

# The Language Teacher

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Material from all our publications produced in the last 6 months requires a password for access. These passwords change with each issue of *TLT* and are valid for a 3-month period. To access our archives:

[ login: jan2017 / password: DeR4SQhM ]

Welcome to the first issue of 2017! We at *The Language Teacher* trust everyone had a fantastic New Year's Day with family and friends, and have had a good start to the year with high hopes. Last year, in 2016, we celebrated *TLT*'s 30th anniversary. We hope, in *TLT*'s 31st year, we will continue to be able to offer exciting and innovative articles to you all.

To begin with, we have two Featured Articles to satisfy your academic interests. The first article is by **Yukie Saito**, *High School Teachers' Cognition of the Policy of "English Classes in English," and Their Classroom Practice*. Drawing on Borg's 2006 framework, the analysis of interview data shows that teachers' professional experience of taking part in TEFL or TESOL courses, support from co-teachers, and their students' positive responses affected the teachers' cognition and classroom practice.

We then proceed to **Robyn Moloney** with her article titled, *Being a Kakehashi: A Case Study of the Link Between Teacher Beliefs and Student Engagement* who investigates the effect of language teacher beliefs in shaping development of advanced student performance on a Japanese speech-writing task in the Australian senior secondary school context.

For Readers' Forum, *Contrasting Motivational Characteristics of University Students With and Without Study-Abroad Interests: A Profile Analysis* by **Chika Kojima Takahashi** examines motivational profiles of university students' interest or disinterest in study abroad within the framework of self-determination theory. We suggest you also take a look at the columns in the JALT Praxis section of *TLT*, such as My Share and The Writers' Workshop, for interesting and practical information.

We hope you find the first issue of *TLT* in 2017 to be both academically and educationally stimulating. Without the help and dedication of *TLT* volunteers, we cannot deliver *TLT* to your mailbox smoothly. If you are interested, please do not hesitate to join us as we are always looking for motivated and reliable volunteers at *TLT*.

Finally, on a behalf of the Japanese proofreaders and translators, we are sorry to report that Ms. Mihoko Inamori is

*Continued over*



leaving *TLT*. Her dedication as a Japanese language editor and translator has been much appreciated. Again, we wish you a very happy New Year!

*Toshiko Sugino, TLT Japanese Language Editor*

2017年新年号によろこそ、*TLT*スタッフ一同、皆様のご家族や友人と素晴らしいお正月を過ごされ、希望を持って新年を迎えられたと信じております。昨年2016年には*TLT*40周年を祝うことが出来ました。31年目の本年も、引き続き心躍り革新的な内容の*TLT*をお届けいたします。

まず、学術的興味を満たすような最初のFeatureは斎藤裕紀恵氏による『「英語の授業は英語で」に関する高校教師の認知調査と授業実践』です。Borg (2006)の枠組みを参考に分析した結果、教師のTEFLコース等の参加経験、同僚との支援体制、また生徒の肯定的な反応などが、教師の認知と授業実践に影響を与えていると述べています。

2つ目のFeatureは、Robyn Moloneyが Being a Kakehashi: A Case Study of the Link Between Teacher Beliefs and Student Engagement で、オーストラリアの高校で、言語教師の信念が、日本語のスピーチライティングの課題に取り組む語学学習上級者の運用能力向上にどのような影響を与えるか検証しています。

Readers' Forumでは、留学に対する興味の有無に注目した大学生のL2動機づけプロフィール分析の中で、Chika Kojima Takahashiが自己決定理論およびL2セルフシステムの枠組みを使って、留学に興味のある大学生とそうでない大学生の動機づけに関する違いを調査しました。My

Share やThe Writers' Workshopなどを含んだJALT Praxisも興味深く実践的な情報を提供しておりますので是非ご覧になってください。

本年度最初の*TLT*が学術的・教育的に刺激になることを願っております。もちろん、熱心なボランティアの方々の助けがなければ*TLT*の刊行は容易ではありません。*TLT*はいつでもやる気と責任感のあるボランティアを募集していますので、興味がおありになる方は参加をお願いします。最後に和文校正・翻訳者を代表いたしまして、長年日本語編集長と翻訳者として貢献して下さった稲森美穂子氏が*TLT*を引退されますので、ここに感謝の意を表したいと思います。

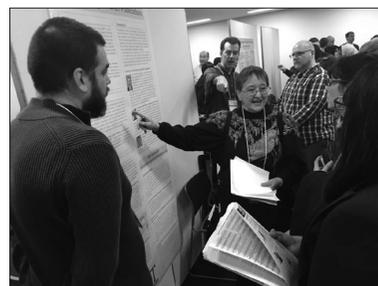
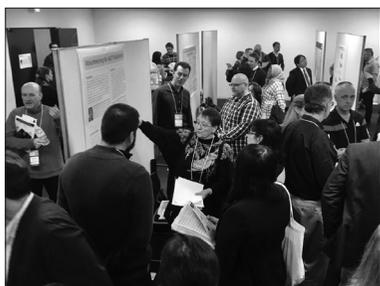
それでは改めて明るい未来を予見する新年のご挨拶を述べたいと思います。新年あけましておめでとうございます!!

杉野俊子  
日本語編集長



*TLT's* coeditors, Philip and John

## The Language Teacher at JALT2016 in Nagoya



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# 「英語の授業は英語で」に関する高校教師の認知調査と授業実践

## High School Teachers' Cognition of the Policy of "English Classes in English," and Their Classroom Practice

斎藤 裕紀恵

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Waseda University

2012年4月から実施の現行学習指導要領には高校の英語に関して、クラスを実際のコミュニケーションの場にするために、英語のクラスは英語で行われるべきであると明記されている。高校教師の「英語の授業は英語で」行う方針に対しての認知、授業実践、また教師の認知と授業実践に影響を与えている要因に関して調査をするために、2015年度に3人の高校英語教師へのインタビューとその教師が担当する授業見学を行った。Borg (2006)の言語教師の枠組みを参考に分析したインタビュー結果によると、教師のTEFLやTESOLコースへの参加経験、同僚との支援体制、また生徒の英語で行われる英語の授業への肯定的な反応などが、教師の認知と授業実践に影響を与えていることがわかった。授業見学データは教師がどれくらい英語と日本語を使っているか、またいつ英語と日本語を使っているかという視点で分析した。結果、英語と日本語使用の程度は、各教師によって異なっていることがわかった。インタビューと授業見学から、大学入試が教師の認知と授業実践に著しく影響を与えていることが浮き彫りとなった。

The MEXT Course of Study for senior high school, enacted in April 2012, states that English classes are to be conducted in English to transform classes into locations of real communication. To investigate teachers' cognition of the policy of "English classes in English," their classroom practice, and factors affecting their cognition and classroom practice, I interviewed and conducted classroom observations of three senior high school teachers during the 2015 academic year. Drawing on Borg's 2006 framework of elements and processes in language teacher cognition, the analysis of interview data shows that teachers' professional experience of taking part in TEFL or TESOL courses, support from co-teachers, and their students' positive responses to the classes affected the teachers' cognition and classroom practice. Classroom observation data were analyzed in terms of when and how much the teachers use English and Japanese. The findings show that the extent to which English and Japanese were used varied depending on each teacher. From both the interviews and the observations, it was found that the presence of entrance examinations affected the teachers' cognition and classroom practices significantly.

### はじめに

急速に進むグローバル化の中、英語教育改革の抜本的改革の必要性に応じて2012年に施行された現学習指導要領の特徴の1つは、「生徒が英語に触れる機会を充実するとともに、授業を実際のコミュニケーションの場面とするため、授業は英語で行うことを基本とする」と明記して

いる点にある(文科省2009: 5.)。現学習指導要領の以前の学習指導要領ではCommunicative Language Teaching (CLT)の導入が推奨されたが、教員研修の不足(Nishino, 2012a; Sato & Kleinsasser, 2004)、生徒の英語力不足(Nishimuro & Borg, 2013)、大学受験準備への高校教師の懸念や文法翻訳重視(Gorsuch, 2000; Nishino, 2008, 2012a; O'Donnell, 2005; Taguchi, 2005)、そして同僚教師からの影響(Nishino, 2012b)等の要因ゆえに、十分に実施されてこなかった(Nishino, 2011)。いまだに様々な要因でCLTの導入が進まない中、「英語の授業は英語で」の方針がうまく導入されるかどうかに関しても懸念が多い。

2015年に文科省(2015)が発表した高校教師へのアンケート結果によると、コミュニケーション英語Iを教えている10,583名の高校教師中、ほとんどの発話が英語であると答えた教師はわずか11.2%に過ぎない。また17.8%の教師がほとんどの発話が英語でないと答えていた。上記アンケート結果は、依然、多くの英語教師が英語で授業を行っていないことを示唆している。英語の授業を英語で行う際に高校教師が自身の英語力不足を懸念している可能性(Suzuki & Rogers, 2014)も指摘されている。

また、「英語の授業は英語で」に対する教師の認知に関する調査、つまり教師がどのような考え、知識、信条を持っているか、についても、教師は否定的であることを示している(Glasgow, 2012; Nagamine, 2013; Suzuki & Rogers, 2014)。「英語の授業は英語で」の方針がうまく導入されるかどうかは、現場で授業実践をしている高校教師のこの方針に対しての認知、授業実践によるところが大きい。また個々の教師の認知や実践は、様々な要因によって影響を受ける可能性がある。本研究では英語教師の「英語の授業は英語で」の方針に対しての認知と授業実践、そして認知や授業実践に影響を与える要因をBorg (2006)の言語教師認知の要素とプロセスの枠組みを応用して調査を行った。

### Borgの言語教師認知枠組み

Borg (2003)は教師認知について以下のように定義している。

"What teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom (Borg, 2003, p. 81)."

「(教師認知とは)教師が考え・知り・信じていることと、これらの心理的構成概念と語学の授業で実践していることとの関係」(引用者訳)

Borg (2006) はまた言語教師に影響を与える要因、認知、授業実践の複雑な関係を言語教師認知の要素とプロセスの枠組みで説明している(図1)。

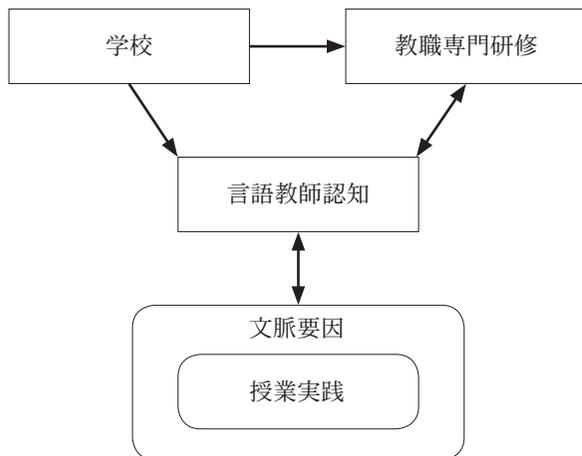


図1. 言語教師認知の要素とプロセス (Borg, 2006, 笹島・ボーグ 2009).

枠組みの日本語訳は笹島とボーグ(2009)を参照したが、本研究では「学校」は「学校教育」、「文脈要因」を「環境要因」とした。この枠組みの中心は、図1が示すように言語教師の認知である。学校教育は言語学習履歴や経験であり、教職専門研修は大学の教職課程や、その後の教育実習など既存の認知に影響を与える可能性のある要因である。環境要因は認知に対して修正を与えることによって、授業実践に影響を与える要因となる。このBorg (2006) の言語教師認知の要素とプロセスの枠組みは言語教師の認知に影響を与える要因、認知と授業実践の複雑な過程を明瞭に示していると言える。そのため、本研究では、Borg (2003) の教師認知の定義を参考に、Borg (2006) の枠組みを応用して、文科省が明言した「英語の授業は英語で」に関して、高校教師がどのような考え、知識、信条を持ち、どのように授業実践を行っているかについて以下の研究課題に基づいて調査を行った。

- 研究課題1. どのような要因が教師の「英語の授業は英語で」に対する認知に影響を与えているのか。
- 研究課題2. 教師は「英語の授業は英語で」に対してどのような認知を持っているのか。
- 研究課題3. 授業実践に影響を与えているのはどのような要因か。
- 研究課題4. 教師は実際に授業ではどのくらいの割合で英語と日本語を使用しているのか。

## 研究方法

本研究では高校英語教師の「英語の授業は英語で」に関する認知調査を行うために3人の教師への半構造インタビューを行った。インタビューは性別、世代、指導歴、公立もしくは私立への勤務を考慮して有意抽出法で3名の高校教師を選び、実施した(表1)。

表1. インタビュー参加者プロフィール

名前	女/男	世代	指導歴	公立/私立
M氏	女	40's	16年	公立
N氏	男	20's	9年	私立
K氏	男	30's	10年	私立

Borg (2006) の枠組みの要因である学校教育、教職専門研修、環境要因、授業実践を参考に中学、高校、大学での英語学習の経験、教員養成課程、教育実習、実地研修、環境要因、教師自身の「英語の授業は英語で」に対する認知や授業実践に関して、インタビューを行った。質問事項は付録1に記載してある。環境要因に関しては、「英語の授業は英語で」の方針に対しての高校教師の認知を調査するために、現学習指導要領実施前に行ったインタビュー結果(Saito, 2016)と実施直後に行ったインタビュー結果(Saito, 2015)に基づき、環境要因を生徒の英語力等の教室内要因、同僚教師の授業実践等の学校内要因、学習指導要領の変更などの外的要因の3要因に細分化した。録音した約1時間に渡るインタビューは文字化し、それぞれの要因毎にコード化して、どのような要因が教師の認知に影響を与え、その認知がどのように授業実践に影響を与えているかを分析した。

各教師へのインタビュー後、実際の授業での英語と日本語使用比率を調査するために、授業見学を行った。

表2. クラスルーム見学概略

名前	クラス名	学年	学生数	実施日
M氏	英語表現Ⅱ	3	14(女)	2015年9月17日
N氏	英語表現Ⅱ	2	24(男)	2015年10月7日
K氏	コミュニケーション英語Ⅱ	2	18(女)	2015年11月12日

授業は録画して、録画データは実際の授業に占める教師の英語と日本語使用割合に関しては量的分析を行い、またどのような指導場面で教師が英語あるいは日本語を使っていたかを質的に分析した。

インタビュー結果はBorg (2006) の枠組みを適用して教師が受けた学校教育(要因1)、教職専門研修(要因2)、教室内要因(要因3)、学校内要因(要因4)、外的要因(要因5)の要因と「英語の授業は英語で」に関する認知、「英語の授業は英語で」に関する授業実践という視点から結果を報告する。また授業見学に関しては、各教師の授業中の英語使用比率と日本語使用比率と英語と日本語使用場面について報告をする。

## インタビュー結果

### 要因1: 教師が受けた学校教育

M氏とK氏ともに中学・高校では指導の中心は文法や訳読であった。N氏の中学時代はコミュニカティブな授業だったが、高校の時は訳読中心の授業だった。3者ともに高校時代の英語の授業は日本語による訳読中心の授業を学習者として経験していた。

N氏の大学では、英語での授業が多く、英語で行われる選択科目の授業を積極的に履修していた。K氏もまた大学の専攻は英文科であったが、外国語学科の英語で行われていた英語コミュニケーションの授業を積極的に取っていた。

## 要因2:教職専門研修

M氏は大学の教職課程では英語で英語を教える方法について学んだ経験はなく、教育実習で見学した英語教師の授業も訳読式であり、現在の指導にはいずれもあまり役にたっていないとのこと。M氏はその後、アメリカでTeaching English as a Foreign Language (TEFL)コースに参加した。TEFLコースで、文法、指導の歴史、音声学などすべての授業を英語で学んだことが貴重な経験になっていると述べていた。また英語を話す機会を多く持てたことが、英語を話す自信にも繋がる。さらに米国大学院日本キャンパスでTeaching English to Speakers of Other Languages (TESOL)修士号取得の際には、レポートや発表や討論を英語で行ったが、その経験が英語力向上に繋がっていると語っていた。

N氏も在学中に休学して、TESOL資格を取得した。現地では移民に英語を教える上での理論と実践を学ぶ。日本の大学での教職の授業はTESOLコースに比べて、実践指導の経験が少なく、また教育実習の授業も英語ではなく日本語で行われていたと述べていた。

K氏は教職に就いてからM氏同様にアメリカの米国大学院日本キャンパスでTESOL修士を取得する。第2言語習得の理論・実践を学んだ経験が、現在の討論やペアワークなどを多く取り入れた授業につながっていると述べていた。

## 要因3:教室内要因

M氏は英語で英語を教える授業に対しての生徒達の前向きな反応を以下のように述べている。

「1年目の最初の授業で戸惑いを感じていた生徒も今は英語を聞こうとしているし、今どんなトピックであつてもすごい聞いているなという感じはします。」

N氏もまた英語で行う授業に対して、生徒の好意的反応を次のように述べている。

「英語の時になると、注意度が上がるというか。英語をしゃべっているから聞かなきゃなみたいな。リッスンしようとしてる感じはします。」

K氏は授業は英語で行うことが多いが、生徒の英語力を考慮して日本語も使用していると次のように語っている。

「やっぱりね。僕は英語でやって生徒のフィルターが上がっちゃよりかは下がっちゃうんだって日本語を使ったほうがいいかなと思うので。」(注)フィルターが下がる＝やる気がなくなる

## 要因4:学校内要因

M氏は学校内での同僚教師との支援体制について次のように述べている。

「今コミュニケーション英語、この新課程になってちょうど3年目でこうなったときに私ともう1人の教員で1年のコミュニケーション英語 I からもらったんですけど、それで今ずっと共通のレスンプランとハンドアウトも全部一緒にしてやってきていてそれを出来るだけ使ってゴールを共有してやりましょうとやってる。」

また留学経験を持ち、英語指導に関して考えを共有する同僚と、学校内の「英語の授業は英語で」を進めるためにイニシアティブをとっていると語っていた。

N氏は学校内ではチームティーチングをしている英語母語話者の教師とのミーティングの時間が英語力向上に繋がっていると述べている。また週1の教科会で授業の方向性を共有する機会があり、学科内で協力体制ができていると語っていた。

K氏は英語母語話者とのチームティーチングに関して、非常に役に立っていると次のように述べている。

「一緒にやることがすごいプラス。スピーキングとかにプラス。」

またK氏は学校内で英語母語話者の先生の授業を見学することによって実際に英語で英語をどのように教えているかを学んでいると語っていた。

## 要因5:外的要因

いずれの教師の授業実践も大学入試の影響を大きく受けていることがわかった。M氏は3年生の10月には入試に備えて、英語で英語を教えていたコミュニケーション重視の授業から問題演習を行う授業に変更せざるを得ない現実を語っていた。N氏も同様に、大学入試を考慮して、入試準備をせざるを得ない状況を述べている。K氏は受験に備えて、高2の授業から少しずつ受験を意識した授業にせざるを得ない現実を次のように述べている。

