Maximizing vocabulary development with online resources

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Although there are now many online resources for accessing authentic video in and out of the classroom, this presentation argues that the gap between the average vocabulary size of typical EFL language learners and the amount of vocabulary needed to comprehend those videos is usually quite daunting. In this session, the presenter will begin by developing the argument for the importance of teaching high frequency vocabulary, citing some of his background research on the serious vocabulary gaps that face EFL learners in Asia. He will then describe the theoretical underpinnings of several online scaffolding tools he helped to develop for assisting students to be able to better comprehend unsimplified videos (as well as some excellent freeware and shareware equivalents). Participants will also be introduced to an approach for rating the difficulty of videos by their vocabulary content and simple techniques for developing targeted special purpose vocabulary lists based on corpus research of the transcripts of the video.

教室内外でオンラインによって生のビデオ入手が容易になっている。本発表では、典型的なEFLクラスでの学習者の平均的語彙数とビデオを理解するのに必要な語彙数のギャップが、通常かなり大きい点について論じる。まず、高頻出単語を指導する重要性を指摘し、アジアのEFLクラスの学習者が直面する深刻な語彙数のギャップに関する先行研究を例証する。次に、学習者が（すぐれた無料・有料のネットソフトなど）生のビデオをより理解できるように著者自身が開発に関わった、いくつかのオンライン基礎育成ツールの理論的基盤を説明する。また、ビデオの語彙内容によって難易度をランク付けする試みと、ビデオ原稿のコーパス研究に基づいて用途に応じた語彙リストを開発するための簡単な手法も紹介する。

Ever since the late 80s when I worked as coordinator for a large chain of English language learning schools owned by Sony Corporation, I have been intimately involved with trying to figure out ways to utilize technology to improve and enhance Japanese students' language learning experience. Unfortunately, much of what I've learned was through the painful process of trial and error. As a featured speaker at JALT this year, I would like to share some of my insights, so that your own use of technology in and out of the classroom, especially with regard to teaching vocabulary and developing reading skills will be more successful than my own first attempts!

When I was at Sony, I remember that during summer vacations they would send me to visit junior and senior high schools around the country to help the schools to be able to make more effective use of the high tech Sony language laboratories they had purchased. Back in the 1980s, the only room in the entire school that had air conditioning was usually the language lab room, so I had assumed that the language lab would be the most popular room among both teachers and students as a way to escape the terribly hot and humid Japanese summers. Imagine my surprise when I discovered that in almost every school I visited, the rooms were empty and the machines were unused and covered in dust!

Why did this happen? Well, there are several reasons. Perhaps the biggest problem was that both teachers and students were unfamiliar with and a little intimidated by the technology. Most schools, when budgeting for the purchase of a language laboratory, would spend almost their entire budget on expensive hardware, but almost nothing on training for teachers and students or on hiring the very necessary support staff (in almost EVERY case of the successful use of language labs I observed, there was inevitably good full or part-time support staff to help teachers and students to use the equipment more effectively). Another very important reason is that the approach to teaching English with language labs was based on the so-called "Audio-Lingual" method of language teacher, an ineffective and outdated approach to teaching developed in the 1950s, based on the principles of repetition, error-correction, and rote memorization.

As unsuccessful as the methodology for language lab-based English teaching was, I've

found that vocabulary instruction, especially in Japanese high schools, to be equally problematic. Although there are more than 600,000 word families in the Oxford English Dictionary, which is considered to be the largest dictionary of English in the world, research in corpus linguistics has shown that a very small number of these words are actually used in daily life. In an excellent overview of vocabulary research to date, Nation (2001), found that knowledge of just the 2000 most frequent words of English cover approximately 81-85% of words that appear in general English texts, and that the top 5000 words covers approximately 95% of such texts. Researchers such as Hirsch and Nation (1992) argue that knowledge of these 5000 high frequency "core" words give enough coverage and context to allow second language learners to function more successfully and independently. The problem is that even after 800-1200 hours of instruction, Japanese students do not know even half this number (Barrow et al., 1999; Shillaw, 1995) and the words they do know tend to be the "wrong" words (Browne, 1998). In other words, they have huge gaps in knowledge of core words at even the 1,000-2000 word level while knowing many extremely low frequency words in the 50-100,000 frequency range.

Why do such vocabulary knowledge gaps occur? Although it is not within the specific scope of this article, research by the author and others (Browne, 1996, 1998; Butler and Iino, 1995; Kikuchi, 2006; Kitao and Kitao, 1995) have pointed to both the extreme difficulty of reading texts used in high schools as well as the undue emphasis that Japan's secondary education system's places on teaching English in order to pass college entrance exams (rather than for purposes of communication) as contributing factors.

In the early 1990s, as language laboratories lost their popularity, computer assisted language learning (CALL) became the new buzz word, and schools began to shift their huge budgets to creating high-tech computer laboratories. While at Aoyama Gakuin University, I was asked to help my department implement a several million dollar Ministry of Education grant to create (among other things) a new CALL center for our school. After my experience at Sony, I was hesitant to get involved and said that I would only be willing to help if the CALL center would be "low-tech" rather than "high-tech" so that the center would be more likely to be used by teachers and students who were not yet that confident in using computers, and that a large part of the budget would be devoted to hiring CALL staff that could support teachers with training and lesson prep and students with training in using the lab. Their reply? Surprisingly, they said NO to both conditions but said that I had to help them anyway. Their reasoning was that since Waseda University was going high-tech, that they had to be "state-of-the-art" as well, and that there wasn't enough money in the budget to hire CALL staff or do training. What was the result? A brand new high-tech CALL center that went almost as unused and gathered almost as much dust as the Sony language laboratories!

The first thing I did after these difficult experiences was to get much more active in the field of CALL, especially the wonderful organizations of JALTCALL here in Japan <jaltcall.org>, EuroCALL in Europe <eurocall-languages.org>, and in working together with an amazing group of CALL experts to publish an edited volume on how to do things RIGHT with technology in the classroom (Fotos & Browne, 2004). I also swore to myself that any future projects related to technology in the classroom would be done on my own terms, meaning that they would (1) be based on sound pedagogy, (2) utilize technology that teachers and students were familiar and comfortable with, and (3) would be intuitive enough to use that no training or manuals would be required.

I have since became much more involved in the process of software development itself, first in making software based on my doctoral research in vocabulary acquisition <wordengine.com>, using authentic materials such as video for teaching vocabulary in context, improving pronunciation skills, and extensive listening <englishcentral.com>, developing pedagogically sound approaches for improving speaking and listening skills via Skype <gofluent.com>, making simple iPhone apps to help quickly increase student knowledge of important vocabulary lists such as the General Service List (West, 1953) <charlie-browne.com/services/appde/gs>, and Academic Word List (Coxhead, 2000) (<charlie-browne.com/services/appde/aw>, a small blog devoted to the discussion of

use of tech in language learning and teacher training <elearnguy.com>, and a web-based solution for combining extensive graded reading with a direct and systematic study of important vocabulary words (soon to be announced…).

In my workshops and lectures for JALT this year, my hope is to help participants to better understand the whys and hows of helping Japanese students to quickly build their knowledge of core vocabulary, the wonderful contribution both to vocabulary development as well as overall language proficiency that extensive reading can make, as well as introduce participants to a wide range of online tools which can be used for materials development, research and teaching and learning, in these two very important areas.

