Looking In, Looking Out: Expanding our Vision

Joe McVeigh
May 19, 2017
ESL Symposium
NCSU, Raleigh

Flickr: Kolin Toney

Create a safe space

Joanna Colwell

Own the room

Take it slow at first

Addison Independent: Trent Campbell

Adapt instruction to Student abilities

Build a community

Mix it up

Make it fun !

Otter Creek Yoga: "All About that Base"

Looking outward

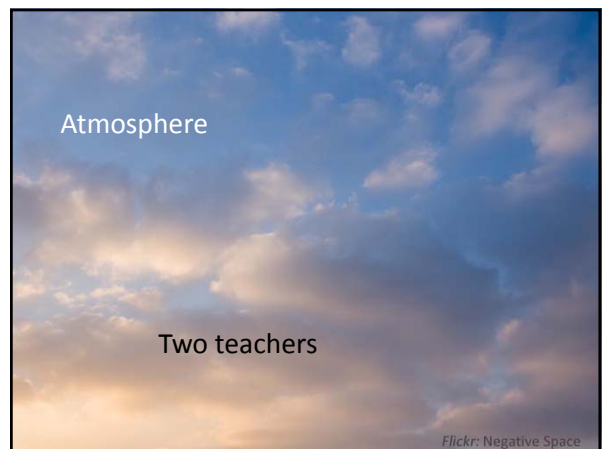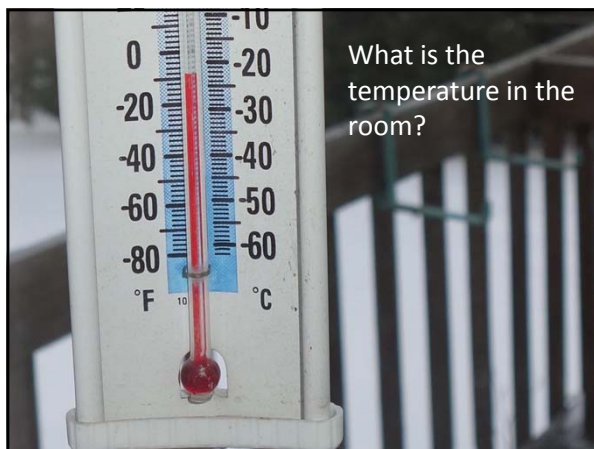Looking inward

Looking outward

How would a . . .   do this ?

a project manager	plan a lesson
a positive psychologist	design communicative language tasks to elicit positive emotion
a business school professor	teach advanced level discussion skills
a bartender	create a safe, social, and supportive classroom environment
a restaurant reviewer	critique student writing
a basketball coach	get a team to talk the talk
a document designer	create classroom materials
a whitewater kayaker	teach a language class

—Stillwell 2013, 2015

www.joemcveigh.org

Conference slides, handouts, and other resources

Looking inward

What is the temperature in the room?

Atmosphere

Two teachers

Flickr: Negative Space

And have not love . . .

If I speak in the tongues of men or of angels,
but do not have love, I am only a noisy gong or
a clanging cymbal. If I have the gift of prophecy and
can understand all knowledge and if I have faith that
can move mountains, but do not have love, I am
nothing. If I give everything I have to the poor, but
do not have love, I gain nothing.

—1st Letter of St Paul to the Corinthians, Chapter 13

And have not love . . .

If I speak a foreign tongue
With near-native pronunciation
With impeccable grammar
And a rich idiomatic vocabulary,
But have not love . . .
If I have sophisticated discourse strategies
And intercultural competency,
But have not love . . .

—Smith & Carvill, (After 1st Corinthians 13)

I love Spanish !

