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JALT

THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING
全国語学教育学会

JALT2011 – *Teaching
Learning Growing*
November 18-21, 2011
National Olympics Memorial
Center, Yoyogi, Tokyo

TEACHING · LEARNING
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In this month's issue . . .

We on the conference team are pleased to invite you to Tokyo to Teach, Learn, and Grow with us at JALT2011. This year's conference will again be a celebration of ideas and the language teaching community and we look forward to welcoming you in Tokyo.

When Lafcadio Hearn moved to Tokyo, he inherited a dog, which guarded his house at night and wandered free during the day. Neighbors fed it scraps; children rode on its back, and it was welcome wherever it roamed. When a dog patrol seized the animal, neighbors protested, saying it may be without a master, but it was no stray. They were told the dog would be released if someone would place their name upon it. Hearn readily agreed to apply his name. But soon others followed: shopkeepers, craftsman—even the local temple signed on. No dog was ever so well protected. And the community itself was better for having united around this motley dog.

The ideas we support are much like this masterless dog, and a conference is where we gather as a teaching community to affirm them. At a previous conference I attended a presentation on the Silent Way, a somewhat obscure method, but one which influenced my teaching for a time. I was pleased to re-acquaint myself with this old friend and the presentation led me to consider whether it still had relevance for my teaching. I was glad it still lived on among us, in scattered classrooms and at conferences. Perhaps it will come into wider currency one day, but for now it survives as part of our rich language teaching heritage, ready to make a contribution to our personal teaching repertoire, or to inspire new ideas.

When we gather around ideas, we can go beyond research findings. We can share our blunders and cautionary tales. And more importantly, we can talk about the next big project and meet like-minded teachers and future collaborators.

For these and other reasons the 400 plus presentations, poster sessions and forums are much more than can ever be delivered in papers or published

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in the proceedings. Add to this four excellent plenary sessions: **Jack Richards** on teacher competences, **Laurel Kamada** on how identity interacts with early experiences of English**, Phil Benson** on learner autonomy, **Ken Wilson** on motivation, and the JALT Junior plenary speaker, **Emiko Yukawa**, on the connection between elementary school and junior high school English; 10 Featured Speaker Workshops, the English Materials Exhibition and numerous social events and you have every reason to join us *Teaching, Learning, and Growing* at JALT2011.

For more information about the conference, to register, and to book your hotel room, please consult the Conference Preview included with this issue of The Language Teacher.

Stan Pederson, JALT2011 Conference Chair

Welcome to the July / August Special Pre-Conference Issue. In this edition of TLT, readers will find short papers (and one interview) previewing the plenary talks of **Jack C. Richards, Phil Benson**, **Laurel Kamada**, **Ken Wilson**, and **Emiko Yukawa** (JALT Junior). We are also pleased to present papers (and another interview) by some of our distinguished Featured Speakers, including **Andrew Boon**, **Kip A. Cates**, **Philip Chappell**, **Fiona Copland**, **Keith Johnson**, **Kathy Kampa**, **Tom Kenny**, **Theron Muller**, and **Gregory Sholdt**. Along with this special content comes some of our regular fare. This issue's Feature Article by **Michael Crawford and Yasuo Ueyama** looks at teaching reduced forms from textbooks. There are also two Readers' Forums. The first, by **James York**, offers suggestions to teachers of young learners on how to use music in the classroom. The second, by **Meredith Stephens**, addresses the issue of why prosody should be taught before basic reading. We at TLT hope the content of this issue will both whet your appetite for the upcoming conference and support your endeavors in the classroom.

Jennifer Yphantides, TLT *Coeditor*

JALT2011開催委員会は、"Teach, Learn and Grow"をテーマとする東京での年次大会に皆様をお誘いします。本年も様々なアイディアや語学教育コミュニティが集まるこの祭典への、皆様のご参加をお待ちしています。

ラフカディオ・ハーンが東京へ引っ越したとき、ある犬を引き取ることになりました。日中は自由に外を歩き回り、夜には彼の家を守るその犬は、近所の人から残飯をもらったり、子どもたちに背中に乗られたりして、どこでも歓迎されていました。保健所の人がその犬を捕まえたとき、近所の

人は、飼い主はいないかもしれないが野良犬ではないと言ってその犬を守りました。保健所の人はその犬の飼い主として誰かが登録すれば、犬は解放すると言いました。そこで、ハーンはすぐに自分の名前で登録することに同意しました。店主や職人や地元のお寺の人でさえ登録しました。こんなに手厚く保護されている犬はいませんでした。コミュニティがこの雑種の犬によって絆をより強めたのです。

私たちが支持するアイディアは、この飼い主のいない犬とよく似ています。大会は私たちが教師コミュニティとして集まり、様々なアイディアを認め合う場所です。以前の大会で、私はサイレント・ウェイの発表に参加しました。これは、少しわかりにくい教授法ですが、しばらくの間私の教授法に影響を与えていたものでした。私はこのなつかしい教授法にまた出会えたことを喜び、発表はサイレント・ウェイが私の教授法になおも関係があるかどうかを考えさせてくれました。私はそれが大会や、教室でまだ生き続けていることを嬉しく思っています。たぶん、いつかこの教授法が広く普及する日が来るかもしれませんが、今は私たちの豊かな語学教育の伝統の一部として存在し、私たちの個人的な教育レパートリーに貢献し、新しいアイディアを呼び起こすでしょう。

いろいろなアイディアを集めることによって、私たちはリサーチ結果以上のことができます。大失敗や、注意点について語ることができます。さらに重要なことに、私たちは次の大きなプロジェクトについて話し合ったり、同じ考えを持った教師や協働する仲間になりうる人に会ったりすることができます。

このように様々な理由から、400以上の口頭発表、ポスター発表、フォーラムは論文やプロシーディング以上のことをもたらしてくれます。基調講演では、教師の能力に関するJack Richards、早い時期の英語とアイデンティティの関係についての Laurel Kamada 、学習者自律に関する Phil Benson、動機づけの Ken Wilsonなど4つの講演に加えて、JALT Juniorの基調講演者 Emiko Yukawaが小学校英語と中学英語の関係について述べます。10の招待講演、英語教材展、数多くのイベントがありますので、ぜひJALT2011においでください。

参加登録や宿泊などに関しては、本号に付属していますConference Previewをご覧ください。

Stan Pederson, JALT2011 Conference Chair

年次大会特集号へようこそ。本号では、基調講演者のJack C. Richards、 Phil Benson、Laurel Kamada、Ken Wilson、そしてJALT Junior のEmiko Yukawaの講演内容を前もって少しご紹介します。また、招待講演者のAndrew Boon、Kip A. Cates、Philip Chappell、Fiona Copland、Keith Johnson、Kathy Kampa、Tom Kenny、Theron Muller、Gregory Sholdtの論文やインタビューもあります。さらに、通常のFeatureでは、Michael CrawfordとYasuo Ueyamaがテキストで弱形を教えることについて検証しています。Readers' Forumでは、James Yorkが年少者を教える教師に対して教室での音楽の使用を提案しています。また、Meredith Stephensは基本的なリーディングを教える前になぜ韻律を教えるべきかを論述しています。本号の内容が2011年次大会への参加を促し、教室での皆様の実践を支援できるよう願っています。

Jennifer Yphantides, TLT *Coeditor*

Exploring teacher competence in language teaching*

Jack C. Richards

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Our understanding of the nature of teacher competence shapes the way we conceptualize the nature of teacher learning, and in turn, how we design teacher training and teacher development programs for language teachers. In this paper I will briefly consider 10 qualities or characteristics of exemplary language teachers in an attempt to conceptualise the nature of competence, expertise, and professionalism in language teaching.

教師の能力の本質に対する我々の理解が、教師の学びの特質を概念化する方法に影響を与えているが、同様に、語学教師のための教師養成と教師研修プログラムを計画する際にも影響を与えている。本論では、典型的な語学教師の10の資質・特徴を簡潔に述べ、語学教育における教師の能力、専門知識、専門性などの特質の概念化を試みる。

Keywords: teaching skills, expertise, teacher development, content knowledge, applied linguistics

The language proficiency factor

Most of the world's English teachers are not native speakers of English and it is not necessary to have a native-like command of a language in order to teach it well (Canagarajah, 1999). The issue is, how much of a language does one need to know to be able to teach it effectively and how does proficiency in a language interact with other aspects of teaching (Bailey, 2006; Kamhi-Stein, 2009)? To answer these questions it is necessary to consider the language-specific competencies a language teacher needs in order to teach effectively. These include the ability to provide good language models, to maintain use of the target language in the classroom, to give correct feedback on learner language, and to provide input at an appropriate level of difficulty. Learning how to carry out these aspects of a lesson fluently in English is an important dimension of teacher-learning for those whose mother tongue is not English. There appears to be a threshold language proficiency level a teacher needs to have reached in the target language in order to be able to teach effectively. A teacher who has not reached this threshold level of proficiency will be more dependent on teaching resources (e.g., textbooks) and less likely to be able to engage in improvisational teaching (Medgyes, 2001).

The role of content knowledge

Content knowledge refers to what teachers need to know about what they teach (rather than what they know about teaching itself), and constitutes knowledge that would not be shared with teachers of other subject areas and in language teaching has traditionally been drawn from the discipline of applied linguistics. Two kinds of content knowledge need to be distinguished: *disciplinary knowledge* and *pedagogical content knowledge*. Disciplinary knowledge refers to a circumscribed body of knowledge that is considered to be essential to gaining membership of the language teaching profession. When language teaching emerged as an academic discipline in the 1960s, this disciplinary knowledge was largely drawn from the field of linguistics, but today it encompasses a much broader range of content. For example, it could include: the history of language teaching methods, second language acquisition, sociolinguistics, phonology and syntax, discourse analysis, theories of language, critical applied linguistics, and so on.

Pedagogical content knowledge on the other hand refers to knowledge that provides a basis for language teaching. It is knowledge which is drawn from the study of language teaching and language learning itself and which can be applied in different ways to the resolution of practical issues in language teaching. It could include course work in areas such as curriculum planning, assessment, reflective teaching, classroom management, teaching children, teaching the four skills, and so on. Teachers with relevant

content knowledge should consequentially be able to make better and more appropriate decisions about teaching and learning and to arrive at more appropriate solutions to problems than a teacher without such knowledge.

The *Teacher Knowledge Test* developed by Cambridge ESOL is an example of a recent attempt to provide a basis in relevant pedagogical content knowledge for entry-level teachers.

Teaching skills

The initial challenge for novice teachers is to acquire the basic classroom skills needed to present and navigate their lessons. Teaching from this perspective is an act of performance, and teachers need a repertoire of techniques and routines, including routines and procedures for such things as opening the lesson, introducing and explaining tasks, setting up learning arrangements, checking students' understanding, guiding student practice, making transitions from one task to another, and ending the lesson. *Teacher training* involves the development of a repertoire of teaching skills, acquired through observing experienced teachers and often through practice-teaching in a controlled setting using activities such as micro-teaching or peer-teaching.

This view of the process of teaching has been extended through research on teacher cognition (Borg, 2006, 2009). Concepts such as teacher decision-making introduce a cognitive dimension to the notion of skills, since each *skill* involves the teacher engaging in sophisticated processes of observation, reflection, and assessment and making on-line decisions about which course of action to take from a range of alternatives that are available. As teachers accumulate experience and knowledge, there is thus a move towards a degree of flexibility in teaching and the development of what is sometimes called *improvisational teaching*.

Contextual knowledge

Language teachers teach in many different contexts and in order to function in those contexts they need to acquire the appropriate contextual knowledge that will enable, for example, an Australian teacher to learn how to be an effective teacher in China or vice versa, or a Singaporean teacher to learn how to be an effective EFL teacher

in Japan. Learning to teach involves understanding the dynamics and relationships within the classroom and the rules and behaviors specific to a particular setting. Schools have their own ways of doing things. In some schools, textbooks are the core of the curriculum and teachers follow a prescribed curriculum. In others, teachers work from course guidelines and implement them as they see fit. In some institutions, there is a strong sense of professional commitment and teachers are encouraged to cooperate with each other. In others, teachers work in relative isolation. This is reflected in many different aspects of the way the school functions (Cooke & Simpson, 2008).

The notion of *context* here is hence a very broad one, since it includes issues such as the school's goals and mission, its management style and *school culture*, its physical resources, including classroom facilities, media, and other technological resources, the curriculum and course offerings, the role of textbooks and tests, as well as the characteristics of teachers and learners in the school. Learning to teach means becoming socialized into a professional culture with its own goals, shared values, and norms of conduct. This *hidden curriculum* is often more powerful than the school's prescribed curriculum and teacher-learning involves learning to teach within the constraints of the hidden curriculum.

The language teacher's identity

One of the things a person has to learn when he or she becomes a language teacher is what it *means* to be a language teacher. Identity refers to the differing social and cultural roles teacher-learners enact through their interactions with their students during the process of learning (Miller, 2009). These roles are not static but emerge through the social processes of the classroom. The concept of identity thus reflects how individuals see themselves and how they enact their roles within different settings.

Native-speaker and non-native-speaker teacher-learners may bring different identities to teacher-learning and to teaching. For many ESL teachers their identity may partly reflect their wish to empower immigrants, refugees and others for whom English is a way out of their current circumstances (Cooke & Simpson, 2008). Untrained native speakers teaching EFL

overseas face a different identity issue: they are sometimes credited with an identity they are not really entitled to, finding that they have a status and credibility which they would not normally achieve in their own country. Teacher-learning thus involves not only discovering more about the skills and knowledge of language teaching but also what it means to be a language teacher.

Learner-focussed teaching

While teaching can be viewed as a type of teacher performance, the goal of teaching is to facilitate student learning. The extent to which the focus of a lesson is teacher rather than learner-focussed is reflected in the extent to which input from learners directs the shape and direction of the lesson, the quantity of student participation and interaction that occurs, the ability of the teacher to present subject matter from a learner's perspective, and how the lesson reflects learners' needs and preferences.

It is natural when teachers first start teaching to be preoccupied with their own performance as a teacher, to try to communicate a sense of confidence, competence, and skill, and to try to create lessons that reflect purpose, order, and planning. Hence, studies of teachers in their first year of teaching have revealed a transition from a survival and mastery stage where the teacher's performance is a central concern, to a later stage where teachers become more focussed on their students' learning and the impact of their teaching on learning (Farrell, 2009). The challenge is to make sure that such a transition occurs and that the teacher's initial teaching experiences do not lead to a style of teaching that sticks, one that provides a comfort zone for the teacher but that fails to provide learners with the opportunity to achieve their full potential as learners (Tudor, 1996; Benson, 2001).

Pedagogical reasoning skills

An important dimension of teaching is the teacher's pedagogical reasoning skills. These are the special skills that enable English teachers to analyze potential lesson content (e.g., a piece of realia, a course book lesson, an advertisement, a poem, a photo, etc.) and identify ways in which it could be used as a teaching resource; to identify specific linguistic goals (e.g., in the area of speaking, vocabulary, reading, writing, etc.)

that could be developed from the chosen content; and to anticipate any problems that might occur and ways of resolving them, to make appropriate decisions about time, sequencing, and grouping arrangements. They can be thought of as the application of pedagogical content knowledge.

Shulman (1987) described this ability as a process of transformation in which the teacher turns the subject matter of instruction into forms that are pedagogically powerful and that are appropriate to the level and ability of the students. Experienced teachers use these skills every day when they plan their lessons, when they decide how to adapt lessons from their course book, and when they search the Internet and other sources for materials and content that they can use in their classes. It is one of the most fundamental dimensions of teaching, one that is acquired through experience, through accessing content knowledge, and through knowing what learners need to know and how to help them acquire it.

Theorizing from practice

Teacher development involves developing a deeper understanding of what teaching is, and developing ideas, concepts, theories and principles based on our experience of teaching (Borg, 2006). The development of a personal system of knowledge, beliefs and understandings drawn from the practical experience of teaching is known as the *theorizing of practice*. The belief system and understanding built up in this way helps teachers make sense of experience and also serves as the source of the practical actions they take in the classroom. The *theorizing of practice* involves reflecting on teaching experiences in order to better understand the nature of language teaching and learning. The theorizing that results from these reflections may take several different forms. It may lead to explanations as to why things happen in the way they do, to generalizations about the nature of things, to principles that can form the basis of subsequent actions, and to the development of a personal teaching philosophy (Richards, 1998). Activities in which teachers articulate their theories, beliefs, and principles are an important component of professional development and journal writing, narratives, discussion, and critical reflection can all be used for this purpose.

Membership of a community of practice

Teacher development involves capitalizing on the potential for learning and growth that comes from participating in a community of teachers having shared goals, values, and interests. The school or the teaching context becomes a learning community and its members constitute a community of practice. A community of practice has two characteristics:

1. It involves a group of people who have common interests and who relate and interact to achieve shared goals.

2. It focuses on exploring and resolving issues related to the workplace practices that members of the community take part in.

Membership of a community of practice in a school provides opportunities for teachers to work and learn together through participation in group-oriented activities with shared goals and responsibilities, involving joint problem solving. Collegiality creates new roles for the teacher, such as team leader, teacher trainer, mentor, or critical friend (Richards & Farrell, 2005).

This collaboration can take a number of different forms (Johnston, 2009). For example, collaboration with fellow teachers focussing on teaching issues and concerns, such as use of the textbook, development of tests, and course planning; collaboration with university colleagues through collaborative research or inquiry into issues of shared interest, such as exploring aspects of second language acquisition or learning strategies; and collaboration with others in the school, such as working with administrators or supervisors on issues of concern to the school.

Many forms of professional development can help foster a sense of a community of practice, such as reading groups, action research, team teaching, peer observation, and peer coaching, though this may require a change in mind-set for some teachers who do not see themselves as members of a team. For others, however, collaboration can be seen as a source of strength that can have valuable personal as well as practical benefits.

Professionalism

English language teaching requires a specialized knowledge base obtained through both academic study and practical experience, and it is a field of work where membership is based on entry requirements and standards. There are two different dimensions to professionalism (Leung, 2009). The first can be called institutionally prescribed professionalism—a managerial approach to professionalism that represents the views of ministries of education, teaching organizations, regulatory bodies, school principals, and so on that specify what teachers are expected to know and what quality teaching practices consist of. There are likely to be procedures for achieving accountability and processes in place to maintain quality teaching. Such specifications are likely to differ from country to country. The second dimension to professionalism is what Leung calls independent professionalism, which refers to teachers' own views of teaching and the processes by which teachers engage in reflection on their own values, beliefs, and practices. A key to long term professional development is the ability to be able to reflect consciously and systematically on one's teaching experiences.

There are many ways in which teachers can engage in critical and reflective review of their own practices throughout their teaching career (see Richards & Lockhart, 1994; Richards & Farrell, 2005), (e.g., through analyzing critical incidents, teacher support groups, journal writing, discussion groups, action research, and portfolios). Reflection involves both looking back at teaching experiences as well as looking forward and setting goals for new or changed directions.

Conclusions

Any attempt to characterize the nature of quality, expertise, professionalism, or effectiveness in language teaching is liable to the charge of different kinds of bias, since it is bound to reflect understandings that are shaped by culture, by context, by individual belief and preference as well as by limitations in our present state of knowledge. These limitations, however, should not prevent us from reflecting on the beliefs and assumptions that shape the way we understand the nature of teacher knowledge and teacher development for language teachers. For when we do so, we are in a better position to assess what the goals of teacher development for language teachers are, as well as the means by which we seek to achieve them.

* A longer version of this paper appeared in 2010 as Competence and performance in language teaching, *RELC Journal 41*(2), 101-122.

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Author bio

Jack Richards is an internationally renowned applied linguist, teacher educator, and textbook author, a specialist in the teaching of English as a second language (TESOL) who has had an active career in the Asia Pacific region (Singapore, Hong Kong, Indonesia, and Hawaii) for many years. He has written many books and articles on language teaching methodology and teacher training, as well as many widely used classroom texts including the best selling series Interchange, which has sold over 30 million copies worldwide. His most recent publications are *Cambridge Guide to Second Language Teacher Education* (edited with Anne Burns, CUP 2009), *Longman Dictionary of Applied Linguistics 4th Edition* (with Richard Schmidt, Pearson, 2010), and *Teaching Practice: A Reflective Approach* (with Tom Farrell, CUP, 2011). Forthcoming publications include *Cambridge Guide to Pedagogy and Practice in Language Teaching* (edited with Anne Burns) and a new 4-skills series *Four Corners* (with David Bohlke, CUP, 2011).

Acts of identity: Typical and new English learners

Laurel Kamada
Tohoku University

This plenary explores the notion of 'English as an ideology' in Japan rather than just as a means of communication or a school subject, where local English usage functions as a cultural symbol of globalization. Emerging notions of English learning/usage in Japan as *acts of identity* highlight the changing role of English. I examine the construction and deconstruction of English, not only of *typical* Japanese learners/users of English, but also of a new growing sector of *atypical* Japanese nationals from families of mixed=parentage (Japanese and non-Japanese) who stake claim to diverse ethnicities. How do *half/double* (minority Japanese) perform "acts of Englishing" while resisting, altering or celebrating their multiethnic, multilinguistic identities? What ideologies/stereotypes do *typical* (majority Japanese) children take to elementary school English classes with them? How do they construct/perform identities of themselves as Japanese, and images of non-Japanese-looking people in Japan?

本講演では、単なるコミュニケーションの手段や学校の教科としての英語というよりは、日本における「イデオロギーとしての英語」の概念について検討する。というのは、日本における英語の使用は、グローバリゼーションの文化的な象徴として機能しているからである。最近、日本では、英語の学習や使用は、acts of identity（アイデンティティー活動）という概念として把握されつつあるが、これは英語の役割が変わってきていることを浮き彫りにしている。私はここで、「典型的な」日本人の英語学習者・使用者だけでなく、最近その数が増加している「非典型的な」（日本人と非日本人の）多様な民族の特徴を持つ両親の下で育った日本国籍保持者による英語の構築と脱構築について検討する。（少数派の日本人である）「ハーフ」「ダブル」は、彼らが持つ多民族や多言語のアイデンティティーに抵抗したり、修正を加えたり、あるいは享受しながら、どのようにacts of Englishing（英語の言語活動）を実践するのだろうか。「典型的な」（多数派の日本人の）子どもたちは、小学校の英語の授業に、どんなイデオロギー・ステレオタイプを持ちこむのだろうか。また、彼らは、日本人としての彼ら自身のアイデンティティーや、日本に暮らす日本人に見えない人々のイメージとしてのアイデンティティーを、どのように作り上げ、実践するのだろうか。

Keywords: identity, Englishing, Japaneseness, globalization, mixed-ethnicity

This paper explores the notion in Japan of "English as an ideology" rather than English just as a means of communication or a school subject. Pennycook emphasized how language is materialized through discourse: "English is not so much a language as a discursive field: English *is* neoliberalism, English *is* globalisation, English *is* human capital. . ." (2007, p. 112). Drawing on Bourdieu's (1977) theory of cultural capital, Pennycook's notion of *human capital* may be seen as a resource which can be converted into a fundamental linguistic/cultural capital contributing to an individual's personal worth in society.

Based on a larger study on hybrid identities of six early-adolescent girls' mixed-ethnicity in the context of Japan (Kamada, 2010), here I highlight how ethnic identity, explored through participants' access to English and other forms of cultural capital, significantly contributes to our understanding of the globalizing role of English in Japan today. I examine how the *glocal* (local/global) construction and de=construction of English is performed or "discursively done" in Japan by a growing community who, along with their Japanese heritage, language, nationality, education, also have access to another world language and culture. While the position of English in Japan has been conceptualized from the viewpoint of *typical* Japanese learners/users of English (Seargeant, 2009), a new growing sector of *atypical* Japanese nationals from families of (Japanese and non-Japanese) mixed-parentage (who also stake claim to other ethnicities) has only begun to be examined (Kamada, 2010). This has motivated the first research question:

1. How do *half/double* (minority Japanese) youths perform *acts of Englishing* while resisting, altering, or celebrating their multiethnic and multilinguistic identities?

In order to put the earlier study in context, I also examine what ideologies/stereotypes *typical* (majority Japanese) children take to elementary school English classes with them. This has motivated the second question (and sub-question, which will not be addressed in this paper).

2. * How do (majority Japanese) children construct and perform identities of themselves

as Japanese, and images of non-Japanese-looking people in Japan?

* How might these constructions change over time from 4th grade (before English instruction) through 5th and 6th grades (after English instruction)?

Participants

The participants of this study are all Japanese citizens who were born and raised in Japan, attend(ed) Japanese schools, and speak Japanese as their first (or one of their first) language(s). Sharing this cultural/ethnic background, participants can nevertheless be divided into two separate groups: (*half/double* (minority) Japanese children (of Japanese and non-Japanese mixed parentage) and Japanese (majority) children.

