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The reflective teacher: Towards self-actualization

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In the act of teaching, we have little time to reflect on the successes or puzzles that occur within our classes and can lose valuable opportunities for gaining insights into our pedagogic practice. There is a need, therefore, for practical ways to help us think back upon our experiences more deeply and to discover what is actually happening in our classrooms. This workshop discusses the process of becoming reflective and the journey towards pedagogic self-actualization. It also provides a number of strategies and frameworks that can be used by teachers to facilitate critical reflection on their teaching and find new discoveries, possibilities, and ideas for research themes there.

指導中、教師は授業内の成功や問題を再考する時間がないので、教育実践の場において、洞察力を得る貴重な機会を失っている。したがって、より深く我々教師の経験を考察し、教室内で実際に起きている事象を理解するための効果的な方法が必要である。本ワークショップでは、深い考察

力を得るための方法と教育上の自己実現に向けた探究を論議する。また、教師が自身の教授法を客観的に考察する上で必要な、多様な方策と枠組みを提示し、研究テーマのための新しい発見、可能性や着想点を探る。

Keywords: action research, cooperative development, inquiry-based approaches, professional development, reflective practice

Imagine that we teachers were able to be the students in our classes for just one day. What would we see? What would we think? How would we feel? Imagine all that we could learn from this unique perspective. Although everyday classroom experiences can provide us with the potential to understand and learn more about our individual pedagogic practice, in the hectic activity of teaching we often have little time to consider the reasons for and implications of the many "instinctive and automatic" (Peck, 1993, p. 83) decisions we make in our classes. Moreover,

there is often too much unfolding at one time to process, respond to, and remember all aspects of a particular lesson. Since much of what happens may remain hidden or unknown to the teacher (Richards & Lockhart, 1994), we need to make opportunities to revisit our teaching experiences in order to increase our awareness of what it is we actually do, to understand it, challenge it, modify it, and develop from it. As Edge (2002) states, “Everyone *has* experience. Not everyone learns very much from it. I want to take on the responsibility of doing so” (p. 15).

This responsibility is “a process of continual, intellectual, experiential, attitudinal growth for teachers” (Lange, 1990, p. 250). It is an ongoing commitment to try to discover more about our classes, to identify problems or puzzles, and experiment with possible methods to solve them. It is accepting the need to keep consciously exploring and learning from our experiences; to keep questioning our intuitions, ideas, and beliefs; to keep expanding our teaching repertoire; and to keep increasing our ability to respond to the many diverse needs of our students. Through critical reflection both *in* the act of teaching (our spontaneous responses towards critical incidents in the classroom) and *on* the act of teaching (our sustained thoughts and reflections post-lesson regarding our actions and their consequences) (Schon, 1983), we may “evolve in the use, adaption, and application of our art and craft” (Lange, 1990, p. 250) and empower ourselves towards self-actualization—the realization of our full potential as teachers.

The ritualistic teacher: Towards over-routinization

As we try out new ideas or activities in the classroom, either when thinking on our feet or planned, we tend to pay great attention to them in terms of their success or failure, their contribution to achieving the lesson outcomes, and their reception by the students. Once used a couple of times, the particular ideas or activities may become habitual, routine, and a recurrent part of our pedagogic bag of tricks. As classroom actions and behavior are repeated over a period of time, we may begin to accept without question or regard to existing beliefs and classroom procedures. The danger here is that if this continues,

our teaching may become ritualistic, mechanical, and overroutinized. As Prabhu (1990) states, our sense of what may be plausible at any given moment in a lesson may become “frozen, ossified, or inaccessibly submerged, leaving only a schedule of routines” (p. 174). Thus, it is through continual critical reflection on what we do by which we remain open, active, and alive to the possibilities each lesson provides for the growth of our students and for ourselves as teachers.

Strategies for reflecting

1. Self-monitoring

Self-monitoring refers to “a systematic approach to the observation, evaluation, and management of one’s own teaching behavior” (Richards & Farrell, 2005, p. 34) in order to achieve a greater understanding about it. Here, teachers develop their own methods of recording their classes so that information can be accessed later for self-review. Such strategies as using pre-designed checklists, keeping diaries, and video-recording lessons allow teachers stimuli towards recall when reflecting on classroom events. However, in a typical busy working day, it is often difficult to find the time either during or after teaching to document, examine, and explore the many critical classroom incidents or habitual actions that have occurred in each lesson. Thus, we need a quick and immediate means of self-evaluating our performance after each class to help jog our memories of what has happened and to facilitate reflection at a more convenient period of the day. Thus, I often assign lessons a football score (soccer for American readers!) as a method of self-monitoring. The *match* has two teams: the teacher and students working together towards achieving the lesson objectives on one side (Teacher and Students United—T.S. Utd.) versus things not working as expected on the other side (Unforeseen Chaos/Collapse—Un F.C.). Let me explain how this works. A lesson begins well, the students are on task, and actively engaged in using the L2 (the score is T.S. Utd. 1 Un F.C. 0). In the middle of the lesson, one activity is too difficult for the students. This results in several students code-switching to the L1, whilst others simply do not complete the assigned task and begin to play with their cellular phones (the score is now T.S. Utd. 1 Un F.C. 1). The teacher

makes an immediate decision to modify the activity, to provide more scaffolding, and to introduce a game element. The students respond positively to this and the lesson is back on track (the final score is T.S. Utd. 2 Un F.C. 1). Football scores can be used to evaluate many aspects such as student motivational behavior, comprehensibility of teacher instructions, student reactions to material and activities and so on. Scores can be quickly written down after each lesson and then reviewed and reflected on during the commute back home at the end of a working day.

2. Exploring our teaching within dialogic meditational spaces

Johnson (2009) outlines several frameworks for reflective practice that place value on teachers' narrative accounts of their pedagogic experiences and "create the potential for sustained dialogic mediation among teachers as they engage in goal-directed activity . . . and struggle through issues that are directly relevant to their classroom lives" (p. 95).

One such framework is Edge's (2002) Cooperative Development (CD) in which two teachers agree to work together for a set period of time to discuss their teaching. The meditational space is "deliberate and carefully regulated" (Johnson, 2009, p. 105) to maximize the opportunity for one teacher (the Speaker) to talk about and explore a topic of his or her choice whilst being supported by a supportive, non-judgmental listener (the Understander). Through a process of articulating about classroom experiences and explaining them in a way that can be understood by the Understander, the Speaker can externalize and give coherency to his or her previously internal random and chaotic thoughts. As talk continues, the Speaker may heighten recognition and awareness of specific classroom events, discover new perspectives on his or her teaching, and begin to make a plan of action regarding ways to deal with a particular teaching puzzle or critical incident in subsequent classes.

During CD, the Understander withholds any advice, suggestions, opinions, evaluations, or personal anecdotes to make space for the Speaker's ideas to grow. Being freed from the need to contribute a response from his or her own frame of reference, the Understander is able

to focus wholly on listening to and understanding the Speaker and communicating back what he or she has understood. Hearing one's words repeated back by the Understander as a carefully constructed summary of his or her ongoing thoughts, ideas, and emotions, the Speaker feels encouraged to move forward, to keep exploring, and the potential for new realizations is thereby enhanced. (For further reading on studies conducted in the field of CD and its online version, IMCD, please refer to Boon, 2011.)

Conclusion

Reflection is at the core of teaching. By reflecting in the act of teaching, we make continual, spontaneous decisions on how best to proceed at any given moment within a lesson. However, to learn and grow from our experiences, to remain fresh and innovative, we need to reflect carefully on what it is we do each day. Whatever strategies we may choose to engage in reflective practice, our goal is to seek pedagogic solutions, evolutions, and revolutions as we strive towards the dizzy heights of self-actualization.

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Teaching for world citizenship in the language classroom

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In our globalized world of the 21st century, we need young people who can communicate effectively in foreign languages, who appreciate the cultural diversity of our global village, who strive to promote international understanding, and who can contribute to solving the global issues that face our planet. This requires an approach focused on “teaching for world citizenship” designed to stimulate interest in the wider world, promote cross-cultural empathy, foster critical thinking, and encourage social responsibility. The foreign language classroom can be an exciting place for students to acquire this “global literacy” as they develop language and communication skills. This featured speaker workshop will explain how a global education approach to language teaching can help prepare young people for socially responsible citizenship in a multicultural world. It will outline how teachers can bring an international perspective into their classrooms through resources, materials, and activities featuring meaningful content on real-world topics.

