

Mohammad Nabi Karimi¹  and Parisa Ashkani² 

¹ Department of Foreign Languages, Kharazmi University, Iran; karimi_mn@khu.ac.ir

² Department of English Language and Literature, Lorestan University Iran; ashkani.p@lu.ac.ir

Transforming Assumed/Assigned Positionalities in Socio-Emotionally Struggling L2 Students: An Intervention Study

This intervention study aims to investigate the transformation of assumed positionalities in struggling high school students. The study focuses on understanding how these students are positioned within the classroom context and explores strategies to reshape their positionalities. Four L2 students characterized with having academic challenges participated in the study. The intervention consisted of five sessions per week conducted over 1.5 months, including both in-person and virtual components. The sessions aimed to empower students to take ownership of their learning, develop a growth mindset, and create a supportive environment that validates their experiences and enhances their motivation, resilience, and academic performance. Applying Social-Emotional Learning (SEL) practices, this study examines how fostering emotional and social competencies can aid in transforming students' classroom positionalities and promote a more inclusive educational environment. Data collection involved guided narratives and reflective prompts to elicit students' perceptions and experiences. The analyses revealed transformative changes in students' positionalities, including increased confidence, active engagement, and enhanced academic performance. The findings highlight the importance of addressing assumed positionalities in supporting struggling L2 students and provide insights into effective intervention strategies. The study contributes to the literature on student identity development and offers practical implications for educators, emphasizing the need to create inclusive learning environments that foster positive positionalities and empower students to overcome academic challenges in their L2 learning.

Key words: assumed positionality, narrative text, positioning theory, struggling students, social-emotional learning

Address for correspondence: Parisa Ashkani

Department of English Language and Literature, Lorestan University Iran

E-mail: ashkaniparisa@yahoo.com; ashkani.p@lu.ac.ir

This is an open access article licensed under the CC BY NC ND 4.0 License.

In educational contexts, emotions play a pivotal role, guiding interactions, influencing learning outcomes and performance, and significantly contributing to the personal growth of students and teachers. These emotional dynamics are integral to the educational experience, which affects both cognitive and social development (Pekrun et al., 2007). Research evidence indicates that high school students often experience unpleasant emotions, which can negatively impact their academic engagement and success (Moeller et al., 2020). Partly, these unpleasant emotions stem from the way students are positioned within the classroom context as a function of a range of factors, including social and cultural background, gender, race, language, and socioeconomic status that are likely to influence students' perceptions of their school rights (Perry-Hazan, 2021).

The integration of Social-Emotional Learning (SEL) practices has been shown to effectively support students in developing essential emotional and social skills, which are crucial for managing the complexities of classroom interactions and improving academic outcomes (CASEL, 2020; Elias & Weissberg, 2000; Zins et al., 2004). SEL practices aim to foster competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020). These competencies are increasingly recognized as vital for helping students manage challenges related to their positionality within the classroom. For instance, SEL programs have been shown to enhance students' social behaviors, emotional regulation, and academic outcomes by creating a more supportive and inclusive learning environment (Durlak et al., 2011; Taylor et al., 2017). This approach aligns with the field of L2 education, which emphasizes the importance of developing emotional regulation, empathy, and interpersonal skills among students (Pentón Herrera, 2020; Pentón Herrera & Martínez-Alba, 2021).

For example, Herrera and Martínez-Alba (2021) highlight the impact of SEL practices on reducing stress, which they identify as a significant barrier to language learning. They explore various classroom activities to address affective factors such as stress. These practices not only alleviate anxiety but also enhance learning by fostering a growth mindset and emotional management skills, which are crucial for managing both academic and social challenges in and beyond the classroom.

Positionalities influence how students perceive themselves and how others perceive them, leading to differential treatment, opportunities, and outcomes in education. According to Delpit (1995), students can be positioned as either outsiders or insiders based on their knowledge and use of Standard English. Furthermore, the positionalities have significant consequences for students' academic achievement, as well as their social and emotional well-being. Studies have shown that students who are positioned as outsiders due to their ethnicity or language background are more likely to experience discrimination, prejudice, and negative stereotypes in schools (Steele, 1997; Syed et al., 2011). Moreover, students who are positioned as outsiders may be less likely to receive academic

support and resources, as they are often perceived as less capable or deserving compared with their peers (Delpit, 1995). The effects of these positionalities are not limited to academic outcomes; they can also affect students' sense of self and identity.

Integrating SEL into educational practices may provide a pathway for students to develop the resilience needed to overcome negative emotions from such positionalities by promoting self-awareness and social skills that enable them to reframe their identities more positively (Jones & Bouffard, 2012). SEL strategies, when effectively integrated into the classroom, can help students develop a stronger, more positive sense of identity, particularly for those marginalized due to their linguistic and cultural backgrounds (Pentón Herrera & Martínez-Alba, 2021). If a student is positioned as passive and disengaged, they may feel disconnected from their learning experience and struggle to form meaningful relationships with their peers and teachers (Yamakawa, 2014). Understanding such positionalities can help identify opportunities for transformation and create more positive learning environments. Using Kayi-Aydar's (2021) analytic framework, the present study sets out to investigate how EFL students (English as a Foreign Language) are positioned within their classroom environments and the possibility of transforming such positionings. The study focuses on high school students in Iran, which offers insights into how SEL can be integrated to support students' emotional and academic development.

Conceptual Framework

Positioning Theory

First introduced by Davies and Harré (1990), positioning theory was later developed by the same and other researchers (e.g., Davies & Harré, 1999; Harré, 2012; Harré et al., 2009; Harré & Van Langenhove, 1991; Moghaddam et al., 2007). The theory is primarily situated within a social constructionist perspective and provides a detailed explanation of social interaction with a focus on individuals or characters in storylines, their presumed responsibilities, obligations, and rights, as well as the meanings or outcomes of their actions (Whitised & Volet, 2013). It specifically deals with how people are positioned in discourse by constructing, projecting, and negotiating micro-level identities (Kayi-Aydar, 2021). These positions and storylines set boundaries for possible actions, meanings, as well as rights, duties, and responsibilities relative to shared cultural repertoires. As a result, they shape individuals' identities. Individuals, as stated by Rex and Schiller (2010), have the freedom to choose what to say, where, and when to say it, but the extent of this freedom may vary. The choices that people make in expressing themselves are influenced by the relationships that they maintain with others.

Positioning theory is highly relevant when examining the experiences of language learners, including those learning English in various contexts. Norton (2013) discussed how English language learners, regardless of the specific context

(EFL or ESL), were often positioned as outsiders due to linguistic and cultural differences, which impacted their identity and access to learning opportunities. Similarly, Menard-Warwick (2008) explored the experiences of immigrant and minority language learners in English as a Second Language (ESL) settings, which emphasized how they managed social positioning and identity challenges in new cultural environments. Such positioning can significantly affect students' access to learning opportunities, participation in classroom activities, and their socio-emotional well-being.

Positioning, characterized by its dynamic interplay with social and environmental factors, involves reciprocal interactions shaped by power dynamics and various social contexts. This constantly evolving process contributes to the formation of personal identities during social interactions (Korobov & Bamberg, 2004). As Benwell and Stokoe (2006) argue, identity is "played, built, enacted, or generated, moment-to-moment, in daily encounters" (p. 49). Holland et al. (1998) similarly describe positional identities as reflecting the dynamic nature of "relations of power, deference, entitlement, social affiliation, and distance" within social-interactional structures (p. 127). These perspectives underscore the importance of everyday language in shaping identities and the potential for shifting these identities through targeted educational interventions.

By utilizing positioning theory to analyze classroom interactions and SEL to guide these interactions toward more positive outcomes, this study aims to provide a comprehensive framework for understanding and improving the socio-emotional and academic experiences of EFL students. This approach highlights the value of recognizing and addressing the complex interplay of language, identity, and emotions in the learning process.

