



Studies in Second Language Learning and Teaching

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz http://pressto.amu.edu.pl/index.php/ssllt

Editors:

Founding Editor and Editor in Chief: Mirosław Pawlak (Adam Mickiewicz University, Kalisz, Poland)

Editor: Ágnes Albert (Eötvös Loránd University, Budapest, Hungary)

Editor: Kata Csizér (Eötvös Loránd University, Budapest, Hungary)

Editor: Mariusz Kruk (University of Zielona Góra, Poland)

Editor: Chengchen Li (Huazhong University of Science and Technology, Wuhan, China)

Editor: Katalin Piniel (Eötvös Loránd University, Budapest, Hungary) Editor: Aleksandra Wach (Adam Mickiewicz University, Poznań, Poland)

Editor: Joanna Zawodniak (University of Zielona Góra, Poland)

Vol. 15 No. 2 June 2025

Editorial Board:

Ali Al-Hoorie (Royal Commission for Jubail and Yanbu, Jubail, Saudi Arabia) Larissa Aronin (Oranim Academic College of Education, Israel, Trinity College, Dublin, Ireland) Helen Basturkmen (University of Auckland, New Zealand) Adriana Biedroń (Pomeranian University, Słupsk, Poland) Anne Burns (Aston University, Birmingham, UK, University of New South Wales, Sydney, Australia) Anna Cieślicka (Texas A&M International University, Laredo, USA) Robert DeKeyser (University of Maryland, USA) Ali Derakhshan (Golestan University, Gorgan, Iran) Jean-Marc Dewaele (Birkbeck College, University of London, UK) Krystyna Droździał-Szelest (Adam Mickiewicz University, Poznań, Poland) Majid Elahi Shirvan (University of Bojnord, Iran) Rod Ellis (Curtin University, Perth, Australia) Danuta Gabryś-Barker (University of Silesia, Poland) Andy Gao (University of New South Wales, Australia) Tammy Gregersen (American University of Sharjah, United Arab Emirates) Carol Griffiths (Girne American University, North Cyprus) Laura Gurzynski-Weiss (Indiana University Bloomington, USA) Rebecca Hughes (University of Nottingham, UK) Hanna Komorowska (University of Social Sciences and Humanities, Warsaw, Poland) Terry Lamb (University of Westminster, London, UK) Diane Larsen-Freeman (University of Michigan, USA) Barbara Lewandowska-Tomaszczyk (University of Applied Sciences, Konin, Poland) Peter MacIntyre (Cape Breton University, Sydney, Canada) Paul Meara (Swansea University, UK) Sarah Mercer (University of Graz, Austria) Anna Michońska-Stadnik (University of Wrocław, Poland) Carmen Muñoz (University of Barcelona, Spain) Bonny Norton (University of British Columbia, Canada) Terrence Odlin (Ohio State University, USA) Rebecca Oxford (University of Maryland, USA) Mostafa Papi (Florida State University, Tallahassee, USA) Aneta Pavlenko (University of Oslo, Norway) Simone Pfenninger (University of Zurich, Switzerland) François Pichette (TÉLUQ University, Quebec, Canada) Luke Plonsky (Northern Arizona University, USA) Ewa Piechurska-Kuciel (Opole University, Poland) Vera Regan (University College, Dublin, Ireland) Barry Lee Reynolds (University of Macau, China) Paweł Scheffler (Adam Mickiewicz University, Poznań, Poland)

Norbert Schmitt (University of Nottingham, UK)

Linda Shockey (University of Reading, UK) David Singleton (Trinity College, Dublin, Ireland)

Elaine Tarone (University of Minnesota, USA) Amy Thompson (West Virginia University, USA) Pavel Trofimovich (Concordia University, Canada) Ewa Waniek-Klimczak (University of Łódź, Poland) Stuart Webb (University of Western Ontario, Canada)

Michael Sharwood Smith (Heriot-Watt University, Edinburgh, UK)

Merrill Swain (Ontario Institute for Studies in Education, University of Toronto, Canada)

FOUNDING EDITOR AND EDITOR IN CHIEF:

Mirosław Pawlak (Adam Mickiewicz University, Kalisz, Poland)

EDITORS:

Ágnes Albert (Eötvös Loránd University, Budapest, Hungary)
Kata Csizér (Eötvös Loránd University, Budapest, Hungary)
Mariusz Kruk (University of Zielona Góra, Poland)
Chengchen Li (Huazhong University of Science and Technology, Wuhan, China)
Katalin Piniel (Eötvös Loránd University, Budapest, Hungary)
Aleksandra Wach (Adam Mickiewicz University, Poznań, Poland)
Joanna Zawodniak (University of Zielona Góra, Poland)

© Copyright by Wydział Pedagogiczno-Artystyczny, UAM Poznań

Proofreading: Mariusz Kruk, Mirosław Pawlak, Joanna Zawodniak

Cover design: Joanna Dudek Typesetting: Piotr Bajak

ISSN 2083-5205 eISSN 2084-1965

Published by: Department of English Studies Faculty of Pedagogy and Fine Arts, Kalisz Adam Mickiewicz University, Poznań

Contact information: 62-800 Kalisz, ul. Nowy Świat 28-30 tel. +48 61 829 64 20 fax +48 61 829 64 21

Printing and binding: Perfekt Gaul i wspólnicy sp. j., ul. Świerzawska 1, 60-321 Poznań

Print run: 30 copies

Print and online editions

Studies in Second Language Learning and Teaching is published both in print (ISSN 2083-5205) and online (eISSN 2084-1965), with the print edition being the original version.

Indexing and abstracting

Studies in Second Language Learning and Teaching is currently indexed and/or abstracted in the following databases:

- Social Sciences Citation Index (WoS Core Collection)
- Journal Citation Reports Social Sciences (WoS)
- Scopus
- European Reference Index for the Humanities (ERIH PLUS)
- Education Resources Information Center (ERIC)
- Central and Eastern European Online Library (CEEOL)
- The Central European Journal of Social Sciences and Humanities (CEJSH)
- The MLA International Bibliography
- The MLA Directory of Periodicals
- Directory of Open Access Journals (DOAJ)
- EBSCO
- Linguistic Abstracts
- WorldCat (OCLC)
- Current Contents Social and Behavioral Sciences (WoS)
- Essential Science Indicators (WoS)

Special issue:

If I think I can, I will: Ability beliefs and learning a new language at school

> Guest editors: W. L. Quint Oga-Baldwin Luke K. Fryer



Studies in Second Language Learning and Teaching Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz Volume 15, Number 2, June 2025 http://pressto.amu.edu.pl/index.php/ssllt

Contents

Notes on Contributors
W. L. Quint Oga-Baldwin, Luke K. Fryer – Introduction to the special issue on ability beliefs and learning a new language at school215
Articles: Ali H. Al-Hoorie, Phil Hiver – Causality and ability beliefs: An introduction to confounders and colliders
Luke K. Fryer, Chunqi Li, Zhixing Guo, Lishi Liang, Yuchun Zhong – <i>Self-efficacy's</i> role within learning a new language during formal education: Systematic review, critical evaluation of past research and paths forward for research and practice
W. L. Quint Oga-Baldwin, Richard M. Ryan – Competence need satisfaction in language learning (and beyond): Current state of the evidence and directions for exploration
Christine Rubie-Davies, Mengnan Li – <i>When my teachers think I can, then I know I can: A systematic review</i> 301
Jiajing Li, Norman B. Mendoza, Ronnel B. King – <i>Beyond achievement goals: How different goals drive second language learning and achievement</i> 325
Jens Möller, Katrin Arens, Christoph Niepel – <i>L2 learning and academic self-concept: The role of dimensional comparisons</i>
Yoshiyuki Nakata, Osamu Takeuchi, Maya Sugita McEown – Ability beliefs: Why believing in your ability matters in self-regulated language learning
Nigel Mantou Lou – Sustaining growth needs contextual supports: The mindset × ecological-system approach to motivation and growth401
Weijia Yang, Xuesong (Andy) Gao – Envisioning new directions in research on individual differences