With all the new technological possibilities inside and outside the classroom, it is a very exciting time to be an English teacher. A good portion of the undergraduate teacher training courses I am in charge of at Meiji Gakuin University are devoted to helping my students not only to become familiar with, but also to create new ways of using technology in motivating and stimulating ways. I am often amazed at the innovative ideas they come up with. For already practicing teachers, I think it is important to try and familiarize yourself with the latest trends and look for ways to bring some of these ideas to their students. In addition to the organizations mentioned above (which hold wonderful, informative conferences here in Japan and abroad), there are also several excellent CALL-related journals worth looking at: Language Leaning and Technology <pllt.msu.edu>, ReCALL <wwweurocall-languages.org/recall/index.html> and the JALT-CALL Journal <jaltcall.org/journal>.

(This article is a substantially revised and expanded version of a March 2011 column I wrote for the EigoKyoiku Journal, titled "To Tech or not to Tech: That is the question...")

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Making it memorable through songs and chants

Carolyn Graham

Author, *Jazz Chants* (Oxford University Press)

In the words of Alan Maley, it is rhythm that "underlies the ability to speak English accurately and with confidence." Jazz Chants are a rhythmic expression of spoken American English. They are a particularly effective way to teach natural intonation and pronunciation in a fun, engaging way. Just as the selection of a particular tempo and beat in jazz may convey powerful and varied emotions, the rhythm stresses and intonation patterns of the spoken language are essential elements for the expression of the feelings and the intent of the speaker. Although the primary purpose is the improvement of speaking and listening comprehension skills, they also work well in reinforcing specific structures in a situational context. In this Featured Speaker Workshop, participants will learn ways to bring Jazz Chants into their classrooms and to create their own chants to help make a difference in the lives of their students.

Alan　Maleyの言葉によると、「英語を正確に自信を持ってしゃべる能力の基盤となる」のはリズムである。ジャズチャンツはアメリカ口語英語のリズミカルな表現である。楽しく人を引きつける方法で、自然なイントネーションと発音を教えるのには特に効果的な方法である。ジャズの独特のテンポとビートが力強く変化に富んだ感情を伝えるのと同じように、話し言葉のリズム強勢とイントネーションパターンは、話し手の感情と意思表現のために不可欠な要素である。第1の目的はスピーキングとリスニングスキルの改善だが、ジャズチャンツは、1つ場面で特定の構文を強化にするのにも役立つ。このワークショップでは、参加者はジャズチャンツを各自の教室に持ち帰り、学習者の生活を変えるのに役立つように参加者独自のチャンツを作る方法を学ぶ。

Originally, Jazz Chants were defined as a rhythmic expression of spoken American English as it appears in situational contexts. Over the years, through the development of vocabulary chants, it would be more correct to say that Jazz Chants are simply a rhythmic expression of spoken American English. They are a particularly effective way to teach natural intonation and pronunciation in a fun, engaging way.

Just as the selection of a particular tempo and beat in jazz may convey powerful and varied emotions, the rhythm stresses and intonation patterns of the spoken language are essential elements for the expression of the feelings and the intent of the speaker. Although the primary purpose is the improvement of speaking and listening comprehension skills, they also work well in reinforcing specific structures in a situational context. In this way, chants can be used as a fun and memorable – even humorous – way to teach grammar.

People often ask me how I made the connection. The story begins in the 1970s when as I was teaching English at New York University by day. At night, I went by the stage persona of Carolina Shout and performed in the New York piano bars playing and singing my favorite old-time jazz. It was this combination of very diverse vocations that led me to this wonderful discovery.

My first book *Jazz Chants* was published in 1978 by Oxford University Press with the subtitle Rhythms of American English for Students of English as a Second Language. In actual fact, Jazz Chants are equally, if not more effective for EFL students in helping them to remember key language. That is why much of my work focuses on high frequency language such as days of the week, weather, numbers, food and drink.

I had learned from my father who started my piano lessons when I was four years old. He was a classical musician but played beautiful ragtime piano at home. I was in love with my father and looked up to him. So I wanted to play just like he did. When he passed away, I didn't fly home to California for his funeral. Instead, I went to my piano bar and played and sang his favorite songs all through the night.

One evening a friend came into the bar and said to me, "Gee, it's good to see you! You look wonderful!" When I heard those words, a penny

dropped, and I realized that what my friend had uttered fit exactly to the beat of the music I was playing. It was from this realization that Jazz Chants were born.

In my own classroom, I immediately found them to be a useful tool for working on the sound system of English, and in particular for developing an ear for the correct stress and intonation patterns of the spoken language. I experimented with all sorts of regular conversational phrases in my classes at the American Language Institute at NYU where I was Master Teacher of ESL developing the technique. Jazz Chants in fact became an integral part of the curriculum at the American Language Institute. They are now used in classrooms all around the world.

Many people falsely assume that Jazz Chants are just for kids. In actual fact, they can be used with students of any age. In addition to teaching at Harvard University and NYU School of Education, I have also conducted classes at Teachers College Columbia University in New York and Tokyo. US State Department grants took me to places as far afield as South Africa, Egypt, Ethiopia, Mali, Russia, the Baltic States, Georgia, Ukraine and Peru, where I was able to share the technique. These days, I regularly spend and present workshops in April and May in France, at NYU every June and October. I also usually visit Japan in November and December.

The theme for this year's JALT International Conference will be "Making a Difference". In my Featured Speaker Workshop titled "Making it Memorable through Songs and Chants" I will show you ways that you can bring Jazz Chants into your classrooms and even ways to create your own chants to help you make a difference in the lives of your students.

I am often asked about the use of music with Jazz Chants. Strictly speaking, chants are different to songs in that songs are always set to music. It is important to remember that Jazz Chants are not a poetic distortion such as rapping, songs, or nursery rhymes. But when practicing chants, they should mirror exactly the way the phrases would sound outside the classroom in the real world.

In addition to Jazz Chants, I have created many songs for the EFL and ESL classrooms. When I create songs, I always try to remember that the singing should not distort the language but should stay as close to natural intonation as possible. Nursery rhymes are particularly popular in many EFL classrooms. But there are two reasons why they are not the best material for learning:

- The language is not high frequency and is often irrelevant to communication in the real world.
- The intonation of words is often stretched to fit the melody rather than keeping the natural pattern of English.

With Jazz Chants, students don't have to be good singers as they are chanting – closer to actually speaking – rather than singing. When I use music to back up my Jazz Chants, I almost always prefer the New Orleans Preservation Hall Jazz Band. One of the best numbers to start off with is *Joe Avery*, which offers a perfect tempo and a sound that is happy and bright. The best music is that which has no vocals, as the singing voice in the background can distort the chant and break concentration.

What follows is an overview of the steps of creating a Jazz Chant:

1. Choose a topic of interest to your students or use the topic or language point that is being covered in your regular textbook.
2. Use "real" language that is useful and appropriate for the age of your students.

"What's your name?" is real language, but "What is your name?" is not real language, because nobody really talks like this. The use of contractions is one example where Jazz Chants really come into their own in helping students to master natural English pronunciation and intonation.

3. It is often easier and more effective to build students up to longer phrases and sentences by starting with vocabulary in isolation first. This can be done by starting with a vocabulary chant.

