

**The Power of Appreciating
Others and Their Efforts:
Motivating students to speak and write**

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**What are your
students'
strengths?**

(a) “First you improve your faults and then you like your English.”

(b) “First you like your English and then you improve the faults.”

Which story is a more probable way to improve English?

“Only if we like something will we get involved enough to work and struggle with it . . . Only if we like what we write will we write again, which is the only way to get better.

. . . writers often *learn* to like their writing by the grace of having a reader or two who likes it—even though it’s not good.

Good teachers see what is only *potentially* good, they get a kick out of mere possibility—and they encourage it.”

History of teaching English writing composition in U.S. colleges

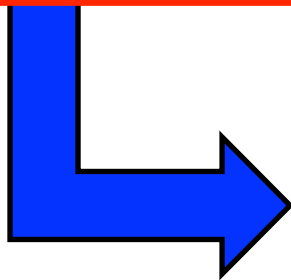
1960's — Classical rhetoric & Literature approach

1970's — Writing across the curriculum & Genre approach

1980's — Writing workshops & Process approach

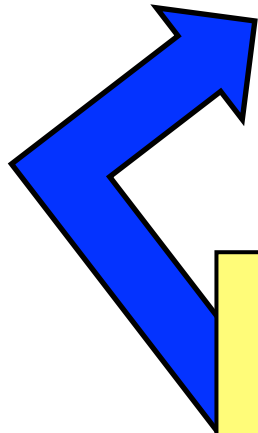
1990's — Composition studies & Postmodern approach

2000's — Critical multiculturalism & Post-process approach

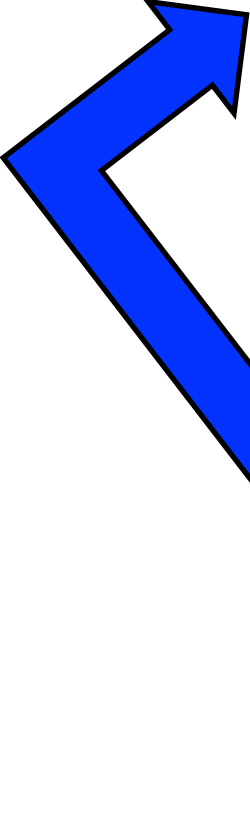


**Liking = Students share their writing
& Readers talk about the
effects of reading it**

NOT evaluation . . . Why?



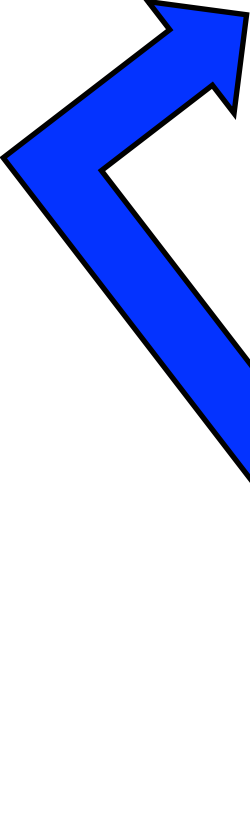
**Liking = Students share their writing
& Readers talk about the
effects of reading it**



**Decreases fear of being judged
Decreases writer's block
Increases joy of writing
Increases critical thinking
Increases quality of writing**

NOT evaluation . . . Why?

**Liking = Students share their writing
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**Decreases fear of being judged
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**If liking is good for writing,
what else might liking be good for?**

**Liking = Students share their writing
& Readers talk about the
effects of reading it**

**Silence from 900 students
during 48 classroom hours**

40% listening to the teacher

8% listening to other students

7% conversing in pair or group talk

20% disengaging from learning

0.04% student-initiated talk

King (2012)

**Silence from 900 students
during 48 classroom hours**

Students don't care and teachers accept it.

Teachers are mostly teaching grammar.

Most tasks do not require speaking in English.

Students are confused about speaking tasks.

Students worry about being judged by others.