—Nunan, quoting his daughter in Arnold & Murphy, 2015

The riddle of mixed methods

"Stevick put forth a riddle, which I can summarize as follows: you can have two quite different methods, Method A and method B, based on different assumptions about how people learn, yet one teacher gets excellent results with A and another gets comfortable results with B. How is this possible?" —Underhill paraphrasing Stevick, 1976 in Arnold & Murphy, 2015

Atmosphere

- Two approaches . . . same outcome but . . .
- Same lesson . . . different outcomes

--- Adrian Underhill

Atmosphere

"My conclusion is that we teachers create a personal atmosphere in our classes, that it is perceivable to everyone except ourselves, that it makes a difference to the learning that takes place there, and that it is difficult to get a strong impression of what our own atmosphere 'tastes' like to others." —Underhill in Arnold & Murphy, 2015

Atmosphere Activity

- Recall a classroom you've been in as a student. Think about the teacher. What sort of an "atmosphere" did that teacher give off? How did it help or hinder your learning?
- Share your experience with a partner.
- Now think of a different teacher whose "atmosphere" was quite different. What effect did that teacher have on you?

Atmosphere

".. . we seem to have a blind spot for our own personal psychological atmosphere, though not for the other's, albeit seen through our own filters."

—Underhill in Arnold & Murphy, 2015

Class observations and performance appraisal

What is on the class observation checklist ?

What is on your to do list?

betterlifebingo.com

Mark Zelis

Gertrude Moskowitz 1978
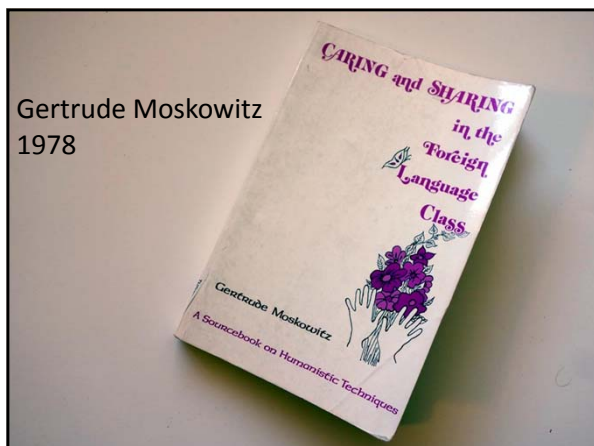
Caring and sharing

"By sharing ourselves, others get to know us. When we don't know what others are like, rather than feeling acceptance towards them, we are more likely to feel neutral, indifferent, mistrustful, or disinterested. Sharing, then, enhances acceptance by others. The discovery of finding we are liked as we are builds trust and self-acceptance. There seems to be a relationship among sharing, being accepted by others, and self-acceptance. We might say that sharing leads to caring." —Moskowitz
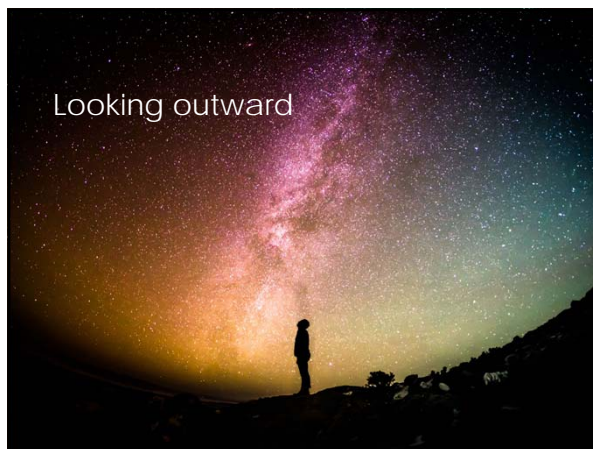
Earl Stevick
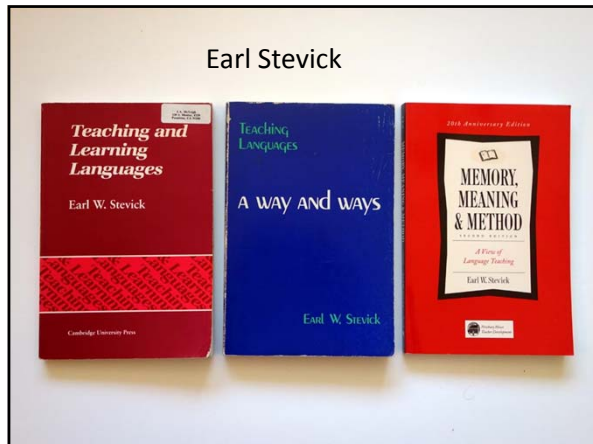
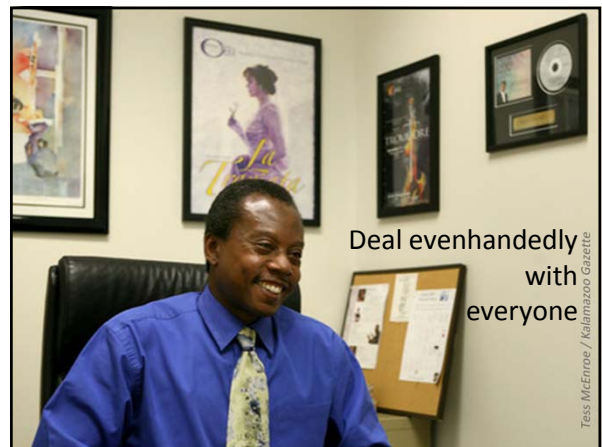## Language study as a human experience