Choose three vocabulary words – a 2-syllable word, a 3-syllable word, and a 1-syllable word and put them together with a bit of repetition:

Soccer, basketball, golf.
Soccer, basketball, golf.
Soccer, basketball, soccer, basketball
Soccer, basketball, golf.

4. Once the students are confident with the vocabulary, you can then put the vocabulary into sentences. This allows the students to practice language in a natural context that can be tied to the real world. It also has the effect of reinforcing and internalizing key grammar and structures in the students' minds. I call these "Grammarchants".

He plays soccer.

She plays basketball.

They play golf.

They play golf.

5. Have fun and don't be afraid to play with language! Many teachers like to experiment with various different items in the vocabulary chants and grammarchants. This is a great way to deepen the students' knowledge and confidence. It also helps them to see that the language is real and versatile.

Carolyn Graham is synonymous with Jazz Chants®, a technique which she created that connects the rhythm of spoken American English to the beat of jazz. She developed the technique during her twenty-five years' teaching ESL in the American Language Institute of New York University.

She has also taught at Harvard University, the NYU School of Education, Columbia Teachers College in New York and Tokyo, and elsewhere throughout the world. Ms. Graham is the author of numerous Jazz Chants® books, and contributed the songs and chants to series such as Tiny Talk and Let's Go, published by Oxford University Press.

JALT2012 • FEATURED SPEAKER | 23

The Ten Commandments of SLA

Marjo Mitsutomi

Akita International University

This workshop will address the most prevalent challenges in Japanese English education. The attendees will explore some key components which must be present for foreign language education to be successful. The speaker will examine case studies from California, Finland, and the aviation industry to draw some parallels of language education systems in different contexts. It appears that the underlying system motivation, which consists of assumptions, attitudes, and beliefs about language education, drive the decisions that ultimately affect student achievement

このワークショップでは、日本の英語教育のもっとも一般的な問題点を取り上げ検討する。参加者は、外国語教育がうまくいくために不可欠である、いくつかの主要な構成要素について調べる。講師は、異なる状況における言語教育システムの類似点に注意を喚起するために、カリフォルニアや、フィンランド、そして航空業界のケーススタディを検討する。その基本的な教育システムの原動力は、言語教育に関する仮説、考え方、信念からなっているが、それが最終的に学生の到達状況に影響を与えるような決定を後押ししていると思われる。

For many years I have taught graduate and undergraduate courses on second language acquisition (SLA) theories in higher education institutions in the US and in Japan. Each time, my teacher candidates want to know the ONE theory or teaching method that would guarantee L2 (second/foreign language) learners' success in their endeavors. And, each time I tell them that there is no one way that works with every student every time. Each teaching context is unique. Each teacher is unique. Most importantly, each learner is unique. There is no one-curriculum-fits-all approach to second language acquisition. This is the bad news.

Teachers' responsibility is to do all they can to motivate the students and to know their particular levels and challenges. Teachers also need to know the curriculum and textbooks in order to supplement their lessons in appropriate and high-interest ways whenever possible and necessary. Equally importantly, teachers need to stay current with the development of their professional field and model life-long learning to their students, whether native or nonnative speakers of the target language themselves.

Then the good news: All normal people are capable of learning second and foreign languages at any age. The ultimate rate of success may vary considerably from one person to another, but we all tend to go through the same processes. L2 students, like their teachers, often ask for the ONE right way to study, the one set of CDs that will help them to become fluent, or the one software program that will guarantee their rapid advancement toward communicative competence. The answer is always the same: there is no one way that works every time with every learner. The learners' responsibility is to take ownership of their own learning and get to know themselves as students. They need to know their preferred learning strategies, their interests in life in general, and use their natural curiosity to learn about various topics through that second language. Learning languages is really learning about life.

Decades of being on both sides of the teacher's desk in foreign language classrooms has led me to conclude that the biggest asset in language study is the right mindset. I have observed what successful L2 learners do and have noted that they all share some basic characteristics. It is as if they were obeying an internal set of commands that guides their reactions to new linguistic stimuli and directs them to proactively seek meaningful learning experiences.

The successful language learners' mindset seems to be programmed to obey the following Ten Commandments. Teachers would do well to share these with their L2 students. Teaching our language students includes teaching them how to learn a language.

The Ten Commandments of SLA are my summary of the many things I have learned over the years, and they are listed here to help remind us of our own responsibilities as learners and teachers of English. During my presentation and workshop at JALT2012, however, I will speak of some deeper issues that go beyond the learner, the teacher, and the classroom but are all the same fundamental ingredients to effective L2 instruction in Japan.

Commandment 1: Do not fear mistakes and errors. You will make them.

All language learners and teachers know that developmental errors are part of parcel of the learning process. The language student may learn a rule but often impartially. Trial and error is an integral part of finding out how the language works. Most L2 students experience what is called the "interlanguage" stage of language development (Selinker, 1972). It is an approximation of the target language. Even though learners know mistakes are inevitable, they may feel intimidated and shy away from language production to protect their fragile (second language) ego. Communicative efforts should not be sacrificed at the altar of accuracy. There is a time and place for error correction, but it is not all the time.

Commandment 2: Do not translate. In real communication there is no time for it.

When communicating with speakers of the L2, the learner should try to negotiate meaning instead of remaining in a state of linguistic paralysis, which often results in complete silence. Attempting to translate the intended message in one's head from the first language to the second is time-consuming and native speakers seldom have the patience to wait for the completed message. They move on while you are still thinking of what to say.

Commandment 3: Tolerate ambiguity. You do not need to understand everything all the time.

Focusing on discrete points and details is a detrimental practice when trying to get the gist of something that is being said. Learners should go for the "big picture" and allow for a steady flow of language to enter their mind. Once the main idea, the framework becomes clear, the

details begin to make sense as well. In trying to understand L2 grammar, it is not particularly helpful to judge the L2 rules against one's L1 rules. Accept the L2 for what it is and allow for rich L2 input.

Commandment 4: Forget your pride and learn to laugh at yourself.

This is just good advice for every aspect of life. Maintaining a sense of humor in the learning process is a healthy thing. Remembering and sharing the funny conversations and events that take place in the L2 world make for great party stories!

Commandment 5: Be patient with yourself. Language acquisition will take time.

Give yourself the time that you need to make progress in the language. Compete only with yourself. Do your personal best. Your rate of learning L2 is no reflection of your general intelligence.

Commandment 6: Forgive native speakers, for they know not what they do.

When in conversational contact with native speakers, do remember that they acquired this language as a birth gift, subconsciously, and with little effort. Native speakers without language teacher training have no idea how to adjust their speech to help you comprehend them. They have no sense of how to create comprehensible input (Krashen, 1982) nor can they explain the rules of their language to you (Long, 1983). They just speak it the way they do because "it sounds right."

Commandment 7: Use the language and it multiplies.

If you know two words, use those two words as often as possible. That will soon increase to three or four words. Then use those four words every time they make sense in another context. Keep this up and you will acquire a speech repertoire relatively quickly. Do not wait until you have memorized a certain size vocabulary or language structures to begin speaking. The process does not work that way. It is like manna; you must consume it as soon as you receive it. Comprehensible input is important but so is the learner's own output (Swain, 1985).

Commandment 8: Notice the gap. Listen for what you need to learn next.

