

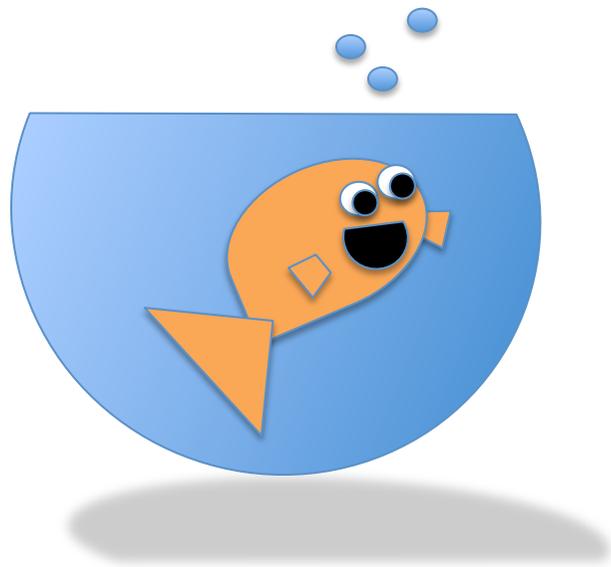
Old Script

5.

**Guaranteed
successes**

The Switch

**Non-
guaranteed
successes**



Yoshida (2004)

Students can start taking small steps out of the fish bowl and into the open seas. Check out these sources for inspiration.



Skype Talk telecollaboration project: Students teaching each other in tandem learning

人をむすび世界につながる言語教育. 日本語教育国際研究大会, 第2分冊 (パネルセッション・口頭発表), pp. 136. (2012/08/19)

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Murphey, T. (2016). Teaching to learn and well-become: Many mini-renaissances. In P. D. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive psychology in SLA* (pp. 324-343). Bristol: Multilingual Matters.

日本文化フェア

2013年11月15日 (金) 13:00~17:00
CENTRE FOR INTERNATIONAL EXPERIENCE (CIE)
33 ST. GEORGE STREET, TORONTO

今日からは日本文化!

お好み焼き 日本のお茶&お菓子
クッキングショー
書道 折り紙 日本人形

Japan Foundation ブース
JETプログラムブース
ブックフェア

ミニレクチャー
(Dreams for Sale:
Anime, Manga and Marketing)
日本舞踊
茶道



主催:
CLASS OF EAS460H1F, U OF T
DEPARTMENT OF EAST ASIAN STUDIES, U OF T
CENTRE FOR INTERNATIONAL EXPERIENCE, U OF T

後援:
在トロント日本国総領事館
ジャパン・ファウンデーション・トロント
NIHONGO CIRCLE

ORGANIZERS:
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DEPARTMENT OF EAST ASIAN STUDIES, U OF T
CENTRE FOR INTERNATIONAL EXPERIENCE, U OF T
SUPPORTERS:
CONSULATE-GENERAL OF JAPAN IN TORONTO
JAPAN FOUNDATION TORONTO
NIHONGO CIRCLE



KONNICHIWA JAPAN!

ORIGAMI
CALLIGRAPHY
JAPANESE DOLLS

MINI-LECTURE
(Dreams for Sale:
Anime, Manga and Marketing)