This paper begins by examining contested and celebrated linguistic and ethnic "hybrid" identities of adolescent *half/double* girls in Japan. Their English proficiencies varied: two were "receptive bilinguals" (not proficient speakers, but able to understand their *parentese* English); two were highly bilingual and biliterate; the other two fell in-between. The data was collected in six meetings over several years spanning their early adolescence (ages 12-15) between March 2001 (6th year, elementary school) and May 2003 (3rd year, middle school) (see Kamada, 2008, 2010). (For a comparison with ethno-gendered identities of adolescent *half* boys in Japan, see Kamada, 2009).

The data on majority Japanese children were collected in two diversely located elementary schools (N=368) in Kyoto (city) and Hirosaki, Aomori. Both quantitative survey data and qualitative spoken data are used. For comparison purposes, similar data were collected on Japanese adults (N=25) and long-term permanent-resident foreigners in Japan (N=25).

Discourses and cultural capital

In spite of the tremendous impact of globalization on Japan in recent years, one of the most dominant and persistent ideologies (discourses) of ethnicity continues to be a commonsensically accepted "discourse of homogeneity" which denies (and conflicts with) the concept of ethnic diversity in Japan. While being challenged in recent years, this discourse conflates *Japaneseness*

with nationality, race, ethnicity, language and *looking Japanese*. Someone who does not *look* Japanese, must then be a foreigner, an outsider. The mixed-ethnic girls sometimes constructed their identities within a "positive difference" discourse where "good difference" is celebrated as a form of cultural capital. Bourdieu's (1977) theory of cultural capital proposed that various forms of "capital" can be accumulated, invested, exchanged, exercised, and converted into other forms (Swartz, 1997). Besides cultural capital (cultural goods, education), other forms of capital include: symbolic capital (legitimation), social capital (friendships), economic capital (money, property), and linguistic capital (language proficiency).

Within the context of a predominantly monolingual country, the participants celebrated linguistic capital of bilinguality, a signifier closely linked to their ethnic identities. However, in different contexts, they were also seen rejecting the position of the "English knowing bilingual" (Higgins, 2009) in the context of monolingual Japanese peers.

Glocally situated language practices

While non-Japanese-speaking foreigners may appreciate attempts by Japanese to speak English with them, the situation is very different for the mixed-ethnic "Japanese" girls. Being addressed by Japanese people (often peers) in broken English, rather than in Japanese, constitutes them as foreign outsiders in their own country and works to "gaijinize" (Iino, 1996) them. This positioning within discourses of "homogeneity" and "otherness" denies the existence of non-Japanese-looking Japanese citizens and racially stereotypes them as outsiders on the basis of their appearance. In response, the girls deconstruct this positioning by "doing English" differently than might be expected; their discursive acts of "Englishing" (Joseph, 2004) serve to empower them as they *reject the use of English* (see extracts below).

In both extracts, bold print is used to transcribe Japanese speech. This is followed by English translation in italic print enclosed in parenthesis. Regular print is used when participants speak English (see Appendix: Transcription Conventions).

Extract 1: *Noo chenji* (ages: 13 & 14)

27 R: and the register person said,
   "noo chenji" *(no change)* and

28 **"a, chanto nihongo shaberimasun de" tte ittara ,**

29 **"a, shaberarerunda, gomen ne, otsuri denaino" te** (laughs)

   ("hey, I can speak Japanese just fine," she said, and

   [the clerk said] "oh, you speak [Japanese], sorry,

   there is no change given [with book tickets].") (laugh)

In her narrative, Rina (R) used an intertextual voice of the cashier, who instead of using Japanese with Lia (Rina's *half/double* friend, not present there), attempted to use an abbreviated and poorly-pronounced Japanized-English version of "no change" (*noo chenji*). This construction worked to constitute this mixed-ethnic girl in a denigrating position as outside of the category of Japanese (as "foreign outsider") within a "discourse of homogeneity." The girls have to work hard to constantly remind their fellow countrymen that they indeed speak Japanese and that they also claim *Japaneseness* for themselves. It is interesting to note how Rina quoted Lia using a somewhat mocking voice, albeit in an ordinary register, but used a more colloquial, somewhat rude register for the cashier. Extract 2 below continues directly after a short ellipsis.

Contesting being the *English-knowing bilinguals*

Not only do the girls reject being positioned as English experts, but they also demonstrate a reflexive and metalinguistic awareness of intricate linguistic functions of their two languages. This is a form of linguistic capital they celebrate for themselves which is not readily accessible to their Japanese peers. Hanna starts out using an intertextual voice of a Japanese peer who asks her to speak in English.

Extract 2: Pranks and humor (age 14)

36 H: **a "nantoiuno, eigo de" saa, nankane,**

   ("how do I say that, in English," like)

37 **"anata no koto ga sukidesu" toka na, "soiutte nanto iuuno"**

   ("I like you," something like that, [they ask me]

   "how do I say that [in English])"

38 so **"I think you are so stupid"**

39 **tte na oshieru no** *(is what I teach them to say)*

40 N: (laugh)

41 H: [in an affected voice] **"I think you are so stupid"**

42 **sore toka na, de "watashi wa tensai desu"** [in an affected voice]

   (things like that and "I'm a genius" [in an affected voice]

43 **toka toiu toki wa** *(and, like, times like that)*

44 **"I am so, I am such an idiot"**

45 **toka na oshieta** *(I teach them stuff like that)*

Being asked to say something in English by her Japanese peers was disturbing to Hanna as such requests work to shift her from being *unmarked* and *like-everyone-else-in-Japan* to being marked and different and foreign. In her work to counter a positioning of *difference*, Hanna displayed humor (confirmed by Naomi's laugher in line #40) in her rejection of this positioning. Hanna then proceeded to provide other prankish examples: for "I like you," she reported facetiously teaching them to incorrectly say, "I think you are so stupid." For "I'm a genius," Hanna provided, "I am such an idiot."

While the girls used Japanese dominantly here, all examples of the English expressions provided in the exchanges with the Japanese girls were produced in English through language alternations of affected-sounding voices (#38, #41, #44).

Even though being asked to speak in English by monolingual Japanese peers could function to positively position these girls in possession of privileged globalized linguistic capital not accessible to their Japanese peers, here these girls contest being positioned as the "English-

knowing bilinguals." They reject being asked to perform a demeaning task of producing a string of incomprehensible words. They also playfully demonstrate their English knowledge and linguistic capital among themselves through their proficient switches into English and linguistic play-work by providing their Japanese peers with English renditions that were not only incorrect and prankish, but also playful through their proficient use of humor, sarcasm, and trickery.

Majority Japanese children and adults

This section looks at Japanese children's data from two Japanese elementary schools (N=368, grades 4-6, ages 10-12). While being statistically significant, explanations and displays (Figures 1, 3) of these results below have been simplified for space purposes. One survey section aimed to explore how Japanese children interpreted the *Japaneseness* of various familiar television personalities. They were asked to indicate if they knew the personalities, and if so, to indicate whether

the person was "Japanese" (*nihonjin*) or not. (Responses were eliminated if the personalities were unknown.) I purposely left vague the nuance of the word "Japanese person" *(nihonjin)*, which could refer to nationality, ethnicity, or race. The same survey was also administered to Japanese adults (N=25) and foreigners (N=25). (See Figure 1: Display of yes and no in the same box indicates approximately 50-50 split responses; some respondents drew triangles, a Japanese symbol for neutrality or uncertainty.)

The results showed that all foreigner respondents perceived all the personalities to be Japanese, except for one person (Jero) which is consistent with their nationalities (as Japanese). While two of the personalities (Bekki, Eiji) are of mixed (Japanese/White) ethnicity, both Japanese adults and children were divided on how to categorize them. In the case of the retired sumo Yokozuna (Konishiki), although he is a naturalized Japanese national (of Hawaiian American heritage), Japanese adults did not perceive him as Japanese,

| Name | Photo | Details (not included on survey) | Responses: Is he/she Japanese? | | |
			Adults	Kids	Foreigners
Konishiki		(Former Sumo Yokozuna: Naturalized Japanese (Hawaii, American heritage)	No	Yes No	Yes
Bekki		(TV talent: Born/raised in Japan: "half" (Japanese/white)	Yes No △(uncertain)	Yes No	Yes
Eiji		(TV talent: Born/raised in Japan: "half" (Japanese/white)	Yes No △(uncertain)	Yes No	Yes
Renho		(Bureaucrat: Japan raised: "half"(Japan/Taiwan-Chinese,)	Yes (Before: No)	Yes No	Yes
Honda		(Soccer star: Japanese with bleached blonde hair)	Yes	Yes	Yes
Jero		(*Enka* singer: American, black, Japanese grandmother)	No △(uncertain)	No	No

Figure 1. Q: Are these people Japanese?

and the children were divided on it. Renho, (of Taiwan-Chinese and Japanese mixed-parentage), has recently become Minister of the Upper House of the Diet (only held by Japanese nationals). Before being appointed Minister, most Japanese people (who I surveyed elsewhere) perceived Renho (at that time) as a Chinese foreigner. But, as indicated in the present survey, Japanese adults now perceive her as Japanese, although the children were divided on this. Everyone perceived the bleached-blonde-haired Honda as Japanese and nearly everyone perceived Jero, the black-American *enka* singer (with a Japanese grandmother in America), as *not* being Japanese.

These results revealed that, while long-term permanent residents in Japan evaluated *Japanese-ness* on the basis of nationality, Japanese children and adults tended to conflate the categories of Japaneseness, nationality, ability to speak Japanese and how *Japanese* they look. Thus the Japanese respondents were divided on how they categorized *halfs* (Bekki, Eiji, Renho). This denial of Japaneseness of the mixed-ethnic Japanese nationals was the very conundrum that the mixed-ethnic girls of the earlier study were trying to deconstruct.

Stereotypical thinking

Another section of the survey was influenced by a 1960s American survey which set out to examine racist and stereotypical views of black and white children in America. I used five identical pictures of a girl with only skin and hair color/texture differing and labeled them (along with their country's flags) as Japanese, Chinese, South African, *half/double* (having a parent from America and Japan), and American (see Figure 2).

Figure 2. Japanese; Chinese; S. Africa; "half" (USA/Japan); American

Next I asked participants to circle which child corresponded with each question such as "Which child is kind?" (see Figure 3: Display of more than one item in the same box indicates the range of responses. The items circled by higher number of respondents were listed first. Multiple answers were eliminated.)

	Japanese Adults	Japanese Children
Which child:		
is liked by adults?	Japanese	Japanese, half
is not liked by adults?	Chinese	Chinese, S. Africa
is kind?	Japanese, USA	Japanese
is not kind?	Chinese, S. African, USA	Chinese, S. Africa
would you like to be?	Half, USA	Japanese, half, USA
is good/cool looking?	Half	Japanese, half
do you want as a friend?	Half/USA	Japanese, half, USA

Figure 3. Which child is kind?

The Japan permanent-resident foreigners refused to answer this section, with virtually all of them leaving it blank. A few of the Japanese adults also left it blank, but most of the children responded. Japanese children and adult responses were similar on most categories. Responding to "Which person is liked by adults?" and "Which person is kind?" both children and adult respondents circled "Japanese," with some adults circling "Americans," and some children circling "halfs." In selecting the person who was *not* liked and *not* kind, both Japanese adults and children circled the Chinese or the South African person. Both adults and children circled "halfs" or Americans for question asking which person is *good looking*, *they wanted to be like*, and *they would like for a friend*. These results show that both Japanese children and adults tended to perceive people of different origins or ethnicities/races differently; they tended to have

negative views of Chinese and South Africans and positive views of Japanese, Americans and "halfs."

Qualitative spoken-discussion data of 6th graders (aged 11-12) further supported the above results that children's perceptions of foreigners depended on their origin or ethnicity/race. The question, "Can foreigners in Japan be trusted?" and "If so, especially from which countries?" brought the following responses from the children (translated).

B. If they can be trusted, they would be European, somehow they can be trusted, I think that they are kindhearted, but Koreans and Chinese and such somehow are kind of strange.

A: The country of people I trust, um, America and countries around those areas I trust, the ones I don't trust are from China, China is, now there is a distance between Japan and China, because of that we haven't been able to trust them for a long time.

Qualitative discussion-data of Japanese adults (translated) showed participants drawing on conflicting discourses of 'diversity' and later of 'denial'.

MK: if you look at it from the big picture, there is just one world . . . we are all the same human beings.

When asked if they thought that racism existed in Japan, respondents perceived the problem as being already overcome:

K: before there was [racism]. . . they [Koreans/Chinese in Japan] were discriminated against before, but since those days have gone by . . .

Ak: but compared with long ago, I think they [Koreans in Japan] are leading lives in which they have been completely let in [accepted].

Discussion and conclusion

This paper has shown how a certain growing sector of (Japanese minority) mixed-ethnic adolescents discursively construct their English identities in unfixed and multiple, sometimes competing and contradictory ways - often drawing on alternative, rather than dominant discourses of ethnicity in Japan. Not only do they contest, resist, and deconstruct various marginalizing discourses of ethnicity, they also, in other contexts, construct and celebrate alternative, more empowering globalizing discourses of ethnicity.

In contrast to these *mixed-ethnic, atypical* Japanese youths who struggled with various disempowering dilemmas in Japanese society, it was also shown how *typical* Japanese children and adults were often not aware of the effects and existence (of their use of) various marginalizing local ethnic/racial discourses of *otherness* and *gaijinization.* Both Japanese children and adults made distinctions between "Whites" as *good* and other "Asian" foreigners as *bad* in Japan. While racism and stereotypical thinking in Japan is often unseen and subtle, and is sometimes thought by Japanese to have been overcome, it was shown how Japanese people construct contradictory discourses of diversity and equality ("we are all the same"), while also constructing difference. Contrary to the mixed-ethnic girls' ongoing struggles, Japanese adults expressed repertoires of "we've overcome racism in Japan."

In conclusion, the mixed-ethnic girls applied strategies in order to perform ideological "English acts of identity" to empower themselves through both celebration and rejection of English usage on the personal level. While staking claim to their mixed-ethnic minority identities in Japan, the girls' also struggled hard to maintain a positioning as *unmarked* and *Japanese.* However, on the broader social level, it was also shown how majority Japanese children and adults are continuing to position mixed-ethnic people as *marked* and *foreign*, in spite of their conflicting awareness of the value of newer, globalizing discourses of diversity.

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Author bio

Laurel Kamada has been residing, researching, and working in Japan for the latter half of her life. She has published numerous academic works and presented papers widely at international and local conferences on Japan topics such as: bilingualism and multiculturalism; English education; gender and ethnic studies; masculinity; and glocal identities. She serves on the editorial boards of Japan Journal of Multilingualism and Multiculturalism and the Gender Awareness in Language Education Journal. She is on the advisory council of the International Gender and Language Association. Her most recent book is: *Hybrid Identities and Adolescent Girls: Being "half" in Japan* (Multilingual Matters, 2010).

Appendix: Transcription Conventions

(laugh)	laugh
,	(comma) continuing intonation (utterance not completed)
bold print	Japanese transcribed into Romanization (the actual speech) (Hepburn System of Romanization)
regular print	the actual speech in English (not a translation)
[explanation]	explanation or implied speech in brackets (not the actual speech)
"quotation marks"	words enclosed in quotation marks indicate quoted speech, emphasized lexis, voice of someone else or self at an earlier time
[. . .]	ellipsis: omission of one or more lines of the excerpt
(italic print, in parenthesis)	the English translation of the Japanese
([italics, parenthesis, brackets])	English translation of implied nuance, not actually stated
All Names are Pseudonyms:	H = Hanna, N = Naomi, R = Rina

Visited TLT's website recently?

What's new in autonomy?

Phil Benson
Hong Kong Institute of Education

This article describes the process Phil Benson went through when writing the second edition of his *Teaching and researching autonomy*, which includes three new areas: sociocultural implications of autonomy, teacher autonomy, and autonomy and new technologies. It will whet our appetites for his plenary at JALT2011 on *Autonomy in language teaching and learning: How to do it "here"* where he will present a framework that teachers can use to evaluate constraints on autonomy in their workplaces and suggest a number of techniques that they can use to work within and around these constraints.

本論では、自著Teaching and Researching Autonomy（第2版）の執筆過程について述べ、3つの新領域、つまり、自律の社会文化面への示唆、教師の自律、自律と新しい技術について語る。これはJALT2011での著者の基調講演 Autonomy in language teaching and learning: How to do it "here"への興味を喚起するものである。本講演では、教師が自分の現場での自律の制約を見直すための枠組みを示し、そのような制約の中で利用可能なテクニックを提案する

We all know how difficult it has become to keep up with the latest research. The number of publications increases year by year while the pressure for academics to publish regularly makes it difficult to separate articles written because the author really has something to say from articles written mainly to meet publication targets. For that reason, I will remember the years 2009 and 2010 as a time when, in order to prepare a second edition of *Teaching and researching autonomy* (Benson, 2011), I tried to read anything and everything that had been written on autonomy since the turn of the century. The important thing about revising a book, I was told, is to make the new material blend in with the old. Readers who are coming to the book for the first time are interested in what you have to say on your topic, not in what has changed since the previous edition. People who have read the first edition, however, have asked what is new in the second edition, and in this article, I want to take that question as a starting point for some reflections on the bigger question of what has and has not changed in our thinking about autonomy itself over the past decade.

What isn't new?

When I say that I *tried to* read everything written on autonomy since 2000, I am really admitting a failure of a kind. I intended to read everything, but I was only dimly aware of what that would mean. As it turned out, it meant reviewing thirty edited books and journal special issues devoted to autonomy and related topics in addition to numerous articles published elsewhere. Internet search engines led me to a range of publications on autonomy in medicine and nursing, bioethics, genetics, the law, feminist scholarship, artificial intelligence, and business and organizational management. I also discovered something of a boom in writing on the philosophy of autonomy over the past two decades. I was forced to be selective and, although the blurb on the back of the book advertises more than three hundred new references, these are but the tip of the iceberg of references that could have been included.

The book also mentions three new topics–sociocultural implications of autonomy, teacher autonomy, and autonomy and new technologies–that I will come to shortly. First, I want to ask how much is really new in all of this work. The boom in philosophical writing tells us that the idea of autonomy dates back to the 18th century, but our present-day concern with autonomy has a very modern character. In fact, little has been written on the philosophy of autonomy between then and now and present-day writing essentially represents a revival of interest in the idea as a counterpoint to post-modern deconstruction of the individual self. Present-day interest in autonomy in language learning, similarly, reflects concern with the meaning and impact of language learning on students whose individuality is suppressed in modern mass educational systems. Yet we can also trace this interest back to the 1970s (Gremmo & Riley, 1995), which raises the question of what has been retained from those days. Here, I want to mention two

ideas that have remained constant, at least in the revision of my work: the basic definition of autonomy and the basic claims that we make for it.

On the basic definition of learner autonomy, there has been a remarkable degree of consensus around the idea that autonomy involves learners taking more control over their learning. In recent work, this definition is also often linked to the philosophical idea of personal autonomy, which involves people struggling for greater control over the course of their lives. In the light of the recent application of the philosophy of autonomy to a variety of areas of human activity, we might also come to see language learner autonomy as a specific form of personal autonomy within our own field. At the same time, we recognize that autonomy is multidimensional and takes many different forms according to the person, the setting, and multiple contextual and micro-contextual factors. Learners display autonomy in very different ways, which allows for a variety of views of the kinds of autonomy that should be aimed at in particular contexts. The proliferation of studies on autonomy inside and outside the language classroom, therefore, reflects the proliferation of settings and contexts for language learning and leads to multiple variations on what is essentially the same idea of autonomy as the capacity to take charge of one's learning. This core definition of autonomy has proved remarkably resilient as a focal point for theory and practice; especially so, I would argue, when compared to related ideas, such as learning strategies and motivation, which are seemingly "endangered" by rival ideas, such as "self-regulation" (Tseng, Dörnyei, & Schmitt, 2006) and "investment" (Norton Pierce, 1995) at the present time.

There has also been a good deal of consensus on the major claims we make for autonomy, of which, according to both the first and second editions of the book, there are three: (a) language learners *naturally* tend to take control of their learning, (b) learners who lack autonomy are *capable of developing* it, and (c) autonomous language learning is *more effective* than non-autonomous language learning. These claims are crucial to the health of the idea of autonomy, because they relate to the *reality* of autonomy, on the one hand, and to the feasibility and

value of educational interventions that aim to foster it, on the other. If any of these claims were proven to be false, it would be hard to justify a focus on autonomy in language teaching and learning. Most of the recent research studies do, in fact, address one or more of these claims: they describe autonomous learning in various settings and assess the ways in which educational interventions foster autonomy and better language learning. We might hope for a more comprehensive description of autonomous language learning behaviour and its underlying principles, more analysis of failed attempts to foster autonomy, and more studies providing evidence of impact on the quality of language learning. Nevertheless, none of the three claims have been repudiated and, on the contrary, the evidence in support of them accumulates year by year.

What is new?

At the same time, our thinking on autonomy has not stood still and, in addition to research on the core issues of language learner autonomy, there has also been work in new areas, among which three particularly stand out.

Sociocultural implications of autonomy

The shift towards more *social* ways of thinking about language teaching, learning, and use has, perhaps, been the most important development in the field of language education over the past decade (Block, 2003; Firth & Wagner, 1997). This shift has involved the import of new approaches (notably Vygotskyan "sociocultural" theory and situated learning theory), the conceptualization of classrooms and other teaching and learning arrangements in terms of social context and community, and a questioning of the ways in which second language acquisition theory has separated cognition from social context. The idea of autonomy has also been subject to critique for its focus on the individual learner (e.g., Toohey, 2007), although advocates of autonomy have tended to side-step this critique by insisting that autonomy is a social construct that implies interdependence rather than independence. Indeed, the process of exploring more social or collaborative approaches to fostering autonomy predates the *social turn* in language teaching and

learning more generally and is linked to a shift in the focus of attention from out-of-class language learning and self-instruction to autonomy in the classroom which began in the late 1980s. In the recent research, fostering autonomy is no longer primarily a matter of individualizing learning through out-of-class initiatives, and classroom-based approaches clearly predominate. In areas such as self-access and distance education, where there has traditionally been a focus on individualization of learning, there has also been a shift towards exploration of more collaborative approaches. This social turn also represents a point of tension within research on autonomy, however, because there is a sense in which the idea of autonomy lacks meaning if it does not involve some element of individual development and some element of helping individuals to match learning activities to their own preferences and needs.

Teacher autonomy

The idea of teacher autonomy is also a product of the 1990s (Benson & Huang, 2008; Little, 1995) that has grown to maturity in the past decade. It is linked to the social turn in language education, which has involved a re-evaluation of the role of teachers and teaching in language learning, in that it draws upon the idea of autonomy as interdependence (in this case the interdependence of teachers and learners). There is also a certain historical logic to this development, as autonomy has moved from being a marginal idea pursued by committed but often isolated teachers to one that now plays a role in language education policy and curriculum development in many parts of the world. This broadening of interest in autonomy has led to the essentially new problem of training teachers, who often lack an initial commitment to the idea of autonomy, to foster autonomy among their students in mass education programmes. Interest in teacher autonomy has thus involved new areas of practice, especially in pre-service teacher education and in-service teacher development. Teacher autonomy has also proved to be a somewhat problematic concept, as it is difficult to define independently of learner autonomy, on the one hand, and the classroom context, on the other. The idea that learner autonomy is dependent on

teacher autonomy is especially problematic in as much as it seemingly excludes the possibility of developing autonomy through out-of-class learning altogether. In out-of-class learning, a parallel area of interest has developed concerned with the practice of language advising. What matters most in language advising for autonomy, however, is the advisor's ability to help learners make informed decisions about their learning without making those decisions for them. This may also be true of fostering learner autonomy in the classroom. Whether this implies autonomous teachers–as opposed to teachers who are experienced in and knowledgeable about autonomous learning–is a question that needs to be resolved in future research.

Autonomy and new technologies

There has always been a link between educational technologies and autonomy, insofar as they have often been designed for independent use. Advocates of autonomy have sometimes been sceptical of this link, because educational technologies tend to presuppose autonomy, rather than foster it. The most recent generations of new technologies, however, especially those involving the Internet, user-generated Web 2.0 content, and mobility appear to be having a fundamental impact on the landscape of autonomous language learning (Benson & Chik, 2010). In areas such as self-access, language advising, distance education, and tandem learning, there has been a need to rethink provision of access to language and language learning opportunities through these new technologies, which has often involved a shift in focus from educational technologies as providers of content to the design of technologically-enhanced environments for independent and collaborative self-directed learning. More importantly, new technologies are providing opportunities for language learners who lack immediate access to the target language to *bypass* classrooms and go directly to target language texts and users through the Internet and social media. Many of our most basic ideas about language teaching and learning (beginning with the idea that they are best carried out in schools and classrooms) are based on the assumption that learners lack direct access to the target language and its users. Studies are

beginning to appear, however, that challenge this assumption by showing how more and more people around the world are using online resources to learn and use foreign languages in innovative ways, often without the knowledge of their teachers. One implication of these studies is, perhaps, that after a period in which the pendulum of autonomy has swung towards the classroom, we may be entering a period in which it swings back towards out-of-class learning, or at least towards the ways in which classroom teaching with students' self-directed language learning beyond the classroom.

