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

http://jalt-publications.org/ltl/articles/3354-prospecting-possible-efl-selves

http://ssllt.amu.edu.pl/images/vol.4.no.2/SSLTLT%204(2)%20275-300%20Falout.pdf


http://jalt-publications.org/proceedings/articles/1040-increasing-motivation-possible-selves


http://jalt-publications.org/proceedings/articles/1760-holistic-timing-and-group-framing-motivation


http://ssllt.amu.edu.pl/images/vol.4.no.2/SSLTLT%204(2)%20327-353%20Gregersen,%20MacIntyre,%20Finegan,%20Talbot,%20Claman.pdf


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