

proposal

by Guangyu Zhu

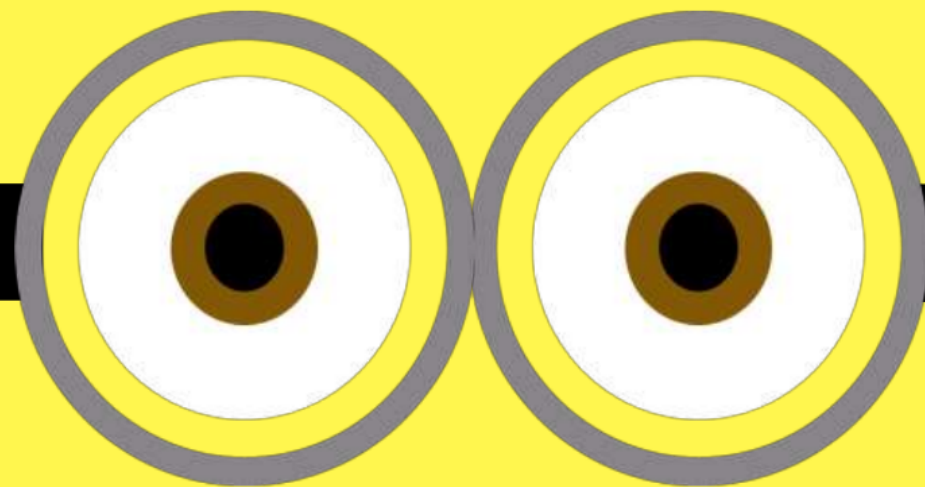
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Good Morning

Trait self control, self control depletion, and English learning achievement: A moderated mediation model”



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Framework

01

Background&Significance

02

Research Questions

03

Research Design

04

Select Bibliography



Background

an individual's ability to persist in their goals and values when faced with temptation or impulsivity, restraining behaviors that are detrimental to oneself.

self control

trait self control

a stable trait reflecting an individual's level of self-control ability and willingness in different situations.(Mischel and Shoda, 1995.)

state self control

pertains to an individual's self-control level in specific situations, influenced by various factors such as fatigue, hunger, and emotions.

self control depletion

the temporary decrease in an individual's self-control ability and willingness after engaging in self-control activities.(Baumeister et al,1998.)Self-control depletion can impact cognitive, emotional, and behavioral aspects of an individual, including learning behaviors.



Trait self control

Trait self-control is a significant psychological variable that exhibits close associations with an individual's quality of life, health status, academic performance, and social adaptation.

The experiment by De Ridder and De Wit(2016) shows that individuals with high trait self-control tend to effectively manage their emotions and behaviors, better accomplish their objectives, and often experience higher levels of happiness and satisfaction. On the other hand, individuals with low trait self-control are often prone to succumbing to temptations or impulses, struggling to resist unhealthy habits or desires, and are more likely to encounter various issues such as obesity, smoking, alcohol abuse, poverty, and criminal behaviors.

Trait self-control can be measured through various methods such as self-report scales, behavioral tasks, physiological indicators, etc. Among these, self-report scales are the most commonly utilized, such as the trait self-control scale (TSCS) developed by Tangney et al. (2004). This scale comprises 13 items encompassing multiple facets of self-control including impulse control, goal setting, goal attainment, emotional regulation, resistance to temptation, and more. It demonstrates high reliability and validity and has been widely applied across diverse cultural and linguistic backgrounds.



Self control depletion

The theory underlying self-control depletion is the Strength Model of Self-Control (Roy Baumeister et al. 1998)

, which posits that self-control is a limited resource, akin to muscular strength, that diminishes with use and requires rest or replenishment for recovery. When individuals engage in one self-control task followed by another, their self-control capacity and willingness decrease, demonstrating the effect of self-control depletion.

Self-control depletion can be measured through various methods such as self-reporting, behavioral tasks, physiological indicators, among others. Among these, behavioral tasks are the most commonly employed method, such as the **dual-task paradigm** proposed by Baumeister et al. (1998). This paradigm involves having participants engage in one self-control task, such as emotion suppression, resisting temptation, or impulse control, followed by another self-control task, such as completing challenging cognitive puzzles, persisting in tedious activities, or enduring painful stimuli. Comparing the performance differences between the two tasks reflects the extent of self-control depletion.



