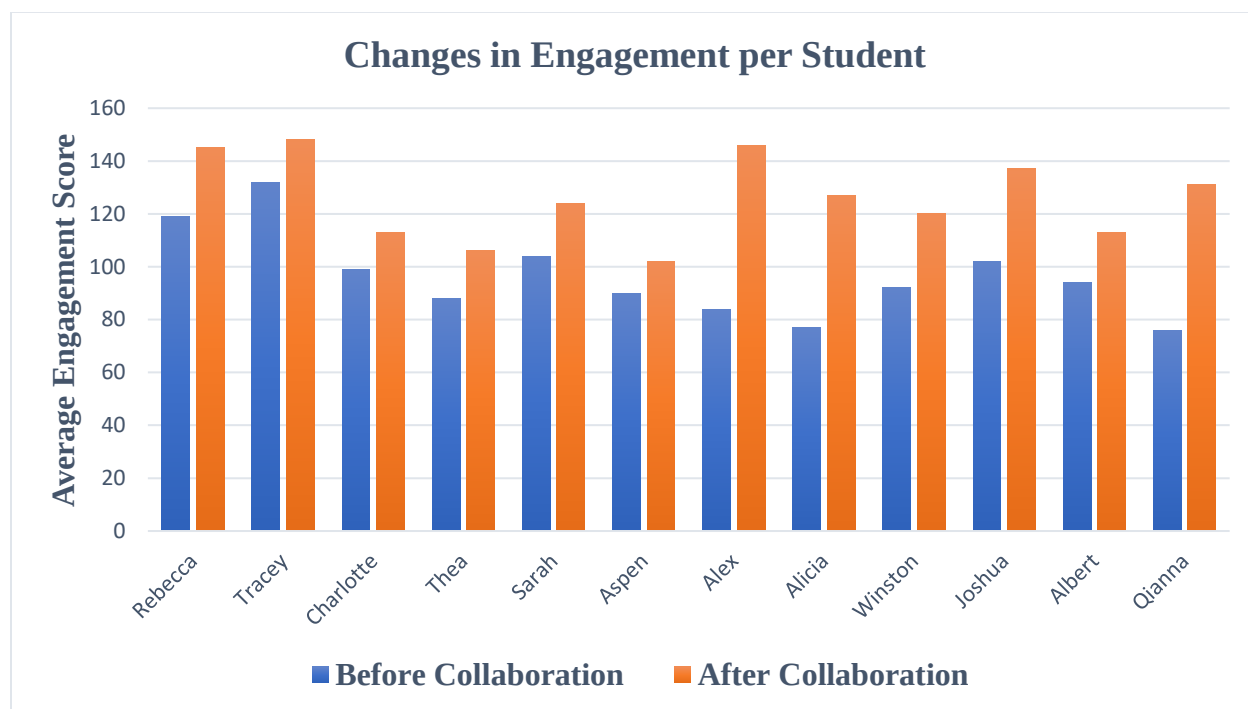
Students' individual engagement changes

Figure 12 shows average engagement differences per student during the observation phase and the collaboration phase. To statistically test the significance of these differences, an independent-samples t-test was run. The result shows that there was a significant difference in engagement scores before ($M=96.41$, $SE=4.73$) and after collaboration ($M=126$, $SE=4.56$), $t(22)=-4.501$, $p=.000$, and the magnitude of the difference in the means was large ($\eta^2=.479$).

Findings show that the average engagement scores of all students increased during the collaboration phase. As it could be seen in Figure 12, for some students, the magnitude of the change was stronger (e.g., Alex, Joshua, and Qiana), while for a few others (e.g. Charlotte, Thea, Aspen) the difference between the two scores seems negligible. One reason for the small change for these three students could be that they consistently rated their engagement lower than other students in the collaboration phase (in the Likert-type scale items), despite the fact that their qualitative comments in the open-ended sections of their ESFs were just as positive as the other students.

Figure 12

Average engagement scores for each student before and after collaboration



In contrast to Charlotte, Thea and Aspen whose numerical engagement levels were not high, Rebecca and Tracey appeared to be highly engaged both before and after collaboration. However, even for these two, some engagement increase can be seen despite the fact that it might not be as significant as students such as Alex, Joshua and Qiana.

A few noteworthy fluctuations stand out. For example, the lowest-scoring student in the observation phase was Alicia with an average engagement score of 77. However, her engagement increased significantly to 127 in the collaboration phase. The most significant change happened in the case of Alex— he was one of the low scoring students in the observation phase, but his average engagement score increased to 146 during the collaboration phase, making him one of the most engaged students according to ESF data collected during this Phase (qualitative data about these students' experiences will be introduced in the case study chapter).

Engagement Changes before and after each Class

In the second half of the collaboration phase (in 8 classes), we managed to have students fill out a pre-ESF before the start of the class and an ESF at the end of the class (the pre-ESF measures the same constructs as the ESF. For more information, see the methodology chapter).

The aim was to see if each class contributed to an improvement in the students' overall quality of experience before and after each class. To statistically test this difference, an independent-samples t-test was run. The results indicated that there was a significant difference in average engagement scores before each class ($M=109.75$, $SE=1.56$) and after each class ($M=126.62$, $SE=1.84$), $t(14)=-6.97$, $p=.000$, and the magnitude of the difference is large ($\eta^2=.77$).

Figure 13

Changes in Engagement Averages before and after Each Class

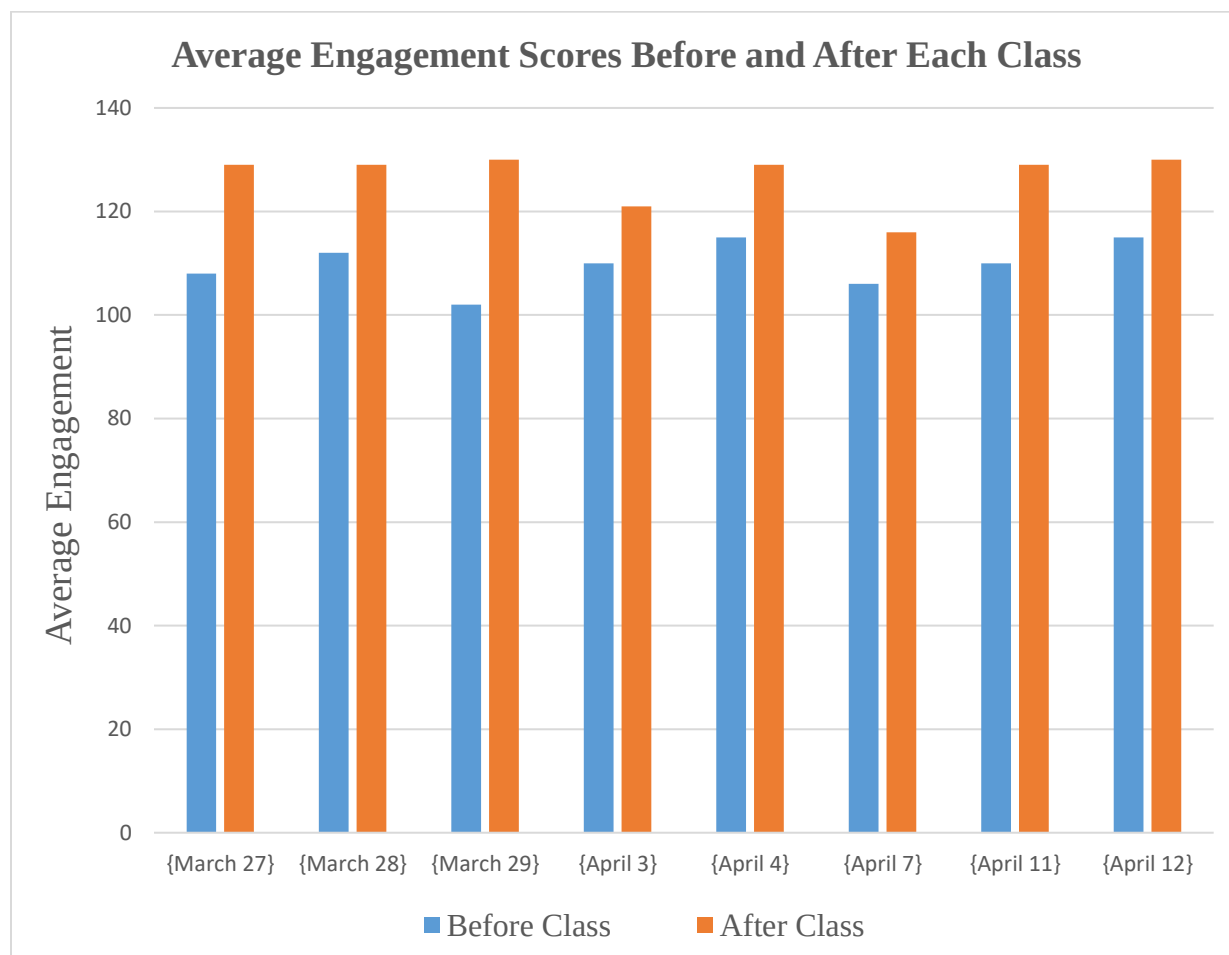


Figure 13 also shows the differences in class engagement averages in the students' Pre-ESFs (before class) and ESFs (after class).

Some of the students' comments in the open-ended sections of their Pre-ESFs and ESFs indicate a change in mood and quality of experience from before the class to after the class:

I'm sleepy a little bit and I still feel bad about what happened to me (outside the classroom). But I will control myself and will try to study well and focus on the lesson (Tracey, Energy Issues I, 03/04/2017; Pre-ESF).

I'm good. The activities today lifted my spirits to study! Everyone studied really hard (Tracey, Energy Issues I, 03/04/2017; ESF).

In the excerpt above, Tracey firstly mentions that an unfortunate event happened to her but does not describe the nature of her problem. She also points out some level of sleepiness, which was overall a common engagement barrier (based on ESF data) for the students given that some of their classes started at 8:30 am. However, she mentions two sources that helped her improve her quality of experience. The engaging nature of the classroom activities and the elements of cognitive and affective contagion. Although she does not dig deep into these elements, it could be inferred from her answer that both classroom activities and the classroom environment had a role to play in her classroom engagement. Other students made similar comments both on that day and on other dates. A few of these will be analyzed below:

I was reminded of a painful memory this morning. I also feel exhausted. (Jacob, Energy Issues I, 03/04/2017; Pre-ESF).

It was exciting to talk to others (my classmates). I feel relaxed a lot now. (Jacob, 03/04/2017; ESF).

I'm sleepy now, but I will try to focus (Winston, Butterfly Migration, 27/03/2017; Pre-ESF).

I feel better now, less sleepy. The listening activity was cool. It gave me a lot of new and important information about butterflies. (Winston, Butterfly Migration, 27/03/2017; ESF).

I was shocked by the sound of the fire alarm (in my building) and the snow made it hard to get to class. So, I'm not really ready for class. (Rebecca, Energy Issues II, 07/04/2017; Pre-ESF).

I feel good now. The reading passage was clear and the communication between the students and the teachers were good (Rebecca, Energy Issues II, 07/04/2017; ESF).

In the excerpts above, multiple engagement barriers are mentioned by the students in their Pre-ESFs, all of which have happened outside the classroom. The first and second students share a certain level of physical exhaustion and drowsiness at the beginning of class. In addition, being reminded of a painful past memory has negatively affected the first student's mood and emotional experience. From the third student's Pre-ESF comment, it could be understood that she has been affected by the psychological and physical implications of a sudden source of stress, i.e., the fire alarm. In addition, snowfall, typical of winters in Toronto, has created an additional barrier in her coming to class. The cumulative effect of these two factors can be understood in her comment about not being ready for class. However, in all three cases, elements within the classroom environment helped improve these students' quality of experience. In the first case, the social nature of engagement has come into effect helping calm the learner's anxiety and shift the balance of his emotions into positive. In the second case, the engaging and informative nature of a classroom activity, in particular, has given this student a sense of achievement positively affecting his mood. Finally, in the third case, clear communication between the teachers and the students, and the fact that the learner was able to understand the passage has calmed her stress and given her a positive mood. Interestingly, as seen in Figure 10 and Table 4, during Energy Issues II, on April 7th, 2017 when this comment was made, the students' overall engagement hit a low (116) due to the challenging nature of the reading activity taken to class. However, based on the ESF data, even on a day when overall levels of engagement were low, positive changes in some of the learners' engagement can be seen in the classroom environment.

It is worth mentioning that not all of the students' comments in the open-ended sections of their Pre-ESFs and ESFs indicate a positive change in engagement. There were instances where a student reported being mentally alert, emotionally positive, or physically good, i.e., lacking physical fatigue, in their Pre-ESFs and felt equally good, or in some cases worse off at

the end of the class. However, as the quantitative analyses above show, on balance, the students' engagement levels rose at the end of classes which meant that the classes were effective in improving the students' quality of experience.

Interview Findings

In this section, qualitative findings from three semi-structured interviews will be presented. The first round of interviews was conducted during the beginning of the Collaboration Phase. Questions mainly revolved around the students' language learning experiences and motivational changes from the time they started learning English in their home countries to the first few weeks of the project. The second round of interviews took place in the final weeks of the collaboration phase and continued until a few days after its end. The focus of the second round was the students' experiences and motivational changes during the project. Finally, the third round was conducted approximately one year after the end of the project (i.e., Phase 3-Follow up Phase) and aimed to examine the students' motivational trajectories after completing the project. Below, I begin reporting findings from the first round of interviews, including the demographic data. Then, I will move to report findings from the second and third rounds of interviews.

Interview # 1 - Motivational Changes before the Project

Overall, 10 students participated in the first round of interviews: six females and four males. Five of the students were from China, four were from Vietnam and one was from Japan. Students' ages ranged from 18 to 35. Six of the students started learning English at a young age (i.e., around 5-6 years old) and the remaining four started after the age of 10. Despite getting some low grades due to low motivation at specific points in time, participants reported having generally obtained good grades in English throughout their school years.

Table 8 includes information about the number of interviews each participating student took part in along with the disciplinary program they planned to enroll in. Most participants took part in all three interviews, and they planned to enter a variety of disciplinary programs at the end of the project (Level 5 of ELL program).

Table 8*Demographic information about the participating students*

Name	Winston	Charlotte	Tracey	Sarah	Alex	Alicia	Aspen	Joshua	Qianna	Jacob
Interviews Taken	1, 2 & 3	1, 2 & 3	1, 2 & 3	1, 2 & 3	1, 2 & 3	1, 2 & 3	1, 2 & 3	1 & 2	1	1
Country of Origin	Vietnam	China	Vietnam	Japan	China	China	China	China	Vietnam	China
Age of Starting to Learn English	5-6	5-6	5-6	After 10	After 10	5-6	After 10	5-6	5-6	After 10
Future Disciplinary Program	Early Childhood Education	Early Childhood Education	Office Administration Health Services	Hospitality & Tourism	Mechanical Engineering	Business Accounting	Multimedia Design	Hospitality & Tourism	Biomedical Engineering	Computer System Technology

As I describe in more detail below, the students' motivational trajectories before starting the project followed similar patterns. I feel it is important to outline these patterns as it is reasonable to assume that they impacted the initial conditions of the class group's motivational system that continually fluctuated during both short and long timescales over the course of the project. Generally speaking, understanding these patterns could lead to a clearer understanding of the system itself.

Most of the participating students found their initial language learning experiences back at home to have been positive and recalled a sense of curiosity and enthusiasm towards learning English. The students reported relishing the process of understanding new vocabulary in movies and songs, which not only helped them to understand more of the movie/song, but also provided a pathway into a new culture. However, most became discouraged soon after beginning school due to the heavy emphasis on rote memorization of vocabulary and grammar items in their primary school and high school classrooms along with a lack of meaningful communication in the target language which made language learning mechanical. Also, the teacher often gave lectures in their mother tongue with the students passively listening or asked the students to do exercises in their textbooks or write tests, which the students found boring. The following

comments from two participants – Alicia and Joshua – best summarize their mood and the classroom atmosphere during their school years:

High schools are very strict in China and very boring. The teacher just talks in front of you and you just sit there and you just listen. And you are given a lot of assignments and exercises. But some students would copy their answers from other students. So, you don't really have the motivation to learn anything. (Alicia, Interview #1)

The teacher only gives you the test, and in class gives you a book and says read this, read that; answer the questions in the book and then let's write a test. We don't have any conversations. Even in class if you ask the teacher a question, it is seen as very rude. You can't stop the teacher. And what the teacher says is always right. (Joshua, Interview #1)

Despite this temporary period of demotivation in school, several students described how a surprising event led to the transformation of their motivational system, pulling the system towards a new attractor state:

One time my parents were doing business, and there was a foreigner, and he wanted to buy some products. And because my mum doesn't speak any English, she wanted me to help translate for her. And I helped my mother do her business successfully. Then I thought maybe English is useful and maybe I need to learn it to help my mother. (Alicia, Interview #1)

My husband worked in a German company. Every year, we went to Germany for a conference, but I just depended on my husband because he spoke English, and he could help me solve the problems. So, I changed my mind again and English became important for me. But my focus this time was not on exams but on communicating with people. (Aspen, Interview#1)

In the case of Alicia, realizing that she was able to successfully manage a business conversation in English led to major changes in her self-concept, namely, that her actual L2 self can handle an English conversation and that her knowledge of English can prove useful in practical situations. However, she also noticed gaps in her actual L2 self, and made revisions in her ideal L2 self to account for these gaps; the last sentence “maybe I need to learn it to help my mother” points to her awareness of the fact that she needs to improve her English language skills.

For Aspen, her reliance on her husband for English communication made her realize a deficiency that led her to revise her ideal L2 self. She, thus, needed to learn English not to do well in exams anymore, but to become a fluent speaker in English.

Several other students went to international schools or language schools outside of classroom hours. As was the case with Winston, this significantly enhanced their language learning motivation and changed their future trajectories:

Researcher (R): Then you went to an English school and (things) all changed?

Winston: Yes- it changed. I developed more passion for English, and I started studying more in English.

R: But why? Why did you have more passion for English?

Winston: Because the way the native speaker teacher taught me was very different from the Vietnamese teacher. In the English school, I was often taught through videos or music. For example, they (the teachers) asked me to listen to music, gave me the lyrics with gaps in it and asked me to fill in the gaps. And they asked me questions about the video or music. So, I could study something life-like. Not just things in the book.

R: What about your classmates? Did you like your classmates?

Winston: Yes, because most of my classmates had studied English since they were young, maybe around 7 or 8. So, their English was really impressive. Actually, at the time, I was the oldest student in class, but I learned many things from them.

R: What did you specifically learn from them?

Winston: I learned about studying abroad. Before this time, I hadn't really thought about studying abroad, but when I was with them, they mentioned many things about going abroad, so I became more interested in the topic.

In this excerpt, Winston mentions that the communicative nature of the classes in the language school where more emphasis was placed on real-life activities such as movies and songs motivated him to continue learning English. Moreover, the social environment of the classroom was different from that of the high school he attended. In the language school, the

students were passionate about learning English and often spoke English to each other. His interactions with his classmates allowed him to revise his ideal L2 self – it was in this language school that he started visualizing about the idea of continuing his studies abroad.

For several other students, their intrinsic motivation in English sustained their English language learning efforts, even though the teaching methods in the classroom were less than ideal. For example, Sarah discovered her passion for English when she was in high school:

Sarah: I was maybe 15 or sixteen when I first started learning English. I knew that I really hated studying, and there was nothing I was interested in, but English became the only subject I started to become interested in. So, I realized that I liked learning languages.

R: Why? Why are you interested in English?

Sarah: Because speaking English sounds really cool.

However, Sarah goes on to describe how her classroom instruction did not enable her to improve her conversational skills:

Sarah: You know Japanese educational system is just like sitting at the desk and writing and writing; and learning grammar and some vocabulary. Of course, I didn't know how to use the grammar or vocabulary and how to speak. How to combine all those in conversation. So...

R: But you still liked it?

Sarah: Yes. Still (laughs).

R: Interesting. Because you thought it sounded cool?

Sarah: Yeah. I was really interested in the sound of it.

Despite the less-than-ideal teaching methods, Sarah remained determined to improve her English language skills throughout her high school studies. In this regard, one of her classmates became a source of inspiration for Sarah because she had travelled to the U.S. and now spoke English fluently:

Sarah: One of my classmates went to New York to learn English for one year and when she came back to Japan, in class, she spoke so fluently. I was so impressed, and I was like

I want to be like her. And I asked her how she had improved her English, and how she had improved her pronunciation and stuff like that.

R: Interesting. What did she say?

Sarah: She said she focused on going outside to talk to people and of course she is organized and hard-working. So, she focused on her academic writing, and also went out to talk to people.

R: So, what did you do to improve your English before coming to Canada?

Sarah: Actually, my listening skill was really low, so I tried to listen a lot to, first of all, music and, second, I tried to watch movies with English and Japanese subtitles. Little by little my listening skill improved.

Sarah's comments in the excerpt above show how encountering a classmate who shared the characteristics of her ideal L2 self (referred to as "near peer role-modelling" – see Murphey & Arao, 2001), gave her the energy to sustain her language learning efforts, despite the limitations in her environment. The fact that Sarah's friend had been to the U.S. and had a high English proficiency, caused Sarah to reformulate and revise her ideal L2 self, incorporating elements that allowed her friend's success to augment her own ideal L2 self-system. Consequently, she identified listening as the skill she wanted to work on and found ways to improve her skills in this regard in order to move toward fulfilling her ideal L2 self.

Finally, one last pattern observed in the first-round interviews was demotivation that took root in high school and continued into the ELL program, exemplified by Alex's comments below:

Alex: I think there are a lot of ways to learn English, but in the Chinese education system, they focus more on the grammar, writing, reading, and I preferred to not just learn those. I preferred to learn about the culture. And at that time my attention was not on learning English.

Interviewer: So, you said that in school, it was all about grammar and reading and you got bored. Also, your focus was on things other than English, right?

Alex: Yes, on playing computer games.

Like many other participants in this study, Alex found the high school teaching methods and classroom environment demotivating. Therefore, playing computer games became Alex's primary focus. When he came to Canada, the same pattern repeated – after experiencing difficulty adapting to the teaching practices in the two courses he took before Level 5, his attention turned to the luxury car his parents had bought him in Canada:

Alex: I came to Canada, and I was excited. I really wanted to study here. And I realized that I had to study English here, but I think that the teachers I had and the way they taught, I did not like it and I could not get used to it.

R: Can you be more specific?

Alex: I almost spent three hours to write an essay, and I really wanted my teacher to help me to improve it (edit it for me), but the teacher's reaction was not encouraging.

R: What did she do with the essay?

Alex: Nothing, we just gave it to her, but I wanted her to correct it and to make it perfect. The problem was when all class finished writing the article, she exchanged our article with other classmates to check each other's article (referring to peer editing).

R: So, you did not get feedback from her?

Alex: No.

R: What happened after you started to attend the next course?

Alex: My parents bought me a car and when you are young, and you have a car, you are very proud, and you start to help people and have fun in Toronto.

R: So, you were not really focused?

Alex: No

It is clear from the excerpt above that Alex found it difficult to adapt to some of the teaching and assessment methods used in his Canadian ESL classes (e.g., peer feedback), and inevitably became demotivated. In addition, he did not seem to have a positive relationship with his teachers, which also contributed to his lack of English language learning motivation. This

resulted in less investment in English language learning (and more time spent focusing on his new luxury sports car).

In terms of motivational preferences, most participants identified professional reasons for sustaining their language learning efforts such as success in their future college programs and future jobs. However, since these students were newcomers to Canada, they also frequently made note of learning English for communicative purposes. For some, finding new friends and communicating with them in English took precedence over professional reasons, whereas for others, using English in a work/study related situation was more important. Only two of the students explicitly mentioned intrinsic reasons for learning English in their interviews:

English is my passion. I really want to learn English and improve my English. (Tracey, Interview #1)

One could hear this “passion” for learning English in between Tracey’s words time and again. Alicia similarly expressed her liking for speaking English in the exchange below:

Alicia: I have found that I love to speak English.

R: Interesting. Like where? In the street? At work? In a coffee shop with friends?

Alicia: When I meet an English speaker. But if I meet a Chinese person, maybe I don’t want to talk.

R: Why?

Alicia: Because then we would speak Chinese (laughs).

R: So, then it wouldn’t be a challenge?

Alicia: No.

R: It’s more of a challenge to speak to somebody in English, right?

Alicia: Yes.

Moreover, regarding the students’ clarity of their ideal L2 self-images, only one described an elaborate image of her future L2 self, whereas several others were clearly quite confused in this regard. Most participating students fit somewhere between these two extremes,

where they had some idea of their future self, but many details were still not clear to them. It is worth noting that the first interview took place early on in the collaboration phase, where little work had yet to have been done on their future self-guides. Below are examples of Sarah's quite elaborate ideal L2 self-images:

I can clearly imagine I will be standing in the reception, in a hotel, in a very big hotel, and native speakers come to me and ask questions about the hotel and ask about their booking and stuff. I respond in really fluent English and showing my kindness and the fact that I really want to help. And I really want them to be comfortable in the hotel I work. (Sarah, Interview #1)

In the excerpt above, Sarah is clear about the environment where she will be using English in the future. That is, she knows where and with whom she will be using "really fluent English". She can also clearly picture her eagerness for communicating with her future interlocutors and can visualize wanting to help them. She is passionate about her future and shows excitement when describing her ideal L2 self. However, several participant responses could be considered indicative of inaccessible or weak future self-guides, as was the case with Charlotte:

When I was in class and you used your technique where we closed our eyes and imagined our future selves, I was not interested in your technique. But after a few days, I thought it was nice. But I still haven't spent time to think about who I want to be. (Charlotte, Interview #1)

As clear in the excerpt above, Charlotte is not clear on her ideal L2 self and does not make the attempt to describe it. She mentions that she needs more time to figure out who she wants to be in the future.

Consistent with the majority of participants, Winston represents a student who is in between the two extremes. That is, he shows some awareness of his future goals and plans, but he has not yet developed as detailed mental images related to those goals and plans as the participants described earlier. In his interview, Winston described his goals in a rather haphazard way.

I think my English now is good enough to communicate with new people, so in five years... Because my plan is after getting my college diploma, I will work for one-two years and after that I will continue to study for my bachelor's degree. And if my family can continue to financially support me, maybe I can continue my studies. For example, a PhD in child psychology...I live in a country where English is the most important language, if I can speak English, I will be able to communicate with people and find a job. My plan is not only to stay in Canada. After my bachelor's, I will go to another place such as Australia, the US or some place in Europe to do some research about studying for my PhD. So. English for me is important because I can go anywhere I want. Also, in Vietnam, the situation is like if you want to have a good life you need to speak good English (Winston, Interview #1).

Interview # 2 - Motivational Changes during the Project

In this section, after providing information about participants' motivational preferences and characteristics, I will give detailed information about participants' motivational trajectories throughout the project. After that, I will synthesize the general themes making sure that I have fully analyzed the complexity of participants' motivational trajectories during the project. I will finish this section by analyzing the participants' ideal L2 self-profiles and elaborating on their self-confidence as a key theme throughout the project.