「高2、高3になってくると受験のための英語になってくる子が多いので、頭が切り替わってくる子が多いので。塾も行ってる子もいますし。そういう意味ではやっぱり変わってきますね。教え方がね。だんだんと。」

## 「英語の授業は英語で」に関しての認知

M氏は英語で英語を教えていることに関しては以下のように述べている。

「教員が英語で授業をやるのは大切だと思っていて、生徒は教員が使わなければ自分たちも使わないと思うし、雰囲気を作り出すことでもある。」

これまでのTEFLとTESOLコースに参加した経験、互いに協力し合う同僚教師の存在、また生徒からの好意的な反応などによって、「英語の授業は英語で」の方針に対して、肯定的な考えを持つようになったと考えられる。

N氏はカナダでのTESOLコースでの経験や他の先生の実践の影響などにより「英語の授業は英語で」に関して、肯定的な考えを持っている。

「英語環境にクラスを置きたいなっていう思いは結構ずっとありました。英語の授業なので日本語より

は英語の比率が多いのは当たり前なのかなとは思いますが。」

K氏もまた「英語の授業は英語で」の方針に対しては次のように肯定的に述べている。

「もう賛成です。僕はそういうふうにしたいたいなど昔から思っていたのでそれは賛成ですね。ただやっぱり難しいですね。例えば急に高2担当して。高2で。それまではその高2の子たちは日本語で勉強してきた。高2から英語になっちゃったらかわいそうだなってというのは感じますし。だから変えていくのであれば本当に下の。最初から変えていかないとたぶん。でみんながやらないと変わらないですよ。たぶんね。」

K氏は「英語の授業は英語で」の方針に対して非常に肯定的に捉えている。しかし「英語の授業は英語で」の方針がうまくいくためには学内の教師全員が日本語で英語を教えるのではなくて、英語で英語を教える必要性を感じ、またそれができなければ方針がうまくいかないのではと懸念を述べていた。

### 「英語の授業は英語で」に関する授業実践

M氏は英語と日本語使用比率に関しては、文法を教えることが多い英語表現のクラスでは日本語使用比率が8割で、コミュニケーション英語では英語使用比率が8割だと述べていた。

N氏は授業を英語でできるだけ行うようにしているが、生徒のレベルに合わせて日本語も使用するようにしていると述べていた。また入試対策の際には長文読解も日本語で説明していると述べていた。N氏は自分自身の授業の英語と日本語使用比率に関しては以下のように語っている。

「6 英語 4 日本語みたいな。ただこっちがしゃべる割合を減らしたいんですね。やっぱり。だからペアワークとかグループワークが多いです。」

K氏は授業ではディスカッション、ペアワークを多く取りいれていると語っていた。また自分自身のクラスでの英語と日本語使用比率に関しては半分半分だと語っているが、理由に関しては以下のように述べている。

「たぶん全部英語でやってしまうと頭が混乱してしまう可能性がある子がいる。何人か。半分以上の子たちはたぶん全部英語でやって、もう一年半教えてるんで慣れてきてるんでいいんですけど。やっぱりまだ本当に低い子はできれば全部日本語でやってほしいってような感じの訴えもしてくるので。」

### 授業見学の結果

次の表3はそれぞれの教師の授業全体時間、教師の英語使用時間、教師の発話時間中の教師の英語使用割合、授業全体時間中の教師の英語使用割合、教師の日本語使用時間、教師の発話時間中の教師の日本語使用割合、授業全体時間中の教師の日本語使用割合を示す。

#### M氏の授業見学結果

見学したM氏のクラスは英語習熟度で上位レベルの3年生の女子生徒14名の英語表現Ⅱのクラスだった。M氏の授業時間50分18秒中、M氏の英語発話時間は10分24秒で、日本語発話時間は19分17秒だった。M氏の授業中の発話時間39分41秒中、英語使用の割合は35.04%、日本語使用の割合は64.96%だった。また授業時間50分18秒中のM氏の英語使用の割合は20.4%、日本語使用の割合は38.2%だった。挨拶、ライティング指導、リスニング問題の導入、次のアクティビティやタスクの導入、言葉や文を繰り返させる際に英語を使い、リスニングの答えの説明、単語や文法説明、ライティングの際の個別指導の際に日本語を使用していた。インタビューでは英語表現のクラスでは日本語使用が8割と答えていたが、授業見学の結果からもこのクラスでは日本語使用比率が高いことがわかった。ライティングの修正に充てる時間が多かったせいか、生徒の発話自体が少なかった。

#### N氏の授業見学結果

見学したN氏のクラスは英語習熟度で中位レベルの2年生の英語表現Ⅱのクラスで男子生徒24名が出席していた。N氏の授業時間50分49秒、N氏の英語発話時間は15分17秒で、日本語発話時間は5分31秒だった。N氏の授業中の発話時間20分48秒中、英語使用の割合は73.48%、日本語使用の割合は26.52%だった。また授業時間50分49秒中のN氏の英語使用の割合は30.08%、日本語使用の割合は10.86%だった。N氏は次のアクティビティやタスクの指示、単語発音練習、教科書の導入、“Okay”, “That’s right”など生徒の答えを肯定する際に英語を使い、単語の意味説明、文法説明の際に日本語を使っていた。英語比率の方が日本語比率より高かった。また生徒の発話のほとんども英語であり、音読活動に多くの時間が充てられていた。

#### K氏の授業見学結果

見学したK氏のクラスは英語習熟度で中位レベルの2年生の女子生徒18名の英語表現Ⅱのクラスだった。K氏の授業時間40分中、K氏の英語発話時間は13分56秒で、日本語発話時間は34秒だった。K氏の授業中の発話時間14分30秒中、英語使用の割合は96.09%、日本語使用の割合は3.91%だった。また授業時間40分中、K氏の英語使用の割合は34.83%、日本語使用の割合は1.42%だった。教師は前

表3. 授業での英語使用と日本語使用

教師名	授業全体時間	英語使用時間	英語使用割合/ 教師発話時間	英語使用割合/ 授業全体時間	日本語使用時間	日本語使用割合/ 教師発話時間	日本語使用割合/ 授業全体時間
M氏	50:18	10:24	35.04%	20.4%	19:17	64.96%	38.20%
N氏	50:49	15:17	73.48%	30.08%	5:31	26.52%	10.86%
K氏	40:00	13:56	96.09%	34.83%	0:34	3.91%	1.42%

回の復習、今回の授業の内容、次のアクティビティやタスクの指示、単語発音練習、単語の意味説明、教科書の導入の際に英語を使っていた。難しい単語の意味説明の時以外、教師はほとんど日本語を使っていなかった。生徒もグループ活動を通して積極的に英語を使用していた。

## 考察

研究課題1の「英語の授業は英語で」の方針への認知に影響を与えている要因に関しては、インタビュー結果から海外や日本でTEFLやTESOLコースに参加した経験が、肯定的な考えを持つ一因となっていることがわかった。本研究の3人の教師は英語で行われたTEFLやTESOLコースに参加した経験によって、英語力に対する自信を持つようになったと考えられる。西野 (2012a) は生徒の授業に対する前向きな態度は授業実践にプラスの影響を与える要因となると述べている。本研究でもまた英語で行われている英語の授業に対する生徒の前向きな態度が、教師が英語の授業を英語で行うことに対してさらに後押しする要因となっていることがわかった。他の同僚教師のクラス見学によって指導法を学ぶ機会が不足していると言われているが (Sato and Kleinsasser, 2004)、本研究では学内の同僚教師の相互協体制やチームティーチングをする英語母語話者の存在が、「英語の授業は英語で」に対して、プラスの影響を与えていることがわかった。またCLTの実践を阻む要因となってきた大学入試 (Gorsuch, 2000; Nishino, 2008, 2012a; O'Donnell, 2005; Taguchi, 2005) が、「英語の授業は英語で」行う際の妨げになっていることが浮き彫りとなった。

研究課題2の「英語の授業は英語で」に対しての教師の認知に関しては、上記で述べたTEFLやTESOLコースへ参加した経験、英語で行われる英語の授業に対する生徒の前向きな態度、同僚教師との相互支援体制、英語母語話者の同僚の影響などにより、3人の英語教師は「英語の授業は英語で」の方針に対して、非常に肯定的な考えを持っていることがわかった。このことは生徒の態度や、同僚教師との関係性が、教師認知に影響を与えていることを示している。

授業実践に影響を与えているのはどのような要因かという研究課題3に対しては、インタビュー結果ではいずれの教師も、授業中に英語使用を心掛けながらも、生徒のレベルに合わせて日本語を適宜使用していると述べていた。CLTの導入が進まない要因の1つとして生徒の英語力の不足 (Nishimuro & Borg, 2013) が挙げられているが、授業見学の結果から実際の授業でも生徒の英語力を考慮して、単語や文法説明時に日本語を使用しようしていることがわかった。このことは「英語の授業は英語で」の方針のもと、教師の日本語使用の在り方について検討する必要があることを示唆している。

研究課題4の教師の授業での英語と日本語の使用比率に関しては、授業見学の結果が示すように、教師の発話時間中の英語使用割合と日本語使用割合は教師間に差があった。英語使用比率と日本語使用比率に関しては、教師の「英語の授業は英語で」の方針に対する認知を反映している可能性がある。例えば、M氏は文法を教えることが多い英語表現のクラスでは日本語使用比率が8割で、コミュニケーション英語では英語使用比率が8割だと述べていたが、生徒のレベルを考慮して、指導内容によって英語と日本語比率を変えるのは、M氏の「英語の授業は英語で」に対しての考えを反映しているものと考えられる。また見学したM氏のクラスのみは3年生のクラスだったが、その

ことは3年生になるとより大学入試を意識した授業内容に変更せざるを得ない状況も示唆している。

## 結語

本研究は2012年より施行された学習指導要領に提唱されている「英語の授業は英語で」という方針に対しての日本人英語高校教師の認知、認知に影響を与えている要因、授業実践を探るものである。Borg (2006) の言語教師認知の要素とプロセスの枠組みを参照して実施したインタビュー結果から、TEFLやTESOLコースへ参加した経験、同僚との相互支援体制、英語母語話者教師との対話の時間、生徒の英語で行われる英語の授業への前向きな態度などが、「英語の授業は英語で」の方針に対して肯定的な影響を与えているとわかった。現役英語教師が、英語で授業を行う際に自身の英語力に自信を持つためにもTEFLやTESOLコース参加の機会、学内で英語母語話者教師と日本人英語教師の対話の機会を増やすことが必要であろう。また学校内での授業見学や研修の機会の増加の必要性も求められるだろう。授業を英語で行いたいと思いつつも、大学入試対策のために授業実践を変えざるを得ない現状が明らかになった。現在、大学入試は英語の4技能入試の導入など (文科省, 2014) により少しずつ変わりつつある。しかしながら、学習指導要領で提唱されている「英語の授業は英語で」の方針を幅広く導入するためには、さらに急速に大学入試改革を進めていく必要がある。

今後の研究課題としては、TEFLやTESOLコース参加未経験者へのインタビュー、「英語の授業は英語で」に反対意見を含めた教師認知を探るためアンケートの実施も視野に入れるべきであろう。本研究では実際の授業での教師の英語と日本語比率を調査したが、現学習指導要領における「英語の授業は英語で」の方針を、実際に英語教師が実施しているか否かはインタビューやアンケートだけでなく、授業見学が必須であることを示唆している。さらに授業見学を増やすことで、網羅的なデータを得ることができよう。また実際に授業を受けている生徒の意見を聞くために習熟度別にアンケート調査を行うなど、多角的視点の研究を今後の課題にしたい。

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齋藤裕紀恵はコロンビア大学大学院日本校でTESOLを取得後、テンプル大学日本校応用言語学課程に在籍してPh.D.を取得中。現在は早稲田大学と明治大学で兼任講師を務める。専門分野は高校教師の認知とCEFRとEuropean Language Portfolioの日本のコンテキストでの応用である。



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### 付録 (Appendix) 教師認知インタビュー

付録の教師認知インタビューはオンラインで参照可能です。

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# Being a *Kakehashi*: A Case Study of the Link Between Teacher Beliefs and Student Engagement

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Schools and universities frequently struggle to nourish sustained language learning in their advanced students. There is limited research investigating the elements of effective teaching, which particularly support advanced language learning performance. This article investigates the apparent effect of language teacher beliefs in shaping development of advanced student performance on a Japanese speech-writing task in the Australian senior secondary school context. It is informed by both the analysis of a narrative written by the teacher and data collected in students' engagement with the task. It seeks to highlight the active role of teacher beliefs conveyed to students in contributing to advanced achievement in Japanese language learning.

グローバルな時代に見受けられる、マルチリンガリズムの経済的、社会的、文化的価値を持ってしても、学校や大学は、度々上級の生徒や学生たちに高度な言語学習の機会を提供することの困難に直面する。高度な言語学習をサポートする効果的な教授法の各要素に焦点を当てた研究は少ない。この論文では、オーストラリアの高校で、言語の先生の信念が生徒の日本語のスピーチライティングの課題のパフォーマンスにどのような影響を与えるか検証する。課題について先生が書いた文章の分析と生徒のその課題への取り組みの度合いを示すデータを比べる。高度な日本語の言語習得において先生の信念がいかに多大な役割を担うことを示すものである。

Despite frequent calls for multilingual graduates, attrition in school and university language learners is common, and faculties struggle to retain their best advanced learners (Lo Bianco & Slaughter, 2009). Factors which shape performance in advanced language learners, such as how to maximise adolescents' sense of identity as language users, and the impact of teacher beliefs on student motivation need to be better understood (Bramwell, Reilly, Lilly, Kronish, & Chennabathni, 2011). This case study investigates the motivating role of a teacher's conveyed beliefs, in shaping her students' performance on a class task.

## Literature Review

This study is informed by a sociocultural approach, which considers language learners as members of

social collectives in social interaction (Van Lier, 2000). Higher order thinking skills, with meta-awareness of cognitive processes are vital in moving from concrete to more sophisticated language use. Advanced language learning must include sociocultural and emotional competence, and ability to express one's personality in the language (Lever, Ehrman, & Shechtman, 2005). Advanced language learners can memorize and use structures in communicative practice readily (Deveau, 2006).

Teachers' beliefs, often formed from their own schooling, directly affect approaches to teaching (Beijaard, Verloop, & Vermunt, 2000). The teacher in the Japanese classroom of this research study, Mizoshiri, has published a reflective narrative (Mizoshiri, 2013) of her professional development. This narrative, while outside the research data, is integral to the study, thus it will be reviewed in some detail.

Mizoshiri (2013) narrates memories of her own stimulating primary school classroom in Australia as a learner of Japanese:

I can vividly remember sitting in the Japanese room at low blue tables with blue *Zabuton* cushions. The room was covered in colourful posters and items from Japan. We coloured hiragana cards, learned numbers and songs and I was introduced to Japanese culture and language. (p. 100).

Mizoshiri notes that her love of real-world language links was initiated early through correspondence with a child in Japan, followed by exchange trips, speech contests, and work in Japan. Her beliefs influence both the process and the product of learning: "Japanese was my overriding passion, and my goal was to become a fluent speaker" (p. 101). As a young adult bilingual, Mizoshiri positioned herself between two languages and two cultures as she created a new hybrid identity for herself. Mizoshiri worked in Japan as an English teacher in schools, and discovered a "passion to teach young people" (p. 101). Mizoshiri positioned her Japanese ability, or her L2 Self (Dornyei, 2009), as an import-

ant element of her adult future self, in her private life, through marriage, and in her career pathways. Mizoshiri's identity as a Japanese language user was constructed around her motivation to express herself, and to be a member of the Japanese language community. Mizoshiri exemplifies the academic performance which occurs for students who can produce well elaborated, vivid pictures of future selves (Leondari, Syngollitou, & Kiosseoglou, 1998).

Mizoshiri wants her students also to experience the excitement of Japanese embedded in their life-world, and she takes responsibility for facilitating that:

I want every student to grow as a curious excited and open-minded individual interested in the world around them. I believe in intercultural language learning as a life-long activity and I hope that some of my students start their journey in my Japanese class . . . I aim to be a *kakashi* (bridge) or conduit, linking my students with Japan. (Mizoshiri, 2013, p. 102).

Mizoshiri projects her beliefs into her creative pedagogy: "I believe that I have a responsibility to educate high achievers to think beyond the Japanese classroom, to link their knowledge with other areas of the curriculum, and to grapple with global issues." (2013, p. 103)

Mizoshiri's teacher beliefs are focussed in three areas of pedagogy: first, the relevance of real-world links through autonomous learning; second, the alignment of identity with language learning; and third, stimulating high-order thinking.

While there has been substantial research attention to language teachers, there is, as noted, limited current research examining the intersection between language teacher beliefs and learner motivation and achievement. The study asked the research question, whether and how Mizoshiri's beliefs could be seen as conveyed and reflected in student attitude and performance on a speech-writing task.

### Description of Task

The task was designed by the teacher to achieve three goals: to demand higher order thinking in writing and speaking, to display students' autonomous learning, and to focus on the individual L2 self. These goals reflect Mizoshiri's beliefs as noted in her narrative. The text of the task description given to students was as follows:

In Japanese you are going to give a brief (2 minute) presentation in Japanese to teenagers at your sister school about your favourite JPOP band/artist and the song which means most to you. You *must* try to incorporate grammar struc-

tures learnt this year. And remember . . . Challenge yourself!

Pre-task scaffolding in class included revision of useful linguistic structures and provision of some samples of previous students' work.

## Methodology

### Research Site and Participants

The data collection for this qualitative case study took place in 2013 in a NSW Government single-sex girls' secondary school, in Sydney, Australia. Approximately 90% of students in the school (from personal communication with school principal) come from culturally and linguistically diverse family background. That is, they may be heritage speakers of another language such as Chinese, Korean, or Vietnamese. Entry to the school is by a competitive academic public examination. Year 11 is the fifth year of secondary school, and students are aged 16 to 17. Ethics procedures included obtaining consent from the school principal, parents and students.

All students in the class (11) participated in the task as part of their regular classroom program, but only 8 students consented to participate in the research data collection. As noted, the teacher is Sally Mizoshiri, Anglo-Australian, aged 25 to 35, and her permission has been given to be identified. Under university ethics procedures, all students and their parents gave consent to participate. All students in the data below are de-identified, and referred to below as S1, S2, S3, and so on.

### Data Collection

Qualitative data were collected over 5 months, and included three sets of data:

1. students' written reflection mid-task (July, 2013, N=8),
2. students' written speech texts (August 2013, N=8),
3. student' reflection in one 20-minute audio-recorded focus group post-task (November 2013, N=6). The attrition in participants was due to the absence of two participants on the day of the focus group interview.

