



Generating agentive TL interaction in TBL projects

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タスクベースの学習は、学習者の目標言語による社会的やりとり促進を期待してEFL、ESL環境の両方で広く普及している。筆者は、タスクベースプロジェクトで行われる目標言語による社会的やりとりにおいて、学習者の主体的態度がどのように生成されているのかを調査することにした。筆者は、日本の大学で学ぶEFL学習者を対象としたタスクベースの英語学習プロジェクト、明星サマースクールプロジェクト (MSSP) で5年間にわたりフィールドワークを行ったが、その結果、目標言語による社会的やりとりにおける日本人大学生の主体的態度は、既に学習者内に形成された個人的要因だけでなく、タスクに関わるいくつかの要因によっても複合的に構築・維持されていることが明らかとなった。

Task-based learning (TBL) has been prevalent as a strong form of communicative language learning since the 1980s (Adamson, 2006). A large number of studies have provided empirical evidence of the benefits of tasks implemented in EFL/ESL classes, reporting the EFL/ESL learners' successful use of their target language (TL) within meaningful social interactions in the process of completing their given tasks (for a review, see Ellis, 2003). Past studies, however, have not provided much information on the attributes that sustain TL interaction within TBL projects. I conducted fieldwork research over five years on a TBL project to explore the mechanism of language learners' (LLs') active and also sustaining engagement in TL interactions within a TBL project, specifically focusing on the LLs' agency—"the sociocultur-

ally mediated capacity to act" (Ahearn, 2001, p. 112)—during the process.

The field of this study: The Meisei Summer School Project (MSSP)

The MSSP was selected as the field of this study. The MSSP is a social-oriented TBL project where the LLs are required to use their TL for meaningful purposes in real-life settings outside the classroom. This annual TBL project, which started in 2002, is based at Meisei University and targets the university's EFL students. The university students' main task is to teach English in teams to Japanese elementary or junior high school students for one week during summer vacation. The project is student-centered and participants are asked to engage in a number of sub-tasks to manage the project: organising publicity; holding opening and closing ceremonies; developing class schedules and teaching materials; and rehearsing lessons before the actual teaching. The undergraduate participants are organised into teams and start working on these sub-tasks in early April. The MSSP invites about 10 international volunteers from both non-English and English-speaking countries/regions from around the world to work with Japanese teammates. Volunteers arrive in Japan in late July to join the Japanese university students one week before the MSSP English classes open. The international volunteers and the Japanese participants in each team work together using their TL, English, as a lingua franca (Jenkins, 2007) while preparing for and teaching their MSSP classes. Their TL social interactions and TL-mediated social practices within the MSSP were analyzed using the framework of Communities of Practice (CoP) (Wenger, 1998).

Method

During five years of fieldwork in the MSSP, I utilized several different types of research

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techniques including survey (N=171), unstructured informal interviews, observation, and audio-recording of English social interactions to holistically investigate the Japanese participants' TL interactions with the international volunteers from different perspectives. I employed both quantitative and qualitative approaches to data analysis. Triangulation of each type of quantitative and qualitative data enabled multi-layered analyses of the TL social interactions.

Main results

By triangulating each data set, it was found that Japanese MSSP participants' agentive attitudes within their engagement of TL interactions were based not only on factors assumed to be pre-existing before the program, but also the MSSP's situational factors. Pre-existing factors included aspirations for communicating in and learning English (n=26, 18.44%), past experiences (of studying abroad / participating in the MSSP) (n=13, 9.22%), and confidence in English ability (n=2, 1.42%). The MSSP's situational factors involved Japanese participants situating themselves in the MSSP environment (n=38, 26.95%) with aspirations for mingling with international volunteers invited to the MSSP (n=34, 24.11%), and working on their given task with international volunteers and other Japanese undergraduates as a team (n=27, 19.15%). It was notable that both the Japanese MSSP participants' pre-existing internal factors and MSSP-related factors complexified and strengthened their agency for actively participating in the TL interactions. This result is consistent with the argument made by Lantolf and Pavlenko (2001) that learners' agency is not only unique to individuals but is also co-constructed. In addition, I found that communication breakdowns frequently occurred during their TL interactions, which prevented the Japanese participants from maintaining their agentive attitude. However, communication strategies including appealing for assistance to peers and more competent peers' voluntary scaffolding (Bruner, 1975) enabled Japanese participants to overcome hurdles and become more active agents in their interactions. Moreover, some novice Japanese students were more comfortable engaging in TL interactions with more competent old-timer Japanese students. These findings demonstrate how the MSSP as a whole, as well as each of its teaching teams, function as a CoP (Wenger, 1998).

Conclusion

The findings of this study cannot be generalized to all TBL projects in all contexts, and the mechanisms of LLs' agency presented here are only a portion of their potential agencies. It is my hope this fieldwork will continue in order to further illuminate more of the complex language learning picture, with the expectation that the results and findings of this research will help more LLs become active agents in TBL projects, thereby contributing to the further development of TBL in Japanese EFL contexts.

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Elementary teachers' views on English teaching

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本論は、広島市立小学校141校の5・6学年を担当する現職教員270名に行ったアンケート調査から、小学校英語科の導入に関する教員の見解を明らかにすることが目的である。『小学校学習指導要領』（文部科学省、2008年）が告示されて、日本の小学校での英語教育が2011年から完全実施されるにあたり、広島市では「ひろしま型義務教育創造特区」の認定を受けて、2010年から小学校への英語科を完全導入することになった。その条件整備の一貫として、2007年度から2009年度までの3年計画で、毎年夏に約280名の現職教員を対象に、広島市教育委員会と広島市内の大学の共催で教員研修が実施された。受講者の9割以上が教員研修の成果に関して肯定的な評価であったが、小学校英語科を始めることへの懸念や不安は一掃されていないようであった。

