

Can Mindsets Be Changed?

The role of **praise**: A successful grammar student

- ✗ “That’s perfect grammar. You’re so smart!”
- ✓ “That’s perfect grammar. Your hard work really paid off!”

- ✗ “You used an effective strategy. You’re great at this language!”
- ✓ “You used an effective strategy. You’ve obviously put a lot of thought into it.”

The role of **criticism**: A failed reading test

- ✗ “Your scores were low, but you’re a great student. You’ll do wonderful next time.”
- ✗ “You should have succeeded. Perhaps the test was too complicated.”
- ✗ “You’re a great student. I’m sure you’ll still pass the TOEFL.”
- ✓ “Perhaps your preparation was flawed, and maybe you got the grade you deserved.”

The role of **goals**: A student hates grades

- ✗ “Don’t worry about grades. They only reflect the bias of the teacher.”
- ✗ “Grades are important because they demonstrate your hard work. Be sure to earn your grades.”

- ✗ “Your grades are based on your talent. Be sure to play to your strengths.”
- ✓ “Grades can tell you where you are weak. Improve the areas where you are uncomfortable.”

The role of **standards**

- Set high standards
- Provide students with necessary skills to achieve those standards
- Encourage and praise hard work
- Be alert for students who bristle at high standards or don’t have the skills, information, or strategies to achieve them

Understand **students’ mind-sets**: a low listening score

- “Your performance was really bad. You should know this material by now.”
- “Your performance was really bad. What did you do to prepare for the test?”

- “You need to listen to your speech—it’s terrible.”
- “Your speech was terrible. Do you have a plan for improving it?”

Understanding your **own mind-set** toward yourself as a teacher

- “My class is really impressive this semester. They are the smartest group I’ve had in a long time.”
- “My students listen better than any group of students I’ve taught before.”

- “I’m disappointed that my students aren’t getting it. They’re really uninterested in learning.”
- “I’m disappointed that my students aren’t taking advantage of my offers to help them succeed. Perhaps I should be more assertive.”

- "Why Johnny Can't Read"
 - "Frog and Toad Together"
 - " " " All Year"
- Longman Dictionary of Collocations

- SS draw pictures of what they've read + explain
- Prediction after text (inferences)
- Why does author feel this way, etc.?
- Think about what's happening in the story. - pause to ask qs.
- Have SS rd novels - preselect (1/2) + they choose 1.
- Pre, during, post rdg tasks always important.
- Detective novel for predictions w/ worksheets.