The second interview centred on the participating students' motivational changes during the project. The interviews were done in April-May 2017, starting a few days before the end of the semester, and continuing until a few days after its end. Overall, 8 students who also participated in the first interview took part in the second interview. Two students (i.e., Qiana and Jacob) were unable to participate in additional interviews as they had already left for their home countries at the end of the previous semester. Table 9 shows participating students' motivational preferences/characteristics during the project. Findings showed that two students had intrinsic motivation (i.e., Tracey and Alicia) and two others had extrinsic motivation (i.e., Winston and Alex), albeit with varying levels of vividness of their ideal L2 selves. Specifically, Tracey and Alicia had unclear ideal L2 selves; Winston had internalized his ought-to L2 self into his ideal L2 self; and for Alex, the imposed expectations and values remained external throughout the interviews.

Table 9*Participating Students' Motivational preferences/characteristics*

Participant Name	Motivational Preferences/Characteristics
Winston	Extrinsic Motivation - Fairly Elaborate Ideal L2 Self
Charlotte	Integrative - Collaborative and Cooperative
Tracey	Intrinsic Motivation - Unclear Ideal L2 Self
Sarah	Strong Sense of Imagination - Vivid Ideal L2 Self
Alex	Extrinsic Motivation - Strong Ought-to Self-Other
Alicia	Intrinsic Motivation - Unclear Ideal L2 Self
Aspen	Integrative & Instrumental
Joshua	Integrative - Collaborative and Cooperative

Charlotte and Joshua both had strong levels of integrative motivation. They cherished group work and collaboration and enjoyed social interactions inside and outside the classroom. Both learners prioritized finding friends; therefore, a strong network of friends and social connections formed a huge part of their ideal L2 selves. Moreover, both learners had a fairly elaborate ideal L2 self-images by the end of the project.

Sarah's motivation was characterized by a strong sense of imagination and a highly vivid and elaborate ideal self-image. She enjoyed learning skills that she could relate to her ideal self-image. In fact, as soon as she was able to find opportunities to reformulate her ideal L2 self in classroom activities, she became motivated. Finally, Aspen's motivation involved both integrative and instrumental elements. She was aware of the importance of integrating into Canadian society; therefore, she constantly mentioned the importance of finding English speaking friends in her interviews. In addition, she made several references to learning English for professional purposes. Mentioning her plans to do a master's in her third interview (as described in the next section), she showed a high level of awareness of the benefits of improving her academic English that would benefit her in a professional context.

In the next two sections, more specific information backed up by interview excerpts will be provided for each participant. At the beginning of their interviews, the participants were asked

what their overall feeling of the semester was, and what they thought about everything that happened from Modules 1 to 5. Change was a predominant theme in the participant responses, as detailed below:

The journey changed my attitude in a positive way because at the previous level, I was not really focused on learning. So, it was a great thing that changed me. (Alex, Interview #2)

In level 5, we didn't only study (the textbook material) but did some projects, so I didn't only learn the stuff in the book, but also things outside, which are important for my future. (Winston, Interview #2)

In level 5, I learned lots of stuff in lots of different aspects such as academic and real-life situations. And for academic aspect, it really helps when I get into the program, like I need to read lots of stuff right? There is still a lot of vocabulary I don't understand, but I can (generally) understand texts, and I think that's because of my classes in level 5. And I need to hear and understand what the teacher is saying. Level 5 has helped me improve that (my listening) too. We also learnt a lot of things about real life situations...you and our teacher (Daniel) provided the chance to us...Like going outside to communicate with native English speakers, and I learnt things I (otherwise) couldn't have learnt ... I mean the native speaker accent, the way they speak, and the way they respond is really...natural and (in the past) sometimes, I didn't know the way to respond to their questions... So, I think that (my knowledge of real-life communication) will really help when I work in a company or something... (Sarah, Interview #2)

Overall, all three students began their interviews by reporting having changed in a profound way over the course of the semester and the research project. Alex developed a positive learning attitude which he felt transformed his learning experience. Both Winston and Sarah reported viewing their outside-the-classroom experiences in a positive light, linked to their future-self perspective. For example, Sarah spoke of the relevance of these activities to a future job-related situation. In addition to the social activities, Sarah commented on the transformation of her academic skills especially in terms of her reading and listening skills and believed these skills would play a very important role in her future success once she got into her professional program.

The next phase of the interview involved drawing a diagram to mediate participating students' responses. That is, to encourage reflection on the students' motivational changes throughout the semester, I drew an X-axis (marking modules 1 to 5) and a Y-axis (marking motivational intensity) and asked them to draw their motivational changes. This was not based on the ESF data but was an interview tool to help me follow the students' motivational trajectories (e.g., Kikuchi, 2019). After the students drew their diagrams, we reflected on the events that happened from Module 1 to 5.

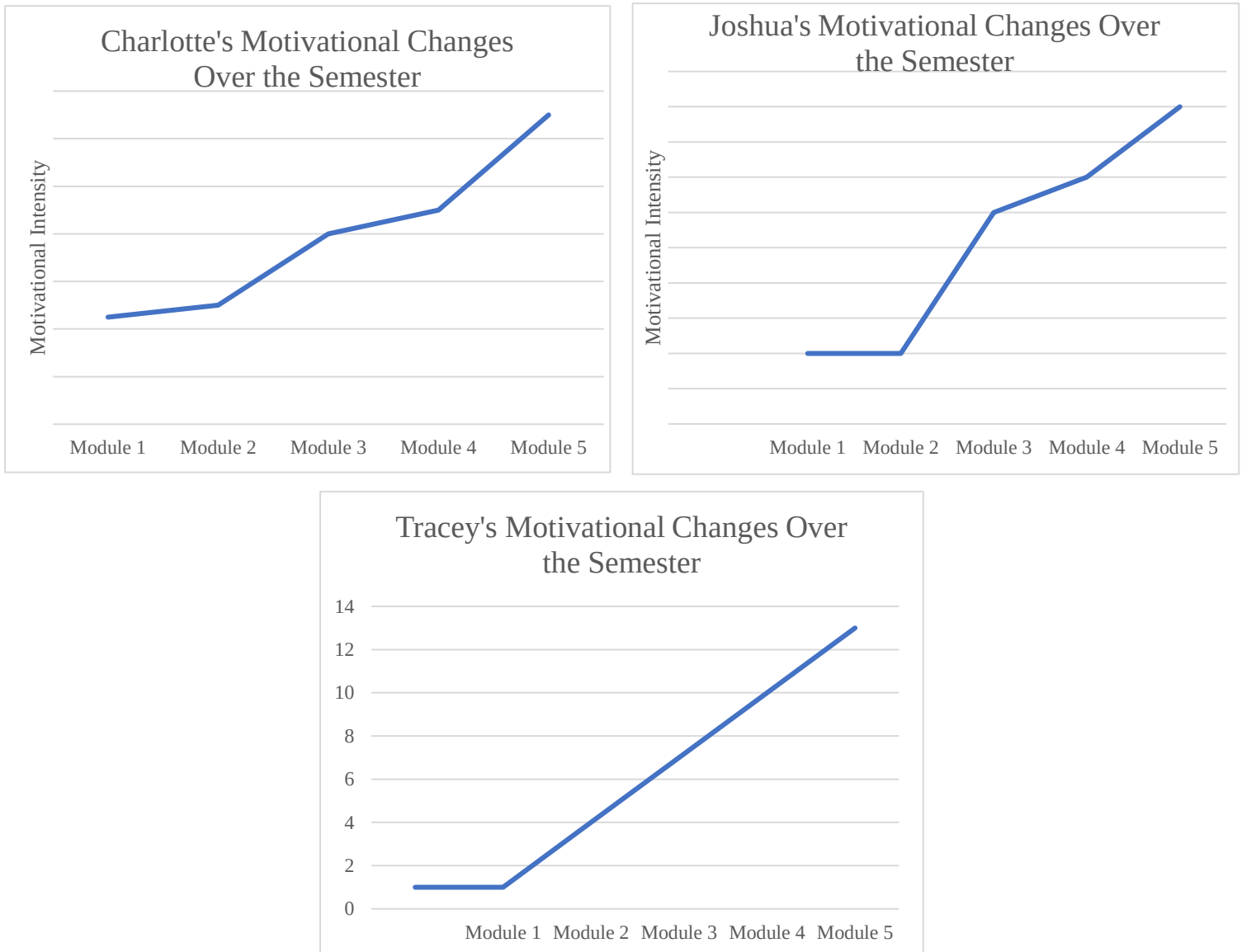
When analyzing the diagrams, I noticed that three distinct patterns emerged – (i) sharp increases in motivation (i.e., Charlotte, Joshua and Tracey); (ii) moderate increases in motivation (i.e., Aspen, Alicia and Winston); and (iii) an overall rising trend with falls/rises in between (i.e., Alex and Sarah). These motivational patterns are described in more detail below with references to Modules 1 to 5 in chronological order for each participant.

Sharp Changes in Motivation

Participants who reported sharp increases in their motivation specified different events and activities that led to this change, often referring to similar points of time during the semester (see Figure 14). Specifically, these participants had distinct motivational preferences and when an activity aligned with these preferences, sharp motivational increases occurred as a result. For example, Charlotte and Joshua indicated strong integrative tendencies and, thus, benefitted most from social activities outside the classroom. In contrast, Tracey was often energized by her intrinsic learning tendencies, (e.g., her expressed love of learning English) which led to significantly higher motivation during academic learning opportunities in the classroom, in addition to social activities. Below, the learners' motivational trajectories and tendencies will be examined in relation to each of the Modules, presented in chronological order.

Figure 14

Significant Increases in the Motivation of the Students in the Rising Motivation Group



These learners viewed their motivation in Module 1 as either stable or growing at a very slow pace. As seen in the following three interview excerpts, their reasoning for this near stagnation was not having had the time to adapt to classroom conditions, lack of connection with their peers and a perceived distance between them, their teacher and the teaching practices being employed:

I joined (the group) 3-4 classes late. So, I came to class, and I felt like a new student. I didn't understand what was taught, and I didn't even know my classmates' names. So, I was very nervous at first. I was also worried about missing things and not getting good marks in my tests. Level 5 marks are very important (Joshua, Interview #2).

Charlotte had a similar opinion:

Charlotte: At first, my motivation was not very high and did not increase too much.

R: Why?

Charlotte: Because I thought I would start my main program (i.e., Early Childhood Education). I took the placement test, and at first my advisor said maybe I could go to my main program, but when the results came, she said I needed to do ELL.

R: Were you disappointed?

Charlotte: Yes. So, I had to go to level 5 and study. But in Module 2, hmmm, let me think. In Module 2, I think it got higher.

R: Why did it get higher?

Charlotte: I started to adapt to class. I found my classmates as friendly and teacher as humorous and helpful. And because the environment was not stressful, my motivation increased in this module.

Accordingly, Tracey's motivation was not very high in Module 1.

R: Ok, let's talk about level 5.

Tracey: I did not like the method at first.

R: Okay. Why did you not like the method?

Tracey: My friends always asked me how the class felt. And I said it was so boring, and my teacher was boring.

R: Why was it boring at first?

Tracey: Our teacher did not look happy at first.

R: Your teacher was not happy?

Tracey: Yes.

R: Why do you think your teacher was not happy?

Tracey: I don't know. I just want to share my opinion.

R: Sure. Were there any other reasons why you were bored?

Tracey: Yes, and I did not know my classmates and I felt so bored. The students were quiet. And I wanted to communicate a lot with my teacher and my classmates.

R: Then what happened? When did you start to become interested in what we were doing? What suddenly happened?

Tracey: Maybe in Module 2 (I became interested) because we changed our teaching method. And our lessons got more exciting. And you and our teacher gave us activities. At first, I thought I had to do it, but then I wanted to do it. We had more activities and (we started) working within a group. We competed with each other (i.e., competition among groups).

According to the excerpts above, in Module 1, the students found it difficult to adapt to classroom practices and form social connections with their classmates. Joshua attributed this to being new in the classroom, whereas for Tracey, the quietness and dreariness of her classes were the cause for her stagnating motivation. In Module 2, and in the collaboration phase, the learners found it easier to form new friendships and started to enjoy the lessons. Tracey attributed this to a changed classroom methodology and more collaboration and competition among groups in the classroom. For Charlotte, it was simply a matter of time for her to get used to her classes, and the fact that the classroom environment was stress-free also helped. At another point in her interview, she compared this relaxed classroom atmosphere with the stressful environment of her classes back at home:

R: So, you say you like the academic stuff here. But you did not like the academic stuff in Hong Kong. I want to know why.

Charlotte: I think our classes here are more relaxed compared to my classes in Hong Kong. We also spoke English in our classes in Hong Kong, but the teacher would put more focus on reading and writing.

During Modules 2 and 3, all three learners warmed-up and became highly motivated, although their motivational increase was caused by different events. For Joshua, the international student event was a turning point:

R (looking at the diagram): Alright. And then in module 3, it (your motivation) went up drastically. Tell me about it.

Joshua: It was because of the bar (the international student event which was held at a bar). To be honest, I think I really loved our experience in the bar. It was my first time to go to a bar like this (laughs), and we could share our experiences and culture with other international students and immigrants. We could even make friends there. It was very new for me. I loved it.

R: Okay.

Joshua: And Module 3's field trip was very useful too, Greek Town. We interviewed the manager, and the manager was very, very friendly. The food was good and delicious. He told us a lot about his experiences and how to be successful as an immigrant.

In the excerpt above, Joshua loved the fact that he was able to interact with other international students and make friends at the international student event. He also found the Greek Town field trip beneficial because it allowed him to interact with a more experienced member of the society. A combined effect of the two social activities caused a steep rise in his motivation. As mentioned, Joshua has strong integrative tendencies, and this emerged very clearly when he was asked to share his opinion on how a language can be learned:

It's (language learning) not just about culture. There are many chances to improve your English like talking to native speakers or talking to people who can speak good English. I have a real experience. In China, I have a friend who is a Japanese boy. His Chinese is awesome. Even better than me I can say. He told me he hadn't taken any language classes. He just came to China, and at first, he could only say one sentence in Chinese

which was “I don’t know”. And then he started talking to other people to make friends. So, he learned more and more sentences. He gradually improved his Chinese (spoken) skills. This shows that to learn a language you don’t necessarily need to take a language class. You can go to places like these and live in this environment, and you can improve your language very naturally. (Joshua, Interview #2)

According to Joshua, a language is learned in communication with others. Therefore, classroom learning is not necessary; to learn a language, one needs to integrate into society and interact with the speakers of that language. When asked about his ideal L2 self, he mentioned that he sees himself as a person who can speak English fluently and has lots of friends:

R: “The most significant picture you can see of yourself in the future is a person who...?”

Joshua: “Who can speak good English with his friends. Like around a big table or in a coffee shop speaking good English with friends. They can understand me, and I can understand them. And we have a very good time”.

R: “It seems that you really enjoy having English conversations with people?”

Joshua: “Yes, that’s right.”

R: “Why do you enjoy having English conversations so much?”

Joshua: “Because I think people’s thinking in the West is totally different from the East. Some Western people’s ideas are awesome! They have a very open mind! And you can always have a new idea. This is really interesting.”

It is clear from the quote above that Joshua enjoys speaking and interacting with English speakers. He is curious to learn more about people’s way of thinking in the West and is inspired by their ideas. As a result of such integrative tendencies, it is no wonder that his motivation starts to rise rapidly as soon as social activities enable him to meaningfully interact with other English speakers outside the classroom. He feels energized when his utterances are understood by his interlocuter which, in turn, improves his self-confidence. This motivates him to put himself in situations where he can interact more with others and, consequently, the cycle continues, as Joshua himself describes in the excerpt below:

Joshua: At first, I was scared to talk to people. But after what you did (introduced us to others), we started to talk. Then, more and more people came, and I started to look for people who looked friendly and tried to talk to them. I looked at their flags to find out which country or culture they were from. Then I started talking to more and more people because more and more people came. At first, there were few people but then many people came in.

R: So, who was the first person you tried to talk to?

Joshua: There was a Japanese girl who could also speak Chinese because she had worked in China for two years and she had lived in Beijing the capital.

R: You spoke Chinese with her?

Joshua: Half Chinese, half English.

R: Okay.

Joshua: After I talked to her, talking to other people became easy for me. And I started talking to others.

Although in this instance, Joshua drew from his mother tongue (i.e., Chinese) to help in his conversation with the female Japanese student, in this interview, he points to other cases when his improved self-confidence facilitated conversations that were entirely in English:

Joshua: When I went to the bar and talked to strangers, on my way back, I felt it was easier for me to talk to my friend's friend in English.

R: Very interesting. Your confidence improved?

Joshua: Yes.

Similar to Joshua, Charlotte reported feeling energized when socializing and interacting with others in English. She also associated her ideal L2 self with successful integration into the Canadian society, which signifies a learner with strong integrative motivation:

R: How do you imagine yourself in the future? Your future L2 self?

Charlotte: I will speak fluent English. And I want to meet Canadian people, and I want to be a stronger part of the society because so far, I haven't met any native Canadian person. I've only met people from other countries.

For Charlotte, the field trip to Greek Town made a big difference and led to a sharp rise in her motivation. Interestingly, what led to this rise was a conscious reformulation of her ideal L2 self during the field trip. For this to happen, she started looking for similarities between herself and the restaurant manager in order to make the manager's situation more relatable. Once this was done, she integrated other elements of the manager's success story into her ideal L2 self. Here, she described how the manager was not an immigrant, but that her parents were, and this made the manager's situation more like hers:

The manager is a successful woman. Her career is different from my future career. But I still want to become a woman like her because she can take care of everything. Also, she is not an immigrant, but her parents are. And her parents also had to take part in an ELL program. (Interview #2, Charlotte)

In the excerpt above, Charlotte discussed her attempts to draw similarities between herself and the manager. Despite the fact that the manager had a different career than her future self and was not a first-generation immigrant, she was still able to put herself into the manager's shoes. Once this took place, she became open to advice from the manager:

Charlotte: I also talked to the manager about my problems. And she said I should follow my heart and do what I like.

R: Can you give me more details?

Charlotte: Such as me being homesick and missing home a little bit. But she was humorous. She said home is anywhere. You can go back home tomorrow or whenever, but you came here, and your first purpose is to study. So, you don't need to miss home because you can go back home anytime. But your overseas experience will be very important for you.

R: And did this help?

Charlotte: Yes- I changed my attitude, and my mind.

In the excerpt above, the manager's humorous, yet focused approach enabled Charlotte to change her view of her situation. This had a soothing effect on her.

The third student, Tracey, was among the very few in her class who was intrinsically interested in learning English (as noted above). Due to her passion for English, as soon as Module 1 was over, her motivation increased significantly as a result of both classroom activities and social activities outside the classroom. In the excerpts below, Tracey described her enthusiasm for essay writing and learning academic phrases:

R: Was there a very special moment in class after module 1 which was really motivating?

Tracey: When we studied academic phrases. I thought I finally found what I was looking for in classes.

In another part of her interview she said:

I want to study more with you and our teacher. I feel I studied academic essays for a short time, and I want to learn more. The semester is over, and my essay writing classes have come to an end, so I feel bad. (Tracey, Interview #2)

Her expressed desire to learn more about academic essays was indicative of her passion for academic writing, which she came back to again later in the interview:

R: Are you satisfied with your performance, with what you have achieved? Have you achieved your overall goals this semester?

Tracey: Not really. Because I wanted to learn more about academic essay writing. This semester, I learned a lot from you and our teacher. So that's why I really feel bad when I can't study more with you and our teacher. It is different from my feelings at the end of Level 4.

As soon as academic English learning began in Module 2, using a more collaborative approach, Tracey's motivation started to climb sharply. She reported enjoying learning academic English because of her love of English. In fact, she described her vision of going back to her home country and opening a language school with her improved knowledge of English:

R: So, you want to learn English to find a job?

Tracey: No, because English is my passion. I really want to learn English and improve my English.

R: So, you like it because you want to talk to others? And enjoy speaking English?

Tracey: Yes, and also I want to open an English center in the future. Because in my hometown, students cannot pronounce English words correctly. So, I want to help them.

In addition to intrinsic motivation, social activities and interactive tasks were motivating for Tracey because she claimed that they helped her improve her social relationships with her classmates, get to understand them better and form new friendships:

Tracey: Yes. I learned a lot from them (other students) when we were doing group work together outside the classroom. I learned a lot from Alicia and Sarah. They are really sociable, and I found it motivating to study with them.

R: Sorry I didn't understand the beginning of your sentence. When what happens, you find it more motivating?

Tracey: At first I didn't like to work with one of my classmates. I thought she was too quiet and did not like to share her views with others, but it (my view) changed. When you and our teacher gave us extra activities, we began to understand each other better.

In Module 4, two learners, i.e., Joshua and Charlotte, found the classroom tasks and social activities motivating, but their motivation grew less sharply than during other Modules. Tracey's motivation grew as sharply as the previous Module, i.e., Module 3. In this Module, issues related to culture, gender, sexuality and class were covered. To demonstrate the topic of diversity, our social activity included conducting interviews, playing games and holding group competitions in St. Lawrence Market:

Charlotte: In Module 4, my motivation was still a little bit higher.

R: Why? In this Module, we worked on culture shock and implicit bias.

Charlotte: We learned extra things such as culture shock. So, it was fun because it was not just learning from the textbooks. I think the contents of the textbooks were boring.

For Charlotte, the fact that the activities in this Module went beyond mere textbook learning, was motivating. As for the reasons why the learners' motivation grew less sharply than Module 3, Joshua's view helps shed light on the answer:

R: But why did your motivation go up a little bit in Module 4?

Joshua: Because for St. Lawrence market, I thought it was not as interesting as Module 3 (The Greek Town field trip). Sorry!

R: No need to apologize. I want to learn about the truth.

Joshua: I think some of my classmates thought it was not too interesting. It was not like Greek Town. Because firstly, we had gone there (to St. Lawrence Market) before. And secondly, we thought that their food was good but not so good.

R: And you have fresh food markets in China, right?

Joshua: Yes, lots of them. So, that's why asked you why do Canadians love St. Lawrence market? Yup. That's why.

In the excerpt above, Joshua believes that the field trip in Module 4 pales in comparison to the field trip the class had taken in Module 3. It seems that the repetitive nature of our St. Lawrence Market visit and the fact that Joshua was not able to find any unique elements in the market made it less interesting for him compared to our previous social activities.

In Module 5, the forum transformed the students' learning experiences and made them feel special by giving them a platform through which their voices could be heard. Each of the three learners above presented in the forum and reported having intense feelings of excitement, joy and pride during the event. Presenting in the forum was also a very effective way for the learners to practice coping with their anxiety in a real-life event and increase their self-confidence. All three learners reported sharp rises in their motivation as a result of participating in the forum. For Charlotte, the forum was a confidence-builder:

R: How did you feel (during the forum)?"

Charlotte: Impressed (with myself) and proud. I also felt confident. It increased my confidence. I talked to people. I was active. I even invited people who I knew weren't

interested in my work to listen to my findings. When I saw some of the boys who were walking around with no purpose, I asked them to come and listen to me. I would call them by their names and ask them to come listen to my presentation. I had done a lot to prepare for my presentation.”

R: Right. And how did it feel to present to your classmates? Not just your classmates, but to other students in other classes?”

Charlotte: At first, I felt very nervous, and I looked at one of my classmates, and I told him “I’m nervous!” “What should I do?!” And then other people could hear me because I was really nervous. Because there were a lot of high-status people around me. Also, my old teacher was there... Then I became more talkative and confident. Because when I talked (about my poster) once, then I had experience. So, I was going to keep repeating what I said. I kept talking and talking and then more people listened to my presentation.

According to the excerpt above, at the beginning of her presentation, Charlotte was nervous due to the nature of the activity she was engaged in (i.e., presenting in front of the people she considered as high-status such as her former teacher); but as her presentation went on, she gained confidence. In fact, her confidence rose to a level where she was able to use her sense of agency to add to her audience by inviting students who were walking around to join in. Her success in doing presenting and gathering a big audience brought about intense feelings of excitement, joy and pride:

R: How did you feel when you went home after the forum?

Charlotte: That day I was really excited, and I talked to Tina (her close friend) about my experience. I told her what happened in the forum and that I saw my (old) teacher and she listened to my presentation. She is my favorite teacher, so I was really proud of myself.

Tracey recounted a similar experience related to the sense of pride she felt following her successful presentation:

R: How did you feel about the forum?

Tracey: (Laughs). I was so happy. I still look at the pictures from that day and my parents also wanted to see the pictures. They really wanted to learn about the results of the forum.

R: What did you tell them?

Tracey: I even posted the pictures on Facebook and my parents thought I did a good job. My parents put in a lot of effort to send me to Canada, so I made them proud.

R: How did it feel to be the first presenter?

Tracey: Really proud because I come from Vietnam, and I could represent other people especially to talk and share my experiences and even give recommendations for ELL which made me feel very special (laughs).

However, in addition to feeling proud of her skills and also making her parents proud, Tracey felt that the forum had long-term effects on her English language learning motivation. She was now more determined to continue learning English because she found that she is stronger than she previously imagined. Realizing the enormity of her achievement made her want to intensify her English language learning efforts:

The forum has given me the motivation to learn English better. When I can present in front of people and make recommendations for ELL, I feel proud of myself, and I can see what an achievement that is. I want to master English. The forum helped me realize that I can do that. (Tracey, Interview #2)

For Joshua, the forum was another opportunity to engage in interactions with other students, professors and managers and reminded him of his strength in his conversational English. That is, the more he engaged in English conversations, the more he could learn about the Canadian culture and this helped bring about positive emotions:

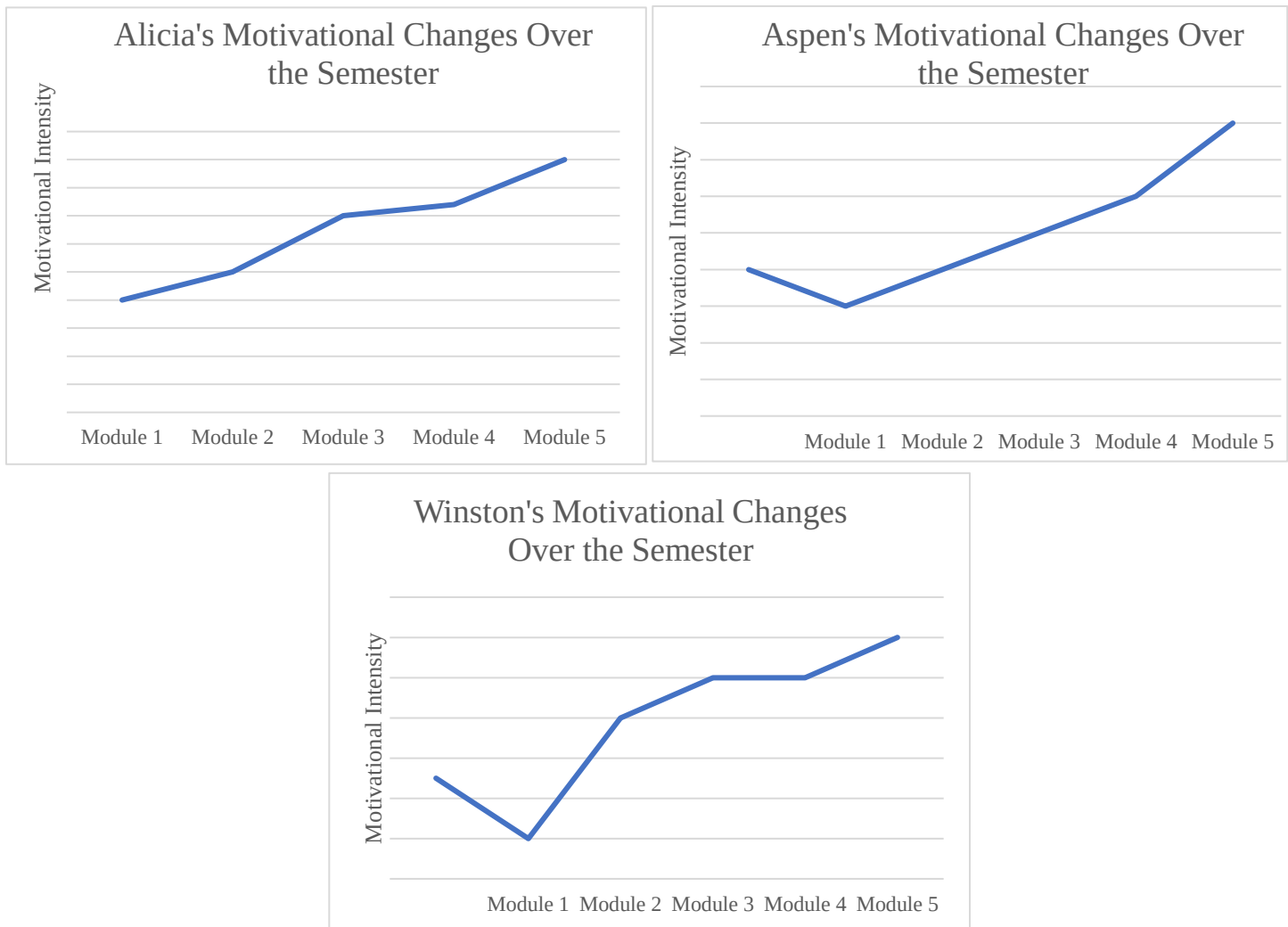
In the forum, I could communicate with others and understand their views. It helped me notice that my English is improving, and people can understand me. I love to speak with people and learn more about their culture. (Joshua, Interview #2)

Moderate Changes in Motivation

Figure 15 shows a steady increase in three particular participants' motivation throughout the semester. Overall, the diagrams show similar trends to those in the previous group (i.e., demotivation in Module 1; increase in motivation in Modules 2 or 3; relatively stable motivation in Module 4; and a rise in motivation in Module 5).

