How can we help students be more hopeful in their language studies, give them more successful experiences that motivate them to want more, give them agency so they feel they control some of the language?

**HOPE = PATHWAYS THINKING (ways) + AGENCY THINKING (confidence to act)** As Snyder et al. (1999, p.188) suggest, “the more important issue is the degree to which given therapeutic approaches [educational approaches] derive their effectiveness through teaching people to have productive pathways to reach their goals and fostering the determination to use those pathways.” For teachers we might ask, “To what degree do our methods provide productive pathways and confidence?” In both therapy and education, much can be accomplished through “blaming the patient/student” for success, i.e. attributing their successes to whatever they are doing.

**AGENCY:** “the socioculturally mediated capacity to act” (Ahearn, 2001). Taking more control over one’s life and work through languaging (Swain 2005), grammaring (Larsen-Freeman, 2003), and participating (Sfard 1998). Student Voice: Action Logs, LL Histories, Petitions, Surveys, Volunteer Work, etc.

**Imagined (Possible) Selves:** Imagined, ideal, or possible selves are our fantasies and goals about what we might become in the future. These can be very motivational. Even visualizing an undesirable self that we could become and spur us into action. However, it is usually more pleasant to think of the positive things we might become. Very importantly these ideas for possible selves usually come from the people around us, our peers, in our communities.

**Communities:** Communities can be past, present, and imagined communities. Our past experiences with communities and their ability to inspire us or not are very important. We have our present communities and classes that we feel a more or less belongingness to. And finally we have imagined communities that we imagine exist and that we belong to but we never know all the members and it is more of an abstraction. All of these communities contribute to our learning. Teachers, in my opinion, need to concentrate on the present communities and help them to become friendly and in good rapport with each other so that they can imagine together and make their aspirations contagious, that is give each other hope, pathways, confidence, and agency.

**ASKING:** “Those who engage in surveys want to catalogue behavior, not to influence it. But social scientists have discovered an odd fact: when they measure people’s intentions, they affect peoples’ conduct. The “mere-measurement effect” refers to the finding that when people are asked what they intend to do, they become more likely to act in accordance with
their answers. This finding can be found in many contexts. If people are asked whether they intend to eat certain foods, to diet, or to exercise, their answers to the questions will affect their behavior. In our parlance, the mere-measurement effect is a nudge, and it can be used by private or public nudgers." Thaler, R. Sunstein C. (2008). Nudge: Improving decisions about health, wealth, and happiness. New York: Penguin p. 7.

Participation Pathways

<table>
<thead>
<tr>
<th>SD4 A</th>
<th>SD1 S</th>
<th>SD2 N</th>
<th>SD3 P</th>
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Howru
WhatTime?

(MC Bateson 1994 p 41)

Riddle: Some research showed that students in the US retain approximately
10% of what they ________ (say, hear, read, see, do, combinations, etc.)
26% of what they
30% of what they
50% of what they
70% of what they
90& of what they ________ Question: Who learns the most in schools? ________

<table>
<thead>
<tr>
<th>WANT TO</th>
<th>KNOW HOW TO</th>
<th>CHANCE TO</th>
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<tbody>
<tr>
<td>TPR, Shadowing, Song, Self-talk, Mentions Reformulation (Mary), Short Stories, Convers….</td>
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→ Lower Risk -→----→-----→----→---→----→--- Higher Risk ---→…

Interactive Activities (easiest to more complicated)

TPR (UDLRFBCCC) (Intonation-1-50) (French Lesson) (10 Idioms)
Shadowing I (Lecture: complete to selective)
→ Reading, video, radio, subway,

Shadowing II (conversation: complete to selective to interactive)
→ Putting the listener more in control, gentle input correction

Song-Sub strategies: Chunking, back formation, rhythm, singing, recycling: SuperH
SSIMHPS- Din (Bear Song) Shadowing Pauses (Teachers work too much)
Self Talk (“you can do it!”) Tape Affirmations, Self-Sing, 5-ways to H.

Mentions (tennis) // Imagine Einstein

Recycling Formations in Class (Improving Short Term Memory):
10-15 min. max. teacher talk- then reformulate (acts of appropriation)
→ Do pair & small group work (reformulation, questionnaires, correcting & comparing answers etc.)
→ Change partners- same class time & report what you said with the first partner.
→ Change partners/seats- Every day/week, change partners. Half the class out or asleep//Walk-talk-
TPR (socialization- making friends- speed dictations)
MISS Takes Stories XXX

Recycling (Improving Long Term Memory)

Action logs, teaching others, cassettes, telephones homework, self-talk, secret friends
How do you motivate yourself? SURVEY

Tm6/8/09 Answer on this sheet or in your action log if you need more space.

1. How do you, or would you, motivate yourself to speak the Target Language?

2. How do you, or would you, motivate yourself to write papers in the TL?

3. How do you, or would you, motivate yourself to read in the TL?

4. How do you, or would you, motivate yourself to improve your listening?

5. How do you, or would you, motivate yourself to do all your homework?

6. How do you, or would you, motivate your classmates to speak more in the TL?

7. How do you, or would you, motivate your friends to speak the TL to you?

8. How do you, or would you, motivate your teachers to teach well?

IC Activity 1: Name Date Time

Q1. To what extent would you like to use the TL in your daily life after graduation?
   Not at all Very much
   1 2 3 4 5 6

Q2. To what extent would you like to be using the TL in your daily life in 20 years?
   Not at all Very much
   1 2 3 4 5 6

Q3. To what extent would you like to get a job using your the TL abilities after graduation?
   Not at all Very much
   1 2 3 4 5 6
Q4. To what extent would you like to be using the TL in your work in 20 years?  
Not at all 1 Very much 2 3 4 5 6

Q5. Could you describe in your own words a possible job you might have using the TL? What exactly would you be doing in the job and how would you use your the TL?

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Associative and Parallel Thinking

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How often do you think your students change the channel?

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Old dogs can’t learn new tricks?
We learn by doing.