

Positive power of past selves

Joseph Falout – Nihon University

In-class motivation timelines of EFL students in Japan

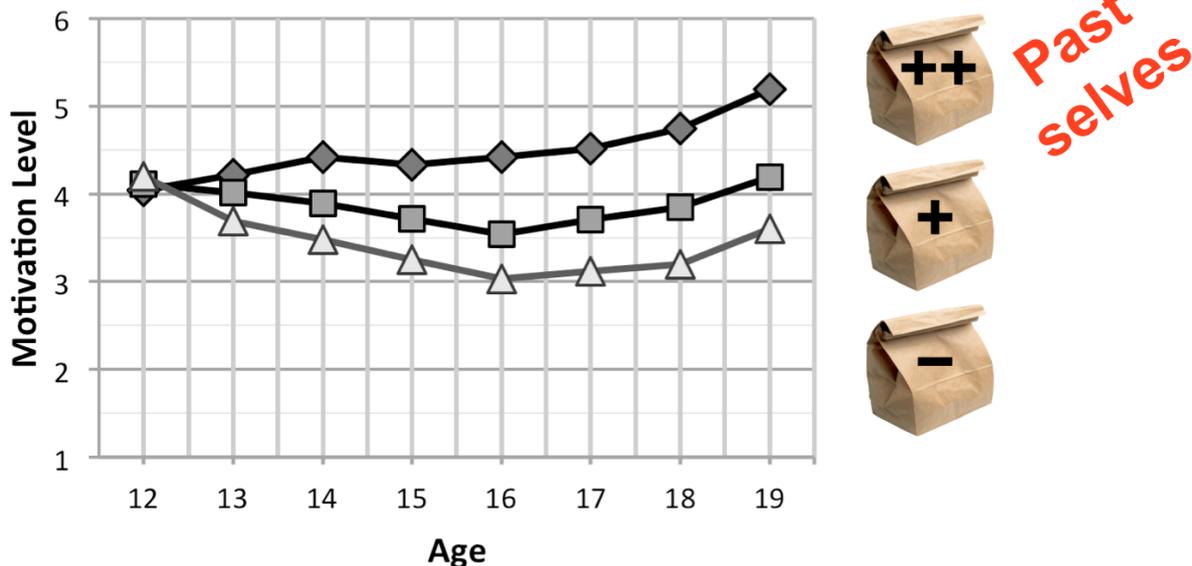


Figure from: Falout, J. (2016a); Falout, J., Murphey, T., Fukuda, T., & Trovela, M. (2013a).

The benefits and feasibility of liking (Elbow, 2009, p. 449)

- It's not improvement that leads to liking, but rather liking that leads to improvement.
- It's the mark of good writers to like their writing.
- 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.
- Therefore, it's the mark of good teachers to like students and their writing.

Ways for making circular seating (Falout, 2014)

1. Choose the room before the course starts, and consider the placement of the circle
2. Limit class size, if possible
3. Set up circle first thing before or just as class starts
4. Ask students to make the circle and take apart when finished, giving them responsibility for it
5. Occasionally set a good example by helping, but not to the point that students expect it
6. Use the circle regularly, and scaffold its newness to the students with easy activities at first
7. Do various activities with the circle that apply its numerous advantages
8. Be flexible with seating arrangements and don't overuse any one pattern
9. Be a good model, sit upright, show attention; students will mirror your posture and disposition
10. Make sure things are put back properly, cleaner than before you came into the classroom

Ideal Classmates (Murphey et al., 2014; Murphey & Iswanti, 2014)

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でしょうか。

Research Team Website

The surveys and the lists of Ideal Classmates descriptors are available here.