### Data Analysis

The student mid-task reflections, the speech texts, and the transcription of the focus group interview were read, analysed and triangulated using thematic content analysis. The purpose of different data sources was to capture different perspectives on the

student learning process, and to enable triangulation. To support the credibility of the findings, all data, plus the development of the interpretation, were shared with the teacher, in three iterations, for checking and perceptions.

## Findings

We have noted that three focuses in the teacher beliefs are facilitating real-world links, the alignment of personal identity with study, and the necessity of higher-order thinking in advanced language learning. It was the goal of the analysis to investigate whether and how these beliefs are conveyed and active in the students' perception of their learning.

In the mid-task reflections, in explaining their rationale for their choices, four of the eight students noted that they had chosen a theme song of a Japanese animation (*anime*), due to an emotional attachment to Japanese anime from their childhood. Other rationales included connection with personal experiences while on exchange in Japan, the song's musical qualities, nostalgia, and adolescent idealism (S1 wrote that "there is a very positive and encouraging meaning behind the lyrics"). Students reported they were struggling with constructing language to express personal and emotional issues in Japanese: "Coupled with new grammar learned in class as well as relatively new vocabulary, it can be frustrating at times trying to phrase things in a way where meaning has not been lost or misinterpreted" (S8).

In analysing the final speech texts, the teacher beliefs become evident as activated in student performance: the role of autonomous access to Japanese resources, the enjoyment of Japanese media, and the satisfaction of being able to express a personal response to lyrics. A number of students have interacted with Japanese culture from an early age out of school. For example:

私が五才ぐらい時セーラームーンは私の一番好きなアニメでした。子どもの時この歌は私にせいぎとロマンスをおしえてくれました (When I was about 5 years old, the Sailor Moon was my favourite anime. When I was a child, the song taught me justice and romance). (S2)

This task affords them the opportunity to display their cultural knowledge and identity as an integral part of their linguistic development. Secondly, the song choices of four students (S2, S3, S4, & S6) are connected with their independent enjoyment of animation or other media.

一番好きなアニメーションはジブリスタジオの「せんとちひろのかみかくし」ですから、一番すきなうたは「いつもなんどでも」です (As my favourite anima-

tion is *Sen to Chihiro no Kamikakushi* [Spirited Away], I like its main theme song *Itsumo Nando-demo* [Anytime, Many Times]). (S6)

Students' autonomous literacy choices play a role in shaping language development and sense of identity in Japanese (Lo Philip, 2010; Moloney & Oguro, 2015). The students' texts, using the pronoun 私たち (us, we) and みなさん (everyone), show membership of a community of Japanese users, through literacies and language. Thirdly, the choices also reflect students' willingness to engage with higher order thinking, comprehension and language construction. They comprehend the complex lyrics of an authentic text, and construct a personalised statement of their alignment with the songs' content, in adolescent aspirations, future hopes, and idealism. For example:

かしのメッセージはいのちにみらいにあなたのあたらしいみちをさがすことです。今、大人じゃなくて高校生ですから、歌のメッセージは私たちにとてもみじかいです。(The lyrics contain a lot of meaning and feeling. The message of the lyrics is that you must find your own new way in your future. The song is about high school students, not adults, so it is close to us.) (S1)

S1 above appreciates the freedom to choose a song aligned with her age group, rather than a text chosen by the teacher. All eight speech texts show an affective involvement, with the desire to communicate motivating their performance. The linguistic structures used are those prescribed for study in the Stage 6 Continuers Syllabus Japanese (NSW BOS, 2009). Students are using the structures with considerable originality to achieve sophisticated self-expression at a level which may be expected in the highest level of Year 12 students.

## Student Focus Group Interviews

Themes emerging from the post-task focus group data largely triangulate findings from the mid-task reflection, the speech texts, and reflect teacher beliefs. Students firstly confirm their enjoyment of producing a meaningful text: "I wanted to do something that was personal to me. I was able to tell my story, basically, through it" (S2). This student identifies a sense of L2 self, in her ability to tell her story. She reflects Mizoshiri's desire for students to find their individual identity through their Japanese study. A number of students noted that the task afforded a more 'natural' use of their Japanese. S5 said the benefit of the task was that "when I go to Japan, and interact with Japanese people, I can do it in a more natural way. It gave me more confidence. It

confirmed that I could actually speak Japanese". The task facilitates Mizoshiri's desire to act as a *kakehashi* (bridge), linking her students with real-world Japan and the self-efficacy of being a confident user of Japanese (Tanaka, 2004). S1 echoes Mizoshiri's belief in acquiring a real-world view: "... when you learn a language, you don't just learn basic skills, you have to learn about the society and culture." S5 similarly echoes, that "... learning a language isn't like learning another subject like maths or science. ... just walking around in the street, you might hear people speaking Japanese ... So you're always constantly thinking or learning."

Mizoshiri believes that even young students are capable of independently using a variety of Japanese learning resources (Mizoshiri, 2013). S2 suggested that this has increased her vocabulary, and that she displayed some of this in her speech: "Although the speech is formal, I put in some modern language, that young people would use ... I've watched dramas, anime, and it was useful".

Student S1 confirms that students have absorbed Mizoshiri's demand for higher order thinking: "In junior years we learn the basic skills, but then later we have to think critically about expressing our opinions in Japanese".

In sum, we observe the teacher beliefs conveyed and activated in student attitudes and performance. The task exemplifies teacher beliefs in independent self-expression, in higher order thinking, in aligning affect and identity, and the students' responses rise to these challenges.

## Discussion and Conclusion

While this case study is limited in size, gender of participants, and school environment, it illustrates the alignment of teacher beliefs, conveyance of those beliefs through pedagogy, and students' motivated linguistic achievement. This knowledge contributes to understanding factors involved in advanced language learning.

These students are constructing an adult future self as Japanese users, and this task affords an effective expression of this self. The study may serve as a pilot to a broader study, which could include a variety of school contexts and teachers, mixed gender, and different languages. Such research informs language teacher education, and specifically further research attention to effective pedagogy for the advanced language learner.

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# Contrasting Motivational Characteristics of University Students With and Without Study-Abroad Interests: A Profile Analysis

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This study investigated motivational profiles of university students' interests/disinterests in study abroad within the frameworks of self-determination theory (Deci & Ryan, 1985) and the L2 Motivational Self System (Dörnyei, 2009). Although much has been investigated regarding study abroad and L2 motivation, it has remained unclear as to what the motivational characteristics are among students who study abroad or who are interested in doing so *before* taking on the journey. In order to investigate the difference between the two groups, a questionnaire was administered to 77 university students, and the data were analyzed using profile and correlational instruments. The results indicated that those interested in study abroad had significantly high intrinsic motivation and a strong image of their ideal L2 selves. Furthermore, it was a specific and elaborate type of ideal L2 self that correlated highly with intended learning effort regardless of the groups. Based on the results, pedagogical implications are discussed.

本研究では、自己決定理論およびL2セルフシステムの枠組みを使って、留学に興味のある大学生とそうでない大学生の動機づけに関する違いを調査した。留学とL2動機づけに関してはさまざまな研究が存在するが、留学によってL2動機づけがどのように変化するかを調べたものが多く、そもそも留学に興味を示すものとそうでない者の留学前の動機づけ面における特徴を調査した研究が不足している。そこで本研究では、77人の大学生を対象にアンケートを行い、プロフィール分析および相関分析により、その差を調査した。その結果、留学に興味のあるグループは特に内発的動機づけが高く、L2理想自己が強いことが明らかになった。さらに、興味の有無にかかわらず、L2学習の努力の度合いとの相関が高いのは、具体的なレベルでのL2理想自己であった。このような結果を基に、研究では教育的示唆も論じる。

**R**ecent situations surrounding English studies and study abroad among Japanese students seem to be characterized by two dichotomous forces. On the one hand, the importance of communicative competence in English has been emphasized by the government, which encourages students to study abroad with various initiatives, such as *Tobitate! Ryugaku Japan* (MEXT, 2016). For learners in an English as a Foreign Language context, studying abroad offers a valuable opportunity for authentic second language (L2) communication. On the other hand, many Japanese students are

characterized as *uchimuki*, or inward-looking, showing no interest in leaving the country (for discussion, see Burgess, 2013).

What makes some interested in study abroad in the first place and others not interested even when they live in similar environments? One related factor might be L2 motivation, for it is likely to affect the intensity of L2 learning, which in many cases is the primary purpose for studying abroad.

Utilizing the self-determination theory (SDT) (Deci & Ryan, 1985) and the L2 Motivational Self System (Dörnyei, 2009), this study examines the differences in motivational bases between those Japanese university students interested in studying abroad and others who are not interested in doing so before studying abroad. By examining these differences, practicing teachers might also be better able to stimulate all students' interest in study abroad.

## Study Abroad and L2 Learning

Much has been investigated regarding study abroad and L2 learning, such as gains in L2 proficiency (e.g., Llanes & Muñoz, 2013; Segalowitz & Freed, 2004; Tanaka & Ellis, 2003) and changes in L2 motivation after studying abroad (e.g., Sasaki, 2011). Researchers have investigated whether studying abroad helps learners improve their L2 proficiency. Although the impact of study abroad might vary depending on factors such as the amount of interaction with the target language community and living arrangements, studies have demonstrated that study abroad can be beneficial, particularly in terms of oral fluency (DeKeyser, 2014).

Some researchers have also analyzed the effect of studying abroad on L2 motivation. For example, Sasaki (2011) conducted a longitudinal interview study over three and a half years with 37 university students, and found that compared to those who studied abroad for less than eight months, learners who spent more than eight months overseas became intrinsically motivated after their experiences.

Given the benefits of study abroad, teachers might wonder how to stimulate their students' interest and help them to participate. A key issue may be L2 motivation, for it is likely to affect students' effort and willingness to learn the target language.

### **Self-Determination Theory**

SDT postulates that when the three fundamental human needs of autonomy, relatedness, and competence are satisfied, human beings engage in an activity for pure enjoyment. This type of motivation is called intrinsic motivation. We might also engage in an activity because of purposes outside the activity itself, in which case the motivation is extrinsic. The theory emphasizes the importance of the degree of self-determination, which helps categorize extrinsic motivation further into external, introjected, and identified regulations, with external regulation being the least self-determined and identified regulation being the most self-determined of the three types. For example, an externally regulated L2 learner might study the L2 simply because it is a required course. When learners have introjected regulation, they react to a pressure that comes from within and they might study an L2 in order to avoid guilt or shame. With identified regulation, learners have a more internalized type of motivation, and learn an L2 because the activity is personally important to them (e.g., they want to pursue a career related to the L2). In addition to these types of motivation, human beings might show amotivation, in which case they display no intention of engaging in an activity.

### **L2 Motivational Self System**

Based on the theories of self-discrepancy (Higgins, 1987) and possible selves (Markus & Nurius, 1986), the L2 Motivational Self System is made up of three components: ideal L2 self, ought-to L2 self, and L2 learning experience. Ideal L2 self is the learner's ideal self-image related to the target language. The ought-to L2 self is the attributes that a learner believes are necessary "to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009, p. 29, emphasis in original). The third component is L2 learning experience, which is related to the individual learner's immediate learning experience such as the evaluation of teaching materials or teachers.

### **The Present Study**

Given the benefits of study abroad, it is important to examine the differences between those who are interested in study abroad and others who are

*uchimuki*. Thus, the purpose of the present study is to examine the motivational profiles of university students with and without study abroad interests and how they are related to intended learning effort.

### **Method**

#### **Participants**

The participants in this study were 77 university students (24 males and 53 females, across all four academic years). They came from two different universities, with diverse majors such as English, social science, and business administration.

#### **Instrument**

A questionnaire was administered, which focused on eliciting data on the SDT: the general type of ideal L2 self, the specific types of ideal L2 self, ought-to L2 self, and intended learning effort. Each of the constructs was measured with 6-point Likert scale items (1 = completely disagree; 6 = completely agree), which were adapted from past studies (Hiromori, 2003, 2005; Noels, Pelletier, Clément, & Vallerand, 2000; Papi & Abdollahzadeh, 2012; Ryan, 2009; Sakai & Koike, 2008; Taguchi, Magid, & Papi, 2009; Takahashi, 2015; Tanaka & Hiromori, 2007). The questionnaire consisted of three parts: (a) background questions asking participants academic year and gender; (b) 37 Likert-scale items intended to measure the aforementioned constructs; and (c) a question asking participants' about their interests in study abroad, including both short-term and long-term programs (i.e., whether they were interested in study abroad, not interested in study abroad, or have already studied abroad). The question regarding interests in study abroad was asked in order to group the participants into two categories: those who were interested and others who were not. Internal consistency of the Likert-scale items was checked with Cronbach alpha coefficients (see Table 1). Although the coefficients were somewhat low for introjected regulation and ought-to L2 self, overall they were within acceptable range ( $\alpha > .70$ ).

#### **Procedure**

The questionnaire, which took approximately 15 minutes to complete, was administered during regular class time, and was written in the participants' first language, Japanese. The participants were informed that the questionnaire was anonymous, voluntary, and had no relationship to their grades.

**Table 1. Cronbach Alpha Coefficients of Likert-Scale Items**

Scales	$\alpha$
Intrinsic Motivation	.88
Identified Regulation	.82
Introjected Regulation	.77
External Regulation	.80
Amotivation	.82
General Ideal L2 Self	.82
Specific Ideal L2 Self	.85
Ought-to L2 Self	.73
Intended Learning Effort	.80

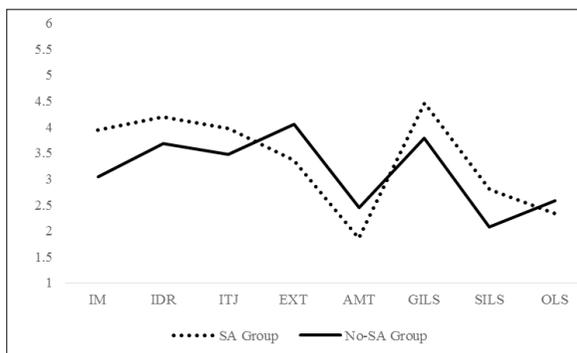
## Results

### Profile Analysis

First, five participants with missing values were deleted from further analysis, leaving a complete data set for 72 participants. Then, in order to examine the differences between L2 learners interested in study abroad and others who were not, a profile analysis was performed.

Participants were divided into two groups: those who answered that they were either interested in studying abroad or have already gone through the experience (SA Group;  $n = 29$ ), and those who answered that they were not interested in studying abroad (No-SA Group;  $n = 43$ ). Next, assumptions for the analysis (i.e., lack of univariate and multivariate outliers, multicollinearity, non-linearity, and homogeneity of variance-covariance matrices) were checked. A profile analysis was then performed with the new data set on eight variables: intrinsic motivation, identified regulation, introjected regulation, external regulation, amotivation, general ideal L2 self, specific ideal L2 self, and ought-to L2 self.

The SPSS general linear model was used for the major analysis. As presented in Figure 1, the profiles deviated significantly from parallelism:  $F(7, 64) = 3.91$ ;  $p = .001$ ; partial eta squared = .30; power = .97. The profiles also deviated significantly from levels:  $F(1, 70) = 4.08$ ;  $p = .047$ ; partial eta squared = .06; power = .51. Furthermore, when averaged over groups, the scales were found to deviate significantly from flatness:  $F(7, 64) = 72.18$ ;  $p = .000$ ; partial eta squared = .89; power = 1.00.



**Figure 1. Profiles of the two groups.**

IM = Intrinsic Motivation; IDR = Identified Regulation; ITJ = Introjected Regulation; EXT = External Regulation; AMT = Amotivation; GILS = General Ideal L2 Self; SILS = Specific Ideal L2 Self; OLS = Ought-to L2 Self.

As a follow-up test, one-way analyses of variance (ANOVAs) were performed for each subscale. The alpha level was set at .006 (.05/8) because of multiple comparisons. Table 2 presents the results.

The two groups scored with significant differences for the following variables: Intrinsic Motivation, Amotivation, General Ideal L2 Self, and Specific Ideal L2 Self ( $p < .006$ ). The effect size was the largest for Intrinsic Motivation.

### Correlational Analyses

The data were further analyzed in terms of correlations between the eight motivational sub-constructs and intended learning effort. As presented in Table 3, for both groups, the variable that had the highest correlation with intended learning effort was Specific Ideal L2 Self. In contrast, the correlation between General Ideal L2 Self and intended learning effort was much lower. Whereas both Intrinsic Motivation and Identified Regulation had high correlations with intended learning effort for the SA group, the No-SA group had a much lower correlation for Identified Regulation. Lastly, for both groups, Ought-to L2 Self had low correlations with intended learning effort.

### Discussion and Conclusion

This study sought to examine the motivational profiles of those with and without study abroad interests and the relationships between motivational constructs and intended learning effort. First, the two groups had significantly different profiles, with the SA group scoring particularly high on intrinsic motivation and ideal L2 self (both general and

Table 2. *Univariate Follow-Up Statistics for Profile Analysis*

Scales		SS	df	MS	F	P	$\eta^2$
IM	Between	13.82	1	13.82	15.26	.000	.18
	Within	63.36	70	.91			
	Total	77.18	71				
IDR	Between	4.39	1	4.39	6.51	.013	.09
	Within	47.22	70	.68			
	Total	51.61	71				
ITJ	Between	4.49	1	4.49	5.83	.018	.08
	Within	53.87	70	.77			
	Total	58.35	71				
EXT	Between	8.32	1	8.32	8.11	.006	.10
	Within	71.85	70	1.03			
	Total	80.17	71				
AMT	Between	5.94	1	5.94	10.04	.002	.13
	Within	41.39	70	.59			
	Total	47.33	71				
GILS	Between	7.82	1	7.82	9.68	.003	.12
	Within	56.58	70	.81			
	Total	64.40	71				
SILS	Between	8.77	1	8.77	9.20	.003	.12
	Within	66.72	70	.95			
	Total	75.50	71				
OLS	Between	1.04	1	1.04	1.20	.278	.02
	Within	60.88	70	.87			
	Total	61.92	71				

Note. IM = Intrinsic Motivation; IDR = Identified Regulation; ITJ = Introjected Regulation; EXT = External Regulation; AMT = Amotivation; GILS = General Ideal L2 Self; SILS = Specific Ideal L2 Self; OLS = Ought-to L2 Self.

Table 3. *Correlations Between Motivational Constructs and Intended Learning Effort*

	IM	IDR	ITJ	EXT	AMT	GILS	SILS	OLS
SA Group	.60**	.56**	.30	-.13	-.47*	.37	.64**	.14
No-SA Group	.59**	.31*	.08	-.41**	-.42**	.37*	.60**	.05

\* $p < .05$ . \*\* $p < .01$ .

Note. IM = Intrinsic Motivation; IDR = Identified Regulation; ITJ = Introjected Regulation; EXT = External Regulation; AMT = Amotivation; GILS = General Ideal L2 Self; SILS = Specific Ideal L2 Self; OLS = Ought-to L2 Self.

specific types), and low on amotivation. This means that only those interested in study abroad seemed to envision their English-using selves.