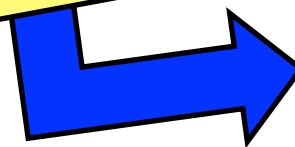
King (2012)

The Benefits and Feasibility of Liking

- It's not improvement that leads to liking, but rather liking that leads to improvement.
- Liking is not the same as evaluating. We can often criticize something better when we like it.
- We learn to like our writing when we have a respected reader who likes it.

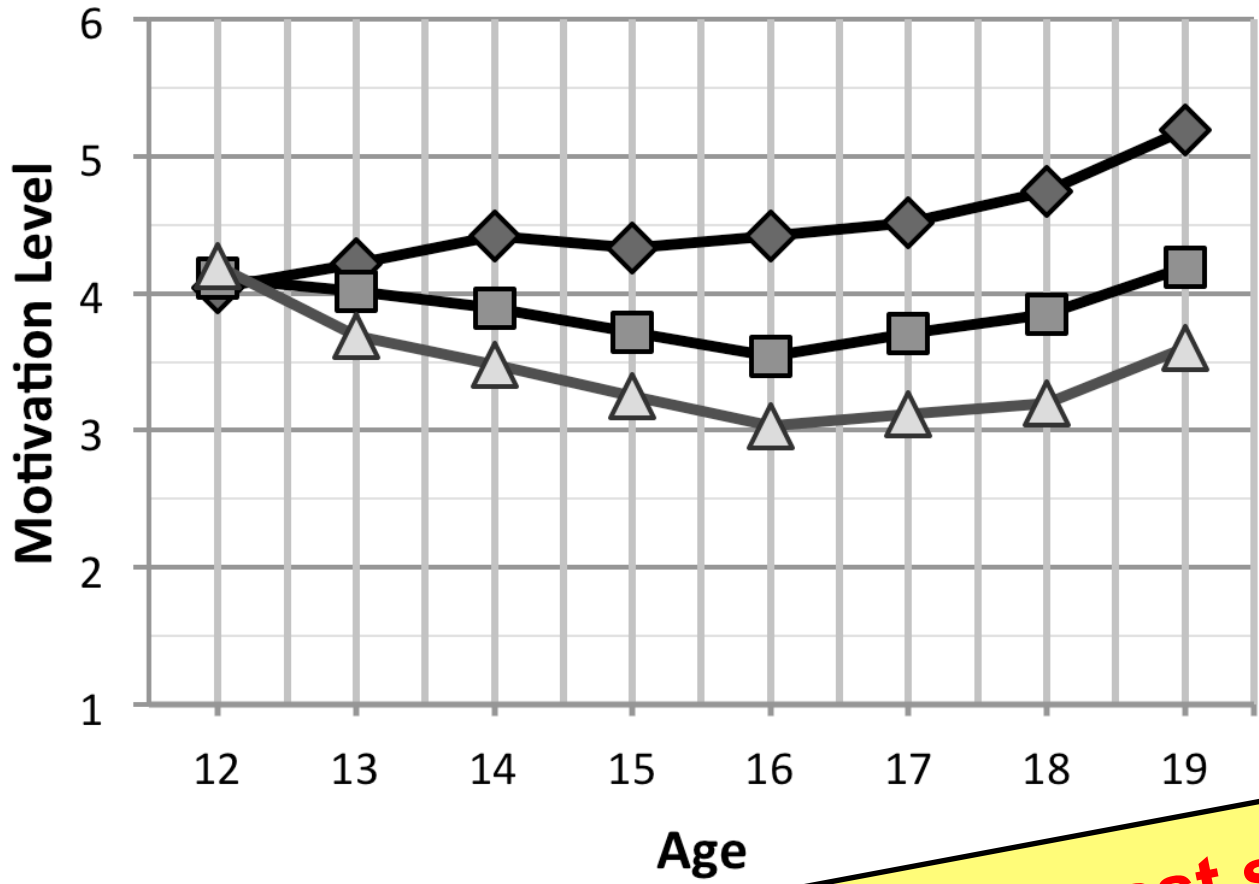
**How can we show students
that we like their English?**

Elbow (2009)



