

Toward a Vivid Pedagogy in the Multilingual Blended Classroom

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Abstract

In spite of a boom in studies on blended learning, including much related to English language learners (ELLs), few have aimed at identifying empirically validated practical and theoretical underpinnings to guide the design of blended-learning activities and research. Meanwhile, recent work in second language (L2) motivation theory has illuminated avenues for exploring how learner-generated multimodal artifacts may represent inherently interesting units of instruction as well as sites of L2 identity formation. This paper aims at both applied and basic ends: (a) to argue that empirically validated evidence already exists for an immediate application of an informed multimodal blended-learning pedagogy for ELLs, and (b) to suggest a theoretical framework based on current L2 motivation theory to guide future research.

Keywords: L2 motivation theory, blended learning, English language learners

1. Gaps in Current Knowledge

The full range of cognitive experiences English language learners (ELLs) may have when using the trendiest hardware and software may not have changed much from what the earliest studies on computer-assisted language instruction (CALI) and computer-assisted language learning (CALL, a term that replaced CALI) quantified three decades ago (Shield, 2009). What has changed, though, and what always changes, concerns the ongoing explosion of new technologies whose uses and users uniquely reflect a social, historical moment (Gitelman, 2006). A problem, however, that remains to be addressed involves an underrepresentation of the potential impact of vivid imaging of possible selves not only in enlivening online learning but also in fostering and exploring multimodal self-expression for ELLs. Much of the literature on blended learning for ELLs, and on the flipped approach in blended learning in particular, has mostly taken for granted learners' motivation to use technology for school at home. A need still exists for innovative imagining of what blended learning could mean for ELLs.

This problem deserves attention for a number of reasons, some of them already hinted at above. On the practical, in-the-classroom side, the arrival of blended learning as a higher-education imperative, or perhaps fiscal necessity, to expand access may mislead teachers who do not belong to the iGeneration into thinking simple integration of a blog or a video or a Tweet engages learners. Yet integration alone is not enough. While learners may enjoy Web 2.0 technologies (such as chat, blog, wiki, virtual worlds, and other innovations), the moment these technologies appear in the classroom, the social exigencies that gave rise to such digital genre disappear. With considerations of motivation, of course, also comes the need to explore autonomy. A reconsideration of the role that vision, now prominently placed in L2 motivation theory as re-conceptualized by Dörnyei (2005, 2009a, 2009b), could also play in a multimodal pedagogy for ELLs, will lead to promising and exciting findings for researchers and practical implications for teachers.

A further reason exists for integrating L2 motivation theory into a guiding framework for ELL's blended learning experiences. We know very little about ELLs in relation to blended-learning trends. Existing literature that explores the effectiveness of blended learning in general still leaves room for exploring best practice (Kim, Kim, Khera, Getman, 2014); still, while few researchers have used theoretical frameworks to examine blended learning for ELLs, seemingly no available research has theorized how or why to modify the flipped approach to meet ELLs' needs.

This paper, then, aims to do two things: (a) to argue for a multimodal blended-learning pedagogy for ELLs in which teacher-facilitators set up motivating pathways for learners, where learners' creativity and autonomy fuel instruction, and (b) to suggest a theoretical framework centered on the underrepresented role of future-self imaging in order to guide the design and evaluation of hybrid classes for ELLs. At its core, this paper argues simply for the informed placement and encouragement of vivid sensory stimulation in multimodal blended learning, drawing on and feeding learners' creative imaging ultimately to foster motivation and autonomy.

2. Vision in L2 Motivation Theory

The emphasis on learners' creative imaging earns logical support from established links to important processes involved in second language acquisition (SLA). Specifically, important to the present argument is the individual-difference variable of motivation as conceived within a psychological framework of future selves. Dörnyei (2005, 2009a, 2009b) has led the way in new methods of looking at L2 motivation in terms of learners' visual imaging of different versions of future selves. A discussion of key aspects of Dörnyei's L2 motivational self system theory of motivation, as well as the newest reiteration of the theory (the directed motivational current construct), helps to explain how and why the informed placement of sensory stimulation in a multimodal blended learning pedagogy for ELLs holds practical and theoretical promise.