Second, for both groups, the variable with the highest correlation with intended learning effort was specific ideal L2 self. This also compares to lower correlation between general ideal L2 self and intended learning effort ( $r = .37$ ).

Third, the magnitude of correlation between identified regulation and intended learning effort was different depending on the groups ( $r = .56$  for the SA group and  $.31$  for the No-SA group). This might mean that even when those without interest in study abroad think they study English for personal importance, unless they envision specific situations in which to use English and feel that they will need it for sure, this identified regulation is not necessarily related to learning effort.

Lastly, it is notable that ought-to L2 self had only marginal correlation with intended learning effort ( $r = .14$  and  $.05$ ) regardless of the groups. The influence of significant others for the participants might have been marginal, and it is not others but the learners themselves who decide whether or not to put effort into studying English.

These results indicate that for those without interest in study abroad, understanding the general importance of English for their future (i.e., strong general ideal L2 self) is not enough. In order to motivate those without interest in study abroad, teachers will have to both stimulate the learners' pure interests in English (i.e., intrinsic motivation) and help them envision their English-using selves. One way to do this might be to have other students who have previously studied abroad talk about their experiences, for it might help uninterested students think that if their peers can study abroad, they might be able to as well.

The present study is limited in many respects. It relied on a self-reported Likert-scale questionnaire, which listed ideal L2 selves on the researcher's side and could not elicit the actual ideal L2 selves imagined by the participants. In future research it is necessary to gauge other factors, such as individual experiences of developing ideal L2 selves, thoughts about studying abroad, and actually taking on the journey, possibly with a qualitative method. Furthermore, it will be fruitful to examine how learners' ideal L2 selves develop during and after study abroad (i.e., whether these ideal L2 selves become clearer, become a reality [i.e., actual self-state]), or whether some of them are discarded. As it is conceivable that ideal L2 selves and study-abroad experiences are closely related, much more needs to be examined with regard to their relationships.

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## Appendix: Likert-Scale Questionnaire Items

### Intrinsic Motivation

1. I study English because I enjoy gaining a sense of accomplishment and satisfaction. 達成感や満足感があるとうれしいので英語を勉強している。
2. I study English because I enjoy having more knowledge about English. 英語の知識が増えるのがうれしいから英語を勉強している。
3. I study English because I enjoy making progress with my English studies. 英語の学習で進歩があるとうれしいから英語を勉強している。
4. I study English because I feel happy finding out new things. 新しいことを発見するとうれしいので英語を勉強している。

### Identified Regulation

1. I study English because I think acquiring English conversation and writing skills is necessary for me. 英語の会話力や書く力を身につけることは自分に必要だと思うから英語を勉強している。
2. I study English because I would like to have English skills that I can use in the future. 将来使

えるような英語のスキルを身につけたいから英語を勉強している。

3. I study English because English is important for my future. 自分の将来のためには英語が大切だから英語を勉強している。
4. I study English because I think I will need the communicative competence in English in the future. 英語のコミュニケーション能力が将来必要になると思うので英語を勉強している。

### Introjected Regulation

1. I sometimes feel ashamed when I do not understand English. 英語がわからなくて恥ずかしくなるときがある。
2. I study English because being able to communicate in English is somehow "cool." 英会話ができるとなんとなくかっこいいから英語を勉強している。
3. I study English because I think I would feel ashamed if I didn't speak English in the future. 将来英語が話せないと恥ずかしいと思うので英語を勉強している。
4. I study English because I would feel absurd if I didn't speak English. 英語が話せないとかっこ悪いので英語を勉強している。

### External Regulation

1. I study English because of classes and examinations. 授業や試験で必要だから英語を勉強している。
2. I study English because of examinations (final exams, etc.). テスト(期末試験など)があるから英語を勉強している。
3. I study English because I would be in trouble if I did not get a good grade. よい成績をとらないと困るから英語を勉強している。
4. I would not study English if there were no school exams and entrance exams. 学校の試験や入試がなければ英語は勉強しないだろう。

### Amotivation

1. I can't understand the reason why I have to study English. 英語を勉強しなければならない理由がわからない。
2. I can't understand what I am doing studying English. 英語を学んで何になるのかわからない。
3. I do not understand what I am gaining from studying English. 英語の勉強から何をj得ているのかわからない。

4. Honestly, I think studying English is a waste of time. 正直、英語の勉強は時間の無駄だと思う。

### General Ideal L2 Self

1. I can imagine myself needing the competence in English in the future. 将来、英語が必要になっている自分を想像することができる。
2. Communication competence in English will be important in the future. 将来は英語のコミュニケーション能力が大切になる。
3. When I think about my future it is not important that I use English. (reverse-coded) 自分の将来を考えた時、英語が使えることは重要ではない。
4. When I think about my future, it is important that I use English. 自分の将来を考えると、英語が使えることが重要だ。

### Specific Ideal L2 Self

1. I can imagine myself gaining a high score on the TOEIC. TOEICで高得点をとっている自分を想像することができる。
2. I cannot imagine myself going to a university overseas and taking classes in English. (reversed-coded) 海外の大学に通って英語で授業を受けているような自分を想像できない。
3. I can imagine myself writing English emails fluently. 英語のメールを流ちょうに書いている自分を想像することができる。
4. I can imagine myself living abroad and using English effectively for communicating with locals. 海外に住んで、地元の人とコミュニケーションするのに上手に英語を使っている自分を想像することができる。

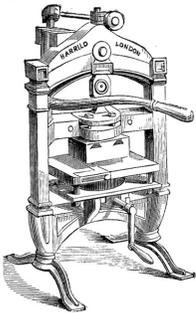
### Ought-to L2 self

1. I study English because close friends of mine think it is important. 親しい友人が英語は重要だと思っているので英語を勉強している。
2. I have to study English, because, if I do not study it, I think my parents will be disappointed with me. もし英語を勉強しないと両親ががっかりすると思うので英語を勉強しなければならない。
3. Learning English is necessary because people surrounding me expect me to do so. 周りの人が英語を勉強すべきだということで英語の勉強は必要だ。
4. My parents believe that I must study English to be an educated person. 両親は私が教養ある人間になるために英語を勉強しなくてはならないと思っている。

### Intended learning effort

1. I would like to study English even if I were not required to do so. 英語は必須でなくても勉強したい。
2. I would like to concentrate on studying English more than any other topic. 他のどの科目よりも英語の勉強に集中したい。
3. Compared to my classmates, I think I study English relatively hard. クラスメイトに比べると、比較的一生懸命英語を勉強している方だと思う。
4. If my teacher would give the class an optional assignment, I would certainly volunteer to do it. 授業でやってもやらなくてもよい任意の宿題が出れば、もちろん進んでやるだろう。
5. I am working hard at learning English. 英語の勉強は一生懸命やっている。

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# TLT INTERVIEWS

I'm very happy to introduce a new column for TLT to start the new year, bringing you interviews with leading figures in language learning and education, conducted by people who share their professional interests. To kick start the new column we have an interview with Tracey Tokuhama-Espinosa, an expert on Mind, Brain, and Education and Multilingualism, conducted by John Duplice, a former distance student of Tracey's at Harvard Extension School. From the next issue Torrin Shimono will be taking over as column editor, starting with interviews with the plenary speakers at JALT 2016. So if like us, you loved this year's amazing plenaries, or if you were unfortunate enough to miss them, make sure you check out this column over the coming months. At TLT, we're all very excited about the great interviews we have in store for you!

Caroline Handley

## An Interview with Tracey Tokuhama-Espinosa

John Duplice

Asia University, Tokyo

**T**racey Tokuhama-Espinosa, PhD is the author of numerous books and papers on bilingualism and multilingualism; Mind, Brain, and Education; and classroom teaching practices. She teaches the course *Neuroscience of Learning: An Introduction to Mind, Brain, Health, and Education* at the Harvard University Extension School. More information about her work can be found at <<http://traceytokuhama.com>>.



*What led you to become an educator?*

I had inspirational teachers around me as I grew up, especially my parents. My father, who was a public school math teacher for forty-five years, was an amazing teacher. He focused on the human connection and treated every kid as an individual who was the most important thing in his life at that given moment. My mother would always support me in my writing and to get me to think of things from different perspectives and viewpoints.

*You have written numerous books on bilingualism and multilingualism. Would you consider this to be your primary field of research?*

Initially my formal research that turned into books was in bilingualism and multilingualism. I was personally driven, as I was looking for answers for my

own kids and couldn't find what I wanted. Before that, I did a lot of things related to philanthropy and education because I wanted to know why everyone didn't have the best education. My master's thesis at Harvard was on this topic. I now think that technology is going to be the great equalizer and bring education to all.

My most recent interest is in shaking up the educational landscape and asking why we still teach in academic silos instead of approaching real life problems through multiple lenses. I have been looking at neuro-constructivism studies and how there is this hierarchy of knowledge that builds upon prerequisite concepts in all areas of learning. This has led me to look into how everything we learn is parsed into at least one of five pillars: symbols, order, categories, relationships, and/or patterns. For example, instead of saying "it's Math time" or "it's Art time," the teacher would say, "let's look for all the patterns or symbols in the world. What patterns do you see outside the window, on your fingertips, in nature?" Or, "how can we categorize ideas, or understand the relationships between them?" This would help the students understand that the world is made up of these bigger concepts, rather than just part of an academic subject in school.

So initially my main research was in languages and multilingualism, but I have also now started to look at how neuro-constructivism organizes concepts in the brain.

*How did you become involved in Mind, Brain, and Education (MBE)?*

When I was researching PhD programs, I wanted to do something with neuroscience and connect it in some way to education, and luckily this led me to Mind, Brain, and Education. I went on to do doc-

toral research where I identified the main people in the field of MBE and invited them to participate in a Delphi panel survey. This meant that I asked the leaders of the field various questions, collected their answers and the evidence they suggested from their individual disciplines (neuroscience, psychology and education) and proposed the guidelines, standards and goals of the emerging field.

In 2007, the first MBE meeting in the world took place in Austin, Texas. I went to the meeting to find out how serious this movement was and discovered it was both international and transdisciplinary. There were already loose organizations of researchers in many countries around the world, but this meeting brought people together. It was there that I thought this was where education was heading. I then finished my doctorate, and my first book on MBE spun off from my dissertation and the work with the Delphi panel. I feel I was there at the ground level, observing the gurus of the field and asking them the right questions to establish the parameters of the new society efforts.

Since the 10<sup>th</sup> MBE anniversary meeting, I have started a new Delphi panel survey to see what changes have occurred over the past decade. It is very interesting to see how this field has morphed since the first meeting in 2007. There are twice as many people on the Delphi as my original study, which in itself shows the growth of the field.

*For educators who are not familiar with Mind, Brain, and Education, how would you describe the field?*

I would start off by saying teaching is the most important job in society. It is also an art and a science that is still very young relative to many other fields like biology, history, and philosophy that are thousands of years old. Formal teacher training as a field is only about 125 years old. MBE is the merging of different fields that have different perspectives and problems or ask different questions. More specifically it is the merging of neuroscience, psychology, and education to get a better understanding and better prepare educators, researchers, and psychologists.

*In your 2011 book Mind, Brain, and Education Science you provide an excellent introduction to MBE. How have things changed in the field since then?*

One of the biggest and most positive things is that technology continues to give us more and better information about what is going on in the brain. For example, mindfulness studies are very popular in education these days. In 2011 we didn't have the technology to piece it together and understand

what is going on in your brain during mindfulness meditation, but we do now.

Secondly, I'd say we have more consensus on what is truly "garbage" and should be considered neuro-myths and avoided at all costs in education. These false beliefs about the brain and intelligence, such as left- and right-brain learners, learning styles, and the belief in multi-tasking, do harm to students, and they should have no place in modern classrooms.

Finally, the most surprising thing is that in the first Delphi in 2007 there were only five things that everyone agreed upon, such as plasticity lasts throughout the lifespan and all new learning passes through the filter of prior experience. That number has increased because so much new research has been done meaning more can be taught to teachers to help them in their classrooms. Specifically, there is much better "bookend" evidence on what is supported by evidence and what is false, or a neuro-myth. Much of this is thanks to technology.

*Are there any other books that either you or others have written that you would recommend for language educators interested in MBE?*

- *Making Classrooms Better: 50 Practical Applications of Mind, Brain, and Education Science* by Tracey Tokuhama-Espinosa
- *Visible Learning for Teachers* by John Hattie
- *Making Thinking Visible* by Ron Ritchhart, Mark Church, and Karin Morrison
- *How People Learn* by National Research Council—a new edition of this classic text will be coming out next year

*You were a plenary speaker at the FAB8 NeuroELT conference in Kyoto in 2015 and gave a virtual presentation at the CALL/Brain SIG joint conference in 2016. Do you have any thoughts on why there is such a growing interest in neuroscience among language educators in Japan?*

There is a growing interest around the world in how the brain learns best. You could say that MBE has gone through three phases. The first phase asked, "what does the brain really have to do with learning?" and introduced neuroscience to educational practice. The second phase had teachers who realized that the brain is important, but this was a phase of misinformation in which the popular press filled in the gaps in the science. This is when many of the neuro-myths came into being, due to people trying to dummy-down and over-generalize information. We are now at the stage where researchers can communicate with general audiences and

make brain science understandable and useable for teachers without being scary. There are more communicators who can translate the science literature making it more accessible but not dummed-down like it was in the second stage. These communicators are also helping neuroscientists understand the messiness and difficulties of the classroom.

So I would say the field is growing and improving because teachers don't see neuroscience as too far away from their own practice anymore or consider it a gimmick or phase, but rather as something that can and should really impact teaching.

*Could you tell readers about the Neuroscience of Learning class you teach at Harvard Extension School?*

This class is built as a survey course on the core concepts around Mind, Brain, Health and Education and how the fields work in a transdisciplinary way. A goal is to highlight individual risks and protective factors to enable people to maximize their potential and specifically their potential to learn. This course allows for students not only to learn how to learn, but also to go deep into many other areas, such as memory and mindfulness. There are 15 general topics, which all provide the opportunity for students to dig deeper into an area of personal interest.

*What advice would you give to parents wanting to raise their children to be multilingual?*

The first piece of advice would be don't be afraid to expose your children to foreign languages. Only positive benefits come from being raised multilingually, if it's done right.

The second piece of advice would be to have a good strategy and be consistent. For example, deciding and knowing who speaks what to whom and when is key to success. Don't be afraid of children not learning the language of the culture you live in because the community will enable the child to learn the language. But rather, be afraid of losing the language that is not shared by the community you live in. For example, if a parent who is an English speaker starts speaking Japanese with their Japanese spouse and the children, that is likely to end the opportunity for the child to become native in English if they live in Japan.

Third, it is important to appreciate that languages are opportunities. The more languages you have, the more opportunities you have in life.

Finally, it is very good for the brain to learn multiple languages. It is great for overall general cognition and executive functions (working memory, inhibitory control, cognitive flexibility). You are

not just becoming bilingual for the languages and culture, but also for a better brain.

*Could you explain the importance of person, place, or time for parents raising bilingual children?*

Any language strategy is divided by person, place, and/or time. The person is the teacher, parent, or any other individual who interacts with the child. The place is the location where language exchange occurs, like a classroom or a home. The time can be a time of day (such as story time or mealtime), or time in the year (like summer vacations). The key is that when you have a strategy that separates person, place and time it is far superior to one that only separates one or two of those three. Any strategy with all three will work, but some strategies are more efficient than others. For example, if one person were to teach two languages to your child in the same classroom this would be much less efficient than having a different person teach each language at a different location. So, the more of these three that are implemented, the more likely they will be successful. The greater the space in time and space between the languages being learned and used, the better it is. For example, if the parents only speak English at home and the learner speaks Japanese at school with the teacher and classmates, this would provide a separation of the person providing the language input, the location, and the time of day. This strategy is important, but the real key is consistency.

*If you had a magic wand and could dispel two neuro-myths about language learning or teaching, what would they be?*

The myths I find the most despicable are the ones that make people think they have limits. In my mind, the biggest myth in foreign language learning is that there is a maximum age for learning another language. Adults can and do learn foreign languages better and faster than children, if and when they dedicate the same amount of time to the task. The second myth is that one is either born with a brain for languages or not. These two are the most damning in language instruction because people say things like, "I've never been good at languages" or, "My mother said I don't have a head for languages". The presumption that you have a fixed level of aptitude for languages is really damaging because it locks the individual into a fixed mindset rather than approaching learning with an open, flexible, growth mindset. People should approach languages and all other learning with the belief that they can and will succeed.



## Steven Asquith and Gerry McLellan

We welcome submissions for the My Share column. Submissions should be up to 600 words describing a successful technique or lesson plan you have used that can be replicated by readers, and should conform to the My Share format (see the guidelines on our website below).

Email: my-share@jalt-publications.org • Web: <http://jalt-publications.org/tlt/departments/myshare>

Hi, and welcome to the January/February edition of My Share. After several years of sterling work editing and improving My Share, Phillip Head has gone to work his magic on the rest of TLT. As the new co-editor with Gerry, I'm excited to continue Phillip's legacy of helping authors to provide fresh and practical classroom ideas. Personally, while working at university, JHSs, and language schools, I have often found that the ideas in this column come back to me at just the right moment. I am sure that this month's selection will be similarly helpful.

First, we have Matthew W. Turner and Nick Kasparek, who provide a really smart suggestion to help students express different perspectives in a fun and creative way. Next, the tricky subject of getting learners to talk about graphs without becoming fixated upon the numbers is adeptly addressed by Michael T. Sullivan. Third, JHS teachers, in particular, will be delighted to learn about John Campbell-Larsen's entertaining twist on the self-introduction. This comes in a timely fashion to relieve the April slog of countless introductions to new classes. And, in our fourth article, John B. Collins explains how collaborative dialogues can improve accuracy in TOEFL preparation classes.

The online edition features Benjamin Thanyawat-pokin's suggestion of creating inter-class pen pals to improve written fluency—an idea which could be especially adaptable to email or social media, and Wei-Ni (Michelle) Chen's speaking class based upon making a recipe for happiness.

Steven Asquith

## Playing with Perspectives: An Academic Preparation Activity for Creative Thinking

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### Quick Guide

- » **Keywords:** Function, humor, language play, preparation, viewpoints
- » **Learner English level:** Intermediate and above
- » **Learner maturity:** High school and above
- » **Preparation time:** 15 minutes
- » **Activity time:** 30 minutes
- » **Materials:** Handouts (Appendices A-C)

In this activity, learners are encouraged to think about diverse, abstract, and even farcical perspectives to explore topics more deeply. They use limited multi-word expressions that perform the function of sharing different viewpoints in a light, abstract, and creative manner.

### Preparation

**Step 1:** Print copies of the handouts (Appendices A-C) or similar.

### Procedure

**Step 1:** Distribute Appendix A amongst learners. Ask them to consider the question on the handout for four minutes. Monitor them discussing the topic and note particular viewpoints.