"Language study is inevitably a total human experience; writers and teachers ought therefore to act as though it is." —Stevick, 1971
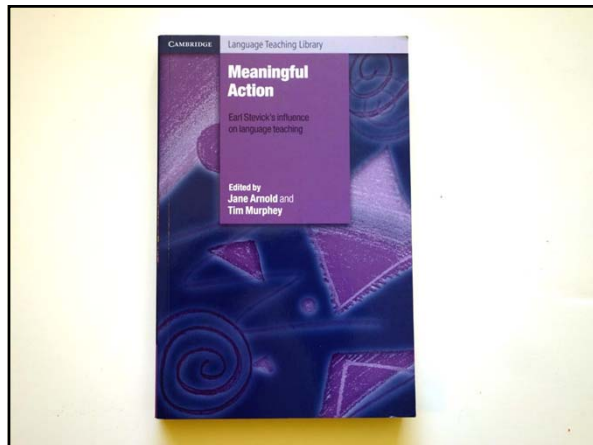
Sending unconscious messages

". . . I believe that the most important teaching we do is that which is often called modeling—the unconscious messages we send merely by acting the way we act."

– Clarke, 2003

Looking outward

Don't waste time

Eliza Rubenstein

Mark Dao

Avoid blame —
No emotional
baggage

Focus on the solution

Create high expectations

Raymond Harvey

Deal evenhandedly
with
everyone

Tess McEnroe / Kalamazoo Gazette

Set the right level of challenge

Sheila Heffernon

Design activities for success

Offer encouragement

Your experience

Think of a person from another field whose work you admire. What do they do? What about them could you emulate in the classroom?

Looking inward

Self-understanding

"A teacher can not make much headway in understanding others or in helping others to understand themselves unless he is endeavoring to understand himself. If he is not engaged in this endeavor, he will continue to see those whom he teaches through the bias and distortions of his own unrecognized needs, fears, desires, anxieties, and hostile impulses." —Jersild, 1955 quoted in Stevick, 1976
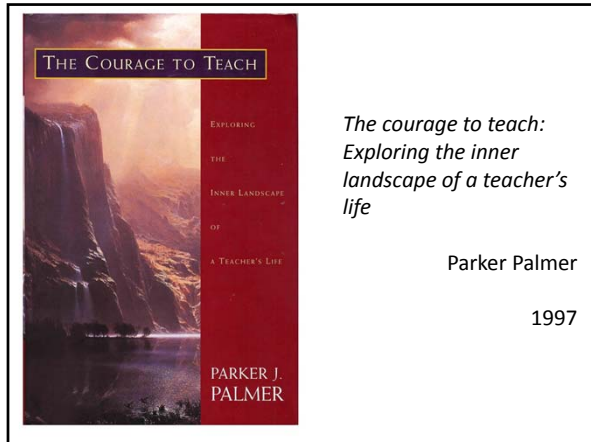
The courage to teach: Exploring the inner landscape of a teacher's life

Parker Palmer

1997

Who is the self that teaches?