Aek Phakiti - Commentary on the special issu	ue on ability beliefs and learning
a new language at school	445



Studies in Second Language Learning and Teaching

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz http://pressto.amu.edu.pl/index.php/ssllt

Notes on Contributors

Ali H. Al-Hoorie is Associate Professor of English Language at the Jubail English Language and Preparatory Year Institute, Royal Commission for Jubail and Yanbu, Saudi Arabia. He completed his PhD in English Language at the University of Nottingham, UK, under the supervision of Professors Zoltán Dörnyei and Norbert Schmitt. He also holds an MA in Social Science Data Analysis from Essex University, UK. His research interests include motivation theory, research methodology, and complexity. He is Co-Editor-in-Chief of *Modern Language Journal*.

ORCID ID: https://orcid.org/0000-0003-3810-5978

Contact details: Royal Commission for Jubail and Yanbu, Jubail English Language and preparatory Year Institute, PO Box 10099, Jubail Industrial City 31961, Saudi Arabia (hoorie_a@rcjy.edu.sa)

A. Katrin Arens, PhD, holds a Heisenberg postdoctoral position funded by the German Research Foundation (DFG) at the DIPF | Leibniz Institute for Research and Information in Education in Frankfurt, Germany. Her research interests are motivation in education with an emphasis ion self-concept and expectancy-value theory. She has published various empirical articles in prominent peer-reviewed journals such as *Journal of Educational Psychology*, *Contemporary Educational Psychology*, or *Learning and Instruction*.

ORCID ID: https://orcid.org/0000-0003-2494-4199

Contact details: A. Katrin Arens; DIPF | Leibniz Institute for Research and Information in Education; Department on Research on Education and Human Development and IDeA Research Center for Individual Development and Adaptive Education of Children at Risk; Rostocker Str. 6; D-60323 Frankfurt am Main; Germany. Phone: +49 69 24708 138; Fax: +49 69 24708 444 (k.arens@dipf.de)

Luke K. Fryer is Associate Professor at the University of Hong Kong, China. His research examines student learning on and offline.

ORCID ID: https://orcid.org/0000-0001-6250-5950

Contact details: The University of Hong Kong, Pokfulam Rd., Hong Kong, China (lukefryer@yahoo.com)

Xuesong (Andy) Gao is Professor of Language and Literacy Education at the School of Education, University of New South Wales, Sydney, Australia. His research interests include language learner autonomy, language education policy, and language teacher education.

ORCID ID: https://orcid.org/0000-0002-3426-8721

Contact details: University of New South Wales, G 22 Moreven Brown Building, Sydney NSW, Australia (xuesong.gao@unsw.edu.au)

Zhixing Guo is currently a PhD candidate from the Faculty of Education, the University of Hong Kong, China. Her research interests lie in educational psychology (interest, motivation, engagement, self-efficacy), and Al-assisted motivation development in math and language classroom.

ORCID ID: https://orcid.org/0009-0004-8076-8825

Contact details: Faculty of Education (TALIC), the University of Hong Kong, Hong Kong, China (u3007937@connect.hku.hk)

Phil Hiver is Associate Professor in the School of Teacher Education at Florida State University, Tallahassee, USA. His research examines how individual, group, and contextual factors impact the quality of students' engagement and subsequent language learning. His work also explores the contribution of complex dynamic systems theory to language development research and issues around open scholarship in language learning research. He is co-author of *Research Methods for Complexity Theory in Applied Linguistics*, and co-editor of the *Routledge Handbook of Second Language Acquisition and Individual Differences*. He currently serves on the editorial boards of *Studies in Second Language Acquisition, Research Methods in Applied Linguistics*, *System, Journal of Language, Identity, and Education*, and *Research Synthesis in Applied Linguistics*.