Emotions and Social-Emotional Learning (SEL)

In the exploration of emotions within classrooms, positioning theory can offer a distinctive perspective by conceptualizing emotions as not just individual experiences but as contextually grounded and collaboratively developed tools for action (Lönngren et al., 2021). This approach views emotion acts as an integral component of communication, encompassing both verbal aspects, like word meanings and linguistic features, and non-verbal elements, such as tone, facial expressions, and gestures (Glazer, 2016; Hufnagel & Kelly, 2018). In this framework, labels for emotions—and their opposites that emphasize rationality—do not carry abstract meanings; instead, they gain specific connotations within particular contexts. Emotional narratives thus develop from the collective interpretation of these emotional expressions (Lönngren et al., 2021).

Incorporating SEL practices within this context provides a robust framework for addressing these complex emotional dynamics in the classroom. SEL is defined as the process by which individuals, both young people and adults, gain and utilize the knowledge, skills, and attitudes necessary to build healthy identities,

regulate emotions, pursue personal and group goals, demonstrate empathy, foster supportive relationships, and make responsible, caring choices (CASEL, 2020). SEL framework consists of five key components, namely: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020). Self-awareness involves recognizing one's emotions, interests, and strengths, which allows students to identify their feelings, understand their strengths and weaknesses, and develop positive attitudes towards learning (CASEL, 2005). Self-management encompasses skills to regulate emotions, manage stress, control impulses, and persevere through challenges, which facilitate goal-setting, problem-solving, and persistence (KidsMatter, 2012; Zimmerman, 2000). Social awareness focuses on the ability to empathize with others, appreciate diversity, foster a sense of belonging to the community, demonstrate prosocial attitudes and behaviors, and be aware of available social support (MindMatters, 2012). Relationship skills involve the ability to establish and maintain healthy and supportive relationships and effectively manage diverse social settings (CASEL, 2020). Responsible decision-making refers to the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations (CASEL, 2005).

Educators can foster an environment where emotional expressions are understood in context and managed in ways that promote positive social interactions and academic engagement (Durlak et al., 2011). While positioning theory provides the analytical framework for understanding the dynamics of identity and power in the classroom, SEL offers practical strategies for addressing the emotional and social needs of students who may be struggling with their assigned positions. This study aims to bridge the gap by investigating how targeted interventions can reshape the narratives and positional identities of high school EFL learners, ultimately impacting their self-perception, emotional well-being, and academic success.

Empirical Studies

Ever since its introduction, positioning theory has been used in relation to a variety of issues such as literacy development (e.g., Cremin & Baker, 2010; 2010; Maloch, 2005; McVee et al., 2011), science instruction (e.g., Ritchie, 2002), and mathematical thinking, learning, and development (e.g., Esmonde, 2009; Mosvold & Bjuland, 2016; Wood, 2013). However, despite its widespread use in educational research, research on positioning theory in applied linguistics is emerging. In this section, we review several empirical studies that have used positioning theory to explore positionalities in various contexts.

Sitthirak (2022) examined the dynamics of interpersonal relations and positioning in the EFL classroom using positioning theory and sociocultural theory. The study investigated how students positioned themselves and their classmates, the reasons behind their choices, and the impact of such positionings on language

learning opportunities in group discussions. The researcher emphasized the resolution of conflicts in various scenarios and highlighted the fluidity and overlap of positioning in these interactions. The findings demonstrated the significant role of interpersonal relations and positioning in both facilitating and hindering language learning opportunities across different contexts and over time.

Lönngren et al. (2021) delved into the transformative potential of positioning theory in the realm of engineering education research, with a specific focus on emotions. They examined how engineering students construct and negotiate emotional subject positions during discussions on complex sustainability problems. They used an analytical framework for studying emotions through positioning theory and multimodal analysis. Concluding, they asserted that positioning theory offers substantial potential for exploring diverse social interactional phenomena in education, urging further research to delve into additional facets of emotional positioning and enhance the comprehension of emotions' role in engineering education.

In another study, Collett (2020) employed a methodological approach based on positioning theory to examine the dynamic nature of identities among emergent bilingual students in elementary school. The research focused on how learners' identities are shaped during their early years in school, considering identities as both conceptual ideas and actions manifested through their positioning in practice. The research involved participant observations, totaling over 200 hours of observation and interaction with focal students in academic classrooms, as well as non-academic spaces during lunch and recess. The study acknowledged that learners' identities are mediated by cultural practices, social norms, and institutional constructs. These factors play a central role in identity construction.

Alzouwain (2019) delved into the positioning employed by ESL students and their teacher in an ESL classroom in the United States. Drawing on the positioning theory, the researcher investigated how different forms of positioning impact social interactions and learning opportunities. The study focused on four research questions related to students' positioning, teacher's positioning, students' self-positioning, and the impact of classroom seating arrangement on learning opportunities. The analysis revealed that the focal participants actively engaged in classroom discussions due to the ways they shaped their identities, being positioned as powerful, responsible, expert learners, and model students. The findings highlighted the influence of motivational factors, culture, gender identity, and personalities on students' positioning. The teacher's role in shaping student positioning was emphasized, along with the impact of classroom seating arrangement and instructional methodologies on learning opportunities.

Pentón Herrera (2024) explored how ESOL learners perceive the effectiveness of various SEL strategies in enhancing their emotional experiences and well-being within the classroom setting. The participant students reported experiencing positive emotions, such as happiness, a sense of safety, and increased emotional awareness due to SEL practices. These findings underscore the importance of incorporating SEL strategies ELT, highlighting their critical role in promoting

the well-being of both students and teachers, inside and outside the classroom. In another study, Bai et al. (2024) explored the role of SEL in an EFL context, specifically focusing on secondary school students in Hong Kong. The authors found that students generally possessed moderate SEL competence, with higher self-awareness skills compared to self-management skills. Using structural equation modeling, the study highlighted that self-management skills play a key mediating role in improving the effects of self-awareness and social awareness on English learning achievements. The findings suggest important implications for integrating SEL strategies to enhance EFL learning outcomes.

Research Questions

Against the background presented, the present study aims to investigate the following research questions:

1. How have struggling students been positioned in their learning trajectory? How do they position themselves in relation to their learning environments?
2. Do struggling L2 students' assumed positionalities change in response to an intervention informed by the principles of the positioning theory?

Method

Identifying the Participants

Drawing on the positioning theory and integrating SEL strategies, this study explored narratives of female EFL high school students in a city in Western Iran. Using a convenience sampling method, eighty students aged 16, 17, and 18 were asked to write narratives in Persian, their native language. These narratives focused on the students' experiences, their interactions with peers and teachers, and their perspectives in the classroom environment. This choice of language was intended to ensure that the students could express their thoughts and feelings more freely and authentically, without the additional barrier of writing in English, which they were still in the process of learning. Following ethical guidelines for research involving minors, written informed consent was obtained from the participants, and parental consent was secured. Participants were also assured of their anonymity and the confidentiality of their responses. The narratives involved personal reflections on their struggles in the classroom context and how they position themselves in relation to their teachers, classmates, parents, and school administrators. These narratives were analyzed not only to understand the positions described but also to identify social-emotional competencies. Based on the initial narratives, four students were identified as having serious academic and emotional challenges both in school and at home. The students, aged 16, 17, and two aged 18, were at an elementary level of English proficiency and had only been exposed to English language instruction in school.

TRANSFORMING ASSUMED/ASSIGNED POSITIONALITIES IN SOCIO-EMOTIONALLY STRUGGLING L2 STUDENTS 84

The narratives were elicited by guiding the participants via predetermined storylines which provided a framework for the students to reflect on their experiences in the classroom and at home. These storylines encouraged students to engage in self-reflection and articulate their feelings and thoughts, a core SEL strategy aimed at fostering self-awareness and self-management (Durlak et al., 2011; Taylor et al., 2017). Specifically, the participants were presented with a series of prompts and questions related to their positionalities and their interactions with teachers and peers. The predetermined storylines served as a starting point for the participants to craft their own narratives and engage in a deeper understanding of their identities as students. The guided storylines, which Barkhuizen (2008) refers to as "narrative frames", are essentially a template or an incomplete script produced by the researcher to "offer advice and support in terms of both the structure and substance of what is to be written" (Barkhuizen, 2008, p. 376). Using a narrative framework, the study initially asked the participants to describe who they were (for example, "the best and worst thing about me as a student is that..."). Students' self-descriptions frequently included details on their personality traits and academic experiences. This allowed us to see how the students would position themselves and the emotions they prioritized. The narratives then proceeded to the students' middle school and current school environment as well as their teachers and classmates to provoke memories of or comments about them. The goal was to become aware of likely shifts, if any, in their position with regard to teachers and other students as well as their status as high school students. To identify the struggling students, we analyzed the narratives written by all 80 participants. We carefully read each narrative to look for specific details that would suggest the student was struggling academically or socially (e.g., mentioning poor grades, negative experiences with teachers or classmates, or feelings of disinterest in school). After reading all of the narratives, we compared our notes and narrowed down the pool of participants to those who seemed to be struggling the most based on the details provided in their narratives. We chose four struggling students, contacted them, and inquired whether they would be willing to participate in the study. Pseudonyms are used to refer to the participants.