**Genuine &
Specific**

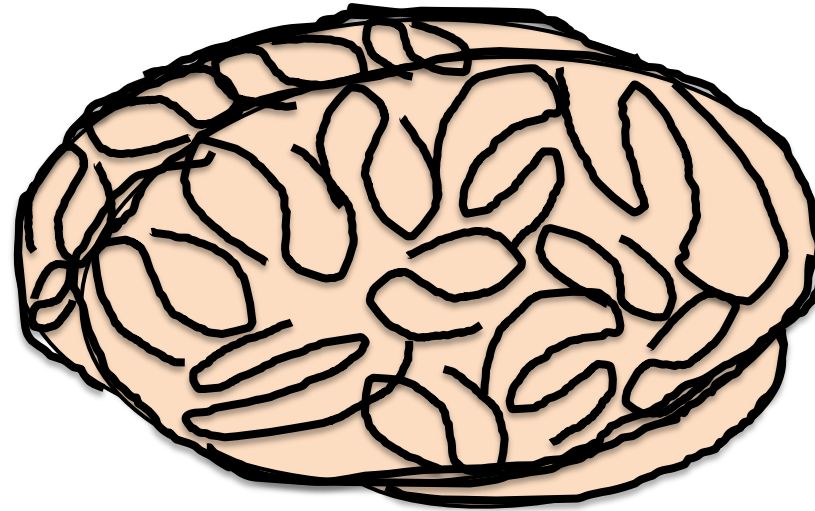
In-class motivation timelines of EFL students in Japan



How do past selves influence choices along the long path in language learning?

Falout (2016a); Falout et al. (2013a)