Conclusion

In conclusion, I would say that sifting through the many interesting and informative papers on autonomy that have been published in the past decade has taught me that although much has changed, much has also remained unchanged. In comparison with other key concepts in language education, autonomy has displayed a remarkable persistence. There is a remarkable degree of cohesion in published work on autonomy, which conveys a sense of practitioners working in very different settings and contexts around the world, but with shared assumptions and shared goals. This suggests to me that autonomy in language teaching and learning is a work in progress, to which more and more practitioners are contributing year by year.

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Author bio

Phil Benson is a professor in the English Department at the Hong Kong Institute of Education, where he teaches on the department's Ed.D and MATESOL programmes. He is also director of the Faculty of Languages Centre for Popular Culture and Education. He has published widely on the subject of autonomy, including the book *Teaching and researching autonomy* (Pearson, 2nd ed., 2011). His current research projects include a collaborative project on second language identities and study abroad with partners in Australia and New Zealand.

Interview with Ken Wilson
Author, teacher, and teacher trainer

Steve Cornwell

We are pleased to have Ken Wilson returning to Japan and JALT2011. In this interview, Ken discusses a variety of topics with Steve Cornwell, the Director of Programs for JALT.

SC: Ken, we are thrilled to have you come back to JALT this year! And to speak on the topic of motivation, (Note: Ken will be speaking on *Motivating the unmotivated – do teachers have to do ALL the work?* at the conference.) As many of our members know, you have had a busy career as a performer, director, author, teacher trainer, plenary/keynote speaker, and much more. You have had a busy travel schedule this year. I know you have been to Turkey, China, not to mention IATEFL UK. Where will you be conducting workshops/speaking between now (July) and the conference? And what are you working on currently as far as material goes?

KW: Since the start of the year, my itinerary has taken in a week of training in Belgrade, Serbia, a British Council roadshow in China (subject: Motivating Young Learners), talks at two conferences in Istanbul Turkey and another one at IATEFL UK in Brighton, which I had to leave early in order to do an author visit to Taiwan. My wife Dede and I also managed a two-week vacation in Cuba in January.

In July, I'll be in Brazil, then in August I'll take a short break on Prince Edward Island, Canada (where Dede's family live). In September, I'll be at the ETAS conference in Zug, Switzerland and in October, I'll be in Mexico for MexTESOL. Finally, before I come to JALT in November, I'll be doing some work in Korea for Oxford University Press.

To be honest, I sometimes worry about the amount of flying that I do for work–my family and I are trying to reduce our collective carbon footprint and we're doing OK at home–but all this flying puts me up there with the worst offenders.

Having said that, I realize how incredibly lucky I am to get these opportunities, and I really enjoy speaking to teachers all over the world. It's the conversations with people that I meet at conferences that give me a lot of my research information about what's going on in classrooms and how to make the materials I write provide what teachers and students need in the second decade of the twenty-first century.

Regarding what I'm working on now, my writing partner Mary Tomalin and I are coming to the end of a series of elementary-level books for Indonesian schools. The project has taken us three years so far and we're currently writing Level 6, the last level.

It's going to be published by an Indonesian publisher called Dass Sebastian, a Malaysian, who publishes school books in Indonesia and Australia. What attracted us to the idea was Dass Sebastian's integrity as a publisher and his great track record of locally-produced materials.

But the real plus was his enormous enthusiasm for this work and the vision of the project he had in mind. Dass wanted to produce a series of books locally in Jakarta, with western writers who had an understanding of local conditions, which he described to us in clear detail before we started.

I'm very interested in producing materials which are relevant to local needs, rather than ones which merely follow a series of international norms. Although my book Smart Choice is sold in other countries as well as in Japan, it was the Japanese college freshman compulsory year of English requirement that gave us our student model when we were writing it.

SC: Your plenary topic *Motivating the Unmotivated* is one that will be of great interest to those of us teaching in Japan. At my school in meetings sometimes people say, "we need to motivate the students more!" But, I wonder how much we can really do (or can we really do anything?) Without giving away your entire plenary, can you give us your thoughts on this? Or tell us what we might be thinking about in the months building up to your plenary?

KW: I think the key is that you can't separate student motivation and teacher motivation and you won't get one without the other. Motivated teachers exhibit enthusiasm for their work, and research by, amongst others, Zoltán Dörnyei, a Hungarian Professor of Psycholinguistics who works at the University of Nottingham in the UK, suggests that teacher enthusiasm is the single biggest factor in student motivation.

But telling teachers that their enthusiasm could be the difference between success and failure in their students just heaps more stuff onto the shoulders of people who are already overworked and stressed out.

My solution is that our students have to take more responsibility for their own learning, but again, we can't achieve this just by shouting, "Will you please DO something?" at them. We need to use classroom activities and techniques which bring out their latent skills, and which also give them more responsibility for what goes on in the classroom.

By giving students more responsibility for classroom events, you create a sense of purpose, engagement, and motivation. It's important that they can, if they wish, also contribute their world knowledge to the proceedings. There are lots of ways they can do this, and I will describe some of them in my talk.

It is also healthy to occasionally reduce your reliance on the books and other prepared materials that you bring into the classroom. Your students need the chance to see beyond the contents of the book–or at least find their own personal take on those contents. In other words, don't let the book dictate everything that happens in the classroom.

Scott Thornbury advocates less reliance on using materials in class, and I have some sympathy for what he says. His dogme approach to teaching is designed to allow language to 'emerge' from the natural exchanges you have with your students, and should relate to whatever is going on in their lives or what they are thinking about at any given time.

But at the end of the day, most teachers would be at a loss how to conduct an entire course based on starting the day desperately hoping for emergent language from their students. Imagine trying to do that on a slow Monday morning! And it is simply impractical to imagine doing this with beginners or elementary students.

However, at the same time, teachers should 'allow the class to breathe', with student input impacting on what goes in the classroom. This approach reduces reliance on the book itself and can lead to some amazingly inventive stuff happening in the classroom.

All this should also lead to a positive and fulfilling atmosphere in the classroom, which makes teaching a more pleasant occupation. So, if you show a little enthusiasm, you get it back in bucket loads.

I will give examples of what I mean in my talk!

SC: In an email you mentioned you know Nicky Hockley who was one of our plenary speakers at JALT2010. Nicky has shared with us how early in her career she just did not use technology; now she is one of the leading proponents of using technology to teach English! And she has a blog, which is what I want to ask you about. I see you have a blog at <kenwilsonelt.wordpress.com>. What led you to keep a blog and how do you feel it has changed your work? Also, if readers want to keep up with you and your travels, how can they do so?

KW: My original idea was to have a website where I could make available for free some of the sketch and song material that I have produced over the years, which is now out of print. I have been a published author since I was 23–a very long time ago!–so it's no surprise that some of the stuff has long been out of print.

My first publication was a collection of teaching songs called Mister Monday, which was a somewhat surprising success. In all, I've written about 150 songs with some kind of language

teaching purpose. In the early days, they were grammar-oriented or lexis-oriented, and some were written simply with the intention of getting a conversation started.

Anyway, the point was that I wanted to put the audio files of the songs on some kind of site where teachers could download them for free. I also wanted to upload some of the sketches (skits) I wrote for the English Teaching Theatre, also to be downloadable for free.

I asked my daughter Rowan, who was working in publishing at the time, to help me set something up, and she suggested a blog rather than a website. This was the summer of 2009. I was already on Twitter by this time, so I tweeted something like – 'I'm thinking of starting a blog – does anyone think this is a good idea?'

Within about half an hour, I'd had about twenty replies, basically saying, "Go for it!"

So I started blogging about my own personal journey through the world of ELT, and lo and behold–I was suddenly getting between 500 and 1,000 hits a day! I found a free way to make the songs and sketches available for download via box.net, and that worked out well, too.

I then started reading blogs by other people and I found some amazing ones, often written by non-NEST teachers of English in various parts of the world. I was really surprised that some of these perceptive thinkers only seemed to get a handful of visits. So I began to ask the bloggers if they would like to guest blog for me. And the guest blogs are quite an important feature now.

Most of my guest bloggers (GBs) are non-NESTs. This wasn't a plan or a policy, it just happened. The first GB was Agata Zgarda, a Polish teacher in Brazil, who wrote a very funny piece about how complicated it is for a European to host a dinner party for Brazilians. That was in December 2009. Almost exactly a year later, GB number 25 was another Polish teacher, Ania Musielak, who wrote about using drama techniques to teach English to Polish soldiers.

During 2010, there were also posts by another two Poles, two Romanians, two Brazilians, a Turk, two Hungarians, a Slovak, an Argentinian, and a Sri Lankan. The native speaker GBs were an American in Paris, a Mexican-American in Germany, a Greek-Canadian in Switzerland, a

South African in Korea, and six Brits, including an English guy in Romania, a Welsh woman in Vietnam, and an English woman in Japan (Joanne Sato). And I've published a lot more GBs in 2011, too.

Regarding my whereabouts at any particular time, there's a page on the blog devoted to that. It's called Talks and Visits 2011.

SC: You mentioned the songs you have written. Can we go back there for a moment? Do you actually think specially-written song material is useful for learners? Aren't authentic songs better?

KW: Native-speaker teachers are often quite dismissive about specially-written ELT songs, but a lot of non-NESTs love them. I've had emails from non-NEST teachers who remember THEIR English teachers using the songs in class, which shows how long some of them have been around. I even got an email recently from a teacher in Brazil who said that her mother, also an English teacher, had played them to her as a child, and she wondered if they were still available.

I completely understand NESTs who prefer to use authentic songs with their students. And, if you can find a way to use them with beginners, so much the better. But the reason I started writing them all those years ago was that I had a class of beginners for the first time and I really wanted to use songs in class, but I couldn't find any that they could understand.

SC: Early in your career you were heavily involved in the performing arts. You have written English lessons/materials for television and radio, you were the director of the English Teaching Theatre that performed around the world. And you've already talked about the

songs you have composed and recorded for English Language Teaching. (Can we interest you in a visit to sing karaoke while you are here in Japan?) Seriously, I have met many teachers who have a background in the performing arts. What is it that draws people from drama into teaching ESL/EFL? And what is it about drama and song that appeals to many learners around the world?

KW: That's a very good question and one that I have to be a bit careful about answering. You often hear people say things like, 'A good teacher is like an actor' or other claims that suggest all teachers should have acting skills.

My personal take is that acting skills are quite useful to teachers, but so are drawing skills, mime skills, and the ability to sing. Being good at mental arithmetic is useful, too. But none of these skills are essential in teaching. You can be a good teacher even if you can't do any of these things.

I only make this point to make sure I'm NEVER quoted as saying that teachers should always be actors.

But you're right. You do meet a lot of people with some kind of background in theater who are now working as teachers. I've worked with lots of professional actors and I think they are amazing people, who work very hard at an interesting but desperately unstable job. I guess teaching is a more stable and long-term prospect for some of them.

My own personal journey into theatre was completely accidental. Because of my presumed expertise as a guitarist, based on the fact I'd written and recorded the songs, I was asked to join the English Teaching Theatre as a teacher-guitarist. I picked up any acting skills I have from the actors I worked with. And I stayed long enough to float to the top and become the director of the company.

As to why drama and music appeal to students, I think the answer is something to do with the classroom need of most learners to take a break, change focus, and not be so tied down to sitting at desks and using books. There are some students who prefer to do just that–spend the whole lesson at their desk, working through the book. They see drama, music or any other 'fun' activities as a waste of time. Some teachers agree with them. I *think* students like this are in a minority and I *hope* teachers like this are, too!

I love karaoke, so I'll take your invitation seriously.

SC: Our field seems to be changing rapidly. What advice would you give to teachers just starting off? And while you are offering advice, what would you suggest that *old*, or should I say experienced teachers, think about to keep their teaching current and fresh?

KW: I think the answer is the same for both–embrace the great things that technology has to offer. Young teachers will know the technology and just have to work out how to make it help them with their teaching. More experienced teachers may be alarmed by it (many are not, of course), but I recommend that they just dip their toe in and see how the water is.

Just taking your computer into the classroom and using it to project images onto the screen is a huge time-saver when it comes to preparing lessons. From there, I suggest checking out what iTools and Learning Management Systems are available to supplement the course material you're using. Once you understand how to use them, they will make your life easier.

It's funny when teachers say they are no good at technology. These same people have a computer, a smart phone, they routinely use social media sites and if you suggested they should try to do without email or Google for a day, they would look at you as if you were mad. No good at technology? Most teachers use more powerful technology every day than the guys who went to the moon in the 1960s.

I describe myself as a *techno-klutz*, even though I blog, tweet, have a Facebook account, and use Skype and other social media services. And I would be lost without my Macbook Pro, my iPhone, and my iPod. I don't have an iPad yet, only because I can't justify the expense of something that I probably wouldn't use for work.

But when I see all the cool things you can do with technology, I really wish I was starting out as a new teacher.

SC: Here in Japan it is approaching the end of the semester. Any advice to our readers on how we might spice up our classes on Monday?

KW: Having eulogized the use of technology in the last answer, I will now risk sounding like an advocate of dogme. If it's the end of term, and all thoughts of exams, end of term assessments, etc. are over, I would recommend concentrating on what the dogmetists call *emergent language*. In other words, go into class expecting the students to be the driving force of what happens.

It can be difficult to do this without looking as if you haven't prepared for class, so the way to do this (if your students aren't used to this approach) is to come into class with a clear and visible lesson plan, but tell the students that you can go for the planned lesson, or do something unplanned and improvised.

The key is NOT to then ask students to tell you something obvious, like what they did last night. You need something different and thought-provoking to create an atmosphere.

I recently took a class of students I didn't know. I knew that I would only have about 20 minutes with them, and I also knew that they knew each other very well. I didn't want to spend the whole time finding out their names, so I started the class by putting this image on the screen.

Rather than ask them the obvious questions like 'What do you think he might be looking at?' (the kind of complex question that students of any level find really complicated!), I simply asked them to put themselves into the man's position and write down how they felt, what was happening, etc.

They then shared their written thoughts with other members of the class. Eventually, we talked about fear, its causes, its effects, and how to deal with it. I didn't *teach* any new words at all, but I provided new contexts for the words they had come up with.

Just one idea for using *emergent language*.

SC: Ken, thank you for taking time to answer my questions and share some thoughts with our readers. We look forward to continuing this conversation at JALT2011 in November!

Ken Wilson is an author and trainer. He has written more than thirty ELT titles, including a dozen series of course books, including *Smart Choice* for Oxford University Press (OUP). He also writes lots of supplementary material, and in 2008, OUP published *Drama and Improvisation,* a collection of more than 60 of his ELT drama and motivational activities. His first publication was a collection of songs called *Mister Monday,* which was released when he was 23, making him at the time the youngest-ever published ELT author. Since then, he has written and recorded more than 150 ELT songs, published as albums or as integral parts of course material. He has also written more than a hundred ELT radio and television programs for the BBC and other broadcasters, including fifty radio scripts for the *Follow Me* series, thirty *Look Ahead* TV scripts and a series of plays called *Drama First.* Until 2002, Ken was artistic director of the English Teaching Theatre, a touring company which performed stage-shows for learners of English. The ETT made more than 250 tours to 55 countries, including three visits to Japan. Ken is an enthusiastic blogger, tweeter and social networker. He lives in London, England with his wife Dede and two cats, and works in a shed at the end of his garden.

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Communication, confidence, and achievement in public school English

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From this year, foreign language, in most cases English, instruction has been made compulsory for 5th and 6th graders once a week with the aim of building up the foundation of communication abilities. A debatable point for many asks if instruction at this age level is meaningful (i.e., will it lead to higher English proficiency later at the secondary school?). Also in question is "the foundation of communicative competence," which is supposedly the goal of elementary school English. Still others include: What is the relationship between nurturing positive attitudes toward English learning and building up basic English communication skills? How can such primitive English be assessed in non-threatening and formative manners? How does the result differ depending on the pedagogical technique? The purpose of this talk is to explore these points and to share how the findings from a recent project show what students can achieve through elementary school English education and what this will mean for Junior High School teachers.

今年から小学校5年生と6年生に対して週1回の外国語（たいていの場合英語）指導が、コミュニケーション能力の素地形成をねらいとして始まっている。多くの人が議論の余地を感じている問いは、このレベルの英語教育は意味があるのかどうか、つまり、この時期の教育のおかげで後の中等教育でより高いレベルの英語力につながっていくのだろうかということである。また、小学校英語の目的であると言われている「コミュニケーション能力の素地」とはそもそも何なのだろうか。また他の問いとしては、英語学習に肯定的な態度を養うことと、基本的な英語コミュニケーションスキルを育てることとはどういう関係にあるのだろうか、こんな初歩的なレベルの英語を恐怖感を感じさせずに形成的な効果のあるやり方でアセスメントをするにはどうすればよいのだろうか、その結果は教え方によってどう変わってくるのだろうか、などがある。本講演の目的は、こうした問いを検討し、近年行ってきたあるプロジェクトの結果をふまえて、小学校英語教育を通して子どもたちができるようになってきたことは何なのか、またそのことが中学校の先生にとって何を意味するのかを公開することにある。

What can 6th graders achieve through elementary school English?

The year 2011 marks the start of Japan's compulsory English instruction (officially called English Activities-*Eigo Katsudo*) at the elementary school level. The new *Course of Study for Foreign Language Activities at the Elementary School* (CS)

states that building up "the foundation of communication abilities (communication *nooryoku no soji*)" is the overall aim (MEXT, 2008). Emphasis continues to be on oral English over written and on having communication experiences over accumulating English language knowledge per se. Although English is compulsory only for 5th and 6th graders, the reality is that former experimental schools and others which had offered English education to other grades are finding ways to squeeze in some hours in their curricula to continue to teach English in those grades as well.

Given the current situation, what do / can 6th graders achieve in terms of English communication abilities and attitude toward English learning, and how is such a "foundation" being sustained and further developed once they move to junior high school (7th grade)? In order to answer these questions, the plenary lecture in November will focus on Japan's recent situation, drawing primarily on a project I have been working on with two other researchers, Tsuneo Takanashi and Tetsuharu Koyama. I will refer to the project as the YTK project.

The effectiveness of English education at the elementary school level, in terms of enhancing English learning at the secondary school level, was debated for some time. A couple of review articles revealed that studies had yielded contradictory results and that there were possible reasons for such inconsistency (Butler, 2005; Yukawa, 2003) including the variability of sampling and validity of tests, the quality of instruction at the elementary level, and the lack of continuity in terms of curriculum and instruction between elementary and junior high schools. Therefore, the YTK project has been conducting a series of case studies to understand the relationship between assessment results and the characteristics of and types of teaching practice found in each school. The cases vary

in teaching methods, resources, and students' socio-economic backgrounds. We hope that by examining different types of schools we will put together information on some prototypes which represent similar types of schools in other parts of Japan.

Our basic stance

Our basic stance toward elementary school English education is the following. First, instruction at this level is unavoidable and desirable considering the globalization of the world today, and in order to achieve results worth the efforts, more support for teachers and clearer teaching objectives are needed. Second, we think that a focus on oral English (including reading stories aloud to students) is sensible and setting the primary goal as making students experience the joy of communicating in English is feasible, considering the amount of time allotted in the curriculum. Third, where we seem to differ from quite a few EFL specialists in this field in Japan is that we think nurturing desirable motivation toward English and English learning is inseparable from developing minimum language skills (Yashima, 2010), and thus we cannot ignore the importance of the latter to successfully nurture the former.

Findings on listening comprehension abilities, speaking abilities, and affect

We (the YTK team) along with other researchers, school teachers, and graduate students, have been collecting data from both public and private schools. Collaboration with many schools has been possible because the YTK project was conducted in an effort to work jointly on the analysis of the current state in each school and the improvement of the curriculum and pedagogical skills there.

In order to evaluate upper grade (5th and 6th grade) students' listening comprehension abilities, an "achievement" test was constructed based on the knowledge, obtained through lesson observations and interviews, of the variety of English used in schools' curricula (the YTK Listening Test, *Eigo Chikara Dameshi*, a test DVD included in Yukawa, Takanishi, & Koyama, 2009). The test covers "grammatical knowledge"

and "textual knowledge" which are both under the upper level category called "organizational knowledge of language ability" in Bachman and Palmer's model (1996). The test consists of 37 questions. The first 36 are used to evaluate: a) children's understanding of such nouns as days of the week, months, weather, numbers, etc., b) so-called classroom English, English used for classroom management as well as c) questions regarding letter-sound correspondence. The last question (Question 37) investigates students' textual knowledge in English. They watch and listen to a picture book story (16 pages, one sentence per page) on the screen and summarize what the story was about in writing (in Japanese).

Seven public and private elementary schools participated in the study in fall 2006 with an average of 78 % correct answers. (These schools taught English at least once a week in the 3rd grade and above.) In March 2007, three more elementary schools administered the test (67%~82% correct answers), and in April 2008, three private junior high schools administered the test (85% correct answers). Since then, one school has been administering it on a regular basis at the end of the school year, three other schools administered it once, and four junior high schools administered a second version (*Eigo Chikara Dameshi II*, for details, see Yoshida, 2011), a slightly harder test, to 7th graders at the beginning of the year. The general tendency is that these 6th graders as well as 7th graders at the beginning stage of their junior high school life do fairly well (answering roughly 70-85% correctly). These results suggest that even when teaching methods at the elementary schools are not necessarily the most advanced, once students are exposed to some English in the 3rd grade and above, they do develop English vocabulary and simple structural knowledge at the receptive level.

The YTK team also created a speaking test called *Let's Talk*. This is a performance test where students perform the task of carrying on a real conversation, rather than taking an oral discrete-point test, the latter of which covers only a small part of what is required to have a conversation. Considering the students' limited English and experience, it was designed as a paired test with scaffolding: students come into a conversation

site as a pair to have a conversation with a foreign/native English speaker. They can help each other in Japanese, resort to L1 if absolutely necessary, and can also use gestures and whatever other strategies they are able to use to aid their expression and comprehension. In fall 2007, four private schools, and in March 2008, one public school administered this test. Since the test is an enjoyable and new international encounter for most students, especially in public schools, one school which joined this practice in 2008 has been offering this 'elementary school final fun event' to its students every year since then. Another public school has been using the test for three years now for the same reason, and the two other schools in the same school district followed their example this March. In order to make inter-school as well as intra-school comparison easier and also to understand the characteristics of learners' conversational skills in detail, we created a rating system with five criteria (phonology, vocabulary and syntax, attentiveness, expressiveness, and management) with four standards (1 to 4, 4 being the best). We also tested the reliability and validity of the test (Koyama, Yukawa, & Takanashi, 2009).

One important finding is that the students did manage to perform this task of carrying on a conversation with an English speaking foreign adult collaboratively with another student for three to five minutes, and they all said that they had fun. Students' performance levels naturally differ, depending on the quality of English instruction and instructional hours. By comparing performances at the same school over two years, we know that if the students could ask questions rather than just answer the interviewer's questions, they tend to look more confident and proud. Furthermore when they learn how to use simple backchannel phrases like 'Nice' or 'Me, too,' the flow of the conversation becomes smooth, and both the interviewer and students feel that they are actually 'conversing' (Yukawa, Koyama, & Takanashi, 2010).

The YTK team has been carrying out two other projects: one to create a model curriculum and teaching materials (though only for one year so far) and another to investigate 7th graders' change in motivation and its relationship with the initial English abilities (Yoshida, 2011; Yukawa, Koyama, & Sugimoto, 2010). I will

discuss these topics as well as others related to the listening and speaking assessment data in the plenary in November.

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Author bio

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The reflective teacher: Towards self-actualization

Andrew Boon
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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。

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。本ワークショップでは、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.pragsig.org/publications.html>

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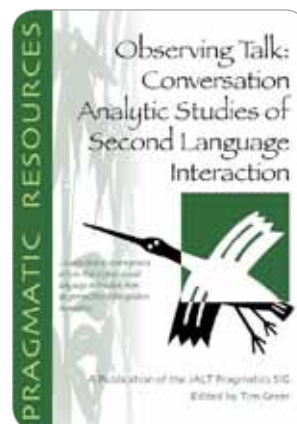
Using genre-based teaching to support the development of oral skills

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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ー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クストを分析して、異なった会話ジャンルのテクスト調査を行う。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理論的根拠に対する、より明白な考えを持つようになり、会話テクスト分析と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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Teaching young learners in a global context

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.