Based on the pre-intervention narratives, Table 1 shows the major struggles and concerns of each of the four students:

Table 1. *Major Struggles and Concerns*

Yaha	Nina	Mona	Anis
Communication problems	Disappointment with her field	Loss of confidence and lack of motivation to study	Shyness and introversion
Perceived dislike from peers	Struggles with concentration	Poor planning skills	Negative self-perception
Loss of interest to study	Self-identification as a hopeless student	Reluctance to participate in class discussions	High levels of anxiety and distress
Feelings of boredom and disengagement	Quick to anger, especially related to studies	Feelings of invisibility and unlikability among peers	Decline in grades and feelings of disillusionment

Analysis of Pre-Intervention and Post-Intervention Narratives

To analyze the narratives, the first layer of Kayi-Aydar's (2021) analytical framework for positioning analysis was used. Initially, the narratives were transcribed and coded for the identification of the storylines, positions, relational positioning, and social consequences. These codes were then analyzed and interpreted, considering the cultural, social, and linguistic contexts of the narrators.

Participants' initial educational beliefs and attitudes were evident in pre-intervention narratives. These revealed their initial positioning within the educational context. Post-intervention narratives were analyzed to assess shifts in their positions, exploring the intervention's impact on perceptions, beliefs, and self-positioning. The study aimed to capture nuanced changes in participants' assumed positionalities during the intervention through rigorous analysis of both sets of narratives.

First layer of Kayi-Aydar's (2021) Analytical Framework

Identifying and Analyzing Positions. According to Kayi-Aydar (2021), one can identify a position in a storyline through either explicit or implicit communication. The position may be easily recognizable or may require further information, such as context and interlocutors, to be better understood, and there may be multiple interpretations of the person being positioned. In this study, the positions in a storyline were identified using three aspects of positioning analysis proposed by Kayi-Aydar (2021) including (a) attributes and biographical dimensions, (b) categorical membership, and (c) emotionality.

Attributes and Biographical Dimensions. Harré et al. (2009) define (pre)positioning as the introduction of personal attributes, character traits, and biographical details that are considered relevant to the ongoing positioning in a storyline. This process involves shaping the narrative and understanding the characters involved by providing the context and information that can influence the audiences.

Categorical Memberships. Individuals belong to various cultural groups or communities, from their local contexts to larger societal settings (Mandelbaum, 2020). Such membership categories influence how individuals position themselves and how others categorize them (Tajfel & Turner, 2004). Through narratives, individuals engage in self-positioning by describing or referring to their memberships or communities (Harré & van Langenhove, 1999). In so doing, they provide attributes, characteristics, or claims that are relevant to their local contexts (Bamberg & Georgakopoulou, 2008), which helps identify their positions within their social environment. Individuals may

use their membership for various purposes including claiming membership, building rapport, controlling, or distancing (Harré & van Langenhove, 1999). Each motive affects the distribution of rights and duties within the membership category (Tajfel & Turner, 2004). The examination of excerpts related to membership in this study sheds light on these positioning aspects.

Emotionality. Emotions experienced by the narrator during storytelling or in recounted events can be used to find out how they position themselves or others (Kayi-Aydar, 2021). Kleres (2011) introduced a technique for analyzing emotions in narratives that is highly useful for positioning analysis. According to Kleres, emotions in narratives can be analyzed on three levels: a) the lexical level, which refers to the use of emotion words; b) the syntactic level, which involves the structure of sentences; and c) the prosody level, which refers to paralinguistic elements such as intonation, tone, and volume which is absent here.

Intervention. The intervention included five sessions (each lasting for one and a half hour) per week over the course of 1.5 month. The sessions were conducted both in-person and virtually (via WhatsApp social networking application). Incorporating SEL practices, the intervention aimed to enhance students' emotional intelligence, self-regulation, and social skills through activities and reflective practices (Domitrovich et al., 2017; Jones et al., 2015). The intervention was tailored to consider factors such as cultural background, learning styles, and developmental stages (Johnson et al., 2019). We paid close attention to the unique characteristics and needs of each student. For instance, for a student who struggled with anxiety during exams, we provided additional reassurance and practice opportunities, while for another who had difficulty with concentration, we included more engaging and interactive activities. Throughout the intervention, we closely monitored each student's progress and provided personalized feedback. This allowed us to adjust the tasks and our approach as needed, ensuring that each student was continually challenged yet not overwhelmed. Various strategies were employed based on SEL components to transform the positionalities of the target students. These strategies aimed to empower students to take ownership of their learning, develop a growth mindset, and provide them with the support that they needed to express themselves in a healthy and constructive way, and to feel heard and validated in their experiences and ultimately enhance their motivation, resilience, and academic performance.

Based on the literature (e.g., Denham & Burton, 2003; Dweck, 2006; Hattie, 2012; Kopelman-Rubin et al., 2020; Wolters, 2003), we identified several strategies aligned with the SEL practices (Pentón Herrera & Martinez-Alba, 2021) to help struggling students improve their academic and emotional outcomes.

The teacher:

1. Set challenging yet achievable assignments and provided feedback to help students view themselves as capable learners.
2. Cultivated a growth mindset, teaching that effort leads to development, reframing setbacks as opportunities for growth.
3. Nurtured a supportive, inclusive classroom for student connection, motivation, and engagement.
5. Set goals and offer support to build trust and effective communication.
6. Encouraged emotional awareness and expression and guided students in processing their emotions.
7. Encourage students to work together, communicate effectively, and build strong interpersonal skills.
8. Allow students to share how they are feeling and provide their emotional states.

Consider the following example of an interaction between the teacher-researcher and a student who is demotivated and struggling to focus on their lessons (NB: Pseudonyms have been used to protect the privacy of the students quoted in the illustrative interactions and excerpts).

Teacher: Hi Nina, I noticed that you've been having a hard time focusing in class lately. Can you tell me more about what's been going on?

Student: I don't know, I just can't seem to pay attention. I don't really care about this stuff.

Teacher: I understand that it can be hard to stay motivated sometimes. But I believe in you and your ability to succeed. Let's work together to figure out what might help you stay focused.

Student: I don't know if there's anything that can help me. I just feel like I'm not good at this. Teacher: I disagree, Nina. You have a lot of potential, and I think we can find ways to help you succeed. How about we start by setting some small goals for you to work towards? That way, you can start feeling more confident in your abilities and build up from there.

Student: Okay, that sounds good. Maybe I can try to participate more in class discussions or take better notes.

Teacher: Great ideas, Nina! And remember, it's completely normal to have moments when you don't feel motivated or confident, Nina. Remember, emotions are a natural part of the learning process. It's important to acknowledge and accept them.

Student: Yeah... Sometimes I get frustrated when I don't understand something right away.

Teacher: I understand how that can be frustrating. Remember, learning is a journey, and it's okay to make mistakes or not grasp a concept immediately. It's through perseverance and practice that we grow.

Student: You are right. I'll try to be more patient with myself.

Teacher: That's great, Nina. Every step forward, no matter how small, is progress. Remember, I'll be here to support you every step of the journey.

Based on the interaction, we provided the breakdown of the strategies used:

1. Provide opportunities for success: The teacher's statement, "Let's work together to figure out what might help you stay focused," offers the student an opportunity to explore strategies for improving focus and demonstrates a belief in the student's ability to succeed.