Figure 15

A Moderate Increasing Trend for the Students in the Moderate Motivation Group



However, upon closer scrutiny, subtle differences begin to emerge. Below, the overall trend along with the similarities and differences between the current group and the previous group will be discussed.

In Module 1, two of the participants reported a falling motivation due to personal reasons, difficulty in connecting with their classmates and a lack of familiarity with classroom practices. These reasons are very similar to those of the first group:

R: Okay. So, in Module 1, your motivation went down? Right? Tell me why.

Winston: “So, in Module 1, I expected many things would happen. I had started a new semester, and also at that time, I met Qianna. She was the only friend I had in class. But after one week, she got sick, so she didn’t come to class, so I had to go to class alone.”

R: “And in Module 2 your motivation went back up to where it was in the beginning. What happened in Module 2?”

Winston: “In Module 2, I met new people. I had more friends, and I had more people to talk with.”

The situation was similar for Aspen:

R: Okay. What happened in Module 1?

Aspen: “In Module 1, we stayed in our seats and studied. There was nothing new. Nothing exciting.”

Interviewer: “Did it get better in Module 2?”

Aspen: “Yes, the classroom method changed, and everyone started to talk.”

Although Alicia reported a slight rise in her motivation in Module 1, she did not see the situation as positive:

R: Why did your motivation grow slightly in Module 1?

Alicia: In Module 1, everyone was quiet, and I did not have any friends.

Interviewer: What about Wendy (one of her classmates who soon left for her home country)? Was she not your friend?

Alicia: She became my friend in Module 2. Also, in Module 1, classes were serious and sometimes I did not know what the teacher wanted me to do.

The learners’ reasons for their recovery from their Module 1 demotivation are also similar to those of the first group. According to the excerpts above, the improvements of the teaching practices along with the learners’ ability to better connect with their classmates and make friends led to an increase in their motivation in Module 2. However, the most significant difference between the two groups is that the first group reported stabilization or a slight rise in

their motivation in response to the events that occurred in Module 1, whereas in this group, a declining motivational trend is perceived and reported (except for Alicia). Closer analysis of the qualitative data pertaining to this group reveals that these learners were more prone to experiencing negative emotions in the learning environment compared to the learners in the first group. To be more specific, when analyzing the interview data, I came across instances of negative emotions that I had not seen with the learners in the first group, i.e., “the rising motivation group”. For the learners in this group, negative emotions or physical fatigue tended to occur as a pattern in their learning experiences that affected their quality of experience:

R: Did you feel active in class?

Winston: Yes, but not every time. Usually in the first week of each Module.

R: Why?

Winston: Because in the first week of each Module, I really wanted to know what would happen in that Module. So, I was really eager to study something new. But week after week, especially in week 3, I felt weak and too bored with the lesson that I had studied for three weeks.

R: Good. Okay. So, you talked about being bored. Were there any other negative emotions?

Winston: Because I usually didn't finish my assignments before the deadline, and I usually finished by the deadline, especially for some listening assignments, I finished around 10:00 or 11:00 pm and at that time, I was really stressed. Because before the deadline, I didn't feel the drive to finish it, so I waited for the deadline.

Alicia discussed her drowsiness in morning classes:

Maybe in our morning classes, I was really sleepy. And maybe I'm too sleepy and I can't focus on what is going on in class. And the teacher continues to talk but I can't listen.

(Alicia, Interview #2)

For Aspen, a bad mood was also causing problems:

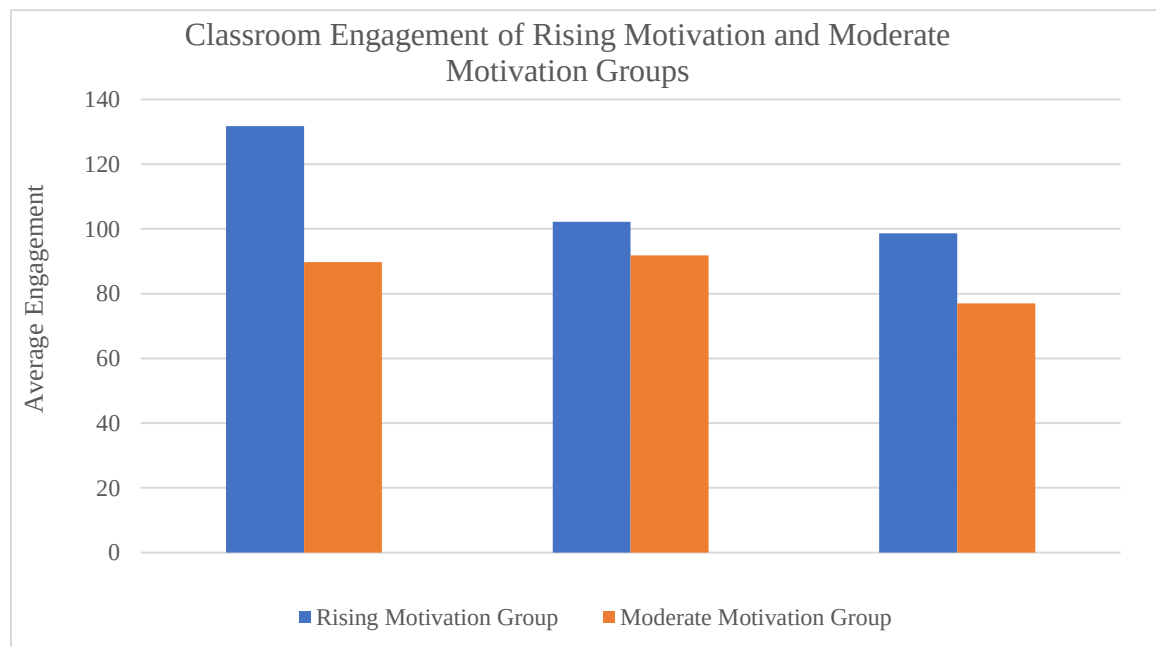
Sometimes when my mood was not good or I was tired, I couldn't focus in class. Then, I had to use my friends' notes after class. (Aspen, Interview #2)

For Winston, continuing the same unit into the third week of the module led to boredom. To get back to an engaged state, the start of the next Module and a change of topic was required. Also, he felt some anxiety as a result of ineffective study habits which led to the last-minute submission of his assignments. In Alicia's case, physical fatigue in her early morning classes caused a lack of focus in class. Aspen had a similar problem and a bad mood along with physical fatigue that led to her lack of concentration in class.

The quantitative data in module 1 confirm that the classroom engagement of the learners in this group was lower than the first group in Module 1. Figure 16 shows the classroom engagement of the "rising motivation" group compared to the "moderate motivation" group in Module 1.

Figure 16

A comparison of the Classroom Engagement of Rising Motivation and Moderate Motivation Groups



These lower rates of engagement coincide with two of the participants reporting that their motivation fell in Module 1 (the third student, Alicia, also mentioned major obstacles to engagement in Module 1). According to these students, in Modules 2-3, similar to the rising motivation group, there was a moderate to a sharp rise in their motivation resulting from mainly the social activities.

For Winston, his improved interpersonal relationships were the cause for his rising motivation in Module 2, but in Module 3 what made the rise continue, albeit in a more moderate manner, was the Greek Town Social Activity. As opposed to the Module 1 field trip to Kensington Market-Little Italy where the learners perceived a lack of control over the events, this time Winston felt in control of what was happening which, in turn, increased his enjoyment:

R: And in Module 3, it (your motivation) still went up?

Winston: So, in Module 3, the most important thing that increased my motivation was the field trip to Greek Town. On that field trip, I had a happy time with my friends, so I really enjoyed that Module. I felt in control of what was happening and how to study that semester.

For Aspen and Alicia, the field trip to Greek Town also made the difference in Module 3. For Alicia, the fact that the field trip combined fun and learning made it a very motivating field trip and for Aspen, the restaurant manager's experience and the fact that he spoke English fluently, made him a person to look up to:

Greek Town was good. We had an assignment. We had a mission. But we also had some fun. We went to the restaurant and ate something and talked with our friends. But it was not just about talking with our friends. We also learned something. (Alicia, Interview # 2)

Our field trip to Greek town really increased my motivation in Module 3. At first, I was very worried because I didn't think the manager could communicate with us because he was very busy but when we arrived at the restaurant, we realized that the manager was very nice. He really liked to talk to us, and he was very patient. He spoke a lot about himself and shared a lot of information about himself. So, I think it's a good chance for us to communicate with people because they have the same experience as us. They are

not native speakers but now they speak English very well so it's inspiring. And motivates us to learn English well. (Aspen, Interview #2)

Just as the learners in the rising motivation group, the motivation of the learners in this group stabilized in Module 4 before taking a rise during Module 5, albeit not as sharply as the first group:

R: Okay. In Module 4, it (your motivation) was stable?

Winston: Yes- because Module 4 did not have an impact on me. I thought it was so-so. Neither too bad nor too good.

R: Okay. And then in Module 5, your motivation suddenly went up. Right?

Winston: Yes.

R: Was it because of the forum?

Winston: Yes. The forum made me more confident about my English. I had tried to be a good kid for my parents, so through my performance in the forum, I could make my parents proud. It helped convince them that they did the right thing to send me to Canada to study and I improved every day.

For Aspen and Alicia, the forum was an occasion where their self-confidence improved:

Because I spoke in front of people, it was a big challenge for me. Because I was not good at giving a speech before, but now I think I am more confident to speak in front of people. So, it was a very good experience for me. (Aspen, Interview #2)

The forum was a great experience because it improved my confidence and made me proud of my presentation skills. I was stressed at first but really enjoyed it at the end. (Alicia, Interview #2)

Just like the rising motivation group, participants touch upon similar themes and expressed similar emotions in their comments above. That is, the forum was an occasion where they felt proud of their skills and improved their self-confidence. They referred to the fact that it was an occasion to make their parents proud as well through the photos and videos they sent them. Therefore, the forum was enjoyable in that it helped the learners fulfill a sense of

obligation, i.e., pleasing their parents, in addition to having an internal sense of satisfaction with their skills.

Overall, the motivational trajectory of the learners in this group was similar to that of the rising motivation group. The motivational dip of the first Module and the more moderate trend of their motivational increase throughout the rest of the project were what distinguished the learners in the two groups. They experienced positive affect (e.g., joy and pride), and increased their self-confidence as a result of the social activities especially the forum; however, they reported to feel less intense positive emotions during the course of the routine classroom activities than the rising motivation group (as per the interview and ESF data). In line with this finding, these learners also seemed to experience negative affect more frequently than the rising motivation group when the environmental conditions were less than favorable and this was an additional factor that set them apart in this regard.

An Overall Rising Trend with Falls/Rises in Between

The two learners in the “motivational dip” group have one common feature that sets them apart from the learners of the previous two groups (see Figure 17). At some point during Modules 2 and 3, both learners’ motivation dipped as a result of an unfavorable external event happening outside the classroom. This demotivated state persisted into the subsequent Module (i.e., three weeks) for each learner, after which time they recovered with a very sharp motivational rise. This trend can be seen in the diagrams below.

Figure 17

Falling and Rising Motivational Trends for Learners of the Motivational Dip Group



Below, the learners described the negative event that caused a noticeable dip in their motivation:

R: So, the next question is are you more or less motivated to learn than at the beginning of the course?

Alex: More motivated. Filling out the forms and then selling my car.

R: You said something happened that made you sell the car. Can you share that with me?

Alex: Something negative happened. I don't even think somebody my age could handle it.

R: Feel free to share as much as you want about it.

Alex: The situation actually got worse. At that time, my parents knew what I had done and then we figured it out together. And we all decided to sell the car as a first step. And that was something I was thankful about. Because when I had the car, I just drove to Niagara Falls for two weeks. And now I know that it was a really bad decision because if you drive and take people, you are responsible for their safety. This is what my parents told me. So, I was like oh my god! I didn't know about that!

In the excerpt above, Alex describes his story. At the time his level 5 classes started, he was driving around with his friends in his brand-new sports car, which he now believes was a distraction. His parents wanted to sell the car, but he was against this decision. Then, something happened in class that made him change his mind and agree with the process of selling the car. He started filling out ESFs and reflecting on his future at the end of one class. This made him think more clearly about his future goals and he subsequently decided to make changes in his lifestyle:

Actually, at the beginning, I was really against it (selling the car). But they (my parents) said things that made sense to me. I came to class, and you gave me a form, and I remember I wrote things that were negative. And then I went home and discussed how to solve these problems with my parents. (Alex, Interview#2)

According to the excerpt above, the ESFs enabled Alex to reevaluate the situation, think about his future and make an important decision (i.e., to sell his car). He then went home to discuss this decision with his parents. Later during the interview, he reflected again on the situation:

R: This is one long and confusing story.

Alex: Yeah, because... I don't know (laughs)... during that time, I was like, if I have a car, I can hang out with my friends and then the car looked really nice. I could use it to have fun. And make life more fun. Because when I was in my hometown, I had lots of friends, and I didn't need to care about studying. And my decision to come to Canada to study is of course for studying. If I wanted to have fun, I could just go back home... Why would I stay here? Can you make sense of that?

R: Yes. Yes. How did your classes help you make a decision? Like the forms you were filling out? Do you remember anything?

Alex: I think the class and the forms awakened me not to spend my entire time on having fun.

R: What awakened you? What factors do you think awakened you?

Alex: Thinking about myself, thinking about what I'm doing now, thinking about the time I wasted... yes...

R: So, the forms?

Alex: Yes, the forms.

R: Anything else?

Alex: I remember the class about the field trip. Where you talked about the field trip.

R: Tell me about that class.

Alex: Everyone imagined... You gave us another sheet and we filled it out. The content was about imagining your future. And it encouraged me to think about my future.

R: Okay. Really?

Alex: Yes. Because imagine your child spends a lot of money going out and finally learns nothing (taking the perspective of his parents).

R: Yes. Exactly.

Alex: Yes, so I started to realize that. Money and time, and the main thing is time. These two are very important.

In the excerpt above, when Alex reflected more broadly on the situation, he realized that filling out the ESFs was the “tipping point” where he became really motivated in learning English and decided to make important changes in his life. Other things were happening in the classroom that also encouraged him to think about his future, such as a visualization activity when the learners closed their eyes and imagined their future while the teacher read through a script. The cumulative effects of these events took him towards the tipping point as explained above.

Similar to Alex, Sarah shared the story of her demotivation in between Modules 3 and 4:

R: Great! Let me show you something. I know this might not make you feel good. But, sorry. I have to show it. It's not only about positive emotions. Sometimes it's about

negative emotions too. (Shows the ESF containing Sarah's negative feelings about a bad situation that happened to her).

Sarah: Oh. Okay. (Pauses)

R: Take a look and tell me what happened. As much as you want to share. If there is something you don't want to share, keep it private.

Sarah: In this period of time...

R: For one Module, I felt like you were gone.

Sarah: Yes- I was actually away from my studies. My family got into a problem.

R: You were trying to help from here?

Sarah: Yes. I wanted to help them. However, I couldn't do anything but study.

In the excerpt above, Sarah mentions that a family problem back at home distracted her. As a result, she was not able to focus on her studies for approximately three weeks. Below she described the effect of the problem on her classroom performance:

Sarah: When I couldn't sleep very well, the night before the class, because of those problems...

R: You were awake because of those problems? I remember you were sometimes late for your classes.

Sarah: I made long calls back at home. I was really worried about them. After calling, I couldn't sleep well. Sometimes until 4:00 am. And I was like, oh, I need to sleep. Maybe I was late lots of times because of this.

R: And then in class because of lack of sleep you were...?

Sarah: Sometimes, it was hard to concentrate. Because of the lack of sleep. Not directly because of my family problems, but because of my lack of sleep, sometimes I couldn't pay attention in class.

In the excerpt above, Sarah explained that her family problem kept her busy even at night. She made phone calls back home which at times kept her awake until 4:00 am. As a result, she

was drowsy in class and could not concentrate. During this interview, she explained how she recovered:

R: Why this sharp rise? (pointing at the diagram)

Sarah: [Laughs]

R: Explain this rise to me. It's very interesting.

Sarah: It's interesting to me too. At this time, I realized that I needed to strongly concentrate on my studies. And tried to work hard. And oh, in this period of time, I also tried to go out more than the past. So that my English would improve.

R: Did you talk to people?

Sarah: Yes. Oh, and in the past, I was not good at talking on the phone. So, whenever I wanted to get some information, like anything, even little stuff, I would call and talk. For example, I called Second Cup, and asked if they had brownies to practice calling.

R: That's great.

Sarah: pauses, (thinks). I also think the forum was the most important part! It gave me a lot of confidence and made me think positively about learning English. I was really motivated around here (point to the end of module 5).

R: So, you found the forum useful?

Sarah: Yes, of course. I enjoyed the entire process (of preparing) for the forum. This was the first experience for me. It was really academic! For one specific topic, I researched a lot, and I organized the information I received and sometimes I asked a friend how she would feel if someone formed assumptions about her... I felt really positive about the work. So, I enjoyed it a lot!

After reflecting on the causes of her recovery, she realized that it probably did not result from one single cause but was rather the cumulative effect of a few events. However, after a few moments, she remembered the tipping point. Being engaged in an intense goal-directed activity, like preparing for the forum, lifted her out of a demotivated state and led to a sharp rise in her motivation. This brought her a lot of enjoyment and gave meaning to learning in Module 5. As a

result, she reported a very sharp rise in her motivation in Module 5. Moreover, just like the learners in the previous two groups, she saw the forum as an event that helped increase her self-confidence and develop a more positive learning attitude.

Overall, these two learners showed contrasting motivational trajectories (as per their diagrams) before the occurrence of the dramatic event. Alex did not report motivated behavior before the plummet in his motivation but became motivated once he found a resolution to his family problem. By contrast, Sarah did report motivated behavior before the dramatic event. However, once her motivation fell, she was too distracted to resume her motivated behavior until her situation improved. Although these two learners showed a tendency to link their recovery to a single cause at certain points in their interviews, upon further reflection (as cited above) they realized that it was the cumulative effect of multiple factors happening inside and outside the classroom. As the diagrams show, once the obstacles in the way of both learners were removed, they showed the motivated behavior typical of a learner in the rising motivation group.

Summary of Findings from Interview Two

In this final section, I will explore the overall findings of the second interview to complement and expand on the analysis of participants' motivational trajectories introduced in the previous section. In general, in the second round of interviews, the learners reported becoming motivated throughout the project. Reflecting on their classroom environment, some perceived it as safe where they felt at ease about making mistakes and some considered it an exciting environment that allowed them to compete with their friends in groups. Some learners pointed out that they liked the fact that they could have friendly discussions or engage in more serious debates whereas others saw academic activities, such as essay writing as highly motivating. Regarding classroom tasks and activities, some learners found specific activities that were repeated at regular intervals very motivating, such as the cycles of action and reflection and the critical thinking questions they reflected on at the end of their speaking classes. Others liked real-life activities inside and outside the classroom, which helped them acquire skills that were transferable to their academic life in the college and daily life outside of the campus. Some of the comments relating to this information are found below.

In the excerpt below, reflecting overall on his classes during the project, Joshua reported how he liked them because he perceived them as a safe space where he was not afraid of taking risks and making mistakes:

Just like levels 3 and 4, I liked my L5 ELL class because of a difference in teaching style. Just like someone said in their presentation, our class is a safety zone. We can make mistakes in this class and not be afraid of it. So, that's what I like about it. (Joshua, Interview #2)

In the interview exchange below, Charlotte reflected on her overall experience during the project from an emotional lens:

R: Alright. Now, back to ELL... If you could use a few adjectives to describe your emotions about level 5, it would be great.

Charlotte: I would say "happy".

R: Happy because?

Charlotte: I could meet new people and find new friends here because last semester (in level 4) our class consisted of so many small circles, and so I didn't have the chance to meet everyone! But this year because we had a lot of events and did a lot of competitions in class, we could collaborate more, and I enjoyed this collaboration!

R: So, you enjoyed the games and the competitions more than the other things?

Charlotte: Yes, And I liked debating.

R: And debates. Why?

Charlotte: Because they are challenging, and they can motivate everyone to come up with new ideas.

R: Did you win any of these games?

Charlotte: (Thinks for a moment). Yeah, yeah, yeah. The one that was on zoos! Should zoos remain open or should they be closed!

R: Oh, OK! How did it feel to win a game?

Charlotte: I felt happy and excited!

R: [Laughs].

Charlotte: I loved it because it involved so much group work!

R: What do you like about group work?

Charlotte: In group work, you are not alone because you can work with friends! Because for example, when writing an essay, I can write it alone, but as a group, everyone can contribute, and we can finish the essay more quickly and effectively.

In the excerpt above, Charlotte's integrative tendencies are obvious. She is the kind of learner who values collaboration and group work (as evident in her comments). An obstacle to her learning happened the semester before when she was only allowed to collaborate with a small circle of her classmates; not with everyone. But this semester she felt joy due to her participation in activities that involved extensive interaction and collaboration with all of her classmates. Furthermore, she is excited to play games and take part in debates and competitions that involve an element of challenge. It is these kinds of activities that enable her to experience positive emotions and sustain her motivation.

In the two excerpts below, Sarah reflects on her experience from an academic perspective:

Compared to Levels 3 and 4, in Level 5, I learned lots of stuff from lots of different aspects such as academic and real-life situations. And for the academic aspect, it really helps when I get into the program, like I need to read lots of (academic) stuff right?

(Sarah, Interview #2)

I thought if I could learn this academic stuff, I would be proud of myself a lot. Then, I will become more confident in my English. So, those academic components could help increase my confidence, I guess. And this academic stuff can be formal... And formal stuff can be applied to the workplace... like in business... (Sarah, Interview #2)

In the Excerpts above, Sarah refers to the academic aspects of language learning, e.g. academic essay writing, and finds them important as they relate to her future self-image, i.e., her future classes in her disciplinary program and a future job-related situation. Sarah is energized by

her ideal L2 self-images and can envision herself using these academic skills in her future college classes (excerpt 1) and her future career (excerpt 2).

In the excerpt below, Alex reports filling out the ESFs a positive experience:

R: Okay. Do you find your classroom experiences useful?

Alex: Very useful. I have already mentioned that the forms I filled in class really changed my attitude from negative to positive.

R: I'm very happy to hear that.

Alex: Yes. Although sometimes you are down, I have found that filling out the form can lead to learning something new. It could help me learn about myself.

As mentioned above, some learners found recurring patterns, such as the cycles of action and reflection motivating. In the excerpt above, Alex found the reflection process rewarding and motivating when generally thinking about his experience during the project. This excerpt shows that he felt the impact of the ESFs not only when recounting his story of becoming motivated throughout the project (mentioned above) but also when he was generally reflecting on the project.

Similarly, Charlotte reports a reflection process she found useful:

R: What do you remember from Module 2?

Charlotte: I remember after the field trip we had to do a review. I think this was very important and we had to do this after every field trip.

R: A review?

Charlotte: Yes.

R: You mean when we started talking about the field trip in the classroom?

Charlotte: Yes.

R: Like the first field trip when we were not successful but reviewed it in class after. That's what you're saying?

Charlotte: Yes.

R: What did you learn from it?

Charlotte: To control the situation. I think having a review is very important because the teacher can observe us during the field trip, so the teacher can remind us what the good and bad things were. And we can also learn what to improve and what we can do to face those different situations.

Although the question in the interview exchange above asked Charlotte to focus on what she could remember from Module 2, in her answer, Charlotte reflected on a process which she then extended to the entire project, i.e., reflecting on a social activity through presenting it to the class. She saw this process as helpful because it provided her with the opportunity to learn new skills that she could apply to future learning situations inside and outside the classroom.

Aspen reflected on her field trips during the project:

Aspen: Our field trips helped us meet a lot of friends. And we also connected with each other. When I came here, I felt lonely so, making friends here helped me not feel lonely.

R: So, the field trips were useful?

Aspen: They were useful because they taught me how to communicate and make friends with people I don't know. This skill will be very important in my future life in Canada.

For Winston, the international student event was helpful:

I think it (the international student event) was good because it gave me a better view of life in Toronto and in Canada, so I could discover the views of many people about Canada and learn many things. These things will be very useful for my main program and in the future. (Winston, Interview #2)

In the two excerpts above, both learners felt they had acquired skills that they could apply to their future lives outside the classroom, i.e., how to interact and socialize with others. They both believe that they are important skills that could help them in their interactions inside and outside the campus in the future.

Participating Students' Future Selves

Findings presented in this section show how the participants reported to have developed a more elaborate ideal L2 self as a result of the activities they did during the project. However, when asked in interview #2 to describe their ideal L2 selves, unsurprisingly, some described a more detailed and vivid ideal L2 image than others. One learner, Sarah, described a very elaborate ideal L2 image. Four learners (Winston, Charlotte, Joshua and Aspen) described a less elaborate, but fairly specific ideal L2 self-image while three learners (Alex, Alicia and Tracey) demonstrated that their ideal L2 self-image was rather undeveloped and unclear. I will briefly describe these three groups below.