English Learning Achievement

The attainment of English language proficiency is influenced by various factors, encompassing individual traits like intelligence, personality, motivation, learning strategies, emotional states, as well as external elements such as teachers, materials, methodologies, and environments.

Among these, **self-control** stands as a crucial **internal factor** that exhibits a positive correlation with English language proficiency. Individuals with high levels of self-control typically navigate learning obstacles more easily, facilitating goal achievement and thereby attaining higher English language proficiency. Conversely, learners with lower self-control often succumb to external distractions or internal impulses, making them more prone to giving up or avoiding difficulties in their English language studies, ultimately impacting their proficiency in the language.

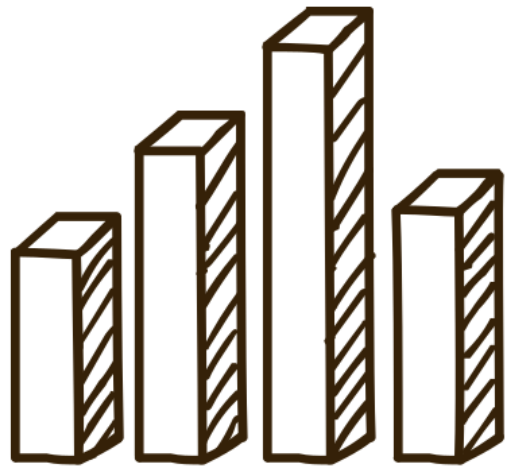


Previous studies

- The article by Duckworth and Seligman (2005) conducted measurements of self-control and intelligence among 140 eighth-grade students. It revealed that self-control, rather than intelligence, was a better predictor of students' academic performance, attendance rates, study behaviors, and learning attitudes. The article underscored that self-control is a crucial factor influencing learning and can be enhanced through training and education.
- The article by Wang and Wan (2004) conducted measurements of self-control, goal orientation and English achievement among 263 college students. It revealed that self-control had a positive effect on English achievement, and this effect was mediated by goal orientation. The article indicated that self-control could facilitate students to choose and achieve higher goals, and thus improve their learning performance.
- The article by De Ridder and De Wit (2016) challenges some traditional assumptions about self-control based on psychological research, suggesting that individuals with high self-control do not necessarily need to directly and strenuously suppress conflicting desires, but rather use indirect resistance strategies to prevent the emergence of conflicting desires, thereby achieving psychological harmony. This article proposes a new hypothesis, called the "indirect harmony hypothesis", which reveals the types and methods of self-control, and provides important insights into the nature and mechanisms of self-control.



self-control depletion and English language learning



01

the impact of self-control depletion on cognitive abilities of English learners, such as memory, attention, and reasoning(Linck & Weiss, 2015; Palladino & Cornoldi, 2004)

02

the influence of self-control depletion on the emotions of English learners, including anxiety, enjoyment, and fatigue(Atkins & Baddeley, 1998; Daneman & Hannon, 2007; Engle, 2001)

03

the effects of self-control depletion on the behavior of English learners, such as study time, learning strategies, and academic performance(Bertrams, Unger, & Dickhäuser, 2011; Ciarocco, Twenge, Muraven, & Tice, 2007)

Limitations



01

they overlook the influence of trait self-control on self-control depletion, failing to examine performance differences under self-control depletion among English learners with varying levels of self-control;

02

they neglect the dynamic changes in self-control depletion, lacking investigation into how English learners experience variations in self-control depletion across different stages or tasks;

03

they disregard intervention effects related to self-control depletion, failing to explore how English learners cope with and alleviate the impact of self-control depletion, thereby enhancing self-control abilities and improving English learning outcomes.

Significance

This study intends to explore the relationship and mechanisms among trait self-control, self-control depletion, and English language learning outcomes. The aim is to provide theoretical underpinnings and practical guidance for cultivating self-control abilities among English learners and enhancing their English learning effectiveness.