2. Foster a growth mindset: The teacher's statement, "I disagree, Nina. You have a lot of potential, and I think we can find ways to help you succeed," challenges the student's fixed mindset and encourages the belief that abilities can be developed with effort and support.

3. Create a positive classroom culture: The teacher's statement, "And remember, if you ever need any extra help or support, I'm always here for you," creates a supportive and inclusive classroom environment, where the student feels valued and connected to the teacher.

4. Set goals: The teacher's statement, "How about we start by setting some small goals for you to work towards?" sets goals for the student's performance and behavior, encouraging them to strive for success.

5. Encourage students to be aware of their emotions and accept them: The teacher's statement, "It's completely normal to have moments when you don't feel motivated or confident, Nina. Remember, emotions are a natural part of the learning process. It's important to acknowledge and accept them," acknowledges and validates the student's emotions, emphasizing that it's normal to experience fluctuations in motivation and confidence.

6. Foster a growth mindset: The teacher's statement, "I understand how that can be frustrating. Remember, learning is a journey, and it's okay to make mistakes or not grasp a concept immediately. It's through perseverance and practice that we grow," reinforces the idea of a growth mindset by reminding the student that it's normal to encounter difficulties in the learning process.

Positionality of the Researcher

The researcher was a teacher in the school where the study was conducted. Being knowledgeable about positions and the associated consequences, the researcher engaged in a self-motivated initiative to help struggling and emotionally-silenced students. The researcher established intimate relationships with the participants, which helped them voice their academic and emotional concerns more expressively.

Results

In this study, high school EFL students were given narrative frames and voluntarily wrote the narrative that had already positioned them. The participants' narratives were originally written in Persian and excerpt samples were translated into English by the authors. To ensure accurate translations, the students' narratives originally in Persian, were translated into English by the authors, who hold PhDs in Applied Linguistics. Following translation, a collaborative interpretation approach was utilized, ensuring that the translated narratives authentically represented the students' experiences and perspectives.

Pre-intervention narrative of Yaha: *Since high school, I've been struggling to communicate with my friends; I'm impulsive and impatient, which may be why they avoid me. I've lost interest in studying and feel bored all the time. My family's high expectations stress me out, especially when they compare me to my siblings. I wish to pursue music, but they disagree. Additionally, negative experiences with school authorities, like being unfairly labeled 'shameless' by the principal, have eroded my trust in the educational system.* Refer to Table 2 for a detailed analysis of Yaha's pre-intervention narrative.

Post-intervention narrative of Yaha. *I've realized that my feelings of struggle are common among high school students, and I'm now finding ways to make school more enjoyable for myself. I've shifted my focus from just grades to personal accomplishment and satisfaction, staying determined despite challenges. Understanding my parents' intentions, I'm now more confident about my future, aligning my efforts with my own goals. Additionally, positive interactions with the school administrators have rebuilt my trust in the educational system, as they've become more approachable and supportive.* Table 3 provides a comprehensive analysis of Yaha's post-intervention narrative.

Table 2. *Analysis of Yaha's Pre-Intervention Narrative*

Layer 1	Analysis
Story Lines:	Yaha's narrative portrays a storyline of struggling with social connections due to her impulsive nature and a decline in academic interest and motivation.
Attributes and Biographical Dimension:	She describes herself as impulsive and impatient, impacting her social interactions, and as someone who has lost interest in studying, indicating a shift in her academic identity.
Categorical Membership:	Yaha positions herself within her family under high academic pressure, conflicting with her personal desire to pursue music, and within the school as a student negatively perceived by the administration.
Emotionality:	The narrative conveys emotions of stress due to family expectations, boredom with academic pursuits, and frustration with school authorities.

Table 3. *Analysis of Yaha's Post-Intervention Narrative*

Layer 1	Analysis
Story Lines:	Yaha's narrative reflects a transition from a storyline of struggle and disengagement to one of empowerment and finding personal meaning in her educational experience.
Attributes and Biographical Dimension:	She exhibits a change in her attributes from feeling inherently flawed to recognizing her shared experiences with peers and developing a sense of self-efficacy and accomplishment.
Categorical Membership:	Yaha moves from perceiving herself as a struggling student to identifying as an engaged learner, actively finding enjoyment in her education.
Emotionality:	The narrative indicates a positive shift in emotional positioning, from stress and frustration to confidence and satisfaction.

Pre-intervention narrative of Nina. *I thought high school would be different, but the field I chose isn't what I expected, and I'm struggling to focus on my lessons. I feel like an unsuccessful and hopeless student, easily angered and frustrated, especially with my studies. Since high school started, and with the COVID-19 pandemic, everything's changed – I've lost that excitement I had in middle school. I don't feel connected to my teachers anymore; they seem to underestimate us. I'm constantly dissatisfied and stressed, weighed down by academic pressures and the anxiety of not meeting expectations.* A detailed analysis of Nina's pre-intervention narrative is presented in Table 4.

Post-intervention narrative of Nina. *I've accepted my high school field, focusing on doing well and cultivating interest over time. I'm studying for knowledge, not just grades, and rebuilding myself with a powerful mindset. I've engaged in constructive dialogues with teachers and the principal, leading to a more supportive school environment. This has shifted my emotional landscape from constant dissatisfaction to a balanced approach, where I manage academic demands with self-care and well-being.* The detailed analysis of Nina's post-intervention narrative is shown in Table 5.

Table 4. *Analysis of Nina's Pre-Intervention Narrative*

Layer 1	Analysis
Story Lines:	Nina's narrative depicts a journey from anticipation to disillusionment in her high school experience, marked by a loss of focus and connection.
Attributes and Biographical Dimension:	She characterizes herself as an unsuccessful and frustrated student, highlighting a negative shift in her self-perception from her middle school years.
Categorical Membership:	Nina experiences a sense of disconnect with her chosen academic field and with her teachers, feeling underestimated and unappreciated.
Emotionality:	The narrative conveys feelings of dissatisfaction, stress, and anxiety, reflecting her emotional response to the unmet expectations and pressures of high school life.

Table 5. *Analysis of Nina's Post-Intervention Narrative*

Layer 1	Analysis
Story Lines:	Nina's narrative indicates a transition from dissatisfaction with her high school field to a mindset of acceptance and proactive engagement.
Attributes and Biographical Dimension:	She demonstrates a change from a passive to an active learner, focusing on gaining knowledge and developing a strong, self-affirming mindset.
Categorical Membership:	Nina moves from a position of a disengaged student to one who is actively involved in her education and seeks to cultivate her interests.
Emotionality:	Her narrative shows a shift in emotional positioning from dissatisfaction to a balanced approach that incorporates self-care and well-being alongside academic endeavors.

Pre-intervention narrative of Mona. *I've lost my confidence and don't have any study plans. I'm not organized and feel invisible and disliked, like an outsider. I regret speaking in class and prefer to stay quiet. Living in a small area where everyone knows each other makes me anxious about others' opinions. I feel constantly judged and struggle with anxiety, especially about what others think. My difficulty in connecting with classmates leads to feelings of isolation and insecurity, compounded by their unfriendly behavior and poor communication.* See Table 6 for a detailed analysis of Mona's pre-intervention narrative.

Post-intervention narrative of Mona. *I've realized that confidence comes naturally, and I already have greatness within me. I'm learning from failures and accepting my flaws. The quarantine period made me aimless, but now I'm focusing on my goals and working hard, motivated about my future. My teacher's advice has helped me understand that my grades and self-improvement are more important than others' opinions. I've also found a supportive community among my classmates, where we encourage each other, creating a positive and united atmosphere in our academic journey.* Table 7 provides a comprehensive analysis of Mona's post-intervention narrative.

Table 6. *Analysis of Mona's Pre-Intervention Narrative*

Layer 1	Analysis
Story Lines:	Mona's narrative is centered around feelings of isolation, disconnection, and a lack of confidence both academically and socially.
Attributes and Biographical Dimension:	She describes herself as lacking confidence, organization, and social skills, positioning herself as an outsider in both her community and school.
Categorical Membership:	Mona perceives herself as not fitting in with her classmates and community, feeling scrutinized and misunderstood.
Emotionality:	Her narrative is filled with emotions of anxiety, insecurity, and a sense of being overwhelmed by the judgments of others.