In 2008, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) revised its new course of study with the introduction of English classes at elementary schools from 2011. In response to the authorization of *Gimukyōuiku-souzoutokku* (MEXT, 2008) (a specific district for creating original compulsory education) certified in 2006, Hiroshima city founded *Eigo-ka* (an English course) in 2010 based on the *Hiroshima-gata* curriculum (an original curriculum for Hiroshima city schools). This *Hiroshima-gata* curriculum consists of three parts—the improvement of cooperation and connection of elementary and junior high schools, the implementation of “an integrated course for language, mathematics, and science” from the 5th grade to the 9th grade, and the enforcement of *Eigo-ka* in the 5th and 6th grades—with the intention of establishing children’s proficiency in language, mathematics, and science, as well as improving their powers of thinking, judgment, and expression. In anticipation of mandatory elementary school English classes, the Hiroshima City Board of Education and a private university in Hiroshima city provided teacher training for all 5th and 6th grade homeroom teachers in a three-year joint venture during 2007-2009. It was named *Shou-ei-juku* (an English cram school held in summer vacation for elementary school

teachers), and approximately 280 teachers participated in an English teaching seminar for four successive days each summer. Making full use of CALL (computer-assisted language learning), *Shou-ei-juku* offered efficient learning from the characteristics of English vowels and consonants up to the use of classroom English, alongside the teaching plan which the Hiroshima City Board of Education prepared. According to a questionnaire survey administered on the last day of *Shou-ei-juku* of 2009, over 90% of the teachers made positive reviews regarding the teacher training outcomes, but actually very few of them felt confident enough to begin teaching English to their young learners. In this article, drawing upon the results of the survey, I explore possible causes and solutions to various problems which elementary school teachers are experiencing in the introduction of English as a foreign language.

It seems that there is no difference between the foreign language activity in the new course of study and the *Eigo-ka* of the *Hiroshima-gata* curriculum, as far as targets are concerned. Although the latter is learned as a regular subject, unlike foreign language activities, the target is still “familiarization.” Therefore, possible factors for teachers’ concern and anxiety are as follows: “If the goal is just ‘familiarization,’ beginning earlier than the 5th grade is better”; “‘Familiarization’ is not suitable for evaluation”; or “Due to my own ability of English, I cannot instruct a child to achieve the goal of *Eigo-ka* (that is ‘familiarization’).” In the survey, in terms of what a teacher expects the most from a child, an overwhelming majority had chosen “the will to communicate in English” and “a positive attitude toward English learning.” This expectation is, however, not likely to be attained by “familiarization.” Therefore, it is thought that a child’s autonomous effort is crucial, as well as a teacher’s support for autonomy, which facilitates a child’s motivation to study.

As Hiroshima city introduced *Eigo-ka* at elementary schools from 2010, the year 2009 (when this questionnaire was administered) was a transitional period of foreign language education to *Eigo-ka*. Under such circumstances, it became clear

that various concerns and anxieties existed among elementary school teachers in three themes of this survey: the starting date of *Eigo-ka*, the evaluation of *Eigo-ka*, and the teachers' responsibility for *Eigo-ka*. There is a generally accepted idea that it is better to begin foreign language study as soon as possible, and this served as a motive to introduce English education into elementary school. However, 44 teachers (16%) among the 270 responded, "It is too late" to start from the 5th grade in elementary school, and apparently most teachers are cautious in terms of their attitudes toward early English education. Moreover, as for the introduction of evaluation in *Eigo-ka*, teachers demonstrated their strong concerns that the tone of "study" is emphasized and thereby children's volition is spoiled. It seems that their concern is especially remarkable for introducing English as a subject. Finally, the training for elementary school teachers in *Eigo-ka* is probably the most important issue. In fact, 217 teachers (80%) had chosen "the teacher's own ability of English" at the head of the cause of concern. If *Eigo-ka* is introduced in

elementary schools, considerable improvement in teaching conditions accompanying it is indispensable. In order to fully exhibit an educational effect, it is essential that a teacher has adequate training and understands clearly the target of *Eigo-ka*.

As a future task, I would like to investigate further how English education with no consensus among teachers is reflected in lessons, as well as what kind of difference results in actual education.

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Hertz und Pixel: Creative podcasting with adult learners of German for a Japan-wide competition

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日独交流150周年という記念の年であった2011年、日本のドイツ語学習者のためにオーディオ・ビデオコンテスト (Hertz & Pixel) が開催された。このコンテストのために、東京にある語学学校でドイツ語を学ぶ壮年学習者の2グループが、ポッドキャストを使ったオーディオ作品を作った。本論では、これら2グループのうちの1つのグループと行った作業が、プランニングからレコーディング、編集を経てどのように最終作品に至ったかを詳しく述べていく。作品は<radio-onichi.podspot.de>で試聴可能である。

The year 2011 marked the 150th anniversary of German-Japanese diplomatic relations. In order to support and celebrate the learning of the German language in Japan, a competition for Japanese learners, *Hertz und Pixel* (<hertzundpixel.net>) was initiated calling for fictional audio, audio documentary, fictional video, and video documentary entries with any kind of reference to the letter "D".

Students of two German classes at a private language school in Tokyo produced podcasts for the *Hertz und Pixel* competition. These participants were, on average, in their late 50s and their language competency level was approximately intermediate to upper intermediate. The process

of producing the podcasts consisted of planning, recording, and editing. The learners involved in this study opted for presenting their topics in different forms—drama and poetry.

Audio and podcast production as language learning tools

Offering speaking opportunities to students can be a challenge for a language teacher, especially in an environment where the target language (TL) is not frequently used. Egbert (2011) demonstrated why a teacher's "knowledge and understanding of engagement" (p. 131) with technology plays a key role in this. However, even tech-savvy students who are aware of learning technologies may reject applications that are not interactive enough (White, 2011). Therefore, when using technology, methodology and the activity types selected are particularly important (Traxler, 2008).

Producing podcasts has been found to keep motivation high and entice students (Cane & Cashmore, 2008) as it allows students to practise their language skills and use new media (Egbert, 2011). They further offer a high degree of control as they can be planned beforehand and edited after recording (Salmon, 2008). Podcasts can also be discussed directly, providing the producer(s) with constructive criticism.

Preparing the podcasts

Preparing content

First, the students compiled a list of words beginning with the letter "D" as a homework task resulting in a list of 75 words. Based on that list, students were then given the task of producing *haiku* (a traditional Japanese poetic form) in German in pairs. The focus of this task was on playful creative activities. After students had read their pieces to each other in small groups, some very brief trial recordings to familiarize the students with the process were undertaken. The following week the students voted for their favourite pieces. A feedback round followed where both the group and the instructor first gave positive feedback and then moved on to improvement suggestions on aspects of rhythm, stress, intonation, and pronunciation.