In 2005, Dörnyei first discussed synthesizing previous models of motivation, labeling the resulting synthesis the L2 motivational self system. In the theory, three dimensions are at work: (a) *ideal L2 self*, which works as a motivator because learners' L2-specific desires to promote themselves toward an ideal state create dissonance between real current states, so that learners strive to internally harmonize current states with imagined future ideal ones; (b) *ought-to self*, which works as a more external, instrumental motivator because learners' L2-specific desires to prevent failure into negative states externally stir learners to take precautions; and (c) *L2 learning experience*, which covers learners' situated perceptions and motives related to the immediate learning environment.

Key implications for the L2 motivational self system concern necessary conditions (Dörnyei, 2005, 2009a, 2009b), including, (a) the learner needs actually to have the conception of an ideal future self; (b) that ideal future self needs also to be both elaborate and vivid; (c) some relevant event or need must have primed the possible self; (d) the ideal self needs to harmonize, or at least not to clash, with perceived social or environmental expectations; (e) the ideal self needs to be regularly activated; (f) the ideal self needs a counterbalancing image of a feared self, or a self that could result if the learner failed to reach the ideal state; and (g) concrete and relevant procedural strategies need to operationalize the path toward achievement of the ideal self state.

Keys to understanding the L2 motivational self system are twofold: First, future selves remain distinct from future goals, since the concept of future selves relies on the nature of the imaging; that is, while future goals represent external objects of desire and action, future selves represent and consist of "tangible images and senses" (Dörnyei, 2009b, p. 12), thereby becoming enduring, psychologically experienced dimensions of a learner's consciousness. Though often ignored, the degree of vividness and elaboration in a learner's image of her future ideal self impacts the degree to which the image proves motivating: "the more elaborate the possible self in terms of imaginative, visual and other content elements, the more motivational power it is expected to have" (Dörnyei, 2009b, p. 19).

Pointing toward practical applications of the L2 motivational self system, Dörnyei (2005) recommended that teachers design instruction that aims at making learners' ideal L2 selves increasingly elaborate and vivid. Motivational strategies could promote the vivifying of the

self image (Dörnyei, 2009b). Although the ought-to self pertains to external forces and therefore remains relatively immune to teacher intervention (Dörnyei, 2009b), a number of motivational techniques could improve the perceptions of the L2 learning experience (Dörnyei, 2009b). For instance, to motivate ELLs, Dörnyei suggested (a) aiming for an accepting environment, which proved conducive for group cohesion; (b) explicitly discussing class norms and consequence for intolerance; (d) assigning different group roles; (e) structuring a class early on but then stepping back to allow cooperative decisions, until finally institutionalizing autonomy; and (f) generating initial motivation, sustaining it, and then supporting it with reflective self-evaluation.

To summarize, the L2 motivational self system offers a theoretical lens through which to view learners' motivation not in terms of final goals but instead in terms of the motivating power of learners' internal perceptions and nearly tangible imaging of possible future selves. The theory arose in response to nearly five decades of an integrative/instrumental perception of motivation that eventually grew outmoded because of important developments in social-cognitive psychology and in the concept of integrativeness failing to apply to foreign-language or global-English settings (Dörnyei, 2009b). Important implications dictate necessary conditions in order for the L2 motivational self system to explain motivation, such as (a) a learner needing to possess an ideal L2 self in the first place, (b) the ideal L2 self needing to be vivid and elaborate, (c) some event or need having to prime the ideal L2 self, (d) the ideal L2 self harmonizing with sociocultural expectations and norms, (e) the ideal L2 self receiving regular activation, (f) a feared self counter-balancing the ideal self; and (g) a concrete plan made up of metacognitive strategies creating a path toward the ideal state. Comprehending the vivid, psychologically tangible character of imagined future selves, an educator may then attempt to undertake informed intervention by supporting the vivification of an already-existing ideal L2 self or by using motivational strategies to enliven classroom teaching (Dörnyei, 2005, 2009a, 2009b).

Most recently, Muir and Dörnyei (2013) have suggested a new model to explain the most powerful iteration of sustained, motivated behavior, labeling it the directed motivational current (DMC) construct. This construct refocused on the seventh condition mentioned above, that an ideal L2 self be complemented by the presence of a concrete plan made up of concrete subsets of goals to achieve a vividly imagined, elaborate ideal L2 state. The construct has sought to describe and to guide the opening up of extremely motivating pathways to aid longer-term motivated behavior. Similar to the L2 motivational self system, the DMC construct places maximum importance on learners' possessing a vivid and elaborate image of an ideal L2 state.