Table 7. *Analysis of Mona's Post-Intervention Narrative*

Layer 1	Analysis
Story Lines:	Mona's narrative shows a shift from a lack of confidence and aimlessness to self-recognition and goal-oriented behavior.
Attributes and Biographical Dimension:	She acknowledges her intrinsic qualities and potential, moving from self-doubt to self-acceptance and persistence.
Categorical Membership:	Mona transitions from feeling isolated to being an active and appreciated member of her school community.
Emotionality:	Her emotional state changes from anxiety and worry to motivation and excitement about her future.

TRANSFORMING ASSUMED/ASSIGNED POSITIONALITIES IN 92 SOCIO-EMOTIONALLY STRUGGLING L2 STUDENTS

Pre-intervention narrative of Anis. *I'm shy and introverted, feeling lazy and unmotivated about studying. Exams and the increased workload in high school stress me out, causing anxiety and impacting my grades. I don't feel connected with my classmates and struggle to fit in with the successful ones. I wish our school recognized different talents beyond academics. The strict and cold behavior of school administrators and teachers leaves me feeling misunderstood and unsupported, affecting my confidence and engagement in class.* A detailed analysis of Anis' pre-intervention narrative is presented in Table 8.

Post-intervention narrative of Anis. *I've become less shy and more confident, embracing my teacher's advice to face my fears. Now, I speak up in class without fear of being wrong, accepting that feeling nervous is normal. I've stopped worrying about being close to all my classmates, focusing instead on being friendly and valuing my self-worth. I've found support from understanding educators, which has helped me feel more connected and confident. Expressing my concerns is easier now, as I'm met with empathy and support.* See Table 9, which analyses Anis' post-intervention narrative in detail.

Table 8. *Analysis of Anis' Pre-Intervention Narrative*

Layer 1	Analysis
Story Lines:	Anis describes a narrative of struggle with self-identity, academic stress, and social disconnection in high school.
Attributes and Biographical Dimension:	She identifies as shy, introverted, and struggling with academic motivation, facing a challenging transition from middle to high school.
Categorical Membership:	Anis feels alienated from both her peers and school authorities, lacking supportive relationships.
Emotionality:	The narrative is marked by feelings of anxiety, disillusionment, and a sense of being overwhelmed.

Table 9. *Analysis of Anis' Post-Intervention Narrative*

Layer 1	Analysis
Story Lines:	Anis's narrative shows a transition from shyness and hesitation to confidence and self-expression.
Attributes and Biographical Dimension:	She demonstrates personal growth in overcoming shyness and gaining confidence in her interactions.
Categorical Membership:	Anis shifts from feeling isolated to experiencing a sense of belonging and connection within her school community.
Emotionality:	The narrative reflects a positive change in emotional state, from anxiety to happiness and satisfaction.

Discussion

Positioning theory provides a useful framework for understanding how students construct their identities through language use in narratives (Kayi-Aydar, 2021). According to Schatzki (1996), who we are and what we can do are products of the social practices in which we participate. Therefore, the way students position themselves and are positioned by others can provide insights into how their identities are constructed in relation to their social and cultural contexts. This study, however, extends positioning theory by applying SEL practices, focusing on developing students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020; Jones et al., 2015). In doing so, it provides a more comprehensive approach to understanding how students' socio-emotional competencies influence their positionalities and identity construction in the classroom.

The use of narratives in the intervention aligns with the principles put forth by Kayi-Aydar (2021), who argues for the effectiveness of narratives in identity exploration. Incorporating SEL strategies into language learning classrooms, as demonstrated in studies by Pentón Herrera and Martínez-Alba (2021), emphasizes the importance of addressing emotional stress and fostering a positive classroom environment, particularly for English language learners. Narratives not only help students articulate their experiences but also enable them to develop critical SEL competencies. Smith (2023) also highlights the importance of SEL practices into language learning environments to foster a more supportive and engaging classroom atmosphere. While SEL components broadly support the development of self-awareness and social awareness among students (Domitrovich et al., 2017; Taylor et al., 2017), specific strategies such as narrative-based interventions can be effective in achieving these goals. This study extends this idea by demonstrating its practical application in a high school setting, particularly for L2 students facing academic challenges. This adds to the existing body of knowledge by providing empirical evidence of how narratives can be effectively utilized in diverse educational contexts.

The intervention reported in this study significantly helped struggling students reposition themselves. Through the intervention, the students were provided with opportunities to reflect on their experiences, challenge negative self-perceptions, and develop a more positive and empowered sense of self. This aligns with the findings of Yagcioglu (2017), who emphasizes that SEL strategies such as reflective activities and emotional discussions can create a more inclusive classroom environment, reducing stress and promoting better learning outcomes in EFL classes. This process also encourages students to recognize and regulate their emotions, build positive relationships, and make responsible decisions about their learning (Durlak et al., 2011). By engaging in activities that encouraged self-reflection and self-expression, the students were able to reframe their narratives and reshape their identities within the

school context. The SEL-aligned activities created a supportive and inclusive environment, which is crucial for fostering a sense of belonging and emotional safety (Jones & Bouffard, 2012). By addressing their struggles and fears in a safe and non-judgmental space, the students gained a renewed sense of confidence, self-worth, and determination to succeed. They began to view themselves as learners capable of overcoming challenges and achieving their goals. Furthermore, the intervention emphasized the importance of individual growth and personal agency, encouraging the students to take ownership of their learning and make choices aligned with their own aspirations.

Through the intervention, students were able to challenge and transform their assumed positionalities, thereby reshaping their social identities within the school context. According to positioning theory, individuals construct their identities through social interactions and the positions they adopt in relation to others (Harré, 2012). In this study, the students' initial assumed positionalities were influenced by factors such as their interactions with classmates, teachers, and administrators, as well as their own perceptions of their capabilities and self-worth. These dynamics are influenced by SEL strategies that promote emotional intelligence and empathy, which allow students to better understand themselves and others in social interactions (Zins et al., 2004). Studies by Tuyan and Sadik (2021) on SEL in EFL contexts have similarly demonstrated that incorporating emotional intelligence principles can significantly improve students' self-confidence and social skills, which are critical for their language learning journey. Such assumed positionalities shaped their experiences and behaviors within the school environment. Through the intervention, the students had the opportunity to reflect on their assumed positionalities and actively engage in the process of repositioning. As suggested by Ozdogru (2020), they were encouraged to challenge negative self-perceptions, redefine their roles within the school community, and adopt more empowered positions.

Furthermore, students' assumed positionalities were influenced by the categories and groups they perceived themselves to belong to, such as their classmates, school, and social circles. Building upon Wilms' (2003) suggestion, the intervention was designed to create positive impressions about membership categorizations, fostering a sense of pride and belonging among the students and encouraging them to adopt more favorable positions within the school community.

After the intervention, significant changes were observed in the way students positioned themselves. They reported feeling more comfortable approaching teachers and school administrators for assistance, which contributed to increased self-awareness, cooperation, and a positive outlook. Furthermore, students recognized the importance of setting achievable goals and prioritizing their studies. These outcomes resonate with SEL research findings that emphasize the impact of SEL interventions on students' academic and social behaviors (Taylor et al., 2017). Moreover, the findings of increased confidence and active

engagement in students resonate with the work of Durning et al. (2016), who emphasize the role of classroom activities and in-class exams in building student confidence. The observed shift in student attitudes towards learning and stress management mirrors these findings, suggesting that classroom interventions can significantly impact student self-perception and coping strategies. These changes in mindset were reflected in a more positive attitude towards their studies, with one student saying that they were more energetic and enthusiastic. The students also recognized the importance of balancing their studies by enjoying their teenage years. Teachers' awareness of the way students position themselves in their talks and practices can be used to change the narratives in the classroom, promote productive connections between themselves and their students, and provide students with better educational opportunities (Rex & Schiller, 2009). Through this, teachers can learn how to reposition their students to enhance their self-confidence and sense of agency during the learning process. Furthermore, they can also position themselves as peers, particularly when it comes to increasing student autonomy and ownership of the learning experience (Dennen, 2011).