Planning phase for the submissions

Following the feedback session, each student selected five words from the "D" list. Then

groups of two or three picked seven to nine "D" words out of these and had to come up with a format that (loosely) tied them together. One group decided to stick with the poetry format whereas two groups opted for self-developed drama. Students were asked not to script entire sentences. After finishing a draft of the story lines, students practiced the dialogues in trial runs among themselves. Once every group had received feedback, the first recording took place.

Recording and editing

The process of producing the contributions for the competition was spread over six weeks (one hour initial composition, two hours planning, two hours recording, one hour editing). On average, three recording sessions were deemed necessary by the students themselves. Students spent considerable time and effort on fine-tuning various aspects of their contributions.

Editing was performed in class and consisted of two parts. First, hesitations and other minor mistakes that the students found undesirable were edited out. Second, royalty-free background music was chosen by the students and edited in. After a final edit by the instructor, the group revised the edited contributions, which were then submitted.

The contributions to the competition

Three pieces of audio were submitted to the *Hertz und Pixel* competition consisting of two fictional dialogue pieces featuring some "D" words and one contribution featuring a number of self-written haiku and poems.

Conclusions

In this project, a group of mature Japanese learners of German enthusiastically produced audio contributions to a nation-wide contest. They decided on the form and topic of the contributions themselves (one poetry and two drama submissions). Students spent most of the time during the production process on planning and recording. They developed their own creative potential and exceeded their own expectations in oral use of the TL to a considerable extent. Furthermore, in the process of creating and producing the podcasts, students were able to use German in a number of different ways, especially pronunciation and prosody, and they strengthened confidence in their speaking ability. The poetry contribution went on

to win the special Issey Ogata prize. The following haiku is an example from the winning entry:

Damenfußball Nadeshiko
Weltmeisterschaft in Deutschland
durchhalten, dominieren

[Women's football/soccer Nadeshiko
World Cup in Germany
Prevailing, dominating]

Partaking in the contest also allowed students to work interactively through implementation of feedback sessions and interactions with the audience of the competition. In summary, the project was able to demonstrate that podcasts can be a powerful technological tool in second language education.

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The student podcasts can be found online at <radio-onichi.podspot.de>.

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Japanese university student self-motivation and language learning autonomy

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この20年間で、動機づけと自律との相互関係は多くの注目を集めるようになってきた。しかし、実際にどのようにして学習者が自らを動機づけ、それを長期間維持するように努めるのかは解明されていない。また、こ

の2つの要素が、学習者の自らの学習をコントロールする能力にどのように影響を与えているかも明らかにされていない。本論では、大学の選択科目の1つである学習者自律に関するクラスで、半期を通して行ったリサーチプロジェクトの結果を検証する。プロジェクトに参加した学生には、最初に彼らの動機づけを維持する方法についてのアンケートに回答してもらい、その後、その後、新しい動機づけ維持のテクニックを教えた新しい動機づけ維持のテクニックを教えた。次に、短期間の学習のゴールを設定してもらい、自分の用いた動機づけストラテジーと、どれだけゴールに近づいたかの達成記録も毎週つけてもらった。これらのデータとコースの終わりに提出してもらった自律学習に関するエッセイを比較分析した。その結果、自律した学習者は、より多様な自己動機づけストラテジーを用い、また、自分自身の成し遂げたことをよりポジティブに見ていく傾向が認められた。

The average matriculating Japanese university student would need an estimated 1,000 additional hours of instruction before graduation to attain the necessary English proficiency for academic and professional use (Lyddon, 2011). However, as few learners have even the option of taking sufficient coursework for this many contact hours, most will likely need to exercise considerable autonomy to achieve such an ambitious goal.

Benson (2011) has defined learner autonomy as “the *capacity* to take control of one’s own learning” (p. 58, emphasis added). As Ushioda (2008) noted, however, learners who rely on teachers to motivate them are unlikely to exhibit the necessary efforts outside of class to sufficiently develop their communicative proficiency. To foster self-motivation, Dörnyei (2001) has suggested five categories of strategies:

- Commitment control (e.g., imagining the positive consequences of reaching one’s goal)
- Metacognitive control (e.g., reminding oneself of one’s deadline)
- Satiation control (e.g., modifying an activity to make it more fun or more challenging)
- Emotional control (e.g., encouraging oneself verbally in instances of success)
- Environmental control (e.g., eliminating sources of interference, such as noise)

This study examined the relationships between overall, categorical, and individual self-motivational strategy use and learner autonomy.

Method

Participants

The 24 participants were third- and fourth-year university students in a 15-week English elective course on learner autonomy at a small, prefectural computer science school in southern Tohoku.

Procedure

The course followed Scharle and Szabó’s (2000) three-phase cycle of raising awareness, changing attitudes, and transferring roles with respect to motivation, learner strategies, community building, and self-monitoring. In Week 8, the learners took a Likert survey of the frequency of their self-motivational strategy use in each of Dörnyei’s five categories. After the survey, applications of 31 different self-motivational strategies

were modeled. From that week forward, the learners turned in weekly learning logs of their progress toward a self-selected short-term goal, along with a checklist of any self-motivational strategies they used.

At semester’s end, the learners submitted essays describing and explaining the changes in their awareness, attitudes, and actions in terms of their understanding of autonomy. The essays were ranked from highest to lowest demonstration of autonomy. The middle third were then excluded to create two extreme groups. Data were analyzed for the first, middle, and last of five collection times.

Results

The first analysis compared overall strategy use between groups. However, independent samples *t*-tests of mean strategy use revealed no statistically significant differences at the .05 alpha level at any time: $t(14) = .067, p = .95$ for Time 1; $t(14) = .052, p = .96$ for Time 3; and $t(14) = .764, p = .46$ for Time 5.

A second analysis compared the numbers of learners using strategies in each category at each time (see Table 1). More highly autonomous learners appeared to use more satiation strategies. However, two-sided Fisher’s exact tests for use vs. non-use of this category by autonomy level were nonsignificant at the .05 alpha level ($p = 1.00$ for Time 1, $p = .13$ for Time 3, and $p = .28$ for Time 5). In the end, four of the eight most highly autonomous learners also indicated using strategies from all five categories, whereas only one of the least autonomous learners did, though this result was similarly nonsignificant at the .05 alpha level ($p = .28$).

