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Type: In-person interactive poster session

"Face Needs" and Engagement in the Japanese EFL Classroom

Sunday 18 May 2025 11:05 (1 minute)

TITLE

"Face Needs" and Engagement in the Japanese EFL Classroom

RELEVANT SIG

Teacher Development

FORMAT

In-person interactive poster session

Short English description

KEYWORDS

motivation, engagement, feedback, rapport

First-time presenter?

ABSTRACT

EFL teachers must develop an understanding of how teacher-student interactions and teacher feedback directly contribute to engagement, motivation, and classroom silence. Supportive teacher feedback is a powerful tool for increasing student motivation and building rapport, and teacher feedback practices are strongly linked to student motivation and learning outcomes (Gan et al., 2021). Research indicates that students unanimously prefer positive teacher feedback and even "look forward to it" (Zhao, 2010, p.32), while negative teacher feedback, particularly in the public-mode, can lead to a significant negative reaction in the vast majority of learners. Investigations into this phenomenon suggest that EFL teachers are not choosing the most beneficial feedback strategies, and that teacher-student interactions are frequently done without consideration of students' face needs, contributing to demotivation, low markers for active participation, and classroom silence (Chen, 2017; Huang, 2014; MacIntyre, 2021; Wajnryb & Critchton, 1997; Wang & Zhang, 2021; Wang, 2023;

Zhao, 2010). By optimizing feedback and carefully considering students' face needs, teachers may be able to reduce the negative impacts of feedback on motivation, enhance rapport, and increase classroom L2 oral participation and active participation markers.

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