Default Mode Network of the Brain

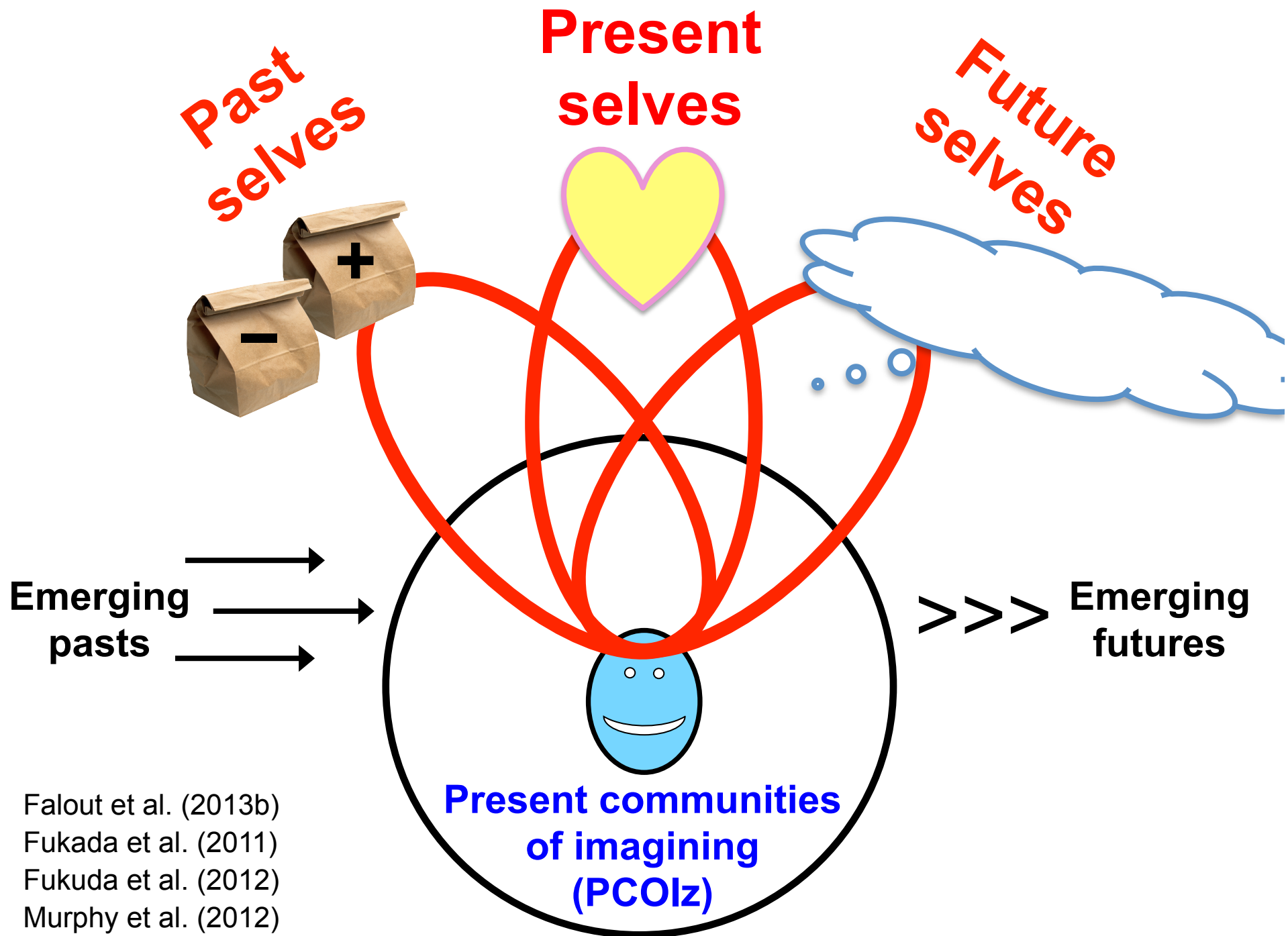


Retrospection

Prospection

Theory of mind

Spreng & Grady (2009)



Falout et al. (2013b)
 Fukuda et al. (2011)
 Fukuda et al. (2012)
 Murphy et al. (2012)

Ideal Classmates

Please describe a group of classmates that you could learn English well with. What would you all do to help each other learn better and more enjoyably?