21世紀のこのグローバルな世界で若者に求められるのは、外国語で効果的にコミュニケーションし、世界の文化の多様性を正しく認識し、国際理解を深め、世界が直面するグローバルな問題の解決に貢献することである。これには、「世界市民を目指す指導」に焦点を当てたアプローチが必要である。それは、より広い世界への関心を学生に持たせ、異文化への理解を深めさせ、批判的思考力を育み、社会的責任を強めることを目指すものである。外国語の教室は、学生に言語とコミュニケーション能力を発達させる「グローバルな能力」を養う刺激的な場である。本ワークシ

ップでは、このグローバルな語学教育のアプローチが、若者が多様な文化の世界で社会的に責任感を持つ人間になるのにどのように役立つかを論じる。現実の世界のトピックに関する意義深い内容の資料、教材、活動を通して、教師がどのように教室に国際的な観点をもたらすことができるかを概説する。

Keywords: language teaching, world citizenship, global education, global issues, international understanding

The year 2011 marks the 20th anniversary of JALT’s *Global Issues in Language Education* Special Interest Group (GILE SIG). Its founding in 1991 kicked off an exciting two decades of educational activity and led to the formation of similar groups in other organizations, including a *Global Issues SIG* formed in 1995 by IATEFL (*International Association of Teachers of English as a Foreign Language*) and *TESOLers for Social Responsibility* formed in 1999 within TESOL (*Teachers of English to Speakers of Other Languages*). These groups have enabled language teachers involved with global education to receive funding, issue newsletters, create websites, initiate projects, hold workshops, sponsor conferences, and build networks in order to share their research, teaching experience, and classroom ideas.

Global education aims to prepare young people for socially responsible citizenship in a multicultural world. While “global ed” is a relatively new concept, there has been a consistent commitment to global awareness and social concern throughout the history of our field. Rivers (1968) notes that “increasing international understanding” (p. 261) has always been a prominent language teaching objective and cites a 1933 U.S. document which proclaims the prime value of language study as “breaking down the barriers of provincialism and building up a spirit of international understanding and friendliness, leading toward world peace” (p. 261). The establishment of *global issues* groups in language teaching associations represents a professional attempt to implement these goals through content-based instruction drawing from fields such as global education, peace education, and education for international understanding.

Individuals involved in global education include classroom teachers, curriculum designers, program directors, and textbook writers, all working in their own ways to promote world awareness and social responsibility. My own involvement in this area grew out of frustration with traditional language learning. In high school in Canada, I studied modern languages, specializing in French and German. Despite countless word lists and grammar-translation exercises, I held on to my dream of speaking both languages fluently. By the time I finished second year at university, I realized I had been studying for seven years but couldn’t speak either language. In frustration, I dropped out of university, flew off to Europe and began a four-year trip around the world.

As Mark Twain noted, travel is fatal to prejudice, bigotry, and narrow-mindedness. For me, this adventure certainly opened my eyes to new horizons. Living in France and Germany soon got my language skills up to scratch. Working in Sweden and traveling in Holland brought me face-to-face with Europeans my own age who spoke three or four languages as a matter of course. Traveling overland through the Middle East and Asia made me aware of the rich diversity of our multicultural world and forced me to confront global issues of war, poverty, prejudice, and pollution. While a round-the-world trip is a great way to promote global awareness,

it’s obviously not possible for everyone. What language teachers *can* do is bring the world into their classrooms through their courses, lessons, and materials.

A global education approach involves bringing an international perspective to the language classroom through meaningful content based on real-world topics. Global teachers strive to design language lessons around world regions (e.g., Africa, Asia, Latin America), social issues (e.g., racism, sexism, AIDS), international themes (e.g., world religions, world flags, the Nobel Peace Prize), and global problems (e.g., poverty, landmines, tropical rainforests). They view the language classroom as a place to teach against prejudice and to experiment with global education activities, videos, role plays, and simulations. They see the Internet, Twitter, and social networking sites as ways to promote language practice and global awareness, and arrange overseas visits and exchanges to promote students’ intercultural understanding.

Global educators talk about four types of teaching: *teaching about*, *teaching for*, *teaching in*, and *teaching through*. *Teaching about* focuses on knowledge, topics, and content. *Teaching for* aims at skill-building and empowerment. *Teaching in* deals with classroom atmosphere and the learning environment. *Teaching through* focuses on teaching methods and the learning process.

A good EFL curriculum combines all four of these:

- *teaching about* English means providing students with knowledge about English, its linguistic features, and the countries where it is spoken.
- *teaching for* English proficiency means helping students acquire English communication skills.
- *teaching in* English means promoting language acquisition by using English as the classroom language.
- *teaching through* student-centered tasks ensures active learning and increased motivation.

For global educators:

- *teaching about* the world means providing students with information about the world’s peoples, countries, cultures, and problems.

- teaching *for* global citizenship focuses on developing the skills needed to work for a better world.
- teaching *in* a global classroom means creating an international atmosphere which stimulates global awareness.
- teaching *through* global activities means designing learning experiences that incorporate discussion, debate, role plays, and simulations.

Global education entails more than just imparting facts. It involves a dynamic balance of information and inspiration. Our job as teachers, after all, is to both inform and inspire our students. Traditional teaching approaches often conceive of learners as lumps of clay which teachers and schools mold into the desired shape. For global education, learners are unlit candles. The job of teachers and schools is to light the fire of curiosity, stand back, and let their students' passion for learning about the world burn brightly.

In teaching for world citizenship, global educators strive to introduce role models—inspiring individuals who have worked for a better world. These can include historical figures such as Gandhi and Martin Luther King, socially concerned celebrities such as Bono and Angelina Jolie, as well as lesser known figures such as Garry Davis, who gave up his nationality to become the first-ever world citizen, and Craig Kielburger, the 12-year-old boy who set up his own NGO, *Free the Children*, to end child slavery.

For some, the idea of *teaching for world citizenship* may sound overly vague, arrogant, or idealistic. Yet, “world citizenship” is a very real concept analyzed by scholars, discussed by educators, and dealt with in numerous books. A casual search for *world citizen* on Google turns up 24 million hits. The British NGO Oxfam has even created a guide for schools on education for world citizenship” which is available online.

Skeptics may argue that world citizens are nothing like *real citizens*. After all, national citizens identify with a nation, pay taxes, carry passports, and vote. World citizens can't do any of these, can they? Surprisingly, thousands of people around the world *do* identify themselves as global citizens. A 2009 World Values Survey found that 72% of people in 45 nations said they

see themselves as *world citizens* in some sense. In Germany 19% of respondents and in Italy 21% considered themselves *primarily* “citizens of the world.” Each year, countless people around the globe donate money to international charities and campaigns, in effect paying a self-imposed *global tax* to make the world a better place. World passports have been available for 50 years from groups such as the World Service Authority, which claims de facto acceptance from 150 countries. While no one votes for a world government, examples of global voting do exist. The TV show *American Idol* is broadcast to 100 nations worldwide with foreign viewers eager to vote for their favorite singer. A global appeal to choose the new *Seven Wonders of the World* claims to have resulted in 100 million votes.

A growing number of people worldwide aspire to be *international*, to take part in our global village and to live as if they were world citizens. International events such as the Olympics and World Cup bring together members of our global family for shared experiences. People worldwide enjoy music, food, and entertainment from around the globe. When disaster strikes, the world becomes a neighborhood of concern, coming together to help the victims of terrorist attacks in New York, earthquakes in Haiti, and tsunamis in Japan.

Of course, the aim of *education for world citizenship* is not to set up a world government or establish legal status for world citizens. Instead, it aims to promote responsible citizenship—at the local, national, and international level—so that young people can promote peace, fight prejudice, end poverty, and protect the environment in their communities, their countries, and the wider world. As Osler and Starkey show in their book, *Citizenship and Language Learning* (2005), language teachers in Latin America, Europe, and Asia are all working to promote equality, tolerance, and human rights while promoting language proficiency and communication skills.

The world is divided into three kinds of people: those who *make* things happen, those who *watch* things happen, and those who ask, “What happened?” What Japan—and every country—needs is young people with language skills, international experience, and a sense of social responsibility who can take action as

global citizens to help solve the problems facing our multicultural world. Language educators have an important role to play in this task.

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Online Resources

Global Issues in Language Education (GILE SIG): <www.gilesig.org>

Education for Global Citizenship: A Guide for Schools (Oxfam, 2006): <www.oxfam.org.uk/education/gc/>

World Values Survey: <www.worldpublicopinion.org/pipa/articles/views_on_countriesregions_bt/608.php?>.

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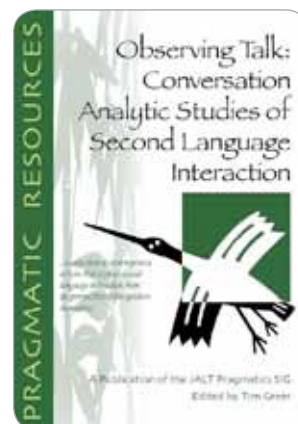


Pragmatics SIG Publication

The JALT Pragmatics SIG's newest volume is currently available. Entitled *Observing Talk: Conversation Analytic Studies of Second Language Interaction*, this book contains eight chapters that use CA to look at how people accomplish a variety of social actions in their second language.

Orders can be placed online at: <www.pragmsig.org/publications.html>

Price: ¥2000 plus postage.





Using genre-based teaching to support the development of oral skills

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Second language learners who are in high enclosure settings (with restricted access to authentic language use by the target discourse communities) can have greater difficulties than others in learning the discourse conventions of those communities. Genre-based teaching (GBT) is designed to bridge this gap and has achieved successes in the teaching of literacy skills. It can also be applied to the teaching of oral language skills.