With a guiding theoretical framework of L2 motivation laid out, clarifying links to the proposal for a learner-driven multimodal pedagogy remains. First, though, a brief overview of blended learning, and particularly of the flipped-classroom approach, will help illustrate where practical and theoretical room exists to argue for the informed placement of sensory stimulation in blended learning for ELLs.

3. Blended Learning and Flipped Classrooms for ELLs

Of the available literature on blended learning, few studies have attempted to frame blended learning for ELLs with relevant theory; noticing a lack of articles in which theoretical frameworks serve as guides, Grgurović (2014) recently published a study framed by diffusion of innovations theory to explore whether a school's learning management system (LMS) constituted an innovation capable of supporting language learning. Findings included learners reporting perceived benefits of the LMS-delivered pronunciation, speaking, and listening activities. Grgurović's study took positive steps in building a body of studies on theoretically informed blended learning for ELLs.

Even less theoretical direction relevant to ELLs exists when looking at the flipped-classroom approach within blended learning. A recent study on flipped classrooms, which framed its findings with the Revised Community of Inquiry analytic framework, seemed to have concluded the study with as many questions as answers (Kim, Kim, Khera, & Getman, 2014). Traditionally, the flipped-classroom approach has involved teacher-created videos, often lecture videos, that learners watch and with which they may engage before class, leaving class time open for meaningful student-peer and student-teacher interaction (Kim, Kim, Khera, & Getman, 2014). The flipped approach is often perceived in the literature as valuable precisely not because of the online videos; instead, the flipped approach is perceived as helpful because "students are able to prepare for in-class activities by watching and exploring on-line learning materials (e.g., online video lectures) outside the classroom according to their own time schedules" (Kim, Kim, Khera, & Getman, 2014, p. 42). The researchers here imagined "a typical undergraduate course" with minimal individual-difference variables, such as varying native languages; in their conclusion, the core value of the flipped approach was to "engage students in their own language" (Kim, Kim, Khera, & Getman, 2014, p. 46), though that point of view appears as starkly a monolingual one.

Kim, Kim, Khera, and Getman (2014) concluded that teachers of flipped classrooms should (a) expose learners to key concepts before class; (b) give more grades to hold learners accountable for actually watching the flipped materials; (c) give more quizzes and other formative assessments to make sure learners understand content of the videos; (d) make sure videos provide direct links to in-class work; (e) give clear instructions; (f) give students enough time; (g) let learners learn from each other for community building; (h) give individual and group work prompt and adaptive feedback; and (i) involve easy-to-use, familiar technologies (pp. 44-46). Ultimately, the traditional view of blended learning, here represented by a description of a flipped classroom, seems in the end to bore learners. Qualitative data showed how points alone seemingly failed to motivate learners, whether concerning online or in class learning. One participant admitted simply clicking videos to trick the LMS into counting the video as having been watched before proceeding to create an impromptu answer to the text prompt in order to get points for the activity.

The problems experienced in this more-ambitious exploration of the flipped-classroom approach imply inherent need for a revision of blended learning. Problematizing blended learning for ELLs, Harrington (2010) named fractured identity development, "forced

individualism” (p. 3), and a muting or stunting of learners’ academic discourse and “authorial self” (p. 5) as potential problems worthy of sustained attention from the TESOL community. This paper takes steps to answer this call to action.

A theory-driven multimodal pedagogy specifically aimed at motivating ELLs could build off previous findings and problems. In the following section, the paper explores and seeks to justify the informed placement of sensory stimulation in learner-driven blended learning for ELLs.

4. Vivifying Blended Learning for ELLs

A pedagogy deriving momentum from students’ imaging and creativity features as a necessary condition an eventual inversion, or flip, of student and teacher roles. Through the process of a gradual withdrawal of the scaffolding, learners in the theoretically guided approach being proposed here eventually achieve a perceived self-determination, or autonomy, over their own learning processes. While ostensibly remaining the class leader, the teacher becomes facilitator, and fades into the background, coming forward for obvious class-management operations and ultimately to set up motivating “directed motivational currents” (DMCs) (Muir & Dörnyei, 2013).

The following two sections center on actions—on what learners and teacher-become-facilitators might actually do. These sections begin with the kinds of actions learners will take in such a pedagogy, then continues with facilitator actions that might most profitably vivify learners’ ideal L2 selves and open up DMCs.