いっしょに親しく英語を学ぶクラスメートのグループがどのようなものを想像して書いてみて下さい。より上手に楽しく助け合って学ぶにはどうすればいいでしょうか。

**Ideal
class-
mates
prompt**

**Looping
back
students'
descriptions**

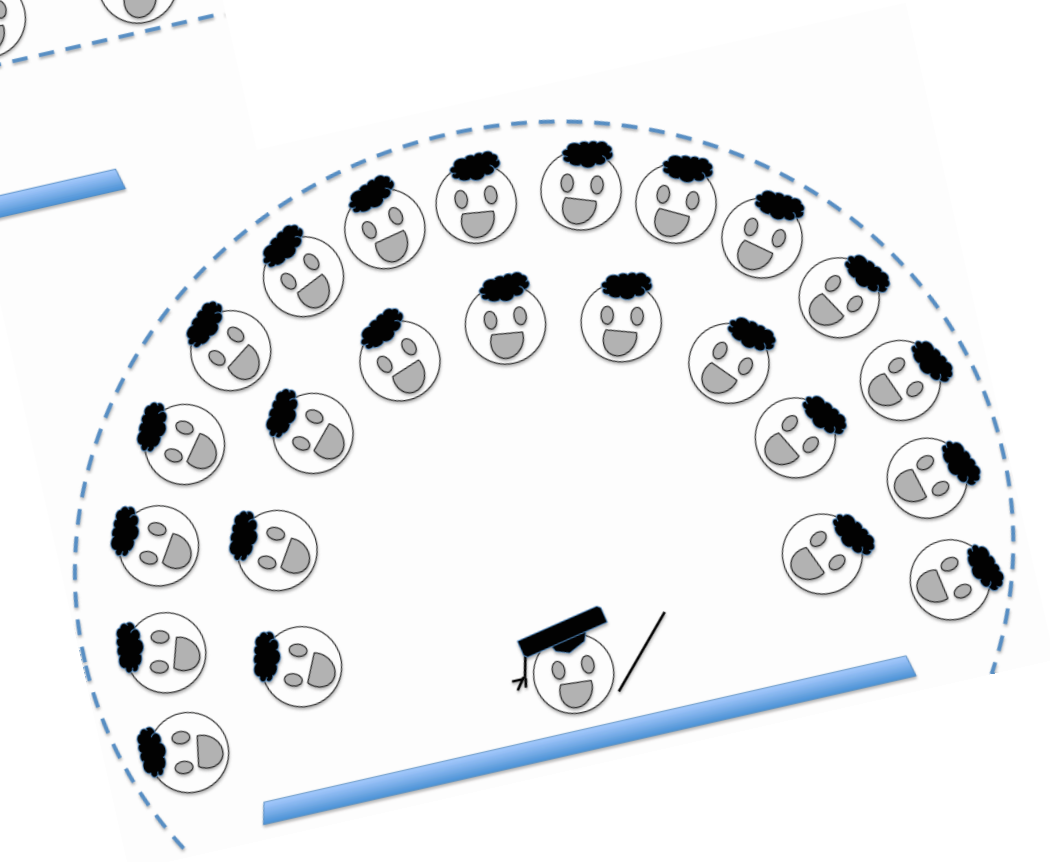
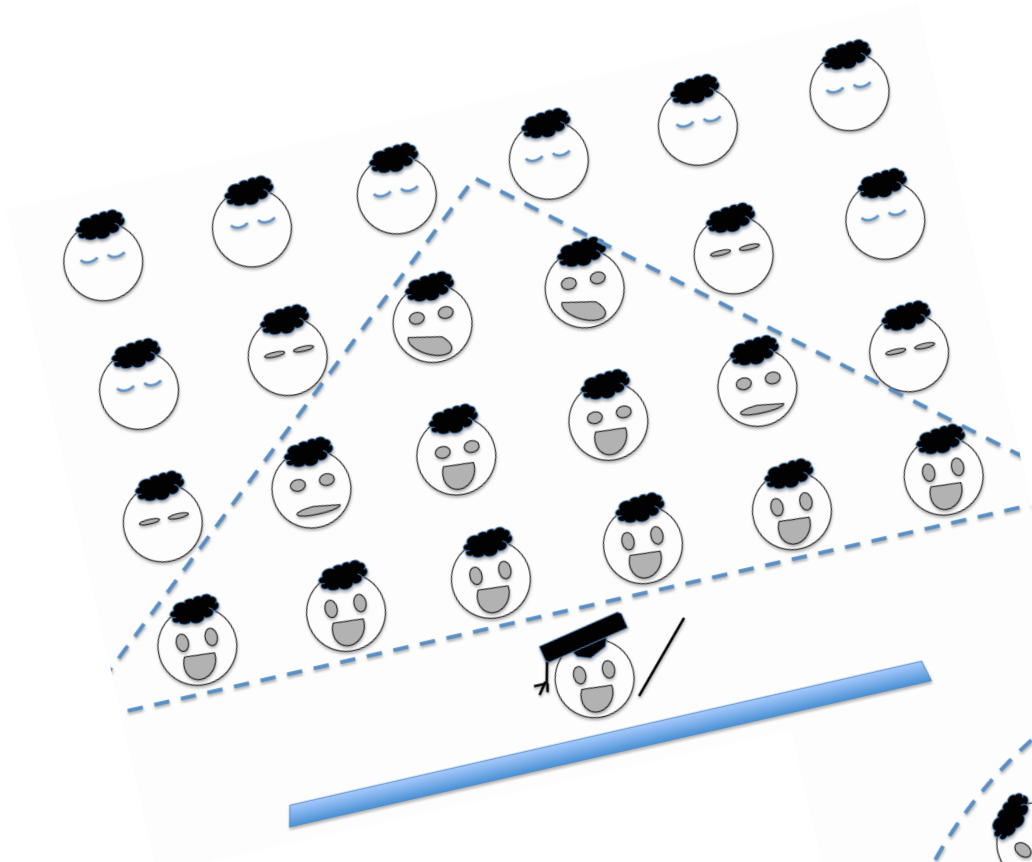
**Ideal
teacher
prompt**