An Elaborate Ideal L2 Self. At the end of Sarah's second interview, I asked her to describe her ideal L2 self. She did not have to think too hard to draw a picture that I could readily imagine:

R: One last question. How do you see Sarah in the future? I want to ask about your ideal L2 self. Do you remember (this concept)?

Sarah: [Laughs] Yes. My ideal L2 self. My ideal Sarah speaking English. I will be at the front desk of a hotel like Sheraton. I will talk to the guests. And they are asking something, maybe they are asking questions about a wedding ceremony. They are asking about the Hotel amenities and facilities. And I can explain really well and provide good information. For example, if you would like to do this, I would really recommend this plan because blah blah blah. And I provide really great service to the guests. As I can speak really good English. Like I will have excellent communication skills.

R: I can imagine the picture. It looks great (laughs). I'm sure you will get there.

Sarah: I really hope so.

As per the excerpt above, Sarah described a vivid image of using English in her future work environment. That is, she saw herself using her "excellent communication skills" at the front desk of a hotel to assist guests. The distinguishing factor in her description is her usage of specific names, terms and ideas, such as "Sheraton", "wedding ceremony" and "hotel amenities and facilities". Her imagining a scenario, i.e., "if you would like this, I would recommend this"

also helped her and me, as the interviewer, vividly imagine her future role and her usage of English in this future scenario.

A Fairly Elaborate Ideal L2 Self. The students in this group (Winston, Charlotte, Joshua and Aspen) describe a fairly elaborate ideal L2 self-image. That is, they can see the future environment they will use their English language skills in. They can also describe some of the details relating to their ideal L2 self-image; however, their descriptions lack the high level of specificity of Sarah in the previous section; neither do they describe specific scenarios regarding their usage of their English language skills in a future situation. In this section, interview excerpts from two of the students will be explored.

Winston described the most detailed image in his interview:

R: When you think about your future right now, what do you see? Do you remember your ideal L2 self? How do you see it in the future?

Winston: So, in the future, I just want to be a successful person- a normal one. I can have a job to earn money and so in the future, I will be a successful teacher in some kindergarten around Toronto and every summer, I will have enough money to take a vacation to a country I have wanted to go to. I will enjoy my life and maybe I will have a happy family and I will have a stable life with my salary.

As it could be seen above, Winston visualized becoming a successful person in his professional and personal life. Professionally, he liked to become “a successful teacher in some kindergarten” and personally, he pictured himself enjoying his future vacation with his family. However, his description contained general ideas that could be specified further, e.g., “some kindergarten”, “a country”, etc. When asked to elaborate on the role his English skills would play, he mentioned:

Winston: I will not be alone. I will go with family, but I will meet new people in the places I go to. I can communicate with them really well and...

R: Because your English is really fluent?

Winston: Yes. I can communicate and make friends so I will have more friends all over the world. My English is very good at that time and I am not afraid of speaking with anyone...

In the excerpt above, Winston described communicating effectively with his future friends and family and having a higher self-confidence in his interactions with them. Just like the excerpt above, generalities can be observed in his description, e.g., “My English is good” and “I can communicate well”. In the short excerpt below, Charlotte’s description is similar to that of Winston’s in that the general picture and some of the details are clear:

R: What is your ideal L2 self like in the future?

Charlotte: A fluent speaker especially with children at work. Outside work, to speak fluently and also make funny jokes.

Charlotte is generally a learner who is fond of group work and social interactions in the classroom, so it was not surprising to hear that she wanted to speak more fluently and make funny jokes in English. When asked if her future-self became more elaborate during the project, she mentioned:

Charlotte: Um, maybe. Because I observed the teachers and their teaching skills in our class (referring to Daniel and me). I also learnt that your ideal self is what you imagine about yourself in the future and it can become true. So, I think it can help with my future.

R: Was there any moment in level 5 which you said okay, this is helping me now. Because of this I want to be an educator for children. Or something that helped you imagine your future more clearly?

Charlotte: The manager is a really strong lady. She has a restaurant, and she organized art activities. She also has a daughter. In her, I saw an example of how an immigrant to Canada could have a good life. So, I want to achieve my goals and become like her.

In the excerpt above, Charlotte described seeing the restaurant manager in the Greek Town field trip as a “strong lady” who is an immigrant just like her. Therefore, Charlotte felt she could be a role model for her. During Charlotte’s interview with her in the Greek town field trip, Charlotte reformulated her future self-guides (specific information is given in the narrative

section) and mentioned here, at the end of the semester, that the interview helped her have a clearer sense of the person she wanted to become in Canada.

An Unclear Ideal L2-Self Image. The learners in this group (Alex, Alicia and Tracey) were not able to give a detailed description of their future self-images and seemed rather confused about their future goals. Furthermore, in their answers, they were not able to give any indication that they were describing an image leaving me to wonder whether they really had a picture in mind with regard to their future goals. In this section, interview excerpts from two of these students will be examined.

At first glance, Alex's description of his ideal L2 self might seem rather detailed but a closer look will reveal that most of his goals are those of his teachers' or parents' and relate to his ought-to self-other (externally imposed goals that are not internalized into one's ideal L2 self). In one of our classes, I mentioned that doing a master's can also be a future possibility for the students. Although he initially rejected the idea, he seems to have embraced it afterwards:

R: How do you see yourself in the future? How do you imagine your future self?

Alex: Find a job that is related to my major after I graduate from college. And then to study more. Like you said, to advance to my master's degree.

R: You want to do that?

Alex: Yes, because my parents said...

R: Because at first when I suggested this you were like...uh...I'm not sure!

Alex: Yes, because I think time is going really fast. If I have the chance to have a part-time job, and also do my masters' degree, it will be great.

R: You talked to your parents about it?

Alex: Yes- they said that it probably takes time, but they will fund my masters.

In the excerpt above, Alex mentioned that he adopted the goal of doing his master's (in the future) after getting his parents' approval. This, like the other goals that are external to him, seem to motivate him to invest effort into language learning. However, when further questioned

about these external goals, he is unable to provide additional details. For instance, when asked what role his English skills play in his future self-image he replied:

Alex: I would like to speak English fluently.

R: Where?

Alex: At a conference.

R: What makes you say a conference?

Alex: Because of the forum [pauses]...

R: Can you give me more details?

Alex: I have thought about it, but...[pauses and laughs] this is really too far in the future.

R: You sound like you're a little bit confused, right?

Alex: Yes.

R: Why? What are you confused about?

Alex: I'm not sure about my abilities. Can I really reach that level? Will my confidence levels be high so that I can present at a conference? I don't know.

It could be seen that the forum has caused Alex's future self-guides to become activated as a result of which he mentioned that he wanted to use his fluent speaking skills in a conference in the future. However, this idea is not really internalized into his self-concept as he is unable to imagine himself in this kind of environment, mentioning that it is too far in the future.

Similar to Alex, Alicia was unable to provide too much sensory information about her ideal L2 self leaving me to wonder if the details of her future goals were clear to her. When asked to describe her ideal L2 self, she replied:

Alicia: Speaking English better than now.

R: Like where? In what situation?

Alicia: Maybe when I find a job, my English will be better than now.

R: Which one is more important to you? Finding a job or finding friends?

Alicia: Both are equally important to me now [silence].

When asked to describe her ideal L2 self, Alicia communicated her goals in brief utterances, but did not give any indication of seeing or visualizing an image in her mind. She liked to speak “better English” or wanted to find a job in the future but did not give any more details about these goals and did not provide any sensory information. Although I did not inquire further about her ideal L2 self on this occasion, I did so a year later (in Phase 3) when I went back to the participating students and followed up on the development of their future-self guides. Therefore, more information about Alicia and other students’ ideal L2 selves will be given in the next section.

Participating Students’ Self-Confidence

Finally, when analyzing data from Interview #2, an overall theme that kept emerging was an increase in learners’ self-confidence. Most of the learners believed that the classroom and social activities helped improve their social and academic self-confidence which they saw as vital for their success in their future studies and careers. For example, Tracey indicated that her level of comfort when doing social interactions outside the classroom had increased.:

R: Would you say this program prepared you for your interactions outside school? With all the social activities and everything are you better prepared now for life outside the classroom?

Tracey: I think I am more confident to communicate with other people. Even when they don’t completely understand me, they kind of get me. I can easily do the outside activities such as shopping in English.

In this excerpt, it is clear that Tracey did not link this general level of comfort and increase of self-confidence to any activity in particular, but to the general process of taking part in the classes and the project. For Sarah, realizing that her self-confidence was improving was a gradual process. There were instances such as the one that came up in the interview exchange below that helped her build-up her self-confidence:

Sarah: I am still stuck when I speak English, but I am no longer afraid to speak English. And I’m not afraid of asking for clarification. When I don’t understand something, I can ask people for clarification. That’s my change, I think.

R: Do you enjoy these changes when you're talking to people? Can you tell me how it feels? Do you remember any conversations?

Sarah: ...Oh there is one I can remember. When I went to New York, I went to a really famous place for sightseeing. There were a lot of tourists there and also there were a lot of people. They started talking to me really slowly... Wheeeeere are you from???? Are you Korean? Japanese? I said I'm Japanese, and we had a basic conversation. And they realized I was speaking fluently compared to other Japanese people. They were surprised, and they asked me where I had learnt these English skills. I told them I am studying in Canada in an English program. After that, they started speaking very fluently, like really fast. And I was like that's really cool.

In the excerpt above, when Sarah mentioned that she found the locals' reactions as "really cool" one can see the joy she was feeling due to the success of her conversational exchange. The locals did not have to slow down when interacting with her and continued speaking at their normal pace. Positive feedback like this helped her develop a stronger self-confidence in the long-term. In the excerpt below, Aspen reflected on how her self-confidence grew throughout the project:

R: What do you remember about the forum?

Aspen: Because I spoke in front of people, it was a big challenge for me. Because I was not good at giving a speech before, but now I think I am more confident to speak in front of people. So, it was a very good experience for me.

R: Nice. So, do you think your self-confidence improved as a result of the forum? As a result of preparing for your forum presentation?

Aspen: Yeah. Also, (my self-confidence has improved) as a result of my classes in ELL because when I came to Canada, I could barely speak any English. And I was not confident to speak with others. So, I depended on my friends for everything. But now, I am more confident to speak with others. And I am more confident to speak my mind.

Aspen was a learner who became very nervous when doing her classroom presentations. Therefore, being one of the main presenters for the forum was a challenge that she embraced.

However, when asked about the growth of her self-confidence, she was not willing to attribute it to a single event like the forum; but rather, she saw it as a gradual process during which her self-confidence improved through participating in classes. Finally, I would like to end the excerpts with this one from Alex when he was asked to generally reflect on the benefits of his classes during the project. The most important aspect of his classes, now that they were all over, was the increase in his self-confidence:

I think the most important thing for me is that I'm confident in using my English (laughs). That's it. And I'm trying to use my English skills to learn more about the culture here. That is what I have learned from Level 5. (Alex, Interview #2)

In the excerpts above, the learners described the variety of ways in which their self-confidence evolved during the project. They knew that they were not perfect and that their speaking was not completely accurate, but they came to realize their growing strengths in speaking English. Their interlocutors could generally understand the point even if they did not understand all of the details of the message they were putting across. Also, their interlocutors did not see them as a typical "tourist" who might have communication difficulties but as someone who is fluent and capable of effective communication in English. As a result, they felt they had more control over their surrounding environment and were not afraid of asking for clarification if they had to. Generally, the excerpts above indicate that the learners were increasingly playing a stronger role in the discourses outside the classroom and would continue to do so in order to integrate into the college campus and the broader society in general.

Interview # 3 - Follow-Up Interviews (Phase 3)

In this section, I will firstly go over the most significant events that students were able to recall one year after the end of the project and the benefits of these activities in the students' disciplinary programs. I will, then, go over the students' ideal self-profiles and will offer an analysis of them. Finally, I will elaborate on the students' self-confidence as a key theme in this round of interviews.

The final round of interviews was conducted with 7 students who consented to participate in a third interview approximately one year after the end of the PAR project. The same participants had taken part in the first and second interviews around one year earlier. One

student, Joshua, was not in Canada and was, therefore, unavailable for the third interview. The start of these interviews signaled the start of Phase 3 of the study (i.e., the follow-up phase) which took place in April-May 2018. Although I had originally intended to follow up with the participants a few months earlier, a college strike that took place towards the final months of 2017 delayed my plans. As a result, I had to postpone the interviews to the end of the Winter 2018 semester. The aim of Phase 3 was to reflect with the participating students on their motivational trajectory and the evolving nature of their self in their professional programs. I was also curious as to how they perceived the effects of the different aspects of our project on the development of their self and motivation one year after its end.

After sending recruitment invitations via email, the same 7 students who participated in Interview 2 consented to take part in Interview 3. Interview 3 lasted between 60 to 75 minutes, and the format was that of a semi-structured interview. It was also at this point that I conducted the member-checking phase, where I shared a draft report of the findings of the previous two interviews conducted with each student. We went over each finding in the report together, and I asked for feedback regarding the accuracy of my interpretations. Some of the students added information they felt was not included and some retold their stories to clarify details. These additions were integrated into the dataset and considered during subsequent analysis.

Table 10 shows the programs the participants were enrolled in, their reported grades and each participants' stage in their studies or their status at the time of the interview. It could be seen that the participants were enrolled in various programs of study and most were in their second or third semester of their respective programs at the time of the interview. The participants also reported to be doing quite well in their programs of study with their grades ranging between B and A-. One of the participants (i.e., Aspen) had decided not to enter her disciplinary program and had instead landed a job with an immigration company, working in its digital marketing department. With regards to her language proficiency, she had taken IELTS after completing ELL and had obtained an overall score of 6.5.

Table 10*Demographic information about the participants*

Name	Winston	Charlotte	Tracey	Sarah	Alex	Alicia	Aspen
Program	Early Childhood Education	Early Childhood Education	Office Administration - Health Services	Hospitality and Tourism	Mechanical Engineering Technology	Business Accounting	N/A
Grade	A ⁻	B	A ⁻	A ⁻ /B ⁺	A ⁻	B ⁺ /A ⁻	IELTS Score of 6.5
Status	Doing his internship	In her second semester	In her third semester	Doing her internship	In his second semester	In her third semester	Working in the digital marketing department of a company

The first point of interest that I explored in phase 3 was what the participants were able to recall about the project one year after its end. Based on the quantitative data collected during the project, most participants had been in intense flow on at least one occasion during the social activities. Moreover, although I was not able to collect ESF data during the forum, I hypothesized some level of high engagement/flow based on my observations during the forum. I was wondering if the participants were able to recall any of these intensely engaging events one year after the project had ended. This is not to imply a causal relationship between intense flow and long-term memorability as there might be multiple intervening variables involved making the situation complex. Therefore, at the start of this final interview, after a brief chat with the participants about how they were doing in their programs, I asked them to name three memorable events they could remember about the project. Table 11 summarizes the results detailing the frequency with which each event was mentioned in response to the prompt.

Table 11

Memorable events for the participants one year after the end of the project

Memorable Activity	Frequency/ out of 7 students	Percentage
The Forum	6	85%
Academic Writing	5	71%
Other Social Activities	3	43%
Classroom Presentations	2	29%
Social Environment of the Classroom	2	29%

As per Table 11, findings show that the event cited most often by participating students as being memorable was the forum. Regardless of the causes of this, it is informative and interesting to learn that the biggest event of the semester was memorable for the majority of the participants. Academic writing was in second place followed by other social activities, classroom presentations and the social environment of the classroom.

The Perceived Benefits of the Activities

In this section, the students reflected on the memorable events and activities of the project, the skills they acquired from each event/activity and the perceived benefits of each event/activity in their disciplinary programs. In this excerpt, Sarah remembered the forum and reflected on the ways she had changed compared to a year before:

R: Thinking about ELL what can you remember? So, you can remember classroom presentations. What else can you remember?

Sarah: I think I said that before but the forum (pauses)...

R: Tell me what you can remember about the forum now. After one year.

Sarah: I remember at the time I was really interested in implicit bias and stuff like that.

R: I remember your story about implicit bias (in your poster).

Sarah: Uhum. The mean guy came to me and told me things (laughs). That made me upset. Now I don't think I would really care if the same thing happened to me right now. I don't know just because I got used to it or whatever. I don't know.

R: Imagine the same thing would happen now. What would you do differently?

Sarah: I wouldn't take it as seriously as I did before.

R: Why not?

Sarah: Because people have different ways of thinking. People just don't know about other people's cultures. It's normal. And sometimes people get me wrong. It's sometimes sad but it's life (laughs). If it happened now and even if I didn't care, I would still say it is not cool to say that. Maybe in a casual way and not so serious?

In the excerpt above, Sarah first recalled her poster presentation in the forum. In her poster presentation, she recounted her story of coming across stereotyping and bias in an interaction with another student. She seems much more at ease with herself now and her social self-confidence has clearly improved compared to a year before; as a result, she mentions that she would not be as upset by the same event if it were to happen again.

Viewing the forum as one of the most memorable events of the project, some of the students highlighted the impact of it on their classroom performance in their professional programs. In the excerpt below, Winston reflected on how the process of preparing for his forum presentation a year before had enabled him to acquire the skills he found useful in the classes in his disciplinary program:

Winston: So, sometimes I do presentations in school, I speak fluently, and I am confident in myself, and I am able to speak to my classmates. I think this is because of my practice for the forum last year. So, I think I am used to doing presentations, so I can do it.

R: And how do you think what you did in the forum, affected your presentation 3-4 weeks ago (in your disciplinary program)? What specifically do you think you took away from the forum?

Winston: So, before I did the presentation 3-4 weeks ago, I practiced with myself first. I recorded my presentation just as I did for the forum to fix my pronunciation. I also made

decisions about my presentation like what I would do to make people interested. Yeah, that's the influence.

R: What did you do in the forum to make people interested?

Winston: I made my slides with fewer words and I added photos.

In the excerpt above, Winston points out that the strategies he put to practice for his forum preparation (e.g., recording his voice to check his pronunciation) proved useful in his disciplinary program. During his forum preparation, he also learned how to make his slides more interesting, by adding more pictures and including fewer words.

Academic writing, i.e., essay writing in particular, was the second most frequently remembered activity during the project, the benefits of which crossed over into the participating students' disciplinary programs:

Charlotte: We also practiced some writing skills. This also helped me in my main program. Because my main program has English courses and some of the skills I need for those classes are the same. And so, the skills I learned earlier have really helped me.

R: With essay writing for example?

Charlotte: Yes. With essay writing. Especially in ENG 1, we wrote some essays which were very similar to ELL. So, I can just recall certain things from my memory to include in my essay.

In the excerpt above, Charlotte mentioned the fact that the essay styles she practiced during the project became useful in the ENG course in her disciplinary program. She did not specifically mention which elements the two courses shared and how these elements became useful in her ENG course but from the phrase "we wrote essays which were very similar" one can assume that the two courses likely shared similar essay styles and structures for Charlotte to draw upon while doing her ENG course. In the excerpt below, Sarah is more specific regarding which essay writing elements she found useful in her disciplinary program:

Sarah: I had to learn how to write essays again in ENG 1. And I had to do a documented research report or something like that. And I wanted to write a perfect report. So, I went back to what I had learned from ELL, I went back to my file, reviewed the phrases we

had studied before and tried to rephrase the words I was using. And to apply all of it. And I got 100 %, so ...

R: Nice! Very happy to hear that!

Sarah: Yeah. In level 5, essay writing meant a lot to me. And I can still remember it.

R: Can you tell me why it meant a lot to you?

Sarah: It was actually useful for after I was studying in class in the hospitality program. And I got 100 % of the marks which was very nice. It was simply nice to know professional phrases and words which could be used in business projects, or it simply makes you feel things are better in general.

According to Sarah, the academic phrases and structures that she had learned during the project proved useful when it came to writing academic essays again. According to Sarah, she did not memorize those phrases but used them as a tool to “rephrase” the language she had been writing earlier. She then went on to emphasize the importance of her academic writing skills and the academic language she had learned to write in her essays. Another student, Winston, recalled how useful essay writing was for him in his disciplinary program. In the interview exchange below, he was asked which aspects of essay writing he found useful:

R: I want to know how essay writing in level 5 has affected your essay writing in your main program? Like you’re more familiar with the essay writing format or what is it that you’re good at now as a result of your level 5 classes?

Winston: I got used to the format of essays and I got more experienced in expanding the ideas that I had. So, this helped a lot in my assignments in my main program.

For Winston, in addition to learning about essay styles and structures, learning the ways of expanding his main ideas and backing them up using appropriate supporting details also proved useful in his ENG courses. Despite the improvements mentioned above, academic writing is still challenging and a skill that the learners needed to continually improve. For Sarah, her speed of writing is a concern now that she has improved her academic vocabulary:

I have become more familiar with academic writing compared to last year, but I still have difficulty with writing. I take too much time to finish all the assignments. Even a one-

page essay, takes hours. If I focus on all the professional and academic words and phrases, it could even take me more than two or three hours (laughs). (Sarah, Interview #3).

The third common group of activities remembered by the students was “other social activities” that included the Greek Town field trip and the international student event as the two most popular social activities after the forum. Some of the participating students found these activities beneficial in helping them acquire practical and academic skills that were useful in their professional programs:

R: Did (your interview with the restaurant manager) help as well?

Charlotte: Yes. It helped improve my interviewing skills. And summarizing skills. Because after we went to the restaurant, we had a video and a short summary. And this was like a new activity to me. I had never done activities like those. Like we had to take a video like a report, and after that we had a presentation. And I really liked the fact that we had presentations every time because this helped me become really better in my main program. We have presentations and sometimes the teacher is strict so thanks for giving me the chance to practice my presentation skills in ELL.

R: Sure. My pleasure.

Charlotte: I really like doing presentations (laughs). I really like talking a lot. Communication is my favorite part.

In the excerpt above, Charlotte mentioned that the social activities enabled her to practice important skills that proved helpful in her disciplinary program. She reflected on the improvement of her interviewing skills, summarizing skills and presentation skills. During the project, the students were asked to conduct interviews in almost every social activity that was conducted. They were then asked to do presentations, summarizing the important points they took away from each activity and reflecting on the ways in which they thought the social activity contributed to an improvement in their skills or to a change in their motivation or self. One year after the project, Charlotte expressed great happiness in being able to learn these much-needed academic skills in a novel way, i.e., through a social activity. For Alicia, her interview with the

restaurant manager was an opportunity to learn important soft skills that could help her achieve success in the academic environment:

R: What did you learn from your interview with the restaurant manager?

Alicia: The interview with the restaurant manager helped me better understand the importance of keeping a positive attitude although negative things are happening outside. He faced a lot of difficulties and still kept pushing and trying hard.

R: Is this important in the academic environment?

Alicia: Yes, because you face so many difficulties, but you do not give up and try hard. You need to think about your future.

R: And this thinking about your future could help you how? Could help you work hard in the future?

Alicia: If you can imagine positive things, maybe better things will happen with hard work. For example, maybe you can get an even better grade than you imagined.

In the excerpt above, Alicia reported the fact that she acquired important soft skills from her interview with the restaurant manager, such as resilience. The restaurant manager had told her group his stories of facing hardship and according to Alicia, he remained optimistic despite the difficult circumstances he had had to endure. According to Alicia, this skill combined with a clear future vision is the key to success in the academic environment and can help a student get better results than they had ever imagined in their courses.

Although only two students initially remembered classroom presentations as memorable events during their interviews, references to them came up in other students' interviews as well. The classroom presentations at the beginning of the project were stressful, and it took time for the students to learn how to cope with their anxiety during their presentations. In the excerpt below, Sarah reflects on not only learning to cope with her presentation anxiety during the project but of this cycle repeating itself when she started doing job interviews:

R: What do you remember from ELL? Do you remember anything?

Sarah: Yeah. Oh (remembers) presentations. The presentation where I forgot everything (laughs).

R: It was in Module 1?

Sarah: Yeah! I forgot everything! Yeah. And same thing happened to me when I was doing an interview for a part-time job. I had difficulty answering every single question that the interviewer asked me because I was really nervous and my brain went blank. Yes- that feeling was exactly the same as (what I felt) in my presentation at beginning of Level 5.

R: And I remember in ELL, you did so many things, and then your presentations improved a lot.

Sarah: Yes.

R: Did the same thing happen here? Did you learn anything from this interview that went bad and then...?

Sarah: Yes-I learned a lot about failure. First of all, I learned that I needed to prepare a lot and concentrate on a lot of things when going on job hunting in real life.

In the excerpt above, Sarah remembered her first classroom presentation where her mind went blank (due to anxiety) as a result of which she left her presentation incomplete. Through preparation and practice and the process of systematic desensitization, where she was gradually exposed to the threatening condition of presenting in front of her classmates, she learned how to cope with her anxiety and her presentations improved considerably. Interestingly, in the excerpt above, she recounted going through this process all over again when she was looking for an internship. According to her, the feeling was “exactly the same” when her first job interview did not go well. However, she learned from her “failure” and coped with her anxiety when she had the chance to interview for another job:

So, this time I did a lot of research and looked up a lot of information regarding the hotel and practiced a lot about how to respond to interviewers’ questions. Yeah. So, the more you prepare, the less you would get nervous, right? I realized that this time, so I prepared a lot, and by the time I went to my interview session, I was confident and well-prepared. So, I was able to calm down and answer every single question and yeah. That’s it. (Sarah, Interview #3).

In the classroom, Daniel and I were there to help Sarah with her preparation for her presentations. But in this scenario, she was on her own. Her way of coping with her anxiety was to extensively prepare in advance in order to have confidence in her skills during the interview. This strategy seemed to work for her resulting in her satisfaction with her performance.

Finally, two students mentioned the classroom environment and made references to the social climate of the classroom that they found motivating. Again, although some students did not remember this at the beginning of the interview, references to it came up as interview went on:

R: But what did we do differently in our classes (in comparison to your classes in the past)?

Alex: Our method was very different from level 4. Everyone participated in their projects. I think the environment was that everyone communicated, worked in groups, and worked really hard to achieve the goals of their projects.

R: And was this helpful?

Alex: It was very helpful for me because it gave me the chance to recognize myself (referring to his story of becoming motivated). I think I used my time in the ELL well.

In the excerpt above, Alex reflected on the social environment of his classes and found it motivating. He remembered his “project work” in the classroom where everyone was immersed in the task at hand and cooperated to bring about its completion. According to Alex, such moments of intense concentration and cooperation played a role in him becoming motivated. Although in his earlier interviews he had attributed his motivation to one or two specific events, i.e., filling out the ESFs or doing the visualization activity, now that he sees the big picture (after a year), he acknowledges that the classroom environment also had a role to play.

Participating Students’ Future Selves

Similar to the second interview, the participants were asked to describe their ideal L2 self in their third interview. For those who could not remember the concept of the ideal L2 self, a definition was given. Three participants (Winston, Charlotte and Aspen) were able to draw a more elaborate picture of their ideal L2 selves compared to a year before. One participant (Sarah)

had already developed a vivid ideal L2 self during the project and had maintained that level of specificity. The last three participants (Alex, Tracey, Alicia) showed indications of still having an unclear image of their ideal L2 selves. In the sub-sections that follow, interview excerpts of these participants will be presented and examined in detail.