As you advance in your studies, you will begin to hear structures which you are yet unable to produce (Gass, 1988). That is a good thing. It is your internal heading indicator that points to you what your next target should be. This is encouraging! Your language skills are really improving at this stage.

Commandment 9: Develop a second language identity.

Language and culture go hand in hand. When studying English, it is easier to sound natural in the use of the language if you adopt some of the overt behaviors used by English speakers. You don't need to change yourself or your personality. Just develop a behavioral repertoire and attitudinal shift that allows you to navigate between languages and cultures fluently (Norton, 2000). You are now a member of the community that uses L2 to communicate. You belong!

Commandment 10: Enjoy yourself during the process.

This needs little explaining. Find your own way in learning your target language. You know yourself the best, so do what you need to do to have a good time. Try, for example, the latest Cengage Learning book series, created in collaboration with National Geographic. These texts are not only linguistically meaningful but visually stimulating as well. Learning should be a pleasant experience!

Conclusion

It is not unusual for many peoples in the world to know more than one language functionally well. Knowing several languages is considered to be "common sense." Japan is among those nations which approach foreign language competence with a certain amount caution. It will not be possible for English education to thrive in this nation until the mindset at the highest level

of government shifts from linguistic isolation to that of multilingual acculturation. In the meanwhile, we have the Ten Commandments.

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26 | JALT2012 • FEATURED SPEAKER

To make a difference, imagine a difference

Garold Murray
Okayama University

This workshop will explore how teachers can work with imagination, narrative and autonomy in order to foster learners' motivation. The introduction will provide an overview of the key constructs and situate the topic in the literature by briefly discussing Norton's imagined communities and Dörnyei's L2 Motivational Self System. These theories suggest that teachers might enhance learners' motivation by helping them to develop and sustain visions of future selves as foreign language speakers and possible participants in target language communities. The rest of the workshop will focus on ways to do this. Participants will have an opportunity to consider specific suggestions for classroom practice in relation to their own teaching context. They will also be invited to engage in activities which draw on narratives of their own teaching experience and rely on their imagination as they devise ways to support learners' visions and make those visions a reality.

このワークショップでは、学習者の動機づけを高めるために教師がどのように想像力と語ることと自律を用いて指導できるかを検討する。最初に、Nortonのimagined communitiesとDörnyeiのL2 Motivational Self Systemについて簡単に論じて基本概念と本論の位置づけを示す。これ

らの理論によれば、教師は学習者に目標言語コミュニティにおける外国語話者、さらにそのコミュニティへの参加者としての将来の自分を想像させ、その未来像を維持させることで、動機づけを高めることができるとしている。次に、ワークショップ後半では方法論に焦点を当てる。参加者は、自分の教育現場に関して、教室実践への具体的な提案を考える機会を持つ。また、教師が学習者の未来像を支え、その未来像を実現させる方法を考案できるように、自分達の教育経験を話し、想像力を活用するアクティビティに参加する。

The recent focus on self and identity in language learning motivation research points to an intriguing area of inquiry—the role of imagination. In her work, Norton (2001) noted that learners can see themselves as members of communities with which they do not have everyday, face-to-face contact. Their sense of belonging to these imagined communities has the potential to influence their second language (L2) identity and motivation. More recently, Dörnyei (2009) has proposed the L2 Motivational Self System in which learners' ideal self—their vision of the person they would like to become—can serve as a source of motivation to learn a language. From the research surrounding imagined communities and the ideal L2 Self, one can make three observations. First, the constructs are closely related. If learners are to picture a future self as a target language speaker, it will most likely be in relation to some context or community. Secondly, teachers concerned about motivation need to consider learners' identities. Thirdly, teachers can foster students' motivation by helping them create visions of themselves as L2 speakers and picture the contexts or communities in which this future self might use the language. In order to do this, teachers will need to understand and facilitate the functioning of the imagination in the learning process.

Primarily, imagination serves to reveal a world of possibilities. Liu and Noppe-Brandon (2009), who promote imagination as an essential cognitive skill, describe it as "the ability to conjure new realities and possibilities: in John Dewey's words, 'to look at things as if they could be otherwise'" (p. 19). Egan (1992), whose work focuses on stimulating the imagination through classroom instruction, defines imagination as "the capacity to think of things as possibly being so" (p. 43). He writes, "It is by imagination… that we make ourselves, seeing the directions in which we might move and the possible selves we might inhabit" (Egan, 1992, p. 33). Similarly, Wenger (1998), known for his work on identity and communities of practice, explains that imagination is "a process of expanding our self by transcending time and space and creating new images of the world and ourselves" (p. 176). In language learning it is through the imagination that learners can see themselves as future foreign language speakers and entertain the possibility of participating in target language communities.

Most learners will probably not have imagined a future self capable of conversing in a foreign language. For language teachers, the challenge is to create learning environments and to devise tasks which enable learners to develop and sustain such visions. To achieve this, teachers might consider an approach like Davis and Sumara's (2007) pedagogy of the not-yet-imaginable, which focuses on "that space of possibilities that is opened up through the exploration of the current space of the possible" (p. 58). The role of the teacher is to create the conditions for the emergence of the not-yet-imaginable by orienting the attentions of learners and helping them to explore what is currently possible within and beyond the classroom.

If teachers are to support the emergence of learners' L2 selves, they are going to have to engage their imaginations to come up with alternative pedagogical possibilities. They will need to ask the question: "What if...? What if we did things differently?" However, Liu and Noppe-Brandon (2009) see "what if" as being more than a question. They define "what if" as an art form which encompasses a number of capacities, such as noticing deeply, embodying, questioning, identifying patterns, making connections, exhibiting empathy, creating meaning, taking action, reflecting and assessing. Fortunately, these capacities are not new to language teachers who regularly employ them in various contexts.

However, the art of "what if" is not only for teachers. Learners also have to engage in this practice, starting by asking themselves, "What if I were able to speak a foreign language?" Once learners have a vision of a possible L2 Self, they are going to need a concrete action plan aimed at making that future self a reality (Oyserman et al., 2006). Here, the imagination is instrumental in "defining a trajectory that connects what we are doing to an extended identity, seeing ourselves in new ways" (Wenger, 1998, p. 185). Learners will have to consider a series of "what if" questions as

they engage in the processes of planning and carrying out their learning: What if I set these goals? What if I choose these materials and strategies to help me meet these goals? Imagination also plays a crucial role in critical reflection and self-assessment. Markus and Nurius (1986) argue that "possible selves furnish criteria against which outcomes are evaluated" (p. 956). In my research I have seen evidence to suggest that learners assessed their learning my comparing their present L2 self with their ideal L2 self (Murray, 2011a, b). To facilitate the realization of their possible selves, learners need a pedagogical context which enables them to set goals, determine a concrete course of action, and reflect on the process and outcomes (Dörnyei, 2009). In other words, the learning environment has to offer a degree of autonomy.

Yet, autonomy has a more fundamental role to play. Wenger (1998) contends that for imagination to flourish it needs freedom from constraints. Learners need to be free to explore new things and to try on new identities. If imagination is to support learners' motivation by enabling them to develop an L2 identity, the pedagogical environment has to offer them the autonomy they require to explore, experiment, and engage with new ways of being.

