2020 Featured Speakers • Theron Muller & Colin Skeates

Using Community to Strengthen Qualitative Research (Workshop)
Critical Discourse Analysis of Job Advertisements (Research presentation)

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Sponsored by Yokohama JALT Chapter

In our Featured Speaker workshop, we will lead participants through the process of planning and executing a qualitative research project. We'll use a recently completed critical discourse analysis of higher education job advertisements (the topic of our research presentation) as a model for framing the kinds of questions that are important to consider when conducting qualitative research. Discussion topics will include finding ideas for projects, making decisions about methodology, methods of analysis and coding data, and how collaboration can strengthen research. Our workshop will include practical discussion of how participants can plan and execute their own qualitative research projects. We hope participants will finish the workshop with some clear ideas about issues they are interested in investigating, how to go about exploring them, and how including co-investigators could help to make the final product more robust.

In our research presentation we will describe the findings of a recently completed study that is an important issue to many in the language teaching community; gaining entrance to and moving between higher education positions. Applicants may find understanding what information is communicated in position advertisements a point of confusion. To explore this, we investigated the texts of higher education job advertisements for language teaching and applied linguistics positions, specifically examining tensions arising from the internationalization of higher education and its resulting marketization. Using discourse analysis (Fairclough, 1992), we examine advertisements with attention to how institutions represent themselves and the work they solicit. Past discourse analysis of institutional discourse includes analysis of job advertisements for positions in Australia (Nuttall, Brennan, Zipin, Tuinamuana, & Cameron, 2013), New Zealand (Gunn, Berg, Hill, & Haigh, 2015), and China (Xiong, 2012). However, comparative analyses of job advertisements across national boundaries are rare. Additionally, many investigations examine only English language job advertisements, though Xiong (2012) is a notable exception. Thus the current study, by examining job advertisements from Anglophone countries and Japan-based institutions in English, English and Japanese, and Japanese, clarifies similarities and differences in institutional and job position representations across national contexts. We investigate what aspects of recruiting Japan-based institutions tend to leave implicit in their position descriptions and how the institutions based within and outside Japan approach advertising themselves to potential applicants in light of a globalized, marketized higher education climate.

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2020 Featured Speaker • Christian Jones

Dramatised Literature and Spoken Language Awareness

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Sponsored by Literature in Language Learning SIG

Arguments have been made for using literature (defined here as plays, poetry, novels, or texts adapted as screenplays in film or television) in second language classrooms for many years (e.g., Brumfit & Carter, 1986; Carter & McRae, 1996; Chan, 1999; Duff & Maley, 1990; Hall, 2005; Paran, 2006; Teranishi, Saito, & Wales, 2015). Amongst other benefits, it has been suggested that literature can develop language awareness (e.g., Brumfit & Carter, 1986; Jones & Carter, 2012), enable students to develop the "fifth skill" of thinking in the second language (McRae, 1991), and develop competencies linked to the Common European Framework of References for Language (CEFR; Jones & Carter, 2012), used to measure proficiency in many second languages (Council of Europe, 2001).

Despite these arguments, both Paran (2008) and Fogal (2015) note that there is little empirical research which investigates the general effectiveness of literature in second language classrooms in general, and there are very few examples of studies which explore its relation to the development of spoken language awareness or speaking skills. In this talk, I will argue that this is a research gap which needs to be addressed. There are several reasons for this: Firstly, the development of speaking skills and awareness of spoken language are often of primary importance to learners of English as a second or foreign language (Meddings & Thornbury, 2009). Secondly, although recent developments in corpus-informed materials (e.g., McCarthy & McCarten, 2018) have greatly improved the realism of dialogues which learners encounter in textbooks, many can still feel unnatural and unmotivating. Dialogues from literature can provide motivating and useful models of spoken English that may also be used to develop speaking skills. Although such conversations in literature are not exactly what we can find in spoken corpora, they do contain a number of common features (Byrne & Jones, 2019; Jones & Oakey, 2019) and are normally accessible to teachers, increasingly in the form of audiobooks and in dramatised versions. Lastly, engagement with motivating literary dialogues may lead to more interaction (with texts and in classes) and the noticing of common linguistic and discourse features of conversations. There is some good evidence that motivation, noticing, and interaction are all important factors in language acquisition (Schmidt, 1990; Long, 1996; Dörnyei, 2012).

Following these initial arguments, I will also discuss a recent experimental study which used dialogues from dramatised literature (the popular BBC show *Sherlock*) as texts for teaching (Jones & Cleary, 2019). I will explore how such material was used to develop spoken language awareness over time and how participants reported on their own engagement with the material. I will then explain the results of the quantitative and qualitative data collected. Finally, I will look at several implications for teachers in a range of contexts and briefly discuss how research in this area might develop further.

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2020 Featured Speaker • Beniko Mason

Story Listening and Guided Self-Selected Reading

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Sponsored by Kobe JALT Chapter

The goal in Optimal Input language teaching is to develop "autonomous" acquirers of second languages; that is, to bring students to the point where they no longer need us and can continue to improve on their own (Krashen, 1998). Research over the last four decades has shown that: (a) we acquire language when we understand what we hear and read; that is, when we receive "comprehensible input"; (b) students need to receive a massive amount of rich, compelling (highly interesting), comprehensible language input in order to make good progress in acquiring a language; (c) second language students go through similar stages as first language students; (d) acquiring a language and learning about the language are not the same thing; (e) consciously learned rules of the language are generally only helpful when we take a written grammar or vocabulary test, and sometimes in editing our writing; (g) anxiety and fear hinder acquisition; and (h) when comprehensible, compelling, and rich input is given abundantly in an anxiety free environment we can expect optimal outcome (Krashen, 2003, 2004).

An Optimal Input language program begins with Story Listening (Mason & Krashen, 2020) with a Guided Self-Selected Reading (Mason, 2019). In a Story Listening lesson, a teacher delivers a story, usually a fairy/folk tale which has stood the test of time. For the parts that the teacher predicts that the students will not understand, the teacher makes the story comprehensible with the help of several different kinds of support, such as drawings, written words on the board, occasional use of the students' first language, and taking advantage of the students' background knowledge (Krashen, 1982; Krashen, Mason, & Smith, 2018).

There are no textbooks or worksheets to purchase for Story-Listening lessons. Copyright-free stories are downloaded from the Internet, and books can be checked out from the school library. When the stories that the teacher brings are compelling and comprehensible, students listen. There is no forced output, no targeted grammar or vocabulary memorization, no error correction, and no daily or weekly tests (McQuillan, 2019a, 2019b). Depending on their age, students may be asked to write a brief summary of the story they hear or keep a record of their reading in their native language. Samples of these summaries and the reading record serve as feedback to teachers on their teaching performance, or as guidance for ordering books. Summary writing

could also be used as formative evaluation, and as progress reports. We have discovered that as their English competence improves, students gradually start writing the summary of the story in the target language.

Story-Listening works as a conduit to reading (Krashen, 2018). When the guidance is appropriate, students do enough voluntarily reading to cause significant gains on standardized tests. Providing optimal input abundantly in an anxiety free classroom is not only effective for developing language skills but is also highly efficient: students acquire more per unit time (e.g., per classroom hour) than when using traditional or mixed ("eclectic") methods (Mason, 2013, 2018).

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