

**Switching the script:
Turn around ten
teaching preconceptions**

Joseph Falout

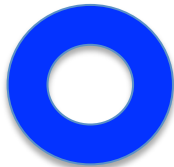
Nihon University

Alphabetical order

Make a circle in alphabetical order by first NAME.



Speaking (English, Japanese, or other language)



Speaking or spelling your first NAME, someone else's first NAME, physical expression



Michiko
M-i-c-h-i-k-o

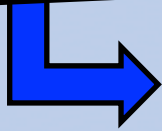


Masaya
M-a-s-a-y-a



Masako
M-a-s-a-k-o

Mirroring Improv



Do exactly what your partner does. Make your movements happen simultaneously (together at the same time).



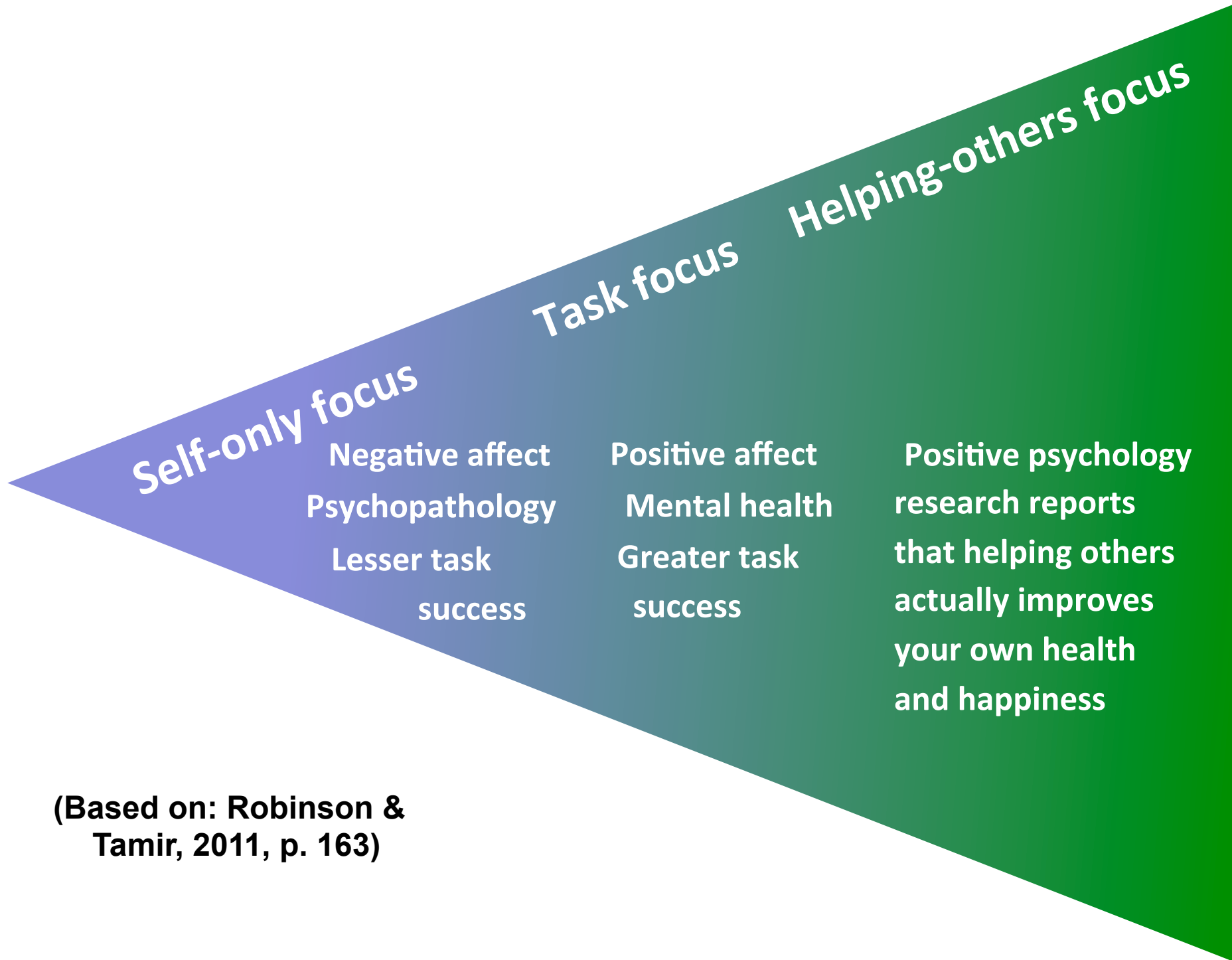
Old Script

1.

