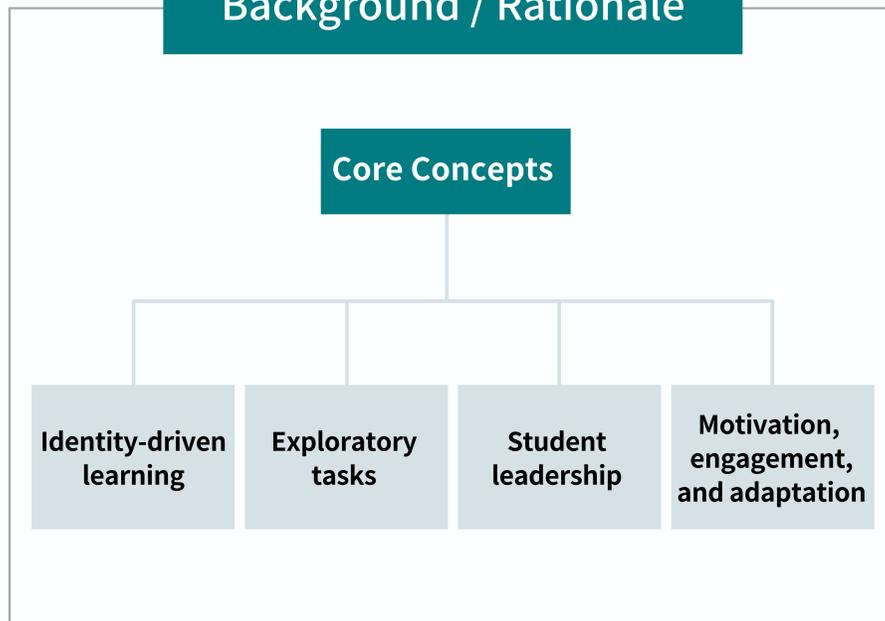


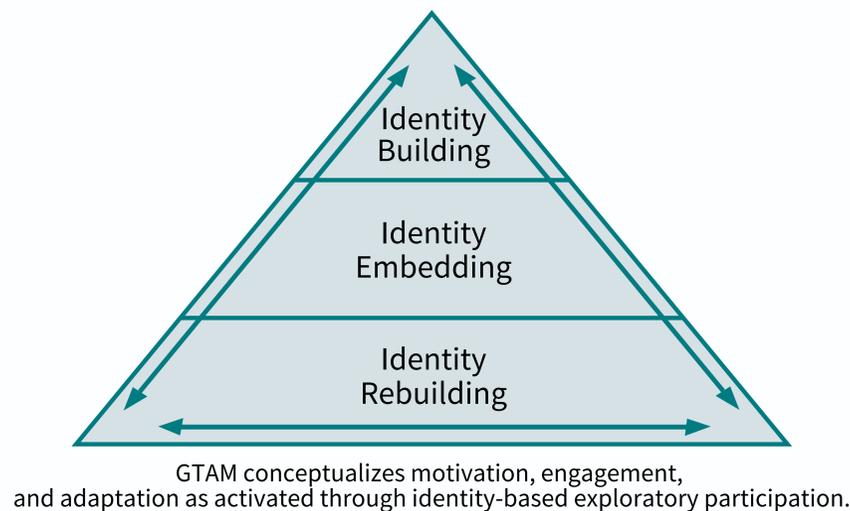
Awakening Identity: Using Exploratory, Student-Led Tasks to Build Motivation and Engagement in Postsecondary EAL Learning

Yujian Guo University of Saskatchewan, Canada

Background / Rationale



The Three-Stage Identity Framework



Learning Outcomes

By the end of this session, participants will be able to:

- Describe identity-based exploratory learning
- Apply GTAM principles
- Integrate student partnership
- Adapt identity-rich activities across contexts

Sample Task Design

- 1 Low-stakes self-introduction
- 2 Community-inspired micro-presentations
- 3 Student-led mini-interpreter tasks

Key Takeaways

- Identity-based tasks enhance motivation and engagement
- Students become active partners
- GTAM provides adaptable structure
- Low-barrier tasks increase learner agency
- Identity activation bridges past and future selves

Key Concepts

- 1 Identity-based exploratory learning
- 2 Student partnership & leadership
- 3 Motivation & engagement
- 4 Adaptation & learner agency
- 5 Open & participatory pedagogy