In conclusion, if we hope to enhance our students' motivation by helping them create and sustain visions of themselves as future foreign language speakers, then we will have to devise a pedagogy which stimulates their imagination. The Indian poet Rabindranath Tagore wrote, "The stronger the imagination, the less imaginary the results." Whether we are students learning a language or teachers trying to facilitate this process, if we are going to make a difference, we first have to imagine a difference.

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Gender counts: Women in Japanese higher education

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Teachers' identities form through constant movement between their personal and professional lives, and they are shaped by the wider sociocultural context in which they live and work. In Japan, a distinct gendered division between the educational and professional opportunities available for women and men may be at the heart of how teachers see themselves and how others see them. This featured speaker workshop at JALT will be comprised of two parts. The first part will be a guided discussion covering gender issues that influence the lives of Japanese and non-Japanese female and male teachers. The second half of the workshop will explore ways of interpreting identity formation through a guided analysis of data obtained from Japanese female university teachers' narratives. Upon completion of this workshop, participants should have a greater understanding of a useful analytical tool for exploring gender-related issues in personal and professional settings.

教師のアイデンティティは私生活と職業上の生活の絶え間のない活動から生まれ、彼らを取り巻く社会文化的背景によって形成される。日本では教育と職業の機会に男女間で明確な差があり、教師が自分をどのように捉え、他者が彼らをどう捉えるのかに多大な影響を及ぼしている可能性がある。このワークショップは2部構成で、前半では、日本人・非日本人の男性教師と女性教師の生活に関わるジェンダー関連の問題についてディスカッションを行う。後半では、日本人の女性大学教師の話から得たデータの分析を通してアイデンティティ形成の解釈方法について検証する。本ワークショップを通じて、参加者は私的・職業的場面におけるジェンダー関連の問題を検証するための有益な分析ツールについて理解を深めることができる。

In my research of Japanese teachers of English in Japanese higher education (Nagatomo, 2012), I found that the professional lives of my female participants were intricately bound to societal expectations of women in Japan. Their narratives suggested that their paths toward becoming English teachers, even *university* professors, were motivated by ideologies that have traditionally limited Japanese women in the sorts of careers to which they can aspire. Even as professionals in a prestigious occupation, their gender influenced their treatment inside and outside the workplace. This paper briefly outlines several core issues that shape Japanese women's professional lives in general, followed by those that are directly related to university teachers.

Japanese women's participation in society

In 2010, the Global Gender Gap Index, which takes into account economic participation and opportunity, educational attainment, health and survival, and political empowerment ranked Japan as 94 out of 134 countries. Because Japanese women have the longest life expectancy in the world and because they receive high levels of education, this low ranking signifies Japanese women's severe underrepresentation in political and economic spheres. They comprise 50% of the workforce, but they work mainly in low-status and low-wage 'feminine' occupations related to clerical work, nursing, and childcare because of ideologies that "view women as naturally peripheral to the world of work, and define them primarily by their relationship to domesticity, reproduction and the family" (Liddle & Nakajima, 2000, p. 317).

Gendered paths in Japanese education

These ideologies reflect the two educational paths taken on by male and female students that result in a gendered-stratified workforce (Amano, 1997). For boys, the function of education is to gain "entry to professions and jobs with high income and social status"; for girls it is to signify "the social class and culture to which they belong" (Amano, 1997, p. 217). Parents may feel that 'examination hell' is an appropriate pathway toward their sons' futures, but they often decide to spare their daughters from it by sending them to less-competitive schools, which tend to be private, all-female, and usually within

easy commuting distance. Because of deep-rooted beliefs that women should marry men with greater academic credentials, parents worry that if their daughters become too educated, the pool from which they can select eligible husbands will be reduced. In other words, there may be less pressure to provide an elite education for daughters than for sons (Ono & Piper, 2005). Prestigious universities located in Tokyo are often literally out of reach for girls, but many businesses have linkages with local institutions that hire female graduates through a recommendation system. Fujimoto (2005) explains that many companies *only* hire graduates living at home, believing them to be dependent upon authority. This supplies a continual obedient and docile workforce for the "OL [office lady] market," which is one of the main career choices for women, which also "move[s] women from school into suitable marriages" (p. 256).

Successful Japanese women

It is important to note, however, that there are a number of professional women in Japan. Liddle and Nakajima (2000) found in their longitudinal study of 120 professional women, that the cultural capital obtained from their elite education provided professional respect generally unavailable to the majority of Japanese women working in short-term positions. One woman in their study reported that it was not until she had obtained a PhD from the United States, that the company's clients treated her with respect, and not as one of the 'girls'. In other words, an *elite* education is essential, but as noted in the previous section, is not always available to female students.

Japanese female researchers

Considering societal attitudes toward the education of and the employment of women, it is not surprising that women comprise less than 15% of full-time faculty in Japanese higher education and that female academics engage mainly in areas pertaining to home economics, humanities, and education and rarely in areas pertaining to science and engineering (MEXT, 2006). It is also not surprising that female academics face numerous difficulties: they lag five years behind men in terms of promotion, experience fewer mentoring opportunities by senior professors, and have fewer chances for overseas sabbaticals than their male counterparts (Sodei, 2005). Reported instances of sexual (*sekuhara*) and academic (*akahara*) harassment include the withholding of research funds, not having the cooperation of a supervising male professor, being denied first authorship on papers they had written, and being gossiped about in a sexually inappropriate manner (Normile, 2001; Sodei, 2005). However, what may be the biggest problem for professional women is the burden of balancing work, housework, and childcare. Kubo (2006), former director of the Gender Equality Promotion Division in the prime minister's Cabinet Office said in a workshop on "Women in Science, Engineering, and Technology" that Japanese husbands in duel income families are "lazybones" (p. 3), citing statistics showing that they spend less than 30 minutes per day on household tasks while their working wives spend more than four hours.

Hopes for improvement

In spite of the difficulties described above, there may be a different trend in the future. Action is being taken by the Headquarters for the Promotion of Gender Equality in Japan to ensure that women will hold 30% of leading positions by 2020 (Fujita, 2006). MEXT (2006) hopes that the harassment and discrimination against female students will decrease in academic institutions through improving environments and raising awareness. The University of Tokyo established the Todai Model Support Plan "10 Years to Establish a Career" to increase the number of female researchers to 50% in the long term. They hope to do this by removing gendered barriers, establishing a harassment-free environment, improving maternity and child-care leave systems, and increasing safety features in laboratories (The University of Tokyo, n.d.).

Another important step was taken to close the career gap experienced by female scientists. A two-year postdoctoral reentry fellowship was created to begin in 2006 and 2007 to assist female scientists to recommence research after taking maternity or childcare leave. Applicants for the 60 places (30 each year) this fellowship offered exceeded 350, indicating, a strong desire by

Japanese women to return to full-time research (Japan Society for the Promotion of Science, 2006).

Conclusion

This paper has highlighted several important aspects that shape the professional lives of Japanese women in Japan (for discussions of how non-Japanese female teachers fare in Japanese universities, see Simon-Maeda (2004), Hayes (in press) and Hicks (in press)) and those that continue to shape the lives of our female students. These issues are important for *all* EFL teachers to be aware of, whether they are male or female and whether they are Japanese or non-Japanese. Even though steps are being taken to reduce the barriers faced by women in Japan, societal attitudes toward women that originate in the home and carry over into the workplace are difficult to overcome.