4.1 Learner Actions

An essential aspect of a multimodal pedagogy for ELLs concerns learners’ creative actions. In the blended-learning and, particularly, in the flipped-classroom approach touched on earlier, a primary action of learners should foster a sense of group cohesion. One prerequisite of that involves learners simply getting to know one another. Anyone in a writing class, for instance, may have experienced the small-group workshop to discuss a piece of writing. Learners who do not know each other may take time to respond to a person’s writing, instead focusing on gestures and nonverbal communication to determine the audience. The result may be an intuitive feeling-out process in which learners hold back criticism. Yet new media offer chances for greater creativity and variety of self-expression. Instead of learners speaking face-to-face, now learners can also take time framing personal identifies with text, sound, photos, video, and mash-ups of these and other elements and technologies. Dörnyei (2007), in outlining ways of creating motivating classrooms, also offered applicable techniques to aid in positive perceptions of the immediate L2 learning experience. One necessary condition of a motivating class, Dörnyei (2007) found, related to group cohesion: Group cohesion grows out of and reinforces an accepting climate in the classroom, which has a bearing on the L2 learning experience dimension of Dörnyei’s (2005, 2009a, 2009b) theory.

Maybe a more honest reason to turn over the multimedia production to learners involves a technological generation gap, in which teachers perhaps cannot know how learners use or could possibly learn from the trendiest new media. In *Always Already New: Media, History,*

and the *Data of Culture*, Gitelman (2006) argued that new media never really represent newness, since new-media tools are born of old social needs or of previous drawing boards that align themselves with or resist older forms. This partly explains, Gitelman explained, why new media are always understood in terminology of a historical moment's existing media, a more recent example being web *pages*, and an older example being the way people in a text- and newspaper-centered historical moment referred to Edison's phonograph in terms of technology that facilitated reading instead of more accurate terms related to speech or music. A multimodal pedagogy for ELLs, then, inverts the roles of students and teacher in a gesture of deferral.

Students' creation and representation of users of media, of course, do not exhaust ways ELLs may show identities and values. The very selection of particular new media tools communicates strong value-based, identity-oriented messages as well. Provided that members of the iGeneration populate a class, facilitators may enable them to express themselves through creating media, selecting new-media tools, and by representing in miniature a role they may eventually play on a larger, global scale. Ultimately, then, when learners create multimedia and select tools, they also incidentally have chances of making an ideal L2 self more elaborate and vivid. The decisions made in relation to an audience, an audience that begins in the classroom but that expands beyond the classroom into Internet-situated identity space, necessarily involves a reflection on oneself, on the kind of person one wants to be. The question becomes, then, whether classroom instruction encourages the kinds of self-expressions conducive to academic success.

In turning over creative control to the learners, a multimodal pedagogy for ELLs fosters self-determination, or autonomy. Autonomy represents if not the ultimate goal of the present pedagogy then at least one necessary condition for a pedagogy that also has an eye on social responsibility. Ushioda (2011) has long supported the concept of autonomy as a pedagogical imperative. Learners of English in classrooms that foster autonomy, Ushioda has argued, have appeared more likely to align values and identity orientations with educational values. The implications for this hint at larger issues. For instance, what educational values are schools currently evidencing to learners (consumers?) in multilingual settings? What ethical burden should teachers assume, and how can (should?) schools regulate teachers' actions? How do these choices affect learners at the local level, the national level, and globally? A socially responsible pedagogical approach, it seems, should at least aim at setting in motion patterns and models of thought in class that do the most good for the most people. Dörnyei's work offers theoretical justification for this, in that role models play an important part in helping learners test out and reactivate already-present conceptions of an ideal L2 self (Dörnyei 2009b).

To summarize, student actions in a blended-learning environment might include the following: (a) expressing oneself with multimodal means, (b) cooperating with peers online through multimodal expression, (c) creating multimodal instructional materials for peer engagement, (d) assuming creative control of sections of the online environment's images, and (e) exercising self-determination or autonomy.

4.2 Facilitator Actions

While the previous section traced out some fundamental actions learners will carry out in a multimodal pedagogy for ELLs that fosters vivid, elaborate ideal L2 selves, this section turns to the behind-the-scenes working of the teacher, the facilitator, in opening up DMCs.