**Me
as
student**

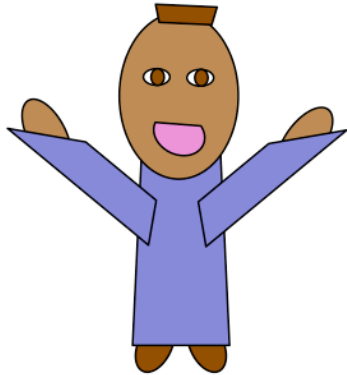
The Switch

**We
as
classmates**



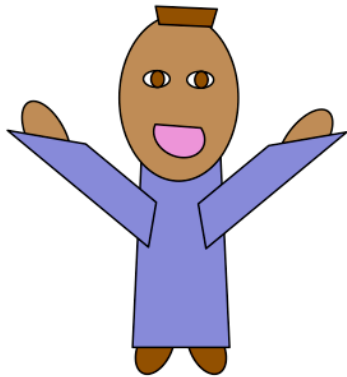
(Based on: Robinson & Tamir, 2011, p. 163)

Possible Self



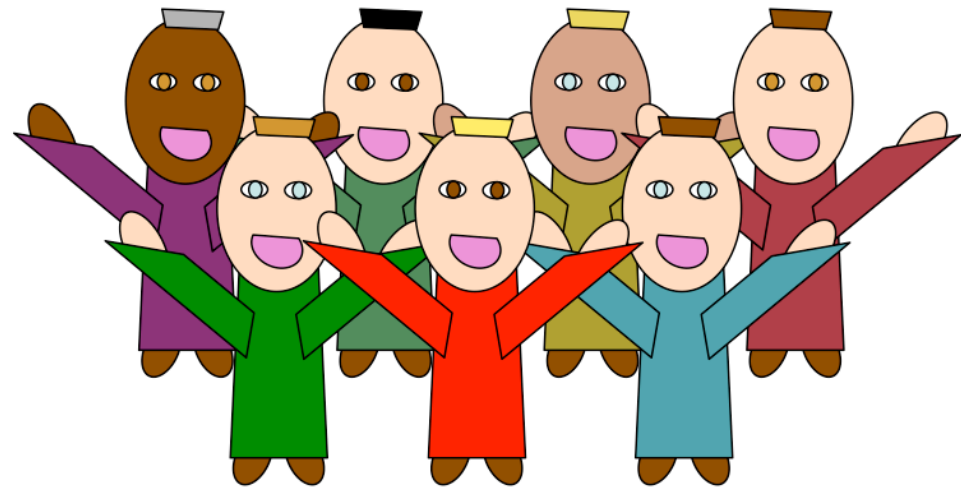
(Lockwood & Kunda, 1999)

Possible Self



(Lockwood & Kunda, 1999)

Possible Others



(Fukada, Fukuda, Murphey, & Falout, in press)

Freewriting



Erasers, Dictionaries, Translators, Stopping.

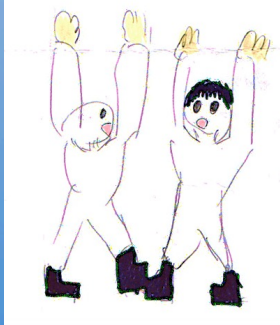
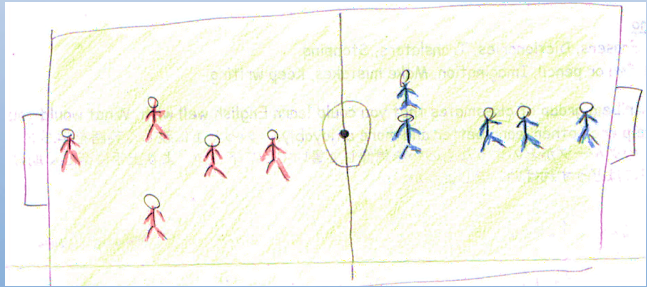
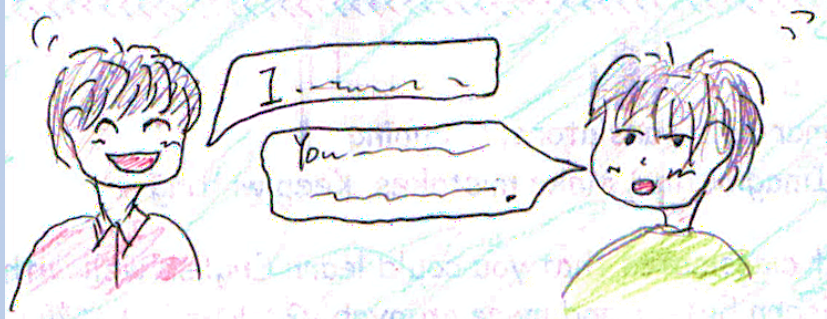
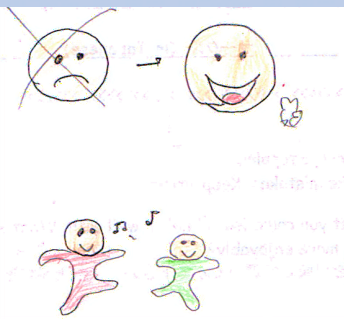
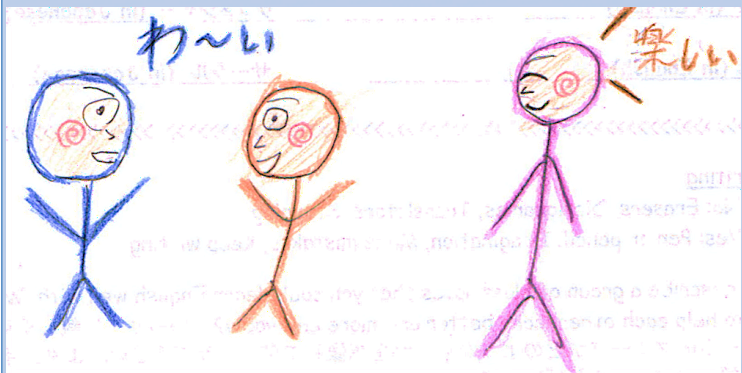
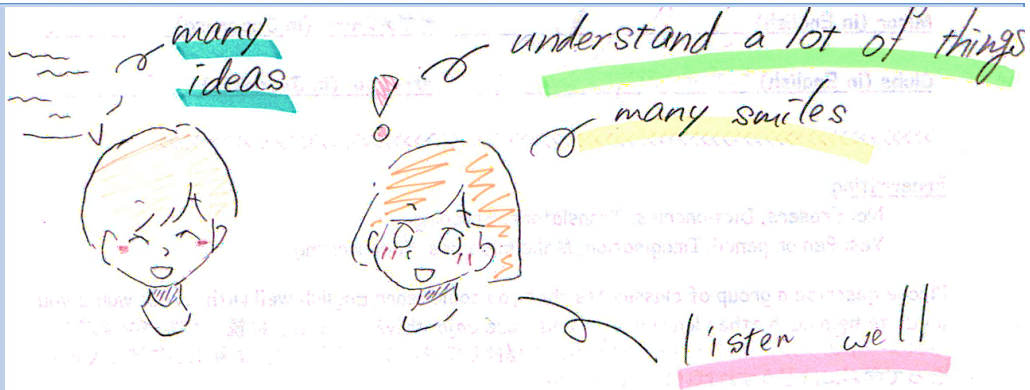
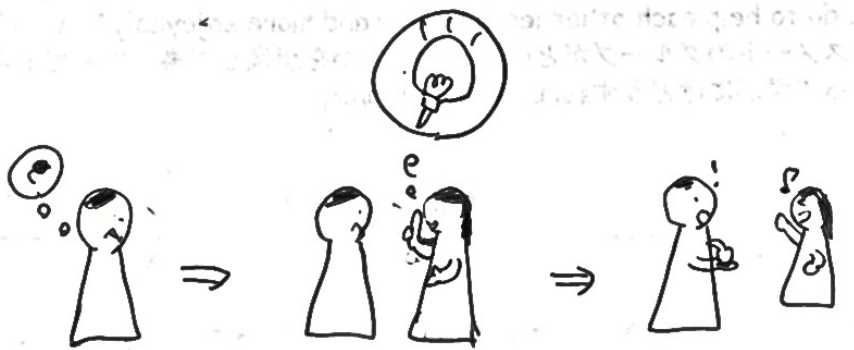