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て良いアイデアを持ち帰ってもらいたい。

Keywords: teaching young learners, activities, global perspectives

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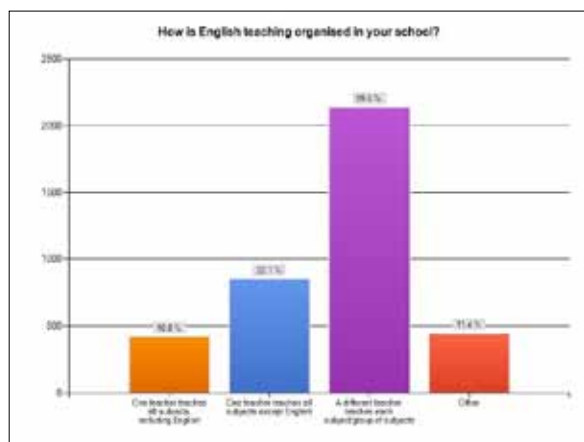
Figure 1. The organisation of English language teaching in schools globally

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

Planning

Let us now turn to what teachers find most helpful when planning their lessons. For teachers in Japan, the most important planning tools are the lesson plan, supplementary materials, and the coursebook (see Figure 3). This mirrors what teachers throughout the world found helpful. However, in South Korea, the national curriculum was considered very useful or somewhat useful by a large majority of teachers in comparison to Japan, where just over half valued it. This might be because at present there is no national curriculum in Japan for teaching English at the elementary school level. There are official guidelines for conducting foreign language activities issued by Ministry of Education, Sports, Science, and Technology (MEXT) (2008), but these do not constitute a curriculum per se. In South Korea, in comparison, English has been a compulsory subject in grades five and six for some years and the national curriculum is strictly adhered to by teachers.

Figure 3. Helpful planning tools in Japan

This is not to say, however, that teachers of English in primary schools welcome the lack of prescription. According to a recent Benesse Corporation survey (2011) of English in primary schools, 86% of respondents stated that they follow the example curriculum set out in the Teachers' Guide to *Eigo Note*, the course book adopted by most primary schools in Japan for teaching English. It might be worth considering whether there should be a stronger lead for teachers not used to teaching English, or not used to teaching in primary schools.

Should it be the prerogative of a publisher to provide the curriculum or is it the prerogative of the government?

Challenges faced by teachers

Finally, let's look at the challenges teachers face when working with young learners. The greatest challenge reported globally was large classes and, partly as a result of class size, discipline problems. Out of 32 comments from teachers of English in Japan, the largest number with six comments, stated that time available for teaching was the greatest challenge (echoing responses to the question about the most important factor in improving learning and teaching), while five other comments related to difficulties of motivating the learners.

Four comments cited discipline as an issue, while four others stated that team teaching caused the greatest challenge. These comments contrast with those of teachers of English in Taiwan who cited motivation as the greatest challenge, closely followed by teaching in a "mixed ability" classroom. Indeed, of 45 comments, 13 were related to motivation and 12 to mixed ability teaching. Team teaching was not mentioned at all and the length of time available was only cited by one teacher as a challenge.

Concluding comments

There is no doubt that Japan faces a great challenge in embedding its Foreign Language Activities into primary schools. While it is following many countries in its decision to lower the age that learning of foreign languages begins, it is taking, at present, a different path, in some respects, in terms of developing and implementing a curriculum. It will be interesting to see if the approach has the desired result of forming the foundation of pupils' communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages as presented in *The Official Guidelines for Foreign Language Activities* (2008).

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

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.

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的性見られる。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。

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. Hannaford (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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5 Eureka language moments

Tom Kenny

Nagoya University of Foreign Studies

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うことがある。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。

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.

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をすることにより、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歩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 Nagano, 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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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

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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しうるものである。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

O ver 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 administers, 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

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Coverage and instruction of reduced forms in EFL course books

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As the development of bottom-up skills in L2 listening instruction begins to gain greater attention, more and more EFL course books are beginning to include exercises that are designed to improve learners' abilities to understand reduced forms such as *gonna, wanna*, and *didja*. As a step towards understanding how forms such these are being integrated into these materials, this study examined 13 EFL course books and analyzed the number and frequency of the forms they contain, as well as the types of exercises they include. The number and frequency data was then compared to 13 different books that are specifically designed to teach reduced forms, thus allowing for a determination of the extent of coverage course books are providing. Overall, the results provided a favorable picture of course books' handling of reduced forms. However, some recommendations are made for improving coverage and making instruction more effective.

L2リスニング指導においてボトムアップスキルの開発が注目されはじめる中、学習者のgonna, wanna, didjaのような弱形に対する理解度を高めることを目的とした練習問題が含まれているEFL用テキストが増えている。弱形がこれらの教材にどのように導入されているかを明らかにするために、本研究では13冊のテキストを調査対象とし、それらの中に含まれている弱形の数および出現頻度、練習問題の種類を分析した。さらに、数と出現頻度のデータを、弱形を中心に取り上げる専門書の調査データと比較することによって、テキストでの収録範囲を確認した。分析の結果、テキストにおける弱形の取り扱い方は、概ね専門書の調査結果と一致し、良好であるということが分かった。しかし、収録範囲の細部や教育方針に関しては、改善の余地があると思われる

Researchers of second language (L2) listening echo a similar refrain about the place of their specialty in the wider field of English Language Teaching (ELT). Namely, that despite its importance for the linguistic development of learners, listening does not get the attention it deserves. Field (2008, p. 1) writes the skill has been, and continues to be, on the back burner, and states "there is still plenty of evidence that listening is undervalued." Wilson (2008, p. 17) argues that of the four skills, "listening is probably the least understood, the least researched and, historically, the least valued."

One consequence of listening having been somewhat neglected over the years is that the methods employed to teach it have not been subject to much critical review. Field (2003) argues that one shortcoming has been the lack of attention to the difficulties L2 learners face when confronted with connected speech containing assimilation, elision, and other forms of linguistic variation (hereafter referred to collectively as 'reduced forms'). This can be attributed at least partly to the fact that listening instruction has tended to emphasize the development of top-down listening processes over bottom-up processes (Vandergrift, 2004). Increasingly, however, researchers are recognizing the importance of bottom-up skills for successful listening. This applies to reduced forms, as the publication five years ago of a book-length treatment (Brown & Kondo-Brown, 2006a) of teaching and researching these forms evidences. The authors of this book note that despite the importance of reduced forms for learners, little research on their instruction has been

conducted, and state that the goal of their book is to "kick-start interest" in the field so that more research is undertaken (Brown & Kondo-Brown, 2006b, p. 6).

As the teaching of reduced forms receives greater attention in the field, a growing number of ELT course books now include exercises that expose learners to these forms and give them a chance to practice them aurally and/or orally. However, due to the fact that even in the field of phonology, reduced forms have not been of central concern, and that few linguists have attempted to develop a systematic explanatory framework for them (Obendorfer, 1998), course book authors face a challenging task when it comes to deciding which forms to include in their materials. Additionally, because little research has been done to examine how best to teach reduced forms, they also face difficulties deciding what kind of exercises to include in their course books to teach the forms.

As a step towards understanding how reduced forms are making their way into the curriculum, the purpose of this paper is to examine the coverage and instruction of reduced forms in ELT course books. Course books will be analyzed to see which forms have been included, and the coverage they provide and will be compared to books that are specifically designed to teach reduced forms. The types of exercises they use to teach the forms will also be examined. The following research questions will be addressed:

1. How many forms for different types of reduction are included in the course books, and how does this compare with books on reduced forms?

2. Which individual forms are most frequently included in the course books, and how does this compare with books on reduced forms?

3. What types of exercises are included in the course books to help learners to improve their understanding of reduced forms?

Method
Materials

Thirteen course books and 13 books on reduced forms were included in the study:

- Course books: *Interchange Intro, 1, 2, 3*, *Active Listening 1, 2, 3* (Cambridge); *World English 1,* *2, 3* (Cengage); *Interactions Access, Interactions 1, 2* (McGraw Hill)

- Books on reduced forms: *Mimi Narashi Eigo Hearing 2-shuukan Shuuchuu Zemi, Eigo Hearing Tokkun-hon* (ALC Press); *Kiku Tame no Eigo Renshuu Note 1, 2* (Asahi Press); *Eigo wo Kikitoru Tame no Mimi-narashi Kuchi-narashi Listening Drill* (Asuka Publishing); *Eigo Listening no O-isha-san* (Japan Times); *Sound Advice, Whaddaya Say* (Longman); *Hit Parade Listening, Top of the Pops Listening* (Macmillan); *Listening wa Kou Manabe* (Nippon Jitsugyou Publishing); *Listen and Learn: Native no Oto ga Wakaru Eigo Listening, Eigo no Mimi ni Naru* (Sanshusha)

All of these course books are available in Japan and are all published by major American or British publishing companies, and the levels range from high-beginning to upper-intermediate. As for the books on reduced forms, four are published by major American or British publishing companies, while the remainder are published by Japanese publishers of textbooks and/or self-study books. It could be argued that a greater consistency could have been achieved by only including books published by American and British publishers. However, this is complicated by the fact that very few books devoted to teaching reduced forms are available from these publishers. For this reason, a mixture of US/UK and Japanese publishers was utilized in the study.

Procedures

In order to answer the first two research questions, a computerized database of all of the forms for five different types of reduction covered in the 26 books used in the study was created. The five types included were assimilation (e.g., *meet you* → *meechu*), elision (e.g., *them* → *'em*), flapping (e.g., *butter* → *budder*), fused forms (e.g., *going to* → *gonna*), and glottalization (e.g., *button* → *bu'on*). The database included the following information: 1. the form itself; 2. the name of the phonological process associated with the reduction in the form (e.g., assimilation, elision, etc.); 3. the actual word(s) used to illustrate the reduction (e.g., the words *meet you* being used to illustrate assimilation of /t/ and /j/ to /tʃ/); 4. the title of the book in which the

reduction was found; 5. the page number. After information about all of the forms was input into the database, analyses were performed in order to determine the number of distinct forms, as well as the frequency of appearance of each form. Comparisons were then made between the course books and the books on reduced forms with regard to both the number of forms covered and their frequency of appearance. For the purposes of this paper, the books on reduced forms will be considered collectively as a comprehensive list of the reduced forms for the five different types examined that are present in the English language. Although it cannot be said with certainty that they include every instance of these reductions in the language, they are more comprehensive than more academically oriented books in the fields of phonetics or phonology. Research question three was answered by simply making lists of the types of exercises included in the course books that are designed to provide instruction on reduced forms, and making comparisons between them.

Results
Number of forms

There were a total of 26 distinct reduced forms included in the 13 course books examined in the study. In contrast, the books on reduced forms included a total of 82 distinct forms. Accordingly, course books provided coverage of 31.7% of the forms included in the books on reduced forms, and for the purposes of this paper, concomitantly 31.7% of the forms for these types of reduction present in the language. Table 1 provides a breakdown of the number of forms included in both types of book for the five different types of reduction. It should be noted that "distinct form" refers to a specific instance of reduction that is phonologically different from others; accordingly, *them* being pronounced as *'em* and *him* being pronounced as *'im* would be considered two distinct types of elision. *Her* being pronounced as *'er*, however, would not be considered distinct from *him* à *'im* because it involves the same phonological process, i.e. the dropping of the /h/ sound.

Table 1. Number of forms for different types of reduction

Process	Distinct forms in course books (N)	Distinct forms in books on reduced forms (N)
assimilation	4	18
elision	14	51
flapping	0	2
fused forms	8	8
glottalization	0	3
	Total=26	Total=82

As the table indicates, discrepancies in coverage were found to exist depending on the type of form, with course books covering all of the fused forms, but none of the forms involving flapping or glottalization. With regard to assimilation and elision, the levels of coverage were 22% and 27% respectively.

Frequency of inclusion for individual forms

Due to space limitations, all of the forms found in the course books and books on reduced forms will not be provided here, but Tables 2 and 3 provide lists of the ten most frequent forms in both types of book and the number of books (out of a total of 13 for each type) that they appeared in.

Table 2. Top 10 forms included in course books

Form (citation → reduced)	Example	Process	Books (N)
/d/ + /j/ → /dʒ/	woul<u>d</u> <u>you</u>	assimilation	7
/d/ → ∅	could → coul~~d~~	elision	5
/t/ → ∅	can't → can'~~t~~	elision	5
/h/ → ∅	he → ~~h~~e	elision	5
going to → gonna	NA	fused form	5
want to → wanna	NA	fused form	5
have to → hafta	NA	fused form	5
/t/ + /j/ → /tʃ/	get_you	assimilation	4
and → 'n	and → an~~d~~	elision	4
/g/ → ∅	doing → doin~~g~~	elision	4

Table 3. Top 10 forms included in books on reduced forms

Form	Example	Process	Books (N)
/d/ + /j/ → /dʒ/	would you	assimilation	12
/d/ → ∅	could → could	elision	12
/t/ → ∅	can't → can't	elision	12
/t/ + /j/ → /tʃ/	get you	assimilation	11
/h/ → ∅	he → he	elision	10
/g/ → ∅	doing → doing	elision	9
/k/ → ∅	talk → talk	elision	9
going to → gonna	NA	fused form	9
got to → gotta	NA	fused form	9
want to → wanna	NA	fused form	9

As Tables 2 and 3 demonstrate, individual forms were more likely to appear consistently in books on reduced forms than in course books. In fact, only one form, specifically assimilation of /d/ and /j/ to /dʒ/, appeared in more than half of the 13 course books. In contrast, in the books for reduced forms, many forms were found in the majority of books. Although the books on reduced forms showed greater consistency in terms of which forms they included, it should also be noted that there is a substantial overlap with respect to the most frequently included forms in the two types of book. The top three forms in the Tables 2 and 3 are identical, and five other forms are found in both tables, although not in the same rank order. This makes for a total of eight out of ten forms being found in both tables or an overlap of 80% with regard to the ten forms with the highest rates of inclusion. In order to investigate whether this overlap also applies to the remainder of the 26 forms included in the course books, the correlation between the frequency of inclusion for all of these forms and their respective frequency of inclusion for the books on reduced forms was calculated. A relatively strong correlation was found: $r(24)=.60$, $p<.001$.

Despite the relatively strong correlation with respect to the frequency of inclusion for different forms, there were several forms for which there were clear differences. A list of these forms is provided in Table 4, along with the number of books they appeared in (for both types of book).

As Table 4 shows, some forms that had relatively high levels of inclusion in the books on reduced forms had little to no inclusion in course books. The first four forms in the table were included in approximately a third to a half of the books on reduced forms, but were not included in any of the course books. The remaining forms had similar levels of inclusion in the books on reduced forms, but only limited inclusion in the course books.

Types of exercises

A total of eight different types of exercises that were devoted to reduced forms instruction were found in the course books. Table 5 lists these types and provides information about how commonly they were employed. In order to give

Table 4. Forms with large differences in coverage

Form	Example	Process	Coursebooks (N)	Books on reduced forms (N)
/t/ → /ɾ/	water	flapping	0	7
/z/ + /j/ → /ʒ/	as you	assimilation	0	6
/s/ → ∅	makes	elision	0	6
could have → coulda	NA	fused form	0	5
/s/ + /j/ → /ʃ/	makes you	assimilation	1	7
/1/ → ∅	feel → feel	elision	1	7
/p/ → ∅	help → help	elision	1	7
has to → hasta	NA	fused form	1	7
/v/ → ∅	give → give	elision	1	5
/ð/ → ∅	that's → that's	elision	2	7

a comprehensive picture of the frequency of the exercises, the table provides data not only for the number of textbooks that they were found in, but also shows the number of individual sections of these books (out of a total of 68 sections) that contained them.

Table 5. Exercises on reduced forms in course books

Type of exercise	In N sections (% of total)	In N books (% of total)
1. Listening to examples	68 (100%)	13 (100%)
2. Repeating and / or reading aloud examples	66 (97%)	13 (100%)
3. Listen and select between two reductions	13 (19%)	4 (31%)
4. Listen and select if citation or reduced form	12 (18%)	5 (39%)
5. Dictation	12 (18%)	2 (15%)
6. Mark forms that reduce in example sentences, then listen and check	4 (6%)	4 (31%)
7. Use reduced forms in conversation	4 (6%)	2 (15%)
8. Pair speaking: distinguish between citation and reduced forms while listening to partner	1 (1%)	1 (8%)

As Table 5 shows, listening to example sentences and repeating or reading them aloud were by far the most common exercises found in the course books. All 68 of the course book sections examined included having students listen to examples, and in only two cases were they not asked to practice saying the examples themselves. Accordingly, it can be said that the main way used to introduce reduced forms is to have students listen to example sentences and then say them themselves. In some cases, the course book sections only consist of this introduction to the forms, but in the majority of cases this is followed by different exercises that are designed to help reinforce instruction (exercise types 3 through 8 in Table 5). As the table shows,

the majority of these follow-up exercises involve listening. In several books, learners are asked to listen to sentences and determine which reduced form they contain, or whether the form(s) in the sentences are citation forms or reduced forms. A similar exercise has learners read sentences prior to listening and mark the words, which may be reduced. They then listen to check to see if reduction is actually present in the sentences. Dictation exercises were found in two course books. In these exercises, learners listen to sentences that contain reduced forms and write them out using their citation forms. Finally, a few exercises that involved speaking were found. Four of these simply directed students to engage in conversation and try to make use of the newly learned forms. Another exercise, only found in one book, has learners work in pairs taking turns reading sentences aloud and listening for whether the forms used are reduced or not.

Discussion

The course books examined in this study were found to cover approximately 32% of the forms that are included in books specifically designed to teach reduced forms. Considering that reduced forms instruction is still a small component of these course books, this can be considered a reasonably good percentage. Coverage was found to be particularly strong for fused forms such as *gonna* and *wanna*. On the other hand, forms involving flapping or glottalization received no coverage. This discrepancy may be due to the fact that fused forms are sometimes written in their reduced forms, and for this reason are more salient for textbook authors. Additionally, they are common in a number of different varieties of English, whereas flapping and glottalization are more common in some varieties than others (Shockey, 2003). Flapping, for example, is a prominent feature of American, Australian, and Irish English, but is less common in British English (Shockey, 2003). Despite this, these forms can create comprehension problems for learners, so providing some coverage would likely be beneficial.

Although course book authors only included a third of the forms found in books on reduced forms, they appear to have done a good job selecting which forms to include, as a rela-

tively strong correlation was found between the frequency of coverage for the forms included in course books with that of books on reduced forms. In other words, forms that were considered important by authors of books on reduced forms were also found to be important for course book authors. Nevertheless, two shortcomings were found. First, there was less consistency in the course books, with only one form being found in over half of the books examined. This suggests that a consensus about which forms are important to teach has yet to develop. Second, there were several forms that were included frequently in books on reduced forms, but were not included in course books. This includes flapping, discussed above, but also forms involving assimilation and elision that are very similar to forms that were frequently included in the course books. The fact that these forms were not included points to the main problem with reduced forms instruction in course books. Namely, that they tend to teach forms as isolated instances of reduction, rather than as the result of processes that can affect many different sounds. While there is probably not room in course books for detailed explanations of reduction processes, a simple explanation (e.g., that word-final consonants have a tendency to be reduced), followed by examples would give learners the tools they need to understand reduced speech when they encounter new instances on their own.

Finally, with regard to the types of exercises included in the course books, it was found that having students listen to example sentences that include reduced forms and then practice saying them aloud were by far the most common. A number of the course book sections that were examined also included follow-up exercises, and most of these involved further listening practice. Considering that for most students, the ability to understand reduced forms in real world encounters is likely to be more important than being able to produce the forms themselves, this is a welcome result. Nevertheless, only two out of the 13 course books included dictation exercises. Although there is still not much research on reduced forms instruction, most of the studies that have been undertaken have used dictation, and have found it to be effective. In perhaps the earliest study of its kind, Brown and Hilferty (1986) used dictation to teach reduced forms to Chinese EFL students. Statistically significant gains of 32% were found between pre-test and post-test. In a similar study conducted with Japanese EFL students, gains of 30%, also statistically significant, were found (Crawford, 2006). Dictation was also found to be effective in two other studies (Crawford, 2005; Matsuzawa, 2006). However, the gains the learners achieved between pretest and posttest, at 15% and 12%, respectively, were not as large, although they were found to be statistically significant. The strength of dictation is that it simulates the cognitive processing that learners must engage in when they encounter reduced forms, namely to hear them and decode them into forms that they already know (i.e., the citation forms). While the other types of exercises that were found in the course books can provide valuable practice, they do not simulate this process as closely as dictation. For this reason, it is hoped that course book authors take note of the effectiveness of dictation and include more such exercises in their materials.

Conclusion

Considering that reduced forms can create significant comprehension problems for learners, it is encouraging to see that more and more authors of EFL course books are including them in their materials. Although this study revealed some shortcomings with respect to how reduced forms are taught in course books, such as a lack of consistency and a tendency to introduce forms as individual instances of change as opposed to the products of a limited number of phonological processes, overall the results were positive. The course books examined in the study covered close to a third of the forms introduced in books that are specifically designed to teach reduced forms, and there was a significant overlap in the forms included in the two types of books. With this good start behind them, let us hope that course book authors continue to see reduced forms as an important part of the curriculum, and that efforts are undertaken to make improvements in the selection of forms for inclusion and in the methodology employed to teach them.

Acknowledgement

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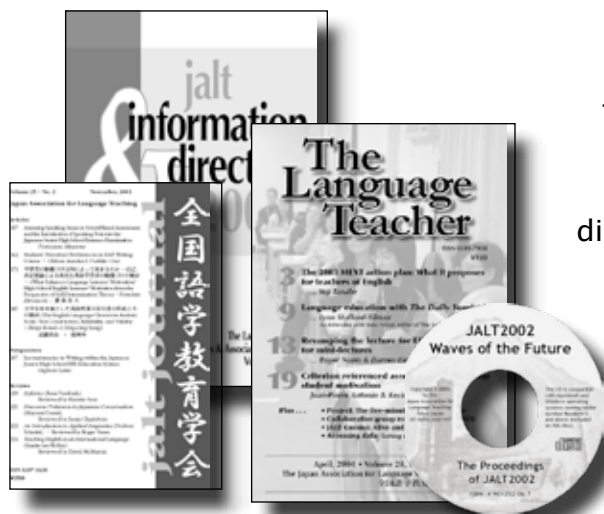
Music and MEXT: How songs can help primary school English teachers teach and their students learn

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With the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) recently introducing new guidelines regarding English education at the primary school level, primary school teachers find themselves at an important time of change. Unlike secondary schools, which may have multiple specialist English teachers, primary schools may have one, or, as in the majority of cases, no specialist English teaching staff. According to the MEXT (n.d.) guidelines, it is the role of "homeroom teachers" (students' everyday teacher, not a specialist English teacher)—who may have low English language ability, as well as no experience in teaching English—to teach English to their students. However, without presuming that homeroom teachers are incapable of teaching English to their students, the current paper explores how the use of songs can be considered an important aid in helping both non-native teachers teach, and their students learn in this context.

This paper is designed to provide practical ideas regarding the use of songs in the Japanese primary school EFL context. However, the theoretical grounding behind such ideas is also presented. Following this, concerns and considerations when using songs as a source of language are presented. Songs that complement the MEXT model syllabus are selected and a number of song-based activities designed to improve listening and speaking skills are introduced. The advantages of using the selected songs and activities from a teacher's standpoint are also considered. Finally, a conclusion highlights the paper's findings.

In this paper, I address Japanese primary school teachers who may find themselves having to teach English for the first time as a result of MEXT's plan to introduce compulsory English education in primary schools nationwide. I propose that using music and singing in such contexts is beneficial for both students and teachers. For students, I argue that music has positive effects on lowering the affective filter, provides the opportunity to practice pronunciation, can help improve acquisition of the target language, and can assist in the development of automaticity. For teachers, the paper provides practical lesson ideas separated into speaking and listening language skills. I also provide an overview of how specific songs may be incorporated into the fifth-grade English syllabus proposed by MEXT.

文部科学省による学習指導要領改訂で、公立小学校における外国語活動が新設され、初めて英語を教えるという小学校教師が多いと思われる。本論では、そんな小学校教師への提言を行う。そのような場面では、音楽や合唱が児童にも教師にも有益である。音楽は学習者の情意フィルターを下げ、発音練習の機会を与え、目標言語の習得に好影響があり、automaticityの養成にも役立つ。教師にとって実用的な授業のアイディアを、スピーキングとリスニングのスキル別に提案する。また、特定の曲を題材に、文科省の第5学年のシラバスへの取り入れ方も提案する。

Literature review
MEXT foreign language education guideline

MEXT updated the national primary school education guideline in 2006 with the initiative of introducing 70 hours of English over grades five and six (10-11 year old students). This initiative has been put into practice nationwide since March 2009. The objective is to foster speaking and listening skills, using English as the medium for purposeful communication. The keyword "communication" appears twice within the main objective, and other key points of the guideline suggest that communicative activities should be used where possible (MEXT n.d.).

Rather than following a MEXT-prescribed model syllabus, schools are to establish their own appropriate English education syllabi based on the circumstances of their students and local communities. MEXT is however aware of the difficulties that teachers face in creating their own syllabi and has produced a model syllabus, accompanying student workbook, and teacher's manual for both grade levels. Even assuming that teachers will not implement every lesson from the provided teacher's manual, Medgyes (1986, p. 110) writes that textbooks ensure "a great deal of linguistic safety" for non-native teachers and thus it is a fair assumption that they may emulate the model syllabus, and rely on at least some parts of the student textbook in their English lessons. The current paper is based on this assumption, and aims to show how songs can be implemented to enable teachers to introduce English in a student-centered, meaning-focused classroom environment.