<http://www3.hp-ez.com/hp/englisheducation/page1>

REFERENCES

- Elbow, P. (2009). *Everyone can write: Essays toward a hopeful theory of writing and teaching writing*. Oxford: Oxford University Press.
- Falout, J. (2013). Prospecting possible EFL selves. *The Language Teacher*, 37(5), 45-49.
<http://jalt-publications.org/tlt/articles/3354-prospecting-possible-efl-selves>
- Falout, J. (2014). Circular seating arrangements: Approaching the social crux in language classrooms. *Studies in Second Language Learning and Teaching*, 4(2), 275-300.
[http://ssllt.amu.edu.pl/images/vol.4.no.2/SSLLT%204\(2\)%20275-300%20Falout.pdf](http://ssllt.amu.edu.pl/images/vol.4.no.2/SSLLT%204(2)%20275-300%20Falout.pdf)
- Falout, J. (2016a). Past selves: Emerging motivational guides across temporal contexts. In J. King (Ed.), *The dynamic interplay between context and the language learner* (pp. 47-65). Basingstoke: Palgrave Macmillan.
- Falout, J. (2016b). The dynamics of past selves in language learning and well-being. In P. D. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive psychology in SLA* (pp. 112-129). Bristol: Multilingual Matters.
- Falout, J., Fukuda, Y., Murphey, T., & Fukuda, T. (2013b). What's working in Japan? Present communities of imagining. In M.T. Apple, D. Da Silva, & T. Fellner (Eds.) *Language learning motivation in Japan* (pp. 245-267). Bristol: Multilingual Matters.
- Falout, J., Murphey, T., Fukuda, T., & Trovela, M. (2013a). Japanese EFL learners' remotivation strategies. In M. Cortazzi and L. Jin (Eds.) *Researching cultures of learning: International perspectives on language learning and education* (pp. 328-349). Basingstoke: Palgrave Macmillan.
- Fukuda, Y., Fukuda, T., Falout, J., & Murphey, T. (2011). Increasing motivation with possible selves. In A. Stewart (Ed.), *JALT2010 Conference Proceedings* (pp. 337-349). Tokyo: JALT.
<http://jalt-publications.org/proceedings/articles/1040-increasing-motivation-possible-selves>
- Fukuda, Y., Murphey, T., Falout, J., & Fukuda (2017). Essential motivational group dynamics: A 3-year panel study. In R. Breeze & C. S. Guinda (Eds.), *Essential competencies for English-medium university teaching* (pp. 249-266). Switzerland: Springer.
- Fukuda, T., Fukuda, Y., Falout, J., & Murphey, T. (2012). Holistic timing and group framing of motivation. In A. Stewart & N. Sonda (Eds.), *JALT2011 Conference Proceedings* (pp. 380-391). Tokyo: JALT.
<http://jalt-publications.org/proceedings/articles/1760-holistic-timing-and-group-framing-motivation>
- Gilbert, D. T., Killingsworth, M. A., Eyre, R. N., & Wilson, T.D. (2009). The surprising power of neighborly advice. *Science*, 323(5921), 1617-1619.
- Gilbert, D. T., & Wilson, T. D. (2007). Propection: Experiencing the future. *Science*, 317(5843), 1351-1354.
- Gregersen, T., MacIntyre, P. D., Finegan, K. H., Talbot, K., & Claman, S. (2014). Examining emotional intelligence within the context of positive psychology interventions. *Studies in Second Language Learning and Teaching*, 4(2), 327-353.
[http://ssllt.amu.edu.pl/images/vol.4.no.2/SSLLT%204\(2\)%20327-353%20Gregersen,%20MacIntyre,%20Hein%20Finegan,%20Talbot,%20Claman.pdf](http://ssllt.amu.edu.pl/images/vol.4.no.2/SSLLT%204(2)%20327-353%20Gregersen,%20MacIntyre,%20Hein%20Finegan,%20Talbot,%20Claman.pdf)
- Helgesen, M. (2016). Happiness in ESL/EFL: Bringing positive psychology to the classroom. In P. D. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive psychology in SLA* (pp. 309-323). Bristol: Multilingual Matters.
- Kahneman, D. (2011). *Thinking, fast and slow*. London: Penguin Books.
- Kahneman, D., & Riis, J. (2005). Living, and thinking about it: Two perspectives on life. In F. A. Huppert, N. Baylis, & B. Kaverne (Eds.), *The science of well-being* (pp. 285-304). Oxford: Oxford University Press.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954-969.
- Murphey, T. (2014) Singing well-becoming: Student musical therapy case studies. *Studies in Second Language Learning and Teaching*, 4(2), 205-235. [http://ssllt.amu.edu.pl/images/vol.4.no.2/SSLLT%204\(2\)%20205-235%20Murphey.pdf](http://ssllt.amu.edu.pl/images/vol.4.no.2/SSLLT%204(2)%20205-235%20Murphey.pdf)
- 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.
- Murphey, T., Chen, J., & Chen, L-H. (2005). Learners' constructions of identities and imagined communities. In P. Benson & D. Nunan (Eds.), *Learners' stories: Difference and diversity in language learning* (pp. 83-100). Cambridge: Cambridge University Press.
- Murphey, T., Falout, J., Fukuda, Y., & Fukuda, T. (2012). Group dynamics: Collaborative agency in present communities of imagination. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory and practice* (pp. 220-238). Basingstoke: Palgrave Macmillan.
- Murphey, T., Falout, J., Fukuda, T., & Fukuda, Y. (2014). Socio-dynamic motivating through idealizing classmates. *System*, 45, 242-253.
- Murphey, T., & Iswanti, S. (2014). Surprising humanity! Comparing ideal classmates in two countries. *ETAS Journal*, 31(2), 33-35.
- Schacter, D. L. (2012). Adaptive constructive processes and the future of memory. *American Psychologist*, 67(8), 603-613.
- Spreng, R. N., & Grady, C. L. (2009). Patterns of brain activity supporting autobiographical memory, propection, and theory of mind, and their relationship to the default mode network. *Journal of Cognitive Neuroscience*, 22(6), 1112-1123.