A more elaborate ideal L2 self

Three participating students (Winston, Charlotte and Aspen) provided descriptions of their ideal L2 selves that were related to their last-year descriptions on a general level but were noticeably more specific. In this section, two of these cases will be explored. In the excerpt below, Winston described his ideal L2 self:

R: So, if I ask you about your ideal L2 self, what would you say?

Winston: He can speak English more fluently and become really confident with his English. Like right now, I am still sometimes afraid of making a mistake in my English. When I'm speaking to people. And also I'd like to improve my pronunciation and my accent. I want to speak with an American accent. So, these are the things I'd want to do.

R: In what environment do you see yourself in the future speaking English and communicating with people? Do you see yourself in a coffee shop? Do you see yourself on vacation? Is it your professional work environment? Where do you see yourself?

Winston: I see myself at the daycare at work.

R: Can you explain?

Winston: I will work at the day care and will work with children who speak little English. I can imagine I will speak English perfectly so that I can teach the children there and show them how to speak English right.

Last year, Winston knew he wanted to be a successful person, both at work and in his personal life (see the previous section), but the details were somewhat vague. In the excerpt above, he gives a clear indication of his actual L2 self (i.e., being afraid of making mistakes in English), and draws an elaborate picture of the language user he would like to become (i.e., a confident and fluent speaker with accurate pronunciation). He also does not have to think twice about the future work environment he will use his English skills in (i.e., at the day care speaking

perfect English with the children). Charlotte shares similar aspects with Winston in her description of her ideal L2 self:

R: (Your Ideal L2 Self) In the next two years let's say.

Charlotte: My ideal L2 self is someone who tells jokes to foreign people (laughs).

R: Okay. Not just understanding jokes but also making jokes yourself?

Charlotte: Yes. That's really funny. Instead of being confused about their jokes I will understand them, and I will make jokes myself. I will also be a fluent speaker. I don't want to specifically speak with their accent.

R: Yes, you don't want to speak with their accent necessarily but....

Charlotte: Yes, I just wish people can understand what I'm saying. And I wish I could speak more slowly. Because when I speak fast, I make so many grammatical mistakes. And I don't want to use hard vocabulary in my speaking. I wish I could speak simple sentences. So that you understand me and, I understand you.

Last year, Charlotte knew she wanted to tell funny jokes and speak fluently but did not get into as much detail about her ideal L2 self as she does here. As one reads through her description above, one can picture her enthusiasm about understanding these complex pieces of language and being humorous herself. Just like Winston, she has a clear picture of her actual L2 self and knows what she needs to do (i.e., speak more slowly) to narrow the gap between her ideal and actual L2 self.

A realized ideal L2 self

In her last interview, Sarah gave a detailed picture of how she would use her "excellent communication skills" (see the last section) in a professional setting. During her third interview, I read her description to her:

R: Okay. This is at the end of your second interview. [Starts to read Sarah's ideal L2 self to her] This was your ideal L2 self at the end of your second interview.

Sarah: Wow!

R: Yes- so as you can see, your ideal L2 self was super-specific compared to the first one, right?

Sarah: Yes. Wow! I didn't realize that! It was that specific already!

R: Very specific and this was last year.

Sarah: Wow! Last summer!

R: Last spring, and it's already so specific. Has it come true?

Sarah: Yeah! It just came true!

R: Tell me how. Explain. Do you do all of this stuff now?

Sarah: Yeah [laughs]. I didn't actually apply for the front desk. I kind of had the opportunity to go through the front desk duties because I'm an intern and I can do whatever I want! I can learn from it! I'm at the door right now. And sometimes I do concierge. What I do is not about closing and opening the door. This is the first place that guests come at first when they see the hotel. So, it's the first impression. So, basically, I do what I said in the second interview.

Having forgotten about the descriptions she gave a year before, she was in awe of realizing that much of the details she had described about her ideal L2 self had, in fact, come true. That is, as an intern, she was already doing many of the things she had been visualizing just a year before (i.e., using her excellent English to help out the guests, not at the front desk, but at the door or as concierge). However, being asked about what she could see for her future from that point on, she had uncertainties as she was still new in her workplace:

Well, actually, I ask myself the same question many times these days. But I'm not sure yet because I'm very happy with what I'm doing right now, but, um. Let's say in two to three years, I want to be in a hotel, but at the management level. I think in North America. And when I have a lot of experience, I would like to go back to Japan so that it would be very easy to get a high-level position in a hotel there. (Sarah, Interview #3)

In the excerpt above, Sarah described activating her future self-guides many times but as she was new in her workplace, she needed more time for her ideal self to reach higher

specificity. She knows she would like to move to a management position and gain more work experience but is not sure what type of position, in particular, she would like to apply for and where exactly she would like to work. Having said that, her ideal self seems somewhat elaborate as is, as she knows what her next couple of steps are, i.e. gaining more work experience in North America before eventually moving to Japan to land a high-ranking position there. Although these visions might change as a result of feedback from her surrounding environment, it is important to note that even at this point where she is a new staff member, she is showing the characteristics of an individual who is capable of drawing detailed ideal self-images just like when she was participating in the project as a student.

An unclear ideal L2 self

The ideal L2 self of the three remaining participants (Alex, Tracey, Alicia) lacked the vividness and elaborateness of the learners in the first two groups. Despite spending a year in their disciplinary programs, they still had a relatively unclear ideal self-image which was also the case when they were doing the project. Based on their interview and ESF data, they needed more time to work out an ideal self-image, were still assuming different future-identities as newcomers, were at a stage when too many changes were being made in their lives or were motivated by their ought-to self which was not internalized into their self-concept. In this section, two of these cases will be explored. In the excerpt below, Alex reflects on his ideal L2 self:

R: What is your ideal L2 self now?

Alex: I don't know where I will be in the future, but I just want to be a person who my parents will be proud of and who has wealth.

R: You said that in your previous interviews too.

Alex: Yeah. Working hard doing the right thing. I think it will work out.

It could be seen that just like last year, Alex's motivation is primarily driven by parental pride. During the project, his "ought-to self-other" (i.e., ought-to L2 self imposed by others) was his main motivator and his classroom engagement peaked as he developed a harmonious personality who internalized his parents' goals into this ought-to L2 self. Therefore, his

motivational system had been stable in the sense that it was still anchored at the ought-to L2 self-other as a fixed-point attractor state. Below, he continued to elaborate on his ideal L2 self:

R: But you're going to try your best to find a job here?

Alex: Yeah. For gaining experience.

R: Work for a big company as you mentioned?

Alex: Yes.

R: As a what?

Alex: As a (pauses). As a manager or I don't know. Just ideal. I can say anything. CEO (laughs).

R: But that's unrealistic at this moment. Tell me something realistic that you are really thinking about. As a what? Like next year if I talk to you at this time, or in two years if I talk to you at this time, if you manage to find yourself a job, what kind of job do you think you will do?

Alex: For the college, because I get a college degree and I think I can be a person who works in a big company that I can work as a machinist...

According to the excerpt above, Alex was still unclear regarding his future career goals. His answers showed that he had not given this topic much thought before as a result of which he suggested that he could be the CEO or take any other position in a big company. His interview data show that he brought up the desire to work in a big company (as per his parents' suggestion) but when asked further details about this goal, he was still unclear. In the excerpt below, Alicia showed the characteristics of a learner with an undeveloped ideal self-system:

R: [defines the ideal L2 self]. Can you describe your ideal L2 self?

Alicia: Um, I may have a good job.

R: In the area of taxation?

Alicia: [Laughs]. In a relevant area

R: Such as?

Alicia: Such as accounting, or banking or some financial stuff.

R: What is your ideal situation? Like if you think to yourself, this is my dream, I want to do this... Like how do you see ALC? A successful ALC?

Alicia: I just want to go to an office (laughs) and do the work.

R: And how's your English (in the future)? Let's say in two years?

Alicia: Um, better [laughs].

It was quite characteristic of Alicia to give short answers in her interview, but she was not able to provide me with any detail regarding her goals even when I kept pushing for more details. Based on the excerpt above and the answers she gave me after it, I concluded that her ideal L2 self lacked the level of detail of other learners in this study. The short excerpt below shows my attempt to encourage Alicia to come up with more details regarding her future self-image:

R: Better how?

Alicia: With more confidence.

R: And speak faster?

Alicia: I'm not a fast speaker [laughs].

R: Okay. No grammatical errors?

Alicia: Yes.

In the excerpt above, despite the fact that Alicia reported that she wanted to speak with more confidence, she was not able to provide more details about it. The same applies to her career goals. Studying Business Accounting for around a year and at a time when she is looking for her internship, she is still unable to imagine what kind of future career she would like to have.

It must be noted that in this study, a lack of a detailed ideal L2 self did not mean that the participant's classroom engagement was necessarily low, or they did not show motivated behavior. As per ESF data, two of the participants in the unclear ideal L2-self group reported very high classroom engagement scores on multiple occasions during the project. Therefore, this

study fails to corroborate a strong link between the ideal L2 self and motivated behavior (a point that will be elaborated upon in the discussion chapter).

Increased Self-Confidence

Finally, an important theme that stood out every step of the way when analyzing data in the third round of interviews was an overall increase in all aspects of the students' self-confidence. The students reported that their linguistic and social confidence grew as a result of taking part in the PAR project. These enhanced levels of self-confidence enabled the students to successfully use coping mechanisms when struggling to adapt to the language demands of their courses in their disciplinary programs. In the excerpt below, Alex described a strategy he used when facing a problem in his classes:

I think what I've learned in ELL is if I have a problem, I would be willing to ask. And even now, if I have a problem in my major, I am still willing to ask the professor. And the professors always love students who listen to their lectures and ask questions! (Alex, Interview #3)

Alex's comment above shows that he not only had the confidence to approach his professors when he was in need of help, but he also had a strategy in mind which helped him keep the channel of communication open and even charm his professors. Similarly, in the excerpt below, Sarah described how she used her sense of agency to go to the professor and voice her views every time she was not able to do so due to the pace of the discussion. To do this, she needed to be brave and believe in herself, a skill she had practiced before during the project, albeit in a very different environment:

So, yes. I tried to figure out (what I was going to say). But the class kept going on and on and it went past (what I was going to say). So, every time I was in this situation, I went to the professor at the end of the class and tried to explain (what I had in mind) in another way. (Sarah, Interview #3)

Similarly, in the excerpt below, Charlotte described the importance of having a high linguistic self-confidence in her group discussions:

I think communication class in ELL helped us practice our speaking more, be brave and develop our critical thinking skills. So, in my main program, I need to discuss and

communicate a lot with my classmates because we have group projects especially in my program many projects focus on group projects instead of individual projects. So, most of the time, I have to communicate... I have to talk, so ELL helped me practice my speaking. I remember that in the ELL class, we had so many chances to speak our opinion and in my main program those skills are very important. I need to be brave especially in group discussions with my classmates so that I can express my opinion. At least, I don't think my opinion is useless. (Charlotte, Interview #3)

Charlotte's past experiences during the project had increased her feelings of self-worth and self-value. That is, she had practiced her critical thinking skills, had made contributions to group discussions and her opinions had been valued by the community around her during the project. In the group discussions in her disciplinary program, she needed to be "brave" once again and voice her views (just as she had done during the project). Her last sentence shows her high degree of linguistic and social self-confidence and high self-worth that enabled her to take a risk and express her opinion.

Finally, I would like to end this section with Tracey's reflection about her classes during the project:

Thinking about level 5, sometimes I thought was I wrong? Because instead of going to level 5, I could have started my program sooner, and I could have saved my money. But then I thought no, I was right. It was a good choice. Because after level 5, my mind changed a lot. I felt more confident to study in my program. Even though at first when I went to class, I was so nervous. Because most of the students spoke so well and not many people were the same as me. But then, I met some new students and some new teachers who were really good. And I felt that my speaking and listening skills were much better. (Tracey, Interview #3)

According to the excerpt above, Tracey sometimes questioned herself about the choice she had made to register for the last level, i.e., level 5, of the ELL program. But reflecting upon the improvements of her social and linguistic self-confidence during the project, she knew it was the right choice. Her past experiences gave her the confidence to interact with her classmates, who according to her "spoke so well", and build up a social network which she, in turn, drew

upon as a confidence-enhancing measure, i.e., they made her feel good about her speaking and listening skills.

Discussion

This study provides a relational, situated and multilayered account of EAP learners' motivation as it ebbed and flowed across multiple timescales. It also revealed an activist perspective of the participants' role who held ownership over the PAR project and collaborated to bring about change to the site of the study. Overall, the findings showed that students' motivation increased significantly, and their classroom engagement fluctuated in a higher range as a result of participating in the project. In this chapter, I will examine and interpret the findings of this study first from an L2-self perspective and then from a complexity theory perspective.

L2 Self-Perspective

In the observation phase, participation was low, and the students were silent for significant periods of class time. However, according to the ESF data and data from the researcher's journal, even during this time of low engagement, students' ideal L2 selves were activated and discrepancies between their actual and ideal L2 selves were noticed by the students (for more information, please see the narrative section of the findings chapter). According to Higgin's (1987) self-discrepancy theory, the desire to reduce the gap between one's actual self and ideal self energizes action. Although few instances of action or motivated behavior had been seen up until this point, there were signs that some learners were reformulating and revising their ideal selves. According to Henry (2015), although a learner's motivational system might not show any visible signs of change, below the surface, changes to the ideal L2 self are likely happening all the time. For example, in the preparation class before the Kensington Market-Little Italy social activity, one participant (i.e., Charlotte), reported being excited about communicating with native speakers during the field trip and also being nervous that she might not speak well. This was a sign that she was activating her ideal and feared L2 selves. Furthermore, towards the end of the social activity, the conversation I had with another participant (i.e., Alex) signaled his realization of a gap between his actual and ideal L2 self, specifically regarding his speaking and listening skills.

With the start of the collaboration phase, findings showed that more opportunities presented themselves for students to activate their future selves. In particular, they were able to construct a more positive sense of self, both inside and outside the classroom. Ushioda (2014)

posits that the self includes an individual's "interpretations of events" including their experiences of success and failure as well as their "goals, beliefs, and expectations" (p.127). Therefore, positive experiences would help construct a positive sense of self, which according to empirical studies, would lead to self-regulated and goal-directed behavior (e.g., Mercer, 2011, 2014). In the case of this PAR project, findings showed that the international student event was an occasion where through successful interactions, students were able to construct a positive sense of self-identity as legitimate users of the English language. Not only were these experiences motivating, but findings from the students' ESFs and my field observations showed that its positive signs were present in the classroom the next time we met. Still, the students did not all find the opportunity to successfully negotiate their identities. For some, the act of having to wear flags of their countries of origin was seen as marginalizing and a barrier to engagement. Others referred to the high levels of noise, light and the crowded room as additional engagement barriers.

Inside the classroom, the activities became engaging, humorous and fun, and simultaneously relevant to participants' future self-images. This connection was motivating to participating students and increased their classroom engagement levels. They named academic writing activities and critical thinking questions as those that they specifically associated with their future selves in their disciplinary programs. Furthermore, the visualization activity provided the opportunity for students to activate their ideal L2 self-images and share their visions with their classmates. While a few students expressed confusion about their future images and stated that they needed more time to construct a more elaborate ideal self-image, filling out ESFs at the end of each class seemed to provide a structure that enabled students to identify positives in their classroom performance, focus on the gaps in their actual selves and more clearly articulate their future visions. These findings suggest that students were forming a more accurate ideal self-image in the classroom, which has been shown to lead to motivated behavior (Miyahara, 2015; Sampson, 2016). It also points to the merit of designing visionary programs to enhance learners' vision of their ideal L2 selves, similar to those documented in other studies (Chan, 2014, Dörnyei & Chan, 2013; Mackay, 2014, Majid, 2014, Sampson, 2012).

Findings showed that the most successful activity in terms of encouraging the students to form a more vivid ideal L2 self occurred in the form of a social activity outside the classroom. During the Greek Town social activity, the majority of participants reported viewing the

restaurant manager as their role model. The reason for this was that the restaurant manager had several elements in common with their ideal L2 selves – they were a first- or second-generation immigrant, had to endure many struggles, one of which was learning to speak fluent English, and was perceived as a successful and strong person by the students. Findings from the ESFs as well as the interview data showed that the process of reformulation of their ideal L2 selves started instantly when they reached out to the restaurant manager for advice regarding their future disciplinary programs and life in Canada. Through this process, one student was able to reactivate an ideal L2 self that he had suppressed for years and stated that he would like to pursue it in the future. A similar process happened when the ESL manager visited the classroom, although this time, fewer students indicated that “they would like to be like her”. This might be attributed to the fact that the manager was a native speaker, and not an immigrant, and she recounted her stories of working as an English teacher or manager in different areas of the world. Despite showing interest in her stories, actively making comments and asking her many questions, it seemed that fewer students saw elements of their ideal L2 self in her or were able to see her as a person they would have liked to become similar to in the future. During the students’ interviews with a college student, they were, again, able to activate their ideal selves through peer modelling. This activity was described as being useful in terms of enabling participants to visualize themselves in their disciplinary programs and improve their self-efficacy (Bandura, 1986) – i.e., the belief in their abilities and skills. For some student participants, it also awakened their ought-to L2 self in terms of what they thought they ought to aspire to in order to prepare for their disciplinary programs.

This study’s approach towards role models seems unique in the field of L2 motivation. Existing studies often ask learners to reflect on their role models through classroom tasks, interview questions or questionnaires. These role models often include parents, teachers, peers, celebrities or native English-speaking individuals (Magid & Chan, 2012; Magid, 2014; Murphey & Arao, 2001; Irie & Ryan, 2015; You & Chan, 2015, Yashima, 2009). Moreover, as students do not always associate these role models with their ideal L2 self, a parent, teacher, uncle, or a peer is, at times, seen to impose obligations or expectations on a learner’s ought-to L2 self (e.g. Chan, Drnyei & Henry, 2015; Sampson, 2015). Although the lens through which role models are viewed in the studies cited above represent valid ways of measuring motivation or motivating the students, the learners in this study found the Greek Town field trip motivating in a different way.

That is, they were motivated by the fact that they were encouraged to discover a role-model for themselves whom they could interview through participating in a social activity, and who was an immigrant and shared several elements of their ideal L2 self. As such, the learners were provided with an element of choice, found ample opportunities for social interaction, and were able to relate to their role-model in personally meaningful ways.

Finally, participants explicitly investigated an aspect of their self, identity or motivation that they perceived as having undergone change throughout the project. They presented their findings in the forum, and as a result, they reported to have an increased sense of self-confidence and higher self-worth. Through successful presentations of their findings to the audience followed by recommendations for the improvement of the ESL program, the learners proved capable of conducting their own action research and being effective presenters. One year after the event, most participating students were able to recall this positive sense of self (which they had built during the forum) in their third interview (Phase 3). This finding is consistent with previous PAR studies that have reported learners to feel empowered and “special” as co-researchers and gain an increased sense of identity (Cho, 2011; Frye, 1999, p.507; Lau, 2013). Within the field of L2 motivation, although a few action research projects have been conducted as a means of motivating learners and bringing about change to the site of the study (e.g., Sampson 2016, 2020), no participatory action research studies have been carried out to date.

The vividness and elaborateness of the participating students’ ideal self-images and the development of their ideal L2 self over time constituted significant aspects of this study. I explored the participants’ ideal self-images at the end of the project (Phase 2), and then again in Phase 3 when I went back to the participating students to follow up with them one year later. The results of the Phase 2 interviews indicated that the learners’ ideal L2 self-images had varying degrees of vividness and elaborateness. Specifically, one learner had an elaborate ideal L2 self-image, four learners had fairly elaborate ideal L2 self-images and three learners had unclear ideal L2 self-images. The participant with an elaborate ideal self-image (i.e., Sarah) vividly described people, places, concepts and ideas as well as her future work and language skills. When she spoke, one could vividly imagine the scenario she was speaking about, such as her future work environment, the role she was playing in it, the kinds of clients she was assisting and the strength of her English communication skills. The other four participants described fairly elaborate ideal

L2-self images, which meant that they could visualize their ideal L2 self at some level of detail. However, their descriptions lacked the specificity of the learner in the “elaborate ideal L2 self” group. Moreover, they did not describe their future image in a scenario, but rather in fragmented parts. Finally, three students had unclear ideal L2 self-images, which meant that their descriptions were short, lacked any level of detail and/or were inconsistent. These participants often spoke about goals not images, which might be indicative of some form of inability to draw mental images related to future goals.

Findings from Phase 3 interviews carried out a year later with these same students (except one who was unavailable), indicated that participant groupings according to the vividness of ideal L2-self images remained the same. That is, the learner with an elaborate ideal L2 self, i.e., Sarah, had realized her ideal L2 self to a great extent, working as an intern in a hotel. She described other future scenarios which were elaborate and detailed but were very much dynamic and unstable as she was still new in her work environment. Furthermore, I found that the participants in the “fairly elaborate ideal L2 self” group had developed a more elaborate ideal L2 self. That is, they enthusiastically described future scenarios that involved much more detail regarding the future environment in which they wanted to use English, their future roles and responsibilities, the people they would interact with and the qualities and characteristics of their future English language skills. Moreover, these participants had constructed a more detailed view of their actual L2 self and the gap that existed between their actual and ideal L2 self.

Interestingly, the participants in the “unclear ideal L2 self” category still had an undeveloped and unclear ideal L2 self, despite the fact that a year had passed since their last interview, and they had entered their disciplinary programs. Their ideal L2 self had retained the same qualities and characteristics despite them having taken a number of additional courses in their programs and the fact they were now looking for internship opportunities. Previous research (Miyahara, 2014, 2015) shows that learners construct ideal self-images based on the extent to which they are able to use their agency and negotiate their identities within their learning environments. However, based on the interview data, it was not the case that these students did not create opportunities to negotiate their identities as successfully as the other students in their disciplinary programs. Their inability to draw vivid ideal self-images seemed rather to be a learning style or an orientation for these learners. That is, it seems that they were not as visually-

oriented as the other students. For example, one student in this category, i.e., Alex, was motivated by his ought-L2 self-other and developed a harmonious personality during the project, which meant that he was very much motivated by the goals of the significant people in his life, i.e., his parents and teachers. A year after the project, his motivational system had retained the same characteristic; that is, he was motivated by his parents' and his professor's goals in his disciplinary program. Although his ideal L2 self was not detailed and elaborate, his interview data show that he actively negotiated his identity and created opportunities for himself.

Another finding worth noting is that two of the participants in the “unclear ideal L2 self” category had very high classroom engagement scores based on their ESF data (i.e., Tracey and Alex). They also showed many instances of motivated behavior during the project based on their interview data (e.g., Tracey repeatedly expressing her passion for learning English in her interviews and Alex participating enthusiastically in classroom discussions). Therefore, although no statistical analyses were made in this study to quantitatively examine links between ideal L2 self-image and motivated behavior, these findings still point to their association not being as clear-cut as the literature might suggest. It seems more the case that the participants' motivations had differing qualities and characteristics which made them unique when it came to ways of becoming motivated. In other words, participants' motivations increased or decreased in differing ways, or due to different elements, but the differences in motivational tendencies did not appear to predict the strength or intensity of motivation. This is despite the fact that according to self-determination theory (Deci & Ryan, 2012), more internalized forms of motivation carry more strength, and are preferred to more external forms. These results are more in line with studies that have found no L2 learning advantages for students who have a strong visual preference (Hiver & Al-Hoorie, 2020; Lamb, 2012; Papi & Abdollahzadeh, 2012).

In brief, the findings above suggest that from an L2MSS perspective (Dörnyei, 2009), the PAR project provided the students with several opportunities to construct vivid ideal L2 self-images and to better notice the gap between their actual and ideal L2 self. The participating students found one or more of the activities that activated their future self-guides motivating. Furthermore, activities such as the forum enabled the participating students to construct a more positive sense of self which benefited them in their disciplinary programs. Most students had a fairly elaborate ideal L2 self-image by the end of the project and the few who did not were not

less motivated than the rest of the learners. It just seemed that a preference for visual imaging did not describe these learners' learning preferences.

A Complexity (DST) Perspective of the findings

Analyzing the study findings using a Dynamic Systems Theory (DST) perspective will provide an even richer understanding of the events that happened throughout the PAR project. In DST terms, the class group is an open system with the students and the teachers (Daniel and me) acting as the agents of this system. The agents' past experiences and cognitive and emotional parts of their self-identities are all elements of the system with the classroom environment acting as a separate interacting system. The interaction of these elements and sub-systems determined the patterns the class group system started to exhibit, forming the *initial conditions* of the system. Learner motivation is a subsystem in its own right, which emerged from the interaction of the above-mentioned elements and subsystems.

Individual learners form complex dynamic systems on individual levels as well. Here, just like mentioned above, learner internal elements such as cognitions, emotions and self-identity interact with the broader environmental elements to impact on their motivation. Therefore, the unit of analysis will really depend on where the researcher focuses the lens; individual learners, the class group system, or both. In this study, both individual learner systems and the class group system exhibited significant changes. However, despite references to individual-level changes later in this chapter, due to space limitations, I will not be able to fully elaborate on these changes in DST terms. Therefore, in the remainder of this chapter, I will focus the lens mainly on group-level patterns.

As mentioned above, the first step towards constructing a DST analysis is identifying the initial conditions of a system. According to Verspoor (2015), these conditions can shape the later development of the system's trajectory in major ways. The initial condition of a system is the condition that it is in at the time one starts measuring. Typically, if at this time the sub-systems are developing, variability is expected to be seen in the behavior of the system; whereas if the sub-systems are formed and a new stage is reached, one will expect to see stability in the system's behavior.

In the first class, there was not much variability observed in the behavior of the class group system. The students were quiet and unwilling to participate in classroom activities. There were no volunteers during group discussions and whenever a student was called upon to speak, a long conversation emerged between the teacher and that student without others joining in. Therefore, it could be assumed that during the first class, the class group anchored into an *attractor state* (i.e., a point of stability). Taking the initiative to participate can be nerve-racking for learners, especially at the start of the semester. Thus, they resorted to their avoidance drive. That is, when the circumstances were not ideal for participation inside or outside the classroom, avoidance kicked in to protect them from losing face in front of others. The *state space* is defined as a metaphorical area in which all the possible positions or outcomes of the system can be found (Hiver, 2015). In the case of this group, avoidance was an attractor state within the state space that had characterized the behavior of the system. During the second class, the same dynamic (i.e., non-participation) was observed; and in the third class, anxiety further lodged the system into an attractor state that was becoming more deep-seated as each class went by.

The first relatively forceful *perturbation* to the system (i.e. change to the attractor states) came when the students started to prepare for their first social activity. The classroom activities we did as a group made the learners' ideal L2 selves more "available" – easier to imagine, and more accessible, easier to bring into consciousness (Henry, 2015). Markus and Nurius (1986) posit that possible selves are the most sensitive elements within the self-concept that respond to the new information about the self. Although – as explained in the previous section – findings showed that the students' capacity to construct and activate an ideal L2 self related to the upcoming social activity differed based on their ability to develop vivid mental imagery and their prior social experiences (Dörnyei, 2009), the activation of their ideal L2 self imposed a force on the group system. That is, the fact that the students wished to reduce the discrepancy between their ideal and actual L2 self prior to the field trip increased their motivation, which took the system out of its previous attractor state to a new periodic attractor state (i.e., *engagement*). Thus, when preparing for the field trip, the students seemed more engaged (compared to the previous classes) and wrote more positive comments in their ESFs. From a DST perspective, periodic attractor states are known to hold the system in a condition for a period of time before the system oscillates back to its former state (Hiver, 2015). As observed during the social activity, the

system quickly cycled back to avoidance/disengagement during the field trip, when again the conditions for participation were unfavorable. In this case, one can see how the interactions of learners with each other, the tour guide and the unfavorable weather conditions forced the system to cycle back to its initial conditions. Soon after the tour guide's monologue started, the students stepped back and took comfort in merely recording her voice on their cell phones. While I made a number of attempts to motivate the learners during the social activity, a DST perspective can offer insight as to why my interventions were not successful in recapturing the learners' levels of participation. As noted above, the initial conditions of a system strongly affect its further development by pulling the system towards its initial attractor states. It would take a force much more powerful than what I was exerting to take the system to its previous periodic attractor state of engagement.