JAPANESE DANCE
TEA CEREMONY

OKONOMIYAKI
MINI-COOKING CLASS
JAPANESE TEA & SWEETS

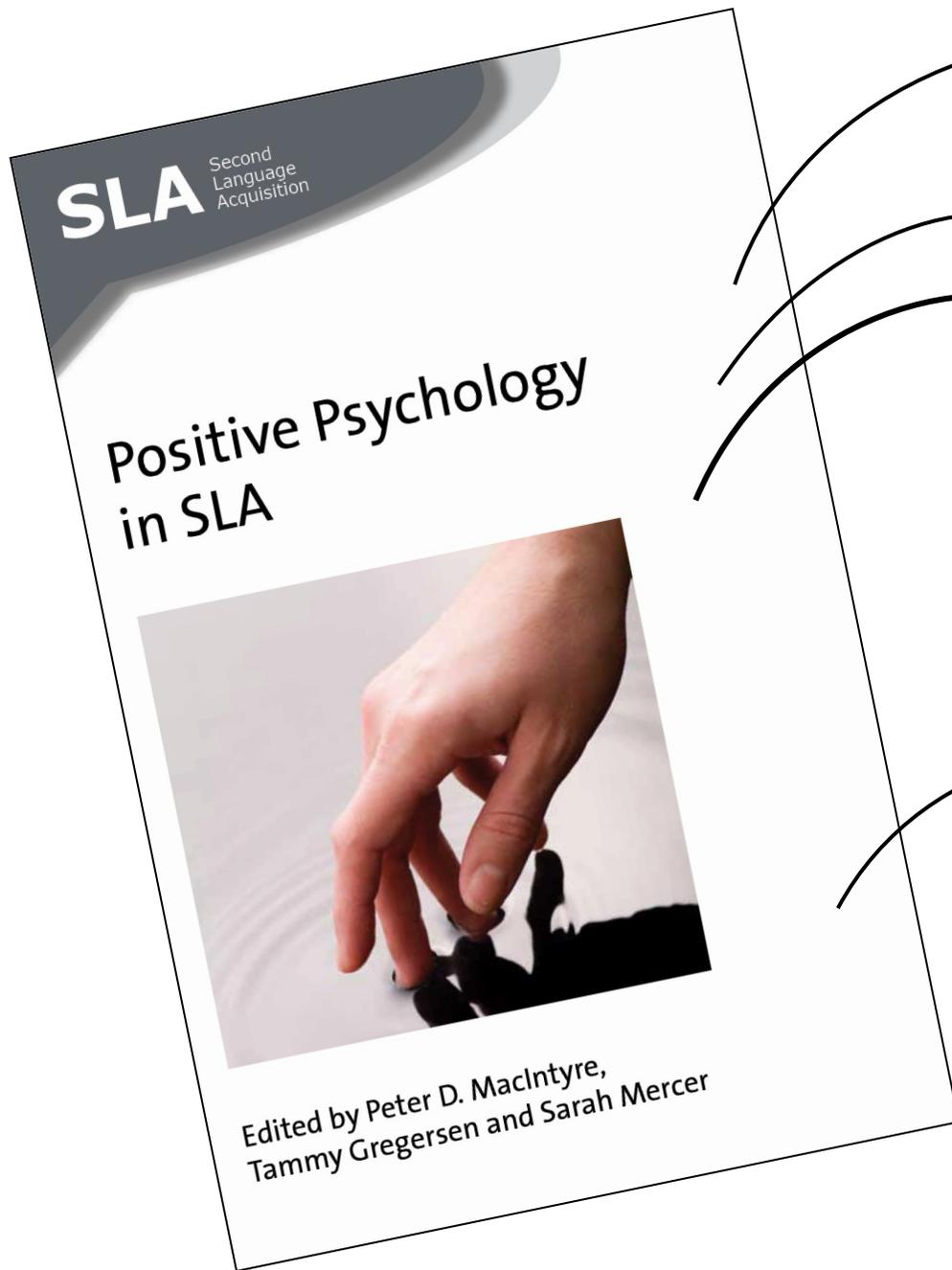
BOOK FAIR
JET PROGRAM INFO BOOTH
JAPAN FOUNDATION INFO BOOTH

JAPANESE CULTURAL FAIR

NOV. 15, 2013 (FRI)
13:00~17:00
33 ST. GEORGE STREET, TORONTO
CENTRE FOR INTERNATIONAL EXPERIENCE (CIE)



Telecollaboration project



Murphey (2014; 2016)

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 . . .

**Old
Script**

6.

**Giving
answers**

**The
Switch**

**Asking
questions**

Why might asking questions be better for learning than giving answers?

If teachers just spoon-feed information, no creative work has been done to create and the information flows like water over rocks. Higher rated; questions are at the heart of creative agentive learning.



Why might asking questions be better for learning than giving answers?

If teachers just spoon-feed information, no creative *wondering* work has been done to create a space for it, and the information washes over minds like water over rocks. Information is over rated; questions are at the heart of creative agentive learning.

Murphey (2010; p. 10)

Many Questions Game!

How many questions can you ask?

Count your own questions on your fingers



(asking)