**Step 2:** Provide feedback on some of the viewpoints. Explain that thinking of different viewpoints is a great way to consider topics in more detail; it provides a method for considering ideas beyond personal reasoning.

**Step 3:** Present the following phrases (e.g., on the board): How about from \_\_\_ point of view?, How about from \_\_\_ perspective?, From \_\_\_ point of view, From \_\_\_ perspective. Referring to the topic previously discussed, ask what the viewpoint of an iceberg might be, or that of a penguin; two viewpoints that the learners would have certainly neglected. This helps to establish a “play frame” (Coates, 2007) for the activities that follow and encourage deeper engagement with and internalization of the functional language (Kasparek, 2016).

**Step 4:** Distribute Appendix B. The learners will notice a wide variety of viewpoints on the same

topic, ranging from realistic people to make-believe characters to inanimate objects. Many of these viewpoints offer a potential humorous play frame for learners to join, which could foster humorous outbidding toward increasingly absurd perspectives. Allow the students 5 minutes to think aloud together about the different perspectives, using the presented language forms. Remind them that any idea is valid, especially very silly ones, at this practice stage.

**Step 5:** Once the learners have practiced giving and asking for different viewpoints, and discussing the practice question, distribute Appendix C to pairs. This stage helps learners plan for a subsequent academic task, whether oral or written. Depending on curriculum, lesson goals and student needs, the teacher can modify the specific content.

**Step 6:** Allow learners time to generate different viewpoints together on their handout, at this stage only thinking about these people (or even non-human subjects). Suggest that they include some funny and challenging ones, about which they can ask other groups.

**Step 7:** Have learners find new partners. Instruct them that they have 10 minutes to ask about the different viewpoints on their handouts. Explain that the only rule is that they must imagine answers from the perspectives their partners ask them about, no matter how absurd they are. This again should promote humorous outbidding (a form of self-reinforcing play), and lower the risk of providing content rapidly; the play frame established by the playful examples creates a safe atmosphere for learning. If the learners are using the functional language well, reduce or remove visual references to this language to allow for greater automaticity.

## Conclusion

This otherwise repetitive activity remains engaging through the humor generated by fantasizing together about increasingly absurd situations (see Bell, 2011) and their implications for various people and subjects. Furthermore, while learners playfully speak about these subjects, they practice and internalize modes of thinking about topics from multiple angles (Bushnell, 2008).

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## Appendices

The appendices are available from the online version of this article at <<http://jalt-publications.org/tlt/departments/myshare>>.

# Who Needs Numbers in Learning Graph Vocabulary?

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## Quick Guide

- » **Key words:** *Line graph, horizontal/vertical axis*
- » **Learner English level:** *Intermediate and higher*
- » **Learner maturity:** *University*
- » **Preparation time:** *30-45 minutes*
- » **Activity time:** *45 minutes*
- » **Materials:** *Graph vocabulary card sheet, graph worksheet, PowerPoint slide*

In recent years, graph description has been widely used in various EFL contexts, such as classroom polls, newspaper/online charts, and the TOEIC test. However, in my experience, students who describe graphs tend to focus more on numbers (e.g., went up by 20 points to 3%) than on abstract graph vocabulary (e.g., went up dramatically). In this activity, learners must grasp the meaning of the graph vocabulary in order to describe trends, as they cannot use numerical values.

## Preparation

**Step 1:** Make a set of graph vocabulary cards for each pair of students (Appendix A). On one side of the card is a blank graph; on the other side is a graph term or phrase (e.g., fluctuate, go up slightly).

**Step 2:** Prepare a worksheet that has two blank graphs (Appendix B). For each graph on the page, the horizontal axis shows the months of the year, but the vertical axis has no assigned numerical values. Make a space above each graph for the student to write a title.

**Step 3:** Write a list of graph vocabulary along the bottom of the worksheet.

**Step 4:** Make a PowerPoint slide showing an example of a completed line graph (Appendix C).

### Procedure

**Step 1:** Review the graph vocabulary with the use of cards. Get each pair of students to first look at the graph term or phrase on one side of the card and then draw the trend line on the reverse side of it. The teacher will visit each paired group to make sure their drawings are correct.

**Step 2:** Hand out a graph worksheet to each student. To explain what to do, the teacher models the activity. While the teacher dictates, all students fill in the graph on side A of the worksheet. At the end of the activity, the students look at a PowerPoint slide showing the instructor's graph. Get the students to check if the two graphs are similar.

**Step 3:** Get students to work with a partner. On side B of the worksheet, each student underlines or circles at least 10 graph terms listed on the sheet that he/she plans to use.

**Step 4:** Have each student choose one of the two remaining graphs, and give it a title.

**Step 5:** Each paired student takes turns describing his/her line graph without using numerical data (e.g., from April to June it increased slightly). The other student listens, drawing a line on his/her graph of the sheet. Afterwards, students check each other's graphs to see if they match.

### Conclusion

Assigning numbers to a (line) graph can help the learner measure changes over time, but it may also indirectly lead the learner to avoid using appropriate graph vocabulary. So, by neither focusing nor relying on numbers in a graph, learners concentrate on the word's meaning to express the graph trends. The feedback on this activity has been positive, as it has encouraged both oral production of graph vocabulary as well as an interest in the meaning and appropriate use of it.

### Appendices

The appendices are available from the online version of this article at <<http://jalt-publications.org/tlt/departments/myshare>>.

## Interesting Self-introductions

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### Quick Guide

- » **Keywords:** *Self introduction, mixer activity*
- » **Learner English level:** *False beginner/ low intermediate upward*
- » **Learner maturity:** *Junior high school and above*
- » **Preparation time:** *15 minutes*
- » **Activity time:** *10-40 minutes*
- » **Materials:** *Handouts*

The first class of a new term is a traditional venue for introductions, “find someone who” games, and other mixer type activities. However, many students fall back on the standard “self-introduction” kind of speaking. Standard utterances about family members, favorite sports, and club activities are offered up with little, if any, attempt at elaboration. It is rare for students to offer anything beyond these generic factoids about themselves. The following activity can be used to break the ice, get students thinking about the way they present themselves in English, and go beyond the habitual responses.

### Preparation

**Step 1:** Prepare a worksheet with space at the top for students to write their own interesting information. Below this is a table with two columns, headed ‘name’ and ‘information’ respectively.

**Step 2:** (Optional) Prepare a prompt sheet with your own information with some untrue statements mixed in. Examples of the kinds of sentences could be things like, “My father and I have the same birthday.” “I have two pet ferrets.” “I have a brother with the same first name.” (true for this teacher) and so on.

## Procedure

**Step 1:** Introduce the concept of “interesting information”. Ask the students, “Who has a sibling?” The students answer with a show of hands. Next, ask who is a twin. If you’re lucky, one of the students will raise his or her hand. This would count as interesting information. Brainstorm some similar interesting possibilities. (Unusual pet, large number of siblings, rare hobby, etc). Explain that a fact that is the same for many students in the class is not so interesting, but a fact that is only true for one person in the room is much more interesting.

**Step 2:** (Optional) If students need help in thinking, you can help them by sharing your own interesting information. The students have to read the sentences on the prompt sheet and decide if the statements are true for the teacher. Ask students to discuss and then to show ‘true’ or ‘false’ by a show of hands.

**Step 3:** Next, hand out the worksheet. Students write their interesting information. The students then engage in a mixer activity where they find out about each other and write down the interesting information. The teacher should monitor all students to head off bland, generic statements, such as “I like sushi” or fantastical statements like “I have never been to the moon.” (You’d be surprised what some students will come up with!)

**Step 4:** After most students have talked to one another, get the students, either in groups or individually, to nominate the most interesting person they talked to. Get them to say the name of the student and why they are interesting. Keep a tally on the board to see who is the most interesting student. Make your table with less than enough space for all students (i.e., in a class with 20 students, make your sheet with 15 rows); this will be a face-saving device for anyone who does not get any votes: they didn’t speak to everyone, rather than no one found them interesting.

## Conclusion

This activity gets students up and moving and the repetition of names combined with individualized information in Step 4 definitely helped this teacher get off to a good start in remembering the students’ names and keeping track of who was who.

### My Share: Available Online

**Inter-Class Pen Pals—Benjamin Thanyawatpokin**  
**Recipe for Happiness—Wei-Ni (Michelle) Chen**

These activities are available at <<http://jalt-publications.org/tlt/departments/myshare>>.

## TOEFL Instruction Success

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## Quick Guide

- » **Keywords:** TOEFL preparation, dictogloss, grammar, listening
- » **Learner English level:** Pre-intermediate to intermediate
- » **Learner maturity:** University
- » **Preparation time:** 30 minutes
- » **Activity time:** 45-60 minutes

Collaborative dialogue is generally not the first thing that comes to mind when we think of TOEFL instruction; repetitive drills, decontextualized grammar exercises, and bewildered students are more likely – particularly for lower ability students. The following task draws on the established benefits of the dictogloss as an exercise that requires students to engage in collaborative dialogue not only to co-construct communicative meaning, but also to focus their attention on grammatical forms and accuracy, both of which are required for success in the TOEFL listening and structure/written expression sections. Dictogloss is essentially a dictation task during which students listen and take notes on a passage of text which is read aloud twice by the teacher. The primary difference between dictation and a dictogloss task is how students must attempt to recreate the original text through dialogue in small groups, rather than passively and individually in a dictation situation.

## Preparation

**Step 1:** Select a grammar point which often appears in the TOEFL structure/written expression section, which is suitable for your students’ level, such as *possessive adjectives*.

**Step 2:** Locate a range of two-part TOEFL conversations (with answer options) which include at least one instance of a possessive adjective. You should ideally locate, or create, a conversation for each of the possessive adjectives (*my, your, his, her, its, our* and *their*). For example, the conversation below includes two: *your* and *my*.

Woman: *How was your vacation?*

Man: *What vacation? My last one was two years ago.*

(Narrator: *What can be inferred about the man?*)

(Source: *5-Minute Quizzes for TOEFL Test*, Macmillan LanguageHouse)

the exercise before seeking feedback from their teacher.

### Procedure

**Step 1:** Read the first conversation two times at normal speed. Students write down the conversation as best as they can.

**Step 2:** In groups of three or four, students must then co-construct the complete conversation through collaborative dialogue.

**Step 3:** Monitor how each group is forming their conversations. Students will invariably miss or include incorrect words. Here teachers should guide the students' collaboration by helping them to notice the relationships and references between the words in each sentence.

**Step 4:** Once a dictogloss for all the sample conversations is complete, provide students with the TOEFL listening question and answer options for each conversation. Students then select the best answer.

**Step 5:** Invite the students to search for a common grammatical theme across all the sentences, in this case possessive adjectives.

**Step 6:** Elicit the target grammar rules and introduce a TOEFL-style multiple choice exercise drill that focuses on the same target.

**Step 7:** In the same collaborative dialogue style as steps 2 and 3, students should attempt to complete

### Conclusion

The efficacy of this task lies in the necessity to produce accurate output, in this case in the form of a short conversation. This written output then becomes an object for students to analyze and reflect upon. They can notice gaps and incorrect hypotheses in their interlanguage (Swain, 2000, p. 100) which have now been made salient through multiple exposures to the target form. Through collaborative dialogue, students can then work to fill these gaps by accessing other group members' metalinguistic resources. Furthermore, having had their attention drawn to the target structure and analyzed it more deeply, students are more likely to benefit from the exercise drill which followed.

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## [RESOURCES] TLT WIRED



### Edo Forsythe

*In this column, we explore the issue of teachers and technology—not just as it relates to CALL solutions, but also to Internet, software, and hardware concerns that all teachers face. We invite readers to submit articles on their areas of interest. Please contact the editor before submitting.*

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## An Evaluation of Sony's Digital Paper as an Academic Reading and Note-taking Device

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Although computers and tablets have become widespread in teaching and learning, e-book readers have received little attention, partly because most devices have been too small to be useful. This report evaluates Sony's Digital Paper (DPT-S1), a 13.3-inch, advanced PDF reader and annotator, which was experimentally used in a one-semester, university academic listening and note-taking course. This article will briefly introduce the device, explain how it was used in the course, discuss its benefits and drawbacks pertaining to the particular course, and close with general

observations on the usability of Sony's Digital Paper as a teaching or learning tool.

### Technical Aspects of Digital Paper

Unlike LCD screens, electrophoretic ink ('e-ink') devices such as Amazon's Kindle display pigments electro-chemically. The main benefits of such screens are greater sharpness, high contrast, and no emission of eye-damaging and battery-draining light. Large e-readers are less common than their 6 to 7 inch counterparts. A few companies produce 9.7 inch models, but DPT-S1 is currently the primary commercially available 13.3-inch e-ink device. Lighter and thinner than any tablet, with a nearly A4-sized screen, it handles like a clipboard in terms of shape, size, and weight. It can display PDF documents stored in its 4 GB internal memory or a micro SD card. Text can be annotated or highlighted using the included pen, which can also be used to create handwritten notes and contains an eraser function. The pen has excellent accuracy, and a natural paper-like feel on the matte screen, which is unlike the smoother glossy screens of LCD devices. There is practically no lag between writing on the screen and the characters appearing on it. Palm rejection allows users to rest their hands on the screen while writing on it without inadvertently activating other functions. The device has built-in Wi-Fi, and an excellent battery life. E-ink devices use bistable displays, which means that battery drain is only caused by page turns or making changes within a page (Ink Technology, n.d.). As a result, the DPT-S1's battery can last for many days, with Sony claiming "up to 3 weeks' use on a single charge" (Digital Paper Systems, n.d., n.p.). Those who wish to be further acquainted with the DPT-S1's technical features, can find an in-depth video review of the device by Kozlowski (2014).



**Figure 1. Sony Digital Paper DPT-S1 Product Image** (Retrieved from <<http://www.sony.com/electronics/digital-paper-notepads/dpts1>>).

### Teaching situation

Two academic listening and note-taking courses at Waseda University were experimentally taught for one semester using DPT-S1 devices provided by

Sony for each student and instructor. Students used the devices both in place of the regular textbook and as a note-taking workbook. The paper textbook was digitized and uploaded chapter by chapter onto the e-reader. The note-taking worksheets were also added to each digitized unit. The notes students took during class were uploaded to a server at the end of the class, where the course instructors were able to access, download, grade, and digitally return them using their own devices.

### Device Use in Class

The e-readers were kept in a locked cabinet located in the classroom, and they were distributed and collected by the instructor. Each student had their own individual account for the system. During class, students read from the digitized textbook, studied lesson-specific vocabulary, completed note-taking skill-based activities, wrote their answers on the pages, and shared and discussed what they wrote while looking at each other's devices. After textbook activities were completed, students listened to a lecture multiple times, and took handwritten notes. Before each new listening, they reformatted and improved their notes. This involved frequent erasing and rewriting previous versions of notes, which was made possible by the pen with the eraser function. After the last listening, students compared their notes, and answered textbook questions based on the information they wrote. At the end of the class, they submitted their notes via WiFi to be saved in a cloud-based folder, logged off, and returned their devices. These notes were later accessed by the course instructors and graded on their own devices. Both instructors and students were also able to access all the course materials over the Internet via personal computers for review outside of class time.

### Benefits

At 358 grams, DPT-S1 is so light to hold that it feels like a device half its size. It is much lighter than the A4-sized regular textbook for this course, or any tablet device with a comparably sized LCD screen. At a resolution of 1600 x 1200, text and illustrations were crisp, and displayed flawlessly. It also took up less desk space than the regular textbook, as it did not need to be spread open, so students in groups, were easily able to share their answers to textbook questions by placing their devices side by side. I found that students spent slightly more time maintaining eye-contact during such discussions than in the regular course as a result of the easier handling of the device compared to the paper book. The highlight of the device is undoubtedly the pen.

It feels natural in the hand in terms of size, shape, and weight. The writing experience is very smooth on the matte screen, and the eraser works well. The eraser function is activated via a button near the tip of the pen. Unlike many other stylus models, users do not need to change their grip or flip the pen upside down. Compared to paper that is often gauged and messy after multiple rewrites, no trace is left behind when erasing words digitally, and the final version looks more legible, which was another of the benefits of using the device instead of regular paper. Students did not have to buy or carry the textbook, and instructors were able to store all the collected notes in one device rather than carrying a stack of papers, and also did not need to carry their textbooks to class. As an added benefit for the teachers, there were no forgotten textbooks or note-taking workbooks, both of which happen in the regular course.

### Drawbacks

Several of the shortcomings of the device are caused by the limitations of e-ink itself. Most e-ink devices can only display colors in greyscale, which can cause confusion when trying to distinguish between students' original notes and teachers' comments alongside them when viewed in the device, although it is possible to view the annotated pdf file in real color on another device. The greyish background of e-ink devices is disliked by some users who prefer the contrast offered by LCD screens. Also, there is some lag on page-turns compared to LCD screens, and continuous page scrolling is not possible so any activity requiring flipping through pages or scrolling in a rapid manner cannot be conducted. When documents are stored on the device, the lag upon opening them is minimal, but when they are cloud-based, they can take a few seconds to open when the file is accessed for the first time. While WiFi is built in, using e-ink devices to browse the Internet is very slow and inconvenient as each page needs time to render, and video files cannot be played at all.

Another course-specific problem resulted when students needed to perform tasks requiring two separate documents because the documents are stored in separate locations on the device, and it was problematic to view them simultaneously. While a multi-document view is available with two or four documents per screen, this renders the page half or quarter of the original size making it harder to read. Also, when trying to erase individual handwritten letters, grouped characters are also deleted, so sometimes more text is erased than intended. Cost is another drawback, as these devices are more expensive than most tablets. Currently Sony US is

listing them at \$799, while the price is undisclosed on the webpage of Sony Japan, and one can only purchase it in Japan after a consultation with Sony.

Distributing and then recollecting the devices each class took several minutes in every lesson. With a larger class, this could become a significant loss of class time. There were technical problems on a few occasions: devices occasionally froze when students tried to submit their notes, and a work-around had to be found. Because the DPT-S1 handles only PDF files, those who wish to view other files need to first convert them to PDF. The device would be very convenient to use as a digital whiteboard for demonstrating and annotating text for students during class, but unfortunately the DPT-S1 cannot be used with an external display, projector, or keyboard.

### Conclusion

In sum, the greatest positive impact of the device on this course was the ease of writing notes, specifically erasing and reformulating them using the digital pen, and the increased interactions among students resulting from the ease of handling this lightweight device. A feather light and thin e-ink device with excellent handwriting integration has many potential uses for teachers, especially those struggling with eye strain. I am currently using the Digital Paper to mark essays in an academic writing course, and I find the experience on par with the similarly sized tablet computer I have been using for the same purpose. I also store and edit my previously paper-based materials, such as attendance sheets, class readings, and notebooks in my DPT-S1, allowing me to be completely paper-free, and reducing the risk of misplacing papers containing sensitive information. The lightness and thinness of DPT-S1 makes it easy to read it anywhere without having to worry about battery drain. Despite its large size, one-hand use is possible. At this point in e-ink technology, e-ink devices cannot replace tablet computers for most users, but Sony's Digital Paper is an excellent option to supplement one.