Nevertheless, as Henry (2015) notes, the fact that the system was not moving to another attractor state at that time did not mean that changes were not happening. As the comment of a learner toward the end of the field trip indicated (the fact that he wanted to improve his listening and speaking skills to better understand the tour-guide), changes were likely already happening in the self-concept of some learners. In this case, the gap between participants' ideal L2 self and their actual self was being noticed, both by me and by the participants. It was, thus, time to exploit this gap and create stronger perturbations to their L2 motivational system by introducing a series of changes in the second phase of the project.

As a PAR researcher interested in complexity theory, I did not see my role as limited to observing events and describing patterns, but to participate with the other agents of the system to create *phase shifts*, i.e., a complete change within the system (Larsen-Freeman & Cameron, 2008). As Davis and Sumara (2005, p.457) contend:

More recently, there has been an increased emphasis among complexivists on the deliberate creation and nurturing of complex systems. This shift has been a significant one for domains like educational (and) action research, where the concern is not just with understanding complex behavior, but with affecting it.

Therefore, after observing the class system for five classes, my aim was to "affect" it by introducing new elements into the interacting systems through collaboration with other agents. After conferring with Daniel, we decided to make two major changes. Firstly, to collaborate in

lesson planning and teaching within the class environment; and secondly, to design collaborative social activities with the help of the learners who were, by this time, co-researchers in their own right. Our aim was to change the classroom environment by taking turns teaching, facilitating and assigning interactive tasks. We also attempted to entertain and use humor when interacting with each other as well as with the students. The critical thinking questions at the end of each class encouraged the students to critically reflect on the issue at hand and use their creativity to offer alternative solutions.

What added significantly to the impact of this force on the class group system was energy – in this case, the motivation brought into the classroom environment from the social activities that took place outside the classroom. The classroom environment is not a closed, bounded system with “rigid and impenetrable boundaries” but is “fluid and can easily integrate with its environment” (Han, Bao & Wiita, 2017, p. 226). Larsen-Freeman (2017, p. 33) makes the point that a system itself can define itself and its boundaries organically as it interacts with other systems. In line with the findings from this study, I would argue that the boundaries of the class group did not end within the physical environment of the classroom but were extended to outside the classroom where the social activities were taking place. In other words, the social activities occurring outside the classroom had a role to play in garnering student enthusiasm towards using English and increasing participation inside the classroom.

In our second social activity (i.e., the international student event) engagement was a fragile state. That is, the system oscillated several times between this periodic attractor state and the initial conditions of avoidance/disengagement. In the beginning, once the learners had stuck the flags of their countries on their chests and entered the room to start their conversations with other international students and native speakers of English, the same dynamic that was observed during the Kensington Market-Little Italy repeated itself. That is, the learners found the environmental conditions unfavorable for participation, in this case realizing the challenges involved with the act of approaching others and starting up a conversation. This resulted in them once again switching to the avoidance mode, gathering around the corner of the room and taking comfort in watching others talk. As with the Kensington Market-Little Italy social activity, I intervened, but this time, my attempts were not futile. The system had moved back and forth between avoidance and engagement a few times up until this point and, therefore, it was easier to

push it once again towards engagement. I approached a few people in the room, started up conversations, asked the learners to join in, and after a few minutes, excused myself and allowed the learners to continue interacting on their own.

As the evening progressed, I noticed that the learners were getting increasingly more absorbed in their conversations and were clearly enjoying themselves. They even invited me to join their conversations and introduced me to their new friends. MacIntyre and Serroul (2015) cite *action assembly theory* (Greene, 1997, 2006) to account for instances where communication between L2 speakers and their interlocutors run smoothly. According to this theory, two key processes underlie such communication processes, namely, activation and assembly. The activation process “makes use of procedural records, cognitive representations of action, and outcome and situational features that vary in level of abstraction” (MacIntyre & Serroul, 2015, p. 114). The procedural records are then formed in one’s long-term memory and will reactivate one’s expectations of the communicative process based on contextual features. The assembly process organizes the procedural records into behavioral manifestations. When the assembly process runs smoothly and the conversation goes as expected, approach motivation increases in an individual. Such increased levels of approach motivation lead to a rise in one’s self-confidence and increase their willingness to communicate. If the L2 speaker uses a new idiom, vocabulary item and/or a grammatical structure, and the interlocutor responds appropriately, the successful experience leads to a heightened level of self-confidence and positive emotions such as enjoyment. Such successful activation and assembly processes are routinized in native speakers and do not necessarily lead to such jolts of self-confidence and positivity. But for non-native speakers, getting these activation and assembly processes in line and overcoming anxiety and other negative emotions that might hold them back represents a heightened level of challenge. A rise in self-confidence and enjoyment is often the product of meeting such challenges.

The processes mentioned map seamlessly on to findings from participants’ experiences of the international student event. They were excited about using new vocabulary and idiomatic expressions they had learned in class and relished being understood by strangers. Their successful interactions led to an increase in their self-confidence which in turn increased their approach motivation. This increase in approach motivation once again caused the movement of

the system towards engagement. However, the setbacks experienced by some of the students that night, including the marginalization experienced by the act of sticking flags on their chests, the small space of the room and the high levels of noise and light meant that the system had not yet gone past its “tipping point” (Larsen-Freeman, 2017) and that engagement was still a periodic attractor state.

A clear indication that the system had gone past its tipping point emerged again during a subsequent social activity – in this case, the Greek Town social activity. First of all, the ESFs showed that engagement levels were extremely high during the event, creating states of intense flow. More importantly, the open-ended sections of the students’ ESFs revealed an intriguing pattern – participants had used their sense of agency to overcome the unfavorable environmental conditions and this time the system had not reverted to its initial conditions when the circumstances were difficult. That is, despite obstacles they had identified (i.e., the cold weather outside, the fact that some of the learners had to find another restaurant manager, the challenge of conducting interviews), they had remained engaged. One group reported giving each other emotional support and keeping optimistic despite the fact that they had to walk in the cold and search for another restaurant whose manager was willing to interview with them. The reason for this was that the manager they had originally made arrangements with was not available at the time of the interview. This time, Daniel and I were not there to intervene and to encourage the learners to participate, but they had managed to keep themselves engaged on their own.

Based on these findings showing that the system did not go back to its initial conditions, it could be argued that engagement was no longer a periodic attractor state at this point; but rather, it was a new fixed-point attractor state within the class group system. This new system geometry meant that if it were to go back to its initial conditions, a stronger force than what was seen during the social activity needed to be exerted on the system. And from this point on, with each class that passed, the basin of attraction of this attractor state (i.e., engagement) became wider and deeper (Verspoor, 2015) meaning that more stability was observed in the system.

Moreover, after the Greek Town social activity, if the learners’ classroom engagement is viewed on a per-class time scale, it is normal to see fluctuations as per the ESF data. On the other hand, if a broader time scale is adopted, more stability is seen within the system (Larsen-Freeman, 2015). That is, despite the occasional movements of the system towards lower levels of

engagement during the rest of the project, avoidance/disengagement (like that seen in the initial conditions of the system) never became a fixed-point attractor state again. In other words, although learners on some occasions came across obstacles to engagement and experienced negative emotions or physical fatigue in the classroom environment, disengagement did not describe the overall tendency of the group system. Consequently, as per the ESF data, engagement scores never became as low as those in the observation phase.

These findings echo those from motivation studies that have adopted complexity theory in the field. Firstly, the finding that a series of interventions inside and outside the classroom led to phase shifts within the class group's system mirrors findings from Sampson (2016), who investigated the evolution of an adolescent class group's motivation and its interactions with their identity and affect. In this action research study, he, too, found that activities that were designed to enhance the learners' ideal L2 self- images created a series of phase shifts in the learner's motivational systems, enabling them to become more motivated over the course of the school year. Similarly, the oscillation of the motivational system between attractor states and its initial conditions has been reported by Chan, Dörnyei and Henry (2015). In their case study of one participant, they found that his motivational system swung between its initial conditions (i.e., fulfilling external expectations) and other attractor states, such as achievement, stimulation and fear of failure. However, unlike findings from this study, they reported that their participant's motivational system eventually cycled back to its initial conditions, and the new attractor states did not exert enough force on the system to pull it towards themselves for too long. It must be noted that in their study, the patterns of change were described (through interview data) and the researchers did not aim to affect any changes to the system (unlike the goal of this PAR project). Likewise, Papi and Hiver (2020), found that their six participants' motivational systems were lodged at different attractor states based on the developmental stage they were at and the interactions of their motives with each other and the environment. Therefore, although meeting their parents' expectations was the initial condition of the system for the participants, later on in high school, the classroom environment and the teacher became elements that changed the geometry of the system. Just like in this study, they reported more stability in their participants' motivational system as time went by and they entered college.

In brief, the findings above highlight the strength of a DST framework in describing the observed changes during the project. As mentioned above, during the PAR project, the collaborative action of the agents of the class system (namely, the teacher, the students and I) changed the geometry of the system and took the system towards a new attractor state (i.e., engagement). Furthermore, the findings highlight the compatibility of L2MMS and DST in accounting for the changes that happened. More specifically, drawing upon the two theories enabled me to describe the changes that happened within the self-concept of the participating students during the project, while also tracking those changes in the changing geometry of the overall class system. For instance, according to the interview data, the Greek Town field trip was one of the activities that had the most significant effect on the learners' self-concept, in ways that were remembered a year after the project. At the same time, according to the analysis offered above, it was the point where the class group system went past its "tipping point" and engagement became the new fixed-point attractor state.

Classroom Engagement

In Educational Psychology, engagement is a construct that is related to motivation, but the two are separate. Engagement is a multidimensional construct that subsumes motivation, along with a number of cognitive, affective and self-activation elements (Reschly & Christenson, 2012; Csikszentmihalyi, 2014). A major finding in this study was the significant increase in the learners' classroom engagement in the collaboration phase compared to the observation phase. In the very first class that Daniel and I co-taught on Feb 21st, engagement rose and fluctuated in a higher range from that point on. In addition to the group scores, participating students' individual engagement scores also increased significantly from the observation to the collaboration phase. In the second half of the project, when the students started filling out pre-ESFs, it was found that their level of engagement increased significantly from the beginning of the class to the end.

One of the significant factors that contributed to the increase in engagement was a change in group dynamics in the collaboration phase. The concept of group dynamics is defined as: "the interrelations between individuals within groups and how these interrelations affect the formation, performance, and dissolution of these groups" (Murphey et. al, 2012, p. 250). Here, findings showed that the students relished participating not only in engaging lessons but also activities that took longer than one class in duration. To do these activities, the learners needed to

collaborate in groups, interact extensively and stay focused on their aim. Such activities are known as “projects” (Muir, 2020) and have been found to be extremely motivating under the right environmental conditions (Henry et. al, 2018; Park & Hiver, 2017; Petersen & Nassaji, 2016). In this study, findings showed that the social activities of the PAR project gave the learners a social identity (Norton Peirce, 1995) that impacted on their self-concept (Mercer, 2012), increased their sense of belonging (Cho, 2013; Frye, 1999), influenced group norms (Dörnyei & Muir, 2019) and increased group cohesion (Dörnyei & Murphey, 2003). More specifically, the international student event and the learners’ interviews with a college student on the campus as well as participating and presenting in the forum, helped the learners feel they were part of the wider student community and the broader society outside the classroom. They reported developing tighter bonds, especially during the Greek Town and St. Lawrence market social activities, where engagement, optimism and providing support in the face of hardship became the new norms. Being involved in collecting data as co-researchers and investigating an aspect of their identity, self or motivation provided them with a more positive sense of self, capable of conducting academic research (Lau, 2013). These changes crossed back into the classroom environment, facilitating collaboration, increasing positivity, and fostering classroom engagement.

Inside the classroom, the changes that were made also positively impacted group dynamics. The activities became interactive with the learners collaborating and receiving ample feedback from Daniel, me, and each other. Academic activities included various types of games, competitions and debates followed by more group collaboration with the aim of drafting a report, essay or paper. Critical thinking questions encouraged the learners to critically examine the issues discussed in class, form their own opinions and through creative problem solving, offer viable solutions to different scenarios.

Similar to what was found above, studies in the field show an association between group dynamics and classroom engagement. Chang’s (2010) study is a good example of highlighting the role of group cohesiveness and group norms in improving classroom engagement. The participants in her study highlighted the positive role of peer support in shaping their own motivated behavior in the classroom. She concluded that in classes where group cohesion is high, where there are shared feelings of acceptance, care and support, motivated behavior is more

commonly observed than learning environments where the learners are distant and show little care and support for each other. In line with Chang's findings, data from Module 2 onwards showed that the students developed tighter bonds and provided each other with care and support especially when the circumstances became more difficult (e.g., searching for a restaurant who manager was willing to talk to them in cold weather during the Greek Town social activity). According to the ESF data, from this point onwards, learners' classroom engagement increased significantly as well.

The data collected from student ESFs showed different levels of classroom engagement on different occasions during the project. The two most common engagement levels were moderate engagement and high engagement. On one occasion, extreme levels of engagement were observed whereas on three occasions, low levels of classroom engagement were reported. However, it must be noted once again that these low levels of engagement recorded during the collaboration phase were, nevertheless, higher than those reported during the observation phase.

The "culmination of interest, enjoyment and concentration" (Shernoff et. al, 2003) was a common experience in the classroom. According to Csikszentmihalyi (2014), when engaged in goal-directed and mastery-related behavior, there are times when an individual is so fully absorbed in the task at hand, that they become oblivious to external factors, such as the passage of time or physical fatigue. Concentration levels are high, and one feels in control of the activity. One has no sight of the past, nor of the future, as they are fully immersed in the present. These states of heightened consciousness are called "flow". According to Csikszentmihalyi (2014), to be in flow, there should be a balance between an individual's perceived levels of challenges and their perceived levels of skills. In other words, the task must be challenging, but not too much so, as tasks that are too far above an individual's current level of skills can be anxiety inducing. Secondly, feedback should be ample in the environment enabling the individual to stay in control of the task. Thirdly, one must show high levels of interest in the task and have a clear set of goals for attaining it.

Out of the twenty occasions during which ESF data was collected during the collaboration phase, altogether, on nine occasions (eight flow and one intense flow experience), the learners showed the signs of flow described above. In the open-ended sections of their ESFs, they referred to how fast time went by, how focused they felt during an activity or how much

enjoyment they felt as a result of undertaking an activity. As mentioned, being oblivious to external factors such as the passage of time and intense concentration on the task at hand are typical characteristics of flow (Csikszentmihalyi, 1990; 1997). Moreover, high feelings of enjoyment are commonly felt during and after a flow-triggering activity that involves intense concentration and a high but manageable level of challenge. Indeed, it is due to such feelings of enjoyment that individuals feel compelled to get back to the flow state on future occasions (Csikszentmihalyi, 1990; 1997). In their ESFs, the learners expressed this desire through mentioning that they liked to do activities of the kind again in the future.

Furthermore, the learners reported experiencing not only “emotional contagion” (Murphey et. al, 2012) but also cognitive contagion during some of the classes that were characterized by the flow experience. On these occasions, an emotional or cognitive element crossed over from one learner to the next, taking over the entire group. Higher degrees of group cohesion could be observed on part of the learners during such states of emotional and cognitive contagion. These states were determined by the learners mentioning the fact that they were able to focus better because everyone else was so focused (cognitive contagion) or that they felt happy and excited because everyone else felt the same way (emotional contagion).

As mentioned above, on one occasion out of nine, the learners experienced intense feelings of flow. Although the intense flow state has not been the subject of much research, the very few studies that have looked into it, identified it based on the intensity of emotional and cognitive elements, and the duration with which the flow experience lasts (Simth & Sivakumar, 2004).

In this study, intense flow was identified by the very high absolute scores (75% and up and/or two standard deviations above the mean) on the learners’ ESFs (consisting of cognitive efficiency, affect, motivation and activation). Its intensity was also reflected in the learners’ qualitative comments in the open-ended sections of their ESFs. On the one occasion that learners experienced intense flow, i.e., in the Greek Town social activity, phrases such as “very excited”, “so happy”, “the best activity”, “very nice”, “very useful” were used by most of the students who participated in the social activity. The intense flow state might also be marked by its memorability after the passage of some time (Rossin et. al, 2009). The Greek Town social activity was one of the most highly remembered events in Phase 3 of the study when I went back

to the participating students after a year and asked them which events they could remember from the project.

Existing studies in SLA (Czimmermann & Piniel, 2016; Egbert, 2004; Dewaele & MacIntyre, 2018) corroborate the possibility of flow occurring in the classroom. Czimmermann and Piniel (2016) found that 74% of the participants experienced classroom flow, and 71% experienced task-specific flow which is indicative of the fact that the flow experience is commonly experienced in the classroom. However, these studies do not explicitly distinguish among the flow states based on their intensity. In Egbert's (2004) study, out of the 84 surveys analyzed, three signaled high degrees of flow (7 out of 10 for each question) for the same task that involved a high degree of novelty and interaction (i.e., online chatting). The frequency of occurrence of high flow (3 out of 84) in Egbert's study is similar to the intense flow experience happening in this one (1 out of 20), i.e., in both the frequency of occurrence is quite low.

An equally common state (occurred on 8 occasions) that happened during the project was moderate engagement. This state was marked by some degree of cognitive efficiency and high levels of affect. General activation levels during this state were generally lower than the flow state, but still high enough to create an, overall, positive quality of experience for the students. This state was typical of textbook lessons, motivational classroom activities and a social activity. The analysis of the variance of the data showed that on most occasions, the ESF scores were not too far from the mean indicating that most students were in the moderate engagement state. On two occasions, i.e., a textbook lesson and a social activity, extreme scores, i.e., outliers, indicated that not all students were in the moderate engagement range; but a few were students in flow, whereas a few were minimally engaged.

The least common engagement state was low engagement which happened on three occasions. This state was marked by an, overall, low quality of experience on part of the learners. On these occasions, a negative trigger in the classroom typically lowered classroom scores for most of the students. In this study, most of the students reacted negatively to the high challenge levels of a reading class, and also the teaching methodology adopted by one of the co-teachers in another class. Also, the initial reactions shown to the idea of Daniel and me co-teaching were mixed and caused the engagement scores to fall into this range.

Such low engagement ranges are not uncommon in studies that examine classroom experiences of flow. For example, in Egbert's (2004) study, despite the introduction of a number of flow-inducing tasks, a reading task was found boring and iterative due to its irrelevant content, the purpose of the reading process, which was understanding the language not the content, and frequent interruptions of the reading process by the many questions asked about the passage. On another occasion, a task was rushed in the end due to the interruption caused by the entering of another class to the lab where the study was taking place.

Motivational Change

In this study, motivational change was assessed through three rounds of semi-structured interviews. Two interviews happened during Phase 2 of the project (i.e., the collaboration phase), and one occurred a year later during Phase 3 (i.e., the follow-up phase).

The purpose of the first round of interviews was to explore the participating students' (n=10) motivational change from the time they had started learning English up until the time of the interview (i.e., mid-way through the project). In this regard, a few patterns were identified. Most students had started learning English at around the age of 6 or seven in their home countries. However, a few had started later in their teens. For most students, the process had started positively with them showing interest in the learning process. However, very soon, the sub-optimal methods of instruction with their heavy emphasis on rote memorization of vocabulary and grammar items had led to a fall in their motivation.

The field of L2 motivation has found the abovementioned elements critical in lessening learner motivation. In their study on demotivation, Kikuchi and Sakai (2009) reported elements related to the teacher and the lesson, such as the teaching attitude and boring lessons focusing on memorization as among the most important causes for demotivation in Japan.

To become motivated, however, different patterns emerged among the learners. For a few, near-peer modelling was the key. Others had relied on their inner intrinsic motivation to sustain their learning efforts despite the demotivating environment. Two of the students had become re-motivated through sudden events that had created a complete phase shift in their motivational system. Finally, one student had remained demotivated throughout and had entered the program in a state of demotivation. In general, the findings above highlight the fact that,

quite naturally, the participants in this study had experienced ebbs and flows in their motivation before the start of the project and were, therefore, not a “blank slate” entering the classroom.

The second interview highlighted participating students’ (n=8) motivational trajectory throughout the project (Modules 1 to 5). In this round of interviews, the participants were asked to draw a diagram highlighting their motivational changes during the project and describe the reasons for those changes. Although some of the students reported a sharper rising trend in their motivation than others, a few general patterns could be drawn among the diagrams. First of all, all students reported obstacles to staying motivated at the beginning of the project. Most learners reported stagnation or fall in their motivation in Module 1, but even those who drew a gradually rising trend pointed towards obstacles and mentioned the fact that had those obstacles been removed, their motivation would be growing more sharply.

These obstacles have been mentioned earlier which include the students’ communication problems, distant relationships and lack of connection to the teaching practices adopted in the classroom. However, with the exception of one student who was facing issues outside the classroom, everyone else reported being motivated in Modules 2 and 3 due to the interventions adopted. An important finding here is that the participating students reported being motivated in various ways based on their motivational preferences. For instance, a visually oriented student with a strong sense of imagination, i.e., Sarah, reported being able to relate the activities to her ideal L2 self and reported being motivated as a result. Two students with strong integrative preferences, i.e., Charlotte and Joshua, found ample opportunities for social interaction with their classmates, with other students and general members of the public and made specific references to these as causes of their motivation. A student with high levels of intrinsic motivation, i.e., Tracey, found academic activities, which enabled her to improve her academic English skills, extremely motivating. It must be noted that my aim here is not to promote cause and effect relationships. It is more likely that multiple factors played a role in motivating these students among which, however, their motivational preferences played a role. In the L2 motivation literature, a number of studies have capitalized on visual style preferences for motivating language learners (e.g., Al-Shehri, 2009; Dörnyei & Chan, 2013). Integrative motivation has also been studied in relation to willingness to communicate (MacIntyre, Clément & Conrod, 2001), learner well-being (Gregersen, MacIntyre & Ross, 2020) and learner emotions (MacIntyre et al.,

2020). Also, while SLA studies explore learning styles and motivational preferences and orientations (e.g., Kim & Kim, 2018; Kruk & Zawodniak, 2019), these findings suggest that these styles and preferences need to be examined more extensively by studies that aim to motivate language learners.

A dominant pattern drawn by students for Module 4 was stagnation or slight motivational rises. Although I did not observe any significant factors negatively affecting the learners' classroom engagement when the project was being carried out, it seems that the events of this Module (St. Lawrence Market social activity, classroom activities regarding implicit bias and interracial marriage) pale in comparison with the initial interventions carried out in Modules 2 and 3 (International student event, Greek Town social activity, warming of the classroom atmosphere, the start of academic essay writing). The order in which the events happened in these Modules might have also led to this outcome in Module 4. Whatever the reason, it seems that in order to achieve more significant rises in the learners' motivational system, a more powerful force was needed which was achieved by the forum (carried out in Module 5). Almost all of the participating students reported a more significant increase in Module 5 compared to Module 4.

Finally, two of the students reported being demotivated by the events happening outside the classroom but being re-motivated as a result of the interventions carried out. One student recalled being encouraged to resolve his differences with his parents after filling out his ESF at the end of one class. He mentioned that his motivation kept improving after that point. For another student, the forum preparations provided the challenge she needed to pull herself out of demotivation. Once again, it must be pointed out that the process through which these learners became motivated was likely more complex than involving just one factor- as the first learner acknowledged in his third interview a year later. But it might have been the case that these two events provided the force needed for these learners' motivational systems to reach their tipping point after which they became more consciously aware of their re-motivation processes (Al-Hoorie, 2020).

The third interview, which was carried out a year later (in Phase 3), sought the students' views on their motivational changes during the project from a broader perspective. Most learners were able to remember the forum, followed by academic activities, other social activities,

classroom presentations and the social environment of the classroom. The learners subsequently reflected on the benefits of these activities for their studies in their disciplinary programs. They mentioned an improvement of their social and academic self-confidence which enabled them to effectively use coping mechanisms in their disciplinary programs. In addition, for a few learners, these activities led to an increase in their self-worth and self-value which enabled them to successfully participate in group discussions. Some learners referred to the learning of academic skills, such as interviewing, presentation and summarizing skills that had improved as a result of collecting data during the social activities and presenting their findings to their classmates. Finally, a few learners referred to an improvement in their soft skills, such as their resilience, which enabled them to learn from their past failures and achieve success in their future endeavors.

With regards to academic learning, studies in the context of EAP programs have found that these programs effectively prepare students for their academic needs in their disciplinary programs and teach them ways of coping in their courses (Fox, Cheng & Zumbo, 2014; Keefe & Shi, 2017; Tweedie & Kim, 2015). However, these studies have made calls for social activities in EAP programs in order to facilitate students' social integration into campus life. The findings of this study showed that it is possible to integrate both social and academic learning into EAP classes which led to an improvement in the learners' social and academic self-confidence. By practicing the ways to cope both socially and academically, the students were more effectively prepared for their disciplinary programs.

Emotional Changes During the Project

A key finding that emerged related to the learners reporting feeling a range of positive and negative emotions during the project, which interacted with their self, identity, cognitions and the environment and led to different motivational states. At the beginning of the project, negative emotions, such as frustration, boredom and anxiety played a role in shaping learners' experience. The warming up of the classroom atmosphere helped reduce the effects of these emotions, but Daniel and I decided that anxiety, in particular, had to be addressed separately. Anxiety has been shown to interfere with cognitive performance at all three stages of input, processing and output (MacIntyre & Gardner, 1994) and language learning (Horwitz, 2001), causing learners to underestimate their competence (MacIntyre et al., 1997) and obtain lower

speaking course grades (Cheng et. al, 1999). Our goal here was not to eliminate anxiety, but to help learners find ways of coping with it. As our data show, anxiety remained within the students until the very end of the project when they did their forum presentations and interacted with other elements, especially with positive emotion (i.e., enjoyment). Interestingly, this coincides with consensus in the field that anxiety and enjoyment do not necessarily function in a seesaw fashion where one goes up and the other comes down but occur concurrently within the learner. (Dewaele & MacIntyre, 2014, 2016).

To help learners better cope with their anxiety, in line with research in the field (Gregersen & MacIntyre, 2014), Daniel and I decided to use the “systematic desensitization” technique which involved gradually exposing the learners to the anxiety-triggering conditions in the safe environment of the classroom. For this purpose, we encouraged the learners to collaborate in groups and present their field findings to their classmates after each social activity. The students also did a number of classroom presentations to prepare for their forum presentations at the end of the project. For each presentation, we encouraged the learners to prepare well beforehand as we believed preparation increased their sense of self-efficacy and self-confidence which would help them to do well during their presentations. We also made the attempt to help the learners feel safe while presenting. Therefore, mistakes were not looked down upon and were seen as an opportunity to improve. Along the same lines, sensitive error correction techniques were implemented, and judicious praise was given. What also helped in this regard was positive group dynamics and group cohesiveness, which enabled the students to provide each other with much-needed support, creating a safe environment where they were not afraid of making mistakes.