ORCID ID: https://orcid.org/0000-0002-2004-7960

Contact details: G128 Stone Building, College of Education, Health & Human Sciences, Florida State University, Tallahassee, FL, 32312, USA (phiver@fsu.edu)

Ronnel B. King is Associate Professor in the Department of Curriculum and Instruction, Faculty of Education, The Chinese University of Hong Kong, China. He is interested in understanding the factors that underpin motivation, socio-emotional

learning, and well-being in K-12 and higher education settings. He is also keen on leveraging positive psychology/education interventions to enhance these optimal states. He has published more than 200 journal articles on these core topics which have appeared in the top-ranked journals in educational psychology including the *Journal of Educational Psychology, Educational Psychology Review, Educational Psychologist, Contemporary Educational Psychology, Journal of School Psychology,* and *British Journal of Educational Psychology,* among others.

ORCID ID: https://orcid.org/0000-0003-1723-1748

Contact details: The Chinese University of Hong Kong, Department of Curriculum and Instruction, HTB Rm. 411, Hong Kong, China (rbking@cuhk.edu.hk)

Chunqi Li is currently a doctoral student at the University of Hong Kong, China. Her research interests include educational psychology (interest and self-efficacy), educational technology (gamification and game-based learning), and English language education. She has published her research in international peer-reviewed journals, such as *Innovation in Language Learning and Teaching*, and *Simulation & Gaming*.

ORCID ID: https://orcid.org/0000-0003-4402-1631

Contact details: Faculty of Education (TALIC), the University of Hong Kong, Hong Kong, China (chunqili@connect.hku.hk)

Jiajing Li is Assistant Professor in the College of Education for the Future, Beijing Normal University, China. Her research interests include motivation and teaching English as a foreign language. Her recent publications have appeared in *System, TESOL Quarterly, Language Teaching Research, Learning and Individual Differences,* and *International Journal of Intercultural Relations*, etc.

ORCID ID: https://orcid.org/0000-0002-3810-9277

Contact details: Beijing Normal University, College of Education for the Future, Zhuhai, China (jiajingli@bnu.edu.cn)

Mengnan Li is a researcher at the New Zealand Council for Educational Research and an affiliated scholar at Woolf Fisher Research Centre, Aotearoa, New Zealand. As a teacher prior to moving into research, her main interests are teaching beliefs, teacher emotions, and student self-concept. She explores educational issues from a social-psychological perspective and has experience and expertise in both qualitative and quantitative methodologies. She has experience in providing quality research, analysis, and evaluation to support the development of innovative, international best-practice teaching and learning frameworks which drive equitable outcomes for all learners.

ORCID ID: https://orcid.org/0000-0002-0705-3995

Contact details: New Zealand Council for Educational Research, New Zealand, Te Pakokori, Level 4, Stantec House, 10 Brandon St, Wellington 6011, New Zealand (mengnan.li@nzcer.org.nz)

Lishi Liang is currently a PhD candidate from the Faculty of Education at the University of Hong Kong, China. Her research interests include educational psychology (self-efficacy), English as a foreign/second language learning, phonological instruction, and digital-based learning. She has published her studies in international peerreviewed journals, such as *System* and *Technology in Language Teaching & Learning*.

ORCID ID: https://orcid.org/0009-0000-3513-9051

Contact details: Faculty of Education (TALIC), the University of Hong Kong, Hong Kong, China (Isliang@connect.hku.hk)

Nigel Mantou Lou, PhD, is Assistant Professor of Psychology at the University of Victoria, Canada. One line of his research focuses on the psychology of language learning, especially in mindsets, motivation, and intercultural relations. He recently published a co-edited book *Mindsets in Language Education* (2025, Multilingual Matters, with A. Leis, Å. Haukås, and S. Nakamura).

ORCID ID: https://orcid.org/0000-0003-1363-833X

Contact details: Department of Psychology, University of Victoria, BC, V8W 2Y2, Canada (nigellou@uvic.ca)

Maya Sugita McEown is Associate Professor at Faculty of Education and Integrated Arts and Sciences, Waseda University, Tokyo, Japan. Her research interests focus on various psychological factors of language learners. In particular, she is interested in the relationship between autonomy and intrinsic motivation, as well as the relationship between emotions, academic engagement and burnout. Her publications have appeared in *Modern Language Journal, Innovation in Language Learning and Teaching, Current Psychology, Journal of Multilingual and Multicultural Development*, and other journals.