The behavior of school administrators is also an important factor that affects the organizational behavior of individuals (Ozdogru, 2022). For instance, school administrators who actively foster a positive school culture contribute to creating a sense of belonging and identity among students. SEL practices, as described by Pentón Herrera and Martínez-Alba (2021), can enhance this by promoting a positive school climate that supports students' emotional well-being and academic success. The central role of school climate and relationships is also highlighted in students' right consciousness, since a positive school climate and quality teacher-student relationships cater to various educational goals (Kincade et al., 2020; Quin, 2017). Factors such as socioeconomic status, gender, age, and emotions may also influence students' perceptions of their school rights (Perry-Hazan, 2021). In this study, the importance of fostering a supportive and positive environment is emphasized as a key factor in enhancing students' learning and overall school experience. This concept aligns well with Abrams' (2011) assertion that the emotional bond between individuals and their awareness of their rights are intertwined. Specifically, individuals who feel a sense of connection to others are more likely to develop a strong understanding and sense of ownership over their rights. This study's emphasis on the importance of teachers recognizing diverse cultural backgrounds and identities echoes the findings of Delpit (1995) and Perry-Hazan (2021), who highlight the impact of social and cultural factors on student experiences in educational settings. This aligns with the growing body of research advocating for culturally responsive teaching practices. In conclusion, the study contributes to the existing literature by demonstrating how targeted interventions can significantly influence the positionalities of L2 students, leading to improved self-confidence, engagement, and academic performance. It underscores the critical role of the educational environment and teacher-student interactions in shaping student experiences, particularly in the context of language learning.

Conclusion

This study has explored the transformative potential of teacher-led interventions in reshaping the assumed positionalities of socio-emotionally struggling L2 students. By framing the intervention based on SEL practices, the study provided a dual focus on both emotional and academic development, which emphasizes the interdependence of these areas in fostering positive student outcomes (Durlak et al., 2011; Taylor et al., 2017). The intervention, grounded in positioning theory and supplemented by strategies of SEL, provided a unique lens to examine and influence the emotion and identity development of these students within the educational context. The findings reveal significant shifts in the students' self-perceptions and engagement with their learning environments. The integration of SEL competencies, such as self-awareness, self-management, and social awareness, facilitated a repositioning of the students from passive recipients of education to active, engaged learners. This shift was evidenced by increased confidence, resilience, and academic performance, which highlights the crucial role of teacher-student interactions in identity construction and academic success.

The study also highlights the duties and responsibilities of students, teachers, and school administrators in the educational process. For instance, students have a moral duty to listen carefully to their teachers and parents, develop positive attitudes, be cooperative and considerate, and welcome challenges. Additionally, they are expected to be respectful, punctual, and maintain discipline in the classroom. On the other hand, teachers and school administrators have a moral duty to connect with students, understand their struggles, and act as mentors. This is consistent with SEL practices that emphasize the role of educators in modeling social and emotional competencies and creating supportive learning environments (Domitrovich et al., 2017).

In addition, the study emphasizes the importance of providing appropriate support and strategies to facilitate effective learning. One such strategy is scaffolding, which is highly recommended for learners who lack prior knowledge and have high anxiety or low motivation, while allowing students to redo an assignment is an effective strategy for improvement (Dabbaugh 2003). This finding contributes to the literature by highlighting the relevance of these strategies in the context of L2 learning, particularly for students who are struggling academically.

This study acknowledges the role of emotions as integral to the educational experience, which emphasizes a cognitive-evaluative perspective. By applying positioning theory through SEL practices, this study highlights how educational interventions can support positive identity development and engagement among L2 students facing socio-emotional challenges. It also emphasizes the potential of this theory in exploring the complex interplay of emotions, values, and student positioning. It adds to this growing body of work by demonstrating how

emotional positions and moral orders can be activated and navigated in the EFL classroom to support positive identity development and engagement. It also contributes to the broader discourse on the impact of educational interventions on student identity, particularly in the context of language learning and socio-emotional challenges. In conclusion, by empowering students to critically reflect on and reshape their positions, SEL-aligned practices can facilitate more meaningful and transformative learning experiences.

However, this study is not without its limitations. The specific context of the intervention, conducted in a single high school in Western Iran, and the small sample size of four students limit the generalizability of the results. Additionally, the study's focus on female students may not fully capture the diverse experiences of all socio-emotionally struggling L2 learners. Future research could address these limitations by expanding the participant pool to include a more diverse range of students and examining the effectiveness of SEL-based interventions in different educational settings and cultural contexts. Furthermore, longitudinal studies could provide deeper insights into the long-term effects of SEL interventions on students' socio-emotional and academic development.

Conflict of Interest Disclosure

The Authors report no conflicts of interest.

Funding

The Authors report no sources of funding.

Research Ethics Statement

The approving institute for this study is a high school located in Khorramabad in west of Iran, with the approval granted by the school principal and school administration committee.

When designing, conducting, and reporting on the study, ethical guidelines were followed. Principles such as respect for participants' anonymity and informed consent.

Informed consent from participants was obtained through a comprehensive process. Prior to their involvement in the study, participants were provided with detailed information regarding the purpose, procedures, and benefits of the research. This information was presented in a clear and understandable manner, ensuring that participants were fully informed about what their participation would entail.

Data Availability Statement

Data associated with the current study will be made available upon reasonable request to the corresponding author.

Authorship Details

Mohammad Nabi Karimi: research concept and design, writing the article, critical revision of the article.

Parisa Ashkani: collection and/or assembly of data, data analysis and interpretation, writing the article.

References

- Abrams, K. (2011). Emotions in the mobilization of rights. *Harvard Civil Rights-Civil Liberties Law Review*, 46, 551. <https://lawcat.berkeley.edu/record/1124564?ln=en>
- Alzouwain, H. N. H. (2019). *Positioning of English language learners and its power on classroom learning opportunities and interactions*. University of Arkansas.
- Anderson, K. T. (2009). Applying positioning theory to the analysis of classroom interactions: Mediating micro-identities, macro-kinds, and ideologies of knowing. *Linguistics and Education*, 20(4), 291–310. <https://doi.org/10.1016/j.linged.2009.08.001>
- Bai, B., Shen, B., & Wang, J. (2024). Impacts of social and emotional learning (SEL) on English learning achievements in Hong Kong secondary schools. *Language Teaching Research*, 28(3), 1176–1200. <https://doi.org/10.1177/13621688211021736>
- Bamberg, M. (2003). Positioning with Davie Hogan: Stories, tellings, and identities. In C. Daiute & C. Lightfoot (Eds.), *Narrative analysis: Studying the development of individuals in society* (pp. 135–157). Sage. <https://doi.org/10.4135/9781412985246.n23>
- Bamberg, M., & Georgakopoulou, A. (2008). Small stories as a new perspective in narrative and identity analysis. *Text & Talk*, 28(3). <https://doi.org/10.1515/text.2008.018>
- Barkhuizen, G. (2008). A narrative approach to exploring context in language teaching. *ELT Journal*, 62(3), 231–239. <https://doi.org/10.1093/elt/ccm043>
- Benwell, B. & Stokoe, L. (2006). *Discourse and identity*. Edinburgh University Press. <https://doi.org/10.1017/CBO9780748626533>
- Brockmeier, J. (2012). Narrative scenarios: Toward a culturally thick notion of narrative. In J. Valsiner (Ed.), *Oxford library of psychology. The Oxford handbook of culture and psychology* (pp. 439–467). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195396430.013.0021>
- Campbell, T. G., & Hodges, T. S. (2020). Using positioning theory to examine how students collaborate in groups in mathematics. *International Journal of Educational Research*, 103, 101632. <https://doi.org/10.1016/j.ijer.2020.101632>
- CASEL. (2005). *Safe and sound: An educational leader's guide to evidence-based social and emotional SEL programs*. CASEL.
- CASEL. (2020). SEL Framework. Retrieved from: <https://www.discoveryeducation.com>
- Collett, J. (2020). Researching the complex nature of identity and learning: positioning, agency, and context in learners' identities. *International Journal of Qualitative Studies in Education*, 33(5), 524–548. <https://doi.org/10.1080/09518398.2019.1687955>
- Cremin, T., & Baker, S. (2010). Exploring teacher-writer identities in the class-