In this workshop, the theoretical background to GBT will be explored. Participants will carry out explorations of texts which represent different spoken genres, analyzing the texts at a variety of levels. Following this, the GBT framework will be introduced, and participants will have the opportunity to reflect upon and discuss how appropriate GBT is for their own teaching contexts.

Upon completion of this workshop, participants should have a clearer idea of the theoretical bases of GBT, have exposure to analyzing spoken texts, and have considered the pedagogic framework of GBT.

第2言語学習者は、目標談話コミュニティによる自然な言語使用にあまり触れることのできない非常に隔離された環境にいる場合、その談話規則を学習する際に他の学習者より苦労する。ジャンルに基づく指導 (Genre-based teaching) はこのギャップを埋めるためのもので、読み書きスキルの指導に効果的だが、オーラルスキルの指導にも応用できる。

本ワークショップでは、GBTの理論的背景を検証する。参加者は様々なレベルのテキストを分析して、異なった会話ジャンルのテキスト調査を行う。次に、GBTの枠組みが紹介され、参加者は、それぞれの指導環境において、適切なGBTはどうあるべきかを考える機会を与えられる。

本ワークショップを通じて、参加者はGBT理論の根拠に対する、より明白な考えを持つようになり、会話テキスト分析とGBTの教育的枠組みの考察を経験することができる。

Keywords: genre-based teaching, teaching speaking, sociocultural theory, systemic functional linguistics, text analysis

Regardless of one's view of how appropriate the EFL acronym is in 2011, the situation remains that in countries where English is not a language of wider communication, second language learners are often in what Schumann (1978) described many years ago as high enclosure settings, with restricted access to authentic language use by the target discourse

communities. Because of this access difficulty, learners may face greater difficulties than others in learning the discourse conventions of those communities. Further, many learners in high enclosure (HE) EFL settings, do not have ready access to opportunities to participate in a variety of communicative situations using English. Given that many English language learners in HE EFL settings are learning English to engage in social, commercial, or academic activity, either for immediate or future needs, language-teaching programs are often aimed at addressing these issues.

In Australia in the 1980s and 1990s, a different group of learners was facing access issues of its own. Students in the Metropolitan East Region of Sydney's Disadvantaged Schools Program were found to have limited access to the written genres required for academic success. While the social, cultural, and historical factors that led to these problems are very different to those faced by English Language learners in HE EFL settings, the range solutions in terms of pedagogy can be similar. Genre-based Teaching (GBT), incorporating the Teaching Learning Cycle was the most significant development of Australian genre theorists and educators as a response to this problem. Originally devised for primary and secondary teaching, it was later adapted for adult second language learners by TESOL teachers in the NSW Adult Migrant Education Program (AMEP) (Feez, 1998).

This leads to my own experience with GBT, which is both in Australia in academic writing settings, and also in an HE EFL setting—in adult English classes in Bangkok, Thailand, for both the teaching of writing and the teaching of oral skills (Chappell, forthcoming). I found that the approach gave me, the teacher, a rich and varied array of teaching and learning activities from which to draw; it gave lessons a focus on authentic language and students a “theory” behind

that language; it offered opportunities for the students to focus on creating their own structured spoken texts; and it provided many forms of support through interaction for the students, hence my interest in sharing an interpretation of GBT for oral skills at JALT 2011.

In the workshop at the conference, we will begin by exploring the theoretical underpinnings of GBT, which has a well-articulated theory of language and theory of language learning (see Richards & Rodgers, 2001, for discussions of approaches and methods in ELT). Clearly, the development of GBT was in response to pressing educational issues, and I am suggesting that it can continue to address pressing issues in HE EFL settings such as Japan, and also Thailand, where its success is being established (see also Kongpetch, 2006). The theoretical basis of GBT is social in nature, with a theory of language as a system for making meaning in the world, and a theory of language learning with social interaction placed at its core. I will expand upon the brief outline of the theories below in the workshop, where we will also explore examples of spoken texts and consider how best we might approach the spoken genres based on the Teaching Learning Cycle. Participants who are interested in exploring details of the language learning theory based on sociocultural principles might also attend my separate presentation at the conference.

Social model of language

As alluded to earlier, curriculum objectives for contexts such as the one under discussion are most likely to focus on the communicative potential of language learning in different social contexts, rather than merely foregrounding the formal properties of the language. This view resonates with the socially based theory of language developed by Halliday (1978), known as systemic functional linguistics, and which informs much of the application of genre pedagogy in Australia today. Its main components are:

- Language is a resource for making meaning.
- Users of the language construct texts (spoken and written) to make meaning.
- The meaning potential of a language system

is represented in both the culture of which the language is a part, and the social situations in which the spoken and written texts come to life.

Social theory of learning

Genre pedagogy is firmly grounded in theories inspired by Vygotsky (Vygotsky & Rieber, 1988) and Bruner (e.g., Wood, Bruner, & Ross, 1976), both of whom foreground the social, contingent supporting role of expert others in the learning process. Often labelled a sociocultural approach (Lantolf, 2000), this view of learning privileges the meaningful interactions that learners and teachers have in learning activity. Sociocultural approaches can be contrasted with curriculum-centred approaches, which view learning as either (i) the successful transmission, or passing on of knowledge from an expert other, or (ii) student-centred approaches, which conceive of learning as the successful acquisition, or taking of knowledge from an expert other. Both these approaches differ fundamentally from a sociocultural approach, which is a teaching / learning-centred approach.

Final comment

In the years that I have been involved with English language teaching in Asia, one of the hot topics has always been how to improve students' speaking skills. Conferences across the region have included presentations and workshops exploring the various possibilities, and the issues related to the HE EFL settings have constantly been raised. Teachers bemoan the fact that their students have limited opportunities, and even motivation, to use English outside of the classroom. We bemoan the limited time we have to teach language for communication given exam content. These are issues for we as educators to address, not problems associated with dysfunctional educational settings. Just as there are many varieties of Englishes in use across the globe, there are many ways to teach people to use them communicatively. That's the spirit of my workshop!

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Author bio

Phil Chappell is Lecturer in Linguistics at Macquarie University and convenes the Postgraduate Certificate in TESOL. Phil has been involved in English Language Teaching, Language in Education/ Applied Linguistics and ELT program management since the early 1990s. He spent over ten years living in Thailand, where he was involved with adult language teaching, language teacher education, curriculum development, program management, distance TESOL education and developing in-service professional development programs. Phil's research interests are aimed at achieving greater understandings of effective classroom practices in second language teaching and learning, especially the talk of the language classroom.



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Fiona Copland
Aston University

In this workshop, we will look at example activities for teaching young learners suggested by teachers of English around the world as part of the Aston University/British Council project, "Tasks for Teaching Young Learners." We will ask, "Would these activities work in my learning and teaching context?" and "What adaptations would be necessary to make them work?" Workshop participants will be invited to bring their own favourite activities on a sheet of A4 paper to hang on the "Best Activities" line for sharing with others. Participants at the workshop should leave with an understanding of the challenges faced by young learner teachers around the world and how some of these challenges are met. They should also leave with some great new ideas to try out in their own classrooms.

Teaching young learners in a global context

本ワークショップでは、イギリス・アストン大学とブリティッシュ・カウンシルのプロジェクト「若い学習者指導のためのタスク」の一部として、世界中の英語教師によって提案された若い学習者指導のアクティビティに焦点を当てる。「これらのアクティビティは自分の学習指導現場で役立つか」「それらを活用するにはどのような改善が必要か」を検討する。みんなで共有するための「ベスト・アクティビティ」に加えるため、ワークショップ参加者には、A4用紙に自分のお気に入りのアクティビティを記入してもらおう。また、若い学習者を指導する世界中の教師達が直面した問題と、その問題がどのように解決されたかを理解し、自分自身の教室で試みるための新しく良いアイデアを持ち帰ってもらいたい。

Keywords: teaching young learners, activities, global perspectives

English is being introduced to ever more and ever younger children, and in many countries around the world English is now compulsory in primary education (Nikolov, 2009; Pinter, 2006). However, knowledge and

understanding of teaching practices in the field of young learners are, at best, sketchy. There are a number of books that bring together worthwhile studies of small research projects, often led by local university researchers (see Moon & Nikolov, 2000; Nikolov, 2009; Rixon, 1999), but these studies often focus on how young learners acquire particular systems, such as vocabulary (e.g., Orosz, 2009) or skills, such as reading (e.g., Samo, 2009). Other books recommend best practice in teaching young learners in the light of available research findings, informing and guiding both teaching and teacher education (e.g., Cameron, 2001; Pinter, 2006; Slattery & Willis, 2001). However, there are no studies, as far as I am aware, that examine how teachers around the world go about their everyday practice of teaching English to young learners, their attitudes to this teaching, and the challenges they face. Nor is there any research which provides a detailed description, on a case by case basis, of how expert teachers in local contexts “do” English language teaching, where this teaching is not part of a programme of innovation and change (cf. Graddol, 2006).