Table 1. High and low autonomy group learner reports of strategy use by category over time

Category	Time 1		Time 3		Time 5	
	High	Low	High	Low	High	Low
Commitment	8	7	7	8	6	7
Metacognitive	8	8	8	7	8	7
Satiation	3	2	6	2	4	1
Emotion	7	8	6	6	7	6
Environmental	4	5	5	5	5	4
All 5	1	1	4	2	4	1

A third analysis compared the variety of strategy categories between groups over time. Independent samples *t*-tests at the .05 alpha level revealed no significant differences in the means at any of the three data collection times: Time 1 $t(14) = .000, p = 1.00$, Time 3 $t(14) = .798, p = .44$, Time 5 $t(14) = .947, p = .36$. Nevertheless, the mode for the more autonomous learners was two points higher in the end.

Examination of the self-motivation strategy inventory results revealed a two-point difference in frequency of positive self-encouragement for instances of success, where the mode in the low group was *rarely*, as opposed to *often* in the high group. Comparison with the weekly checklists showed frequency of self-encouragement to indeed be nominally more prevalent among the most autonomous learners, although one-sided Fisher's exact tests at the .05 alpha level were nonsignificant ($p = .29$ for Time 1, $p = .50$ for Time 3, and $p = .16$ for Time 5).

Conclusion

The general results of this study showed no statistically significant relationships between learner autonomy and self-reports of overall, categorical, or individual self-motivational strategy use. However, close inspection of the data suggests that the most highly autonomous learners may be using self-motivation strategies from a greater number of categories and that they may also be more likely to engage in verbal

self-encouragement. It is hoped that the development of a more accurate and reliable autonomy measure and a larger learner sample will allow for the exact nature of this relationship to be examined more definitively.

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数詞と漢語1字助数詞の不規則発音に関する音声学的教授法の効果

Effectiveness of teaching irregular pronunciations of numeral and single-character Sino-Japanese counter compounds using Japanese phonology

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The counting system may be one feature that makes Japanese language difficult to learn since there are many counters to affix to numbers, and the numeral and counter compound is frequently irregularly pronounced. On single-character Sino-Japanese counters, such as *satsu* for counting books, Matsuzawa (2007) proposed teaching four prediction rules for irregular pronunciations derived from Japanese phonology. This paper reports on the effectiveness of this approach with Chinese business people working with Japanese language in China and shows that the initial percentage of correct predic-

tion for pronunciation improved from 82.20% to 90.64% after instruction, including regular pronunciation. The study also reports that some Japanese language learners established their own rules for pronunciation prediction.

はじめに

本研究は、1本(いっほん)、2冊(にさつ)など、漢語1字の助数詞と数詞の組み合わせに関して、Matsuzawa(2007)の提唱した、日本語の音声学に基づいた四つの規則から不規則発音の発生を予測する方法を明示的に指導した場合の効果について論じたものである。

数詞と助数詞の組み合わせにおける不規則発音発生の理論化、類型化は多数研究されているが、日本語学習者に対し不規則発音の予測法を指導した場合の効果について報告したものは見当たらなかった。

研究の方法

研究目的は、日本語を使用してビジネスに従事する中国人において、数詞と漢語1字助数詞の組み合わせについて、1. 現状の正確な発音の予測度は不規則発音を含めてどの程度か、2. 現状の発音の予測において何か特徴的な事象はあるか、3. Matsuzawa(2007)の提唱する、四つの規則による不規則発音の予測方法は明示的に指導した場合効果があるか、を明らかにすることである。被験者は中国人107名である。

予測の測定には筆者が作成した問題を用いた。139項目の漢語1字助数詞から、発音が規則的になる助数詞と不規則発音を引き起こす助数詞の比率に従って10項目の助数詞をランダムに選び、それと数詞1から10を組み合わせた100問の発音を予測させた。問題は3組作り、講義前テスト、講義後テスト、一ヵ月後テストに使用した。講義はMatsuzawa(2007)の提唱する四つの予測規則を順番に提示し、演習によって理解の定着を図った。講義は7ヶ月間に渡って、月1回定員20名の教育コースとして実施した。

結果と考察

研究目的1に関しては、数詞と漢語1字助数詞の組み合わせにおいて、講義前の正確な発音の予測は82.20問であった。3組の問題には平均して80.01問の規則的な発音の組み合わせが含まれており、講義前の予測82.20問は平均2問不規則な発音を予測できたように見える。しかし実際には規則的な発音の組み合わせにおいて不規則発音すると間違えて予測したケースもある。従って差の2問というのは、不規則発音を正確に予測できた数から規則的な発音を誤って予測した数を引いたものである。

研究目的2に関しては、被験者の中には独自に数詞の1, 6, 8, 10が助数詞と不規則発音を引き起こしやすいと理解していたと思われる者がいた。ただ過剰一般化して、不規則発音を引き起こさない、濁音で始まる助数詞との組み合わせや、6とサ行、夕行で始まる助数詞の組み合わせで不規則発音が起こると予測しているケースが見られた。

研究目的3に関しては、講義前の正確な予測82.20問が講義後は90.64問に有意に上昇し、一ヵ月後も89.45問と指導効果が持続した。したがってMatsuzawa (2007)の提唱する四つの不規則発音予測規則の指導は効果があると判断できる。

おわりに

日本語学習においては学習の進捗に応じて助数詞が導入される。合わせて音声学的な助数詞の不規則発音の予測方法を指導するのは意味のあることと考える。

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The ideal/ought L2 self gap in Japan

Julian Pigott

University of Warwick

2012年に小学校に入学して大学まで進学する日本の子どもは、英語の必修授業を少なくとも9年間受けることになる。本論で筆者は、日本の英語教育政策は英語を万能薬とする誤った信念に基づいていると主張する。その結果生じる「英語運用能力を持った日本人」へのイデオロギーは日常の現実と食い違っている。なぜなら生徒達はコミュニケーション上のニーズを、日本語で何の不満もなく満たしているからである。この生徒達が強制されるものと経験するものとのギャップによって、英語の学習が奮起ではなく怒りの原因となりかねない。筆者はDörnyei (2005) の L2 motivational self-system を通して、この状況の動機づけに関する諸相を理論化し、英語指導の理論と実践が官僚的過程でいかに合わさり、現状を巧みに維持しているかを論じる。大規模な改革は現在の政治的・職業的状况では見込めないので、筆者は教師達に、長期的に教室内学習の人道的観念を追求するよう促す。

The considerable ideological and institutional pressure placed on Japanese students in compulsory education to learn English is often at odds with their personal desire to do so. In previous research (Pigott, 2011), I conceptualized this situation through Dörnyei's (2005) L2 motivational self system as a gap between the ideal self (what one wants to become) and the ought self (what others want one to become). In this paper, I use it as a starting point for a discussion of the ethical dimensions of EFL policy, practice, and theory.