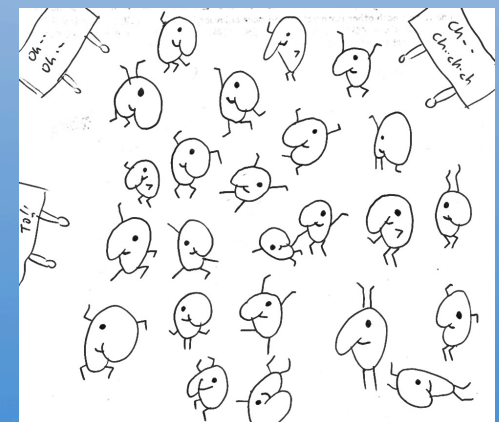
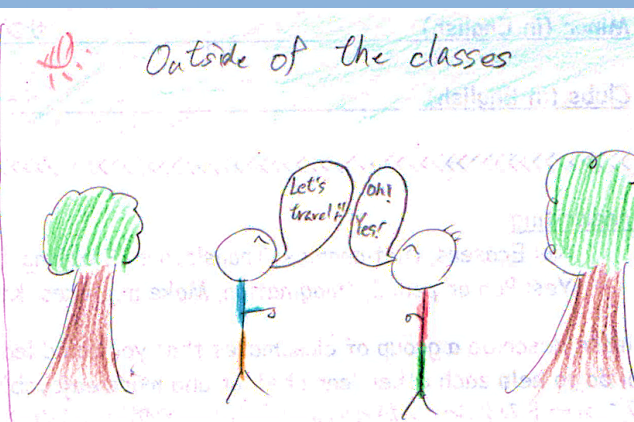
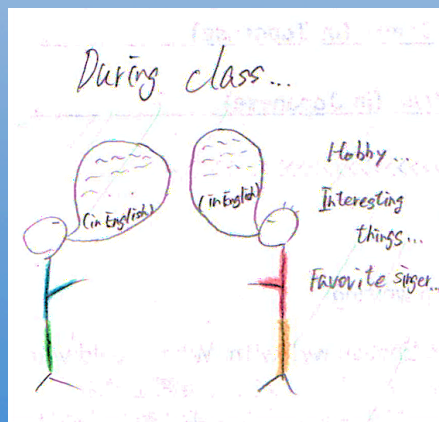
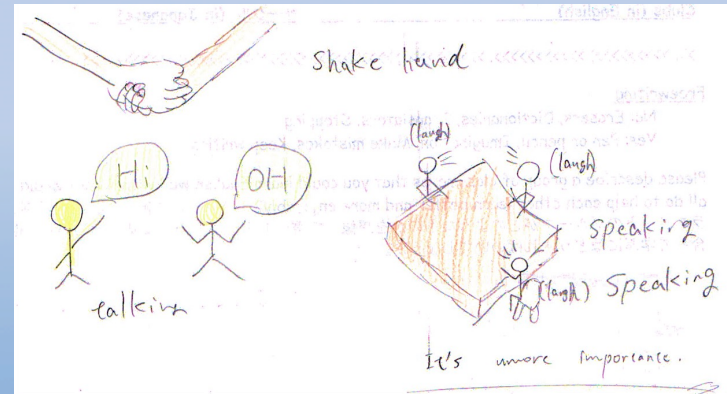
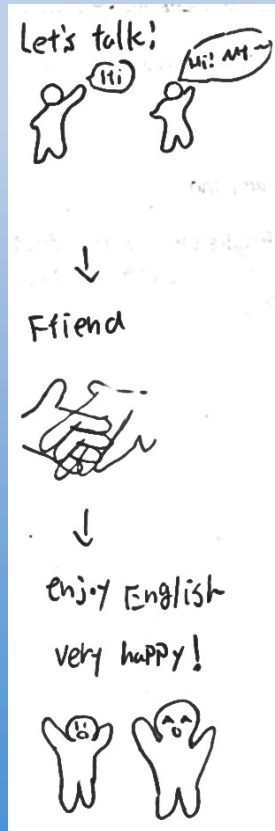
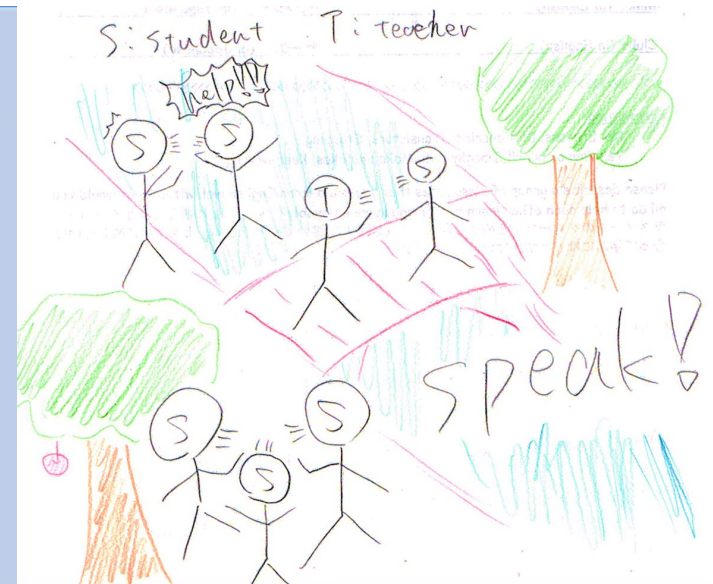
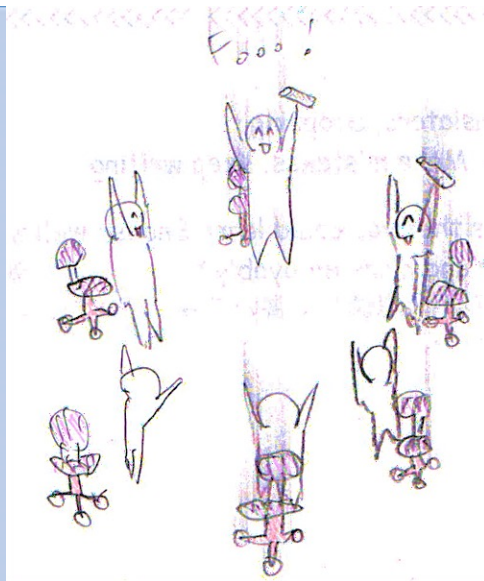
Pen or pencil, Imagination, Make mistakes, Keep writing.