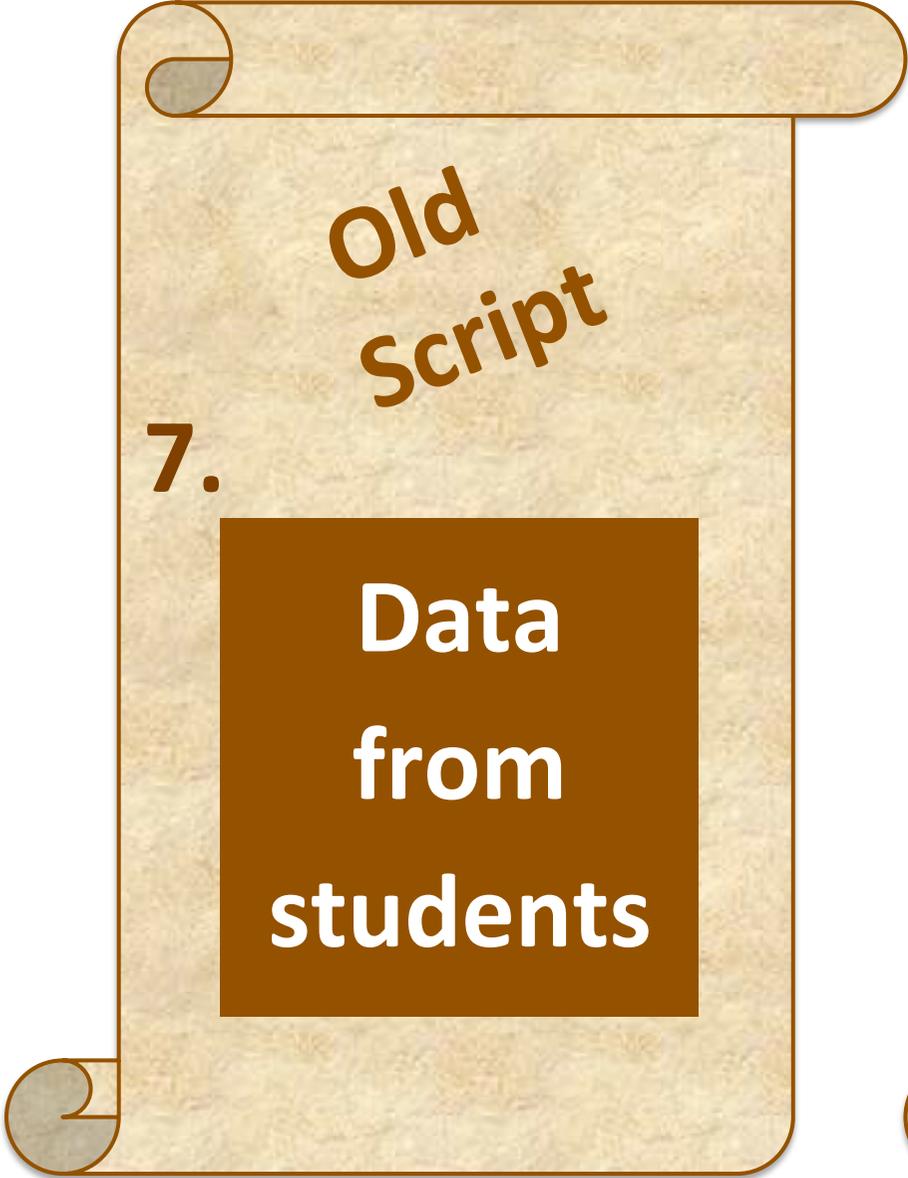
(one-word answer)



(asking)



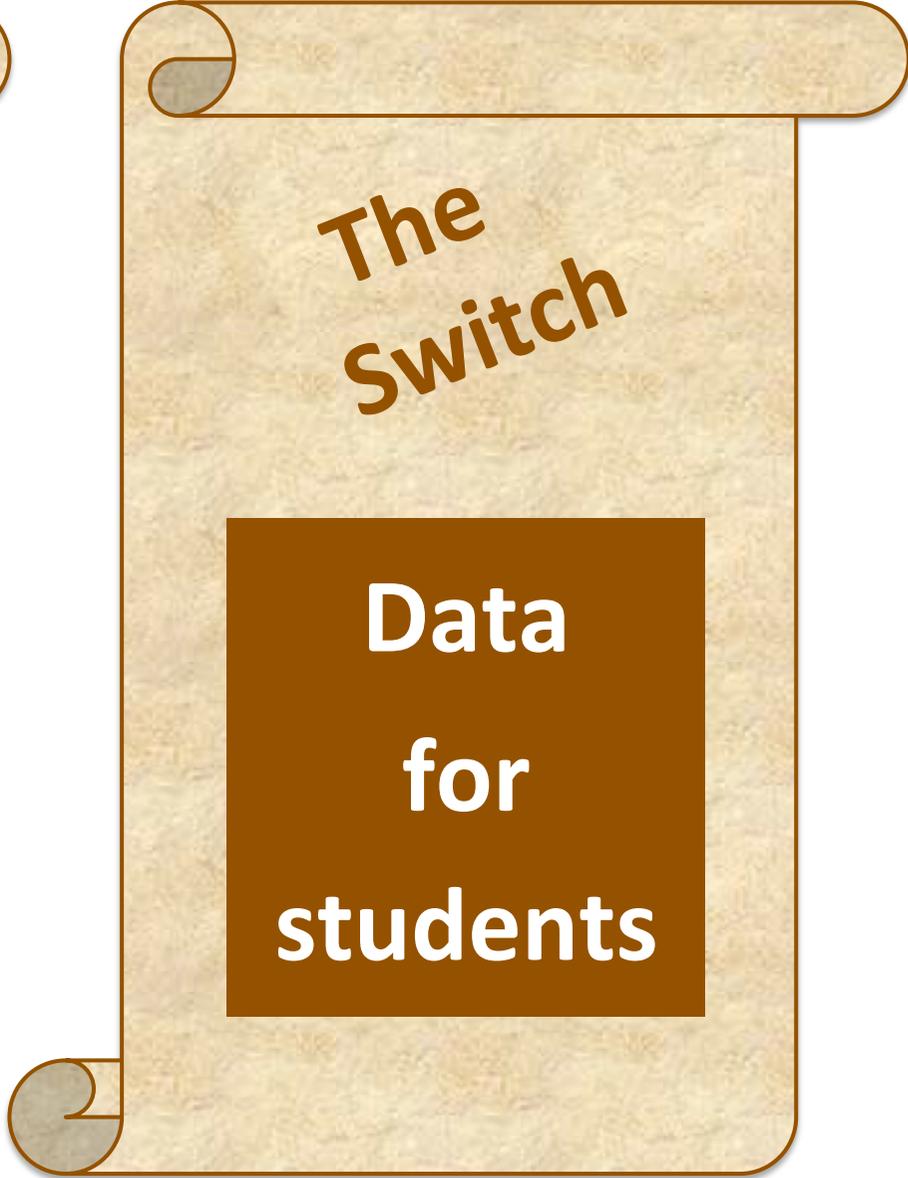
(one-word answer)