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**TLT Wired Editor's Note:** With the new year arriving and Old Man Winter keeping us inside this year, we all have some time to explore new technologies for use in our language classrooms, be it the Digital Paper discussed above or the ubiquitous smartphones our students all carry. For help in integrating the latter and other mobile technologies, check out a recent publication by Steve McCarty, *Implementing Mobile Language Learn-*

*ing Technologies in Japan* (details at <http://book.waoe.org>). Don't forget to share your CALL-related ideas with others at JALTCALL and PanSIG 2017 this summer (Calls for proposals open now!). Thank you for your continued readership and wonderful feedback on the column. I wish you all the best in the coming new year and hope that 2017 finds you expanding your interests, activating your students' learning, and staying Wired!

## [JALT PRACTICE] YOUNG LEARNERS



### Mari Nakamura

The *Young Learners* column provides language teachers of children and teenagers with advice and guidance for making the most of their classes. Teachers with an interest in this field are also encouraged to submit articles and ideas to the editor at the address below. We also welcome questions about teaching, and will endeavour to answer them in this column.

Email: [young-learners@jalt-publications.org](mailto:young-learners@jalt-publications.org)

## A Path to Promote Reading Comprehension Part 1

“The whole purpose of learning to read is to understand and learn from text. ... Remember that books need readers who want to read them.” (Lian-Thompson & Vaughn, 2007)

In this column, we have been examining how to foster literacy independence among children by sharing our experiences and insights since the summer of 2015. What a fruitful literacy journey it has been! A big thank-you to all the contributors and those who gave me feedback. Now, I am very pleased to move on to the discussion of reading comprehension skills which are of the utmost importance in literacy education.

In many EFL classes for university students and adult learners, comprehension skills such as getting the overall meaning, looking for specific information, visualization and making an inference are taught explicitly, focusing on one skill at a time. Are children developmentally ready for explicit instruction in which they are exposed to metalanguage? Is this approach workable in young learners' classrooms, especially when a class meets only once or twice a week and we are busy helping them develop all the other language skills? Perhaps no. Even though we have a lot to learn from the approaches implemented in older students' classrooms, we need to develop strategies that specifically work with children. I believe readers of this column have already designed developmentally appropriate reading comprehension activities with

great success, and I am eager to hear your ideas in the upcoming issues.

As a starter, in this article, let me share the key principles and practice at my school, English Square. I implement child-friendly, engaging tasks that naturally guide my students to search for meaning in literature and share their personal responses with me and peers.

Here are five key principles that I apply to my reading comprehension instruction.

- *Skills integration.* Make children use all the skills they have to maximize comprehension.
- *Interaction.* Ask questions that urge children to focus on meaning, and elicit their thoughts and responses in a relaxed atmosphere.
- *Gradual release of responsibility.* Scaffold their learning towards independence.
- *Discrete use of the first language.* Allow them to use their mother tongue when responding to text.
- *Personalization.* Make literacy experience come alive by promoting text-to-self connection.

From the first lesson, my students are exposed to literature in various forms, ranging from EFL graded readers to picture books written for native speakers of English. Young children at ages from five to seven who are at Stage 1 of my school's literacy program hear me read a story in every lesson. In a typical lesson, I choose a picture book that matches with the theme of the lesson, and read it aloud to them. I point at the pictures and use hand gestures and facial expressions to keep them engaged and make

the meaning clear. If the text is repetitive, students chime in with no, or little, prompting from me.

In some instances, a child responds to a story using their first language (L1). Some teachers are worried when students use their L1 during such a shared reading experience. However, I regard the students' L1 as a valuable resource that gives me an insight into how they are constructing meaning from the story. If a student joins the literacy experience in L1, I recast it in English and give comments using simple English. Through this technique, I show the student that his or her input is valued. In rare cases where I find it distracting, I gently tell the student to wait until the story finishes, and give him or her a chance to contribute in L1 language after the storytelling.

During the second reading-aloud session with the same book, which usually takes place in the same lesson or in the next lesson, I ask the students simple comprehension questions and also questions through which they are encouraged to think deeply about the story. For example, after reading a story about a child causing mischief, I ask them, "Do you think it is a good idea or a bad idea?" Also, I ask them personalized questions, such as, "Character A likes playing soccer with her brother. Do you like to play soccer?" "Character B put her favorite things in her treasure box. What would you put in your treasure box?" and, "Character C has cookies and milk for breakfast. What do you have for breakfast?" The purpose of these questions is to engage children both cognitively and emotionally.

To enhance their comprehension and enrich their literacy experience, the students work on various types of literature-based tasks during which they use all four skills. An example of a picture book based unit of study is shared in this column in Volume 39, November/December 2015.

Once my students move onto Stage 2 of the literacy program around the age of eight, they start to read simple graded readers by themselves. This program is called Reading Race. During this period in which the emphasis is placed on the development of reading fluency, they pick a book of their interest from a set of materials I have prepared for them in advance at the beginning of each lesson. I make sure to choose books at the students' independent reading level. They first read a book of their choice silently to enjoy the story, referring to the illustrations that accompany the text. Then they read it aloud. As the level of reading fluency is an indicator of reading comprehension, I observe their reading behavior including prosody and eye-movement carefully. While each child is reading his or her

book, I give individual support through various means, for example, by pointing at a picture that clarifies meaning, showing hand gestures and using L1 briefly. Depending on the length of the story, each student checks out one or two books each week, and they read aloud the book(s) again in the following week.

As the students become accustomed to this routine, I start to ask each student a few questions that naturally lead them to focus on meaning such as, "What do you think of this story? Why?" "Which scene do you like the best? Why?" and, "Did you find any new information about animals?" This oral interaction lays the foundation of book report writing that is to come at Stage 3 for children ages 10 to 12.

In addition, they are encouraged to use a bilingual dictionary to look up an unfamiliar word or a word that they are particularly interested in. I limit the number of words to check with a dictionary to one per book so that they will develop the habit of making inferences.

The students keep a simple reading log that includes a brief book review in L1. The purpose of this review writing is to help them form a habit of reading for meaning. It also works as a window into their comprehension level for me.

We spend about 10 to 15 minutes on Reading Race in each lesson, and the rest of the lesson time is dedicated to multi-skill topic-based learning, in which course books and numerous non-fiction readers are used in an integrated manner. Vocabulary, grammar and world knowledge that children acquire through this core part of the lesson contribute to the development of reading comprehension as well.

I will describe how I promote my students' reading comprehension skills along with writing and presentation skills at Stage 3 in the next installment of this column.

What sort of guiding principles do you have for your reading comprehension instruction? Any activity ideas you'd like to share with us? I'm looking forward to hearing your unique experiences and insights. Please visit the JALT Teaching Younger Learners SIG Facebook Page.

<<http://www.facebook.com/groups/jshsig/>>

## Reference

Lian-Thompson, S. & Vaughn, S. (2007). *Research-based methods of reading instruction for English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.



## Robert Taferner

If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received column, or consider suggesting an alternative book that would be helpful to our membership.

Email: [reviews@jalt-publications.org](mailto:reviews@jalt-publications.org) • Web: <http://jalt-publications.org/tlt/departments/book-reviews>

This month's column features Peter Hourdequin's review of *Conversations in Class* and Donald Patterson's evaluation of *Unlock: Reading & Writing Skills (Level 3)*.

## Conversations in Class, Third Edition

[Jerry Talandis Jr. & Bruno Vannieu with Stephen Richmond & Jean-Luc Azra. Kyoto: Alma Publishing, 2015. pp. 128. ¥2,500. ISBN: 978-4-905343-12-7.]

Reviewed by Peter Hourdequin, Tokoha University

*Conversations in Class, Third Edition* is a bilingual topic-based English conversation textbook suitable for low-intermediate Japanese university students. The textbook's approach features a strong focus on raising students' pragmatic awareness about language typical in everyday English conversations they may encounter in their university lives in Japan or abroad. *Conversations in Class* offers abundant opportunity for deliberate practice of the colloquial language presented with an attendant focus on form.

*Communication in Class* begins with a *Getting Started* unit that introduces the textbook's main features to students and also presents what are termed *The Three Golden Rules*. These rules are in fact three general pragmatic tips for students based on an interpretation of differences between typical Japanese and English communication styles. The rules and their (bilingual) explanations are accompanied by helpful manga-style illustrations and photographs of young people in conversation. While the Golden Rules might lack the nuance of a close cross-cultural reading of Japanese vs. English-speaking pragmatics, they nevertheless offer low-intermediate



Japanese students a helpful heuristic for thinking about what they need to do with English when they use it in peer conversations, and how this might differ from the ways they communicate with friends or new acquaintances in Japanese.

The main part of the book consists of eight topic-based units, with four interspersed review units. At the end of the book, there is also a reference appendix that indexes lists of conversation strategies that are introduced at various points in the textbook units. There is also a set of *Guided Role-play Character Cards* included in the appendix that can be used to spice up speaking activities by allowing students to try on and perform different identities amidst the textbook's frequent conversation practice opportunities.

The textbook is supplemented by material available from a well-designed multimedia companion website which has a student section and a teacher section. The student section offers a variety of resources related to the book. Vocabulary for each unit is organized in sets via *Quizlet*, the popular study app. Students can study these bilingual sets and play a variety of learning games via the website or through the *Quizlet* app on their smartphones. My first year students have had no trouble using their phones to access the vocabulary and audio recordings via the website, and several students downloaded the *Quizlet* app and have used that as their main tool for reviewing new words and phrases that come up in each unit. The teacher side of the multimedia support website provides easy access to the same vocabulary sets and textbook audio along with additional resources such as a comprehensive teachers' manual, a variety of supplementary worksheets, and even a sample university class syllabus.

Consistent with Nation and Newton's (2009) *four strands* the book and companion website provide students with "meaning-focused input," ample opportunities for "meaning-focused output," as well as "learning through deliberate attention to language items and language features," and the development of "fluent use of known language items and features over the four skills" (pp. 1-2). The individual units of *Conversations in Class* focus on topics typical to conversation textbooks: daily life, one's home-

town, travel, free time, etc. Conversational forms are introduced graphically in digestible chunks, and students are quickly given multiple chances to practice these, either through substitution dialogues, peer interviews, or the construction of their own personalized dialogues. This last type of productive activity is a strength of the textbook. By giving students the space to practice and apply what they have been learning within certain constraints (e.g., “Be sure to include the following items:” p. 40) the book simultaneously affords teachers valuable opportunities to offer corrective and interpretive feedback to students. For slightly higher-level students, dialogue construction can be combined with a basic form of conversation analysis (e.g., identifying various of the communication strategies in the dialogues they produce), thus serving to further develop pragmatic awareness and critical thinking skills. This sort of activity is consistent with a multiliteracies approach (Cope & Kalantzis, 2009) that emphasizes awareness-raising and critical thinking about the link between discourse and communicative (i.e., discursive) practice in everyday settings. One limitation of *Conversations in Class* in terms of pragmatics awareness is that most of the conversational interactions presented, practiced and analyzed are between college-aged peers. However, as an introductory university textbook that allows students to build up their confidence and English conversational competences, this text succeeds at what it sets out to do: help “low-intermediate Japanese university students have successful conversations in English” (see back cover).

## References

- Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: New literacies, new learning. *Pedagogies: An International Journal*, 4(3), 164–195. doi.org/10.1080/15544800903076044
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York, NY: Routledge.

## Unlock: Reading & Writing Skills (Level 3)

[Carolyn Westbrook. Cambridge: Cambridge University Press, 2014. pp. 208. ¥3,000. ISBN: 9781107615267.]

Reviewed by Donald Patterson, Seirei Christopher University

*Unlock* comprises two academic English textbook series, one focusing on reading and writing skills and the other on listening and speaking. This

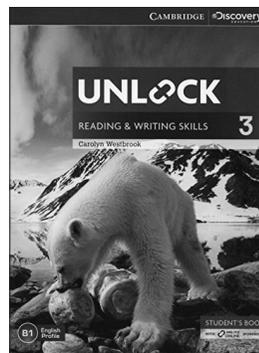
review focuses on the former. Each series is divided into four levels corresponding to CEFR levels A1 to B2 and is supplemented by an online workbook at no additional cost. The texts also feature one approximately 3- to 4-minute video per unit from *Discovery Education*. Teacher’s books with DVDs are available separately.

In addition to the basic skills focus, each unit of an *Unlock: Reading & Writing Skills* text includes objectives for: academically-oriented grammar skills; vocabulary, based on the Cambridge English Corpus; and critical thinking skills, based on Bloom’s taxonomy. Each text is composed of ten units that explore a variety of theme-based topics. For example, *Unlock Reading & Writing 3*, which I used as the core text for a 1st-year university EAP course, has units on animals, customs and traditions, history, transport, and the environment, among others. The units are tightly structured with each step building on the previous one, culminating in a writing task.

Prior to teaching with *Unlock*, I surveyed several of my students who had already used the series at a lower level. The students shared their impressions of *Unlock: Reading & Writing 2* in writing and their comments were generally favorable. They typically said that they found the topics interesting and that they had helped them to expand their knowledge of the world. Many commented that they particularly enjoyed the videos. They also said that they found the exercises challenging but appreciated that they helped them to improve their English skills.

In terms of criticism, some found the units overly long and one student commented that completing the unit-ending skills review checklists was monotonous. While most said that they liked the layout, including the pictures, one mentioned that the fonts of some of the readings were denser and more difficult to read than some other English textbooks.

I surveyed the students about *Unlock: Reading and Writing 3* at the end of my course. Again, the response was very favorable with all saying they would like to use the series again. They agreed unanimously that the structure was clear, the contents were up to date, and the exercises prepared them well for the unit-ending tasks. While most felt the exercises were at appropriate level, one expressed a desire for more challenging vocabulary.



From the standpoint of a teacher, I found *Unlock* useful as a core text as it engaged the students and was designed so that it was unnecessary to create many supplementary materials. *Unlock's* content has an authentic feel, to which the *Discovery Education* videos contribute. The series broaches serious issues related to society, culture, health, technology, and the environment, making it a good stepping stone to authentic materials. Furthermore, the texts frequently provide opportunities for the students to relate the topics to their own lives and national context, which helps them to personalize the learning process (Tomlinson & Masuhara, 2013, p. 233).

The organization of the text was clearly explained and was easy to follow. The registration process for the online workbook was initially tricky, but the contents themselves were fairly intuitive and contained a good range of activities related to major steps of the unit. On the other hand, the teacher's book was slightly difficult to follow, as it lacked corresponding page numbers to enable the teacher to flip back and forth between it and the student's book.

*Unlock's* clear structure and linkage between sections works well if it is used as a core text but not as a supplementary text as this tight structure does not provide much flexibility. Furthermore, the final tasks are often dependent upon the students having completed the previous exercise, which implies a high degree of commitment to the text. The text's strict adherence to the formal structure of academic writing also places a limitation on how creatively students can approach these writing tasks.

In conclusion, textbooks can provide the basic framework for a course (Hutchinson & Torres, 1994), and *Unlock* does this well if your goal is to provide students with an introduction to the basics of academic reading and writing. Naturally, a teacher needs to be careful about not becoming overly reliant on the text, which is a risk in this case. Finally, the most important thing a text needs to do in order to be an effective teaching tool is to grab and hold the students' attention (Cunningsworth, 1995), which *Unlock* also does well.

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- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4), 315-328.
- Tomlinson, B., & Masuhara, H. (2013). Adult course-books. *ELT Journal*, 67(2), 233-249.

## Recently Received

### Steve Fukuda & Julie Kimura

pub-review@jalt-publications.org



A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to the column editors at the Publishers' Review Copies Liaison address listed on the Staff page on the inside cover of *TLT*.

## Recently Received Online

An up-to-date index of books available for review can be found at <<http://jalt-publications.org/tlt/departments/recently-received>>.

\* = new listing; ! = final notice — Final notice items will be removed March 31. Please make queries by email to the appropriate JALT Publications contact.

## Books for Students (reviewed in *TLT*)

Contact: Julie Kimura — pub-review@jalt-publications.org

- \* **Communicate Abroad** — Cookson, S., & Tajima, C. Tokyo: Cengage Learning, 2016. [12-unit travel and study abroad preparation course for false-beginners to pre-intermediate learners incl. classroom audio CD and teacher's manual].
- \* **Communicate in English with The Devil Wears Prada** — McKenna, A. B. Tokyo: Shohakusha, 2016. [12-unit communicative course of content based on the Hollywood film w/ transcripts incl. teacher's manual and classroom CD and DVD].
- \* **Donald J. Sobol: Solve the Mystery 2 and Improve your English Skills** — Various Authors Tokyo: Eihosha, 2016. [24-unit four skills course w/ each unit based on a mystery story incl. four review tests, teacher's manual, and student CD].
- ! **English for Life** — Various Authors. London, UK: HarperCollins Publishing, 2013. [3-level skills-based series with each title focusing on one skill incl. workbook, online resources, and downloadable audio].
- English through Drama: Creative Activities for Inclusive ELT Classes** — Hillyard, S. Crawley, UK: Helbling Languages, 2016. [Handbook for using drama activities in elementary to advanced classes].
- Focus on Basic English for Communication** — Higuchi, C., & Fukutomi, K. Tokyo: Shohakusha, 2016. [24-unit course for beginner level university students incl. teacher's manual, downloadable audio, and self-study audio CD].
- ! **Get Ready for IELTS** — Various Authors. London, UK: HarperCollins Publishing, 2016. [12-unit examination preparation flipped learning course for pre-intermediate to intermediate students incl. self-study audio CD, workbook, online resources, and teacher's guide w/audio CD].
- IELTS Testbuilder (2nd Ed.)** — McCarter, S., & Ash J. London: Macmillan Education, 2015. [Examination preparation course suitable for students at the Band 5.5-7.0 level incl. audio CDs and answer keys w/ explanations].
- \* **Listen Express** — Pilgrim, J. UK: Compass Publishing, 2017. [3-level listening course for intermediate and advanced

learners in secondary school incl. vocabulary and sentence building mobile application).

\* **Make it Simple** — Morita, K., Takahashi, J., & Kitamoto, H. Tokyo: Sanshusha, 2015. [13-unit four skills course on daily topics for students for false beginners incl. downloadable teacher's manual and audio files].

! **Mindfulness** — Onjohji, Y., Nagita, R., Kashihara, Y., & Inoue, M. Tokyo, Japan: Nan'un-do, 2016. [15-unit reading and listening course centered on developing personal and environmental awareness incl. audio CD and teacher's manual].