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か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のでしょうか。

Drawing

Please draw a picture of 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描いてみて下さい。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。







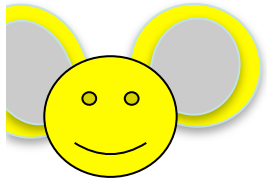
My name is **(name)**.



Hi **(shadowing)**. What are these classmates doing to help each other learn?



Let me explain . . .



(shadowing)

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

**Old
Script**

2.

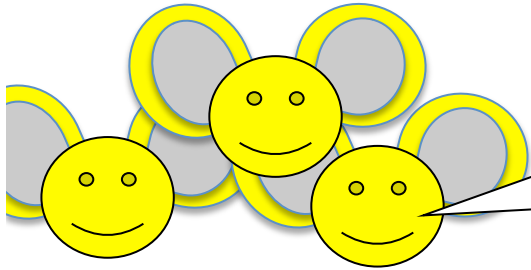
**Big
classes**

**The
Switch**

**Small
classes**



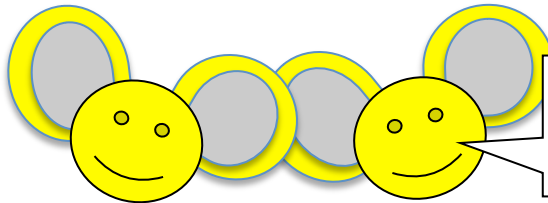
Hi, my name is **(name)**.