**Old
Script**

7.

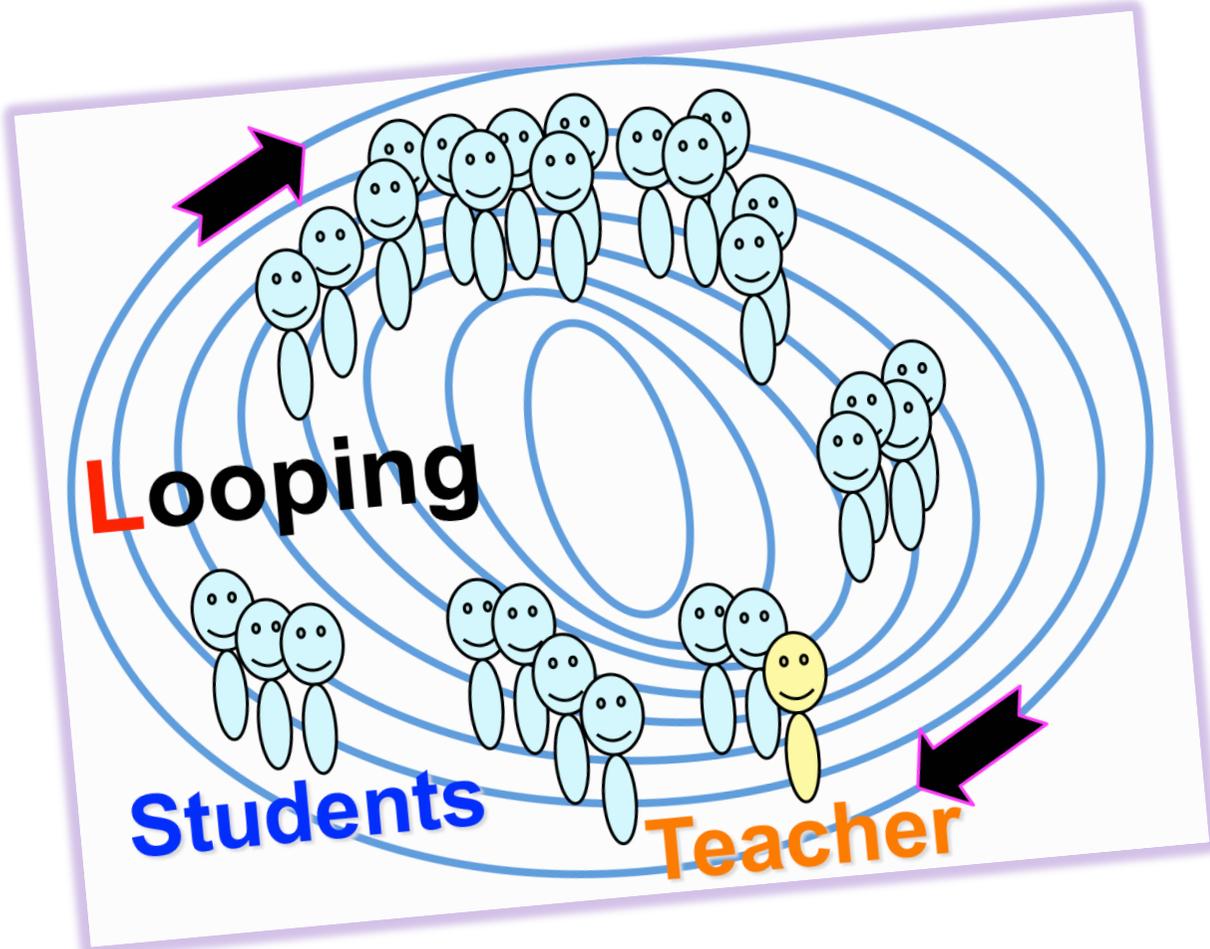
**Data
from
students**



**The
Switch**

**Data
for
students**

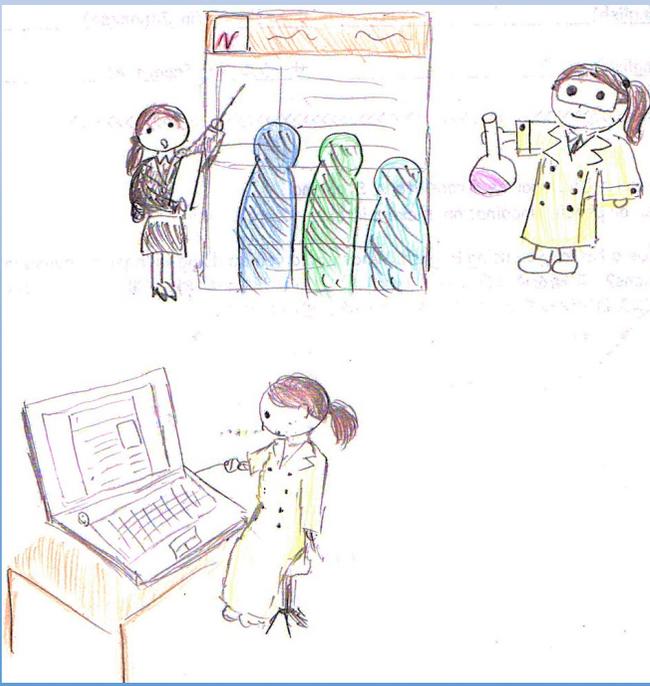