**My New York Sketchbook: Version 2** — Mitsufuji, K., & Uesugi, M. Tokyo: Sanshusha, 2015. [20-unit reading course incl. online teacher's manual, YouTube channel®, and classroom audio CD].

**TOEIC® Skills** — Graham-Marr, A., Anderson, J., & Howser R. Tokyo: Abax, 2015. [3-level series designed as a test preparation course incl. online teacher's notes and audio CDs].

**Vocabulary for Law** — Racine, J. P., & Nakanishi, T. Tokyo, Nan'un-do, 2016. [10-unit course using corpus-driven vocabulary incl. quizzes and vocabulary notebook].

\* **World Link: Developing English Fluency (3rd edition)** — Stempleski, S., Douglas, N., Morgan, J. R., Johannsen, K. L., & Curtis A. Hampshire, UK: Cengage Learning, 2016.

[4-level series for young adult/adult learners from false beginner to high-intermediate level incl. online workbooks, lesson planner, classroom DVD and CDS, and assessment CD-ROM w/ Examview® Pro].

! **Writing in English is Easy** — Gallagher, C. USA: Createspace, 2016. [6-unit writing course for beginner to intermediate students centered on task-based and communicative language techniques incl. online teacher's guide].

### Books for Teachers (reviewed in *JALT Journal*)

Contact: Greg Rouault – jj-reviews@jalt-publications.org

\* **Educating Second Language Teachers** — Freeman, D. Oxford: Oxford University Press, 2016.

**LETs and NESTs: Voices, Views and Vignettes** — Copland, F., Garton, S., & Mann, S. (Eds.). London: British Council, 2016. [on collaboration practices between local English teachers and native English speaking teachers].

\* **Making and Using Word Lists for Language Learning and Testing** — Nation, I.S.P. Amsterdam: John Benjamins Publishing Company, 2016.

## [JALT PRAXIS] TEACHING ASSISTANCE



### David McMurray

*Graduate students and teaching assistants are invited to submit compositions in the form of a speech, appeal, memoir, essay, conference review, or interview on the policy and practice of language education. Master's and doctoral thesis supervisors are also welcome to contribute or encourage their students to join this vibrant debate. Grounded in the author's reading, practicum, or empirical research, contributions are expected to share an impassioned presentation of opinions in 1,000 words or less. Teaching Assistance is not a peer-reviewed column.*

Email: teach-assist@jalt-publications.org

*In this issue's Teaching Assistance, Takuya Mitsushige questions the assumptions of taking a monolingual approach to pedagogy. He asks, "Is it better to use the target language only to teach the language?" Teaching at a language school where students are not allowed to use their mother tongue in class, he frames the issue as a monolingual fallacy. He counters neoliberal ideology that includes thinking of English as an international language, believing in the necessity of English competence for economic success, encouraging the early learning of EFL, and the monolingual approach. He makes this informed judgment by constantly questioning assumptions, understanding contextual meanings, and reflecting on his own biases.*

### Try Cram School Takuya Mitsushige

I'm an English teacher in a cram school and at an English conversation school. These two schools are very different from each other. Many of my

students enter my conversation school at the end of the day after they have finished their regular classes at junior and senior high school. Others come to my cram school because they have refused to go to a regular public or private school. It is my pleasure to provide ideas from my point of view on issues that I thought were solvable problems years ago—pronun-



Figure 1. The author debates with his students.

ciation, school English, and translation. These still remain key problems facing Japanese learners of EFL at my cram school and language school.

**Pronunciation:** In Japan teachers do not teach students how to make certain sounds that are difficult to produce. Without learning pronunciation how can students be understood when they speak English outside of Japan?

**School English:** Many students think that what they learn in school is the English they can use in the real world. In a test, there is always one perfect answer to a question. Yet, there are usually many possible answers. A typical example is the question: "How are you?" For many students the only reply is: "I'm fine thank you, and you?" Even though they have a headache, cough, or broken heart.

**Translation:** I believe that no one can translate one language perfectly into another. Even very simple English can be difficult to translate. The real problem is that during face-to-face or online communication, it takes too long to translate. If a listener cannot follow a conversation in real time the communication will be disrupted. For example, usually native speakers say, "I had a dream last night," but that gets lost in translation when a Japanese English speaker says, "I saw a dream last night." Some English words have the same Japanese translation such as "had better" and "should." To a native speaker, "should" is more like a piece of advice such as, "You should go now otherwise you could be late for your appointment." The phrase "had better" is more of a warning that if you do not do this you will be in trouble. An example of this is, "You had better eat this."

To critique the pronunciation issue, let's consider, "What is English for?"

People all over the world know that Japan is an advanced country that sells its products to the world. Japan is also a relatively big market for foreign companies to sell to. The Korean economy is not as strong as Japan's, and this might be why they seem to try harder. If you want to sell something to someone, it is easier if you speak that person's language. To sell their products to a world market, Koreans believe they have to study English and also test themselves according to OPIC, a test used to measure oral proficiency.

According to studies by Grin, Sfreddo, & Vaillancourt (2010) in Quebec and Switzerland, individuals' language proficiency generally correlated with higher earnings, even when the level of education and experience was statistically controlled. In contrast, Kubota (2011) critiques these claims by asking is it English proficiency that promises economic success,

or is it economic success (parents' education, father's job) that promises English competence?

Students in the countryside where I teach do not feel an immediate need to have the ability to speak English. When I was a high school student, I thought it might be cool to speak English. When I was twenty years old, I started enjoying English and my life took a turn for the better. I can tell now that English can change who you are and allow you to enjoy life fully. Usually, English teachers do love the English language, its history, and its culture. It is not hard to study English constantly and study vocabulary everyday when we love what we do.

To address the school issue, consider, "What is the best way to study English?"

The range in book titles clearly shows that there is no one perfect way to study English that fits everyone. Bookstores in Japan continue to sell many English learning materials with titles that claim, "If you do this, you can be fluent in a few weeks." But many of my students have difficulty producing a full sentence in English. Some book titles suggest that, "we can speak like native speakers." If this were true, the English learning market would not have become this big.

To debate the translation issue, ask, "Should Japanese be used in the EFL classroom?"

At the language school where I teach, teachers are strictly prohibited from speaking in the Japanese language. When I abide by this rule, I have observed that some students in my class genuinely look puzzled or sometimes just nod along. I surmise my students are thinking, "Am I the only one who is not understanding the teacher?" I'd like them to admit it and say aloud, "I don't understand." Sometimes that does happen, and I write down an explanation on the board in Japanese. And my students say something like, "Aha!"

My hypothesis is that teachers in Japan should efficiently use Japanese in their English language classrooms. Not too much, but not too little. Japanese explanations should be limited as much as possible. There's no reason for learners to think too deeply or too much about grammar translation.

I believe that high school students study too much and spend too much time doing club activities. When they are in the 3<sup>rd</sup> year of high school, they take many different kinds of tests and pass unified exams for college. Yet, after the tests, they seem to forget what they had crammed for. In Japan, students are not required to critique what they study. If it is true that students quickly forget what they learn, then cramming for an English exam is not going to help them acquire an English speak-

ing ability. In my school's curriculum the ability to speak is emphasized, but it seems that my students cannot answer my questions in Japanese, so how on earth can they answer me in English?

In conclusion, I propose a way to maintain motivation and improve our English ability. Taking a test is one way to measure our achievement. Some of my students have achieved a good command of English, but they are not confident enough to use it. On our path to improved English communication abilities, two of the most important questions to answer are: (a) "What have we achieved to this point?" and (b) "What is the next goal?"

Although globalization has been quickening the pace of change in the way I teach English, I believe that 2020 will be a guidepost for English education in Japan to make a revolutionary change and address the key issues that I have raised in this essay.

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# [JALT PRAXIS] WRITERS' WORKSHOP



## Vikki Williams and Charles Moore

*Writers' Workshop* is written on a collaborative basis with the members of the Peer Support Group (PSG). In each column, topics are shared that provide advice and support for novice writers, experienced writers, or nearly anyone who is looking to write for academic purposes. If you would like to inquire about submitting a paper for review, or are interested in joining the PSG team, please contact us using the following information.

Email: [peergroup@jalt-publications.org](mailto:peergroup@jalt-publications.org) • Web: <http://jalt-publications.org/psg>

## Linking Research to Action: A Simple Guide to Writing an Action Research Report

Tiffany Ip

Hong Kong Baptist University

### What Is Action Research, and Why Do We Do It?

Action research is any research into practice undertaken by those involved in that practice, with the primary goal of encouraging continued reflection and making improvement. It can be done in any professional field, including medicine, nursing, social work, psychology, and education. Action research is particularly popular in the field of education. When it comes to teaching, practitioners may be interested in trying out different teaching methods in the classroom, but are unsure of their effectiveness. Action research provides an opportunity to explore the effectiveness of a particular teaching practice, the development of a curriculum, or your students' learning, hence making continual improvement possible. In other words, the use of

an interactive action-and-research process enables practitioners to get an idea of what they and their learners really do inside of the classroom, not merely what they think they can do. By doing this, it is hoped that both the teaching and the learning occurring in the classroom can be better tailored to fit the learners' needs.

You may be wondering how action research differs from traditional research. The term itself already suggests that it is concerned with both "action" and "research," as well as the association between the two. Kurt Lewin (1890-1947), a famous psychologist who coined this term, believed that there was "no action without research; no research without action" (Marrow, 1969, p.163). It is certainly possible, and perhaps commonplace, for people to try to have one without the other, but the unique combination of the two is what distinguishes action research from most other forms of enquiry. Traditional research emphasizes the review of prior research, rigorous control of the research design, and generalizable and preferably statistically significant results, all of which help examine the theoretical significance of the issue. Action research, with its emphasis on the insider's perspective and the practical significance of a current issue, may instead allow less representative sampling, looser procedures,

and the presentation of raw data and statistically insignificant results.

### What Should We Include in an Action Research Report?

The components put into an action research report largely coincide with the steps used in the action research process. This process usually starts with a question or an observation about a current problem. After identifying the problem area and narrowing it down to make it more manageable for research, the development process continues as you devise an action plan to investigate your question. This will involve gathering data and evidence to support your solution. Common data collection methods include observation of individual or group behavior, taking audio or video recordings, distributing questionnaires or surveys, conducting interviews, asking for peer observations and comments, taking field notes, writing journals, and studying the work samples of your own and your target participants. You may choose to use more than one of these data collection methods. After you have selected your method and are analyzing the data you have collected, you will also reflect upon your entire process of action research. You may have a better solution to your question now, due to the increase of your available evidence. You may also think about the steps you will try next, or decide that the practice needs to be observed again with modifications. If so, the whole action research process starts all over again.

In brief, action research is more like a cyclical process, with the reflection upon your action and research findings affecting changes in your practice, which may lead to extended questions and further action. This brings us back to the essential steps of action research: identifying the problem, devising an action plan, implementing the plan, and finally, observing and reflecting upon the process. Your action research report should comprise all of these essential steps. Feldman and Weiss (n.d.) summarized them as five structural elements, which do not have to be written in a particular order. Your report should:

- **Describe the context where the action research takes place.** This could be, for example, the school in which you teach. Both features of the school and the population associated with it (e.g., students and parents) would be illustrated as well.
- **Contain a statement of your research focus.** This would explain where your research questions come from, the problem you intend to investigate, and the goals you want to achieve.

You may also mention prior research studies you have read that are related to your action research study.

- **Detail the method(s) used.** This part includes the procedures you used to collect data, types of data in your report, and justification of your used strategies.
- **Highlight the research findings.** This is the part in which you observe and reflect upon your practice. By analyzing the evidence you have gathered, you will come to understand whether the initial problem has been solved or not, and what research you have yet to accomplish.
- **Suggest implications.** You may discuss how the findings of your research will affect your future practice, or explain any new research plans you have that have been inspired by this report's action research.

The overall structure of your paper will actually look more or less the same as what we commonly see in traditional research papers.

### What Else Do We Need to Pay Attention to?

We discussed the major differences between action research and traditional research in the beginning of this article. Due to the difference in the focus of an action research report, the language style used may not be the same as what we normally see or use in a standard research report. Although both kinds of research, both action and traditional, can be published in academic journals, action research may also be published and delivered in brief reports or on websites for a broader, non-academic audience. Instead of using the formal style of scientific research, you may find it more suitable to write in the first person and use a narrative style while documenting your details of the research process.

However, this does not forbid using an academic writing style, which undeniably enhances the credibility of a report. According to Johnson (2002), even though personal thoughts and observations are valued and recorded along the way, an action research report should not be written in a highly subjective manner. A personal, reflective writing style does not necessarily mean that descriptions are unfair or dishonest, but statements with value judgments, highly charged language, and emotional buzzwords are best avoided.

Furthermore, documenting every detail used in the process of research does not necessitate writing a lengthy report. The purpose of giving sufficient details is to let other practitioners trace your train of thought, learn from your examples, and possibly

be able to duplicate your steps of research. This is why writing a clear report that does not bore or confuse your readers is essential.

### Lastly, You May Ask, Why Do We Bother to Even Write an Action Research Report?

It sounds paradoxical that while practitioners tend to have a great deal of knowledge at their disposal, often they do not communicate their insights to others. Take education as an example: It is both regrettable and regressive if every teacher, no matter how professional he or she might be, only teaches in the way they were taught and fails to understand what their peer teachers know about their practice. Writing an action research report provides you with the chance to reflect upon your own practice, make substantiated claims linking research to action, and document action and ideas as they take place. The results can then be kept, both for the sake of your own future reference, and to also make the most of

your insights through the act of sharing with your professional peers.

### References

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- Marrow, A. J. (1969). *The practical theorist: The life and work of Kurt Lewin*. New York, NY: Basic Books.

**Tiffany Ip** is a lecturer at Hong Kong Baptist University. She gained a PhD in neurolinguistics after completing her Bachelor's degree in psychology and linguistics. She strives to utilize her knowledge to translate brain research findings into practical classroom instruction.

## [JALT PRAXIS] DEAR TLT



Tiernan L. Tensai

Got a teaching problem you can't solve? Need some advice about classroom practice? Stressed out from living in a different country? Then Dear TLT is the column for you. Be it serious or comical, our panel of experts will endeavour to answer all your queries. Send your questions to the email address below.

Email: [dear-tlt@jalt-publications.org](mailto:dear-tlt@jalt-publications.org)

### Ideas for Promoting JALT

Dear TLT,

I was having lunch with some colleagues at work recently. To make conversation, I asked everyone if they were going to the up and coming JALT conference. It was being held in our city, so I assumed they'd all be going. Much to my surprise, no one said they'd go! As a long time volunteer, I was really shocked at their dismissive attitude. It was like JALT was not for them, and they could see nothing useful about going. Given all that JALT participation has done for me over the years, it got me thinking—How can I do a better job of reaching folks like this? Well, maybe these guys are a lost cause, but in general, what are some ways that we can better promote JALT to attract non-members?

Wondering in Wakayama

Dear Wondering,

Thanks a lot for your message! Sorry to hear about your non-success in promoting JALT with your colleagues. The dismissive attitude you encountered is unfortunate, and while you can't win them all, there are a lot of things you can do to help promote our organization. As you well know from your own experience, JALT is a very large and diverse group of educators. While it may appear to some as a publishing vehicle for university professors with big travel budgets, that view is extremely narrow and does not do us justice. As you know, JALT is made up of teachers from all walks of life, from ALTs fresh off the boat to 40+ year veterans with PhDs and reams of publications.

The great thing about JALT is that there is something for everyone, so our first bit of advice when talking to people about it is to listen. Instead of coming across overzealously, it's much more effective to engage your co-workers in a receptive manner. Ask questions and try to get folks talking about themselves and their work situation. Chances are they have hopes and dreams for a better career,

so once you get them talking, it's much easier to channel them to the area of JALT that is best for them. For example, is your colleague interested in getting a Master's degree? Are they teaching children and just need some new ideas, or are they looking for better ways to run their private language school? Perhaps they are being forced to publish an article to get or keep a job but have no clue on how to go about doing that. Again, there is not only information to be had at a JALT conference, but also something more valuable—a community of like-minded teachers! The best way to get ahead is to dive more deeply into one's profession, work in the community, and JALT is the vehicle to help make that happen. If it's a new job, pursuing a particular research interest, or just looking for a new textbook, JALT is the place to be.

If people say they can't make it to the big international conference, they may be happy to know that JALT is way more than just a single yearly event. This would be a good time to point out the many chapters and SIGs that people could get hooked up with. There is a complete list over at the [jalt.org](http://jalt.org) website: [jalt.org/main/groups](http://jalt.org/main/groups). Joining first as a local member can serve as a good segue to the bigger yearly conference. A lot of folks consider themselves teachers rather than researchers, so attending a local meeting can help present JALT with more of a classroom-oriented image. If there is no local chapter, then people can be encouraged to join a SIG, which are not geographically situated. Either way, once people join and start making connections, that's where things can take off.

Beyond listening and suggesting, there are bunch of other things you can do to promote the organi-

zation. Here is a quick bullet point list to get your imagination moving:

- Make copies of the conference flyers and put them in your colleagues' mailboxes at work. These can be downloaded from <http://jalt.org/conference>.
- Lend out your copies of *The Language Teacher* or *JALT Journal*. These will provide lots of information and give a good general overview of our organization.
- You can also point folks to the JALT Publications website ([jalt-publications.org](http://jalt-publications.org)). Here you can find the online Post-Conference Publication as well as a vast archive of literature heading back over 40 years. This is an especially amazing resource for colleagues who need to find information and references for current publication projects.
- Post conference, you could organize an event at your local chapter where people who attended the conference could discuss some of the presentations they saw. This would make for some interesting and productive conversations.

Those are just a few ideas that could work. The main thing is to not get down when you encounter negative or narrow attitudes about JALT. Just stay patient and listen as best you can. Get people talking and then gently bring up the most pertinent JALT resources. JALT is a vast and thriving community that has obvious value for one's career, but many teachers are not quite ready to dive in. When they are, hopefully you'll be there at the right time with just the right thing to say! Good luck!

## [JALT FOCUS] SIG FOCUS



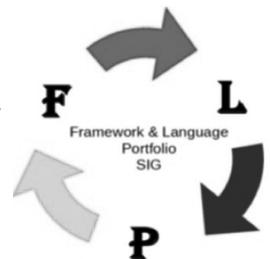
### Joël Laurier & Robert Morel

JALT currently has 26 Special Interest Groups (SIGs) available for members to join. This column publishes an in-depth view of one SIG each issue, providing readers with a more complete picture of the different SIGs within JALT. For information about SIG events, publications, and calls for papers, please visit <http://jalt.org/main/groups>.

Email: [sig-focus@jalt-publications.org](mailto:sig-focus@jalt-publications.org) • Web: <http://jalt-publications.org/tlt/departments/sig-news>

## Happily Productive in Relative Obscurity—The Plight of the FLP SIG

Have you heard of the JALT FLP SIG? Don't worry, we daresay a lot of people haven't. Or perhaps you have, but wouldn't readily be able to say what FLP stands for? Or maybe you do have an idea of what the SIG's focus of interest is.