The burgeoning field of technology-mediated task-based language teaching (TBLT) offers exciting directions that deserve a closer look, especially in a discussion of how to create DMCs. In a recent collection of articles exploring technology-mediated TBLT, González-Lloret and Ortega (2014), also the collection's editors, suggested ways to integrate technology with tasks to harness the influence of Web 2.0 technologies, such as "chats, blogs, wikis, synthetic immersive environments, and virtual worlds" (p. 2). In their opening discussion, González-Lloret and Ortega called for a unified definition of tasks containing the following features: (a) primary focus on meaning, which urges teachers to hide any form-focus objectives for the better part of the task; (b) goal orientation, which means the task must include both a communicative and an action element or problem that needs to be solved; (c) learner-centeredness, which requires that teachers carry out needs analyses to help clarify learners' goals; (d) holism, which means the task should mimic real-world processes with a perception of applicability to situations outside of class; and (e) reflective learning, which allows for a period in which learners engage in reflection of higher-order learning, meant to foster moral development and growth.

To marshal maximal motivational momentum, Muir and Dörnyei (2013) have recommended that teachers create tasks, give projects, and offer study-abroad opportunities to learners. Because of the limited time of a class period, facilitators need to allow learners self-determination over the task as quickly and efficiently as possible at the start of the period. Instead of tasks occurring entirely inside of class or even entirely outside of class, such as in the flipped-classroom approach, at-home portions of the blended class could offer tasks that encourage learners to express themselves in English with the goal being at least threefold: to complete the task using multimodal technologies, to complete the task to become the facilitator of learning for other peers, and finally to express one's ideal L2 self. Importantly, learners should not only use text, for instance, in the materials they create and put online to fuel instruction; as Dörnyei and Chan (2013) have found, when audio complements text, the ideal L2 self more powerfully predicts motivational force. The assumption here, then, is that the more vividly learners express ideal L2 selves using mash-ups of multimodal technologies, the more the ideal L2 self may grow increasingly vivid and elaborate.

As mentioned earlier, a classroom environment that encourages learner self-determination, or autonomy, tends to encourage learners to match personal values and identity orientations with educational values (Ushioda, 2011). This takes us back to an important issue related to facilitator actions. At the start of a blended class, the teacher-facilitator should create a motivating online environment that models the kind of technology use and the kind of multimodal expressions expected from learners. Dörnyei (2007) has discussed the leadership styles of facilitators, suggesting that a class begin with clear objectives and facilitator-led structure, then turn to more group and pair decision making in which the facilitator may

negotiate how to carry out the course, and finally to a phase in which the class institutionalizes autonomy, such as through learning-goal contracts and self- and peer-assessment.

Sensory stimulation in a vivid multimodal pedagogy for ELLs has more to do with timing than with quantity. Instead of lecture videos, as in the traditional iteration of the flipped approach in blended learning, the facilitator could begin a series of learner-developed videos that present the rest of the class with a communicative problem, a task, to be overcome—videos that incidentally allow for reinforcement of the ideal L2 self. Other new technologies that the facilitator could model, of course, lend themselves to student creation as well, such as word-cloud generators, mash-up memes, social video, digital storytelling, exercise-generation tools, and free online games (Kessler, 2013). In an accepting, cohesive classroom environment, the interest in going home to engage with a classmate's multimodal contribution, which may run along a continuum of intentionally conservative to intentionally comic expressions, ought to be greater partly because of the learners' understanding that this kind of self-expression may appear outside the norm, that a wildly entertaining video, for instance, comments not only on themselves (self-expression) but also reasserts a feeling of self-determination and autonomy in an otherwise structured, sometimes impinging educational experience.

To summarize, facilitator actions in a vivid blended-learning environment for ELLs include the following: (a) a gradual withdrawal of teacher-mediated support after sufficient modeling of technology use and educational values until an inversion or flip occurs regarding teacher and student roles; and (b) a creation of an environment that fosters autonomy and that uses tasks as central units of instruction, allowing learners to express ideal L2 selves while at the same time aiming to instruct peers.

4.3 Room for Research

If the task serves as a basic unit of instruction in a multimodal pedagogy of blended learning for ELLs, then the dialog could form the basic unit of analysis for future research that seeks to systematically explore and explain how teachers may facilitate metacognitive know-how, motivation, and autonomy for ELLs through a vivid multimodal pedagogy informed by L2 motivation theory. Ushioda (2014) recently drew on Vygotsky's sociocultural theory (SCT) to call for more qualitative research into teacher- and peer-mediation of higher-order forms of mental activity, or metacognitive strategies for learning a language or carrying out a technology-mediated task. The field of L2 motivational research, Ushioda (2011) has mentioned, often has seemed to reduce learners to data sets and correlational coefficients. Qualitative approaches that seek to measure the vividness of learners' ideal L2 selves as well as the corresponding intensity of DMCs could add to our understanding of links between motivation and design principles of blended learning.