A recent project, “Investigating Global Practices in Teaching Young Learners,” (2011) managed by Sue Garton, Anne Burns, and Fiona Copland at Aston University, UK, and funded by the British Council, sought to address these issues. Through a survey of teachers of young learners (ages 7-12) around the world, and through case studies in five different countries, the researchers collected data on the policy/syllabus documents that inform Teaching English to Young Learners practices; teachers’ favoured pedagogical approaches; and teachers’ perceptions of their roles and responsibilities, including the challenges they face. In this paper, some of the major findings will be reported with respect to the Japanese context and contrasted, where appropriate, with findings from other Southeast Asian countries.

Current policy in Japan

From April 2011, all public elementary schools in Japan will include in their curricula ‘Foreign Language Activities’ for 35 hours per school year for fifth and sixth grade students. For most schools, the focus of these activities will be English. In the majority of schools, public as well

as private, English has already been part of the programme of study for some years (sometimes covered in after school clubs). Currently, all students in public junior high and high schools also study English. Young Japanese learners of English, therefore, have received for some time a good deal of exposure to English, and this exposure will grow.

Japan is one of the few countries in the world that has instigated a policy of importing native speaker teachers of English to teach in the junior high and high school system, mainly through the Japan Exchange and Teaching Programme (JET) scheme (Hong Kong operates a similar system called the NET—native English teacher—scheme). This approach is also being followed by many primary schools as they begin to instigate the new ‘Foreign Language Activities’ curriculum. This policy means that English language teaching in primary schools in Japan is organised differently to most countries in the world. In most countries, English is taught by a person who is usually a native of the country, and usually speaks English as a second language. In Japan, in contrast, the teacher is often a native speaker of English who is employed by schools to teach English either alongside or instead of the homeroom teacher. This has implications in terms of the issues that teachers of English in Japan cited as problematic in their primary school contexts. Homeroom teachers, in our survey, were unanimous in citing “improvement in my own level of English” as being the most important factor in improving learning and teaching; for the native speaker English teachers, more time with the children was cited as the most important factor. It is likely, that in the years to come, there will be a demand from Japanese teachers of English for more training in English language at the same time as a rise in demand for native speaker teachers of English to teach in the primary school sector.

The policy of employing native speaker teachers of English also has implications for how children perceive the practice of speaking English. Children who are mostly taught by a native speaker teacher of English may question, albeit subconsciously, whether it is possible to be Japanese and to speak English well as they have no models to emulate. What is more, the value of English as a subject may also be questioned

by children if it is not taught by a teacher who teaches other important subjects such as maths and history. As the new Foreign Language Activities curriculum is launched in primary schools this year, it may be time to consider not only what is taught in English language classes, but how the value of English is presented to learners.

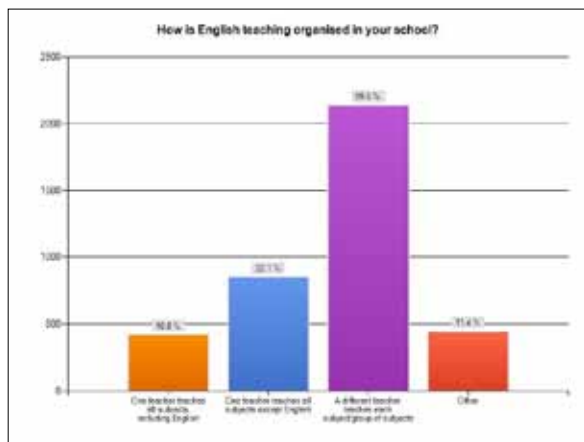


Figure 1. The organisation of English language teaching in schools globally

Language teaching practices

Another interesting finding from the research concerns the pedagogical practices teachers of young learners employ in classrooms (see Figure 2). In Japan, the most popular activities were playing games, singing songs, repeating after the teacher, memorising words or phrases, and role play. The least popular activities were creative writing, watching TV or videos, activities on the computer, reading silently, and copying from the board. These practices compare interestingly with those of South Korea and Taiwan where songs, repeating after the teacher, and games were also popular, but so too were listening to the tape recorder or CD (83% of teachers in Taiwan and 81% of teachers in South Korea stated they did this either every day or often compared to 44% in Japan). This might be explained by the fact that in both South Korea and Taiwan, the majority of teachers answering the survey were Korean or Taiwanese nationals, while in Japan, the majority of teachers answering the survey were native speakers of English. It may be that the Korean and Taiwanese teachers used

the recordings to provide children with a native speaker model of English (which they might feel is appropriate), while the native speakers of English relied on themselves to give an appropriate model.

However, it is also interesting to compare the use of the computer in the classroom. In the case studies, the researchers found extensive use being made of the computer in English lessons in the United Arab Emirates, Italy, and South Korea (with 40% of Korean teachers in the survey reporting they used computer activities every lesson or often).

However, in Japan, teachers reported that they rarely used computer activities (only 12% said they used a computer every lesson or often) while in Taiwan, the number was higher at 22%.

Given the finding that most teachers in Japan responding to the survey felt that lack of time was the main impediment to providing a good learning experience, perhaps it is not surprising that computer activities, which can take time to set up, were not popular.

Nevertheless, it is undeniable that computer assisted language learning is a growing area and that many students have been supported by learning materials found on the Internet.

What is more, the opportunities computer assisted learning provides for independent study are huge and could be nurtured in learners from an early age. By largely disregarding computer activities, teachers in Japan could be reducing their children’s learning opportunities inside and outside the classroom.

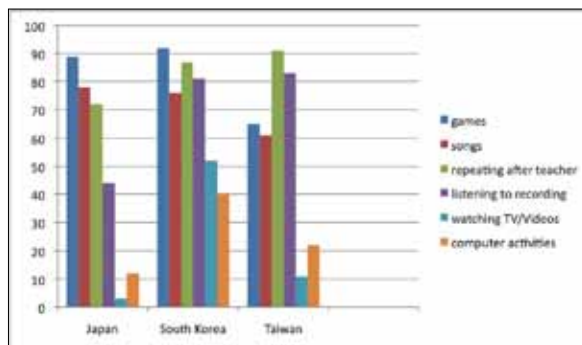


Figure 2. A comparison of pedagogic activities in Japan, South Korea, and Taiwan

As yet, MEXT has not indicated how it will evaluate the success of the innovation or measure the pupils against these criteria. Nevertheless, within two years, teachers in junior high schools will be able to carry out their own assessment of learners, and in doing so, form their own views of the Foreign Language Activities guidelines. Of course, everyone hopes for success, but it may be that having followed other countries in starting language learning early, Japan may now wish to look to how other countries deliver language learning activities; South Korea or Taiwan might not be a bad place to start.

Acknowledgements

I would like to thank Brian Gaynor for comments on an earlier draft of this article; his insights on the teaching of English in the primary sector in Japan have been invaluable.

Global Practices in Teaching Young Learners

The survey for this study is still live. If you teach English to children between the ages of 7 and 11, we would be delighted if you could fill it in. It will take about 20 minutes. The survey can be found at: <www.surveymonkey.com/s/79GZS7R>.

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Author bio

Fiona Copland has taught English to speakers of other languages in Nigeria, Hong Kong, Japan, and UK. She has taught children and adults in a range of contexts from junior high schools to private language schools. For the last twenty years, Fiona has also been involved in teacher education. She has worked on CELTAs, DELTAs and a number of university programmes. She is currently Course Director for MSc TESOL programmes by distance learning at Aston University. Fiona holds a Master's in Applied Linguistics and a PhD in Education. Her research interests include teaching young learners, using L1 to teach L2, and feedback in teacher education programmes. She is a fellow of the UK Higher Education Academy and treasurer for the UK Linguistic Ethnography Forum, a special interest group of BAAL.





What makes a good teacher? Studying expertise in teaching skills

Keith Johnson

Lancaster University, UK

A long, eminent career finally brings Keith Johnson to JALT as a featured speaker, co-sponsored by TED and CUE. In this interview, Keith Johnson discusses teacher expertise with Deryn P. Verity, coordinator of TED SIG.

DPV: How and why did you first become interested in the topic of expertise?

KJ: In 1995 I became involved as a researcher in a three-year project funded by the British Economic and Research Council entitled, “Capturing expertise in task design for instruction and assessment.” The aim was to look at how *expert* task designers worked, and what made them experts at designing tasks.

This was my first encounter with expertise literature. We had sixteen subjects. They were all language teachers, but eight of them had had little experience in designing activities or tasks for classroom use. The other eight were the *experts*—people who had spent a good many years writing tasks. We asked our sixteen subjects, working alone, to produce a task for use in an EFL classroom. We gave them a general idea of what kind of task we wanted, who the students would be, and other important background information. Then we asked them to design the task. In order to capture their thoughts and processes we asked them to “think aloud” as they did this.

We recorded these think-aloud sessions, so that we had sixteen transcriptions of individuals producing the same task. We then set about analysing the think-alouds, paying particular

attention to differences between how the experts and the novices went about their assignment.