ORCID ID: https://orcid.org/0000-0002-7493-7897

Contact details: Faculty of Education and Integrated Arts and Sciences, Waseda University, 1-6-1 Nishi Waseda, Shinjuku, Tokyo, 169-8050, Japan (msugitamceown@waseda.jp)

Norman B. Mendoza, PhD, serves as Assistant Professor at the Department of Curriculum and Instruction of the Education University of Hong Kong, China. His research integrates theories and methods from formative assessment and educational

psychology to develop evidence-based curriculum innovations that enhance student learning beliefs, practices, and achievement. Using rigorous study designs and statistics, he identifies optimal ways to develop and design instruction, assessment, and learning environments, both in-person or online, to foster achievement, self-regulated learning, and resilience. His research can be categorized into: (1) psychological and behavioural mechanisms of learning, (2) measurement studies, and (3) learning interventions.

ORCID ID: https://orcid.org/0000-0003-0344-0709

Contact details: The Education University of Hong Kong, Department of Curriculum and Instruction, D1-1/F-06A, 10 Lo Ping Road, Hong Kong (nbmendoza@eduhk.hk)

Jens Möller, PhD, is Full Professor of Educational Psychology at Kiel University, Germany. His main research focuses on academic self-concept and language learning. He has received several grants as principal investigator and has published continuously in high-ranking peer-reviewed scientific journals. He served as editor, associate editor, editorial board member, and guest editor of diverse academic journals, and as elected principal reviewer for the German research foundation (2012-2020).

ORCID ID: https://orcid.org/0000-0003-1767-5859

Contact details: Institute of Psychology of Learning and Instruction (IPL), Educational Psychology; University of Kiel, Olshausenstr. 75, 24098 Kiel, Germany (jmoeller@ipl.uni-kiel.de)

Yoshiyuki Nakata is Professor of English Language Education at the Faculty of Global Communications, Doshisha University, Kyoto, Japan. He has been involved mainly in language teacher education in Japan for more than 20 years. His research interests include self-regulated language learning, language learning motivation, learner/teacher autonomy in the school context, and teachers' professional development. Relevant publications have appeared in journals such as *Teaching and Teacher Education, International Journal of Educational Research, International Journal of Applied Linguistics, Innovation in Language Learning and Teaching,* and the *Asia-Pacific Journal of Teacher Education*. He is the recipient of 2016 EuroSLA Yearbook Prize.

ORCID ID: https://orcid.org/0000-0003-3309-8051

Contact details: Faculty of Global Communications, Doshisha University, 1-3, Tatara, Miyakodani, Kyotanabe, Kyoto, 610-0394, Japan (nakata.yoshiyuki@gmail.com)

Christoph Niepel is a research scientist at the University of Luxembourg, Luxembourg. His research focuses on students' real-life learning experiences, academic motivation, and individual variations in learning processes. He holds a doctorate

in psychology and has received over €1.3 million in grant funding as principal investigator. He has published in high-ranking peer-reviewed scientific journals and served as associate editor, editorial board member, and guest editor of diverse academic journals.

ORCID ID: https://orcid.org/0000-0001-6376-7901

Contact details: Christoph Niepel, University of Luxembourg, Department of Behavioural and Cognitive Sciences, 11 Porte des Sciences, L-4366 Esch-sur-Alzette, Luxembourg (christoph.niepel@uni.lu)

Quint Oga-Baldwin is Professor at Waseda University, Tokyo, Japan. His research interests include motivation, grapheme-phoneme acquisition in elementary schools, and gamified learning.

ORCID ID: https://orcid.org/0000-0003-3455-6456

Contact details: Waseda University, School of Education, 1-6-1 Nishiwaseda, Shinjuku, Tokyo 169-8050 (quint@waseda.jp)

Aek Phakiti is Professor of TESOL in the Sydney School Education and Social Work, Faculty of Arts and Social Sciences, at the University of Sydney, Australia. He is coeditor of *Research Methods in Applied Linguistics: A Practical Resource* (Bloomsbury Academic, 2015) and author of *Experimental Research Methods in Language Learning* (Bloomsbury Academic, 2014).