One pedagogical response to such a gap is to attempt to stimulate learners' ideal selves by, for example, having them visualize themselves as fluent English speakers (Dörnyei & Ushioda, 2011). However, before doing so we might first ask ourselves whether the discourse promoting the ought self is reasonable or feasible. The Ministry of Education, Culture, Sports, Science & Technology asserts that "...Cultivating 'Japanese with English Abilities' is an extremely important issue for the future of our children and for the further development of our country" (in Okuno, 2007). However, there is evidence that English proficiency in Japan offers limited economic value for a relatively small elite, and that the need for English in the workforce is greatly exaggerated. In fact, the most pressing need for many

may only be real-life to the extent that a 'regime of truth' (Foucault, 1980) has manufactured it into existence in the form of entrance exams and TOEIC score requirements (see Seargeant, 2012).

Fromm's (1976) contention that, for bureaucrats "there is...[no]...conflict between conscience and duty:...[their] conscience is doing their duty" (p. 151) could also be seen to apply to those in education whose best interest is served by maintaining the status quo. Certain characteristics of mainstream pedagogy and research facilitate 'business as usual' while at the same time give the appearance of principled practice.

Short-termism (Donmoyer, 1990) excludes the longer-term effects of education—potentially profound and, to an extent, unknowable—from considerations of explicit, measurable short-term goals often implemented through increasingly constrictive stipulations on teachers. Exam performance and grades, rather than an enriched life, increased happiness, the joy of learning, or a means of self-expression, are held up as goals of language learning rather than as means to an end. Combined with over-specialization, a short-term perspective offers insights into the 'hows' of second language acquisition rather than the 'whys': the philosophical, ethical, and ideological tenets upon which principled education ought to be based. Second, *methodological and theoretical reductionism* (Chase, 2005) leads researchers to deal with trends and numbers rather than human beings, the result being that "it is not people but their componentized sub-personal parts that are orchestrating courses of action" (Ushioda, 2009, p. 216). A casual glance through *The Language Teacher* or the *JACET Journal* illustrates the fact that such 'scientific' (dehumanized) conceptions of language learners are the norm. One wonders if simply listening to learners and what they want from school and life might be more worthwhile than more t-tests and ANOVAs.

Reform of the current system would presumably involve allowing students to opt out of English classes in high school, offering a wider

choice of language study, drastically reducing the dependency on testing, and reforming teaching practice away from the transmission of knowledge of English as a linguistic system—quite plainly an inappropriate approach for fostering communicative proficiency. Such reform could only conceivably happen in the context of widespread educational reform across all subjects and institutions (in other words, don't hold your breath).

Perhaps, then, it is up to individual teachers to explore alternative approaches within their own classes to offer students a more meaningful and enriching classroom experience. A humanistic approach (Rogers & Freiberg, 1994) has the advantage of making class time more rewarding and fulfilling for teachers and students alike; a critical approach (Friere, 1972; Shor, 1992) makes the classroom a site of resistance to prevailing ideology and practice—the teacher as rebel does, incidentally, hold a certain appeal for students (Gilbert, 2010). Both approaches treat the acquisition of a certain language skill as concomitant to more fundamental aims such as self-actualization and social change.

Sergeant's (2009) contention that "For vast portions of the world's population English remains a foreign language—often an obscure and unnecessary one—despite the prominent discourse which promotes its global reach" (p. 63) may not be comfortable reading for those of us involved in the bureaucratic push to motivate students to learn English, but by being aware of the ideological, political, and socio-cultural implications of compulsory English, we can surely approach it more responsibly as a classroom subject.

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Benefits of short-term study abroad experiences:

What impact do they have on Japanese EFL learners' oral communicative competence?

Yoko Sato

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本論は、短期留学が日本人大学生英語学習者のオーラル・コミュニケーション能力に及ぼす影響について調査した研究の成果を報告する。英語中級レベルの経営学部2年生24名が、アメリカの2つの大学での3か月と4か月の短期語学留学プログラムに参加した。プログラムの前後に、ネイティブ・スピーカー試験官により1対1の対面式インタビューが行われ、オーラル・コミュニケーション能力が測定された。この際、語用論的な適切度を調査するため、学生のパフォーマンスが試験官に与えた情動的影響についても、データが収集された。分析の結果、流暢さと一貫性、語彙、情動的影響の項目で統計的に有意な向上がみられた。文法と発音ではそのような変化は見られなかった。すべての項目で大きな個人差がみられたため、3人の学生のケース・スタディが行われ、個人差の理由についての考察がなされた。

In 2009, the Ministry of Education, Culture, Sports, Science & Technology (MEXT) launched the "Global 30" Project to "dramatically boost... the number of ... Japanese students studying abroad" (Japanese Universities for Motivated People (JUMP), n.d.; see also MEXT, 2009). An increasing number of Japanese universities offer short-term ESL study abroad (SA) programmes as an affordable and accessible means to promote the learning of English and international experiences. However, the number of Japanese students studying abroad has been decreasing steadily for the last few years. Economic recession, and the introversion and risk-aversion amongst young Japanese have been suggested as major reasons for this trend (Fukushima, 2010; Tanikawa, 2011). While these may partly explain the phenomenon, the author hypothesises that students, as well as their parents who support them, may also not be convinced of the benefits of SA experiences. Universities typically rely on anecdotes or general impressionistic remarks in advertising their SA programmes, rather than presenting empirical data, which may be more convincing.

