

Guiding questions 2

Williams et al., 2015, chapter 3

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| 1) Which 2 things are pointed out as important regarding the self? | p. 45 |
| 2) What is self-efficacy? | p. 46 |
| 3) How does self-confidence influence a learner's anxiety? | p. 47 |
| 4) Which specific domains within language learning could a self-concept relate to? | p. 47 |
| 5) Why can generalising self-concepts or beliefs be dangerous? | p. 47-48 |
| 6) What is self-esteem / self-worth? | p. 48 |
| 7) What is identity? | p. 49 |
| 8) What is the example with online gaming and academic writing classes about? | p. 49 |
| 9) What are communities of practice? | p. 50 |
| 10) How is power related to identities and participation? | p. 50 |
| 11) What is CLIL? | p. 51 |
| 12) How could a teacher get access to a learner's self in a class activity? | p. 52 |
| 13) What are collectivist and individualist cultures? | p. 52 |
| see also: https://www.sciencedirect.com/topics/social-sciences/collectivism | |
| https://www.sciencedirect.com/topics/psychology/collectivism | |
| 14) In how far do subjects differ in terms of stereotypical boys' and girls' subjects? | p. 53 |
| 15) What is an internal cross-domain comparison of self-concept? | p. 53 |
| 16) What consequence could native-speaker feedback have on learners? | p. 54 |
| 17) What is the difference between the 2 feedback examples to <i>Anna</i> ? | p. 54 |
| 18) What are self-fulfilling prophecies and the Pygmalion / Golem effect? | p. 54-55 |
| 19) What is the big-fish-little-pond metaphor, and what is 'basking in reflected glory'? | p. 55 |