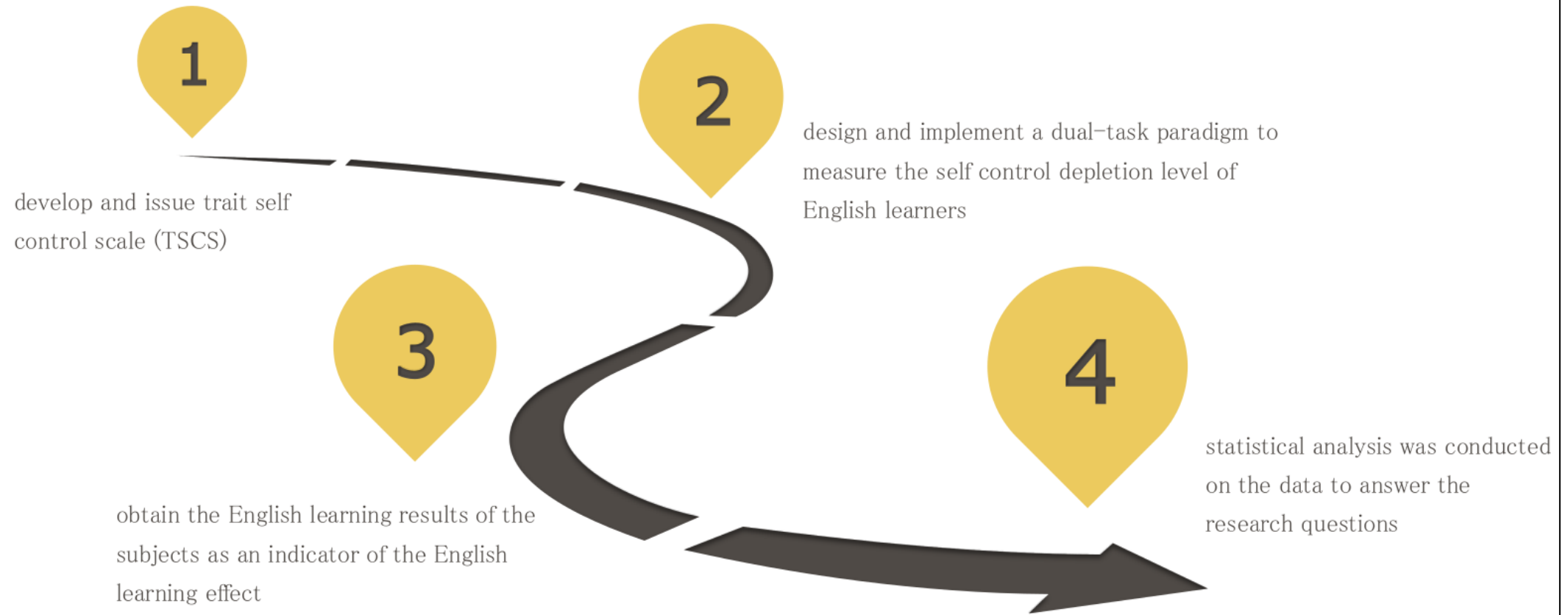
Research Questions

- Q1:How much does trait self control affect self control depletion? What are the differences in performance of college English learners with different trait self control levels under self-control depletion?
- Q2:How much does self control depletion affect English academic performance? How do English learners with different levels of self control depletion differ in their English learning performance?
- Q3:Is there an interaction between trait self control and self control depletion on English learning performance of college students ? If so, what is the mechanism of action?

Q4:How to effectively alleviate the self-control loss of English learners and improve their English learning performance? What are some effective self-control recovery methods or strategies? What are the effects of these methods or strategies on English learners with different trait self control levels?



Research Design



Research Design

participants: 60 college students from a Chinese University
with certain English foundation and have participated in College English Test Band 4 (CET-4).

Trait self control Scale(TSCS)

high trait self control

low trait self control

watch a disgusting video clip & complete a
difficult English reading comprehension question

the performance of the subjects in the two
tasks will be recorded

complete a comprehensive English ability test, compared to their former score of CET-4

Interview

spss

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THANK
YOU

HAVE A NICE DAY

proposal

GRADEMARK REPORT

FINAL GRADE

74/100

GENERAL COMMENTS

Marker 1 feedback JJC

This is an interesting choice of topic for your thesis.

Excellent use of references and command of the literature incorporating in-depth and critical thinking. Your work displays an excellent detailed understanding of the topic. Your ppt presentation has excellent visual impact and a suitable balance of text and graphics. Very good delivery skills, fluid speech without unnecessary pauses, but beware of the tendency to 'read' your slides. You managed to get the main points across within the timescale in an engaging way.

You demonstrate thorough knowledge of the background research - well done excellent work.

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