There exists a large body of research outside Japan which investigates the effect of SA on L2

speaking (DeKeyser, 2007). However, very few studies examine Japanese EFL learners' speech data before and after SA. These existing studies (e.g., Churchill, 2009; Wood, 2007) are extremely small-scale and have methodological problems, such as a narrow scope and the use of a non-interactive task in eliciting the data. What we need are studies of a reasonable sample size, which elicit learner data through interactive tasks and assess changes in wider areas of communicative competence (e.g., Canale, 1983; Canale & Swain, 1980). This is the first of a series of such studies. The following research question is the focus of this paper:

What impact do short-term language SA experiences have on the oral communicative competence of Japanese university EFL learners?

Method

The participants were twenty-four second-year business students. They joined three-month to four-month ESL courses at two US universities in 2010. During their stay in the US, the students were asked to submit online monthly reports about their study and life in general.

One-to-one, face-to-face interviews of approximately 13 minutes were conducted before and after SA by two NS examiners. Each student was interviewed once by each examiner. The IELTS Speaking test (University of Cambridge ESOL Examinations, 2007) was selected as the basis for designing the task. The interviewers assessed each learner's performance using the IELTS Speaking band descriptors (public version). The descriptors had nine bands and consisted of the four criteria of Fluency & Coherence, Lexical Resource, Grammatical Range & Accuracy, and Pronunciation.

The interviewers were also asked to rate the negative affective impact learner performance had on them, such as irritation or discomfort felt while interacting with the learners. A 5-point

scale developed by the author (Sato, 2008) was used, which ranged from “1: very serious” to “5: none.” This subjective rating provided data on the sociolinguistic appropriacy of learner performance, which was not adequately covered by the IELTS descriptors.

Results

As a group, the learners’ band scores significantly improved after SA in the areas of Fluency & Coherence and Lexical Resource, although great individual differences were observed. Significant negative correlations were found between the pretest scores and the pretest/posttest changes in all four areas. Significant improvement was also observed in the rating of the affective impact rating. However, great individual differences were again observed.

In order to explore the possible reasons for the great cross-learner differences in the pretest/posttest changes, case studies were conducted with the three learners whose average band scores changed most among the 24 participants. Learner 21 improved in all the four areas while the other two learners regressed in all but Fluency & Coherence. As to the rating of the negative affective impact, not only Learner 21 but also Learner 5 greatly improved after SA. Only Learner 3 got a lower score on the posttest. These learners’ monthly reports showed some distinct characteristics. It seems that self-aware learners who set realistic and specific goals, and sought out-of-class opportunities to use English have improved sociolinguistically, though not necessarily linguistically.

Discussion and provisional conclusion

The group results suggest that the short-term ESL SA experiences had a positive impact on the oral communicative competence of the Japanese university English learners - at least in some areas. The significant negative correlations between the pretest scores and the pretest/posttest score changes indicate that students who got lower scores before studying abroad benefited more through the SA experiences. This is in line with the lack of significant improvement in grammar and pronunciation, in which the participants had attained comparatively high scores before studying abroad. The three case studies revealed some possible causes of cross-learner differences and the importance of considering the sociolinguistic aspect of oral communication.

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16 | A TASTE OF JALT2011: EXCERPTS FROM THE PROCEEDINGS



Sharing experiences with quantitative research

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多くの語学教師が教育現場に基づく研究に関与することの利点を認識しながらも、様々な困難な状況のために質の高い研究を行うことがそもそも難しいような場合がある。これは量的な調査手法を用いる場合には特にそうである。研究における協同は、そのような難題の多くを克服する有効な手段となり得るし、さらに協同の基本形態である他の教師との意見交換は、自らの研究についての貴重なフィードバックや他の人達の経験からの知見の獲得につながるために、かなりの利点をもたらし得るのである。JALT2011の『量的研究の経験の共有』をテーマとした今回のワークショップは、言語教師に、教育現場に基づく量的研究を行った自らの経験について話し合う協同のスペースを提供すべく計画された。本論には、自らが行った量的研究の経験を共有し、直面した問題点を検討し、同じ立場の教師らに助言を与える3人の教師の例が収められている。今回のワークショップは、協同研究の継続と発展につながる同様のイベントや活動のモデルとなり得るだろう。

While many language teachers recognize the benefits of getting involved with classroom-based research, numerous challenges can limit the potential for successful execution of quality research, particularly if quantitative methods are employed. In an article looking at language teachers' research engagement, Borg (2010) identifies conditions that facilitate teacher research and argues "collaborations among teachers, and among academics and teachers create productive mutually-beneficial social spaces for knowledge creation" (p. 418). Collaboration can take a variety of forms that range from joint efforts in the preparation, execution, and reporting of a study to simply bouncing ideas off colleagues. One approach to collaboration entails engaging in open discussion with peers in order to report on current activities, explore potential projects, and share past experiences. This discussion can provide a multitude of benefits including valuable feedback through unique insight and varied perspectives based on others' research experiences. Additionally, teacher researchers can connect with peers engaged in a shared pursuit and contribute to the success of others' work.

In order to explore this approach of research collaboration through open discussion, a workshop, *Sharing Experiences with Quantitative Research*, was offered at JALT2011. Workshop

organizers sought to help teachers learn from each other's experiences with quantitative research, build community, make connections among a group of peers, and attenuate the isolation typical of the research pursuit. In this article, three of the organizers share their own experiences with quantitative research, discuss issues they encountered, and provide advice for their peers.

Beth Konomoto shares her story about how she got started with quantitative research. Despite some initial struggles to read research methods course books on her own, she was determined to contribute to her professional community through research and to better understand background information found in academic articles. By joining an online quantitative research methods class, she was able to deepen her understanding of the formulas and common procedures fundamental to quantitative research. She made use of online forums to share experiences and learn with other teachers on the same journey. With the support of the class, completing a small-scale study proved to be a great learning vehicle. She makes several recommendations for teachers looking to take a first step with quantitative research methods

Michio Mineshima talks about a quantitative study he conducted and some of the difficulties he encountered during the process. Alarmed by the lack of critical thinking (CT) skills evident among his college students, he decided to investigate how Japanese textbooks of English were compiled in terms of developing learner CT. He classified questions and tasks in these textbooks into seven different types according to their purposes and determined that in the textbooks, much less weight was given to CT in comparison to other skills such as text-based information retrieval. This research, however, did not go as smoothly as he had planned. He encountered several problems such as difficulties in defining key concepts and misjudgments in workload estimates. He identifies several crucial steps that can be taken during the planning stages of a research project.