As seen in the students’ forum presentations, some level of anxiety existed within them, but each learner dealt with it their own way. One student acknowledged her anxiety by letting the audience know that she was nervous, but she thought she had improved significantly since her first presentation. She then went on to make light of the situation and use humor which seemed an effective way of coping with her anxiety. She was able to successfully present her findings and confidently answered a few questions at end of her presentation. These findings attest to the importance of providing training for language learners on regulating their emotions and coping with their anxiety in particular, in L2 motivation studies that aim to implement an intervention.

Past studies have attempted to do this in different ways⁷ including sensitive corrective oral feedback (Lee, 2016), using calming strategies before a test (Rubio, 2002) and providing learners with judicious praise on their performance (Leon, 2007). However, more research towards designing a more comprehensive training program is timely in this regard.

Another finding was the close interaction of positive and negative emotions. Although learners felt many instances of positive emotions during the collaboration phase (e.g., excitement, joy, happiness, pride, etc.), negative emotions continued to interact with these positive emotions even in an activity during which engagement was the highest⁸ (i.e., the Greek Town Social Activity). One of the learners wrote in the open-ended part of her ESF that she was very happy and frustrated at the same time. She then went on to explain that her group had had to walk in the cold in search of a restaurant manager, but they had supported and encouraged each other until they were able to find a friendly manager in one of the restaurants they had visited. Her story shows some level of fluctuation occurring in her frustration and happiness levels, leading her to mention both in her ESF.

Overall, outside the classroom, most learners felt happy and excited during the Greek Town social activity. They were excited to interview the restaurant manager whom they viewed as their role model. They felt happy at the level of collaboration and teamwork during the St. Lawrence market social activity. They felt proud to be presenting in front of other international students, faculty members and program managers during the forum.

Inside the classroom, the learners felt excited during games and debates. They felt elated when they were able to come up with ideas that met with others' approval when they answered critical thinking questions. Some of the learners also felt proud when reflecting on their transformation and their achievements throughout the project.

By the end of the project, negative emotions such as boredom, anxiety and frustration still existed in the classroom and interacted with the positive emotions mentioned above but were not dominant the way they were during the observation phase and did not shape learners' experience on their own or lead to any instances of demotivation. Overall, studies in the field confirm these

⁷ Albeit these studies did not necessarily aim to motivate language learners.

⁸ I was unable to administer ESFs during the forum due to my responsibilities in its realization.

findings related to the close interaction of positive and negative emotions. Miyahara (2015) found that her participants' positive and negative emotions played a role in their construction of their ideal L2 self and their negotiation of their identity in their environment. In this regard, her participants' narratives shed light on how the interaction of these emotions led to the use of their agency within their learning environment which, in turn, shaped their learning outcomes. Similarly, drawing on Fredrickson's broaden and build theory of positive emotion (2006), Dewaele and MacIntyre (2014) posit that positive emotions broaden an individual's perspective and encourage one to participate in learning whereas negative emotions limit learning and cause individuals to pull back. The issue is not about the presence or absence of one group of emotions, but it is about reaching a healthy balance to ensure an individual's well-being.

Conclusion

In this chapter, as a reminder for the reader, firstly, the findings of this study will be summarized, and the research questions will be answered explicitly. Subsequently, I will discuss the implications of this study for EAP programs and future research. Finally, the limitations of the study will be explored.

Research Question #1a: How do the motivation and engagement of a purposeful sample of adult EAP learners in a central Canadian community college evolve in light of: *classroom tasks designed to explore their motivation?*

In this study, a PAR project was carried out in order to motivate EAP students in a community college classroom. Overall, findings showed that participants' classroom engagement increased significantly and despite its fluctuations on a per-class basis, it never went back to the low levels of the observation phase. The learners' L2 motivation also showed a significant increase throughout the project and left lasting impressions on participating students one year after the project.

Overall, the classroom tasks (e.g., academic tasks, pre-social activity tasks, visualization tasks, etc.) enabled most students to construct more vivid and elaborate ideal L2 selves, which had a positive effect on their language learning motivation. Classroom tasks were also of benefit to learners with a dominant ought-to L2 self and helped them become motivated in the classroom. More specifically, these students showed a tendency to internalize others' goals, which energized their learning endeavors in the classroom. At the end of the PAR project, most students had an elaborate or fairly elaborate ideal L2 self with a few having an unclear ideal L2 self (I will return to this finding in my response to the second research question).

Furthermore, it was found that tasks that combined L2 self-visualizing with other general motivational strategies were more engaging and had the potential to appeal to students with various motivational types and styles. For instance, tasks that enabled students to activate their ideal L2 self through extensive interaction and collaboration with others, as well as those that provided students with an element of choice and gave them the means to receive ample feedback were much more motivationally powerful than those that only included a strong ideal L2-self element.

Tasks that addressed issues of race, gender, sexuality and ethnicity also enabled students to develop skills that were transferable beyond the classroom walls. Firstly, students became aware of their own implicit biases, leading to an openness to learning about other cultures outside the classroom. Moreover, they developed a stronger social self-confidence that enabled them to resist imposed identities in their interactions and facilitated their integration into campus life and the broader society in Canada.

Overall, the project showed that it is possible to reach a balance in teaching EAP learners both social and academic skills. Findings from the interviews conducted one year after the PAR project emphasized the importance of these skills in the learners' disciplinary programs. They recalled both social and academic activities as highly significant elements of the project and elaborated on the ways these activities had directly contributed to their success in their disciplinary programs.

Research Question #1b: How do the motivation and engagement of a purposeful sample of adult EAP learners in a central Canadian community college evolve in light of different contexts and systems (e.g., micro, macro)?

In this study, one of the reasons why classroom engagement and motivation increased was the fact that the learners' quality of experience was addressed. Inside the classroom (i.e. micro), as a result of specific interventions (e.g., collaboration among community members, the sharing of power, co-teaching, etc.), the group dynamics improved. That is, group cohesiveness became stronger, group norms changed, and social identity and a sense of belonging was developed among the students. Moreover, findings showed that energy was brought into the classroom environment from the organized social activities that took place outside of the classroom (i.e., macro), with this energy further facilitating the learners' classroom engagement, and positively affecting their language learning motivation.

Findings also showed that the social activities enabled participants to develop a more vivid and elaborate ideal L2 self. These activities provided them with the opportunity to identify successful and relatable role models who shared elements of their ideal L2 self. This led to the activation of their future self-guides, facilitating a series of changes in their self-concept. For instance, the social activities awakened a forgotten ideal L2 self for one participant (i.e., Winston), which had been suppressed for years through the construction of a much more

powerful ought-to L2 self. Winston decided that he would pursue this ideal L2 self during or after his studies. The social activities also enabled students to negotiate their self-identities and play a more active role in the social discourses outside the classroom (i.e., macro). This, in turn, gave them a more positive sense of self (i.e., improved their self-confidence, self-efficacy and self-worth) which in turn lead to an increase in their L2 learning motivation.

Finally, it was found that in the micro, mainly academic activities which the students could relate to their ideal and ought-to L2 selves were more motivating. Visualization activities were mostly motivating in the macro, where students had ample opportunities to interact with other members of society, choose role-models and receive feedback from them (in terms of their future visions).

Research Question #2: To what extent do different conceptualizations of motivation account for these findings?

Several findings were noteworthy in terms of the extent to which they could be explained using the different conceptualizations of motivation used in this study. To begin, when asked to describe their ideal L2 self-image at the end of the PAR project, most participants had a fairly elaborate ideal L2 self while a few had an unclear ideal L2 self. However, of particular note was the existence of learners in the “unclear ideal L2 self” group, who had among the highest classroom engagement scores and showed many instances of motivated behavior during the project. For example, one learner (i.e., Alex), who belonged to this category, was strongly motivated by his “ought-to self-other” (i.e., goals and motivators external to him). However, his undeveloped ideal L2 self did not translate to a weaker motivation in action, as L2MSS might have predicted. Neither did it mean that this source of motivation was not sustainable in the long-term. In fact, when I interviewed him a year after the project in Phase 3 (i.e., the follow-up Phase), I found that his language learning motivation had increased compared to a year before while retaining the unclear ideal L2-self characterization. These findings suggest that a strong visual learning style (i.e., learners who possess a vivid ideal L2 self) might not necessarily be as clear an advantage as previously thought when it comes to exhibiting motivated behavior. Participants in this study showed different types of motivation that affected the ways they were motivated or demotivated (e.g., integrative motivation, intrinsic motivation, extrinsic motivation [i.e., the ought-to L2 self], etc.); but their type of motivation did not predict the intensity of their

motivation. In this case, focusing entirely on ideal L2-self literature to explain this finding would risk missing other important types of motivation.

Incorporating broader principles and constructs of Complexity Theory and L2 motivation to account for the findings seemed to provide a more complete profile of learner motivation. For example, the boundary of context was purposefully conceptualized to include the environment outside of the classroom (Larsen-Freeman, 2017). In this regard, it was found that energy was exchanged between the two environments reciprocally, therefore, prompting the conceptual extension of the boundaries of context in this study. In addition, L2 motivation was measured through multiple time scales that helped provide a comprehensive motivational profile for the learners. Firstly, motivation was measured through the everyday fluctuations of learner engagement in the classroom. It was then measured through interviews at the mid-way point during the project, the end of the project and one year after the project. This diversity of time scales provided interesting insights into the elements that affect learner motivation in the short, medium and long-term. For instance, it helped show what classroom and task elements helped increase learners' classroom engagement on a daily basis and also which motivational elements had long-lasting effects on the learners and could be remembered a year after the project. Ultimately, Complexity Theory helped to bring more fluidity and comprehensiveness regarding both the study of context and the time scales being studied.

Finally, engagement⁹ and emotions emerged as key elements that interacted with participants' motivation in this study. Adopting these concepts offered an even more comprehensive account of the processes of motivation and demotivation documented in this study. The fluctuations of learners' classroom engagement showed how motivation and demotivation factored into learners' everyday classroom performance and affected their quality of experience. In this regard, various forms of engagement differed based on their intensity. Intense flow¹⁰ was distinguished from a less intense type of flow in terms of the extremeness of the levels of cognitive elements, affective elements, motivation and activation experienced by the learners. Moreover, in intense flow, the likelihood of the memorability of the event might

⁹ Engagement is an overarching construct that includes the concept of motivation (Reschly & Christenson, 2012). It describes the way a learner's motivation is reflected in their everyday classroom performance.

¹⁰ Flow is a type of engagement, whereby when engagement increases, it reaches a level where the individual is completely absorbed in the task at hand. This is called flow (Csikszentmihalyi, 1990).

increase but more research is warranted in this regard. In terms of the learners' emotions (as elements interacting with learners' motivation), it was found that positive and negative emotions co-existed within the participants until the end of the project. Therefore, it was important for the learners to be trained on ways of coping with their negative emotions (anxiety in particular), which contributed to their higher classroom engagement levels and an increase in their motivation during the collaboration phase of the project.

Overall, these findings show that L2MSS alone - particularly the ideal L2 self which has dominated discussions regarding L2 motivation - provides a snapshot in time when it comes to the reality of learners' language learning motivations in the classroom. In this case, Complexity Theory significantly increased the explanatory power of L2MSS when the two were adopted together. In addition, in order to adequately measure motivation as a fluid, complex construct that is constantly in flux, findings suggest that its interactions with neighboring constructs like engagement¹¹ and emotions at different time scales within multiple layers of context should be taken into consideration.

Implications

This study has a number of implications for teachers, language programs and the field of L2 motivation research. In this section, the implications of this study for language teachers and EAP programs will first be examined. Then, the implications for research in the field of L2 motivation will follow.

Implications for EAP Programs

For EAP teachers, this study highlights the values of running EAP classes using a participatory methodology. Findings showed how learners' quality of experience outside the classroom (i.e. during social activities) can impact their engagement inside the classroom. Therefore, teachers can participate in improving EAP learners' quality of experience through designing relevant social activities that occur outside of the classroom. These social activities should not only involve ample interaction between learners but also provide them with the opportunity to seek out role-models from the wider community, or from their peers through the

¹¹ The reader might suggest that cognitive factors are missing here. However, engagement consists of cognitive elements, such as concentration, control over the task, challenge of the task, etc.

process of near-peer modelling. Existing studies in EAP programs highlight the need for social activities when it comes to facilitating learners' social integration into campus life (Keefe & Shi, 2017; Tweedie & Kim, 2015). Findings from this study expand the existing empirical work, pointing specifically to how such activities should be designed in order to help learners with their social integration needs or to help increase their language learning motivation. Specifically, these data point to the potential for EAP teachers to incorporate issues of race, gender, sexuality and ethnicity into their classroom activities. Such activities were shown here to help learners acquire skills which can be transferred to the outside of the classroom environment and help them with their integration needs.

Moreover, these findings show how adopting participatory teaching strategies can help motivate EAP students. These strategies include giving learners a choice of topics and activities (for both classroom and social activities), assigning learners roles such as co-researchers, involving them in mini-projects that include investigating topics of relevance, and engaging them in relevant outside-the-classroom events such as student forums and similar events. Adopting these strategies will help improve the classroom atmosphere and group dynamics, while also increasing learners' classroom engagement. Furthermore, connecting the pedagogical activities to the learners' ideal L2 selves led to increased learner motivation, particularly in their ability to help develop a more elaborate ideal L2 self. These activities will be of particular benefit to students with a strong visual style but may also help others to develop a more elaborate ideal L2 self. In this regard, these findings justify the recommendation that EAP teachers should consider incorporating the activities in Hadfield & Dörnyei (2013) as part of their teaching.

In regard to emotions, these findings point to another noteworthy implication suggesting that teachers need to address learners' negative emotions in their classroom practices. In this regard, the aim should not be to eliminate negative emotions. Rather, and in line with existing literature (e.g., Dewaele & MacIntyre, 2014, 2016), findings demonstrated that positive and negative emotions occur simultaneously within L2 learners and participatory EAP classes can show learners how to cope with their negative emotions in order to strike a balance between positive and negative emotions in their learning. For example, systematic desensitization techniques that enable teachers to gradually expose the students to anxiety triggering conditions in the safe environment of the classroom (like the Forum did in this study) can be helpful in this

respect. EAP teachers might find the activities outlined in this study, as well as those in Gregersen and MacIntyre (2013), as being useful for addressing their learners' anxiety.

A final implication for teachers – and for EAP programs more broadly – is that it is possible to strike a balance between activities that help improve learners' social integration into campus life and the broader Canadian society, and academic activities that facilitate learners' academic transition into their future studies. Although research has shown that EAP programs have a less significant effect on learners' social transition than on their academic transition to their disciplinary programs (Fox, Cheng & Zumbo, 2013), this study points to the potential for emphasizing both the social and academic transition to students' future college programs and life in Canada. By organizing program-wide social activities in the ways that were suggested in this study, EAP programs can help EAP learners play a stronger part in the social discourses outside the classroom in addition to the effective role they currently play in teaching learners' academic skills. As seen in the findings from the Phase 3 interviews, participants recalled both social and academic activities as aspects of the project that played a significant role in their academic success in their disciplinary programs.

Implications for Future Research

This study has several implications for the field of L2 motivation research. Firstly, these findings point to the benefits of adopting participatory action research as a methodological framework and its potential to motivate L2 learners. One of the main aims of PAR is to enable participants to have a say in a project that aims to motivate them, and this is inherently motivating. More specifically, the fact that the participants feel they have co-ownership over the project, that they are co-researchers actively investigating an issue that is of relevance to them, and that they can participate in the dissemination of the findings, all have the potential to energize their language learning efforts. A few action research studies have been conducted in the field of L2 motivation (e.g., Sampson, 2016; 2020) and a method known as CPL (Critical Participatory Looping) (Murphey & Falout, 2010) has been adopted through which researchers validate their interpretations by involving participants in data analysis. However, more studies employing the principles of PAR are certainly warranted. These principles include sharing power with the participants, involving them in most or all aspects of the project, working toward improving their quality of participation and collaborating towards creating positive change at the

sight of the study and beyond (McIntyre, 2007). As this study has shown, such extensive collaboration provides opportunities for EAP learners to create more vivid and elaborate future selves (e.g., through selecting role-models from their peers or more experienced members of society) which could further increase their motivation. This collaboration could also be studied using a complexity lens where agent interaction is considered fundamental and several possibilities for motivating learners could emerge.

Secondly, in classroom PAR studies, as previous studies have shown (Cho, 2011; Lau 2013), it is difficult to share power equally from the very outset of the study, which can create tensions for the participants and the researcher. In this study, I became an agent of the class group system as the teacher-researcher, collaborating with other agents (e.g., the students and the teacher). At the beginning of the study, there was a power imbalance between me, the teacher and the students, and it took time for the agents of the class group system to begin to interact at their optimal levels. However, once the class group system went past its tipping point in the Greek Town social activity, the students exerted their agency to participate more actively, which addressed some of the power-imbalance issues in the classroom. Also worth noting was the power imbalance that emerged between me and the teacher as two agents of the system. In this case, as time progressed, the teacher took a more prominent role in the classroom with me assuming a more supportive role towards the end of the study. Therefore, as McIntyre (2007) has also shown, it is normal for participants to not assume their optimal participation levels from the beginning of a PAR study and need some time to adapt, even in those PAR studies that do not occur in a classroom. Future classroom PAR studies must note that power issues can remain in the classroom until the end of the study period due to the unique setting and nature of these kinds of inquiries.

Thirdly, this study shows the value of a multi-layered study design that examines L2 learners' motivation across multiple timescales. In this study, in line with principles of complexity theory, a layered design, comprising of different times and phases, was adopted. This layered design enabled the participants to reflect on the evolving nature of their language learning motivation at different times and during different phases which gave the researcher a more complete picture of the processes of motivational change during and after the project.

Although a number of studies in the field have adopted this time scaled approach (Sampson, 2016, 2019; Yaghoubinejad, Moinzade & Barati, 2017), more studies are needed in this respect.

Fourthly, these findings suggest that L2 motivation studies should go beyond merely identifying patterns within the motivational systems of L2 learners. In this regard, in addition to identifying the signature dynamics of the learners' motivational systems (Chan, Dörnyei & Henry, 2015), this research initiated interventions that introduced new elements into the systems for the purpose of observing the resulting changes. It is timely for this approach to be adopted by future L2 motivation studies, especially those that aim to do action research while adopting a complexity framework lens. Furthermore, context should not be limited to the immediate classroom environment, but its boundaries must be expanded to include the broader layers of context outside the classroom. This study heeds Larsen-Freeman's (2017) call for complexity researchers to carefully define the boundaries of context so that key elements are not left out. Most studies in the field of L2 motivation account for the immediate classroom environment but do not adopt a broader lens to examine the environment outside the classroom. As shown in this study and in Sampson's (2016), energy was transferred inside and outside the classroom in reciprocal ways that affected learners' quality of experience and their classroom engagement. Consequently, it is key for L2 researchers to redefine the boundaries of context in their studies to include the interactions of broader contextual elements with those examined within the classroom context.

Moreover, a number of studies aim to motivate language learners by helping them develop a more elaborate vision of their ideal L2 self in the classroom (Chan, 2014; Dörnyei & Chan, 2013; Majid 2014; Mackay, 2014). Findings from this study build on this, showing that the same visualization activities adopted in these studies can be extended into social activities outside the classroom. Here, participants reported that the social activities were more effective in helping them develop a more elaborate ideal L2 self than visualization activities carried out inside the classroom. One reason for this was that social activities encouraged the learners to actively seek role-models outside the classroom. In this regard, it is recommended that the notion of role models in the MSS literature go beyond merely the learners' peer groups or teachers, parents or family (which has been the trend in past studies) so as to account for the kinds of experienced members of society who shared multiple elements with these participants' ideal L2

selves. This approach towards adopting role models has value not only in the fact that learners take an active role in collaborating to find their role models but in also providing practical opportunities for the learners to bring their ideal L2 selves to life.

Furthermore, this study corroborates the results of studies that find the flow experience a possible and, indeed, a common experience in the language classroom (Czimmermann & Piniel, 2016; Egbert, 2004). As shown in Chapter 5, both flow (or high engagement) and moderate engagement were equally common experiences for participants during the project. In Educational Psychology, engagement is a construct that is related to motivation, but as reviewed in Chapter 2, the two are separate constructs (Reschly & Christenson, 2012). In brief, engagement is a “multidimensional” construct that includes the construct of motivation and that “motivation is necessary but not sufficient for engagement” (Reschly & Christenson, 2012, p.14). L2 motivation studies need to put more focus on investigating learners’ classroom engagement as a construct that is heavily influenced by learner motivation. Although a few studies (Han & Hyland, 2015; Thaliah & Hashim, 2008) have begun to explore L2 learners’ classroom engagement, much more research needs to be done in this respect.

Categories of race, ethnicity and sexuality were found to play a role in the processes of learners’ motivation and demotivation. In line with a DST emphasis to keep track of the broader elements that impact the phenomenon under research (Larsen-Freeman & Cameron, 2008), it is important for classroom motivational research to take these factors into account. In this study, the learners practiced resisting inequalities, with regards to the above-mentioned categories, in the classroom and reported an overall increase in their motivation as a result of their heightened awareness of these issues. They also reported a change of behavior outside the classroom as a result of the work that was done inside the classroom. While these elements were originally placed in the background in this study, these findings indicate that it is certainly warranted for future motivational studies to place a heightened emphasis on them.

Additionally, emotions play a critical role in language learners’ processes of motivation and demotivation. A few studies have examined the interactions of language learners’ emotions and the impact of these emotions on their motivational processes as they take on their language learning efforts (e.g., MacIntyre & Vincze, 2017; Teimouri, 2017; Waninge, 2015). In particular, Miyahara (2015) took a situated approach in describing language learners’ emotions as they

engaged in multiple language learning activities throughout the PAR project. More specifically, participants' motivation emerged from the interactions of their emotions, cognitions, and contextual factors. In this regard, more studies that take this kind of dynamic approach to exploring these interrelations within multiple layers of context are warranted. In addition, it would be helpful for studies that aim to make classroom interventions to reframe the management of positive and negative emotions as something that could further motivate L2 learners. In this study, explicit support was provided to students with regard to their L2 anxiety and how to manage it. It would be worthwhile for researchers to consider offering this support as part of a research-based intervention, not only to help students to cope with their anxiety, but also other negative emotions such as frustration and boredom. Observing the resulting interactions between negative and positive emotions such as enjoyment, excitement and pride would also be worthwhile. In this regard, it would be helpful for studies using the idiodynamic method (MacIntyre & Legatto, 2012) to provide idiodynamic graphs¹² of these interactions before and after intervention.

Finally, in contrast to studies that show that EAP programs have a less significant effect on learners' social integration (as opposed to their academic integration (Fox, Cheng & Zumbo, 2013)), this study found that it is possible for an EAP course to facilitate both. However, this study was conducted in only one EAP program. More studies highlighting the social aspects of EAP learning are needed across Canadian colleges and Universities. Such studies can shed light on whether the heavy emphasis of EAP programs on academic learning overshadows learners' social integration or whether a more balanced approach is adopted.

Limitations of the Study

This study was marked by four key limitations. Firstly, the amount of collaboration and participation desired in a PAR study was not consistent throughout the project. Since Daniel (the teacher) and I were co-teachers in the classroom, the students expected us to take on a leadership role in the classroom. This resulted in us not being able to share power equally with the students from the very beginning of the study. However, as the PAR project continued, and the students became more accustomed to their co-researcher roles, they gradually took on a more prominent

¹² Each graph includes information about the spikes and dips in each learner's positive and negative emotions on a per-second basis.

role. For example, for the Greek Town social activity (which took place when the learners were more comfortable with their roles), they collaborated in the design of the activity along with me and Daniel. They selected the restaurant they wanted to visit in groups, and planned with the restaurant manager over the phone. Then, they formulated their own interview questions, which they brought to Daniel and me for feedback. Moreover, on the day of the social activity, as each group went to a different restaurant, the learners shared responsibilities in groups and collaborated to ensure that their interviews went smoothly with the restaurant manager. This amount of participation and collaboration was not seen at the beginning of the project generally, or during their first social activity at Kensington Market-Little Italy.

A second limitation of this study relates to generalizability. I am limited in the extent to which I can make inferences about all other contexts where EAP is being offered. Still, these findings make important contributions to the ongoing evolution of theoretical frameworks and conceptualizations used to analyze the data (namely, MSS theory, complexity theory and conceptualizations of engagement and motivation). This resulted in several convincing analytical generalizations (Yin, 2009) being made to the domains of these implicated theories.

Thirdly, engagement was measured through a self-report tool (i.e., Experience Sampling Forms [ESFs]) in this study. Although the repeated assignment of ESFs increase their reliability, caution should be exercised when interpreting the numeric results obtained by ESFs. While ESF scores and qualitative comments diverged at times, having both sets of data provided a more diverse portrait of the students' L2 motivation. Moreover, the engagement scores given to the students for each session are average numbers. As shown in the results chapter, on a few occasions, extreme scores in the data meant that the average number was a range into which the students' overall scores fell. This number did not necessarily describe the state all of the students were in.

Finally, my presence in the classroom and the fact that I participated actively in activities inside and outside the classroom could have had an impact on the findings. As the researcher, I can never rule out an increase in learner engagement being attributed to my presence, leading to exaggerated findings. Moreover, to account for participants' motivational changes, I asked them to draw the changes in their motivation throughout the project on an empty diagram. Similar to what Mercer (2014) found when asking her participants to draw out their self, the act of having

participants draw their motivation might result in their more favorable reporting of their motivational changes. Although the participants were asked to report specific events happening in each Module and to specifically describe the reasons for the changes they were reporting, exaggeration might happen in any of the cases. Therefore, when it came time to interpret these diagrams, an overall understanding of the general trends was the aim and comparisons based on more subtle rises and falls were not made.

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Do you feel any physical discomfort?



Overall pain or discomfort none slight bothersome severe

0 1 2 3 4 5 6 7 8 9

do you feel
good?

Indicate how you felt about your class today:

	low									hi
Challenges of the activity	0	1	2	3	4	5	6	7	8	9
Your skills in the activity	0	1	2	3	4	5	6	7	8	9
	not at									all
Was this activity important to you ?	0	1	2	3	4	5	6	7	8	9
Was this activity important to others ?	0	1	2	3	4	5	6	7	8	9
Were you succeeding at what you were doing?	0	1	2	3	4	5	6	7	8	9
Do you wish you had been doing something else ?	0	1	2	3	4	5	6	7	8	9
Were you satisfied with how you were doing?	0	1	2	3	4	5	6	7	8	9
How important was this activity in relation to your overall goals	0	1	2	3	4	5	6	7	8	9

If you had a **choice**...

1. Who would you be with?

2. What would you be doing?



Appendix 2

Interview No 1

Purpose: To understand the elements comprising the L2 motivational system of the learners, and identify the initial conditions, attractor states and fluctuations within the system.