- The question we most commonly ask is the "what" question – what subjects shall we teach?
- When the conversation goes a bit deeper, we ask the "how" question – what methods and techniques are required to teach well?
- Occasionally, when it goes deeper still, we ask the "why" question – for what purpose and to what ends do we teach?
- But seldom, if ever, do we ask the "who" question – who is the self that teaches? How does the quality of my selfhood form – or deform – the way I relate to my students, my subject, my colleagues, my world?
  —Palmer

Perfection

Desire for perfection
Wanda Kunzi

On being screwed up

"Everyone is screwed up, broken, clingy, and scared, even the people who seem to have it more or less together. They are much more like you than you would believe. So try not to compare your insides to their outsides." — Anne Lamott, 2015

Truthful Tuesday

A "living contradiction"

"It is one thing to see and articulate one's values as they develop and move in and out of view, and another to connect them with one's practice in life. Whitehead (2005) writes of the moment when we find that our practice contradicts our values, and of the consequent experiencing of our selves as a 'living contradiction', a potentially creative state and an impetus for inquiry." —Underhill in Arnold & Murphy, 2015

More contradictions

"Dedicated and hard-working teachers attend conference workshops and pursue advanced degrees in order to improve their teaching, but they avoid taking risks in their classrooms to try out new techniques, observe other teachers, or work with coaches to explore new ways of engaging students. "
—Clarke in Arnold & Murphy, 2015

Resistance to change

"There is really only one riddle – why do we resist change? Or perhaps we should say, 'How do we manage to resist changing even when we are currently engaged in promoting change?' In spite of the fact that we are sincere in our resolve to change, we nevertheless sabotage our own efforts and frustrate ourselves and others as we fall short of proclaimed goals." —Clarke in Arnold & Murphy, 2015
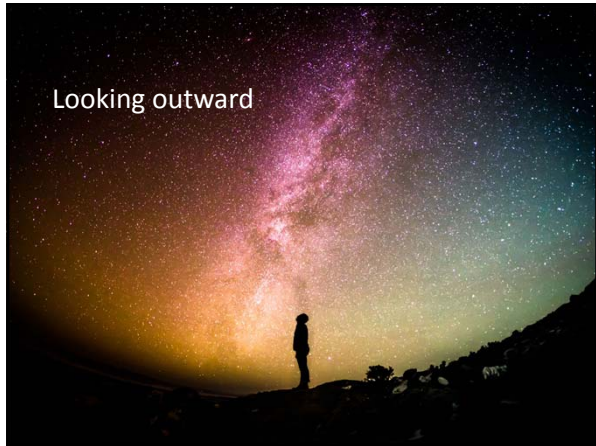
Timothy Gallway

The Inner Game of Tennis
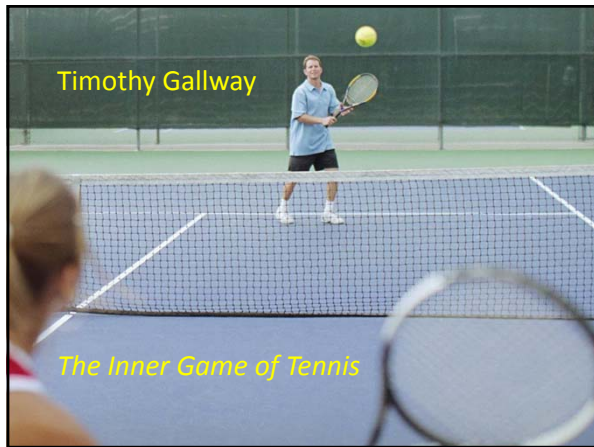
Gallway – Inner Game of Tennis