Hi **(shadowing)**. Are you ready to show three things that you like to do?

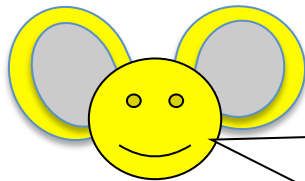


Ready . . . **(physical expression)**.



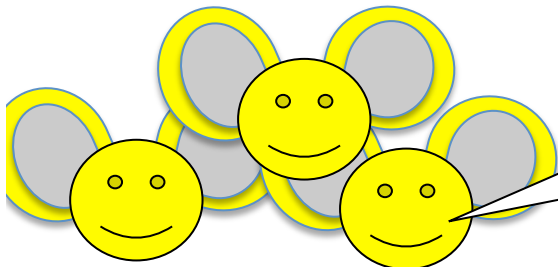
(mirroring) You like ____ . Why?

Please summarize **(name)**.



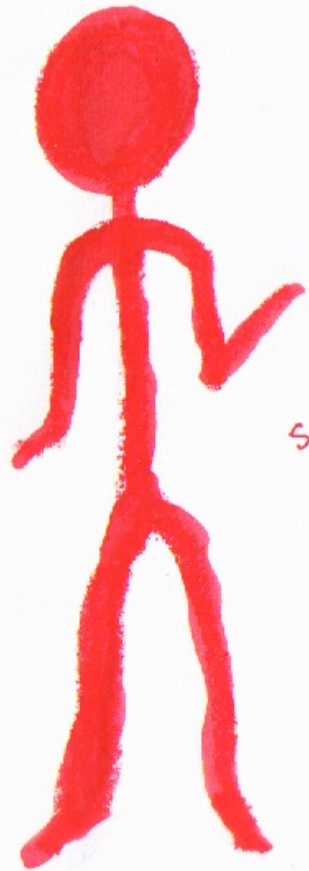
In summary, ____ .

Ready, set, go!