- room: Conceptualizing the struggle. *English Teaching: Practice and Critique*, 9(3), 8–25. <http://edlinked.soe.waikato.ac.nz/research/journal...>
- Dabbaugh, N. (2003). Scaffolding: An important teacher competency in online learning. *Tech Trends*, 47(2), 39–44. <https://doi.org/10.1007/bf02763424>
- Daher, W. (2020). Students' positioning and emotions in learning geometric definition. *Journal on Mathematics Education*, 11(1), 111–134. <https://doi.org/10.22342/jme.11.1.9057.111-134>
- Davies, B., & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behavior*, 20(1), 43–63. <https://doi.org/10.1111/j.1468-5914.1990.tb00174.x>
- Davies, B., & Harré, R. (1999). Positioning and personhood. In R. Harré, & L. van Langenhove (Eds.), *Positioning theory* (pp. 32–52). Blackwell Publishers Ltd.
- Dennen, V. P. (2011). Facilitator presence and identity in online discourse: Use of positioning theory as an analytic framework. *Instructional Science*, 39(4), 527–541. <https://doi.org/10.1007/s11251-010-9139-0>
- Denham, S. A., & Burton, R. (2003). *Social and emotional prevention and intervention programming for preschoolers*. Kluwer Academic/Plenum. <https://doi.org/10.1007/978-1-4615-0055-1>
- Delpit, L. (1995). Other people's children: Cultural conflict in the classroom. *Harvard Educational Review*, 65, 510–510. <https://doi.org/10.3726/978-1-4539-1735-0/40>
- Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, 88(2), 408–416. <https://doi.org/10.1111/cdev.12739>
- Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Durning, S. J., Dong, T., Ratcliffe, T., Schuwirth, L., Artino, A. R., Boulet, J. R., & Eva, K. (2016). Comparing open-book and closed-book examinations: a systematic review. *Academic Medicine*, 91(4), 583–599. <https://doi.org/10.1097/acm.0000000000000977>
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Ballantine Books.
- Elias, M. J., & Weissberg, R. P. (2000). Primary prevention: Educational approaches to enhance social and emotional learning. *Journal of School Health*, 70(5), 186–190. <https://doi.org/10.1111/j.1746-1561.2000.tb06470.x>
- Esmonde, I. (2009). Ideas and identities: Supporting equity in cooperative mathematics learning. *Review of Educational Research*, 79(2), 1008–1043. <https://doi.org/10.3102/0034654309332562>
- Fetzner, M. (2013). What do unsuccessful online students want us to know?. *Journal of Asynchronous Learning Networks*, 17(1), 13–27. <https://doi.org/10.1002/alan.1111>

- org/10.24059/olj.v17i1.319
- Gee, J. P. (2000). Identity as an analytic lens for research in education. *Review of Research in Education*, 25(1), 99–125. <https://doi.org/10.3102/0091732x025001099>
- Glazier, J. A. (2009). The challenge of repositioning: Teacher learning in the company of others. *Teaching and Teacher Education*, 25(6), 826–834. <https://doi.org/10.1016/j.tate.2008.11.014>
- Green, J., Brock, C., Baker, D., & Harris, P. (2020). Positioning theory and discourse analysis: An explanatory theory and analytic lens. In N. Nasir, C. Lee, R. Pea, & M. Royston (Eds.), *The handbook of the cultural foundations of learning*. Routledge. <https://doi.org/10.4324/9780203774977-9>
- Harré, R. (2012). Varieties of positioning. In F. Moghaddam (Ed.), *The Oxford handbook of cultural psychology* (pp. 249–270). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195396430.013.0010>
- Harré, R., Moghaddam, F., Cairnie, T. P., Rothbart, D., & Sabat, S. R. (2009). Recent advances in positioning theory. *Theory & Psychology*, 19(1), 5–31. <https://doi.org/10.1177/0959354308101417>
- Harré, R., & Moghaddam, F. M. (Eds.). (2003). *The self and others: Positioning individuals and groups in personal, political, and cultural contexts*. Greenwood Publishing Group.
- Harré, R., & Langenhove, L. V. (1991). Varieties of Positioning. *Journal for the Theory of Social Behavior*, 21(4), 393–407. <https://doi.org/10.1111/j.1468-5914.1991.tb00203.x>
- Harré, R., & van Langenhove, L. (1999). Positioning in psychological discourse. In R. Harré & L. van Langenhove (Eds.), *Positioning theory: Moral contexts of intentional action* (pp. 14–31). Wiley.
- Harré, R., & Van Langenhove, L. (1999). *Positioning theory*. Blackwell Publishers.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Holland, D., Lachicotte Jr, W. S., Skinner, D., & Cain, C. (2001). *Identity and agency in cultural worlds*. Harvard University Press.
- Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies and commentaries. *Social Policy Report*, 26(4), 1–33. <https://doi.org/10.1002/j.2379-3988.2012.tb00073.x>
- Jones, S. M., McGarrah, M. W., & Kahn, J. (2019). Social and emotional learning: A principled science of human development in context. *Educational Psychologist*, 54(3), 129–143. <https://doi.org/10.1080/00461520.2019.1625776>
- Lvovich, N. (2003). Sociocultural identity and academic writing: A second-language learner profile. *Teaching English in the Two Year College*, 31(2), 179–192.
- Kayi-Aydar, H. (2013). ‘No, Rolanda, completely wrong!’ Positioning, classroom participation and ESL learning. *Classroom Discourse*, 4(2), 130–150. <https://doi.org/10.1080/19463014.2013.835271>
- Kayi-Aydar, H. (2018). “If Carmen can analyze Shakespeare, everybody can”: Positions, conflicts, and negotiations in the narratives of Latina pre-service

TRANSFORMING ASSUMED/ASSIGNED POSITIONALITIES IN 102
SOCIO-EMOTIONALLY STRUGGLING L2 STUDENTS

- teachers. *Journal of Language, Identity & Education*, 17(2), 118–130. <https://doi.org/10.1080/15348458.2017.1415759>
- Kayi-Aydar, H. (2019). Language teacher identity. *Language Teaching*, 52(3), 281–295. <https://doi.org/10.1017/s0261444819000223>
- Kayi-Aydar, H. (2021). A framework for positioning analysis: From identifying to analyzing (pre) positions in narrated story lines. *System*, 102, 102600. <https://doi.org/10.1016/j.system.2021.102600>
- KidsMatter. (2012). Australian primary school mental health initiative. *Australian Government*.
- Kincade, L., Cook, C., & Goerdt, A. (2020). Meta-analysis and common practice elements of universal approaches to improving student-teacher relationships. *Review of Educational Research*, 90(5), 710–748. <https://doi.org/10.3102/0034654320946836>
- Kleres, J. (2011). Emotions and narrative analysis: A methodological approach. *Journal For the Theory of Social Behavior*, 41(2), 182–202. <https://doi.org/10.1111/j.1468-5914.2010.00451.x>
- Kopelman-Rubin, D., Siegel, A., Weiss, N., & Kats-Gold, I. (2020). The relationship between emotion regulation, school belonging, and psychosocial difficulties among adolescents with specific learning disorder. *Children & Schools*, 42(4), 216–224. <https://doi.org/10.1093/cs/cdaa022>
- Korobov, N., & Bamberg, M. (2004). Development as micro-genetic positioning. *British Journal of Developmental Psychology*, 22(4), 521–530. <https://doi.org/10.1348/0261510042378218>
- Maloch, B. (2005). Becoming a "WOW Reader": Context and continuity in a second-grade classroom. *Journal of Classroom Interaction*, 5–17. <https://doi.org/10.4135/9781452229775.n7>
- Menard-Warwick, J. (2007). 'Because she made beds. Every day'. Social positioning, classroom discourse, and language learning. *Applied Linguistics*, 29(2), 267–289. <https://doi.org/10.1093/applin/amm053>
- Merrills, K. (2015). *Re-positioning Latino heritage language learners: The case of one adolescent's experiences in two different pedagogical spaces* [Doctoral dissertation, University of Maryland].
- McVee, M. B., Brock, C. H., & Glazier, J. A. (Eds.). (2011). *Sociocultural positioning in literacy: Exploring culture, discourse, narrative, and power in diverse educational contexts*. Hampton Press.
- Moeller, J., Brackett, M. A., Ivcevic, Z., & White, A. E. (2020). High school students' feelings: Discoveries from a large national survey and an experience sampling study. *Learning and Instruction*, 66, 101301. <https://doi.org/10.1016/j.learninstruc.2019.101301>
- Moghaddam, F. M., Harré, R., & Lee, N. (Eds.). (2007). *Global conflict resolution through positioning analysis*. Springer Science & Business Media. <https://doi.org/10.1007/978-0-387-72112-5>
- Mosvold, R., & Bjuland, R. (2016). Positioning in identifying narratives of/about