**Students
write
reflections
in their
notebooks**

**Encouraging
survey**

**Students
discuss their
reactions**

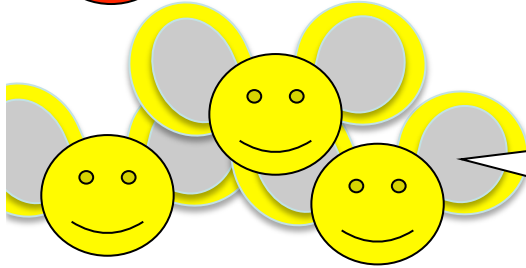
**Teachers'
shared
journals**



Falout (2014)



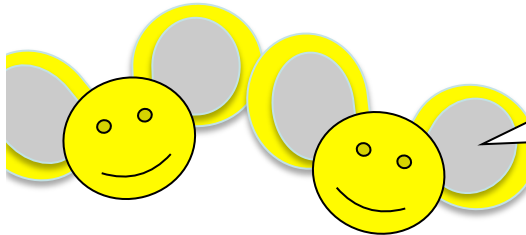
Hi, my name is **(name)**.



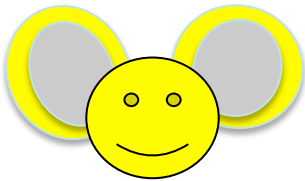
Hi **(name)**. Are you ready to present?



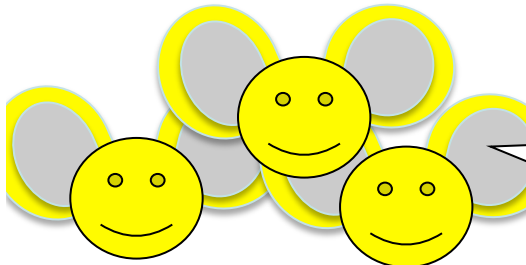
Ready



(Asking open-ended questions)



(Summarizing)
(Showing appreciation)



Thank you **(name)** for presenting.

We both . . .

We both are . . .

We both have . . .

We both like . . .

We both play . . .

We both do . . .

We both make . . .

We both [V] . . .

We both think . . .

We both . . .

We both are . . .

We both have . . .

We both like . . .

We both play . . .

We both do . . .

We both make . . .

We both [V] . . .

We both think . . .

We both prefer ____ / We differ about ____

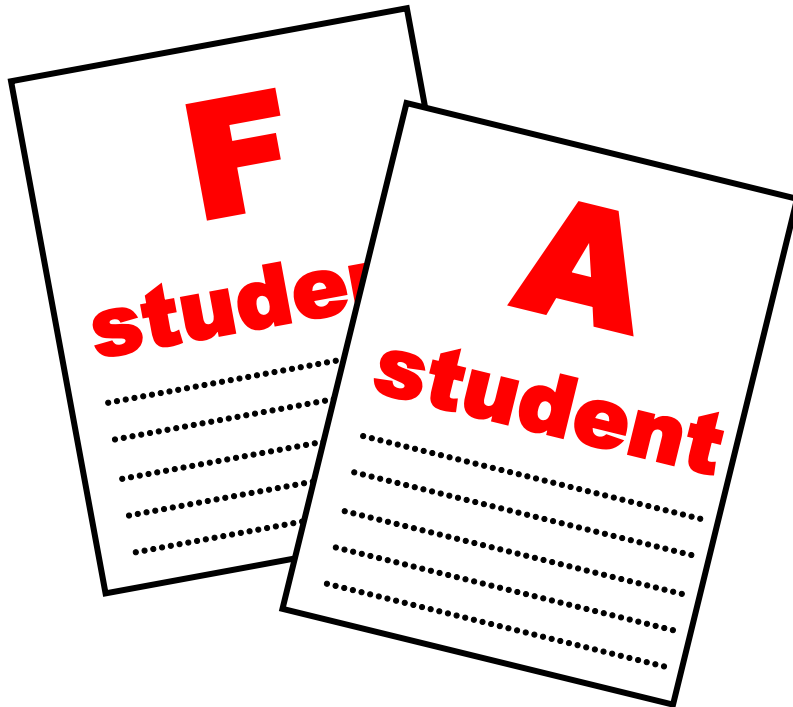
Vanilla or chocolate?