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

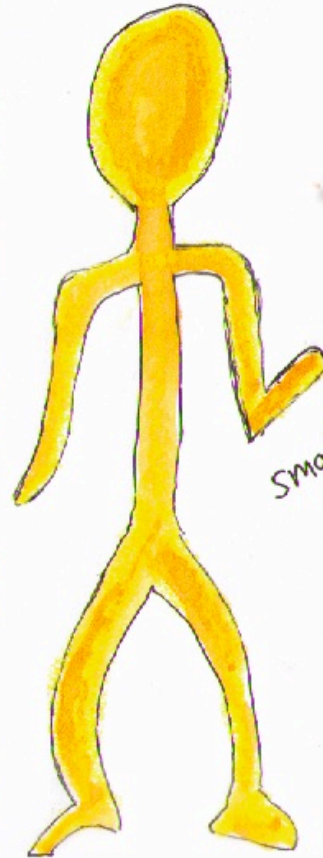
Presenting



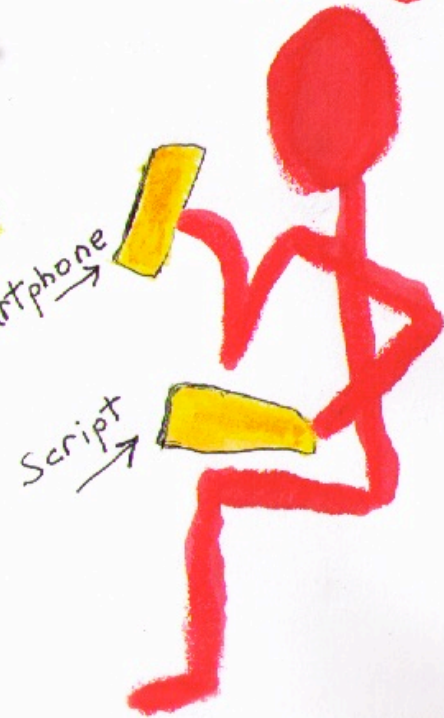
Videoing



Presenting