Reasons for using songs in EFL classrooms

From young learners to adult learners there are ways of including songs into lessons according to the linguistic ability and interests of students. Children are particularly receptive to sound and rhythm, with musical intelligence appearing early on in their intellectual development (Davies, 2000). This provides enough of a reason to include music and songs in the classroom; however, Schoepp (2001) researched reasons for including songs in EFL classrooms and concluded that teachers use songs based on

theoretically grounded affective, linguistic, and cognitive reasons.

In his Affective Filter Hypothesis, Krashen (1982) claims that if the affective filter is high, learners will not seek language input, and language acquisition will not occur. The affective filter can thus be described as student apprehension or anxiety towards learning, and lowering this filter has been deemed important in fostering a positive attitude towards learning in students. The casual nature of learning through singing can help promote a productive atmosphere in class, lowering the affective filter and in turn increasing the potential for language acquisition.

Linguistically, songs provide learners with a chance to hear informal or colloquial English that they may encounter outside the classroom. Songs such as those in *Jazz Chants* (Graham, 1994) are rich with alliterating phrases, which can be used to encourage *noticing* of particular phonemes, and to refine students' pronunciation. As an example, *Mary Had a Little Lamb* can be used for /l/ sounds and *Row, Row, Row Your Boat* for /r/ sounds; a point particularly significant in the case of the present study, as Japanese English learners struggle at differentiating these two phonemes (Thompson, 2001).

Cognitively, songs have been linked to the development of automaticity in students, which is the ability to know what to say and be able to say it without pausing. Automatisation was traditionally thought of as an element of fluency developed through rote learning. However, with the worldwide shift towards teaching methods that emphasised communication from the 1970s, automatisation was to be developed through different activities (Schoeopp, 2001). Songs can be considered a useful tool for developing automatisation in communicative contexts due to their repetitive nature, and ability to be worked into communication-based activities.

Similar to how Asher's (1969) Total Physical Response (TPR) links physical responses to linguistic components, the strong rhythmical element of songs makes acquisition of the language easier than trying to remember a spoken version. Murphey (1990) notes that songs have the ability to get "stuck in one's head", a phenomenon where one continues to sing a song

long after listening to it. This phenomenon in conjunction with the rhythmical and melodic elements of music can help students to memorize linguistic properties of the language. Furthermore, incorporating gestures and actions into songs can make them even more meaningful and enjoyable.

Criticisms of songs in EFL classrooms

While there are strong, theoretically grounded reasons for using songs in primary school settings, there are several criticisms. The nature of the language used in songs is not always a realistic model of useful discourse – e.g. some songs are repetitive, word order is sometimes distorted to fit the rhyme, and intonation is often distorted to fit the melody of the song. Advice is to use songs as an introduction to new vocabulary and grammatical items, but to not dwell solely on the notion of English as a song. Instead, a focus on songs as a reference to the target language during post-singing activities is recommended. Using the language from songs in communicative activities can help support students' language acquisition.

Application of songs and activities into MEXT's model syllabus

An overview of MEXT's model syllabus for fifth grade students is shown in Table 1 along with the target language for each topic.

Topic No.	Target language
1	Greetings.
2	Greetings and feelings.
3	Numbers.
4	Expressing preferences.
5	Polite requests, negative statements, and possession.
6	Polite requests.
7	Interrogative clauses.
8	School subjects and days of the week.
9	Asking preferences.

Table 1. MEXT model syllabus for grade five students

This paper concentrates on activities that improve student speaking and listening skills for two reasons: (a) due to word-limit restrictions on the paper, (b) to comply with MEXT's decision to focus on these two skills at the primary school level.

Listening skills

An activity presented by Hill-Clarke and Robinson (2003) can be used as a lesson or topic starter to help students link emotionally to songs. The activity requires students to draw pictorial representations of how each of a variety of musical styles makes them feel. Benefits include lowering the affective filter, and vocabulary acquisition. This activity can help teachers deepen their connection with students.

Listening activities linking TPR methodology to songs are frequently used in primary school settings, a typical example being *Head, Shoulders, Knees, and Toes* where students touch the relevant part of their body as words are introduced. A follow up listen-and-do activity is typically a *Simon Says* game, where students obey commands given by the teacher or other students. Getting students to remember a sequence of body parts in a memory game can expand this activity even further. Having the vocabulary introduced through songs and linked to gestures means that teachers can concentrate on managing the game.

Subsequently, an activity that facilitates the acquisition of specific vocabulary items requires students to listen to a song and mark a worksheet each time a predetermined word appears. At the end of the activity the teacher replays the song, confirming the number of times each item appeared. Asking students to listen out for several words or full sentences can further expand this activity. With a lyrics sheet available in most CD covers, teachers have quick access to the answers.

Giving students the task of rearranging a number of illustrations of a song that is still relatively new to them increases student focus on song's contents. Similarly, exposing students to a song and then performing a true-false test based on the contents can help achieve an increased focus on language components. True-false tests also expose students to question formation in English, and asking students to create their

own questions can be used to further improve language acquisition. Using songs as a source of language means that teachers do not have to produce sample sentences themselves. Creating a true-false test can be as simple as changing one word in a line of a song.

Speaking skills

Songs previously learned can be revived by asking students to create their own version. As a concrete example, the song *Do You Like Broccoli Ice Cream* (Super Simple Songs 2, 2006) can be adapted into an activity where students make their own version of the song, and then teach this version to other groups. A parody of this song can be created by easily using the *Karaoke Version* of the song on the CD. Using such techniques, teachers or students can insert their own unique foods instead of the original lyrics.

The act of singing is inherently connected to pronunciation practice; however, it is important to increase awareness of pronunciation features using focused activities. *Old McDonald* can be used both as a listening activity asking students to listen out for instances of vowel sounds, but more importantly to help with student pronunciation. As mentioned in the literature review, *Mary Had a Little Lamb* and *Row, Row, Row Your Boat* are considered particularly useful in the current context for practicing /l/ and /r/ sounds. For non-native teachers who may have as much difficulty as their students in pronouncing certain phonemes, the native-speakers in songs provide an accessible model of correct pronunciation.

Songs can be used as the basis for role-play activities. Examples include *How much* (Genki English, n.d.) and *Put On Your Shoes* (Super Simple Songs 1, 2005). In the case of *How Much*, gestures and actions could be added to the lyrics before being performed. Subsequently, the song can be rewritten with purchasable items and prices replaced with alternative, topic-appropriate vocabulary. Finally, a skit or role-play can be created that is independent of the original song.

Songs and activities for the MEXT model syllabus

Table 2 outlines how songs and the aforementioned speaking and listening activities may be implemented into each topic from the MEXT English syllabus based on the target language from Table 1.

Topic No.	Supporting songs	Activities
1	Hello Song (Apricot)	Greet classmates while the song plays.
2	If You're Happy and You Know It Clap Your Hands. (Apricot)	Make a new version of the song including different emotions and gestures. Teach the new version to other students.
3	One Potato, Two Potatoes, Three Potatoes, Four. (SSS2)	Change the song lyrics to different vegetables or counting systems (e.g. 2, 4, 6, 8). Teach the new version to other students.
4	Do You Like Broccoli Ice Cream? (SSS3)	Create strange or unique foods. Interview other students.
5	Put On Your Shoes (SSS3)	Play charades. Design role-plays.
6	How Much? (Genki English 1)	Design role-plays.
7	What's This? (Genki English 2) Old MacDonald. (Apricot)	Hide objects in a box, quizzing other students about the contents. Focus on vowel sounds.
8	Days of the Week (Apricot)	Link feelings and gestures to weekdays.
9	Breakfast! (Genki English 7)	Use the song as a template for introducing lunch menus. Relate the song to the dialogue featured in Eigo Noto.

Table 2. Possible songs and activities to accompany the MEXT model syllabus.

Further considerations

The fact that music is a recorded medium means that it can be replayed outside of the classroom at any time. Thus, students could be given a CD

copy to listen to at home, be it for pleasure or as homework. This would increase their familiarity with the melodies of new songs, or help them review songs that they already know. Furthermore, Japanese primary schools broadcast a student-governed radio show at lunchtime featuring quizzes, music requests, and announcements. I propose that this period could be utilised to introduce or review English songs.

Considerations have also been made to ensure that the songs mentioned in Table 2 are readily available to Japanese teachers. All featured CDs are produced in Japan and aimed specifically at young EFL learners. This consideration is especially beneficial to non-native Japanese teachers, as all publishing companies have excellently maintained websites written in both English and Japanese featuring a multitude of games and activities that can be used in conjunction with their songs. In addition, both the *Genki English* series (Graham, R., n.d.), and *Knock Knock English* have dedicated *YouTube* channels where teachers can view lesson demonstrations on demand.

Conclusion

The purpose of this paper is to highlight how songs and appropriate follow-up activities can be used effectively as a pedagogical tool in Japanese primary schools to support the development of listening and speaking skills. Songs are considered particularly beneficial in young learner contexts as they promote a positive learning environment as well as a base for a range of individual, group, and class-based activities. The songs and activities that are selected here are in accordance with the MEXT-designed English syllabus and the learning context of Japanese primary schools. The paper shows that there are not only songs to support every lesson in the syllabus, but also that communicative activities can be incorporated to increase students' language acquisition. Effort has also been taken to ensure that selected songs are available in Japan, from companies that feature bilingual websites to support non-native teachers.

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James York was a full-time primary school English teacher for a total of four years (April 2006 to March 2010). During that time, he worked on numerous classroom-based research projects, including the use of music and literature in young learner EFL contexts before eventually specialising in how a task-based language learning (TBL) methodology can be adapted for use in Japanese primary school contexts. Although he is currently employed at Tokyo Denki University as a full-time English lecturer, he is still committed to performing classroom-based research, and in particular student motivation and the adaptation of TBL in the Japanese EFL context.

OVERHEARD

Sometimes the most important "learning moments" come during the chats between presentations, such as this randomly overheard comment: "Interviews show that often there is one key person or turning point in a student's trajectory, where one particular comment or recommendation by a teacher or other respected person will change that student's life path."

Ever since hearing this comment, I have been reflecting on the teachers and turning points that have led me to 20 years of teaching English in Osaka, as well as how some seemingly random comment by a teacher like us ("Your English is good." or "You should consider studying abroad.") could change a student's life and send them on adventures across the world! (So let's try to do more of that.)

Why exposure to prosody should precede the teaching of reading

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Japanese students of EFL typically demonstrate superior reading comprehension to oral skills. This is a reflection of an examination system weighted in favour of reading comprehension skills (see Garant, 2000). However attaining reading comprehension skills without an oral foundation is burdensome (Watanabe, 2002) and typically requires considerable memorization. Studies of first language acquisition indicate the formative role of prosody in developing reading comprehension. (Fox, 2010; Whalley & Hansen, 2006). Japanese EFL learners would benefit from increased exposure to prosody in order to develop reading comprehension more efficiently.

外国語として英語を学習する日本人学生は、通常、会話力よりも読解力が優れている。読解力に重きを置いた入試の在り方が反映されているからである。しかし、会話の基礎力がない状態で、読解力を伸ばすのは、学生の負担になり、通常、相当な丸暗記が必要になる。第1言語と第2言語の習得に関する研究では、読解力を伸ばす上での音素認識と韻律の役割が指摘されている。つまり、このふたつが読解学習の前提条件とみなされているのである。第1言語学習者が頻繁に音読を聞かされるのと同じく、日本の子どもたちに、読解力をより効率的に向上させるのに役立つよう、音読を頻繁に聞かせるべきである。

Cummins (2001) makes a distinction between Basic Interpersonal Communicative Skills (BICS), which are acquired by all speakers in their L1, and Cognitive / Academic Language Proficiency (CALP), which refers to literacy skills required for academic language proficiency. This distinction explains the discrepancy in skills of immigrant children in English speaking countries who sometimes demonstrate surface fluency in L2 English but have difficulties with academic writing. ESL teachers who are familiar with this pattern may thus be unprepared for a very different trend in Japan; many students demonstrate comprehension of complex written texts but struggle to engage in daily conversation (see Takeda, 2002). This is arguably the washback effect of an examination system, which demands a high level of reading comprehension but has no oral exam. This remarkable achievement has been at a considerable cost to the examinees, because it frequently entails many hours of homework and attendance at cram schools in order to learn through memorization rather than exposure.

Contrasting approaches to attaining English literacy are evidenced between L1 settings, and L2 settings in Japan. In L1 settings educators are urged to provide a strong base in oral language skills as a prerequisite to English literacy (e.g. Christie, 1984). In L2 settings in Japan written texts, rather than oral language skills are principally used to inform the teaching of reading comprehension. The studies reviewed below indicate the considerable benefits, which accrue if an understanding of prosody precedes the teaching of literacy. Clearly L1 acquisition of English cannot be replicated for Japanese L2 learners of English because of the different learning contexts and age of exposure to English. However at least one aspect of L1 acquisi-

tion should be adopted, that is, the principle of exposure to prosody before literacy, because of prosody's role in clarifying meaning in ways that are not evident from the written text alone.

The traditional approach: Acquiring L2 literacy through the study of written texts

English is sometimes a subject of loathing for students in Japan and there is even a special word for this: *eigogirai*. This may be because of the immense burden on the memory of having to process a large number of vocabulary and grammatical rules. Traditionally the Japanese approach to teaching EFL has focused on accuracy rather than fluency, and thus a bottom-up approach has been preferred. Explanations of vocabulary and grammar are typically presented in Japanese. The limited possibilities of positive transfer means that English grammatical rules must be explicitly and painstakingly presented. This provides learners with a heightened level of objectivity so that they frequently ask questions that L1 speakers never ask themselves. However, arguably, a largely bottom-up approach is inadequate for learning a linguistically distant language. The demands on the memory to process multiple differences on the grammatical, lexical, and phonetic level are onerous, and efficient English acquisition could be facilitated by more top-down processing, in the form of increased input (see Krashen, 2004).

Grammar is generally considered to be a skill that can be mainly accessed through written texts. The study of grammar, along with vocabulary and reading comprehension, is an essential skill, which Japanese children need to pursue in order to pass high-stakes university entrance examinations. Komiya-Samimy and Kobayashi (2004, p. 252) highlight the choice made by Japanese children to focus on English for passing exams (*juken eigo*) over communicative English. Similarly, Garant (2000, p. 121) describes how communicative lessons in high school may be cancelled because the teachers needed to devote the lessons to examination preparation: "Many Japanese teachers stated that focusing on communicative activities does not help students pass entrance examinations and that communicative lessons are, therefore, special." Ironically

communicative skills and the skill of passing examinations are considered to be in conflict: "The ability to communicate was seen as very important, but only if it could be accomplished without interfering with the examination process" (Garant, ibid., p. 123). Hence the approach to acquiring English proficiency is weighted toward reading comprehension rather than establishing an oral base.

This leads to the question of whether written text is processed visually or phonologically. Walter (2009, p. 5) makes a distinction between how written words in alphabetic writing are decoded and stored; *decoding* takes place visually but *storing* takes place phonologically: "The clear evidence here is that the visual trace disappears in favour of the phonological product." Walter outlines that information is rehearsed by "unconscious vocalization" (ibid.). These findings may explain why some L2 learners of English without adequate phoneme recognition have reading comprehension difficulties. Walter claims that L2 learners who already have good comprehension skills in their L1 do not need to be taught how to identify the main ideas in texts; the skills of how to process a text have already been established in the L1. Rather, "explicit teaching of L2 phoneme recognition will help L2 learners comprehend L2 texts better" (Walter, ibid., p. 7). Not only phoneme recognition, but also prosodic recognition appears to facilitate reading comprehension skills. Gilbert (2009) argues that L1 rhythm may interfere with the development of L2 phonemic awareness, which is necessary to connect oral skills and literacy. The skills of English reading comprehension of learners in Japan may therefore benefit from being informed by greater exposure to oral language.

Acquiring literacy through the prior exposure to prosody

A major difficulty for Japanese students is prosodic differences between English and Japanese. English pronunciation is a poor guide to English orthography: "English seems to lie at the extreme end of the consistency continuum with regard to orthography-phonology relationships" (Ziegler & Goswami, 2006, p. 434). Furthermore English and Japanese differ in the ways in which stress, pitch and intonation convey meaning. Unlike

Japanese, English is a stress-timed language and thus the use of strong or weak syllables signals changes in meaning. A largely written approach to EFL instruction ignores some of the important means of conveying meaning inherent in intonation: "Some of this intonational meaning is shown in writing, through the use of punctuation, but most of it is not." (Wells, 2006, p. 5).

The importance of nuclear stress

Jenkins (2000, p. 234) devised the well-known Lingua Franca Core, in order to promote communication between speakers of English as an International Language; the minimum features of English pronunciation are included in order to "guarantee mutual phonological intelligibility." Jenkins does not recommend the inclusion of features of L1 pronunciation, which are not crucial for intelligibility, but does include nuclear stress. Nuclear stress is essential for accurately conveying meaning in English because it fulfills a function other languages can undertake by other means; other languages may rely on word order, inflections or particles to highlight important information. Because English word order is relatively fixed nuclear stress is implemented to identify the focus of the message (Creider, cited in Jenkins, 2000, p. 46).

Jenkins (2000, p. 150) acknowledges the difficulty of teaching word stress: "word stress rules are so complex as to be unteachable", and therefore recommends that just the core features of word stress be taught. However the teaching of *nuclear* stress is deserving of particular attention:

> Nuclear stress, whether unmarked (or on the last content word in the word group), or contrastive (somewhere else) is the most important key to the speaker's intended meaning. It highlights the most salient part of the message, indicating where the listener should pay particular attention. And contrastive stress is particularly important in English, as the language does not have the morphological or syntactic resources that many other languages have to highlight contrasts: English has few inflections, and its word order is relatively inflexible. (Jenkins, 2000, p. 153)

The reason prosody has been neglected in the teaching of EFL in Japan may be because it is only minimally featured in English orthography, and is used unconsciously by L1 speakers. Ubiquitous prosodic features such as nuclear and word stress, and the schwa do not appear in English orthography. Although every vowel may be sometimes produced as a schwa, this is not represented in the orthography. The rule that a full vowel in the first syllable is followed by a syllable with a schwa tends not to be explicitly taught. (Wade-Woolley & Wood, 2006, p. 254). Despite their infrequent treatment in textbooks, prosodic differences are one of the major obstacles confronting EFL learners in Japan, and consequently, the acquisition of English literacy. The following discussion concerns how prosody aids L1 learners of English to acquire literacy, and suggests that some of the techniques used to teach prosody also be adopted for L2 learners.

Lessons from prosody in L1 literacy instruction

Spoken and written English provide differing clues to signal the beginning and ending of words. In written English this is represented by spaces. If the EFL classroom focuses predominantly on written text, students may not learn how to separate the stream of speech into chunks of meaning. Children learning English as their L1 learn this skill thanks to the exaggerated prosody provided by their caregivers. Prosody is thus the means by which the stream of speech is made meaningful.

> Prosodic cues help segment the speech stream into phrases, words and syllables, inform syntactic structure and emphasize salient information to facilitate understanding. Language users perceive speech to be made up of discrete sentences, phrases, words and even phonemes, although utterances are produced in an almost continuous speech stream. In English, the prosodic stress pattern of alternating strong and weak syllables provides a reliable and useful tool to separate words in speech, because strong syllables generally are assumed to mark the beginning of lexical words (such as nouns and verbs). (Whalley & Hansen, 2006, p. 289)

Adults are better able to impose prosody on written text than children: "prosody may play a more integral role for children when learning to read than for adults who have mastered both oral and written language" (Whalley & Hansen, 2006, p. 289-299). Hence the scaffolding of prosody provided by parents or teachers, reading aloud to children, is a means of facilitating comprehension of written text. Parents are often exhorted to read to their children in order to help them become proficient readers (e.g. Fox, 2010). The act of hearing the text read aloud provides prosodic modeling for children, that is not evident from visual processing of the text.

Accordingly, in the case of children learning to read English as their L1, studies indicate that an awareness of prosody facilitates the process of learning to become effective readers. Wood (2006, p. 284) claims, that "while stress sensitivity is part of phonology, it also contributes something distinctive to literacy development beyond this association." Ashby (2006, p. 210) argues that skilled silent readers of English rely on prosody as they read: "Skilled readers might activate multiple levels of prosodic information during silent reading, as they appear to do when processing spoken language." Although prosody is not evident from the orthography, skilled readers unconsciously superimpose their prosodic awareness on the text. "Fodor (1998) stated this idea in the implicit prosody hypothesis, which claims that readers impose a prosodic contour on text as they read it silently. Such a scenario would suggest that readers exploit pervasive linkages between spoken language and reading systems during silent reading" (Ashby, 2006, p. 319).

These explanations may be intuitively appealing to EFL teachers who notice the contrast between the way they read silently, imposing prosody on the orthography as they read, and the painstaking processes observed in some EFL learners; Harold Palmer, who was invited to Japan by the government back in 1922 to promote TEFL, considered that "reading should be as fluent or natural as speaking or hearing, not the word for word puzzling out of meaning" (Masukawa, 1978, p. 246). A comparison of reading while listening to prosody with one's inner voice, and the word for word reading sometimes observed in EFL students, suggests that the latter

have been introduced to reading before they have had time to familiarize themselves with the contours of the text provided by prosody.

Regarding the teaching of reading to L1 English-speaking children, Ashby recommends:

> our research suggests that skilled readers do more than activate a series of phonological segments. Readers also appear to activate a prosodic structure. Therefore, it is possible that teaching simple letter-sound correspondences is not always sufficient for skilled reading development. Developing prosodic sensitivity in young readers may prove to be an important piece of reading instruction, as our studies suggest that the ability to form elaborated, prosodic representations is a characteristic of skilled adult reading. (Ashby, 2006, p. 331)

Krashen (2004, p. 4) claims that the "effects of deliberate, direct skill-based instruction are very weak and fragile", and argues that the elements of grammar, spelling and vocabulary are "too complex to be consciously learned." This argument could be extended to include prosody. The consequences of not presenting prosody are an enormous burden on the memory to process written text without clues as to how to segment meaning. Few students are able to generalize from written texts to spoken interaction. Watanabe (2002) argues that EFL pedagogy in Japan must reinforce the association between orthography and phonology. This disassociation between these elements may explain Japanese EFL students' tendency to demonstrate strength of CALP over BICS. There would be less strain on the memory if students were encouraged to generalize from spoken language to reading comprehension. Exposure to prosody in the form of aural input, before learning to read may help students develop reading comprehension more efficiently.

L2 reading acquisition of stressed-based languages by L1 speakers of syllable-timed languages

Goetry et al. (2006) conducted a study of cross-linguistic differences between children learning Dutch, a stress-based language, and French, a syllable-based language. Goerty et al. (p. 351)

speculate that native-French speaking children may have difficulties processing reading and spelling a stress-based L2 such as English or Dutch because of the demands of processing prosody, and conclude "If SPA (Stress Processing Abilities) influence reading development in stress-based languages like English and Dutch, then the inclusion of exercises aimed at developing some sensitivity to prosody and stress should be beneficial for L2 learners, especially if their L1 presents very contrasted prosodic properties and/or functions" (p. 361). Similarly, because contrasting the prosody between English and Japanese creates a difficulty, English prosody should be presented to Japanese EFL learners in order to facilitate their English reading comprehension.

How can prosody be presented to EFL learners?

Explicit instruction to L2 learners is considered necessary because the conditions of L1 acquisition cannot be replicated for L2 learners (see Shen, 2003). However, prosody is too complex to be exclusively taught in a bottom-up manner. If modeling of prosody is provided from the early years children may be able to acquire some aspects of it effortlessly. This could be provided either by increasing children's exposure to listening to English through partial immersion, or regularly reading English stories and rhymes to children. Children's author and literacy consultant Fox (2010) highlights the importance of prosody for L1 children learning to read. Fox advises that before children learn to read they need to hear a thousand stories, to hear the same stories read repeatedly, and for parents to maintain the same intonation for each reading. Equally, children learning to read L2 English should be read to frequently in order to acquire prosody and thus a foundation for literacy.

Watanabe (2002) has proposed ways in which Japanese schoolchildren can be exposed to more spoken English in order to facilitate their general proficiency. This begins in the primary school by attuning children to listening to English, in order to later reinforce sound and letter correspondence. Watanabe criticized the tendency to present all four skills of listening, speaking, reading and writing in middle school before children have had the opportunity to familiarize themselves with the sound of spoken English. Watanabe appeals for a greater focus on listening comprehension throughout subsequent stages of EFL education through to university. Hence exposure to prosody needs to occur not only before children are introduced to literacy, but simultaneously as they learn to read. Accordingly, students should be able to gain more extensive exposure to the prosodic features of English which are implicit in written texts, and which make written texts meaningful.