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32 | JALT2012 • FEATURED SPEAKER

Writing for your readers: Tools and approaches

Ted O'Neill
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As teachers, we adjust our language to meet our students' needs, but these choices can sometimes be based on flawed intuitions. In planning a lesson, we intentionally include or exclude forms or vocabulary to support learning goals. But once in the classroom, even the most experienced teacher's ad hoc judgments can be wrong. Learners' immediate responses should provide feedback, but this loop is broken when writing for learners; we do not have direct access to their understanding. Therefore, external checks on our linguistic choices become helpful. This workshop will demonstrate real world examples of using of corpora, text analysis tools, and other resources to analyze language. Participants will try tasks to see how these can be used to inform decisions when writing graded language. Teachers will leave better informed about the linguistic content of graded readers and with practices they can apply to their own writing and teaching.

教師は学生のニーズに合わせて自分の使う言葉を調節するが、時に不完全な直感に基づいた選択をすることもある。授業準備の際は、学習目標に沿って、表現形式や語彙を意図的に取り入れたり省いたりする。しかし授業中は、最も経験豊かな教師の臨機応変な判断でも間違いを起こすことがある。学習者の直接の反応は教師にとってフィードバックになるが、学習者のために執筆しているときには、この呼応が成り立たない。読者が理解しているかどうかは、直接情報が得られないからである。そのため、使用言語をどう選ぶかについては、外部の判断材料が役に立つ。このワークショップでは、言語分析のためにコーパス、テキスト分析ツール、ほかのリソースなどの実例を提示する。参加者には、これらのリソースを英語学習者向けの言語で書く際にどう使うか理解してもらうために、タスクを試してもらう。 このワークショップで、教師は英語学習者のために易しく書かれた本の言語的内容について、より良い情報を得ることができるし、練習を積むことで、自分で書いたり教えたりするのに応用できるようになる。

A few years ago, I made a somewhat rash decision that deepened my appreciation of language for learners and connected research with practice. I was planning a course with a narrow reading approach in the science-fiction genre. The capstone assignment was Vonnegut's satiric, dystopian *Harrison Bergeron*. I wanted accessible texts to help students build background knowledge and work with genre conventions in English. Some existing graded readers supported this goal, but I needed something a little bit darker so I chose to adapt and self-publish my own as ebooks.

Public domain source texts, basic reading level indices, online corpus tools, and ebook stores may not match the resources of major publishers, but are enough to let any teacher begin. I took the plunge and soon found myself recapitulating the last few decades of discussion around the benefits and problems of simplification.

Anne Lamott wrote, "You take the action, and the insight follows." Having already wrestled with writing graded readers gave me a better understanding once I turned to research findings, commentary, and argument. I made creative decisions and looked to theory for guidance later. I doubt I would have finished those first couple of readers if I had set out from within the narrowed constrictions of the ongoing argument and various prescriptions.

Not a simple debate

Most arguments against simplification begin with Honeyfield's *Simplification* in 1977. Day and Bamford (1998) reframed the perceived weaknesses of simplification in opposition to a strict demand for authenticity, but left the discussion open. Nation and DeWeerdt (2001) continued with a vigorous argument for simplified reading materials written with known vocabulary. However, the argument is far from over, and it is still common to hear the same concerns again and again–especially around authenticity, simplified content, and vocabulary.

Authenticity

Widdowson (1998) pointed out the possibility of authenticity of works written for learners. I wrote for my students. Instead of handing out photocopies, they went to an online bookstore to download their readers from among thousands of other published books. Knowing that many other people–some of them most likely native speakers of English–had freely selected the same books they were reading, shifted the context out of the classroom and brought the learners into a community of readers.

Graded readers also became more authentic for me. I had sometimes found reading them as preparation for class a chore, and I'm probably not the only one. Instructor copies of readers sometimes sit on the shelf untouched by teachers. Writing gave me a new reason to read. I started to appreciate good graded readers for their craft. Even the occasional dud became interesting from a *that's not how I would have done it* perspective.

Methods of simplification

I started off down a well-worn path by selecting texts and then interpreting each paragraph and refactoring each sentence into simpler elements as close to the original as possible. This reformulation approach is common and can be faithful to the plot, but the experience of reading the story suffered. I began to depart further and further from the original. Later, when working with an editor, I felt even more of a license to make changes. Through this approach, I had reinvented the most popular wheel.

The other approach is prescriptive. Using existing series as models, I resolved to follow an exacting grammatical syllabus. However, I soon put the list aside and went with what felt best for a known audience–my students. My feelings of failure for not slavishly writing from the rulebook were assuaged by learning that such an intuitive approach is sometimes recommended (Day & Bamford, 1998). There are indications that intuitive simplification at the low level tends towards more features related to comprehensible input than simplification at higher levels (Crossley, Allen, & McNamara, 2012). So, perhaps I had been on safe ground all along.

Vocabulary and wandering in the headword forest

Adapting an authentic text to a low headword count is a linguistic challenge as well as a creative one. Native English speaking teachers may not be good at judging word frequency intuitively (McCrostie, 2007). An external reference is necessary. Unfortunately, most major publishers do not publish their headword lists. I wanted to publish with actual data: the number of headwords and frequency. Tom Cobb's Compleat Lexical Tutor <lextutor.ca> made this a relatively trivial task–or so I thought.

For my first reader, I tried three different vocabulary profile measures: General Service List-based; BNL2079-based (Hancioğlu, Neufeld, & Eldridge, 2008); and Bauer and Nation British National Corpus-based lists. These gave very different word family counts. The number of headwords is not solely a characteristic of the text, but also of researchers' choices when defining word families. I began to question headword

counts generally. Using publicly available measures, Eldridge and Neufeld (2009) found that readers from one publisher differed greatly from their stated headword count and were sometimes higher than indicated.

Moving forward

Computational analysis of syntactic, rhetorical, and other text features has become possible relatively recently. Coh-Metrix software goes far beyond readability indices such as Flesch-Kincaid (Crossley, Allen, & McNamara, 2011). Early analysis using these tools has begun to counter some assumptions of simplified text authors (Crossley, Louwerse, McCarthy, & McNamara, 2007). This new research analyzing corpora of simplified texts rather than just comparing and interpreting brief good and bad examples is the difference between data and anecdote.

Young, but thriving genre

There are still comparatively few published authors of graded readers in English. Considering West in the 1920's as the start, ELT learner literature is less than 100 years old. Accessible corpus tools have been available for a generation. New word lists such as the BNL2079 are even more recent, and others are coming along. Besides Coh-Metrix, more software for syntactic analysis is under development. Interested teachers now have powerful tools to help them create more of the good simplified learner literature we want, and less of the bad. Doing that writing becomes a process of thinking about good language and literature for learners.

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Materials writing: Seven key factors

John Wiltshier

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This is a 90 minute workshop. I will firstly explain seven key factors in successful material writing and publishing: idea, difficulty level, piloting, editing, sign-posting, design, and sales. Participants will be shown the importance of each by examining a variety of draft copies of currently published course books. In each draft copy certain changes were made for good reason. Participants will learn, by seeing real examples of how materials go through various developmental stages, what to focus on and when (i.e. prioritizing ideas and resources). This in turn will lead to improvements in quality and quantity of their own work. In the last 30 minutes, participants' own material will be distributed for discussion using the seven key factors explained at the beginning of the workshop. The participants will then be invited to comment on future improvements (or radical changes!) that might be needed in order to lead to publication.