What if I told you it's a small but highly active JALT SIG with an impressive output portfolio in terms of research and other activities, especially given the limited number of people involved?

FLP stands for "Framework and Language Portfolio." In particular, we are interested in applications of the CEFR (Common European Framework of Reference for Languages), "Can Do" descriptors, and the ELP (European Language Portfolio) into teaching at classroom, curricular, or institutional level.

### Research Interests

The FLP SIG takes a special interest in research into implementations and practical applications of the CEFR and language portfolios, especially the European Language Portfolio (ELP), into language teaching and curricula.

Some people might be offset by the usage of the word "European." Despite the CEFR's implementation in Europe in 2001, the underlying assumptions are similar to the recommendations of the American Council on the Teaching of Foreign Languages' (ACTFL) published proficiency guidelines. Since its inception, the CEFR has established itself as a standard for foreign language teaching worldwide.

People all over the globe value the CEFR as a resource to be adapted for their own contexts and needs. In Japan, the CEFR-J, with its domestically researched applicability of the CEFR, is reported to become a compulsory teaching resource at the high school level in the future.

### Group Objectives

One of the FLP SIG's primary objectives is to support learner autonomy through the aid of the CEFR's "Can Do" descriptors. We favour bottom-up approaches to using the CEFR and portfolios, in reaction to the top-down impetus favoured by educational institutions, publishers, and test designers.

### Publications

Collective research efforts by SIG members on how the CEFR has been received in Japan have yielded two edited collections of articles and a textbook. Two of these publications have been supported by three successive JSPS (Japanese Society for the Promotion of Science) Grant-in-Aid research projects (KAKEN) since 2012. The latest has just started and is running until 2019. The FLP SIG has been included by name in each proposal for the three Kaken research projects because we believe that professional

teacher networks are key in getting people involved. The SIG's collaborations have produced the following publications:

- Can do statements in language education in Japan and beyond-Applications of the CEFR (Asahi Press, 2010)
- Connections to Thinking in English: The CEFR-informed EAP textbook series B1 (A2+) to B1+ (Asahi Press, 2015)
- Critical, Constructive Assessment of CEFR-informed Language Teaching in Japan and Beyond (Cambridge University Press-English Profile Studies series volume 6, November 2016).

One special quality of the CEFR is its open structure. This leaves the adaptation to the specific context, in most cases with the teachers. This is an advantage and a disadvantage at the same time. Some teachers prefer a one-stop-shop style "handbook," others prefer using pragmatic and action-oriented methodology. The new project addresses both groups and aims at designing an advanced online toolkit for teachers to receive practical and easy to use help with the implementation of the CEFR in their classes.

We are continuously seeking teachers/researchers willing to get involved and curious to collaborate. The FLP SIG aims to reach out and meet the needs of teachers and researchers out there, and to give hands on support on CEFR-related foreign language teaching in Japan and beyond.

### Events

The FLP SIG is an active participant at all JALT International and PanSIG Conferences. Since 2015, we have organised the CriConCeF conferences in Nagoya, Tokyo, and Osaka. The latter in March 2016 featured a number of invited international guest speakers from places such as Germany and Vietnam. We have also collaborated with other chapters, SIGs, and JACET to run workshops and are looking to do a lot more of that in the future.

### Getting in Touch

- email: flpsig@gmail.com
- Facebook: JALT Framework & Language Portfolio Special Interest Group (FLP SIG)



## Malcolm Swanson

This column serves to provide our membership with important information and notices regarding the organisation. It also offers our national directors a means to communicate with all JALT members. Contributors are requested to submit notices and announcements for JALT Notices by the 15th of the month, one and a half months prior to publication.

Email: [jalt-focus@jalt-publications.org](mailto:jalt-focus@jalt-publications.org) • Web: <http://jalt-publications.org/tlt/departments/jalt-focus>

### Board of Directors' Election Results

The JALT Nominations and Elections Committee is pleased to announce the 2016 elections results: JALT's new President is Richmond Stroupe, our Vice President is Naomi Fujishima, and our new Director of Membership is Fred Carruth. The new Program Director is Louise Ohashi, and our new Public Relations Director is Thomas Bieri. Our Director of Records is Maiko Katherine Nakano, the Treasury Director is Robert Chartrand, and JALT's new Auditor is Joseph Tomei. Congratulations, everyone, and may you all have a wonderful two-year term!

Respectfully yours,

*Christopher Philip Madden, NEC Chair*

### New JALT Associate Members

## McLellan International



## McLellan International

McLellan International specialises in arranging study tours to Scotland for university students and adults. Studying in Scotland offers your students a unique opportunity to study at one of the top universities in the world with full 24/7 support (summer time).

### Our Unique Support System

**Before your study tour:** We visit your group/university and provide orientation prior to departure. This includes tips for staying in Scotland (in Japanese or English), English classes, and discussions to help plan the best course for your students.

**During the tour:** A support team of Scottish and Japanese nationals will be on-hand to help with any problems and provide support when needed. We also offer an extra curricular program and take students to sporting events, shopping tours and other cultural events such as the Edinburgh Arts Festival.

スコットランドの大学留学とサポートのマクレランインターナショナルです。グラスゴー大学など名門大学で学ぶ長期・短期留学に特化したエージェントです。生徒向け

出発前オリエンテーションやサバイブ英語レッスン、現地ツアー同行、24時間ヘルプラインなど、スコットランド人と日本人のチームが手厚いサポートを提供します。大学や塾などグループ単位の留学を出発前から全面的に請負ます!個人留学もご相談ください。

詳しくは HPまで / For more information visit our site at : <http://www.mclellaninternational.com> or contact us at: [info@mclellaninternational.com](mailto:info@mclellaninternational.com)

## Global Stories Press

Global Stories Press quietly appeared on the EFL publishing scene in 2001 under the name "Karma Yoga



**Global  
Stories Press**

Press." The original materials, such as the Global Stories textbook, were global issues dealing with peace and justice, and the foundational aim was to donate all profits to charity (hence the name). For various reasons that name and business model were scrapped in favor of Global Stories Press which proceeded to introduce materials that deal with culture, geography, academic topics such as science and vocabulary acquisition, as well as refining its global issues series.

The inspiration for most GSP textbooks came from Ruth Wajnryb's Oxford series book "Dictogloss" about a classroom activity also known as grammar dictation. If you like dictation, you should love GSP's textbooks. Most utilize a picture story with corresponding sentences that students learn via a dictation-like activity. A unique series of scaffolded activities have been devised to introduce the content which is meant to educate and enlighten students. Via dictation-like activities, students learn about the world. Other unique and engaging activities and readings supplement the texts.

GSP invites students to use English to look out at many different countries and ways of thinking, learn facts about the world, and think critically about international events and interpersonal feelings. Write for details about our "funky but effective" EFL/ESL learning materials.



Scott Gardner [old-grammarians@jalt-publications.org](mailto:old-grammarians@jalt-publications.org)

## A Business Trip to Omagata

I owed a favor to an old colleague whose private English students I had once stolen, so when he called and asked me to contribute my thoughts at an important government meeting to decide the future of CRT (Communicative Recess Taking) in Japan, I couldn't say no—although I tried as many variations of “no” as I could think of.

I learned too late that the meeting would not be held anywhere near Tokyo Disneyland as I had hoped, but rather in the breadbasket of Japan's rice industry, the great northern prefecture of Omagata. “Oh my,” I said when I located it on a map. It appeared the trip would require several changes of train, but my travel agent assured me I wouldn't need to get a visa stamp or exchange any currency. My former colleague had to remind me, though, to bring an extra five or six layers of clothing for the brisk late summer evenings.

As the train came out of the last of the tunnels and raced down the northern face of the mountains, I saw mile after mile of concrete track reinforcement—the only view afforded me by my sub-basement-level seat on the Ayamari triple-decker shinkansen. I knew, however, that just on the other side of those blurred cement slabs were vast rice fields such as I'd never seen—and as it turns out, *still* have never seen. Every train stop celebrated the joys of growing rice with recorded arrival music sung by a chorus of singing frogs.

Omagata's train stations are magnificent structures. Each one has an arching, airplane-hanger-sized roof over it, offering riders protection from the winter snow as well as from the pterodactyl-sized dragonflies that invade every summer. I would think an Omagata bid for the Winter Olympics would be bolstered by the ease with which shinkansen stations could double as ski jump ramps.

My first stop upon arrival at Omagata City was of course the Omagata da Vida Sake Museum. As a matter of fact, the train station was positioned so as to force passengers through the museum on their

way out to the street. This inconvenience drew no complaint from me, however, and about two hours later I stepped out of the station/museum building, where I found my perturbed host waiting. I invited him back into the museum, bought him five “tasting tokens,” and all was quickly forgiven.

Rice in its many forms is the foremost concern and prevailing topic of discussion among Omagatans. A typical informal greeting goes like this: One person tips their hat and says “Gohan!” (“Table rice!”), to which the other replies with a smile, “Getouttathere!” (“I've certainly had my share today, thanks!”). I read somewhere that the local dialect has about 500 terms for the various states that rice appears in, from *qanugglir* (slushy rice) to *nutaryuk* (dry rice to be thrown at weddings) to *pirrelvag* (mountain of rancid rice dumped on one's house as retribution for family dishonor). The restaurant we ate at had three menus: one each for food and drink, and one big fat one for rice varieties. Half-and-half options were allowed for the indecisive.

The people there are warm and friendly, with an easy sense of humor. And most of them achieve this disposition without any help from the local sake. They're very accommodating as well. They made great efforts to speak to me in Japanese, which I found quite remarkable, at least until my host informed me that Japanese is actually

the main language spoken up there. After dinner we went to a fabulous Irish pub, one of the best in Japan. (And as we know, Japan is world famous for its Irish pubs.) We sat, drank, and sang old favorites like “Sake in the Jar” and “Rice Paddy Murphy Died.”

I was a bit pressed for time on my return and had decided beforehand to fly home rather than take the train. So the next day my host kindly drove me out to Omagata's new airport, cutely named “OMG We're Flying!” Here, unfortunately, occurred the only sour spot of my whole trip, for which I must take full responsibility. In my rush through the crowds I inadvertently tipped over a stocky gentleman's luggage, and in his anger he punched me right in the ricebasket.



# JALT MEMBERSHIP INFORMATION

## The Japan Association for Language Teaching (JALT)

- A professional organization formed in 1976  
- 1976年に設立された学術学会
- Working to improve language learning and teaching, particularly in a Japanese context  
- 語学の学習と教育の向上を図ることを目的としています
- Almost 3,000 members in Japan and overseas  
- 国内外で約3,000名の会員がいます

<http://jalt.org>

## Annual International Conference

- 1,500 to 2,000 participants  
- 毎年1,500名から2,000名が参加します
- Hundreds of workshops and presentations  
- 多数のワークショップや発表があります
- Publishers' exhibition - 出版社による教材展があります
- Job Information Centre  
- 就職情報センターが設けられます

<http://jalt.org/conference>

## JALT Publications

- *The Language Teacher*—our bimonthly publication  
- 隔月発行します
- *JALT Journal*—biannual research journal  
- 年2回発行します
- JALT Postconference Publication  
- 年次国際大会の研究発表記録集を発行します
- SIG and chapter newsletters, anthologies, and conference proceedings - 分野別研究部会や支部も会報、アンソロジー、研究会発表記録集を発行します

<http://jalt-publications.org>

## JALT Community

Meetings and conferences sponsored by local chapters and special interest groups (SIGs) are held throughout Japan. Presentation and research areas include:

Bilingualism • CALL • College and university education • Cooperative learning • Gender awareness in language education • Global issues in language education • Japanese as a second language • Learner autonomy • Pragmatics, pronunciation, second language acquisition • Teaching children • Lifelong language learning • Testing and evaluation • Materials development

支部及び分野別研究部会による例会や研究会は日本各地で開催され、以下の分野での発表や研究報告が行われます。バイリンガルイズム、CALL、大学外国語教育、共同学習、ジェンダーと語学学習、グローバル問題、日本語教育、自主的学習、語用論・発音・第二言語習得、児童語学教育、生涯語学教育、試験と評価、教材開発等。

<http://jalt.org/main/groups>



## JALT Partners

JALT cooperates with domestic and international partners, including (JALTは以下の国内外の学会と提携しています):

- AJET—The Association for Japan Exchange and Teaching
- IATEFL—International Association of Teachers of English as a Foreign Language
- JACET—the Japan Association of College English Teachers
- PAC—the Pan Asian Conference consortium
- TESOL—Teachers of English to Speakers of Other Languages

## Membership Categories

All members receive annual subscriptions to *The Language Teacher* and *JALT Journal*, and member discounts for meetings and conferences. *The Language Teacher*や*JALT Journal*等の出版物が1年間送付されます。また例会や大会に割引価格で参加できます。

- Regular 一般会員: ¥13,000
- Student rate (FULL-TIME students of undergraduate/graduate universities and colleges in Japan) 学生会員(国内の全日制の大学または大学院の学生): ¥7,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員 (同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部): ¥21,000
- Senior rate (people aged 65 and over) シニア会員(65歳以上の方): ¥7,000
- Group (5 or more) ¥8,500/person—one set of publications for each five members グループ会員(5名以上を対象とし、JALT出版物は5名ごとに1部): 1名 ¥8,500

<http://jalt.org/main/membership>

## Information

For more information please consult our website <<http://jalt.org>>, ask an officer at any JALT event, or contact JALT's main office.

## JALT Central Office

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 JAPAN

JALT事務局: 〒110-0016東京都台東区台東1-37-9  
アーバンエッジビル5F

t: 03-3837-1630; f: 03-3837-1631; [jco@jalt.org](mailto:jco@jalt.org)

## Joining JALT

Use the attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing your membership application. Members are strongly encouraged to use the secure online signup page located at <https://jalt.org/joining>.

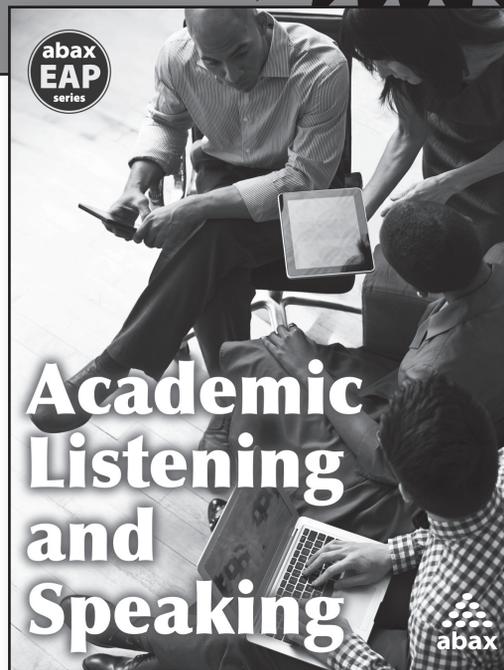
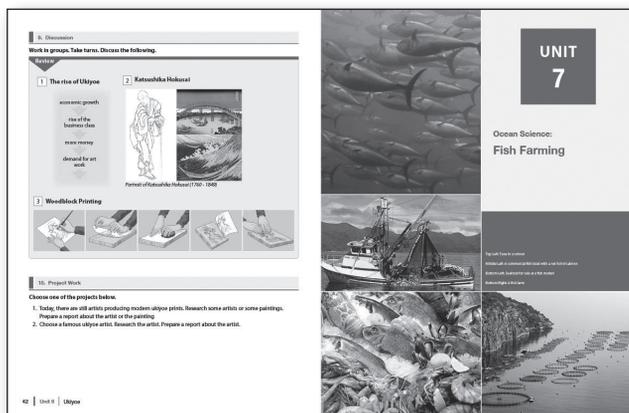
# Academic Listening & Speaking 1 / 2 / 3

by Alastair Graham-Marr and Ben Tutchter

# New!

*Academic content for students of English*

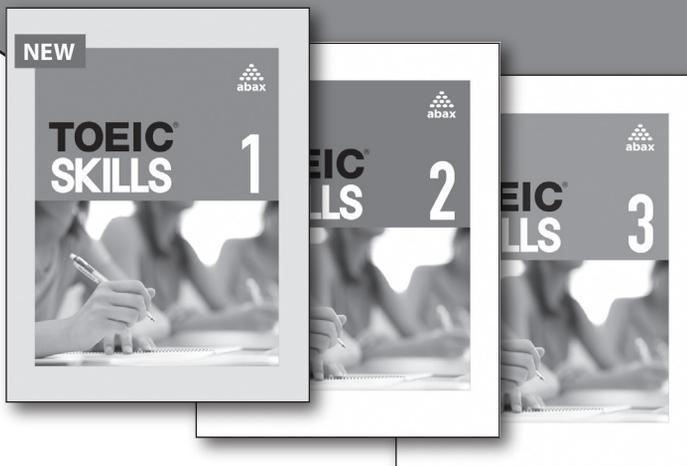
- A 3-level CLIL series for college students and above.
- Explicit teaching of listening and note-taking skills. Practice in discussion and project work.
- Developed in classrooms in Japan.



# TOEIC® Skills 1 / 2 / 3

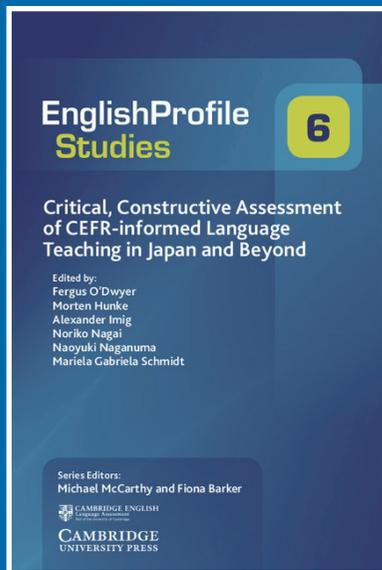
# New!

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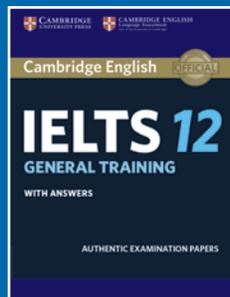
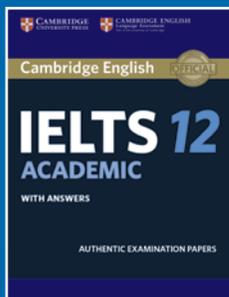
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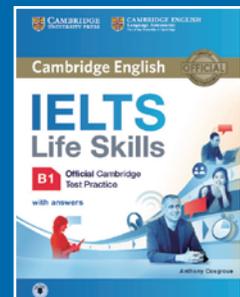
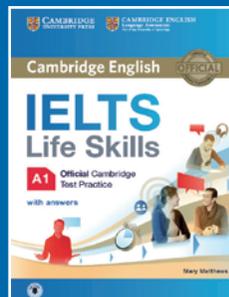
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