In 2005 I was involved in a further research project, funded by the British Arts and Humanities Research Council, which gave me the chance to look at the practices of teachers of other subjects and consider their relevance for language teachers. The other subjects were classical singing, table tennis, and the training of airline pilots in a flight simulator. Not obvious choices perhaps, but areas we felt were comparable to language teaching.

DPV: Tell us how you chose singing, table tennis, and pilot training as relevant fields!

KJ: One of the characteristics of many skills, including fluent language use, is that they involve “doing many things at the same time” (what I call “combinatorial skill”). Singing, table tennis, and pilot training involve this element. The best example is the last. When you land an aircraft you have to think about many things at the same time—height of aircraft, speed, position in relation to runway, etc. In fact, you could say that a major part of the skill is the *putting together* element. The individual skills may be easy enough; the problem is doing them at once.

Pilot trainers know very well that combinatorial skill is a major part of what they need to teach—not the bit stuck on at the end (rather as language teachers used to handle fluency practice, late on a Friday afternoon). My belief is that combinatorial skill needs to be right at the centre of our foreign language (FL) teaching; I was interested in finding out how pilot trainers (and the other trainers we looked at) handled this aspect.

DPV: Why is teacher expertise an important concept for the profession?

KJ: The answer to this question can be stated by posing another one: how can we even think of

producing good/expert teachers unless we know something about what makes a good/expert teacher? Stated like that, it really is extraordinary that we have reached the twenty-first century without looking all that closely at the expertise area.

Where, one might ask, do the ideas that we pass on to trainee teachers come from? A good part of the answer is “from theories about language teaching.” In recent decades, the dominant theory has been communicative language teaching (CLT). We, as teacher trainers, have read what the CLT theorists have said about how languages should be taught, and we have converted these ideas into thoughts about what good/expert teachers do. We, as teacher trainers, then pass on these ideas to our trainees.

Fine. But perhaps at some stage we should ask a simple and very practical question: what do teachers who are generally regarded as experts *actually do* in their classrooms? We can all think of teachers who are looked up to as being *good*. Why not just study what they do? See how they conduct their classes, watch how they handle speaking practice, reading comprehension, and so on. Then perhaps look at the behaviour of novice, *inexpert* teachers and compare the two.

You may have noticed that I contrast experts and novices. But the notion of *novice* is an idea to do with amount of experience. The opposite of a novice is not in fact an *expert* but an *experienced person*. Expertise and experience really are two different ideas. You do get experienced teachers who are not expert. We have all come across them, and in one study I was involved in, our initial assumption was that the most experienced of a number of subjects would be the most expert, and this was clearly not the case. As someone once said, a teacher with ten years’ experience may in fact have had just one year’s experience, repeated ten times.

(By the way, in passing, experts do not always realize their expertise, and it is possible for an expert teacher to give a poor, *non-expert* lesson on occasions.)

DPV: Does your research suggest that expertise is a situated, context-dependent concept?

KJ: Yes, I think that much expertise in teaching is contextually dependent. It certainly depends on

method, so that an expert audiolingual teacher will be different from an expert communicative one. But culture and educational system are also important variables.

Most areas of human knowledge and skill have elements that are *universal* as well as situated, and I think it is possible to arrive at statements about expertise that are probably universally true. One candidate that springs to mind is that experts are often flexible. They are able to change the way they do things quite easily, while less expert teachers find themselves unable to deviate from the way they have always done things.

DPV: The assumption that experience = expertise must be very widespread.

KJ: Yes, there is a strong assumption that experience automatically confers expertise, and there is a degree of truth in it. This is why very many expertise studies select their experts in terms of how much experience they have.

Experienced non-experts pose huge problems for trainers. It’s like someone who has learned to play a musical instrument wrongly over many years—trying to get rid of well-ingrained habits and replace them with the *right* ones is a huge task. There are also immense affective problems. People assume experience is expertise, and if you try and change their behaviour, you are likely to be told: “I have been doing this for 30 years, so I know what I am talking about.” Lamentably, sometimes they don’t.

Recommended reading

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Author bio

Keith Johnson's featured speaker workshop at JALT will be co-sponsored by TED and CUE SIGs. Starting his career as a teacher of English and linguistics in Croatia, Malta, and Italy, Keith moved to the Centre for Applied Language Studies at the University of Reading in 1974 and joined Lancaster University's Linguistics Department in 1994. His years of teaching on MA programs produced *An Introduction to Foreign Language Learning and Teaching* (2008). At Lancaster he founded the research group LATEX

(Language Teaching Expertise); see *Expertise in Second Language Learning and Teaching* (2005). Other influential publications include the 1979 title *The Communicative Approach to Language Teaching* (co-editor C.J. Brumfit), 1981's *Communication in the Classroom* (co-editor K. Morrow), *Communicative Syllabus Design and Methodology* in 1982, and 2003's *Designing Language Teaching Tasks*. Currently, he is pursuing an interest in the language of Shakespeare, as well as developing his interest in expertise.



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The M&M's of teaching English to young learners

Kathleen Kampa

Author, teacher, and teacher trainer

Discover the power of music, movement, and multiple intelligences (MI) to create a dynamic learning environment for your students.

Music is celebrated in many cultures around the world. Its universality can be found in its shared structures. Music enhances memorization, a critical process in language acquisition. Movement invites students to learn by doing, a process that builds neural networks in the brain and throughout the body. However, are music and movement effective for all learners? Do we need more ways for students to learn?

In this session, we'll look at how music and movement can help young learners succeed in the EFL classroom. We'll look at how multiple intelligences strategies can complement music and movement. We'll explore ways in which these strategies can be used immediately in your classroom. Join us as we sing, move, and let all of our intelligences soar!

音楽は世界の多くの文化で親しまれており、その共通の構造には普遍が性見られる。音楽は言語習得において重要な作業である記憶力を高める。運動は脳や体中に神経ネットワークを築く作業である動作により学

習者に学ばせる。しかしながら、音楽と運動は全ての学習者にとって有効なのであろうか。学習者が学ぶための他の方法も必要ではないのだろうか。

本講演では、音楽と運動がどのようにEFL教室で若い学習者を学ばせる手助けをするかを検証する。また、多重知性ストラテジー (Multiple intelligences strategies) がどのように音楽と運動を補完するかを考察する。これらのストラテジーをどのように教室で使用するかも考える。本講演に参加して、一緒に歌ったり、動いたり、知性を大いに高めたりしてほしい。

Keywords: young learners, music, movement, multiple intelligences strategies

As I was riding the bullet train (*shinkansen*) back from Osaka after our spring break, I heard beautiful sounds around me. There were many young children on the train. Without any prompting by the adults around them, each child was singing and dancing!

Music is celebrated in many cultures around the world. Its universality can be found in its shared structures. As Brewer and Campell (1991) note,

Music was in the breath, the heartbeat, the walking movements, and the gestures of the

child. Music, rhythmic patterning, vocal toning, tongue-lip movements, and the awareness of melody in language patterns were everywhere and were primary to life-learning itself (p. 15).

Many teachers of young learners intuitively believe that music and movement serve an important role in early childhood education. Articles abound in magazines for teachers of young learners advocating the use of music and movement in an early childhood classroom. Neuman (2006) suggests that,

songs, rhymes, and poems . . . can improve children's memory, vocabulary, and creative uses of language . . . Not only do they love the lilt and the lyricism of these jingles, but they also benefit in terms of developing literary language and recognizing the sound structure of words (p. 13).

Many teachers of young English learners frequently use music in their English classes. Carolyn Graham (1992), creator of Jazz Chants, says,

Music opens doors, giving language students a greater awareness of the new culture to which they are being exposed and a sense of feeling more at home with the sounds and rhythms of the language they are learning. Hearing the sounds sung and singing the sounds can both be very helpful in acquiring the tools that lead to real communication, but perhaps the best thing about music in the classroom is the pleasure it brings to students (p. 43).

How do we know that music is useful in teaching English? Brain research by Eric Jensen (2001) suggests that music activates attentional systems, increasing the chances of remembering, and focuses on learning. Music enhances memorization, a critical process in language acquisition. A research team from Tufts and Dartmouth found that contrary to previous assumptions, music is not processed solely in the brain's auditory cortex - which controls hearing . . . the brain tracks tunes in an area located behind the forehead (the frontal lobe) where learning, the response and control of emotions, and memory converge (Bharucha, 2002).

Sousa (2008) found that music can be *imagined* because of stored images of music in one's

long-term memory. This is called the *song-stuck-in-your-head phenomenon*. Sousa (2008) notes,

When a song is imagined, the brain cells that are activated are identical to those used when a person actually hears music from the outside world. When a song is imagined, brain scans show that the visual cortex is also stimulated so the visual patterns are imaged as well (p. 342).

Music certainly has some magical qualities that we can utilize in teaching English to young learners.