このワークショップでは、最初に、教材の執筆と出版に成功するための7つの主要因について説明する。それは、アイデア、難易度、試作、編集、指標、デザイン、そして営業である。現在出版されている種々の教科書の原稿を分析しながら、それぞれの要因の重要性を指摘する。どの原稿にも変更された箇所があるが、それには正当な理由があった。参加者は、教材が様々な発展段階をどのように経るかという実例をみることで、何に、いつ、焦点を当てるべきか、即ちアイデアとリソースに優先順位をつけることを学ぶ。これは結局、参加者自身の教材作成の質と量の向上につながる。最後の30分間に、参加者自身の教材を配布し、ワークショップの最初に説明した7つの主要因を使って検討する。次に、教材の著者には、出版につなげるために必要と思われる今後の改善点（時には抜本的な変更点）についてコメントを促す。

Have you ever thought about writing materials? Perhaps you have already done some writing. A high percentage of teachers write materials for their own classes. It can be a very satisfying thing to do and is, I believe, a natural extension of what we do in the classroom. A small number of teachers then go on to publish the material they have written and commercial sales teams make sure it gets into the hands of the maximum number of users. Publishing allows a teacher to positively affect the lives of many more students than just the ones in their own classes. This was my aim in 2005 when I was first invited to write for the English Firsthand series and it still remains so, guiding my role as author and consultant of the global primary course; Our Discovery Island.

Of all the materials written by teachers, only a small percentage gets published. This is perhaps a good thing. If all got published there would be far too much material of poor quality and too much time would be wasted searching through it. Publishers are selective about who they work with, as well as what they publish. Quality rather than quantity should remain the guiding force. That said, it is a shame if potentially excellent material never gets published due to a lack of opportunity or understanding about the publishing process. This short essay and my workshops at JALT2012 aim to reduce the lack of understanding by focusing on seven key factors that have helped me achieve my aim in publishing. The seven factors are; idea, difficulty level, piloting, editing, sign-posting, design, and sales.

Ideas

Ideas soundly supported by pedagogical theory are fundamental to good material writing. However, an idea will remain simply an idea without the knowhow and effort to convert it into publishable material. From the outset it is important to know that one good idea does not make a book and course book writing involves equal amounts of effort and creativity. Simply making a lot of effort with no theoretically sound idea is unlikely to result in anything of worth. How to generate publishable material from a sound idea will be better understood at the workshop, by seeing examples of how first drafts develop into publishable material.

Difficulty Level

When considering difficulty level we need to think about both the course as a whole and each activity within it. The course level will be largely the editor's responsibility to control and will be guided by an initial scope and sequence. The larger and more diverse the target market, the more difficult it is to set appropriate levels for the course material. For this reason global courses tend to produce country or region specific versions.

For each activity, a total task-difficulty level needs to be gauged rather than simply focusing on individual vocabulary items or grammatical structures. How to adjust the difficulty level and a discussion of specific markets will also be included in the workshop.

Piloting

An essential tool for gauging difficulty is piloting: trying out activities out with a small sample of the target group. Through piloting important data about the difficulty level and timing of an activity can be gathered. Also, unclear sign-posting and instructions will become apparent. After piloting, appropriate levels of language support can be added either directly or as notes in a teacher manual. Despite the importance of piloting, it takes time to do well and time is a very valuable commodity in the publishing world.

Editing

After piloting, your written material will need to be edited which means parts cut or changed to suit some criteria (not necessarily your own). You can try to do this yourself, but any commercial project will have an editor. The editor is the main person who is in charge of deciding what, from the submissions you present to them, will be published. The idea that a good editor is invisible is not true in ELT publishing—this is very much a team effort. Taking time to develop good relationships with my editors, from an initial mutual respect to a deeper friendship, was time very well spent. Be aware the editor will cut some of your work. I found this quite painful, but had to get used to it quickly. However, as I began to understand the editing process and rationale behind it better, I found it easier to accept and be flexible—I will share my experiences with you in the workshop.

Sign-posting

Sign-posting refers to the ease with which students can navigate through a unit. The ability to write clear rubrics or instructions is a large part of this and, I believe, is more a science than an art. Language needs to be controlled and unnecessary words should be removed. Consistency is vital. As a guideline, each instruction should contain seven words or less, but oversimplification should be avoided. Use of L1 will be an editorial decision depending on the demands of the target market.

Design

Designers are a special breed. They are not educationalists, they are designers. They see things in a different way. Good designers can make even the simplest activity look superb. If a book is to pass the three-second flick-test, it needs to be attractive. However, design should also do two other things; enhance ease of comprehension and play a large role in overall sign-posting for each unit. Not all books that look beautiful do this.

Sales

> *"Anything that won't sell, I don't want to invent. Its sale is proof of utility, and utility is success."*
> Edison

The same is true with commercial course books. However, I think it can be argued that it is not always the best books educationally that sell the most copies. How big your sales team is and whether your book is on the publisher's promotion list are also important. If you were an author would you care about the sales figures? I think you would. I do. The more your books sell, the more successful you can claim your writing has been. In commercial ELT publishing, sales figures do matter and the role of authors in helping to achieve those sales figures is increasingly important. This is likely to be reflected in any contract you may sign as an author in the future.

Conclusion

Turning your written material into published material is, I believe, well worth striving for. It is very rewarding to see your own material in a published form. My learning curve was steep and holding onto my educational principles was tough at times. Being flexible enough to accommodate other opinions and compromising when necessary were essential skills I had to learn. I realized quickly this is so much more about the team than the individual. I hope to get the chance at JALT to share my experiences with you. In my workshops we will look together at how first drafts eventually develop into published material, and the points touched on in this essay—controlling total-task difficulty, sign-posting, writing clear instructions—will be demonstrated. Results of piloting will be shown and editorial changes will be highlighted with the reasons explained. I am looking forward to meeting you at JALT2012.

John Wiltshier has been a teacher for 21 years and is currently an Associate Professor at Miyagi Gakuin Women's University in Sendai. He has presented in Asia, Europe, and the U.S., being invited speaker on the ETJ Teacher Training Tour, plenary speaker at the PANSIG conference, and featured-speaker at JALT and at MICELT in Malaysia. He is author and series consultant (Japan) of the new global primary course, *Our Discovery Island*. In addition, John is co-author of the highly successful English Firsthand series. His workshop is kindly sponsored by the Material Writers SIG.

Critical thinking for EFL in Japan: The way forward (I think)

Sean Wray
Waseda University International

Critical thinking (CT) has been debated among EFL educators for some time. Supporters claim that it is simply a universal process of thinking that will assist students in both their cognitive and linguistic development. Others harbor concerns that its inclusion represents inappropriate cultural thinking, that its focus is too narrow, or that it requires an already high level of L2 ability. This workshop takes the view that CT is essential in the contemporary Japanese university classroom. CT development imparts a greater understanding of information and provides a meaningful context whereby learners need to express themselves with a greater lexical breadth and depth by tapping into their dormant vocabulary or by increasing their lexical firepower. This workshop will offer insight, suggestions, and practical activities that have been used effectively at different language levels at a university in Tokyo for teachers to consider for use in their own contexts.