- pre-service mathematics teachers in field practice. *Teaching and Teacher Education*, 58, 90–98. <https://doi.org/10.1016/j.tate.2016.05.005>
- Nguyen, H., & Yang, L. (2015). A queer learner's identity positioning in second language classroom discourse. *Classroom Discourse*, 6(3), 221–241. <https://doi.org/10.1080/19463014.2015.1093952>
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Pearson.
- Ogbu, J. U. (1990). Cultural model, identity, and literacy. In J. W. Stigler, R. A. Shweder, & G. Herdt (Eds.), *Cultural psychology: Essays on comparative human development* (pp. 520–541). <https://doi.org/10.1017/cbo9781139173728.020>
- Özdoğru, M. (2022). School administrators' behaviors in the professional belonging of teachers. *Education Quarterly Reviews*, 5(2). <https://doi.org/10.31014/aior.1993.05.02.492>
- Pavlenko, A. (2007). Autobiographic narratives as data in applied linguistics. *Applied Linguistics*, 28(2), 163–188. <https://doi.org/10.1093/applin/amm008>
- Pentón Herrera, L. J. (2024). Social-emotional learning in ESOL with ninth-grade newcomers. *ELT Journal*, 78(2), 127–136. <https://doi.org/10.1093/elt/ccad051>
- Pentón Herrera, L. J., & Martinez-Alba, G. (2021). *Social-emotional learning in the English language classroom: Fostering growth, self-care, and independence*. TESOL Press. <https://doi.org/10.1002/9781118784235.eelt1039>
- Perry-Hazan, L. (2021). Conceptualizing conflicts between student participation and other rights and interests. *Discourse: Studies in the Cultural Politics of Education*, 42(2), 184–198. <https://doi.org/10.1080/01596306.2019.1599324>
- Quin, D. (2017). Longitudinal and contextual associations between teacher–student relationships and student engagement: A systematic review. *Review of Educational Research*, 87(2), 345–387. <https://doi.org/10.3102/0034654316669434>
- Rex, L. A., & Schiller, L. (2010). *Using discourse analysis to improve classroom interaction*. Routledge. <https://doi.org/10.4324/9780203876985>
- Roddy, C., Amiet, D. L., Chung, J., Holt, C., Shaw, L., McKenzie, S., Garivaldis, F., Lodge, J. M., & Mundy, M. E. (2017). Applying best practice online learning, teaching, and support to intensive online environments: *Frontiers in Education*, 2, 59. <https://doi.org/10.3389/feduc.2017.00059>
- Riser, P. A. (2019). Understanding marginalized students' identities work and their learning experiences in English language arts classrooms. *Advance. Preprint*. <https://doi.org/10.31124/advance.7808876.v1>
- Ritchie, S. M. (2002). Student positioning within groups during science activities. *Research in Science Education*, 32(1), 35–54. <https://doi.org/10.1023/a:1015046621428>
- Schatzki, T. R. (1996). *Social practices: A Wittgensteinian approach to human activity and the social*. Cambridge University Press. <https://doi.org/10.1017/cbo9780511527470>

- Schroeder-Moreno, M. S. (2010). Enhancing active and interactive learning on-line - lessons learned from an online introductory agroecology course. *NAC-TA Journal*, 54(1), 21–30.
- Sitthirak, C. (2022). Impact of interpersonal relations and positioning on the resolution of conflicts in the EFL classroom. *LEARN Journal: Language Education and Acquisition Research Network*, 15(2), 751–775.
- Smith, C. (2020). International students and their academic experiences: Student satisfaction, student success challenges, and promising teaching practices. In U. Gaulee, S. Sharma, & K. Bista (Eds.), *Rethinking Education Across Borders* (pp. 271–287). Springer. https://doi.org/10.1007/978-981-15-2399-1_16
- Smith, S. (2023). Social emotional learning in ELT classrooms: Theoretical foundations, benefits, implementation, and challenges. *American Journal of Humanities and Social Sciences Research*, 7(9), 187–195.
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613–629. <https://doi.org/10.1037/0003-066x.52.6.613>
- Syed, M., Azmitia, M., & Cooper, C. R. (2011). Identity and academic success among underrepresented ethnic minorities: An interdisciplinary review and integration. *Journal of Social Issues*, 67(3), 442–468. <https://doi.org/10.1111/j.1540-4560.2011.01709.x>
- Tajfel, H., & Turner, J. C. (2004). The Social Identity Theory of Intergroup Behavior. *Political Psychology*, 276–293. <https://doi.org/10.4324/9780203505984-16>
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>
- Tuyan, S., & Sadik, S. (2008). Hand in hand with emotions: A social and emotional learning program for EFL students. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 17(3), 389–398.
- Van Langenhove, L. (2017). Varieties of moral orders and the dual structure of society: A perspective from positioning theory. *Frontiers in Sociology*, 2, 9. <https://doi.org/10.3389/fsoc.2017.00009>
- Warren, Z., & Moghaddam, F. M. (2018). Positioning theory and social justice. In P. L. Hammack, Jr. (Ed.), *The Oxford handbook of social psychology and social justice* (pp. 319–331). Oxford University Press.
- Whitsed, C., & Volet, S. (2013). Positioning foreign English language teachers in the Japanese university context. *Teachers and Teaching: Theory and Practice*, 19(6), 717–735. <https://doi.org/10.1080/13540602.2013.827459>
- Wilms, J. D. (2003). *Student engagement at school: A sense of belonging and participation. Results from PISA 2000*. Organization for Economic Co-operation and Development. <https://doi.10.1787/9789264018938-en>
- Wolters, C. A. (2003). Understanding procrastination from a self-regulated learn-

- ing perspective. *Journal of Educational Psychology*, 95(1), 179–187. <https://doi.org/10.1037/0022-0663.95.1.179>
- Wood, M. B. 2013. Mathematical micro-identities: Moment-to-moment positioning and learning in a fourth-grade classroom. *Journal for Research in Mathematics Education*, 44(5), 775–808. <https://doi.org/10.5951/jresmetheduc.44.5.0775>
- Wortham, S. E. F. (2001). *Narratives in action: A strategy for research and analysis*. Teachers College Press.
- Wortham, S. (2004). The interdependence of social identification and learning. *American Educational Research Journal*, 41(3), 715–750. <https://doi.org/10.3102/00028312041003715>
- Yagcioglu, O. (2017). Social and emotional learning in EFLclasses. *International Journal of English Language Teaching*, 5(9), 110–122.
- Yamakawa, Y. (2014). *The impact of teacher positioning on students 'opportunities to learn: a case study of an elementary mathematics classroom* [Doctoral dissertation, University of Pittsburgh].
- Yoon, B. (2008). Uninvited guests: The influence of teachers' roles and pedagogies on the positioning of English language learners in the regular classroom. *American Educational Research Journal*, 45(2), 495–522. <https://doi.org/10.3102/0002831208316200>
- Zimmerman, B.J. (2000). Attaining self-regulation: A social cognitive perspective. In Boekaerts, M., Pintrich, P., & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). Academic Press.