Like music, movement is commonly used in children's classrooms. Almost every young English learner knows the song *Head, Shoulders, Knees, and Toes* with its accompanying movement. Children perform fingerplays, do movement songs, and play movement games. TPR (Total Physical Response) has been promoted by Asher (1969) as a means to teach language through movement in an implicit manner. Hanaford (2005) suggests that learning by doing builds more neural networks in the brain and throughout the body, so that the entire body can be used for learning. Pica (n.d.), an advocate for active learning cites Jensen, saying "that not only do children learn by doing - and that movement is the child's preferred mode of learning - but also that physical activity activates the brain much more so than doing seatwork" (para. 7). Music and movement are certainly powerful strategies based on research by experts and the experience of classroom teachers. However, are music and movement effective for all learners? Do we need more ways for students to learn?

When Harvard's Project Zero came to Tokyo, I had the opportunity to explore the theory of Multiple Intelligences, developed by Howard Gardner in 1983. His theory suggests that intelligence might not be something we can measure only in a test. Because we have experts from many different walks of life - painters, scientists, musicians, mathematicians, counselors, dancers, and more - he reasoned that there may be many different kinds of intelligence. He cited eight different intelligences, including musical and kinesthetic intelligence, which I was very familiar with. The other six intelligences included linguistic, logical-mathematical, spatial,

interpersonal, intrapersonal, and naturalistic. We were told that every person possesses each of these intelligences, but at varying levels. At the Project Zero workshop, my group talked among themselves to clarify our understanding. We drew diagrams and looked for patterns. As in many classrooms, we were asked to summarize our experience through written paragraphs using our linguistic intelligence. My group's understandings were much richer than words in a paragraph, so we shared our understandings from the workshop using our multiple intelligences including movement (kinesthetic intelligence), chanting (musical intelligence), a colorful diagram (spatial intelligence), and teamwork (interpersonal intelligence). The other participants were in awe; through movement, chanting, diagrams, and teamwork, they had witnessed MI in action!

Gardner's work spread to the teaching community, where Thomas Armstrong (2010) inspired teachers to use the intelligences as "potential pathways to learning" to help all students find success. Armstrong's work offered an array of strategies and activities to help both teachers and students. Listed below are the eight intelligences, along with 'cue words' for the type of activity you could create to support that intelligence.

Multiple Intelligences

- words (linguistic intelligence / *word smart*)
- numbers or logic (logical-mathematical intelligence / *number smart*)
- pictures (spatial intelligence / *picture smart*)
- music (musical intelligence / *music smart*)
- self-reflection (intrapersonal intelligence / *self smart*)
- a physical experience (bodily-kinesthetic intelligence / *body smart*)
- a social experience (interpersonal intelligence / *people smart*)
- an experience in the natural world (naturalist intelligence / *nature smart*)

While exploring activities from Armstrong's book, I found that the most successful learning activities challenge students to utilize several different strategies from the list above. Could

an activity help more English learners find success if they were engaged through several different intelligences? Stephen Krashen's Input Hypothesis suggests that, "meaning is conveyed by providing extralinguistic support such as illustrations, actions, photos, and realia" (Medina, 1990, p. 6). If additional support can help with developing meaning, I reasoned that this could be used to enhance the understanding of songs and chants too.

I have tried many different music, movement, and multiple intelligence activities with my students, and together we have explored the M&M's of Learning! Would you like to experience the potential of music, movement, and multiple intelligences? In my workshop, we'll look at how music and movement can help young learners succeed in the EFL classroom. We'll look at how multiple intelligences strategies can complement music and movement. We'll explore ways in which these strategies can be used immediately in your classroom. Join us as we sing, move, and let all of our intelligences soar!

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Author bio

Kathleen Kampa specializes in working with young learners. In her thirty years of experience in teaching children, she has created songs, chants, and movement activities targeted at young learners' needs. Kathleen and her husband Charles



Vilina are co-authors of *Magic Time*, a starter level English course for young learners published by Oxford University Press. She is also a co-author of *Everybody Up*, a new primary course published by OUP. Kathleen has written extensively on music, movement, and multiple intelligences, and has given numerous workshops in the US, Canada, Japan, Korea, Taiwan, Thailand, Finland, Holland, and Jamaica.

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Tom Kenny

Nagoya University of Foreign Studies

5 Eureka language moments

Some people are athletes or artists or good with numbers, but I'm not good at any of that, so I stick with what I know: Language. I'm okay at it. I make mistakes in English, my native language, regularly, but I'm basically a language person. I'm also a teacher. That was a conscious decision on my part. You see, I was never a very good student at anything, so that gives me a special insight into the minds of students who are just average. Which is not to say that I've never had any flashes of inspiration. I've had at least five that I can name, five *Eureka* moments

that unquestionably contributed to my growth as a learner, a teacher, and a devotee of language. In fact these moments of realization have all influenced my approach to language teaching. In the spirit of our JALT 2011 theme of growth, I want to share these moments and their influence on my classroom practice as you examine your own growth in learning and teaching.

人には、スポーツ選手やアーティストもいれば、数字に強い人もいる。私はそのどれにも当てはまらない。そこで、私は自分が知っていること、つまり「言語」を続けている。言語に関しては普通である。母語である英語でもたびたび間違ふことがある。しかし、私は基本的に言語好きの人間である。そして教師でもあるが、それは自分で意識的に選択したことである。私は、何かに秀でているという生徒ではなかったので、平均的な生徒の気持ちがよくわかる。しかし、すばらしいひらめきを感じたことが全くないというのではない。学習者として、教師として、言語愛好者としての私の成長に明らかに貢献しているEureka (やった!!という気持ち)の瞬間が少なくとも、5回はあった。事実、そう感じる瞬間があったという認識は、私の言語教育に対するアプローチに大きな影響を与えている。JALT2011の大会テーマである「成長」という精神において、私のクラスにおけるこれらの瞬間とその影響についてお知らせするとともに、参加者の皆さんにも学習と教育における自身の成長を検証していただきたいと思う。

Keywords: speaking, conversation, feedback, analysis, advice

Words have power

When my father, Tom Kenny, was in high school he was an avid fan of a comic book new to the New York City metro area, *MAD Magazine*. He loved it—couldn't get enough of that satire, that subversive humor. I inherited his entire collection and while other kids were into stuff like Dr Seuss, I basically learned to read from *MAD*. Some of the words were nonsense, but funny to hear. Words like, *nonchalant*, *reluctant*, and *snide*, learned in context, stuck with me and I used them. I used these words when I was *seven*. Sometimes I used them at the right time and got praise from my teacher. Other times I used them at the wrong time and had to learn how to take a punch. But use them I did, and with *MAD* at a very early age I learned something very important: *Words have power*.

Therefore, encourage students to get their vocabulary from any source they can, no matter how unacademic.

It's OK to be creative and take chances with language

By the time I hit high school, I was a devoted fan of the Beatles, and I admired John Lennon, who could turn a phrase like no one else, with lines like, "Listen to the color of your dream", "Expert Textpert", and "Plasticine porters and looking-glass ties". Comedian George Carlin,

like Lennon, was clearly working on an entirely different level from others in his field. Carlin's work demonstrated how important phrasing and context were in delivering language. Listening to these two gifted wordsmiths over the years taught me something very important: *It's OK to be creative and take chances with language. No risk, no reward*.

Therefore, praise students when they take chances. The praise is their first reward.

Language is filled with little mysteries, and with the proper tools, you can solve them

A made-up word my dad used when I was a kid was *gomozigiyama*, a term he used interchangeably with *thingamabob* or *watchamacallit*. He used it frequently, so I assumed at the time it was an actual word. As I grew up and used it, I was met with blank stares, so I learned that it must have been one of his many nonsense words, and I quickly stopped using it. Years later, with some formal French and Spanish study under my belt, I was sitting at home one day watching *The Godfather*, a long-favorite movie in our family. It was the scene where Michael Corleone talks to the father of a beautiful village girl and asks him the girl's name, saying the phrase "Como se giyama?" in Sicilian (Ruddy & Coppola, 1972). I'd just stumbled upon a cognate of "como se llama?" which I'd learned in Spanish. That made-up word I grew up with had meaning after all! In a glorious epiphany, I realized that: *Language is filled with little mysteries, and with the proper tools, you can solve them*.

Therefore, give students time and tools to solve their own mysteries about language.

Language is all about meaning, not structure. Structure is meaning's assistant

Studying a language requires a LOT of memorization, and an almost masochistic devotion to studying a grammar that seems to have as many exceptions as rules. Language, for the most part, is taught like history is taught: a bunch of facts that have to be memorized and regurgitated for a test. And it's always an objective test, because they're easy for teachers to grade. "Educa-

tion” rewards people who are good at taking tests, not necessarily those who learn. Michael Lewis (1993) wrote in *The Lexical Approach* that “language consists of grammaticalized lexis, not lexicalized grammar” (p. vi). That’s a bit of a clunky sentence, but a revealing one, once you wrap your head around it. I explain it for my students like this: *Language is all about meaning, not structure. Structure is meaning’s assistant.*

Once this became clear to me, I saw that the way we’ve been teaching language these last few hundred years is a bit like teaching drivers how to build an engine instead of just giving them the keys and letting them drive. World Englishes are fine and mistakes will be made, as long as basic communication isn’t affected. Remember: *Language is all about meaning, not structure. Structure is meaning’s assistant.*

Therefore, saying *it* is more important than saying it perfectly. There’s time to improve it later.