批判的思考法（CT）については、以前からEFL分野の教育者の間で議論となっている。支持者は、CTは認知と言語の両方の発達において学生を手助けする普遍的な思考のプロセスであると主張する。他の人々は、CTを取り入れるのは不適切な文化的思考を意味し、その焦点範囲はあまりにも狭いか、学生がすでに高いL2の能力を備えていることを前提としていると、懸念を抱いている。このワークショップでは、現在の日本国内の大学の授業にはCTは必要不可欠であるという見解をとる。CTの開発により、学習者は情報に関する理解を深めて、文脈も意味あるものになる。また、そのCTを使い、学習者は自分の休眠状態の語彙を活性化すべく努力し、語彙力を増やしながら、より広く深い語彙を使い自分を表現することが必要である。このワークショップは、ヒントや示唆、さらに、東京のある大学において異なる言語習熟度レベルで効果的に使われてきたアクティビティを、教師が自分の授業環境でも使えるように提供する。

The idea of critical thinking (CT) or critical discourse analysis (CDA) pedagogies in EFL contexts is now decades old. Yet, the actual presence of CT-based or influenced curriculums remains relatively scarce outside EAP compared to the established EFL curriculum choices such as structural, functional, or skills-based. This lack of popularity can be construed as somewhat of a surprise, given the advocacy CT has garnered over this same time period. Pennycook (1994) sounded the necessity of CT in EFL when he asserted it was essential for learning and adapting to today's quickly changing, globalized world. CT skills would be needed to replace traditional modes like rote learning to ensure students have the ability to question, consider, and act according to their reasoned beliefs as they increasingly find themselves in situations where engaging in dialog internationally is not just a matter of choice, but of necessity. Of course, the subtext relevant to EFL educators is that CT would also facilitate a corresponding gain in L2 linguistic development. Thus, the apparent dearth of CT in Japan cannot be attributed to the typical passage of time normally taken from a theory's conception to adoption. The seeming paralysis stems from conflicting interpretations of what CT actually means, or should do. Skeptics wonder whether CT in English language classes is culturally appropriate for Japanese students. Still others see the high-level cognitive demands of CT as useful only in EAP courses. More extreme voices add that if the objective of CT is to sharpen cognitive awareness, and not language learning, then it should be taught in the students' L1. As a result, implementing CT within university English language classes has been dogged with uncertainty. However, these concerns are ultimately unfounded. Research reveals that Japanese learners can already use CT skills (Stapleton, 2002), and that they feel prepared and comfortable using the CT process in their L2 lessons (Long, 2003). Indeed, CT can be clearly and practically defined and be universally deployed in any educational setting. In an EFL curriculum in Japan, CT skills can be effectively integrated and result in both cognitive and linguistic development.

To render CT a more manageable and teachable process for the Japanese EFL classroom, it is useful to first clarify its meaning. A critical pedagogy as defined by Canagarajah (2005) is a specific means to redress imbalances and injustices between peoples inherent in and resulting from English as the dominant world language. This definition can be very loosely described as the CDA variety, and, perhaps, it is this meaning, with its overt, politicized agenda that raises suspicions of its efficacy in a Japanese context. However, working with a broader definition of CT may be more fruitful. CT is defined by the National Council for Excellence in Critical Thinking as,

> "… the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter …" (Scriven & Paul, 1987)

With this definition, the application of CT skills becomes more concrete: to conceive, apply, analyze, synthesize and evaluate information are achievable for any person. Yet, despite this seeming coverage, CT teaching is still interpreted as incongruous to EFL purposes by some. Most notably, Atkinson (1997) argues against incorporating CT because it teaches a way of behaving, exclusive thinking, alien cultural norms, and insufficient practical linguistic applications. Others have since taken positions to dispel these criticisms. Both Akbari (2008), speaking in general, and Kubota (1999) specifically for a Japanese setting, counter that precisely because everyone is subject to their cultural beliefs, CT is essential to understanding the world because it impels people to view their own culture from different perspectives and thereby better prepares them to understand and describe other cultures. This clarification may perhaps lead to the idea that CT is not an alien force thrust upon the unwilling or the unable; it is rather a universal process customized by culture and therefore can be universally deployed in any educational setting. The challenge, therefore, is for the instructor, not the student, to render this process into a coherent CT blueprint for EFL classes.

One method to introduce CT skills into an EFL classroom is to begin with the well-established

description of educational objectives outlined in Bloom's revised taxonomy of learning (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, & Wittrock, 2000). The taxonomy seeks to guide students to a more holistic education by encouraging the movement through six cognitive domains: knowledge, comprehension, application, analysis, evaluation, and synthesis. Each domain is clearly delineated in the taxonomy and example question prompts are provided for each that typically requires responses matching the cognitive level of complexity described. Why this could be of value to language education in Japan can be first addressed by the need for education reform. A report from Japan's National Institute for Educational Policy Research's (国立教育政策研究所) on the state of education in Japan concludes that "once students have cleared the entrance examination hurdles to get into a university, Japanese higher education institutions do not demand strict study from their students. There is perceived to be no particularly great effort required … the mediocre quality of higher education has become a major issue" (Saito, 2008, p.8), and that "the content of education should be carefully reviewed to reduce the teaching of the mere knowledge or rote memorization material" (Saito, 2008, p. 10). What the taxonomy basically directs is the lower domains cover foundational comprehension while the higher domains stimulate greater complexity of information processing and understanding. This escalation has been attributed to both greater motivation among students, and forcing knowledge languishing in short-term memory to be actively used: two apparent goals to stimulate education in Japan.

Research in EFL where CT has been deployed internationally speaks to this potential. Kabilan (2000) reported successful linguistic improvement using CT with his students. In a study in Taiwan, Liaw (2007) found that students also experienced gains in English acquisition through using CT. Renner (1996) found even among young learners that when using a content-based curriculum with CT, students reported higher motivation and significant gains in language growth. In other findings, Karvanpanah and Zandi (2009) found that CT skills made students more aware of grammar and vocabulary while reading and helped them better understand meaning through the logical relationships between sentences. Similarly, Hashemi and Ghanizadeh (2012) reported that students improved their CT skills and suggested students needed to employ a greater range of language to express themselves in the CT activities. Notable in all of these cases, CT had not been restricted to EAP nor only with students at higher levels of English proficiency. In short, CT has shown the ability to succeed in EFL classes and can lead to both higher cognitive thinking and effective linguistic development.

The process of critical thinking is within human potential; it is neither culturally nor academically exclusive. As a means for bettering EFL instruction in Japan, CT can be the basis for an entire approach or integrated into existing curriculums. As CT involves having learners analyze multiple perspectives, it lends itself well to the creation of activities covering the four core language skills. CT activities can provide greater meaning into content, increase motivation and interest, and force a greater breadth, depth and active use of vocabulary in EFL learners. With increasing communication demands, having these skills taught in English can equip learners with the confidence and opportunity for greater participation around the world. And, to this end, English-language education must surely direct its efforts.

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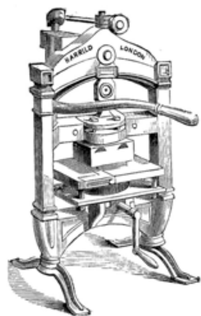

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