We both prefer ____ / We differ about ____

Cats or dogs?

Fixed mindset

Growth mindset



Dweck (2000, 2006)

Cultivating growth mindsets

- 1. Careful use of praise and feedback**
- 2. Modeling other's growth mindsets**
- 3. Providing strategies to manage learning**
- 4. Materials and lessons that enable students to witness their own progress**

Ryan & Mercer (2011), citing Dweck (2000)

How can we show students that we like their English?

Elbow (2009) for teaching L1 English writing composition	How can we show students that we like their English? Our ideas for L2 Speaking and Writing in our classes
(a) I ask for <u>lots of private writing</u> that I don't read or I read but don't comment on.	
(b) I have <u>students share lots of writing</u> with each other—and after a while respond to each other.	
(c) I find what is good—or <u>potentially good</u> —and learn to <u>praise it</u> . Behaviorism's main principle of learning: Reward produces learning more effectively than punishment.	
(d) I <u>get to know students as people</u> . I do this partly through assignments that I give . . . for example: their own experiences, memories, or histories with writing.	
(e) I need to <u>share some of my own writing</u> —show some of my own feelings. I need to write to them about my own past experiences.	
(f) It helps to <u>work on my own writing</u> —and <u>work on learning to like it</u> . For the sake of our own teaching, we need to learn to be charitable and to like our own writing.	



Job Crafting

Changing the usual way of doing a job.

(1) Tasks, (2) Relationships, and (3) Roles

Job Crafting Teachers have better . . .

→ Observable performance

→ Self-perceived satisfaction,
commitment, and job attachment

Leana, Appelbaum, Shevchuk (2009)

Teacher Job Crafting Roles

Navigators

Advisors: Volunteer their time to tutor or advise outside of class.

Guides: Show learners where they can possibly go, physically or metaphorically.

Role models: Strive to embody ideal characteristics, such as being a lifelong learner.

Transformers

Creators: Bring variety to learning with original materials that stimulate various senses.

Intermediaries: Act as social network builders in the classroom and beyond.

Teachers of more than language: Teach practical life skills, culture, critical thinking, etc.

Nurturers

Companions: Build personal relationships with their students.

Devotees: Show dedication to students and give personalized feedback and praise.

Psychologists: Address the internal world of students, helping them adjust and grow.

Wonderers

Witnesses: Find fulfillment from observing learner developments and achievements.

Practitioners in progress: Work on professional development throughout their careers.

Teacher trainers: Voluntarily train teachers to better teach students.

Falout & Murphey (in progress)

Advisors

Respondent #9: I open study groups or individualized tutoring sessions. Through out those chances I can understand my students better and help them in a way that I can't do in a large class setting.

Falout & Murphey (in progress)

Guides

Respondent # 14: We frequently have classes outside the classroom in open air spaces, squares, the beach, the park even on the street where we practice giving directions or treasure hunts.

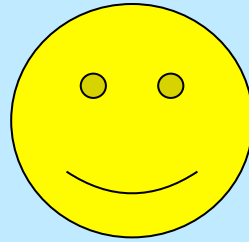
Respondent #40: I'm doing video interviews with graduates who are either studying/using English in Japan or overseas. Giving them a chance to share their story (in both English and Japanese) is inspiring to me (to see how far they've come) and a chance for current students to see how far they can go.

Falout & Murphey (in progress)

Intermediaries

Respondent #7: When there was no teacher yet having idea of sending students to do a voluntary service activities, I myself had that kind of challenging idea of taking students abroad. In fact, I managed to help parents trust their children to go. I also used to challenge my students to have a kind of teleconference through skype on certain projects done together with our partners abroad.

Falout & Murphey (in progress)



Freewriting

Erasers

Dictionaries

Translators

Stopping

Pen or pencil

Make mistakes

Cheat sheet

Keep writing



What things do you do in your job that goes beyond the job description and that you think gives your job meaningfulness?

String toss game

Dörnyei & Murphey (2003)

Showing appreciation

(name), thank you for _____

(name), I'm glad that you _____

(name), I admire your _____



Forward to the future!

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