Nobody owns a language; it is yours to do with as you will

As an American by birth, I might be the last person you’d expect to hear this from, but here it is: Nobody owns a language. The Japanese don’t own Japanese, and the French don’t own French. You can’t own a language, give it a curfew, and tell it how to behave. Languages change, and it’s a process, not decay. If you’re not ready to accept that and celebrate it, you run the risk of being very cranky in your old age. A non-native English speaker coins an English word (e.g., “winker”) and it sticks. How is that any less valid than if a native speaker of English coined it? No one has the final say about what language is or how it should be used. *Language comes with lots of instructions and rules and enforcers, but in the end, it’s yours to do with as you want.*

Therefore, describe how people use English, both native and non-native speakers; don’t prescribe its use.

And so, in the spirit of our growth as teachers and learners, I want to share these five points and invite you to come to my workshop at JALT2011 where we will look at ways to help students improve their spoken English!

Five take-away points for language teachers:

1. Let students get vocabulary from wherever they like.
2. Praise students for taking chances. Show them that risk is rewarded.
3. Share the joy of discovery about language.
4. Just say it.
5. Describe, don’t prescribe.

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Author bio

Tom Kenny is author of *Nice Talking with You*, which remains one of the most popular English conversation textbooks in Japan. He is also author of the 4-level *Listening Advantage* series, published by Heinle-Cengage Learning. He is associate professor of linguistics at Nagoya University of Foreign Studies in central Japan, where he serves as chief coordinator of the oral communication program for the Department of British and American Studies, and as director of the university’s speaking lab, a premiere e-learning facility.



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Participating in academic publishing: Entering the conversation and joining the community

Theron Muller

Noah Learning Center

This interactive workshop is divided into two parts. The first illustrates how audience members can become legitimate participants in academic publishing by explaining different journal systems, including *The Language Teacher*, the *JALT Conference Proceedings*, and the *Asian EFL Journal* family of journals. Attention will be given to where participants can contribute by becoming members of the journals' communities of practice, through volunteering or through authoring papers for publication. The second part will cover successful production of academic discourse. It will include activities like changing samples of academic papers to better meet publication requirements, and will also consider how writers can successfully access the resources necessary for successful academic production. Participants should expect to gain a better understanding of the systems of academic journals, where they could become participants in those systems, and how they can approach writing articles which have a greater chance of being accepted.

本ワークショップは、発表者と参加者がインタラクティブに協力し合う形で進められる。まず始めに、*The Language Teacher*, *The JALT Conference Proceedings* そして *Asian EFL Journal* など異なる学会誌のシステムを説明し、参加者が学会誌編集のメンバーや、論文の投稿者となってロールプレイすることにより、それぞれの立場についての認識を明確にする。次に、学術論文の出版を成功に導くためには具体的にどのようにしたらいいかを述べる。その際、アクティビティ形式でサンプルの論文を使い、出版のためのガイドラインに見合う形で校正し、またどのように論文提出先の学会誌を選定したらいいかを検討する。参加者が学会誌編集のシステムについて理解を深めるとともに、編集への参加や投稿論文の出版に一步でも近づけるよう支援する。

Keywords: academic publishing, community of practice, scholarly writing, journal review systems, legitimate peripheral participation

For teachers at universities in Japan the pressure to publish is obvious. Yet just how emerging academics can meet publication requirements is “occluded” (Swales, 1996, p. 45), as is the process of academic publishing itself. In this paper, and in my workshop at JALT2011, I will address academic publication from the perspective of writers and gatekeepers.

My stance here and in my workshop is that of professional development rather than of training. As Richards (1990) pointed out, the concept of training discreet skills misses the more holistic development of teacher competence through reflective practice. Similarly, research into academic writing tends to assume deficiencies on the part of writers, asserting “if people have problems with getting work published, it’s a problem with language or writing...” (Lillis & Curry, 2010, p.8), while the problems are in fact more holistic, revolving around issues of developing and accessing networks and resources (Lillis & Curry, 2010).

My own experience in this regard is a case in point. My first academic publication (Muller, 2005) was a direct result of having access to one of the book’s editors, Corony Edwards, through my MA studies with the University of Birmingham. I had already met Corony in person at JALT2004 before she sent out the call for chapters and so it was easy to approach her with my chapter proposal.

Thus it is my belief that success in academic writing is not determined only by what you write, but includes who you write with and the social processes surrounding academic text production. It is from this perspective that I approach the remainder of this paper. I’ll start with the production of academic texts and issues writers face before I move into how emerging academics can become involved in the production and publication process itself. For me this move from the periphery toward “active” and “core” (Wenger, McDermott, & Snyder, 2002, p. 57) membership in publishing communities was essential in my development as a writer because I could gain the skills and experience necessary for successful academic writing, and I would

recommend it to readers interested in gaining more experience of academic publishing.

Issues facing authors in pursuing academic publication

The literature on the issues authors face in academic production and suggested solutions for overcoming them is not comprehensive and tends to rely on author reflections and testimonials (Casanave & Vandrick, 2003), with Lillis and Curry (2010) an exception. Thus the following list is not comprehensive, but presents issues authors face which I feel are of interest here.

- Deciding what to research
- Finding the time to conduct research
- Dealing with “intellectual dislocation” (Flowerdew, 2000, p. 131)
- Writing papers for publication

Deciding what to research

This aspect of academic writing came to light when a participant on my MASH Academic Publishing Course (MASH Collaboration, 2011) explained how he has access to students and understands there is the potential to conduct research with them, but has trouble conceptualizing what research to do. Potential ways to overcome these concerns are to find an existing study of interest to replicate, an example of which is research I did using Boston (2008) as a template (Muller, 2009). Another way to find inspiration is to tap the interests of the people where you teach. For example, if your institution is implementing extensive reading, approach the organizers to conduct collaborative research into how the program benefits students.

Finding the time to conduct research

As someone without a research day or budget, this is a particularly salient issue for me. Finding the time to research appears to require individual solutions, although many of the people I know find specific deadlines motivating. In my case, this often means writing abstracts as presentation proposals before I’ve conducted research. Getting accepted to present means I have no choice but to find the time to conduct the research. My IATEFL presentation is a case in point (Muller, 2009).

Intellectual dislocation

The issue of “intellectual dislocation” (Flowerdew, 2000, p.131) for scholars who have finished formal studies then take teaching posts away from their home country or university is illustrated by the experience of an emerging scholar participating in my research in this area. In her case, she completed her MA in the US then moved to Japan to teach. While in the US she felt confident in her writing and research, and it wasn’t until she was in Japan that she realized how much support her home institution provided for writing and research. While she still had email access to her former supervisor, she felt it “wasn’t the same” as face-to-face meetings and that conducting research in Japan was like “starting over.” While my evidence is still limited, I would suggest the experience is similar for distance students who complete their degrees in Japan; they feel they don’t have sufficient access to the resources and guidance that would otherwise be available if they were fulltime students in residence at their respective universities.

One way to overcome this obstacle is to build support groups that mimic the support formal university study provides. For example, in Naganano, for several years a group of English teachers met regularly as part of a research support group. An unexplored question is whether with technologies such as Skype and forums similar support groups could be sustained online.

Writing for publication

I’ve intentionally saved this issue for last, as I would assert, and Lillis and Curry (2010) concur, that the issues of building support networks and accessing resources are paramount in production of academic writing, and it appears, although evidence is still limited, that without such networks, efforts toward publication tend to be unsuccessful. Yet in the end it is the text that appears in print, not the support group, or conversations with publishing gatekeepers, and so ultimately written text needs to be produced, and here again standards and expectations tend to be “occluded” (Swales, 1996, p.45), particularly for emerging researchers. Just how this can be overcome is the subject of the next section.

Moving from the periphery toward the core

Lave and Wenger (1991) describe professional practice in terms of a large group of people on the periphery of the community. One such example could be a JALT member trying to publish in *TLT*. They are already a member as a reader, and in contributing an article for review they become a temporary peripheral member of the journal. Throughout the review and editing process they work with more active members, such as editors, and once their article is published they return to peripheral membership as a reader.

Rather than remaining in the periphery of the community, authors may want to consider becoming involved in publications. All of the JALT Publications are run by volunteers, and there are regular openings for new members. Annual publications like the *JALT Proceedings* require less commitment, while publications like *TLT* offer excellent opportunities for regular proofreading and editing experience, which should transfer to your own academic writing efforts.

Conclusion

In this paper I explained some of the current issues surrounding production of academic texts, particularly for emerging authors, and offered some tools to address and overcome those issues. If you find what you read here interesting, I would encourage you to attend my Featured Speaker workshop at JALT, which has the same title as this paper.