Chris Stillwell discusses a project that involved using readily available data to gain experience with statistical techniques and explore quantitative research basics. He used a t-test to compare differences in university students' English placement test scores and final exam scores for two groups: team-taught classes and non-team taught classes. The simple research design and significant validity concerns only allowed for

limited conclusions; however, the process helped him to better understand how to form appropriate research questions and gave him a greater appreciation of the wealth of mitigating factors that can be encountered in the research process. In addition, the project served as a basis for valuable discussions with colleagues and provided essential experience to draw upon when considering the validity of others' research. He discusses how others can benefit from conducting similar projects.

In small groups, the thirty workshop attendees discussed such issues as difficulties with understanding the steps behind quantitative methods, choosing correct designs, interpreting statistical findings, and being isolated during the process. Advice generated included careful selection of research topics with achievable goals, use of small-scale studies, and collaboration with co-workers. Based on the number in attendance and the level of participation, this workshop was viewed as a success and a strong indication of the interest in discussing research among language teachers involved with JALT. The article concludes with several recommendations for how language teachers, administrators, and professional leaders can encourage and provide similar opportunities for collaboration.

As Borg (2010) suggests, collaboration and dialogue with both academics and other teachers can be critical components of successful classroom-based research. Professional organizations, school administrators, academic researchers, and teachers themselves should strive to make all aspects of the research process a topic for discussion, not just the final results of successful studies.

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Considering the relationship between course-based learning objectives and self-directed learning

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本論は、2011年開催の全国語学教育学会年次大会にて行われた、学生の自律的学習能力を高める教材の効果に関するワークショップにおいて参加者から提示された質問やコメントについて考察するものである。参加者の質問は、学生自身の学習目標と教員が提示する授業の学習目標との間に食い違いがあった場合、学生の教材に対する取り組み方に影響があるかどうか、また、自身の学習目標がない学生でも教材を使うことによって自律的学習能力を育成できるかどうかに関するものが多かった。本稿では、このワークショップにおいて著者がこれらの質問に答え、口述した内容を踏まえ、その思考をさらに展開させている。学生が自身の学習目標を決定する能力を育成するために、授業の学習目標を提示することの重要性を訴える。

At JALT2011, Paul Collett and I conducted a workshop on *Developing Resources for Self-Directed Learning*. This workshop was based on our own experience of creating, implementing, and researching materials designed to develop learners' ability to self-regulate their learning. The supplementary learning materials we have designed incorporate a self-reflective learning cycle which supports learners to plan, monitor, and evaluate their learning. The starting point for engaging with self-reflective cycles of learning is goal setting, and our resources encourage learners to embark on two simultaneous learning cycles: one based on their own semester-based learning goal, and the other based on course-based learning objectives presented to students in the form of *can do* statements. More details can be found in Collett and Sullivan (2010).

My proceedings article made an initial attempt to further reflect on questions and concerns raised during the discussion section of our workshop. I chose this approach as I felt the concerns raised were important issues which questioned one of the core elements of self-regulated learning: learner goals and the goal-setting phase of

the self-reflective learning cycle. The key questions can be summarized as follows:

1. What if students' own goals are different from the course-based learning objectives?
2. What if the student's goal is to "get credit" in order to meet graduation requirements?
3. What if learners have no goals at all?

My understanding of the first question is in terms of control over learning content (and learning goals) as a critical element of learner autonomy (Benson, 2011), and a concern that a lack of control may cause already self-directed learners to become disengaged with classroom learning. The second and third questions reflect concerns about so-called "undirected" learners at Japanese universities. These learners will no doubt continue to increase due to the declining birthrate which is reducing competition to enter university, and the combined impact of the shrinking job market and the steadfast demand among companies for university graduates which is leading to more and more students entering university without a particular purpose but to find a job and graduate.

My position is that course-based learning objectives can be useful for both types of learner.

Course-based learning objectives and self-directed learners

Benson (2011) defines autonomy as the ability to take control of one's learning, and suggests that control over learning content in particular may be "fundamental to autonomy in learning." I would by no means wish to deny the significance of choice of learning content; creating chances for personalization and negotiation of the classroom agenda is important. However, I do not believe this means the presentation of course-based learning objectives is detrimental to learning.

Indeed, in the current tertiary education environment in Japan, faculty development advancements are in fact calling for more attention to be paid to the setting of clear learning objectives and course outcomes.

Here, I would like to make two points to support the use of course-based learning objectives. First, I would argue that many learners lack the ability to unpack their personal goals, and identify commonalities between these and course objectives. The teachers should play a greater role in demonstrating these intersections, and indeed the connections between course objectives and the bigger picture of learning and using a foreign language outside the classroom. Second, I would also question whether only learning what one is currently interested in, or knows about, is truly beneficial. If our interests are influenced by our experiences to date, then surely wider exposure to different ideas can only help our learners to further develop. Reconciliation between learner goals and course goals can and should be achieved to help self-directed learners get more out of classroom-based learning.

Using course-based learning objectives to guide the “undirected learner”

The “undirected learner” is particularly vulnerable as goals are necessary not only to plan cycles of learning, but also to monitor progress, which is crucial to create and maintain motivation (Ushioda, 2008). Here, I would argue that the presentation of various learning objectives might work as a catalyst that guides learners to identify interests and subsequently learning goals. Our students are not linguists, and so it is understandable that they may lack the knowledge and language to identify and express their interests in relation to foreign language studies. The explicitness with which *can do* statements present to learners course content may help them to better understand what is involved in becoming competent in a foreign language, and this may be a necessary first step for some students to formulate their own goals.

The conclusion at this stage is that course-based learning objectives may indeed help both self-directed and undirected learners to identify and articulate their own learning goals. Here, the role of the teacher in mediating this process is no doubt crucial, and in need of further consideration.