Conclusion

The suggestion that prosody be taught before literacy is not incompatible with the principles of English as an International Language; it is not suggested that prosody be taught in order for learners to conform to Anglo-American norms. Rather, prosody is critical because of the ways in which it informs literacy. Given the major prosodic differences from Japanese, in order for English to be taught effectively it should be introduced in the primary school before literacy instruction. Japanese children could learn to read more efficiently, and be spared the burden on the memory of learning a stress-timed language for which prosodic cues are unavailable orthographically. This may facilitate reading comprehension at high school, and thus relieve children of the considerable time and effort in the memorization that currently characterizes the learning style of many examinees.

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Realizing Autonomy

The 'Realizing Autonomy' conference from the JALT Learner Development SIG will be held at Nanzan University, Nagoya, on October 29th, 2011, with plenaries from Tim Murphey (Kanda University of International Studies, Japan) and Richard Pemberton (University of Nottingham, UK). We are accepting proposals for presentations and workshops related to Learner Development until July 17th, and registration is open at a reduced early bird rate of only ¥1,000 for LD SIG members, ¥1,500 for JALT members, or ¥2,000 for non-affiliates.

Please visit <realizingautonomy.wordpress.com> to find out more, to register online, or to submit an abstract. Details are also available from Darren Elliott <darrenrelliott@gmail.com>

TLT RESOURCES
MY SHARE

Welcome to the July-August issue of My Share. This summer is sure to be a scorcher, but we've got lots of cool ideas to keep your students happy and motivated. In our first My Share, Ian Munby uses endangered species to get students researching and writing creatively. Next, Scott Peters has students writing dialogues and creating their own comics online. Our third contributor, Dana Kampman, brings fashion into the classroom and gets students writing about it. Finally, Yuka (Maruyama) Yamamoto develops learners' listening strategies with a reconstructive listening activity. Have a great summer with these great activities.

Endangered species

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Quick guide

Key words: Internet research, oral presentation, global issues, creative writing

Learner English level: Intermediate to advanced

Learner maturity level: University

Preparation time: 60 minutes (or five minutes if you use the attached materials)

Activity time: 90-120 minutes

Materials: A sample A4-size poster as audio-visual material and copies for each student, a list of names of endangered species (one species for each class member), writing task instructions, and an example of a completed writing task. A kitchen timer is also useful for timing presentations.

Introduction

In this activity, each student researches, prepares, and presents an oral presentation about an endangered species. In the follow-up activity, they assume the role of the same endangered species and write an essay detailing the story of their lives (and deaths) in the first person.

Preparation

You will need to research an endangered species and give an example presentation to the class in the week before presentation day. You will also need to provide an example of a completed writing task.

Procedure

Step 1: Give your example presentation using a presentation poster, complete with pictures and key words, within a set three-minute time limit. I use the example of the *Iriomote Yamaneko* (wild mountain cat; Appendix A). It is best to do this by projecting the poster onto a screen. If you don't have a projector, you can make a large poster, or simply distribute copies of the poster before the presentation. They will eventually need a copy anyway as a model for their own posters.

…with Dax Thomas

To contact the editor: <my-share@jalt-publications.org>

Step 2: Divide the class into four or six groups of three or four students. Assign one different endangered species to each member of the class. Here is an example I used with a class of 24.

Japan	Africa	India
1. Japanese Otter	5. Cheetah	9. Tiger
2. Japanese Giant Ibis	6. Mountain Gorilla	10. Ganges River Dolphin
3. Ryukyu Flying Fox	7. White Rhinoceros	11. Snow Leopard
4. Japanese Crane	8. Gazelle	12. Dhole

North America	Europe	Asia
13. Sea Otter	17. Iberian Lynx	21. Giant Panda
14. Gray Wolf	18. Golden Eagle	22. Orangutan
15. Steller Sea Lion	19. Ibex	23. Komodo Dragon
16. Bald Eagle	20. Polar Bear	24. Dugong

Step 3: Ask the students to come back the next week with their own A4-size presentation poster ready to give a three-minute presentation. Give them the following guidelines: They must not use any extra notes, or write anything on the back of their posters. They should give Japanese translations for any infrequent English words that they do not expect their classmates to know.

Step 4: Have students present on their endangered species. I prefer to use the revolving simultaneous group presentation format recommended by Tomei, Glick, and Holst (1999) because it maximizes student talking time and minimizes participant fear of speaking in front of large groups. In the first half of the lesson, half of the groups are presenters and set up in different corners of the classroom while the remaining groups play the role of small, mobile audiences. Each student in each group presents on their species for 3 minutes. In this way, there are three or four presentations happening simultaneously in different corners of the room. After each group finishes, the audience groups move around to listen to the next group. In the second half of the lesson, the presenting groups become audiences (and vice versa) and the process is repeated. In this way, each group repeats their presentations three or four times. I use a kitchen timer to control proceedings. With very large classes, presentations can be done over two class periods.

Follow-up activity

Assign a writing task for independent study. See Appendix B for an example. Ask the students to imagine they are the endangered animal they have researched for their presentations and to describe their life history and the events of the last seven to 24 hours of their lives, leading to their deaths, as in the sample essay. The length should be about 400-500 words.

Conclusion

From the learner's point of view, this is an extremely challenging but enjoyable task that gives them opportunities to (i) practise research skills, (ii) develop all four language skills, (iii) raise awareness of global issues, and (iv) be creative. As a teacher, I found my students' essays to be much more interesting to read than what they produce for most other writing tasks.

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Appendices

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

Making your own comic strip

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Quick guide

Key words: Comics, formulaic expressions, writing tasks, dialogues, conversation practice

Learner English level: High beginner to advanced

Learner maturity level: Junior high school and above

Preparation time: 30 minutes to acclimate yourself to the website

Activity time: About 60 minutes

Materials: Computer with internet connection

Introduction

This activity allows students to practice, read, and write dialogues in a way that's different and fun. It applies a graphic element in a simple way that allows all students, even those without artistic ability, to create their own comic strips—and if you are adventurous, entire comic books—without ever having to sketch anything. It employs the website <www.makebeliefscomix. com> to create comic strips for dialogues students write.

Preparation

Step 1: Visit the website mentioned above and play around with the controls a bit to get the hang of it. It is really quite simple as each button is accompanied with a graphic making the instructions easy to follow.

Step 2: Look back through your syllabus and pull out a few situations (e.g., expressing disbelief) that your students have studied.

Step 3: Make an example comic using one of the situations you have chosen and print it off to give students an idea of what is possible.

Procedure

Step 1: Give a copy of the comic you made to the class. Ask them to read it and talk about the situation as a class. Sometimes, if students are up to it, it helps to discuss *comic book* language here (e.g., How do we show that the character is thinking rather than speaking? How do we show that something is smelly?)

Step 2: Have the students visit the website in class and let them play around with the controls for a couple of minutes (e.g., ask them to put in a thought bubble or change the facial expression of a character).

Step 3: List the situations on the board they are to write the dialogues on and remind them where they can find examples of them in the text.

Step 4: Have them write the dialogues in pairs or on their own and check them before they start to create the comic strip.

Step 5: Have the students create, print, and share their creations, or have them email them to a class list so that all the students can read them.

Conclusion

Making comics is an enjoyable way for the students to review natural language. The graphics add a visual element to the dialogue, which can be a great aid to retention. The website makes it easy to create professional-looking comics that learners can share with each other. The easy-to-use interface and the multiple options allow students of many different levels to write and read English in a stress-free and creative environment.

The website also has several ideas for using comics in class.

Resources

- The website MAKE BELIEFS COMIX: <www.makebeliefscomix.com>
- Visit this website for a basic example of what can be created: <www.makebeliefscomix. com/Comix/?comix_id=21010728C172693>

From Vogue to GQ to you

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Quick guide

Key words: Writing, magazines, fashion

Learner English level: Low to intermediate

Learner maturity level: High school to university

Preparation time: 15 minutes

Activity time: 100 minutes

Materials: Fashion magazines, tape, scissors, markers, colored pencils, A4-size paper

Introduction

From the catwalks of Milan to the streets of Harajuku, fashion unites and differentiates people. Fashion and clothing are a driving force in most young people's lives. Many hours are spent rummaging through racks of clothes or flipping through the pages of the latest fashion magazine. This lesson capitalizes on that. It uses authentic and student-generated fashion material while integrating the four skills.

Preparation

Browse recent fashion magazines and cut out fashion articles and blurbs from them. Tape these around the classroom to create a gallery of fashion articles. As homework, ask students to bring in pictures that they have taken of fashionable clothing.

Procedure

Step 1: As students enter the classroom, they are also entering the world of fashion. Instruct students to find a partner and partake in a gallery walk. Ask the students to skim the texts and look at the pictures. Have them describe the fashions displayed around the room and discuss their preferences. Write the following questions

on the board for the students to ask each other and answer: "How would you describe this fashion?"; "Do you like this fashion?"; "Why or why not?"

Step 2: Come back together as a whole class and ask the students to share what they talked about during the gallery walk. Facilitate a discussion about fashion and fashion magazines.

Step 3: Explain to the students that they will be writing a fashion article or blurb for the photo that they brought in. To create a graffiti activity, tape the photos that the students brought to class around the room, along with a blank piece of paper next to each picture. Give each student a marker and instruct them to circulate around the room and write descriptive words about each photo on the accompanying blank paper. As the students build on each other's comments, the papers will be filled with a description of the fashion.

Step 4: Give students back their pictures and the comments/descriptors that were compiled during the graffiti activity. On the table, lay out colored pencils, scissors, and A4-size paper. Using the descriptors generated from the graffiti activity as scaffolding, have students write and design a magazine article or blurb about their fashion pictures. They can use the examples around the room as models for their article or blurb if need be.

Step 5: Put students in pairs and have them share their creation with a partner. Inform the students that they will need to make an informal presentation about their partner's magazine article. Allow time for the partners to discuss their work. Then bring the class back together and give each pair an opportunity to share each other's work with the class. Finally, tape the final products on the walls of the classroom for everyone to see.

Extension

The final product of this lesson can also be used to initiate a cultural exchange between students in different countries. Ask students to make their articles digital by scanning them or digitally editing their photo. Have them email the article along with three questions regarding fashion to students in another class in a different country.

This extension provides the students with an audience for their work and also creates an opportunity for intercultural learning.

Conclusion

From the beginning of the lesson to the end, students are actively involved and compelled to be creative with English. The students are initially catapulted through the world of fashion and then are taken into it as they themselves become fashion writers. The students start with GQ and Vogue, but finish with their own self-written magazine.

Adapting dictogloss for a collaborative listening class

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Quick guide

Key words: Collaborative learning, dictogloss, listening

Learner English level: All levels

Learner maturity: High school and above

Preparation time: 20-30 minutes

Activity time: 60-minute lesson, depending on learner level and time spent on discussion

Materials: Selected listening material, vocabulary exercise worksheet, comprehension quiz

Introduction

The original concept of dictogloss (also known as grammar dictation or dicto-comp) is to promote negotiation of meaning and linguistic form amongst students in small groups while they attempt to construct a linguistically acceptable text similar in content and style to what they have just heard (Wajnryb, 1990). Instead of focusing on linguistic form, this lesson focuses on the process of reconstructing the original text. It can be beneficial in creating a learner-centered class, as it helps learners work collaboratively in groups to reproduce the content of a short lecture, and requires both self-assessment and peer-assessment. Furthermore, it is an integrative learning process that utilizes all four language skills (listening, reading, writing, and speaking). It also trains learners to develop their listening strategies, such as listening for key words.

Preparation

Step 1: Find a short monologue listening text three to five minutes in length appropriate to the learners' level.

Step 2: Prepare warm-up activities such as having students share experiences on matters related to the topic.

Step 3: Make pre-listening vocabulary exercises (e.g., matching or cloze exercises) to introduce students to any challenging vocabulary items from the texts. Being familiar with the topic and the vocabulary will make it easier for them to comprehend what they hear.

Step 4: Create eight to ten comprehension questions to check whether the learners understood the main ideas of the text.

Procedure

Step 1 (Warm-up): Initiate a warm-up discussion to elicit the topic of the listening text.

Step 2 (Pre-listening vocabulary exercises): Make sure the students complete the vocabulary worksheet and then check answers to make sure the learners understood the target vocabulary items.

Step 3 (Prep): Cue the CD and play the first section of the listening text only. Students listen without taking notes to get the general gist. Have the students discuss, either in pairs or groups, what they expect to hear in the listening.

Step 4 (First listening): Re-cue the CD and have the students listen to the whole text without taking notes.

Step 5 (Second listening): Re-cue the CD, play and pause after each section. Students are to

take notes, listening for both main ideas and details. For lower-level students, the teacher may want to read out the listening script, adjusting the speed of speaking as appropriate. Another option is to re-cue and play the CD again.

Step 6 (Reconstruction): Students discuss in groups and share the information that they have heard in the listening. Then, together they try to reconstruct, in writing, the whole listening passage as completely as possible. Students compare their work with that of their peers and try to add any missing information.

Step 7 (Comprehension check): The students answer comprehension questions either in pairs or individually.

Step 8 (Reconstruction feedback): Give personal feedback to each group. For example, collect their written work and project each one on an OHC (Over Head Camera) so that all the students can read their work. Ask each group to present what they reconstructed. First, give general feedback to show how well they have understood the content. Then, check for grammatical errors, misspellings, and problems with word usage.

Step 9: Encourage group discussion questions and activities to expand on the listening topic.

Conclusion

The intention of the adapted version of the collaborative dictogloss task is to have students reconstruct and summarize a longer text in their own words rather than simply copying the text word-for-word like a dictation. Instead of reproducing a text which is similar in form, this activity allows students to focus on their knowledge of the content. At the same time, this will train their short-term memory and force comprehensible output, as students need to produce what they believe they have understood.

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TLT RESOURCES
BOOK REVIEWS

This month's column features Michael Greenberg's evaluation of *World English 1* and *World English 3*.

World English 1

[Martin Milner. Boston: Heinle Cengage Learning, 2010. pp. vi + 154. ¥ 2,940. (Student book + CD-ROM). ISBN: 978-1-4240-5102-1.]

World English 3

[Kristin Johannsen and Rebecca Tarver Chase. Boston: Heinle Cengage Learning, 2010. pp. vi + 154. ¥ 2,940. (Student book + CD-ROM). ISBN: 978-1-4240-5104-5.]

Reviewed by Michael Greenberg, Wayo Women's University

…with Robert Taferner
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If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received column, or consider suggesting an alternative book that would be helpful to our membership.
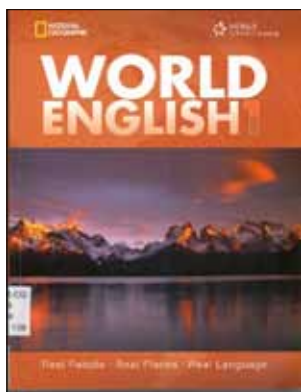
BOOK REVIEWS ONLINE: A linked index of Book Reviews can be found at:
<jalt-publications.org/tlt/departments/book-reviews>

World English is a multi-faceted four-skills EFL textbook series that engages students from the beginner to high-intermediate levels through its international motif and real world content. Having partnered with National Geographic, *World English* makes good use of its extensive photo inventory to enhance content and stimulate students' curiosity of other cultures. It also uses a *competency-based syllabus*, which outlines specific knowledge and skill sets that students gradually develop through the effective performance of particular activities and tasks (Richards, 2001, p. 159).

Each *World English* textbook is divided into twelve 12-page units, with each unit having a general theme, such as *Nature*, *Lifestyles*, and *Communication*. Each unit is then sub-divided into five sections, with four of these sections focusing on specific communicative goals and the fifth built around a *Video Journal* covering short video narratives on people, places, and events. The thematic units serve to contextualize the various linguistic components contained within them, while the lexical, syntactic, and discursive elements in each section help learners develop the language skills necessary to achieve that section's specific communicative goal. Although *World English* bills itself as a "four skills general English series" (back cover), its greatest focus is on speaking and listening, with roughly three quarters of its pages devoted to these skills.

With respect to writing, as with many four-skills textbook series, *World English* offers very little explicit writing skills development. Instead, it uses writing models and examples to guide students through specific tasks. What *World English* lacks in writing development, it makes up for in speaking activities, with no fewer than ten of these per unit. The speaking tasks often encourage generative language based on pictorial prompts and task-specific scenarios. When using these communicative tasks with a mixed-level advanced university Listening & Speaking class, I found that most students embraced them, but three or four found the discussions too open-ended (i.e., lacking sufficient lexical support and grammatical guidance). This prevented those particular students from carrying out the objectives.

The last section of each unit features a *Video Journal*, which includes exercises and activities centered around short National Geographic videos, shot at different locations throughout the world. The segments, which average about four minutes in length, are both eclectic and appealing—covering everything from Aboriginal rock art in Australia, to Andean weavers, to a butler school in England (as found in *World English 3*). While the segments are quite interesting, they do not necessarily tie into or reinforce any of the linguistic elements featured in the unit. I also found the cadence to be a bit fast for many of my students, leading me to question their direct pedagogical benefit.

I used video journals, exercises, and activities from *World English 3* to supplement the content of the same university Listening & Speaking course. After twice soliciting written feedback from students on the course content, I found their *interest* in the *World English* materials to be comparable to others I had used in the course; however, they did not find them to be as *useful*. The latter was somewhat expected, however, given that the other course components focused largely on communication strategies and academic skills.

Using *World English 1* with a second-year university communication class has provided mostly favorable results. While I find the majority of exercises and activities—especially those centered around grammar points—to be quite standard fare, the international motif does add spice to the content, more thoroughly engaging those students with an interest in foreign cultures.

Apart from the textbooks, the publisher of the *World English* series provides lots of support for both teachers and students. For the teacher, special features include a lesson planner, exam creator, and grading support; and for learners, there are both regular and video workbooks as well as a multifaceted CD-ROM, which includes a variety of practice exercises in addition to audio and video shorts. Finally, there are free interactive resources and games available

on Heinle's website <elt.heinle.com>, which students can use to review the vocabulary and language points presented in each unit of each book.

In a nutshell, while most of the exercises and activities contained in the *World English* series are not anything revolutionary, I feel that its international motif, strong visual appeal, and comprehensive inventory of teacher and student resources make it one of the better—and more dynamic—series available.

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

RECENTLY RECEIVED ONLINE

An up-to-date index of books available for review can be found at:

<jalt-publications.org/tlt/departments/recently-received>

* = new listing; ! = final notice. Final notice items will be removed 30 Aug. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviewed in *TLT*)

Contact: Greg Rouault
pub-review@jalt-publications.org

* *Britain Today: Old Certainties, New Contradictions.* Hullah, P., & Teranishi, M. Tokyo: Cengage, 2009. [15-unit reading course centered around modern British culture incl. bilingual vocabulary gloss, speaking activities w/class audio CD and teacher's manual].

* *English Explorer.* Stephenson, H., & Bailey, J. Tokyo: Cengage, 2011. [4-level series w/ international and communicative focus for secondary level and young adults incl. student book w/ picture dictionary, video worksheets, CLIL and culture sections, 4 review units, and multi-ROM w/ National Geographic video clips, teacher's book w/ class audio CD, classroom DVD, workbook w/audio CD, teacher's resource book, and interactive whiteboard CD-ROM].

* *For Real.* Hobbs, M., & Keddle, J. S. Crawley, UK: Helbling Languages, 2011. [3-level CLIL series aligned w/ CEFR framework (A1-B2) for teens and young adults incl. student book w/ CD-ROM and integrated workbook, teacher's book w/ class CDs, interactive whiteboard book w/ DVD, tests and resources book w/ *Testbuilder* CD-ROM and audio CDs, and online resources].

* *From Reading to Writing.* Fellag, L. R. (Eds.). White Plains, NY: Pearson Education, 2010 [4-level, theme-based integrated reading and process writing series w/ corpus-based vocabulary incl. online ETS writing assessment tool *ProofWriter*, and online teacher's manual w/ tests and answer keys].

! *Market Leader* (*Accounting and Finance, Business Law, Human Resources, Logistics Management, Marketing, Working Across Cultures*). Various authors. Harlow, UK: Pearson Education, 2010. [6 individual titles with 18 units each focused on reading and vocabulary in specialized areas of business incl. authentic readings from the *Financial Times*, glossary, and tests].

* *Multiple Perspectives: Raising Cultural Awareness and Language Skills.* Goodmacher, G., & Kajiura, A. Tokyo: Macmillan LanguageHouse, 2011. [10-unit course w/ 2 review units, teacher's manual, and free audio download].

Q: Skills for Success. Multiple authors. Oxford: Oxford University Press, 2010. [6-level EAP course with paired skills in two strands *Reading & Writing* and *Listening & Speaking* incl. student book w/ online access, class audio CDs, and teacher's book w/ *Test Generator* CD-ROM].

! *Real Reading*. Bonesteel, L., Wiese, D., & Savage, A. White Plains, NY: Pearson Education, 2010. [4-level theme-based reading series with authentic and adapted content from various genres incl. fluency practice units, MP3 CD-ROM, and online teacher's manual and tests].

The Tale That Wags. Murphey, T. Nagoya: Perceptia Press, 2010. [A novel introducing, critiquing, and offering solutions for university entrance examinations and the Japanese education system].

* *Young Learners English Course (Super Starters, Mighty Movers, Fantastic Flyers).* Superfine, W., West, J., Lambert, V., & Pelteret, C. Singapore:

Cengage Learning Asia, 2010. [New edition, 3-level activity-based series for young learners based on the Cambridge Young Learners English Test incl. 10-unit student book, activity book, teacher's book w/ photocopiable resources and practice tests, and CD pack].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Bill Perry

jj-reviews@jalt-publications.org

* *Being and Becoming a Speaker of Japanese: An Autoethnographic Account*. Simon-Maeda, A. Bristol, UK: Multilingual Matters, 2011.

* *An Introduction to Irish English.* Amador-Moreno, C. P. Sheffield, UK: Equinox Publishing, 2010.

JALT FOCUS

JALT Calendar

Listings of major upcoming events in the organisation. For more information, visit JALT's website <jalt.org>, the JALT events website <jalt.org/events>, or see the SIG and chapter event columns later in this issue.

▶ 1 Oct (presenters), 26 Oct (participants) – Deadline to preregister for JALT2011 to be held at National Olympics Memorial Center, Yoyogi, Tokyo. See <jalt.org/conference> for more information.

▶ 18 - 21 Nov – JALT2011 "Teaching, Learning, Growing" will be held at National Olympics Memorial Center, Yoyogi, Tokyo. See <jalt.org/conference> for more information.

JALT News
From the President's desk

It has now been nearly four months since the Great Tohoku Earthquake struck Japan, and the devastation will unfortunately be with us for a long time to come. Many friends of JALT from around the world have expressed their concern and their desire to help those in need. We have given them some avenues of support, and will be able to give JALT members and friends advice that is more concrete now that we have held our June Executive Board Meeting (for your refer-

…with Malcolm Swanson
To contact the editor: <jalt-focus@jalt-publications.org>

JALT Focus contributors are requested by the column editor to submit articles of up to 750 words written in paragraph format and not in abbreviated or outline form. Announcements for JALT Notices should not exceed 150 words. All submissions should be made by the 15th of the month, one and a half months prior to publication.

JALT FOCUS ONLINE: A listing of notices and news can be found at:
<jalt-publications.org/tlt/departments/jalt-focus>

ence, the EBM is the decision-making body of JALT; representatives of every chapter and SIG attend the meeting, as do other JALT officers).

As the Tohoku region recovers, and the residents or evacuees rebuild their lives, there are sure to be many more ways that we, as language teachers, can lend a helping hand in the months and years ahead. Please continue to check the Emergency Response web page for more information on how you, individually and through JALT, can help those in the affected region to help themselves: <jalt.org/emergency_response>.

Speaking of websites, have you seen the new JALT Publications site? If not, I think you'll be very impressed! The site is easy to use and has a deep amount of information on every aspect of the great publications that JALT produces: <jalt-publications.org>. I hope you will consider submitting an article or other material to *TLT* or *JJ* in the near future.

I'm glad to note that an increasing number of JALT members are volunteering their time and energy despite their busy schedules. If you are interested in volunteering, but don't know where to start, please send a message to <volunteer@jalt.org>. Another route would be to check the opportunities listed in this issue of *TLT* or on the JALT Publications website: <jalt-publications.org/recruiting>.

Do you have any feedback on JALT? Please share your ideas, opinions, and suggestions with us at <feedback@jalt.org>.

Also, if you have any ideas for long-term goals that JALT should pursue, please send your suggestions to <2020@jalt.org>. We hope to come to a consensus on some key long-term goals within this year, and then align our efforts towards achieving them.

In closing, I'd like to urge you to check the Conference Preview included with this *TLT* to see what a great lineup of speakers and events we have for JALT2011. It's going to be a tremendous conference, and I look forward to seeing you there!

As always, thank you very much for your membership and best wishes for your teaching.