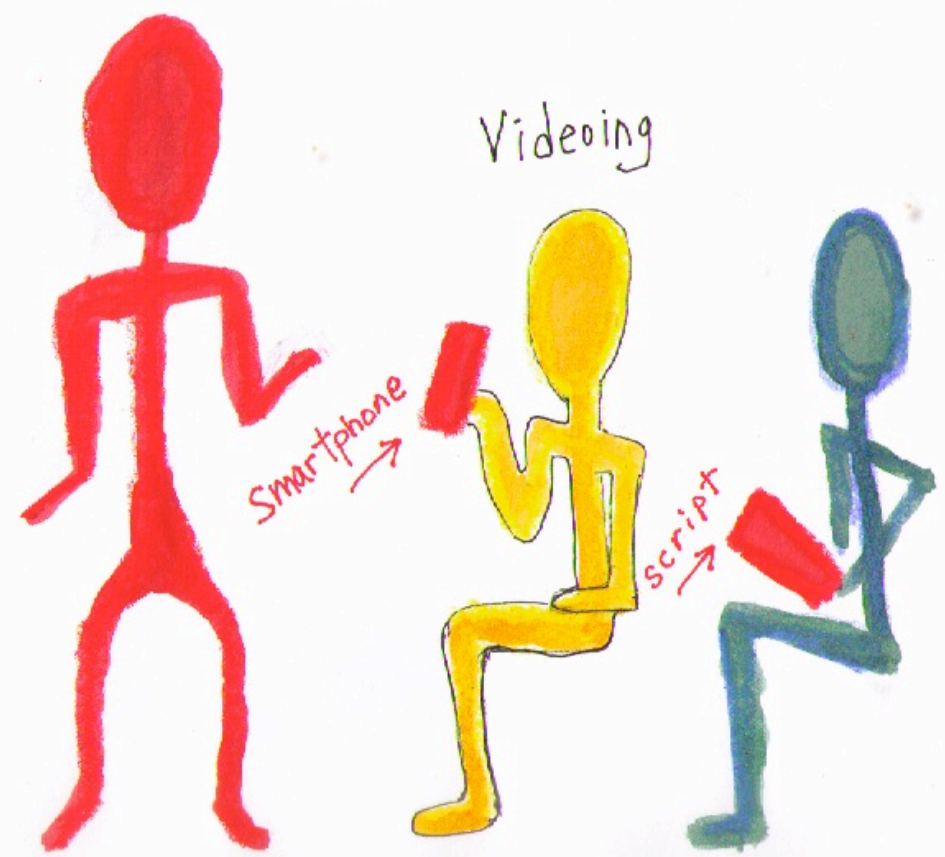


Videoing



Presenting

Videoining





**Old
Script**

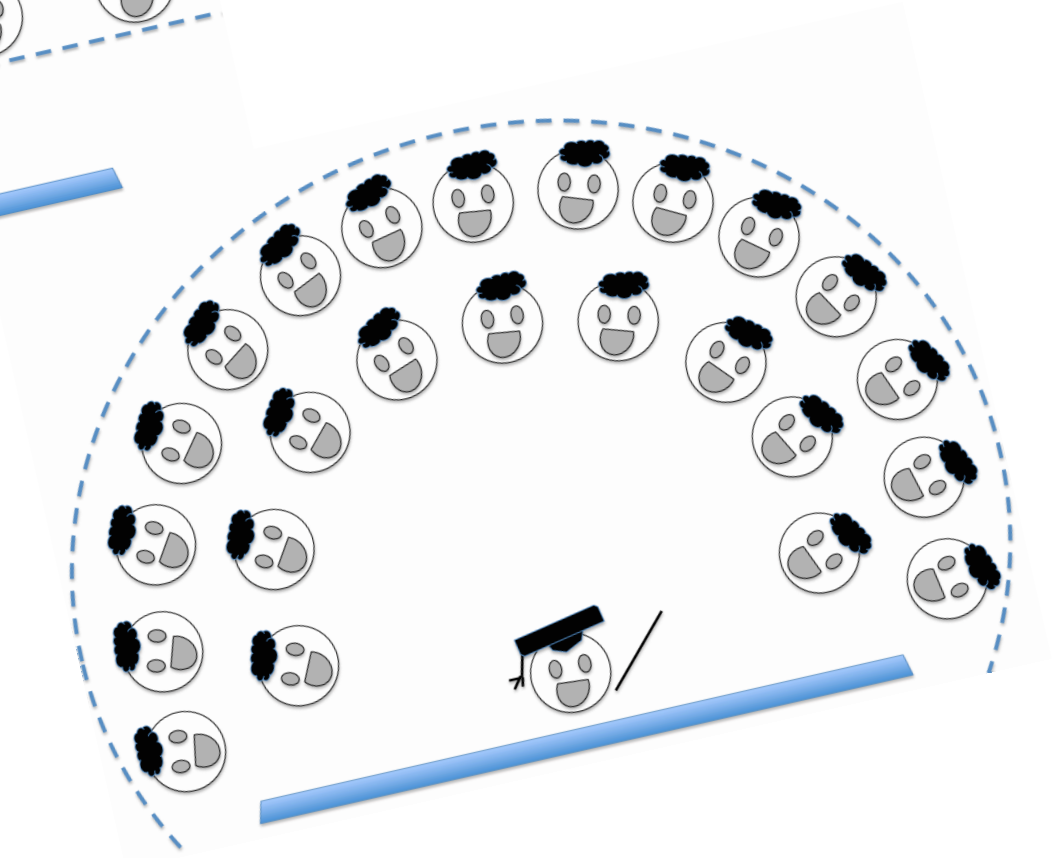
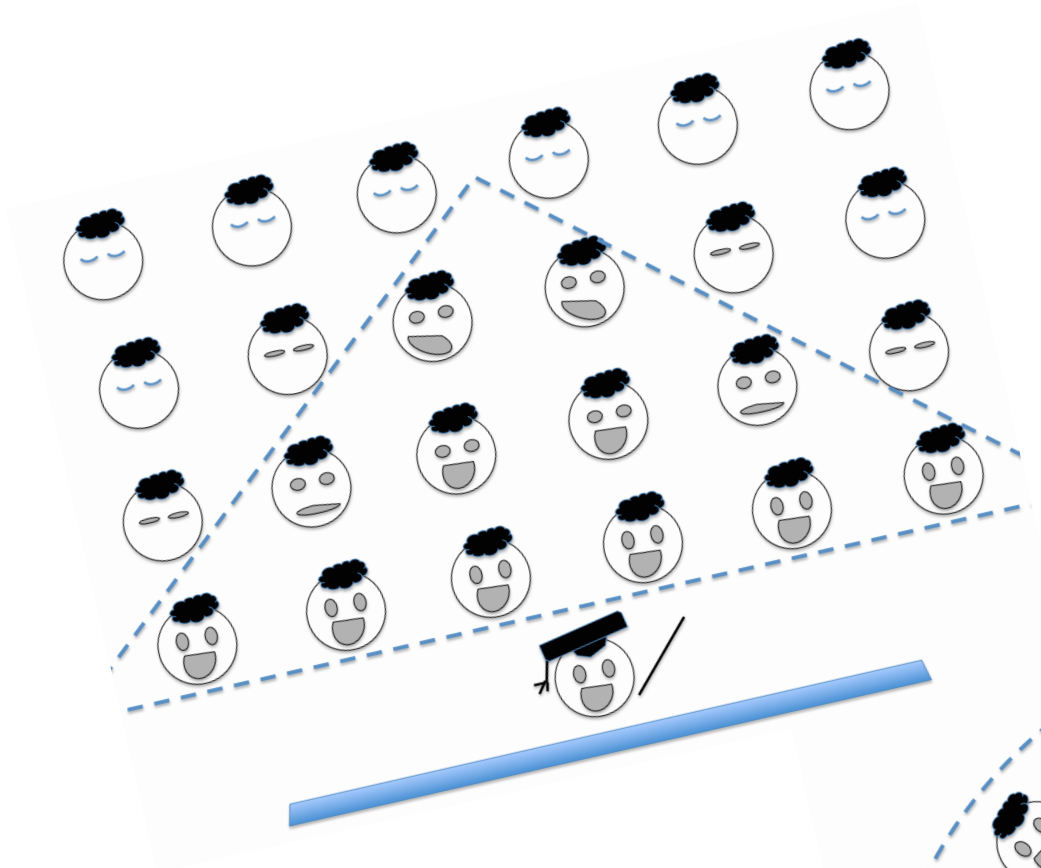
3.