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Events at JALT2012

Friday Welcome Party, sponsored by OUP

JALT, along with Oxford University Press, will be co-sponsoring the National Conference Welcome Party on Friday, October 12th from 6:30 to 8:30pm in the Congress Center, Room 31. Come to a party where you can see old friends and hopefully meet new ones as well. There will be refreshments and light food, so come and start the conference off with a hoot!



• Look for information about our other JALT2012 events on other pages of this issue of TLT.



Reconsidering visual context through comics

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近年、視覚教材が語学教育における有効な道具と見なされるようになってきたが、それが語学教育にどんな効果をもたらすかを具体的に評価する研究はあまり行われてこなかった。特に、語学教育で効果的に活用される視覚教材には絵とテキストが直接的な関係にあるべきとされているが、教育のために制作されたのではない、いわゆる“authentic materials”の場合は、必ずしもその原則どおりではない。本論では、日本のマンガの実例を用い、authentic materialsにおける絵とテキストの関係を考察するために、マンガのコーパスに見られる言語的特徴を紹介し、マンガにおける言葉の非描写的な性質が高い解釈力を必要とすることを論じる。実際に使われている(authentic)素材で、視覚的なもの(絵)と言葉の混在したテキストを使うには、どのような効果が求められているのかをより具体的に考える必要がある。そのために有効だと考えられる活用法をいくつか挙げる。

In recent years, the foreign language teaching community has commonly come to consider visual tools positive for learning, with authentic materials like comics seen as particularly useful for the doubled goal of gaining student interest (Kaneko, 2008). Yet it is not clear how visual tools function as the image-text relationship is far from obvious. This paper seeks to fill this gap by reviewing the arguments for visual tools and the differences between textbooks and authentic materials, while looking at data from my manga corpus project on text types in manga and word frequency from one title's conversational lines.

Several arguments have been made for visual tools, including that they tap into the different verbal-visual learning paths (Avgerinou & Ericson, 1997) and are initially easier to understand than verbal communication (Forceville, 2007). Experimental research suggests that incorporating visual has positive effects on learning (Leeming, Prayer, & Atkins, 2010; Yanguas, 2009). Yet the results are not universally positive. In a study on how comics help English students, Liu (2004) found that they helped low-proficiency readers with harder texts, but seemed ineffective for advanced readers, suggesting that comics may trouble high-level learners looking for cohesive connections. Visuals thus appear useful *in so far*

as they reflect the text. Textbooks generally appear to follow this principle closely, whereas manga today are characterized by a lack of visual-verbal redundancy (Takeuchi, 2005), thus requiring readers to bridge the visual-verbal gap.

Manga, and especially a manga corpus, could therefore be ideal for reconsidering the effect of images in authentic materials on language learning. My corpus includes the linguistic text found in five girls' and boys' titles, each categorized into 8 types (*Lines, Thoughts, Narration, Onomatopoeia, Background Text, Background Lines/Thoughts, Comments, and Titles*). Categories such as *Onomatopoeia* (4.59%) can be assumed to be directly related to the visual, whereas other text types like *Thoughts* (13.40%), the second most common type, are more abstract, as such non-vocalized texts are naturally non-redundant. As they form the majority of text (72.83%), however, the relationship between image and text for *Lines* has the greatest overall impact. Thus, I used a morpheme analyzer on the *Lines* in the manga *Bokura ga ita* (Obata, 2002-2012) (“*Bokura*” below), analyzing below the most commonly seen nouns, adjectives / adjectival-nouns and verbs, as well as related points of interest. *Bokura*, a popular girls' title, is typical of the genre, with a strong emphasis on romance and the ‘psychological’ aspects characteristic of girls' titles (Schodt, 1996), which may mean less direct visual-verbal correlation.

In total, 982 different nouns were found 3,779 times. Of the 64 nouns appearing over 10 times, personal pronouns and names were most common (17.62%, 11.25%). Object nouns—words potentially overlapping with the drawings—were uncommon, with only 5 such nouns seen over 10 times. In comparison, 139 adjectives / adjectival nouns appeared 886 times. The negation *nai* (172) and *ii / yoi* (good / 132) were the most common. Of 46 adjectives appearing over 3 times, five described physical appearances, while 12 described emotions / personalities. While the former would likely correlate with their drawings, the latter would likely only be visualized by characters' expressions. Finally, 313 verbs appeared 1,900 times. This implies that many utterances are

non-sentence fragments as only 54.85% of speech bubbles included verbs. Potentially-bound verbs made up 43.37% of usages, suggesting that sentence structures are fairly complex and implying more abstraction. Of those 55 verbs appearing over seven times, potentially-bound verbs (19) were the most common, as well as verbs related to communicating or thinking and expressing opinions. Quoted text was also common, suggesting further complexity. Verbs related to communication were frequent, with Japanese quotation marks seen 44 times. Reported speech using the sentence-final expression *datte* and the reported speech particle *~tte* were seen 25 and 125 times respectively, which are inherently one step away from the drawings. Interestingly, they may also be more than simply reported speech: *~tte* can also be a topic marker, adding an emotive quality common in manga (Maynard, 2002).

I would argue that these data show that there is good reason to believe that manga—and other authentic material—fail to follow the image-text cohesion rule. This does not make them unviable in the L2 classroom, but does suggest that educators must understand the text/image relationship and set specific goals. One viable point might be emotive language. Modal forms such as sentence final particles are very common (1,135 usages), and can be difficult for learners, yet even pre-literate children show high comprehension of the emotions expressed by different text styles in comics (Yannicopoulou, 2004). While images may be unhelpful in understanding the meaning of particular vocabulary words, they also offer a sociocultural glimpse of Japan. Moving the focus to tasting the cultural background of the L2 could be one potential application.

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Events at JALT2012

Things to do in Hamamatsu

Still need more to do after plenary talks, featured speakers, workshops, presentations, parties, and socializing with colleagues?

Home to world-famous instrument makers Yamaha, Roland, Kawai, and others, Hamamatsu is known as Japan's "City of Music".

With an active local history reaching back to the Jomon period, there are many places to visit: Hamamatsu Castle, the Flower and Garden Parks, Nakatajima sand dunes, and the large Hamamatsu Air Park. And of course, there is the marvelous Hamamatsu Museum of Musical Instruments located right next to ACT City tower. For foodies, there are the delicious unagi (eel) dishes, and you can even pay a free visit to a small but fun unagi pie factory.

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