- Watch it change; don't do the changing.
- Self 1: the critic
- Self 2: the do-er
- Self 2 doesn't actually listen very well to self 1

Gallway – Inner Game of Tennis

The Usual Way of Learning	The Inner Game Way of Learning
Criticize or judge past behavior	Observe existing behavior nonjudgmentally
Tell yourself to change, instructing with word commands repeatedly	Picture desired outcome
Try hard; Make yourself do it right	Let it happen! Trust yourself!
Critical judgment about result leads to a vicious cycle	Nonjudgmental, calm observation of the results leading to continued observation and learning

What is a project you would like to work on your own "inner workbench?"

Flickr: Danny Richard Buxton

Looking outward

Marla Cilley

"The Fly Lady"

There is power in routines

You can do anything for fifteen minutes

Celebrate small successes

SINK REFLECTIONS

Sometimes you need to be a drill sergeant

Be kind to yourself

Flickr: NCDOTCommunications
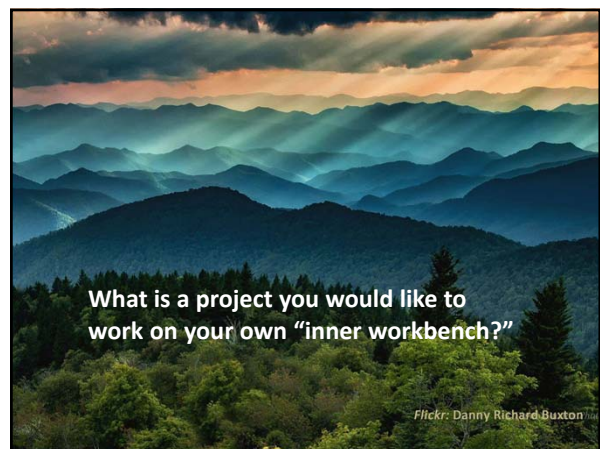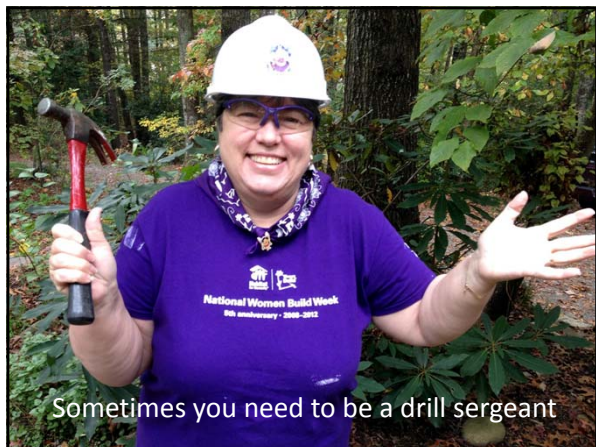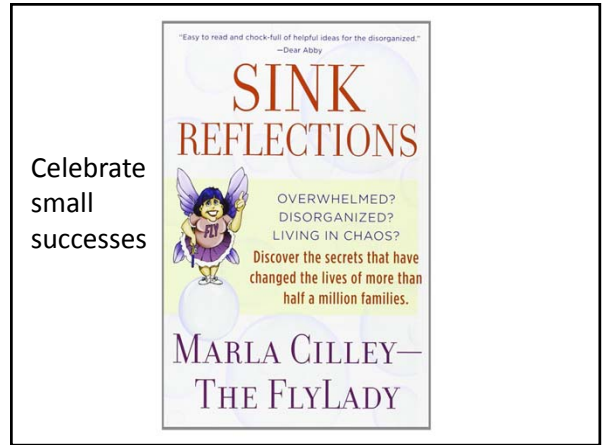
Complex problems and simple answers

"For every complex question there is usually a simple answer—and it's usually wrong." —H.L. Mencken

Are these more signs of a problem-focused approach or of a solution-based approach?