Kevin Cleary
President, NPO JALT

JALT Notices

Annual JALT Research Grants

As the summer progresses and hopefully brings some rest and recreation to you, JALT members are warmly invited to apply for one of this year's JALT Research Grants. Three grants of ¥100,000 are available to members who do not have access to research funds through their employment and are not full-time students for a research period from Jan 2012 to Mar 2013. Individual or joint applications are welcome, with the application period ending on 15 Aug 2011.

Full details and an application are available at <jalt.org/researchgrants>.

If you have any further enquiries, I can be contacted at <researchgrants@jalt.org>.

Anthony Robins
JALT Research Grants Committee Chair

Positions available

JALT Journal *Associate Editor*

The JALT Publications Board invites applications for the position of Associate Editor of *JALT Journal*. The Associate Editor will work with the Editor to produce the journal. After being recommended by the Publications Board and approved by the JALT Executive Board, the successful applicant will serve as Associate Editor for 1 to 2 years before serving as Editor for a similar period. The successful applicant will have the following:

1. Previous editorial/referee experience.
2. Ability to meet deadlines and handle correspondence professionally.
3. A sound background in language education or a related field.
4. A master's degree or higher in language education or related field.
5. Seven or more years of experience teaching language, at least two of which have been in Japan.
6. Current residency in Japan and definite intention to maintain such residency for the period of expected service to *JALT Journal.*
7. A record of publications in competitive

and refereed journals (in-house university-bulletin articles will be considered as part of a publishing record on their merits, but some of the applicant's publications should include recognized, reputable, and anonymously-refereed journals at either the national or international levels). Information on either the impact factor or the acceptance rate for some of the journals in which the applicant has published would be helpful in determining the applicant's own ability to publish in competitive forums.

8. Association with JALT through membership and previous participation in publications are valued, but meritorious applications from non-members will also be considered, provided that such applicants meet or exceed the above requirements. The applicant must become a JALT member if selected by the Board for the position.

Duties include processing submissions, sending them out for review, communicating with authors and reviewers, working with authors to help them improve promising manuscripts, editing the Perspectives section of *JALT Journal*, and assisting the Editor as required. As Editor, duties increase to include editing feature articles and the research forum submissions, overseeing all other sections, working with the Journal Production Editor and the layout company, and guiding the future of *JALT Journal* in accordance with JALT policies.

Candidates should submit the following application materials by email attachment. The deadline for applications is July 31, 2011. Recruiting will continue until the post is filled by a suitable candidate who is acceptable to the Board under the expectations elaborated above (Points 1 through 8).

1. A curriculum vitae, including a complete list of publications

2. A statement of purpose indicating both why you would like to become Associate Editor (and later advance to Editor) and your qualifications

3. Copies of five publications of which some should be recent

Application materials should be sent to both the Publications Board Chair, Ted O'Neill <pubchair@jalt-publications.org>, and the current Editor, Darren Lingley <jj-editor@jalt-publications.org>.

Applicants will be notified if they have passed the screening stage. After that, the final Board decision, which is subject to approval by the JALT Executive Board, will be made.

TLT Assistant Editor

The Language Teacher is looking for a person to take over the position of Assistant Editor. The Assistant Editor works closely with the *TLT* column editors, receiving the 7-8 columns from the back half of *TLT* and proofreading them before they go to layout. This position is open to any member of JALT. It requires approximately 10-15 hours of work every other month. Other *TLT* staff can help through our internal staff mailing list. Working as *TLT* Assistant Editor is a great way to get involved with the nuts and bolts of publishing. You will work directly with editors and other staff on a web-based production system.

Contact *TLT* co-editors Damian Rivers and Jennifer Yphantides at <tlt-editor@jalt-publications.org>.

JALT Journal seeks English-language proofreader(s)

JALT Journal is looking for a qualified person for the position of English-language proofreader. The position will require several hours of concentrated work twice per year, with the successful applicant working with other proofreaders under the direction of the Journal Production Editor to prepare the May and November issues of *JALT Journal*. The bulk of the proofreading work will be done in June/July and in January/February. The ideal applicant will be a JALT member with experience in proofreading, who is willing to work as part of a team operating under a tight production schedule. Some training may be required as the new proofreader becomes accustomed with *JALT Journal* style, format, and operations. Applications and expressions of interest should be sent to both the Editor, Darren Lingley, and the Journal Production Editor, Aleda Krause at: <jj-editor@jalt-publications.org> and <records@jalt.org>.

JALT FOCUS SHOWCASE

In this edition of Showcase, Mario Passalacqua reflects on his role as a teacher following the March 11th earthquake and reminds us that there is more to teaching than lesson planning.

SHOWCASE

Mario Passalacqua

On March 11th, the Tohoku area was hit by a massive earthquake. The loss of life and property damage was enormous. Its aftershocks lasted for days and the threat of exposure to nuclear radiation was on everyone's minds. For the first time in my 15 years living in Japan, I seriously thought about going back to Canada.

However, when my students' mothers started to call and ask about lessons, I could see that my school was more than just a classroom—it was an integral part of my students' lives. I realized that the children needed an outlet for their stress and a way to bring a sense of normalcy back into their lives. When the children entered my school, I could see the toll of the stress on their faces. I made it a point to reassure each student individually and focused on group activities to make them aware of the support around them. When the lessons were over, the children were smiling again and the mothers were glad that they too had a chance to relax.

We as teachers strive to teach each and every class with professionalism and plan each lesson carefully. However, being a teacher is more than that. Teachers are friends who encourage students when they are down and they reassure students when they are unsure of themselves. This experience has shown me that our students are expecting more from us than what is written in our lesson plans.

Mario Passalacqua owns and operates Tot's Language Center in Sendai City. He specializes in teaching young learners and his research interests include vocabulary acquisition and code-switching.

JALT Journal

全国語学教育学会

is a refereed research journal of the Japan Association for Language Teaching (全国語学教育学会).

It invites practical and theoretical articles and research reports on second/foreign language teaching and learning in Japanese and Asian contexts.

For more information and submission guidelines see <jalt-publications.org/jj>

…with Jason Peppard

To contact the editor: <memprofile@jalt-publications.org>

Member's Profile is a column where members are invited to introduce themselves to *TLT*'s readership in 750 words or less. Research interests, professional affiliations, current projects, and personal professional development are all appropriate content.

Showcase is a column where members have 250 words to introduce something of specific interest to the readership. This may be an event, website, personal experience, or publication. Please address inquiries to the editor.

JALT FOCUS GRASSROOTS

I n this edition, Jo Mynard reports on the Advising for Language Learner Autonomy conference; read on to discover why you should add this event on November 12th to your diary! Gregory Strong also reports on how New Orleans TESOL 2011 showcased both the city's resiliency and the argument that strength comes from diversity.

Advising for language learner autonomy: An upcoming conference

Jo Mynard, Kanda University of International Studies

Have you ever wondered what the best way is to advise students on the language learning process? This upcoming conference will be of interest to educators working as learning advisors, those involved in promoting learner autonomy, or teachers facilitating peer-advising.

- **When:** Saturday, 12 Nov 2011 (also tours of two self-access centres on 11 Nov)
- **Where:** Kanda University of International Studies (KUIS), Chiba, Japan
- **More information at:** <learnerautonomy. org/advising2011.html>

Advising in language learning has been defined as a "system of interventions which aims at supporting students' methodology of language learning by means of 'conversations' i.e. by using language in the framework of social interaction to help students reflect on their learning experience, identify inconsistencies and steer their own path" (Esch 1996, p. 42).

The field of advising in language learning emerged along with the early self-access centres in Europe in the 1980s as a way to facilitate learner responsibility in self-directed learning. In 1999, a conference was held at the University of Hull in the UK. This resulted in a subsequent publication (Mozzon-McPherson & Vismans, 2001), which helped to inform educators on research and practice in the area. Since then, presentations about advising have been featured at events held by IATEFL (International Association of Teachers of English as a Foreign Language), ILA (Independent Learning Association), JASAL (Japan Association of Self Access Learning), and, of course, JALT (Japan Association for Language Teaching).

Advising may be part of a language teacher's repertoire, or could be a specific role performed by a learning advisor who usually works outside the classroom. Learning advisors are "trained teachers who, instead of teaching in a traditional sense, guide learners and help them to analyse needs, set goals and implement a course of action" (Mynard & Navarro, 2010). The team of learning advisors at Kanda University of International Studies (KUIS) felt it was time for another event completely dedicated to advising,

…with Joyce Cunningham and Mariko Miyao

To contact the editors: <grassroots@jalt-publications.org>

The coeditors warmly invite 750-word reports on events, groups, or resources within JALT in English, Japanese, or a combination of both.

which would provide an opportunity for educators involved in the field to share their research and practice and to once again advance the field in a significant way like the Hull event did back in 1999.

Publications

Chapters on advising have been included in several influential books within the field of learner autonomy in the past ten years. Also, in 2007 there was a special issue of *System* edited by Joan Rubin dedicated to advising. More recently, current and former learning advisors at KUIS have been involved in a new edited volume on advising in language learning to be published by Longman early next year.

The conference

2011 is a significant year for KUIS, as it is the 10th anniversary of our KUIS SALC (Self Access Learning Centre). We feel that a conference is an excellent way to mark the occasion. We are grateful for the support of colleagues. For example, IATEFL Learner Autonomy Special Interest Group is sponsoring the event; the JALT Learner Development Special Interest Group is offering conference attendance grants to two delegates; JASAL is helping to promote the event; and colleagues at our sister institution, Kanda Institute of Foreign Languages (KIFL), are also playing a major role in the organization of the event, including offering tours of their self-access centre on 11 November.

Not all institutions have self-access centres or employ learning advisors, yet many teachers are involved in the promotion of autonomy in significant ways. We kept this in mind when establishing sub-themes for the conference. We welcome submissions related to peer advising and class-based advising. The main sub-themes are:

1. Training and professional development for learning advisors and peer advisors
2. Research and practice in advising
3. Peer advising for language learner autonomy
4. Advising tools (i.e. learning plans, diaries, online support tools, etc.)
5. Dialogue and discourse of advising in language learning
6. Context-related issues for advisors and peer-advisors

Plenary speaker

The plenary speaker is Dr. Marina Mozzon-McPherson, who is the Associate Dean of the Faculty of Arts and Social Sciences at the University of Hull. Dr. Mozzon-McPherson has published widely on advising and has influenced the field in a significant way. She will be giving a plenary talk that explores advising discourse from a theoretical perspective.

The venue

KUIS is situated in Makuhari (Chiba), just 40 minutes by local train from Tokyo. The registration price includes refreshments, lunch (*obento*), drinks reception on Saturday night, IATEFL certificate of attendance, and tours of the self-access centres at KUIS and KIFL.

Call for papers

Submissions will undergo a blind peer-review selection process with a deadline of 30 Jun 2011.

Peer-reviewed proceedings

The conference proceedings will take the form of a special issue of *SiSAL Journal* (Studies in Self-Access Learning Journal) in March 2012.

References

Esch, E. (1996). Promoting learner autonomy: Criteria for the selection of appropriate methods. In R. Pemberton, E. S. L. Li, W. W. F. Or, & H. D. Pierson (Eds.), *Taking control: Autonomy in language learning* (pp. 35–48). Hong Kong: Hong Kong University Press.

Mozzon-McPherson, M., & Vismans, R. (2001). *Beyond language teaching towards language advising*. London: CILT Publications.

Mynard, J., & Navarro, D. (2010). Dialogue in self-access learning. In A. M. Stoke (Ed.), *JALT2009 Conference Proceedings*. Tokyo: JALT.

New Orleans TESOL 2011: Channelling "The Big Easy"

Gregory Strong, English Department, Aoyama Gakuin University

TESOL 2011 from March 16-19 drew at least some of its 5,800 participants from those curious to see New Orleans six years after Hurricane Katrina. Back on August 29, 2005, the city's protective levees were breached in 53 different places and storm waters flooded 80 percent of New Orleans, causing 1,836 deaths. Then the Deepwater Horizon oil drilling rig caught fire on April 20, 2010, triggering the Gulf oil spill.

For those of us arriving from Japan, days after the earthquake and tsunami in Tohoku, the vitality of New Orleans proved inspiring. New York may be *the Big Apple*, but New Orleans remains *the Big Easy*, its motto, *Let the good times roll*. And roll they did during evenings of the 3-day conference. First came a St. Patrick's Day parade, then one on Saturday for St. Joseph. Both ambled through the fabled French Quarter, a short walk from the Ernest N. Morial Convention Centre. It hardly seemed believable that at the same center, TV commentator Geraldo Rivera had appeared on camera during Hurricane Katrina, begging the authorities to rescue the 10,000 evacuees stranded there.

The opening address at TESOL 2011 by Thelma Meléndez, Assistant Secretary for elementary and secondary education at the U.S. Department of Education, reminded participants of TESOL's advocacy of second language teachers in the U.S. The No-Child-Left-Behind Act of 2001 made schools more accountable for their students' academic performance. However, it failed to support the country's growing English Language Learner (ELL) population, something that both Meléndez and TESOL claim should be a priority. Further, as indicated in the position paper on their website, TESOL calls for such measures as requiring better ESL teacher credentials, defining ESL as a core academic subject, and separating ELLs from local, district, and state accountability statistics to avoid stigmatizing certain areas of the country.

The political issue of greater support for ELLs fit well with the conference theme of *Examining the 'E' in TESOL*. The theme explored the relationships between idealized dialects, global Englishes, and regional, social, and ethnic variations, such as those found in New Orleans and the Mississippi River delta. Plenary speakers like Jennifer Jenkins from the University of Southampton challenged the notion of standard English, at one point mocking Prince Charles for championing it. Shondel Nero of New York University pointed out that as immigration takes languages all over the world, Creole English speakers in American schools were being mislabelled as ESL students. In calling for greater acceptance of regional, social, and other non-native varieties of English, Walt Wolfram of North Carolina State University argued, "If presented to them in interesting ways, everybody is interested in dialect diversity."

With more than 1,000 sessions and events, including presenters from some 100 TESOL affiliates, including JALT, the conference was a moveable feast replete with serendipitous associations, chance encounters with colleagues, and ideas from the best known contributors to the field. It might have been Katherine Bailey on dialogue journals, indicating their uses in ethnographic research. It could have been Julian Edge's stirring session on teacher reflection calling for "lived examples of how we develop ourselves." Presentations even came on integrating natural disasters such as Hurricane Katrina into a curriculum, sessions with practical implications for those of us in Japan.

The Electronic Village and Technology Showcase not only provided sessions on CALL, but also Electronic Village Fairs. During these times, demonstrators took up places around the room to show the use of interactive whiteboards, MP3 players, and various handheld devices. Today, for $249, one can access many of the conference slideshow presentations along with streaming audio commentary at <tesol.sclivelearningcenter.com> while 25 other slideshow presentations (search for "2011-tesol-annual-convention") can be downloaded for free at <slideshare.net>.

However, fewer teachers came to TESOL than in 2010. Catherine Curtis, TESOL Coordinator of Conference and Exhibits Services and Job Marketplace attributed the smaller numbers to a knock-on effect from the recession and the choice of New Orleans for the 45th annual convention.

"Everyone who came thought it was a great location," said Curtis. "But we do much better on the eastern seaboard. So, we're expecting more next year in Philadelphia."

Furthermore, according to Curtis, there were only 26 employers on site at the Job Marketplace. That's compared to 40 last year when the conference was held in Boston. To TESOL's credit, the annual convention moves around the United States, connecting it to its members.

Hopefully, more teachers will attend the TESOL 2012 convention, March 28-31, and even more will join this worthwhile organization. According to an email from John Segota, Director of Advocacy, Standards and Professional Relations, there are 12,000 TESOL members today. That's a drop from a high of nearly 14,000. New Orleans TESOL pointed out the value of this conference and of the organization and the underlying message of both language education and global Englishes, that diversity remains a source of strength.

JALT FOCUS OUTREACH

Island poetry, manifestos, and short stories

Islands lend themselves to researchers because of their manageable size. What goes to an island and what leaves an island can be readily observed. What happens on islands can teach us about what occurs on continents. Consider the seminal work on finches by Charles Darwin on the Galapagos Islands that led to the theory of evolution. Fieldwork with people in the Samoan Islands and Papua New Guinea led Margaret Mead to find convincing evidence that gender roles are determined by education and society. The confines of an island inspired stirring stories such as Golding's *Lord of the Flies* (1954) and H.

G. Wells' *The Island of Dr. Moreau*. Godfrey Baldacchino is the Canada Research Chair in Island Studies and an editor of the Island Studies Journal. His undergraduate studies were in English and Social Studies and his graduate work was in Labor and Development. He combined these two fields to write a doctoral thesis on labour relations in Lilliput, the name of a township in the UK and a fictional island nation that appears in the first part of the 1726 novel *Gulliver's Travels* by Jonathan Swift.

Baldacchino and his colleagues in the Master of Arts in Island Studies program at the University of Prince Edward Island in Canada conduct fieldwork and teach classes in Kagoshima every year. The inhabited islands in Kagoshima Prefecture attract these sociologists because each island has its own attractive identities: Tanegashima launches rockets for the Japan Aerospace Exploration Agency, Amami is home to island music,

…with David McMurray

To contact the editors: <outreach@jalt-publications.org>

Outreach is a place where teachers from around the world can exchange opinions and ideas about foreign language learning and teaching. It provides outreach to classroom teachers who would not otherwise readily have access to a readership in Japan. The column also seeks to provide a vibrant voice for colleagues who volunteer to improve language learning in areas that do not have teacher associations. Up to 1,000 word reports from teachers anywhere in the world are welcomed. Contributors may also submit articles in the form of interviews with teachers based overseas.

Yoron hides an underwater paradise for scuba divers, and Yakushima is a World Heritage Site.

In 2011, Baldacchino conducted five experiments with graduate students at the International University of Kagoshima. The university draws its student body from nearby islands, Okinawa, Kyushu, and internationally. His classes appeal not only to students of language, linguistics, and literature, but also history, politics, and international relations.

His sessions were task-based, where participants undertook a practical task either alone or in small groups. For example, they were asked to write a poem, a short story, and a political manifesto relating to island projects. Murphey (2010) has done similar work in encouraging first-year university students in Japan to construct and promote political manifestos as suggestions for changing English education for future generations. Murphey's students developed manifestos for studying abroad and demanding that tuition fees not be levied by universities in Japan while students study at institutions overseas. In a similar way, Baldacchino (2007) has developed classroom activities and fieldwork that encourage islanders and students to voice their own concerns. Baldacchino (2007, p. 2) cautions his colleagues to avoid situations "where the subject matter—the island, or the islander—becomes a 'looked at' reference group." In response to a call for haiku about the bonds of friendship between Europe and Japan, he posted the following haiku at facebook.com/haikucontest:

It gives and takes away
This mighty ocean
We are all islanders

Godfrey Baldacchino inspects a model of an Amami Island garden

Baldacchino explains that islands are sometimes conceived as inert, material objects—but, in the very act of conception they are also imagined, desired, attributed with powers, secrets, and mysteries. Islands are primarily metaphysical objects. They are like clay: malleable to our whims, desires, and fantasies, often without us realizing this. Islands thus call us and lure us to experiment with them.

His first experiment was designed to encourage students to write creatively about islands in the English language. He explains that stories about islands typically involve protagonists (usually male) on a journey which takes them to the island as dreamers, castaways, rejects, losers, or zealous missionaries. Once there, they either succumb to the bestiality and savagery of nature or they commit the island inexorably to the discipline of enterprise, capitalism, industry, modernity, and utopian ideals.

Another experiment he conducted with students involved framing the island. Most cultures conceive of a special, perfect place like the Shangri-La, Paradise, or the Garden of Eden. He asked students to describe the characteristics of this place and how it interacts with its residents and its non-residents. He then tries to get the students to connect this framed image of a paradisal island with the powerful messages associated with the tourism industry, which are so much about experience, enrichment and transformation.

In a third session he asked students to try to assimilate to life on the island. He introduced proverbs from Barbados such as "Small town, big bell" and "Behind every bush there is a man." Island life can be far from idyllic for it involves managing private information about oneself and others. He led a discussion by asking these three questions: What do you want others to know about you? What do others know about you that you may not know that they know? How does "knowing" someone make life easier?

In an experiment about how to best govern an island, Baldacchino set up a role play in the classroom similar to classes that emulate the proceedings of the United Nations. The United Nations oversees a Small Island Developing States program and manages special agencies such as UNESCO's Small Island Voice and the

Baldacchino (seated far right) with colleagues at the Kagoshima University Research Center for Pacific Islands

43-member Alliance of Small and Island States (AOSIS) who are active in the General Assembly of the UN (Baldacchino, 2010). Ascribed social status and prestige, charisma and personal contact remain key qualities for leadership in small island societies even in the modern age. Who you are and who you know, remain critical assets in political life. According to Baldacchino, networks and anti-networks are better explanations of political behavior than notions of one big happy family. Collusion of bureaucratic, political, and economic elites is commonplace. The division of powers expected in a democracy is riddled by considerable and unavoidable role conflicts and overlaps.

In his final experiment students discussed how islands can serve as "geographies of hope" for humankind. Students were asked to think of ways to combine visions of economic health and ecological wealth to development. He drew upon lessons from nature reserves, such as the World Heritage Site of Yakushima in Kagoshima Prefecture and privately owned islands that are carefully managed by their owners.

Research findings from the five experiments were brought together in a one-day symposium where graduate students made presentations and further debated issues raised during the experiments in the classrooms, followed by Baldacchino making a final address to contrast the cultures of people living on islands located in Japan with several islands around the world, such as Hong Kong, Taiwan, Tasmania, and Prince Edward Island.

Baldacchino (2010) claims "the cultural history of 'the West' is primarily an island story. Such islands became the 'loci' of imagination, desire, hopes and fears" (p. 18). The western world is enraptured by deserts, mountains, forests, gardens, coasts, and islands. Part of the great success of stories/movies (like *Lord of the Rings*, *Harry Potter*, and *Castaway*) or TV serials (like *Survivors* and *Lost*) has to do with these locales or tropes that suggest metaphysical and mythological qualities. Thanks to these deep, widely shared, and firmly anchored meanings, every year millions visit islands for vacations, seeking adventure, escape, pleasure, mystery, some kind of refreshment and transformation. They swarm to beaches, museums, clubs, restaurants, and souvenir shops. There they perform various rituals, such as sunbathing, eating, drinking, shopping, or just gazing at the landscape. How do these "Western" notions of an island contrast with Japanese notions? Baldacchino discussed and unpacked this "contrast of cultures", while reminding students that the idea of a holiday or vacation is itself a recently invented ritual.

As an example of his writing style, while swimming in the Mediterranean near his hometown on the island of Malta, Baldacchino penned the following poem.

MEDItating MEDIum
Welcome exercise to dispel tedium
and to cleanse myself with salt and freedom

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JALT2011 *Teaching • Learning • Growing*
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TLT COLUMN
SIG NEWS

SIGs at a glance

Key: [🔅 = keywords] [📖 = publications] [🎙 = other activities] [✉ = email list] [💬 = online forum] **Note**: For SIG contacts & URLs, please see JALT's website <jalt.org/main/groups>.

Bilingualism

[🔅 bilingualism, biculturality, international families, child-raising, identity] [📖 *Bilingual Japan*—3x year, Journal—1x year] [🎙 forums, panels] [✉]

Bilingualism will be hosting a panel discussion at this year's JALT National Conference in November. *Issues and Opportunities for Secondary School Bilinguals* will examine how bilingual and bicultural students and their families deal with the challenges and expectations of English as it is taught in the Japanese school system. Audience participation in the discussion will be most welcome. Also at the conference will be BSIG's AGM and banquet. <bsig.org>

今年度のJALT大会ではバイリンガリズムがパネルディスカッションを開きます。「Issues and Opportunities for Secondary School Bilinguals」のタイトルで、バイリンガルの生徒とその家族が、中高で受けた英語授業の良い面と悪い面を話します。参加者の皆様からのご意見も大歓迎です。

Business English

Computer Assisted Language Learning

[🔅 technology, computer-assisted, wireless, online learning, self-access] [📖 *JALT CALL Journal Newsletter*—3x year] [🎙 Annual SIG conference, regional events and workshops] [✉] [💬]

The Computer Assisted Language Learning (CALL) Special Interest Group (SIG) actively supports and promotes the use of various technologies in language learning. In addition, we encourage everyone interested to join our new online discussions in our Google Group. <jaltcall.org>

College and University Educators

[🔅 tertiary education, interdisciplinary collaboration, professional development, classroom research, innovative teaching] [📖 *On CUE*—2x year, YouCUE e-newsletter] [🎙 Annual SIG conference, regional events and workshops]

CUE SIG is accepting paper submissions for a special book project on foreign language motivation in Japan. Abstracts due 1 Aug 2011; more information available at <jaltcue-sig.org/node/152>. All CUE members receive the refereed publication OnCUE Journal (ISSN: 1882-0220). For more information about CUE SIG news and events, see the CUE website at <jaltcue-sig.org>, follow "jaltcue" on Twitter, or join JALT-CUE on Facebook or Yahoo Groups <bit.ly/9NZBTC>.