ORCID ID: https://orcid.org/0000-0002-7929-8924

Contact Details: A35 – Education Building, The University of Sydney, NSW 2006, Australia (aek.phakiti@sydney.edu.au)

Christine Rubie-Davies is Professor of Education at the University of Auckland, New Zealand, and Visiting Professor at Academica University of Applied Sciences in Amsterdam, the Netherlands. Her main research interests are teacher expectations and beliefs that increase or decrease expectation effects. She primarily focuses on teacher expectation effects for disadvantaged groups. Professor Rubie-Davies has published widely and won national and international awards for research, teaching, and service. She is Member of the New Zealand Order of Merit and a Fellow of the Royal Society of New Zealand, the American Psychological Association, and the Association for Psychological Science.

ORCID ID: https://orcid.org/0000-0003-4665-1784

Contact details: Faculty of Arts and Education, The University of Auckland, New Zealand, Symonds Street Auckland 1150, New Zealand; Academica University of Applied Sciences, Weteringschans, 28, 1017 SG Amsterdam, Netherlands (c.rubie@auckland.ac.nz)

Richard M. Ryan, PhD, is Professor at the Institute for Positive Psychology & Education at the Australian Catholic University, Sydney, Australia. He is also Distinguished Professor in the College of Education at Ewha Womans University, Seoul, South Korea, Professor Emeritus in Psychology at the University of Rochester, New York, USA, and Visiting Professor at Imperial College London, UK. As a co-developer of self-determination theory (SDT), he is a leading expert on motivation and vitality. He is the most cited psychology scientist today. He has authored and edited over 500 papers and books in the areas of human motivation and well-being, including his books *The Oxford Handbook of Self-Determination Theory* (Ryan, 2023), *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness* (Ryan & Deci, 2017), and *Glued to Games* (Rigby & Ryan, 2011).

ORCID ID: https://orcid.org/0000-0002-2355-6154

Contact details: Australian Catholic University, Institute for Positive Psychology & Education, North Sydney, Caroline Chisholm House (Bldg.533 – 33 Berry Street, North Sydney NSW 2060), Level 9, Room9.27 (richard.ryan@acu.edu.au)

Osamu Takeuchi, PhD, is Professor at the Faculty of Foreign Language Studies and the Graduate School of Foreign Language Education and Research, Kansai University, Osaka, Japan. His current research interests include language learning strategies, self-regulation in L2 learning, L2 learning motivation, and the application of technology to language teaching. He has published articles in journals such as *Applied Linguistics, International Review of Applied Linguistics in Language Teaching (IRAL), Innovation in Language Learning and Teaching, RELC Journal* and *System.* He is the recipient of the JACET Award for Outstanding Academic Achievement in 2004 and the 2009 LET Award for Outstanding Academic Achievement.

ORCID ID: https://orcid.org/0000-0002-5195-992X

Contact details: Faculty of Foreign Language Studies, Kansai University, Osaka, Japan. 3-3-35 Yamate-cho, Suita-shi, Osaka, 564-8680, Japan (takeuchi@kansai-u.ac.jp)

Weijia Yang is Associate Professor in the School of English Studies, Shanghai International Studies University, China. Her research interests include language teacher education and professional development.

ORCID ID: https://orcid.org/0000-0002-9232-2087

Contact details: Shanghai International Studies University, 555 Dalian Road, 200086, Shanghai, China (weijia@shisu.edu.cn)

Yuchun Zhong is currently a PhD candidate from the Faculty of Education at the University of Hong Kong, China. She obtained MPhil in Educational Leadership

and School Improvement from the University of Cambridge. Her main research interests are technology-enhanced learning (e.g., digital games, VR, and Al), transfer of learning, 21st century competencies, learning interest, and creative pedagogy. She has published her studies in international peer-reviewed journals, such as *Computers & Education*, *Education and Information Technologies*, and *Early Education and Development*.

ORCID ID: https://orcid.org/0000-0002-2019-7870

Contact details: Faculty of Education (TALIC), the University of Hong Kong, Hong Kong, China (sunnyzhong33@connect.hku.hk)