- Designing solutions is important
- Looking for faults is important
- Insight into or understanding of the problem comes with or after the change
- Insight into or understanding of the problem is a precondition
- Big changes are needed
- A small change is often enough
- Resources are already present
- Resources must be acquired
- The future is important
- The past is important

Problem focused vs. solution-focused

Problem-Focused	Solution-Focused
Looking for faults is important	Designing solutions is important
The past is important	The future is important
Big changes are needed	A small change is often enough
Resources must be acquired	Resources are already present
Insight into or understanding of the problem is a precondition	Insight into or understanding of the problem comes with or after the change

—Bannink

Create anticipation

Doug Anderson

Listen

Keep things moving

Pay attention to details

Have a clear vision

Make use of what you have

Be willing to do the unorthodox

The New York Times

Fashion & Style

What Shamu Taught Me About a Happy Marriage

Reinforce positive behavior

Flickr: William Warby

Ignore undesirable behaviors

Flickr: Leonard Silver

Small things matter

The small things matter. Being balanced doesn't mean dramatic upheaval in your life. With the smallest investment in the right places, you can radically transform the quality of your life.

-- Nigel March

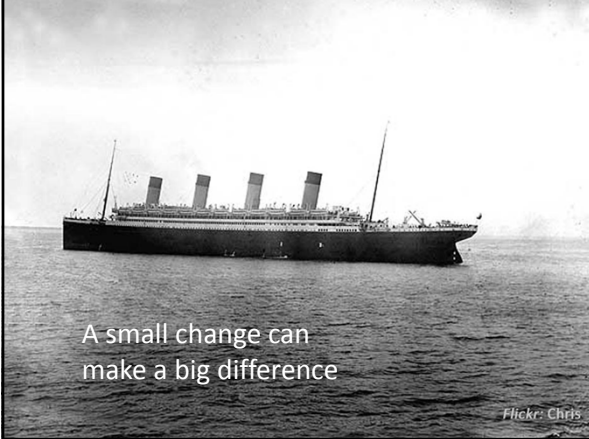---

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ADVICE · Comments (16)

Small Changes in Teaching: The Last 5 Minutes of Class

Don't waste them trying to cram in eight more points or call out as many reminders as possible

Brian Taylor

By James M. Lang | MARCH 07, 2016

A small change can make a big difference

Flickr: Chris

Solution focused questions

1) What are your best hopes
2) What difference would that make?
3) What is already working in the right direction?
4) What would be the next sign of progress? What would the next step be?

Fredrike Bannink: *1001 Solution-focused questions*

The Journey

"It's like driving at night with the headlights on. You can only see a little ways ahead of you, but you can make the whole journey that way." — E.L. Doctorow

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Easy / Hard

"Even in a lesson that looks perfectly simple to you, the number of new things to trouble a beginner is surprising." –Stevick

Unplugging

"Almost everything will work again if you unplug it for a few minutes, including you." —Lamott, 2015

The most important words

The four most important words in any organization are . . .
"What do you think?"   —Peters

Advice

If you try to pull a stamp
    off of an envelope
You are likely to tear it.
But if you hold the stamp,
    and pull the envelope
away from it,
The stamp will not tear.
This really works.
Try it sometime!

People are like that, too.
You can take a lot away from me
If you will leave me as I am,
But if you try to pull me away
From something that I have stuck
    myself to,
It will be hard for you, and
    very hard on me.
I hope you won't forget this
    next time.

—Stevick, 1977 *Short Texts for Intermediate and Advanced Students of English as an Additional Language*

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slideshare
Present Yourself