

Building Confidence in the ESL Learner

Jennifer Weiler
Audrey Beaulne
Brett Basbaum



“Believe in yourself! Have
faith in your abilities!
Without a humble but
reasonable confidence in
your own powers you cannot
be successful or happy.”

Norman Vincent Peale, *The Power of Positive Thinking*

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“Optimism is the faith
that leads to
achievement.
Nothing can be done
without hope and
confidence.”



Helen Keller

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“If you can’t think of
anything nice to say,
you’re not thinking
hard enough.”

Robbie Novak (Kid President)

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J. M. Barrie, *Peter Pan*

“The moment you
doubt whether you can
fly, you cease forever to
be able to do it.”

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Peace Pilgrim

“If you realized how
powerful your thoughts
are, you would never
think a negative
thought.”

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Mahatma Gandhi

“If I have the belief that
I can do it,
I shall surely acquire
the capacity to do it
even if I may not have
it at the beginning.”

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Mother Teresa

“Kind words can be
short and easy to
speak, but their
echoes are truly
endless.”

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Plato

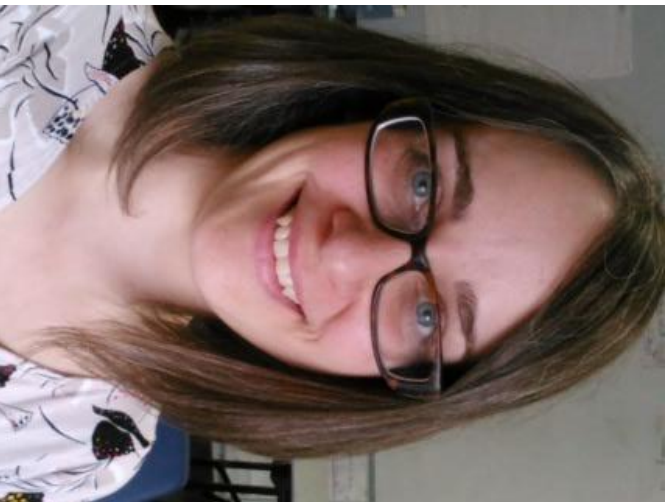
“Never discourage
anyone who
continually makes
progress, no matter
how slow.”

Introductions

jennifer.r.weiler@gmail.com

beaulneam@gmail.com

brettbasbaum@gmail.com



Jennifer
Weiler



Audrey
Beaulne



Brett
Basbaum

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Agenda

- On the Road
- Personal Reflection
- Theory and Applications
- Group Activity
- Top Tips
- Questions and Comments



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On the Road to a Half Marathon

1. Previous Experience

2. Role Models

3. Encouragement

4. Body Response



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Personal Reflection

1. Previous Experience... What had you achieved in the past that was similar?

2. Role Models... Had you seen others accomplish similar things? Who?

3. Encouragement... Did people support you? Who supported you? How?

4. Body Response... What physiological reactions did you have along the way? How did you manage them?

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Definitions of Self-Efficacy

“People’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391).

“Whether you think that you can or you can’t, you are usually right.”



Henry Ford

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Mastery Experiences

- Learning from experiences
- Positive results = more likely to do it again
- Negative results = more likely to stop doing it

Classroom application: scaffolding, rehearsals, learner self-reflections



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Vicarious

Experience /

Observational Learning

- Observe others doing something
- Learn better ways to do things

Classroom application: demonstration,
modelling with a think-aloud



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I Like Fruit

I like apples.

I like bananas.

I like oranges.

I like grapes.



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Verbal Persuasion

- Encouragement/discouragement about skills and abilities

“People are led, through suggestion, into believing they can cope successfully with what has overwhelmed them in the past.”



Bandura,
1977, p. 198

Classroom application: on-going formative feedback, strategy-use oriented feedback

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Physiological Arousal

- How your body reacts to a situation
- How you interpret those reactions
- How well you can cope with those reactions

Classroom application: safe and inviting classroom, guest speakers about local support services, normalize feelings of anxiety (e.g., before a presentation) and teach coping strategies (e.g., deep breaths)



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Group Activity

Mastery Experience (previous experience)

Verbal Persuasion (encouragement)

Vicarious Experience/ Observational Learning
(role models)

Physiological Arousal (body response)

In the middle of a unit, students complete a learning reflection activity. They note what new vocabulary and skills they've learned and give an example of when they've used them well.

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Group Activity

Mastery Experience (previous experience)

3 9

Verbal Persuasion (encouragement)

4 6

Vicarious Experience/ Observational Learning
(role models)

2 7

Physiological Arousal (body response)

1 8

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Top Ten Tips

1. Breathe.
2. Apply broadly.
3. Celebrate success.
4. Provide (many) models.
5. Give meaningful feedback.
6. Set students up for success.
7. Share the role of the expert.
8. Look for the right, not the wrong.
9. Recognize the power of your words.
10. Create a safe learning environment.

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Thank you!

Questions? Comments?

Contact info...

Jennifer Weiler:

jennifer.r.weiler@gmail.com

Audrey Beaulne:

beaulneam@gmail.com

Brett Basbaum:

brettbasbaum@gmail.com

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