**Rank-
and-file
seating**



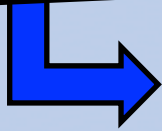
**The
Switch**

**Circular
seating**



Falout (2014)

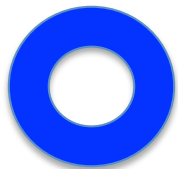
Numerical order



Make a circle in numerical order according to the elapsed TIME that it takes to get from your home to school, door to door.



Speaking (English, Japanese, or other language)



Speaking your TIME, Someone else's TIME, Physical expression



Thirty-five minutes



Thirteen minutes



One hour and three minutes



**Old
Script**

4.

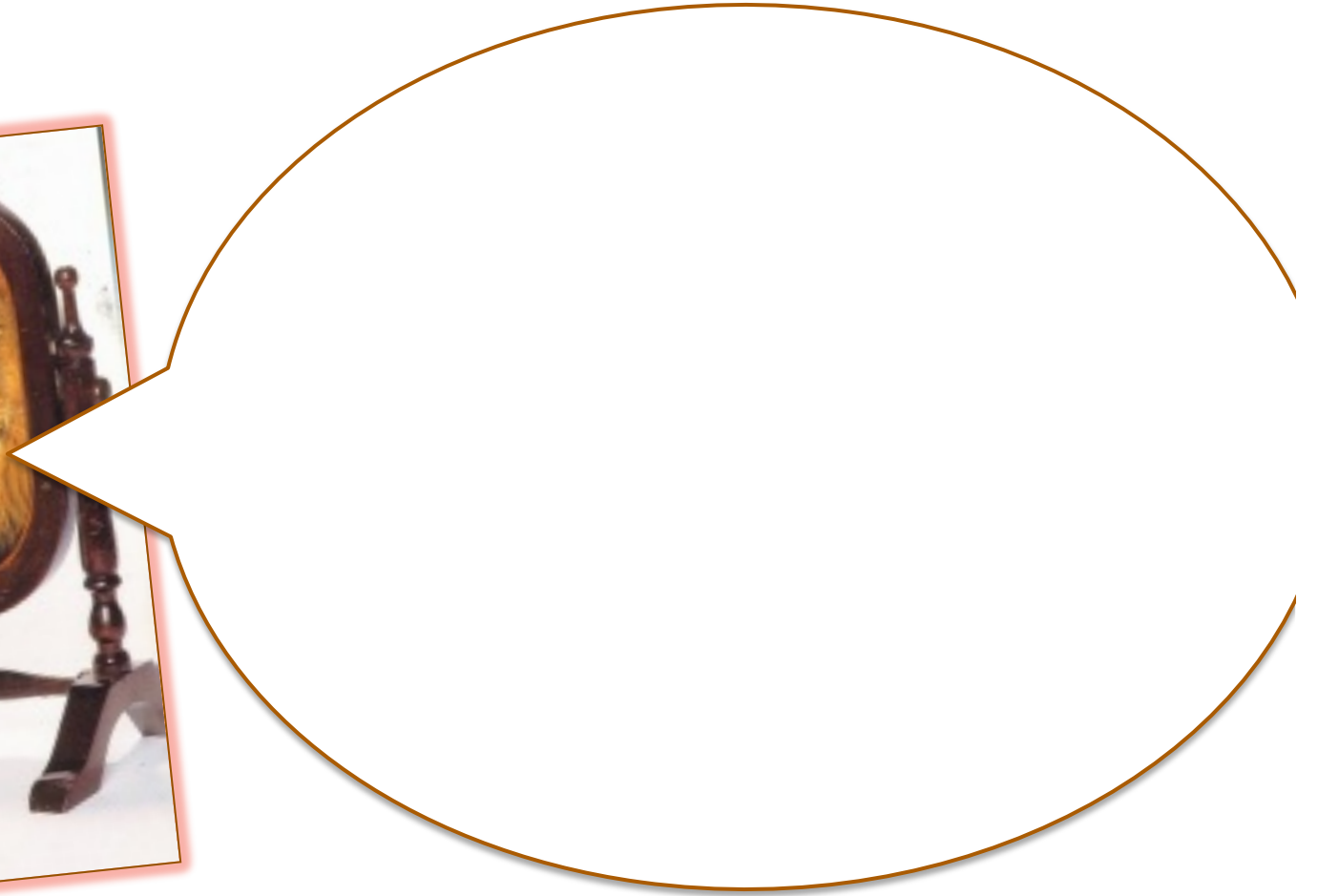
**Eschewing
errors**



**The
Switch**

**Making
mistakes**

What happened?



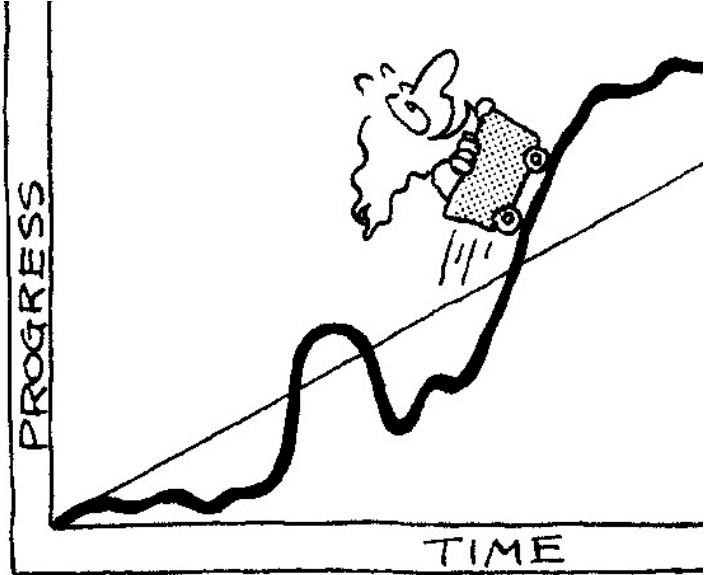
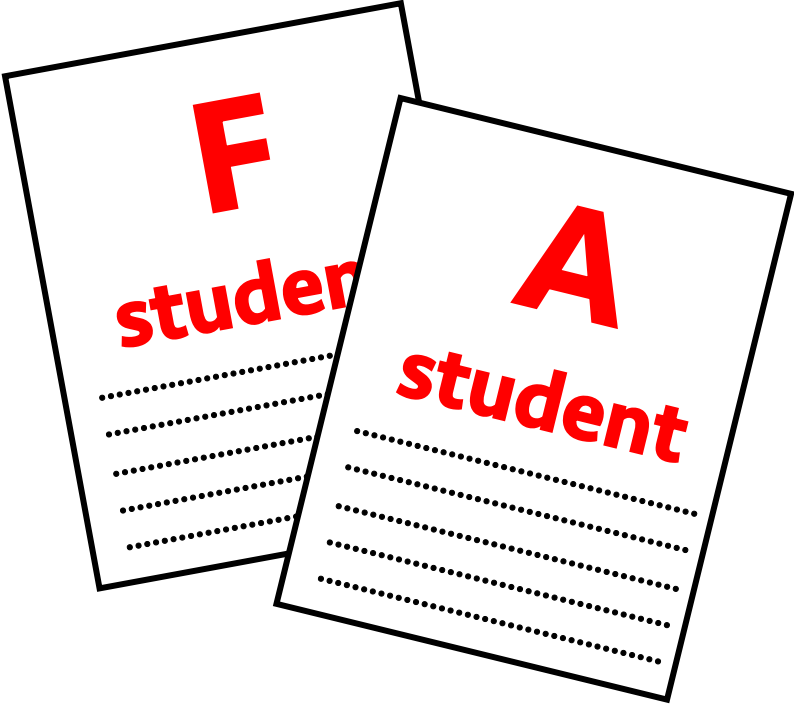
What happened?



**Making mistakes
makes me make
more mature choices
next chance!**

Fixed mindset

Growth mindset



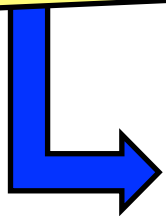
Dweck (2000, 2006)

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)

Students can also practice having fun in failing in creative ways. Check out Kyle's paper available free from JALT's online publications



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