Analyzing the dialog, of course, does not have to mean only analyzing verbal or textual interactions. The promise of a multimodal blended-learning environment for ELLs is that such instances of mediating dialog can happen through the interplay of media creation. As ELLs progress through a term in which flipped, task-driven materials punctuate lessons,

slowly the stakes may get higher, leading to an increase in learners' use of technology and English, as well as an increase in the risk-taking, imagination, and creativity involved in imaging directly or implicitly an ideal L2 self. Learners might try to "outdo" one another, or make variations on a previous theme, in a kind of dynamic, dialogic interaction online. This serves as a hypothesis in need of systematic study.

SCT, it should also be mentioned here, though helpful in guiding the role of the facilitator and certain design elements of best practice online, also exposes limitations to explain motivation. Gánem-Gutiérrez (2014) recently argued for the validity of a theoretical framework involving SCT (Vygotskian and activity theory) to guide future design and evaluation of 3D virtual worlds in L2 task-based teaching. In outlining and evaluating a self-made illustrative task, however, Gánem-Gutiérrez seemed to exhaust the explanatory capacity of the theory: After the claim that "the virtual world is indispensable for successful performance" of the task, no real explanation was given for why, except that "the virtual world is necessary to create a sense of 'reality,' to explore places, meet people (avatars), learn about the L2 culture through dialogue with peers, native speakers, and the self" (p. 228). Why, though, is this sense of reality necessary, and does Second Life really let learners forget about the real world in a 3D virtual environment that remains vulnerable to lagging Internet and other potential glitches, and that requires a level of hardware and software not always transferable to places where ELLs are studying? Gánem-Gutiérrez concluded the somewhat tenuous claim that SCT could explain why the task could not exist outside of a 3D matrix or why/if the task encouraged learners to continue, instead settling for, "In tasks such as this, language is the tool which helps us realize who we are: our L1 and L2 self in social interaction" (p. 229). This section of Gánem-Gutiérrez's otherwise useful article provided not one citation to rescue the claim, instead somewhat lurching toward a mediating metaphor and, finding none, settling for saying the virtual world simply made SCT-guided TBLT more vivid.

Could the concept of vision so central to Dörnyei's (2005, 2009a, 2009b) theory of L2 motivation have salvaged Gánem-Gutiérrez's (2014) argument? It may seem that this present discussion has itself failed to look at precedents to show how others have conceived technology use in the framework of the L2 motivational self system and the DMC construct. To my knowledge, nobody has yet framed research on blended learning for ELLs using either of these theories. Even expanding outward into the more established, specialized literature of CALL does not yield participant-based articles that specifically seek to test out the role of vision as a motivator. In fact, in a recent book on technology-mediated TBLT, although González-Lloret and Ortega (2014) argued that, among other benefits, technology-mediated TBLT could "raise students' motivation to take risks and be creative while using language to make meaning" (p. 4), neither they nor one single article in their collection discusses findings in the context of any conception of L2 motivation theory. This shows a larger trend among researchers of new media and multimodal instruction to ignore or take for granted ELLs' motivation to actually do online work, either in class or at home.

Future research, then, can focus on this gap in our practical and theoretical knowledge. With the mainstreaming of blended learning, in particular the flipped approach, and with the ever-present influence of Web 2.0 technologies, teachers of ELLs could use more guidance

not so much regarding what tools to use but why to use them. The L2 motivation theories mentioned here, with the emphasis on the vivid, nearly tangible imaging of an ideal L2 self, seem to offer natural fits for research into online learning environments where multimodal sensory stimulation can so readily appear.

5. Conclusion

This paper has attempted to reimagine blended learning in light of Dörnyei's (2005, 2009a, 2009b) L2 motivation theory that emphasizes the role of vision. This theory, which stresses learners' imaging of an elaborate, vivid possible future self, seems to lend itself to discussions of best practice online. A multimodal pedagogy that guides blended learning for ELLs ultimately attempts to invert the usual teacher/student roles, to enrich online components with learners' technological know-how, and to instill both motivation and, ultimately, a sense of autonomy. A sense of autonomy plays a central role in urging learners to align value- and identity-orientations with educational objectives. This, then, raises questions of what kinds of role models educators and institutions of learning can and should become. This, the paper has argued, reveals a side of such a pedagogy to work to do the greatest amount of good for the greatest number of people in the name of social responsibility.

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