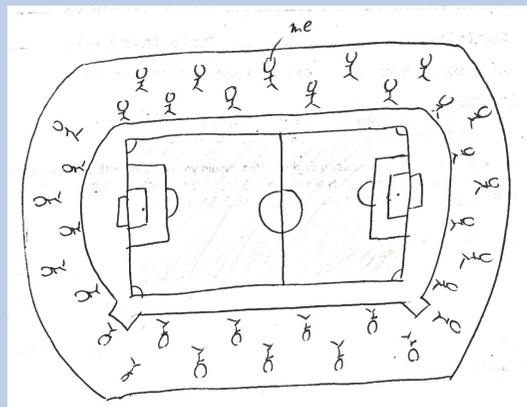
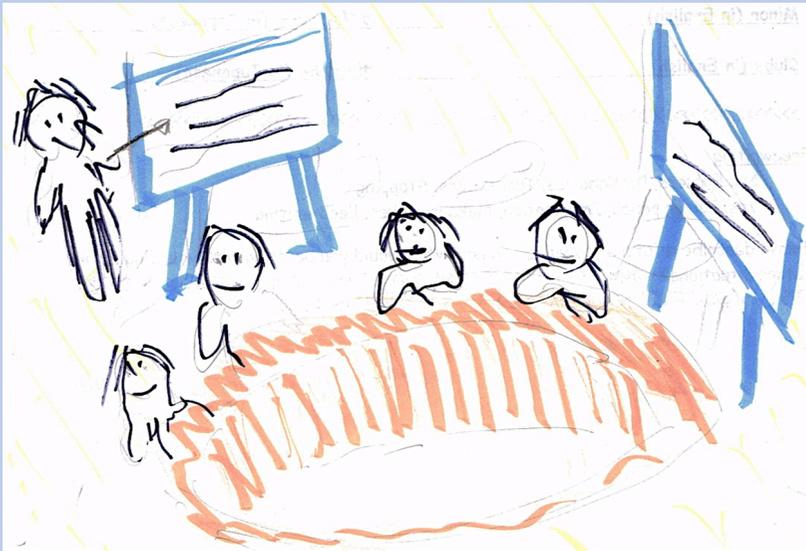
Critical participatory looping



Falout et al. (2016); Murphey & Falout (2010; 2012)