Participants: All consenting participants

Aim: To select three students whose motivational systems show distinct characteristics in terms of their ideal L2 self, ought-to L2 self and environmental elements influencing the system.

Length of the interview: 30 minutes

1-At what age did you first start taking English lessons?

2- Was English a mandatory subject at school?

3-Did you take any additional English classes?

3-If so, did your parents or anyone in your family want you to take these lessons?

4-Did you like learning English?

5-How were your grades? Were you doing well?

6-At the beginning, what were the main reasons for you learning English?

7-Did you continue learning English? Was there anyone who influenced your motivation to continue/not continue your English classes? Your teacher? Parents? Someone in your family? Your peers?

8-Tell me about your experiences practicing English outside the class. e.g., did you ever talk to an English native speaker?

9-What do you think about the fact that today you are speaking English in an English-speaking environment?

10- Do you like to watch any movies/ TV programs in English? What about English songs? Were you ever interested in understanding the lyrics?

11-Does speaking English ever make you feel good in front of your parents/teachers/peers? Would you say they were a big influence on your motivation?

12-What about grades? Would you say you continued learning English because of your grades?

13-In general how did you feel about learning English before coming to Canada? What were your reasons?

14-Why are you in Canada now? Did YOU make the decision to come to Canada? If not, influenced your decision?

15- Do you really like learning English now? Are your reasons for learning English any different from the past?

16-What are your plans for the future? What role do you think English will play in your future college studies? Is becoming successful in college the main reason why you are learning English?

17a- Tell me about whether learning English to be successful in college/future job is important to you.

17b – Tell me about whether becoming a fluent English speaker is important to you.

18-Do you have any native-speaker friends or are you friends with anyone who speaks English fluently? How important is it for you to find native English-speaking friends? Do you enjoy having an English conversation with someone?

19- How would you picture your English-speaking self in the future?

POSSIBLE PROMPTS: A student who could read and write English effectively in college? A professional who speaks English fluently at work? Someone who has many English speaking friends and impresses them with her/his English ability?

20-Do you think this program at -----, i.e. the EAP program, will help you achieve your goals? What do you like/not like about this program?

Appendix 3

Interview No 2

Purpose: To identify the impact of the learners' language learning experiences in the classroom and outside on their L2 motivational system.

Participants: 3 selected students.

Length of the interview: 30 minutes

- 1-How do you like your classes so far? What do you like/not like about them?
- 2- Do you find your classroom experiences useful so far? Why? Why not?
- 3-Are you more motivated/less motivated to learn English now than at the beginning of the course? Why?
- 4-Has anything significant happened inside/outside the classroom that has affected your motivation to learn English?
- 5- Are the teaching methods of this class different from your previous classes? How do you find the classroom activities? Have they made you more/less motivated? Why?
- 6-Can you draw a diagram of the changes in your motivation since the start of the semester? Can you mark the important points and tell me what they are?
- 7- Is anything inside or outside the classroom affecting your concentration in the classroom?
- 8-How are your grades so far? Has anything inside/outside the classroom affected your performance? What do you think you need to do to improve your grades?
- 9-Have you had any positive/negative experiences in your interactions with English speaking people outside school? Do you think your classes are preparing you for these situations?
- 10- What are your reasons for learning English now? Have they changed since the start of the class?
- 11-What is your biggest motivator for continuing your English studies? Can you explain?
- 12- What are your goals until the end of this program? Do you feel your English classes will help you achieve those goals? Why/ Why not?
- 13-Do you think you will be a successful student in this program? Why/Why not?
- 14-What are your goals after the program? Have your classroom experiences changed your future goals in any way?

Appendix 4

Interview No 3

Purpose: To identify the overall impact of the ELL program and the broader context outside the classroom on the learners' L2 motivational system at the end of their language studies.

Participants: The three selected students.

Length of the interview: 30 minutes

- 1-How did you feel about your classes this semester? Did you like them? Why/Why not?
- 2-How did you enjoy working with your teacher/peers this semester? Did they help you achieve your goals in any way? Can you explain?
- 3-What aspects of your classes had the biggest influence on your motivation? Do you remember any significant events inside/outside the classroom that have had the biggest impact?
- 4-Would you say the teaching methods/class activities adopted by your teacher were different from other classes you have taken? How did these influence your motivation?
- 5-Would you say this program overall changed you in any way? How?
- 6-Are you satisfied with your classroom performance this semester? Did you achieve your overall goals?
- 7-Did this program prepare you for your interactions outside of school? Did you have any positive/negative experiences that impacted your motivation outside of school?
- 8- Can you draw a diagram of your language learning motivation this semester? Can you mark the most important points and explain what happened at each point?
- 9- Tell me about how prepared you feel now for your college program as a result of being in this class.
- 10- Describe how confident you feel speaking English outside the classroom compared to when you started the program?
- 11-What are your goals for the future now that you have finished this program?

POSSIBLE PROMPTS: Will you continue improving your English after this program? Do you think you will attend any English classes in the future? Why/ Why not?
- 12-What are your goals after you finish college?
- 13-What role does English play in your long-term plans?
- 14-Did your long-term plans change at any point as a result of your classes this semester, e.g. interacting with your teacher, peers etc.?
- 15- Do you think coming to Canada has helped you achieve your language learning goals? Do you plan to stay in Canada after your college studies or go back to your country? Why?

Appendix 5

Kensington Market-Little Italy Social Activity

Before the field trip:

Look at the geographical locations of the two areas. What streets do they cover? Can you find anything about the history of these neighborhoods? Can you find out approximately when immigrants started to move into these neighborhoods? What questions would you like to ask these immigrants if you met a few of them? Write your thoughts down.



We will be going on a two-hour tour around the neighborhood. The tour guide will talk about the history of immigration to these neighborhoods, successful immigrants that have settled

there etc. It is very important to listen to him very carefully and take notes. Can you think of any questions you would like to ask him? Write down your questions here:

1- _____ ?

2- _____ ?

Take notes as he gives you information about these two neighborhoods. If you have any questions while he is talking, quickly write them down. It is very important to communicate effectively with your tour guide.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Survey **5 people (probably best to ask general people walking around, not business people)** about the theme of your field trip, i.e. immigration. You can ask: *Excuse me, I'm doing a survey on _____ Would you mind if I asked you a few questions?*

Remember, if someone gives you an interesting answer, you can ask 'why?' to get more information. Try to find out people's reasons for their opinions.

Ask each person **at least 3 questions**.

Here are a few ideas:

- 1- Do you think people's attitudes toward immigrants have changed in the recent years?
- 2- What do you think about immigrants? How do you see them?
- 3- Do you think it is a good idea to accept immigrants to Toronto?
- 4- Have you met/ are you in touch with any immigrants? What are they like?
- 5- What are some skills that you think immigrants need to learn to adjust better?
- 6- Do you know any successful immigrants in Toronto?
- 7- _____ ?
- 8- _____ ?
- 9- _____ ?
- 10- _____ ?

If the person is an immigrant, you can ask these questions:

- 1-When did you immigrate to Toronto?
- 2-Do you see yourself as successful? Why?
- 3-What skills did you have to learn as an immigrant to adjust better?
- 4-What are your suggestions to newcomers like us? What can we do to have a better future here?
- 5- Do you think Toronto is a good place to live for immigrants?
- 6- _____ ?
- 7 _____ ?
- 8 _____ ?
- 9 _____ ?
- 10 _____ ?

Good luck and enjoy your field trip!

Appendix 6

Adapted from Hadfield and Dörnyei (2013)

My Ideal Language Learning Self

A. Look at the pictures below. Do these pictures remind you of any friends or family members?



B. Work in pairs. Which one of these adjectives can you use to describe the people in the pictures?

Confident	valued	respectable	skillful
Fluent	competent	experienced	witty
Successful	well-informed	funny	sociable

C. Fill in the gaps using the words in the box above.

1-My best friend is very _____. He always tells jokes and makes everyone laugh.

2-My aunt is a very _____ speaker of English. She does not pause when she talks and has a very good pronunciation. Sometimes I myself think for a second that she was raised here!

3-My sister has a high-paying job in a company in the U.S. Her boss is very pleased with her work and she is highly _____ by her colleagues.

4-My dad is an engineer and a/an _____ professional in his company and has years of experience in his job. When we came to Canada, he was not very fluent in English but now he speaks a lot better.

5. My Friend Kelly has so many friends and is very_____. She is not afraid of making mistakes and practices English with her friends every day.

1-Summer's ideal future English self:

I see myself in the future with a higher degree in engineering. After graduating, I apply for a job with an international company. The job is very interesting and has a good salary so there are a lot of applicants. However, I am well-prepared and confident, so I have no trouble speaking English at the interview. I see myself at the interview, answering all the questions confidently and fluently. After the interview, I feel I have done well, though I am nervous about the outcome. The next day, my phone rings. The manager tells me I have been selected for the job. My first job will be in Toronto and Later I will move to New York. I really enjoy my career working with my international colleagues and communicating in English in my work and daily life. I do well in my job and get a promotion soon.

2-Kyoko's ideal future English Self:

My imagined future self goes to a café with friends and has a perfect conversation with them in English. First, I easily understand the menu and order delicious banana-chocolate-chip cake and a cup of cappuccino. I enjoy speaking without pauses with the waiter and look very good in front of my friends. I start speaking fluently with them and make jokes in English. As I am speaking, I notice how much my pronunciation has improved and my other friends also seem to be having a good time chatting with me. We also have a conversation about books and films, and I am able to communicate my knowledge about the topic without any difficulty and look very well-informed!

3-Jian's ideal future English self:

My future self works in the sales department of a big company. My boss has asked me to give a presentation to my colleagues. The night before the presentation, I am nervous, and I feel I might make mistakes or not use the correct language. However, my future English self is very well-prepared and confident so I know I will do a great job. The next morning, I go to work feeling excited as I know everything will turn out great! A few minutes later, the presentation starts, and I feel a little bit nervous at first. However, I focus on the content of my presentation and realize my colleagues are carefully listening to me. A few seconds later, I notice I am speaking very fluently and don't make any mistakes. My colleagues are also smiling as I am talking about brilliant business ideas that could improve sales of our company. My boss also seems to be happy which means a lot to me. When my presentation is over, everyone gives me a big round of applause, and I feel relieved!

D. Look through each text quickly. Choose a title for each text:

- My successful speaker self
- My sociable self
- My successful career self

E. Read again and choose the statements that the writer of your text might make (more than one answer is possible):

- I will have a great sense of humor.
- I will be able to communicate effectively with my colleagues.
- I will make very good money in the future.
- I will look good in front of others.
- My pronunciation will be excellent in the future.
- My boss will be very happy with me in the future.
- I will work in different countries around the world.
- I have a very confident future self.

F. Work in pairs and discuss which ideal English self is like your own.

G. Now sit back and close your eyes. Take three deep breaths and imagine yourself in the future. Listen to every word your teacher reads and imagine every event is happening to you at this moment.

You have studied English... and now you can speak it well.

Imagine yourself... how old are you? What do you look like now?...Where are you living?...
What is your house like?... Who lives with you? What job are you doing?...Why do you enjoy it?... What makes you happy about your life?...

How is English useful to you now?...What can you do in English? Do you use it in your work?... Do you use it to study?... Do you have English speaking friends?... Do you use it when you travel as a tourist?...

Imagine the one that is the most important to you: work, study, friends, travel... Now imagine yourself in that situation... Where are you?... In an office, at a meeting, on the phone, with friends, in a university, in a foreign country?... Or maybe In a café? ...In a shop?... In the street?... At a station?... Choose one... Where are you?... What does the place look like?...What can you see around you?...How many people are there?... What do they look like?...What are they wearing?...What can you hear?...What are you doing?...What are you wearing?... You are speaking English to someone... Who is it? What do they look like?...Imagine that you are speaking English...very well... What are you talking about?...What kind of things can you say?...How do you feel about speaking English?... How do people react to you?

H. Now, work in pairs and share your vision of your future self with your partner. How attainable do you think your partner's future self is? Give her/him feedback.

Appendix 7

Immigrant success Stories:

A. Look at these pictures. Why do people immigrate to other countries? Could some be successful? How?



B. Read through these two stories very quickly. What was the turning point in each story?

1. Sukhdev Toor



Sukhdev Toor is the president and CEO of Manga Hotels. He immigrated to Canada with his wife when he was 24. At first, he did “survival” jobs but his life changed forever when he met up with a distant relative who owned a motel in Canada. “I thought, ‘if he could do it, so could I.’” With a little research, financial support from a bank and a lot of courage Toor bought his very first hotel. After a few years and when he was more established, he started buying motels that were on the verge of bankruptcy and making them profitable again. He is now very successful and owns several hotels in Canada and the U.S.

2. Jinfei Wang



When Jinfei Wang came to Canada, she could barely speak any English so she quickly signed up for ESL classes at a college. She initially became a cleaner but decided to go back to school to find a better job. “I always wanted to do something related to art,” she says, pointing to some of her paintings hung on the walls of her home. Wang took an interior design program in college. Her lucky break came when a professor liked one of her designs and offered her a job working on a new 50,000 square-foot building for the college. She later opened her own interior design business and has many clients in her town now.

5-What other characteristics according to Sukhdev and his family should one have in order to be successful?

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- D. At the end of the video Sukhdev says: “you should never lose your vision and you have to push through the obstacles. Dream big and you can achieve it.” What do you think?**

- E. Work in pairs. Whose story do you identify with more? How do you describe your future ideal self? Do you see yourself doing any of the things the two people above did? What things will you do differently?**

Appendix 8

Greek Town Social Activity

Successful Immigrant Business Owners

Where is Greek Town in Toronto? Can you locate the neighborhood on the map?

Look up information about Greek Town online and answer the following questions.

What do you know about the history of Greek Town? When did Greek immigrants begin to settle in the neighborhood? Have any movies been shot in the neighborhood? How has Greek Town been transformed in the recent years? Why do you think so many restaurants have been opened in Greek Town?



You will be going on a field trip to Greek Town. After a quick **tour of the neighborhood**, you will be **having lunch** in one the Greek restaurants in the neighborhood. Find your favorite restaurant online. Here is a suggestion on how you can find it.

How to Find your Favorite Restaurant

- 1) You can start by googling "Good restaurants around Pape station".
- 2) Visit Yelp.com.
- 3) Carefully read each review. What does each say about the quality of the food, the service, the price of the food, the atmosphere, etc.
- 4) Write down the important information and share with your group members.
- 5) In your presentations you should mention why you chose to go to this restaurant before the field trip
- 6) Make sure you choose another good restaurant in case you decide not to go with your face choice on the day of the field trip. It is a good idea to leave yourself a second option.

Now that you have chosen your favorite restaurant, you need to make a reservation. **You will be interviewing the manager of a Greek restaurant to find out about her or his story of immigrating to Toronto and opening a business in Greek Town.** Call the restaurant and make sure the manager is present in the restaurant at the time of your visit. **Talk to the manager on the phone. Ask for her or his consent for the interview.** Let the manager know that you are a

student at ----- College, and you are doing this interview as part of your class project. Ask the manager for a few minutes of her or his time so that you can ask a few questions regarding their immigration story. Remember, **the manager might not give you consent for the interview**. If this is the case, try calling another restaurant.



Field Trip Assignment Instructions:

- 1) Ensure that you **understand the assignment** and what is expected of you during the trip.
- 2) Be sure to **stick with your group** at all times and that every group member is equally contributing to the tasks.
- 3) It will be a good idea to interview the restaurant staff as well to find out about their experiences in Toronto. Ask for their consent the same way as you asked the manager. Try to take photos of yourselves and the staff if they agree with it. You could also **film the place** if the staff allow you. Try to interview at least **two people** at the restaurant.
- 4) Be sure that you **are polite** and **build rapport** with the staff members. Ask politely if they will be willing to answer some short questions for your school project. If they are not willing to do the interview, that is completely OK! Try asking someone else!
- 5) Make sure you gather **sufficient information to understand their story**. Carefully record their **positive and negative experiences**. If the manager gets to an interesting point, try to ask them questions to make sure you completely understand the point.



Interviewing the Manager



I have created 8 questions for you to ask those who agree to be interviewed. You will need to come up with other questions on your own, and the questions should be different for each person you interview.

- 1) How long have you been a resident of this area? When did you immigrate here?
- 2) When and why did you decide to open a restaurant in this neighborhood? What were your reasons for moving to this neighborhood?
- 3) Has this neighborhood helped you settle into your new life more easily?
- 4) Do you see yourself as a successful immigrant?
- 5) What are the reasons for your success?
- 6) Have you had any challenging experiences here? What did you learn from them?
- 7) What are some of your positive experiences in this neighborhood and in Toronto in general?
- 8) What are your recommendations to other newly arrived immigrants?

Write down your questions here:

1 _____ ?

2 _____ ?

3 _____ ?

4 _____ ?

5 _____ ?

Appendix 9

Interview with a College Student

Think about your future college program. Which pictures best describe the image you have in your mind of your future self in your college program?



You are going to interview a student in their college program. **What issues** do you think a typical international student in her or his program has to deal with? Here are a few ideas:

- Communicating effectively with native-speaking and international professors and classmates
- Writing English essays
- Contributing to class discussions
- Preparing for exams
- Listening to lectures

Add your ideas here:

How will you deal effectively with these issues when you enter your college program?

Now, it is time to write down the questions you will ask this student. Here are a few ideas:

- 1-What program are you in and when did you enter your college program?
- 2-How would you evaluate yourself in comparison to your classmates? How do you see your strengths and weaknesses?
- 3-How do your classes compare to the way you saw them before you entered your program? Did anything about your classes surprise you?
- 4-Did you have to make any adjustments in your program to improve your performance?
- 5-What are the main challenges you have had to deal with since entering your program?

6-Does being an international student bring you any advantages compared to your native-speaking classmates?

7-Do you communicate effectively with your professors? Do you think your professors understand the needs of international students?

8-Have your native-speaking or other international classmates done anything in class to help you with your studies? Have they caused any obstacles to your learning in any way?

Write down your own questions here:

1	_____	_____?
2	_____	_____?
3	_____	_____?
4	_____	_____?
5	_____	_____?
6	_____	_____?
7	_____	_____?
8	_____	_____?
9	_____	_____?
10	_____	_____?

Appendix 10

Internationalizing the Canadian campus

ESL students and the erosion of higher education.

BY NORM FRIESEN + PATRICK KEENEY | AUG 07 2013



23 Comments



One of the most profound recent changes to Canadian higher education seems to have gone little noticed: namely, the increasing numbers of students on campus whose native tongue is not English. Some of these students may be first-generation Canadian or landed immigrants, while many come from other countries. Most universities now have departments dedicated to the recruitment and retention of international students and are busily criss-crossing the globe in search of new customers.

Governments and senior administration in universities have been successful in persuading Canadians that “internationalizing” the campus is a positive development for all concerned. Yet, there is a dark and worrying side to this that is felt most acutely in the teaching of the humanities and critical studies. There is no sugar-coated way to say this: many of those who are welcomed at our universities are simply unprepared for the rigours of the university classroom.

It may be that they possess insufficient abilities in English or that their academic and cultural preparedness is not up to speed. Either way, their presence fundamentally changes teaching and learning, to the detriment, we believe, of all involved: students fluent in English, instructors, and the students who don’t speak English well or don’t understand the Canadian academic context. For who enjoys being thrust into circumstances for which one is ill-prepared or, conversely, over-prepared? It is a lose-lose-lose scenario.

We have both taught graduate courses where a significant portion of the class consists of ESL students. Layers of common cultural and historical understanding that serve as a foundation for graduate discussion disappear from beneath one’s feet. When teaching a class with a large ESL enrolment, faculty cannot balk, but are pressured to adapt and adjust their expectations.

Instead of engaging students in disentangling the nuances and subtleties of a particularly important passage from the assigned readings, one begins speaking to the class as one might speak to academically challenged teenagers: articulating slowly; avoiding any conjunctions and non-standard English; writing simple terms on the board. You teach to the needs of your class, and when three-quarters of the class are struggling with reading comprehension and basic vocabulary, that’s the object of your teaching.

Humanities and other teachers who are expected to address and balance the needs of such students with those of lifelong English speakers are not grammarians or intercultural mediators: they are subject-matter experts. And the kind of expertise required is manifold. Each culture brings with it set genres of writing and rhetoric, and many of these may be quite different from the pared-down logic and style of a research report or even a textual analysis. And, while universities provide writing centres and other institutionalized assistance for undergraduates, there is nothing comparable for graduate students. Indeed, the sorts of expertise and infrastructure for addressing the writing needs of ESL graduate students – whether of a mechanical and practical nature, or a more subtle and nuanced kind – range from inadequate to non-existent.

Qualified students can hardly be blamed if they slouch in their seats and study their shoelaces, as the professor iterates, yet again, something they learned in grade school. Conversation and dialogue – what the Greeks called the dialectic and which forms the core of the graduate school experience in the humanities – should inspire and stimulate students possessing the requisite abilities with the language. Yet it is impossible to engage students in any meaningful and rigorous exchange of ideas if their minds are focused on vocabulary and pronunciation.

Insofar as ESL students contribute to and benefit from the pursuit of academic priorities proper to Canada, fine and well. But insofar as such students are academically or linguistically unprepared to enter the broad cultural debates that animate the educational conversation, their presence in the graduate classroom and in some cases, their receipt of Canadian credentials, occurs to the detriment of the Canadian students and institutions. It is a form of intellectual and professional duplicity. And we shouldn't pretend otherwise.

Given our experience, we believe that Canadian universities need to rethink their enthusiasm for non-English-speaking students. They are indeed a ready source of revenue; but it is a rare thing in this world that one gets something for nothing. In our view, the money brought in by foreign students has extracted a great price.

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A. Identifying the writer's argument

In the text above, identify the arguments you agree and disagree with in the text. You should have clear and detailed reasons for your agreements and disagreements.

B. Reflection.

What image of international students do you think is portrayed by the writers? Discuss this with your classmates.

C. Essay writing

Write an opinion essay agreeing or disagreeing with the writers' arguments in the passage above. Before writing the essay, ensure that you have clearly identified the writers' main arguments and the reasons they cite for their arguments. Then, agree or disagree citing your own reasons and making examples. You should write 350 words in this essay.

Appendix 11

Students' Posters

Alicia's Poster



As an international student

Let me share you a story...

There is a girl who love her own country. At her ages, she should have found a job or looking for a husband to get married in her own country when she graduate from university. But she didn't. Her mom want her to broaden her experience, because she thought the girl was not independent enough. Also the girl want to challenge herself and wanted to live a different life. She came to Canada, and came to centennial as an international student.

HOMESICK

No family & friends,
always lonely

LANGUAGE

Did not Speak English
fluently

CULTURAL SHOCK

The culture background
is different



Learning methods
Get the respect from their
teachers and peers.



Learning atmosphere
Group work & pair work
Get the encouragement from
the classmates.



Fairness
Each student was able to
get equal attention and
time from the teachers.

Finding:

- ❖ Group work, field trips e.g. Greek Town learned more about Canada and the culture
- ❖ Social club circle e.g. international students social event
- ❖ Talk with native speaker & other English speaker
- ❖ Interview with manger, know more about Canada & the culture

However, thing change...she fell in love with this country and this city

Recommendations:

- ❖ A need for the program to focus on our social life as international students
- ❖ More opportunities for students to communicate with each other
- ❖ More activities for students to learn from previous students

Charlotte's Poster

Summary of the action research project – 2017

Name :

Personal change

- ❖ Scared to communicate with people in English
- ❖ One of my most embarrassing experience
- ❖ Therefore, I try to speak less and avoid making mistakes
- ❖ After I studied L5 and I changed
- ❖ Field trip encourage me to practice talking to native people and English speakers
- ❖ Before I cared about making every mistake I made
- ❖ However, during the field trip, I talked to a manager and a vendor which created the opportunity to practice communication skills
- ❖ The field trips were amazing experiences and we felt their passion of the vendors and restaurant managers through our conversations with them
- ❖ Practice makes perfect



Finding

One of the lesson I was taught was about culture shock which can bring permanent or temporary effects on us. For me, it only brought short term impact. In my experience, I have three roommates from different countries. They are from Somali, Jamaica and Trinidad. At first I had difficulty communicating with my friends but after our class discussions about race and culture, I was more sensitized to such issues. After our class discussion made me more aware implicit bias and I realized I had to overcome these biases. Thus, I gradually started to communicate with them and realized we had many things in common. At first it was a big adjustment but now I realize that I am living at peace with them and enjoy our relationship.

Recommendation

- ❖ Learning about culture shock and implicit bias at class are crucial
- ❖ We should discuss those issues in class
- ❖ Learn how to deal with those problems and expand our views



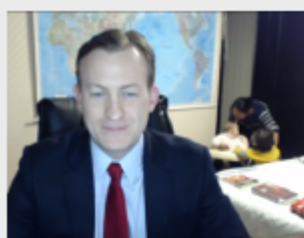
Sarah's Poster

Have you ever faced to any assumptions?

Generally, everyone has implicit bias in their mind. When the bias obviously comes onto the surface, it can hurt a person. I believe that implicit bias issues are one of the most inevitable problems as long as we are in a society with different ethnic groups.

Introduction

What triggered me to think deeply about assumptions was a text we read in the classroom, which was about the mixed-race couples. In the video, the white man who was taking the BBC interview, and his two kids suddenly came in this room during the interview. Right after kids came in, the Asian woman came in too, to take the kids out of the room. The problem is that many people assumed the woman is his nanny whereas she is actually his wife.



Now, I will share my experience of implicit bias.

My experience

I was doing BBQ with my friends and was having a great time with them. However, after we finished eating, when we needed to clean up, one boy came to me and said "Can I just take a rest? I mean, I don't need to clean up, right?". I asked him what he meant, and he said "Isn't that your role, as a Japanese girl?" This hurt me a lot.

Findings

- the need to become aware of own implicit bias so that we try not to make assumptions about people → start with ourselves, try to change ourselves first
- different ethnic groups have different perceptions; which can depend on the way they grew up and were educated. However, one can become more conscious of her/his implicit bias and work towards reducing it.
- issues of making assumption are inevitable as you belong to the international community and prepare for it
- know different culture in better ways; should not accept rumours

Suggestions

- Institutions should help to prepare students for in future situations as making them aware of assumptions, and make them aware of the importance of this issues.
- Teachers themselves should be a role model of having fair perceptions for the students.
- Institutions can provide opportunities for students to try to become better familiar with different cultures so that one does not make blind assumptions about cultures which may be the cause of implicit bias.



Appendix 12

REB Approval

File Number: 11-16-25		Date (mm/dd/yyyy): 01/09/2017	
Université d'Ottawa Bureau d'éthique et d'intégrité de la recherche	University of Ottawa Office of Research Ethics and Integrity		
Ethics Approval Notice Social Sciences and Humanities REB			
Principal Investigator / Supervisor / Co-investigator(s) / Student(s)			
<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
Stéphanie	Arnott	Education / Education	Supervisor
Alireza	Sobhanmanesh	Education / Education	Student Researcher
File Number: 11-16-25			
Type of Project: PhD Thesis			
Title: International student transition into college life in Canada: Using a self-perspective to examine learners, teacher and L2 motivational change			
Approval Date (mm/dd/yyyy)	Expiry Date (mm/dd/yyyy)	Approval Type	
01/09/2017	01/08/2018	Approval	
Special Conditions / Comments:			
N/A			
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