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Author bio

Theron Muller, sponsored by Shinshu JALT, is a teacher and researcher based in Japan. His publications include exploration of Task-Based Learning (TBL) and academic publishing. He is also lead editor on two book projects related to EFL. Currently, his research interests include investigating the experiences of authors pursuing academic publication and journal review systems. He is active with JALT Publications, an associate editor with the *Asian ESP Journal*, part of the University of Birmingham CELS Open Distance Learning team, and an active member of MASH Collaboration, where he is an instructor for the online MASH Academic Publishing course.





Getting started with quantitative research: A first study

Gregory Sholdt

Kobe University

Making the transition from teacher to teacher-researcher can result in a range of classroom and career benefits: from improved learning environments and deeper professional satisfaction to publications and job opportunities. However, getting started in classroom-based research can be a bewildering endeavor without training or guidance. The goal of this workshop is to provide a template for a simple and versatile quantitative research design that can be adapted to fit a variety of research topics and can be implemented in most language classroom settings. Working together in small groups, participants will explore potential research topics, complete a set of worksheets that outline the key steps of a quantitative study, and leave the workshop with a clear research plan tailored to their personal interests. Additionally, the presenter will introduce and explain a unique opportunity for teachers to join a collaborative research project built on this approach to professional development through classroom-based research.

教師が研究者としての視点や技能を身につけることは、学習環境の改善といった授業運営上の利益はもとより、専門職者としての充実感、就職や転職に必要なとされる研究発表や論文執筆といった業績につながるなど、幅広い利益をもたらすものである。ただし、指導や支援もないところでclassroom-based研究を始めようとすると、気が遠くなるような努力が必要になることもある。そこで、本ワークショップは、語学授業の異なる環境や多様な研究課題に対応する、シンプルかつ応用可能な量的研究デザインのテンプレートを提供することを目指す。具体的な作業は、少人数グループに分かれ、量的研究の主要なステップを示したワークシートを使いながら、参加者がそれぞれの現場に見合った課題に取り組むことになる。これにより、ワークショップ終了時には、個々の興味関心に適合した、明確な研究計画が完成するようにしたい。さらには、こうしたワークショップが、classroom-based研究を通じた共同プロジェクトの開発、ひいては教師研修の新機軸となりうる点について解説する。

Keywords: action research, teacher development, statistics, quantitative research, collaborative learning

Over the past eight years of my involvement in JALT, I have been fortunate to make a large number of connections and friends. As I have gotten to know these wonderful teachers and also shared about myself, particularly in relation to my experience in a graduate program that gave as much weight to research methods and statistics as it did to Vygotsky and Sociocultural Theory, a familiar story

has emerged. On many occasions, I have heard teachers talk about the rich training in pedagogy and theory from their own graduate studies, and yet, despite some anxiety toward the subject matter, they lament a lack of instruction in research methods and statistics. I have encountered pervasive interest in collecting and analyzing data and conducting experiments in their classrooms. There is recognition of the importance to present and publish in order to stay competitive in the job market but also a desire to participate more actively in our professional community and make contributions to the English as a Foreign Language field. Teachers describe frustrations with trying to understand published quantitative research studies, having to skip through incomprehensible results sections and put blind faith in authors' conclusions. Many have talked about purchasing research methods and statistics texts only to be discouraged by how quickly they became lost in the material. Often, these discussions lead to the same question, "How can I learn about quantitative research?"

Inspired by this question, the challenge of the task, and the joy of sharing statistics, I have been exploring approaches and developing presentations, workshops, and even an online course with the goal of helping busy but motivated language teachers to get a start in doing classroom-based quantitative research. As with most significant skills or knowledge, there is simply no quick and easy route to mastery of these methods. There are three major interrelated components to consider: measurement, research design, and statistical analysis (Pedhazur & Pedhazur Schmelkin, 1991). Each one essentially represents an entire field of study with its own corpus of specialized vocabulary and vast pool of theories, concepts, applications, and procedures. However, there is in fact a modest set of fundamental concepts and core methods that guide both simple and sophisticated studies

alike. These can be the focus of a much more reasonable and achievable learning goal. In this paper, I will share my recommendation for a sensible, gradual approach to developing research skills and building critical conceptual understanding through small-scale manageable studies based on simple research designs.

Action research: An end and a means

Action research provides perhaps the most direct and accessible route to conducting classroom-based research. Features of a typical action research study include a teacher identifying a problem in the classroom, formulating and implementing a solution, and making an informed decision for change based on observed results (McMillan, 1996). Other aspects that may be emphasized include the importance of collaboration among teachers and administrators, a continuous cycle of observation and change, or the absence of an external researcher (Nunan, 1992). By employing action research, teachers can make carefully considered improvements to their classrooms and gain new insight into their teaching. Results can serve as evidence for program or institutional change and facilitate cohesiveness among faculty and administrators. Well-executed action research studies are superb source material for meaningful presentations and publishable manuscripts.

There are a variety of well-written guidebooks on teacher-initiated research geared specifically for language teachers (e.g., Burns, 1999; Freeman, 1998; Richards & Lockhart, 1999; Wallace, 1998). These books present detailed instructions for designing studies and interpreting data with illustrative examples, and provide a complete set of flexible tools to execute a wide-range of classroom-based research studies. Ultimately, action research can be an ideal choice for a teacher looking to make a smooth and immediate transition to the role of teacher-researcher, with significant and sufficient benefits, leaving no need to explore other research methods. At the same time, skills and knowledge acquired through the process of careful study and execution of the prescribed techniques for conducting action research are also applicable to other approaches to doing research. In fact, it is possible for teachers to engage in action research with the complementary or even primary goal of develop-

ing a basic set of research skills before moving on to more traditional qualitative and quantitative research designs.

While many action research methods serve as a great introduction to the important perspectives and valuable goals of qualitative research, it is entirely possible to do action research with an eye toward building quantitative research skills as well. An easy modification is to expand data collection to include test scores, attendance rates, and other numerical data from class records. If developing a questionnaire, add Likert-scale items to complement open-ended questions. Look for ways to categorize or rate observed behaviors, language production, and proficiency levels. While reviewing and analyzing collected data, careful consideration should be given to the strengths and weaknesses of these numerical assessments, and alternate interpretations of their values should be explored. Take time to carefully describe methods in detail including participants, data collection procedures, and analysis techniques. Use published quantitative studies as a model for write-ups of your action research project. Becoming accomplished in action research methods and experimenting with quantitative data collection and analysis techniques will serve as an excellent foundation for doing research based on quantitative methods.

A sensible start to quantitative research

In the same way that action research can be used as a valuable training exercise, I think that teacher-researchers doing their first quantitative classroom research can benefit greatly by starting very small and approaching the project as a learning activity. The design of a study is typically built by determining the best available means for answering a particular research question. However, this process can generate very complex research designs that can have limited probability for success if not completely understood. In my workshops, I advocate an approach in which novice teacher-researchers first select a basic research design and then find a research question that fits the design and is appropriate for their classroom settings. A simple design built around a single correlation or one *t*-test would be good a choice. The priority is learning how to use the particular research design and not making

a grand discovery. It is best if the actual experimental treatment and data collection period is short and easy to complete with most time and energy devoted to studying critical aspects of the research design along with the measurement and analysis components. The study can be written up following standard formats with significant attention given to discussing sources of validity concerns.

There are wonderful texts available that lay out the fundamentals of statistics and quantitative research methods with user-friendliness as a goal, and there are many specifically designed for language teachers (e.g., Bachman, 2004; Brown, 1999). It is entirely possible for a determined teacher to develop research skills through small-scale studies using these materials as resources. However, without some previous experience or training, I almost always recommend starting the process with a guide or a friend. Negotiate an arrangement with an experienced researcher or find a colleague with similar interests and goals. Collaborative partners can build upon each other's strengths, push each other to keep moving forward, give alternate perspectives, and inspire new ideas. And perhaps most importantly, they can make the process fun.

A collaborative endeavor

JALT2011's theme of teaching, learning, growing represents precisely the spirit of classroom-based research, and I believe the social component underlying that theme is also critical for the successful transition from teacher to teacher-researcher. At my workshop, I will guide participants through a set of worksheets that outline a simple but versatile quantitative research design that can be used for meaningful classroom-based research and development of research skills. Additionally, I will look to assemble a group of enthusiastic and dedicated teachers to participate in a unique research project that will provide team members with the opportunity to conduct a quantitative study in their own classrooms, produce a publishable manuscript, gain valuable research experience, and help build a network of individuals interested in professional development through collaborative research.

I hope to see you there!

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Author bio

Gregory Sholdt teaches in the School of Languages and Communication at Kobe University. His interests include teacher development, classroom-based research methods, English for academic purposes, and fluency instruction. Based on his graduate studies and teaching of introductory statistics courses at the University of Hawaii, he has been exploring innovative approaches to professional development through classroom-based research. He has developed and given a number of professional development workshops and presentations throughout Japan, and created an online research methods course in 2009 for language teachers through MASH Collaboration. He currently serves on the Editorial Advisory Board for the *JALT Journal*.