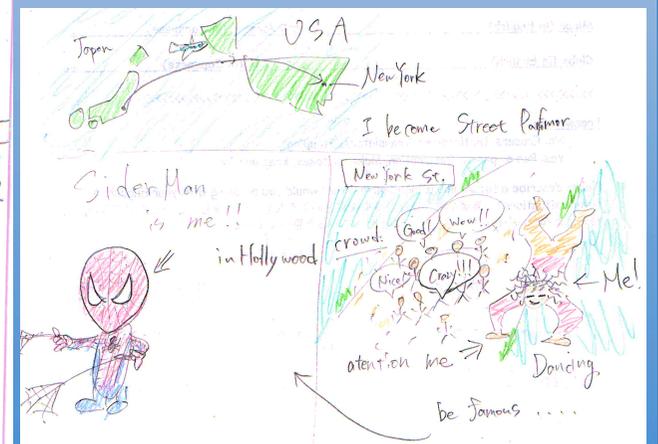
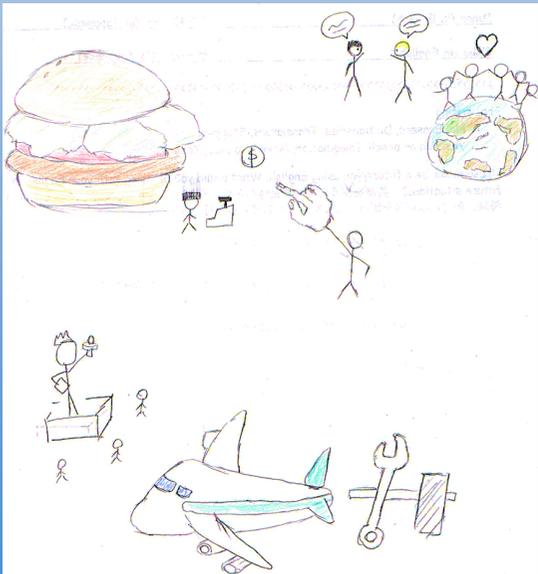
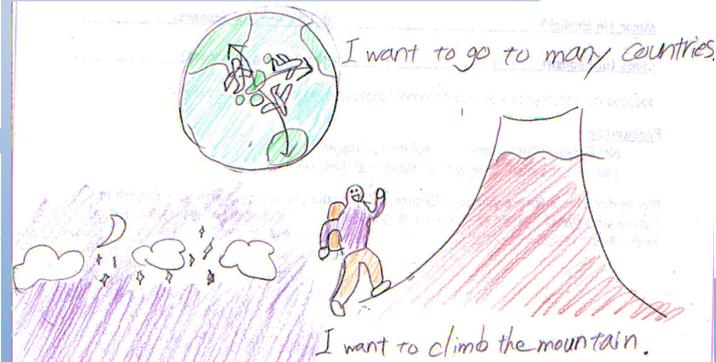
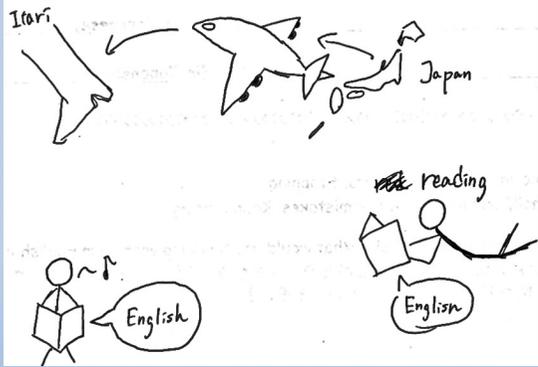
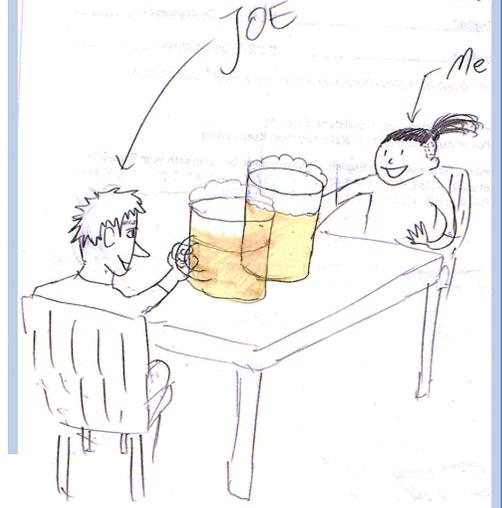
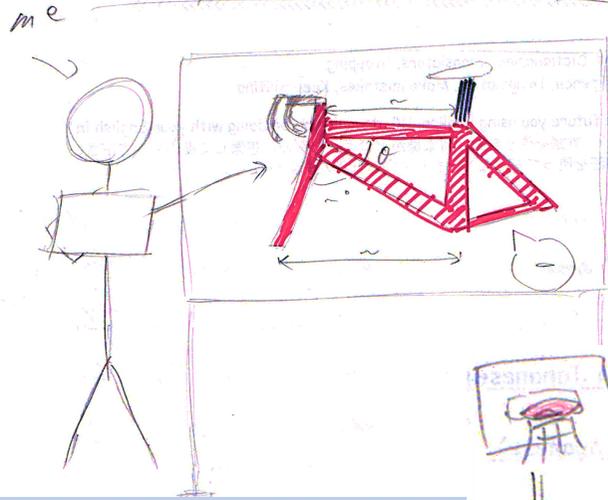
Drawing

Please draw a picture of a future you using English. What would you be doing with your English in future situations? 英語を使う自身の将来像がどのようなものか想像して書描いてみて下さい。将来、あなたは英語を使ってどんなことをしていると思いますか。





Trek or canyondale or giant of cimelli
or canyon of Pinarello or scott /





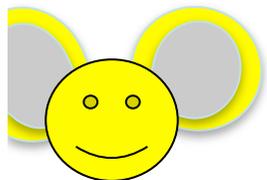
My name is **(name)**.



Hi **(shadowing)**. What are you doing with your English
in the future?



Let me explain . . .



(shadowing)

Thank you **(name)** for sharing your ideas.

19. Please describe a future you using English. What would you be doing with your English in future situations? 英語を使う自身の将来像がどのようなものか想像して書いてみて下さい。将来、あなたは英語を使ってどんなことをしていると思いますか。

Long answer text

...

20. [Your answers to the following question will be shown to other English teachers to help them improve the ways they teach English.] Please describe how you think your teachers can best help you develop your English skills or English learning skills. What exactly would they do to support you and help you learn effectively and enjoyably? [この質問への回答は英語教授法を改善するために、他の英語の先生とも共有します。] あなたの先生があなたの英語スキルまたは英語学習スキルを高めるのをどのようにすれば最もうまく助けられるかを書いて下さい。先生はあなたをサポートし、あなたが効果的に楽しく学ぶのを助けるには、いったいどうすればいいのでしょうか。

Long answer text

**Discuss in group & Present to class:
What are the 3 most important ideas?
Why are they important?**

**What students imagine
for their future**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**What students want
from their teacher**

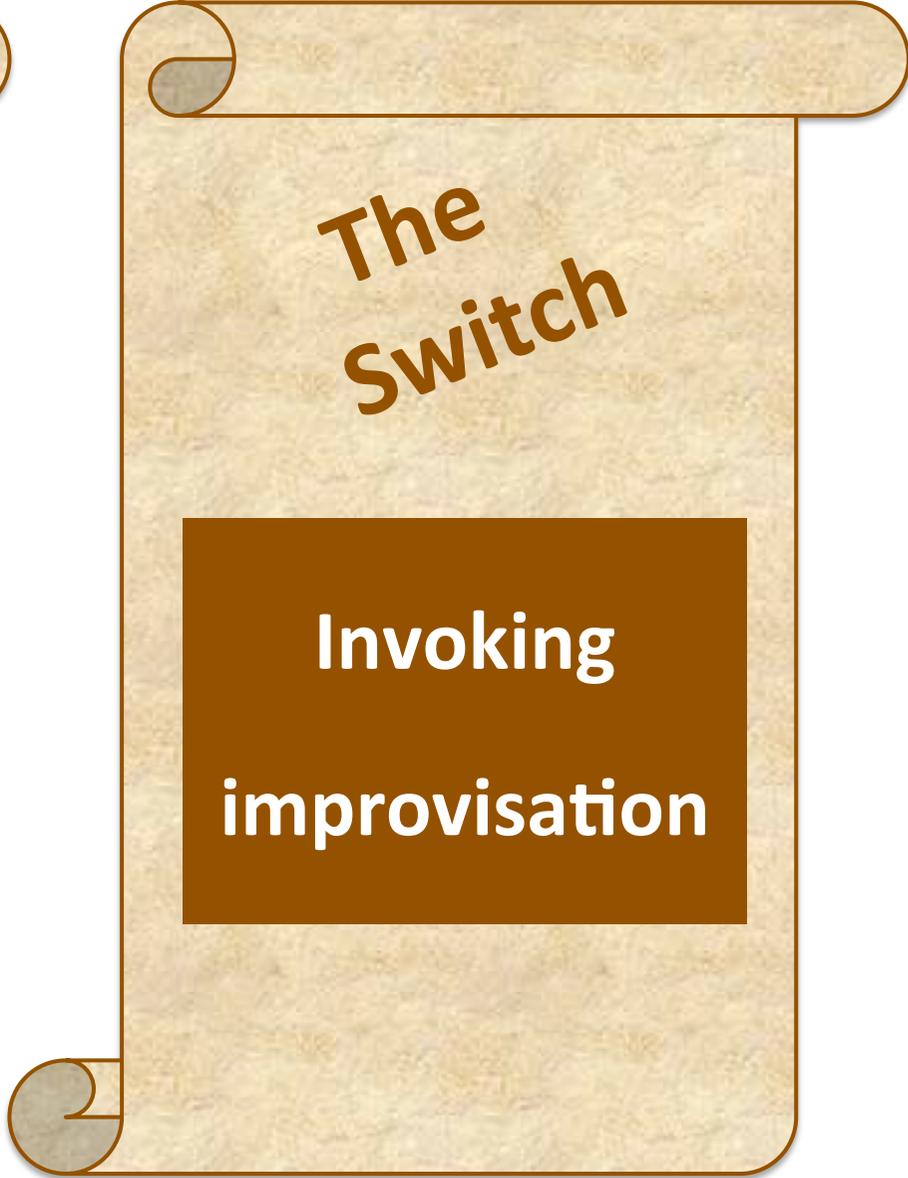
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



**Old
Script**

8.

**Perfecting
preparation**



**The
Switch**

**Invoking
improvisation**

**Old
Script**

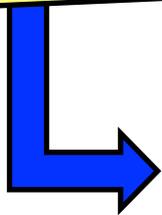
9.

**Engaging
the
test**

**The
Switch**

**Engaging
the
learners**

Students can practice paper-based tests in active, communicative ways. Check out JALT's Pan-SIG online publications for this paper.



Falout, J. (2005). Focused tasks to proceduralize TOEIC® learning strategies. In T. Newfields, Y. Ishida, M. Chapman, & M. Fujioka (Eds.), *Proceedings of the 2004 JALT Pan-SIG Conference* (pp. 38-44). Tokyo: JALT.

**Old
Script**

10.

Debate

**The
Switch**

**Create,
Cooperate,
Collaborate**

References

1. Me as student → We as classmates

Self-only focus vs. Task focus vs. Helping-others focus

Robinson, M. D., & Tamir, M. (2011). A task-focused mind is a happy and productive mind: A processing perspective. In K. M. Sheldon, T. B. Kashdan & M. F. Steger (Eds.), *Designing positive psychology: Taking stock and moving forward* (pp. 160-174). Oxford, England: Oxford University Press.

Ideal Classmates: freewriting, drawing pictures, pair rotation, loop student ideas, whole-class discussion

Fukada, Y., Fukuda, Y., Murphey, T., & Falout, J. (in press). Collaboratively visualizing possible others. JALT LD SIG.

Murphey, T., Falout, J., Fukuda, T., & Fukada, Y. (2014). Socio-dynamic motivating through idealizing classmates. *System*, 45, 242-253.

2. Big classes → Small classes

Assign seating by different groups each week, present within small groups, video self with own phone

Tensai, T. L. (2016). Teaching oral communication to large classes. *The Language Teacher*, 40(5), 33-35.

3. Rank and file seating → Circular seating

Ways and reasons to use circular seating

Falout, J. (2014). Circular seating arrangements: Approaching the social crux in language classrooms. *Studies in Second Language Learning and Teaching*, 4(2), 275-300.

References

4. Eschewing errors → Making mistakes

Fixed mindset vs. Growth mindset

Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia: Psychology Press.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.

Ryan, S., & Mercer, S. (2012). Implicit theories: Language learning mindsets. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory and practice* (pp. 74-89). Basingstoke, UK: Palgrave Macmillan.

Guess the picture goal: incredibly creative incorrect answers (fun and safety in errors)

Maclauchlan, K. (2016). Embracing failure: The missteps to success. In P. Clements, A. Krause, & H. Brown (Eds.), *Focus on the learner*. Tokyo: JALT.

5. Guaranteed successes → Non-guaranteed successes

Fish bowl learning vs. Open seas learning

Yoshida, K. (2004). The fish bowl, open seas, and international English (pp. 11). *KOTESOL Proceedings*.

Skype Talk telecollaboration project: Students teaching each other in tandem learning

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References

6. Giving answers → Asking questions

Why might asking questions be better for learning than giving answers?

Murphey, T. (2010). Creating languaging agencing. *The Language Teacher*, 34(4), 8-11.

7. Data from students → Data for students

Critical participatory looping (CPL)

Falout, J., & Murphey, T. (2010). Loop it! Student participatory research. In A. M. Stoke (Ed.), *JALT2009 Conference Proceedings* (pp. 259-274). Tokyo: JALT. [Awarded: A Taste of JALT 2009]

Murphey, T., & Falout, J. (2010). Critical participatory looping: Dialogic member checking with whole classes. *TESOL Quarterly*, 44(4), 811-821.

Murphey, T., & Falout, J. (2012). Critical participatory looping: An agencing process for mass customization in language education. *Linguistik Online*, 54(4), 85-95.

8. Perfecting preparation → Invoking improvisation

9. Engaging the test → Engaging the learners

Falout, J. (2005). Focused tasks to proceduralize TOEIC® learning strategies. In T. Newfields, Y. Ishida, M. Chapman, & M. Fujioka (Eds.), *Proceedings of the 2004 JALT Pan-SIG Conference* (pp. 38-44). Tokyo: JALT.