Critical Thinking

The Critical Thinking SIG is looking for submissions for JALT's newest newsletter, *CT Scan*. Those interested in writing about critical thinking in language education should email <ctscan.editor@gmail.com> or visit <jaltct.wordpress.com> for more information. We hope you'll join us in building our newsletter and this new, growing SIG!

…with James Essex

To contact the editor: <sig-news@jalt-publications.org>

JALT currently has 21 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication. SIG NEWS ONLINE: You can access SIG News online at:

<jalt-publications.org/tlt/departments/sig-news>

Extensive Reading

[☀ extensive reading, extensive listening] [📖 *ERJ*—3x year] [🎤 Annual ER Seminar]

The ER SIG exists to help teachers in Japan start and improve Extensive Reading and Extensive Listening programmes. Our newsletter, *Extensive Reading in Japan* (ERJ), is full of ideas for those new to ER and experienced ER practitioners. It keeps our members up-to-date on ER research and new graded reader releases. Check out our website at <jaltersig.org>.

Framework & Language Portfolio

[☀ curriculum-planning, assessment, language education reform, Common European Framework of Reference (CEFR), European Language Portfolio (ELP)] [📖 newsletter] [🎤 workshops, materials development] [💬]

This SIG wants to discuss the CEFR and ELP, and other similar frameworks and their relevance for Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogic tools; the bilingual Language Portfolio for Japanese University is now available online. The SIG holds periodical seminars focusing on classroom use and is present at many conferences. Please refer to <sites.google.com/site/flpsig/home> and <flpsig@gmail.com> for more information.

Gender Awareness in Language Education

[☀ gender awareness, gender roles, interaction/discourse analysis, critical thought, gender related/biased teaching aims] [📖 newsletter/online journal] [🎤 Gender conference, workshops] [🖥] [💬]

GALE works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays a central role in education and professional interaction. We also network and collaborate with other JALT groups and the community at large to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. Visit the GALE website at <gale-sig.or> for more details.

Global Issues in Language Education

[☀ global issues, global education, content-based language teaching, international understanding, world citizenship] [📖 *Global Issues in Language Education Newsletter*—4x year] [🎤 Sponsor of Peace as a Global Language (PGL) conference] [🖥] [💬]

Are you interested in promoting global awareness and international understanding through your teaching? Then join the Global Issues in Language Education SIG. We produce an exciting quarterly newsletter packed with news, articles, and book reviews; organize presentations for local, national, and international conferences; and network with groups such as UNESCO, Amnesty International, and Educators for Social Responsibility. Join us in teaching for a better world! Our website is <gilesig.org>. For further information, contact Kip Cates <kcates@rstu.jp>.

Japanese as a Second Language

[☀ Japanese as a second language] [📖 日本語教育ニュースレター *Japanese as a Second Language Newsletter*—4x year] [🎤 AGM at the JALT conference] [🖥]

Call for Papers: JALT Journal of Japanese Language Education. Japanese as a second language researchers, teachers, and learners are invited to contribute articles, research reports, essays, and reviews. Please visit our website: <jalt.org/jsl>.

　論文・記事大募集：JALT日本語教育学会では日本語教育論集の発行を計画しています。研究報告、学会発表報告論文、日本語教授・学習法に関する論文、ブック・レビューなど募集。日本語研究者、指導者、学習者の　皆様応募お願いします。ホームページをご覧ください：<www.jalt.org/jsl>

Junior and Senior High School

[☀ curriculum, native speaker, JET programme, JTE, ALT, internationalization] [📖 *The School House*—3-4x year] [🎤 teacher development workshops & seminars, networking, open mics] [🖥]

The JSH SIG is operating at a time of considerable change in secondary EFL education. Therefore, we are concerned with language learning theory, teaching materials, and methods. We are also intensely interested in curriculum innovation. The large-scale employment of native speaker instructors is a recent innovation yet to be thoroughly studied or evaluated. JALT mem-

bers involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development

[☼ autonomy, learning, reflections, collaboration, development] [📖 *Learning Learning*, 2x year; *LD-Wired*, quarterly electronic newsletter] [🎤 Forum at the JALT national conference, annual mini-conference/retreat, anthology of Japan-based action research projects] [📇]

Join our one-day conference to celebrate the publication of *Realizing Autonomy: Practice and Reflection in Language Education Contexts*. Saturday, 29 October, Nanzan University, Nagoya, with plenaries by Richard Pemberton and Tim Murphey. The call for presentations closes 17 July. Conference fees (on site/early registration): (a) JALT members: ¥2000/1500; (b) LD members: ¥1500/1000. National Conference Grants also available! For more information, please visit<ld-sig.org>.

Lifelong Language Learning

[☼ lifelong learning, older adult learners, fulfillment] [📖 *Told You So!*—3x year (online)] [🎤 Pan-SIG, teaching contest, national & mini-conferences] [📇] [💬]

As an aging society, Japan has a large population of older adults, many of whom are active lifelong learners. The LLL SIG provides information and sponsors events for those who teach English or other languages to adult learners of all ages. We have a website and online newsletter <jalt.org/lifelong> and are now on Facebook at <tinyurl.com/4hzlwdv>. We will hold a mini-conference at Tokyo Keizai University in early October and details will be posted on our website. For more information or to join the LLL SIG please contact Yoko Wakui <wakui@bu.iij4u.or.jp> or Julia K. Harper at <harper.julia.k@gmail.com>.

　高齢化社会の日本には、元気に生涯学習に励む高齢者がたくさんいます。生涯語学学習研究部会は、成人に英語や他の言語を教えている方々のために、情報を提供し、イベントなどを後援します。インターネット上で、ニュースレターを配信しているホームペー<jalt.org/lifelong>やFacebook<tinyurl.com/4hzlwdv>もあります。これから行われるイベントは10月末に東京経済大学で開催される小規模の生涯語学学習研究部会の例会があります。ご入会とお問い合わせは、涌井陽子<wakui@bu.iij4u.or.jp>またはJulia K. Harper <harper.julia.k@gmail.com>までご連絡ください。

Materials Writers

[☼ materials development, textbook writing, publishers and publishing, self-publication, technology] [📖 *Between the Keys*—3x year] [🎤 JALT national conference events] [📇] [💬]

The MW SIG shares information on ways to create better language learning materials, covering a wide range of issues from practical advice on style to copyright law and publishing practices, including self-publication. On certain conditions we also provide free ISBNs. Our newsletter *Between the Keys* is published three to four times a year and we have a discussion forum and mailing list <groups.yahoo.com/group/jaltmwsig>. Our website is <uk.geocities.com/materialwritersig>. To contact us, email <mw@jalt.org>.

Other Language Educators

[☼ FLL beyond mother tongue, L3, multilingualism, second foreign language] [📖 *OLE Newsletter*—4-5x year] [🎤 Network with other FL groups, presence at conventions, provide information to companies, support job searches and research]

OLE has published its OLE NL 58 containing a message from JALT and ample information on JALT 2011 in November, including information on the OLE events there. It also contains the conference theme in Japanese, German, Spanish, French, and Chinese for distribution to colleagues teaching these languages, as well as information on a Spanish as Foreign Language conference. Copies are available for free from the OLE coordinator at <reinelt.rudolf.my@ehime-u.ac.jp>.

Pragmatics

[☼ appropriate communication, co-construction of meaning, interaction, pragmatic strategies, social context] [📖 *Pragmatic Matters (*語用論事情*)* —3x year] [🎤 Pan-SIG and JALT conferences, Temple University Applied Linguistics Colloquium, seminars on pragmatics-related topics, other publications] [📇]

Pragmatics is the study of how people use language. As teachers we help students learn to communicate appropriately, and as researchers we study language in use. This is clearly an area of study to which many JALT members can contribute. The Pragmatics SIG offers practical exchange among teachers and welcomes articles for its newsletter, *Pragmatic Matters*. Find out

more about the SIG at <groups.yahoo.com/group/jaltpragsig> or contact Donna Fujimoto <fujimoto@wilmina.ac.jp>. For newsletter submissions, contact Anne Howard <ahoward@kokusai.miyazaki-mic.ac.jp>.

Professionalism, Administration, and Leadership in Education

[🔍 professional development, ethics, legal issues, leadership dynamics, comparative education, societal demands on educators] [📖 *PALE Newsletter*]

The PALE SIG welcomes new members, officers, volunteers, and submissions of articles for our journal or newsletter. To read current and past issues of our journal, visit <jalt.org/groups/pale&gt>. Also, anyone may join our listserv <groups.yahoo.com/group/PALE_Group>. For information on events, visit <jalt.org/groups/PALE>.

Study Abroad

[🔍 study abroad, pre-departure curriculum, setting up, receiving students, returnees] [📖 *Ryugaku*—3-4x year] [🎤 national and Pan-SIG conferences] [📠]

The Study Abroad SIG is a new and upcoming group interested in all that is Study Abroad. We aim to provide a supportive place for discussion of areas of interest, and we hope that our members will collaborate to improve the somewhat sparse research into Study Abroad. We welcome submissions for our newsletter, *Ryugaku*, and we are still in need of officers. Contact Andrew Atkins or Todd Thorpe <studyabroadsig@gmail.com> for further information.

Teacher Education

[🔍 action research, peer support, reflection and teacher development] [📖 *Explorations in Teacher Education*—4x year] [🎤 library, annual retreat or mini-conference, Pan-SIG sponsorship, sponsorship of a speaker at the JALT national conference] [📠] [💬]

The Teacher Education SIG is a network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively. Our members teach at universities, schools, and language centres, both in Japan and other countries. We share a wide variety of research interests, and support and organize a number of events throughout Japan every year. Contact <ted@jalt.org> or visit our website <tinyurl.com/jalt-teachered>.

Teachers Helping Teachers

[🔍 teacher training, international education programs, language training, international outreach] [📖 *THT Journal*—1x year, *THT Newsletter*—4x year] [🎤 teacher training conferences/seminars in Bangladesh, Laos, Vietnam, and the Philippines, AGM at JALT national] [📠]

Teaching Children

[🔍 children, elementary school, kindergarten, early childhood, play] [📖 *Teachers Learning with Children,* bilingual—4x year] [🎤 JALT Junior at national conference, regional bilingual 1-day conferences] [📠] [💬]

The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter four times a year, with columns by leading teachers in our field. There is a mailing list for teachers of children who want to share teaching ideas or questions: <groups.yahoo.com/group/tcsig>. We are always looking for new people to keep the SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. We hope you can join us for one of our upcoming events. For more information, visit <tcsig.jalt.org>.

児童語学教育研究部会　は、子どもに英語（外国語）を教える先生方を対象にした部会です。当部会は、年４回会報を発行しています。会報は英語と日本語で提供しており、この分野で活躍している教師が担当するコラムもあります。また、指導上のアイデアや質問を交換する場として、メーリングリスト<groups.yahoo.com/group/tcsig>を運営しています。活発な部会を維持していくために常に新会員を募集しています。特に日本人の先生方の参加を歓迎します。部会で開催するイベントに是非ご参加ください。詳細については<tcsig.jalt.org>をご覧下さい。

Testing & Evaluation

[🔍 research, information, database on testing] [📖 *Shiken*—3x year] [🎤 Pan-SIG, JALT National conference] [📠] [💬]

The TEVAL SIG is concerned with language testing and assessment, and welcomes both experienced teachers and those who are new to this area and wish to learn more about it. Our newsletter, published three times a year, contains a variety of testing-related articles, including discussions of the ethical implications of testing, interviews with prominent authors and researchers, book reviews, and reader-friendly explanations of some of the statistical techniques used in test analysis. Visit <jalt.org/test>.

TLT COLUMN
CHAPTER EVENTS

This summer is going to be HOT, HUMID, and SIZZLING with exciting events happening all over Japan! So get out and about, and support your local chapter by attending a meeting. Remember to check the chapter events website <jalt.org/events> if your chapter is not listed below. Other events may appear on the website at any time during the month.

GIFU—*On the drawing board: Thoughts on ELT materials development* by **Marcos Benevides**. Benevides will present and explain several of his unreleased ELT course book materials and proposals, and how he conceived them. These materials are under various stages of completion, from soon to be commercially released, to own-classroom-use only, to being on indefinite hold. They will serve as catalysts to discuss ELT materials development, including the importance of classroom trials, editorial control and censorship, the role of methods and theory, the impact of emerging technologies, thoughts on the future of the industry, etc. *Sat 9 July 19:00-21:00; Heartful Square at Gifu JR station, 2F - East Wing; One-day members ¥1000.*

HIROSHIMA—*Social spaces for language learning: What they can offer students* by **Garold Murray** and **Naomi Fujishima** (Okayama U.), and **Azusa Kodate**, **Luke Carson**, and **Caleb Foale** (Hiroshima Bunkyo Women's U.).This presentation will introduce two of the top-rated self-access language centers in the Chugoku region: the centers at Okayama University and at Hiroshima Bunkyo Women's University. The speakers will talk about some of the issues and challenges involved in the establishment of the centers, and will look at many ways in which the centers are improving the foreign language abilities of their students. *Sun 10 Jul 15:00-17:00; Hiroshima Peace Park, 3F Conference Room; JALT members free, One-day members ¥500, Students ¥250.*

IWATE—*Building a course in extensive reading for non-English majors* by **Ken Schmidt** (Tohoku Fukushi U.). Schmidt will describe his university-level, elective EFL course focusing on extensive reading with graded readers. Key components of the course (independent reading program, initial class reader, in-class activities) will be presented. Student response to the course (in terms of performance and questionnaire results) and action research possibilities will also be discussed. Schmidt has been teaching English in Sendai for 20 years and is also the current President of JALT Sendai. *Sun 31 Jul 13:30-16:30; Aiina, Room 602; One-day members ¥1000.*

KAGOSHIMA—*Effective use of flashcards and activities in the classroom* by **Chiaki Inoue**. Our most popular presenter of 2010 is back to present on how we can use flashcards in interesting ways, as well as other classroom activities. Inoue is a very popular teacher in Kagoshima and owns her own school. Please come along to learn some useful tips that will help you in your everyday teaching. *Fri 15 Jul (time TBA);*

…with Michi Saki

To contact the editor: <chap-events@jalt-publications.org>

Each of JALT's 36 active chapters sponsors from 5 to 12 events every year. All JALT members may attend events at any chapter at member rates—usually free. Chapters, don't forget to add your event to the JALT calendar or send the details to the editor by email or t/f: 048-787-3342. SIG NEWS ONLINE: You can access all of JALT's events online at <jalt.org/events>.

Okuchi City, Kagoshima Prefecture; Check <jalt.org/kagoshima> or our Facebook page (Kagoshima JALT) nearer to the time for exact details; Members free, One-day members ¥1000.

KITAKYUSHU—*FAB1: Connecting brain science with EFL* by **Marc Helgesen**, **Curtis Kelly**, **Tim Murphey**, **Robert Murphy**, and more. This is our "first annual" brain day event (FAB1). We hope this will turn into a significant annual conference for EFL in Japan and we are therefore looking to gather teachers and researchers, from novice to expert, who are interested in helping make a pivotal connection between neuroscience and EFL. This year, we plan to make the event a fundraiser for Tohoku relief efforts. Please note that Kitakyushu JALT meetings will be taking a rest over August, and will resume again in September. *Sat 9 Jul 9:30-17:30 (doors open 9:00); International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; Cost: TBA.*

KYOTO—*Project-based teaching*. Project-based teaching has the potential for bringing the best out of students—both at higher and lower levels. It is an excellent way to get students motivated and work with their English in a productive and fun way. This presentation will bring together several teachers who practice project-based teaching. *Sun 24 Jul afternoon (exact time TBA); Campus Plaza (near Kyoto JR); See <kyotojalt.org> for further details; One-day members ¥1,000.*

MATSUYAMA—*Cultivating critical thinking skills through consciousness raising (CR) in the English classroom* by **George J. Schaaff** (Kwansei Gakuin U. School of International Studies). Conventional teaching practices often stunt autonomy by adhering to superstitions and preempting wonder. This severely undermines the development of problem-solving skills that academic and post-academic life both increasingly demand. This presentation will demonstrate how CR can reshape the class' consciousness by promoting intellectual curiosity about language and content, increase learners' autonomy as problem-solvers, and redefine the role of teachers, transforming them into the learners' intellectual collaborators. *Sun 10 Jul 14:15-16:20; Shinonome High School, Kinenkan 4F; One-day members ¥1,000.*

NAGOYA—*Thoughts on ELT materials development* by **Marcos Benevides**. Benevides will present several unreleased ELT course book materials, and explain how he conceived them. These materials are under various stages of completion, from soon to be commercially released, to own-classroom-use only, to being on indefinite hold. They will serve as catalysts to discuss ELT materials development, including the importance of classroom trials, editorial control and censorship, the role of methods and theory, the impact of emerging technologies, thoughts on the industry's future, etc. *Sun 10 Jul 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; <nic-nagoya.or.jp/en/aboutus/access.html>; One-day members ¥1000, 1st visit free.*

OKINAWA—*Annual family beach party B.B.Q. 'Potluck'! Sat 6 Aug, from 13:00 until dusk; Okuma Beach; Exact time, date, venue and food/game details TBA, following final suggestions and voting at May meetings or online via <kamadutoo@yahoo.com>, <m.tokeshi@meio-u.ac.jp>, <jfostersutherland@gmail.com>, <yoshi746@clear.ocn.ne.jp>.*

OMIYA—*TBA. Sun 10 Jul 14:00-17:00; Sakuragi Kominkan 5F, Shiino Omiya Center Plaza, 1-10-18 Sakuragicho, Omiya, Saitama; <jalt.org/chapters/omiya>; One-day members ¥1000.*

OMIYA—*TBA. Sun 14 Aug 14:00-17:00; Sakuragi Kominkan 5F, Shiino Omiya Center Plaza, 1-10-18 Sakuragicho, Omiya, Saitama; <jalt.org/chapters/omiya>; One-day members ¥1000.*

OSAKA— *FAB1: Connecting brain science with EFL* by **Marc Helgesen**, **Curtis Kelly**, **Tim Murphey**, **Robert Murphy**, and more. Co-sponsored with Kitakyushu JALT, Nara JALT, Kyoto JALT, Himeji JALT and others, this is our first annual brain-day event (FAB1), *Neuroscience for your EFL Classrooms!* We hope this will turn into a significant annual conference for EFL in Japan and we are therefore looking to gather teachers and researchers, from novice to expert, who are interested in helping make a pivotal connection between neuroscience and EFL. This year's event will also be a fundraiser to support relief efforts in Tohoku, so we hope to get as much participa-

tion as possible. *Sun 10 Jul 10:30-17:30; Kansai U. of International Studies (KUIS), Nishinomiya; check <fab-efl.com> and <osakajalt.org> for more details.*

SENDAI—*TPR storytelling and classical total physical response (TPR) techniques for Japanese adults and younger learners* by **Dominic Jones**. In this workshop, Jones will show practical ways of using Classical Total Physical Response (TPR) and TPR Storytelling successfully with Japanese adult language learners and younger learners. Classical TPR started in the 1960s, developed into TPR Storytelling in the 1990s, along with advancing brain and language acquisition research, has further evolved into Teaching Proficiency through Reading and Storytelling (TPRS). This workshop includes practical demonstrations and hands on training in TPRS and TPR techniques. *Sun 24 Jul 14:00-17:00 followed by dinner/drinks (optional); Shimin Kaikan, Conf. Rm. 4; <jaltsendai. terapad.com>; One-day members ¥1000.*

SENDAI—*10 teaching techniques worth considering* by **Doug Lemov**. Lemov observed hundreds of U.S. K-12 classrooms, analyzing outstanding teachers who have helped at-risk students develop into high achievers. He identified 49 techniques contributing to student success that can be employed by any teacher. Three local teachers, Soichi Ota, Satsuki Kojima, and Ken Schmidt, have read his book, *Teach Like a Champion*, and will discuss 10 of the ideas that interested/intrigued them most. Join us for a good time of exploration and discussion and pick up a few good tips for the classroom along the way. *Sun 28 Aug 14:00-17:00 followed by dinner/drinks (optional); Venue: Shimin Kaikan, Conf. Rm. 2; <jaltsendai.terapad. com>; One-day members ¥1000.*

TOKYO—*English rakugo and its effectiveness in English education* by **Tatsuya Sudo** (Kanda U. of International Studies, Kanda Institute of Foreign Languages). This session will cover the history

of *rakugo*, a traditional form of Japanese storytelling, focusing on its relations with western stories and "English *rakugo*" from the perspectives of English education. *Mon 11 Jul 19:00-20:30; Sophia University Yotsuya Campus Bldg. #10, Room 301; RSVP: Megumi Kawate-Mierzejewska at <tokyojalt-seminars@gmail.com>.*

YAMAGATA—*The state of Utah in terms of its history, culture, education, and language* by **Chris Miller**. *Sat 9 Jul 13:30 -15:30; Yamagata-shi, Seibu-kominkan; Contact Fumio Sugawara 0238-85-2468; One-day members ¥800.*

YAMAGATA—*England in terms of its history, culture, education, and language* by **Hannah Craggs**. *Sat 6 Aug 13:30-15:30; Yamagata-shi, Seibu-kominkan; Contact Fumio Sugawara 0238-85-2468; One-day members ¥800.*

YOKOHAMA—*Neuroscience for the EFL teacher: Memory and learning* by **Robert S. Murphy**. Want to improve your memory? What about your students' memory? In this intensive three-hour workshop, Murphy will discuss provocative new discoveries in brain research, memory, and learning. The content, stemming from his research at the Harvard Graduate School of Education, is cutting-edge yet highly practical. There will be a good balance between theory and hands-on applications. *Sun 17 Jul 13:00-16:30; Kannai Hall <kannaihall.jp/access/index.html>; One-day members ¥1000.*

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TLT COLUMN
CHAPTER REPORTS

AKITA: March—*JET program in action* by **Takaaki Hiratsuka**. Hiratsuka began with having participants talk about their experiences and stories of the March 11th earthquake. This paired conversation was a way to introduce experiences and how people learn from them. Hiratsuka talked about the Japan Exchange and Teaching (JET) Program's assistant language teachers (ALTs). While the particularities of the JET program were laid out, it was set to the backdrop of how Japanese teachers of English (JTEs) cooperate with their ALTs. Hiratsuka had a very good experience with his ALT, although in Akita Prefecture this was not the norm. The use of ALTs in Akita is very inconsistent as some are responsible for planning all lessons, while others are responsible for nothing. The presentation had many facts about the JET program. With the narratives and themes set we watched a video involving team teaching between Hiratsuka and his ALT. The presentation ended with a discussion where Hiratsuka spoke about the two main implications from his study: (1) JTEs should go abroad to improve their English language abilities, sponsored by the various Boards of Education; (2) JET ALTs should be hired incorporating a two-step process involving testing for English language and cultural education/teaching knowledge. During the Q & A session Hiratsuka said he remains hopeful the JET program in Akita can continue more effectively, but the Board of Education has to give a clear outline about how to best utilize the ALTs.

Reported by Wayne Malcolm

GIFU: **April—***Testing and evaluation: Alternative means and methods* by **Mike Guest**. Tests are very topical and it is important to make tests as effective as possible. Guest asked "Why test?", and explained that he had concluded that tests can increase both student and teacher motivation. However, there is often a wide discrepancy in what administrators and teachers regards as valid tests. The audience shared various ways in which they approach evaluation. Guest discussed various alternative methods of assessment including dynamic role plays, course reports/summaries, presentations, poster sessions, and portfolios. Guest emphasized that evaluations should be curriculum driven and test multiple and relevant skills.

Reported by Brent Simmonds

GUNMA: April—*Engaging and experiencing homelessness through a process drama project* by **Eucharia Donnery**. Donnery presented her ongoing PhD dissertation. The project details the use of process dramas to teach students about social issues in English. Process dramas can be contrasted with performance dramas in that they have separate goals. Unlike performance dramas such as plays and musicals, process dramas are not performed for the benefit of an audience. Rather, the performance itself is a teaching tool and participants in process dramas *can understand through doing*. Specifically, Donnery talked about her experience teaching students about homelessness using process dramas. She used the internment of Japanese-Americans during WWII as her main theme. Assuming the role of the American military, Donnery rounded up

…with Tara McIlroy

To contact the editor: <chap-reports@jalt-publications.org>

The Chapter Reports column is a forum for sharing with the *TLT* readership synopses of presentations held at JALT chapters around Japan. For more information on these speakers, please contact the chapter officers in the JALT Contacts section of this issue. For guidelines on contributions, see the Submissions page on our website.

families (groups of students) and role-played their internment. Students naturally asked questions of their captor such as "Is there food where we are going?" and "How will we get new clothes?"; questions which homeless people often must face. Using process dramas, Donnery showed how she helps her students understand social issues through experiencing them.

Reported by John Larson

KAGOSHIMA: February—*My share* by **Lee Glenister**. Glenister led a very relaxed seminar on Picture Dictionaries, which can be used for a variety of activities. The speaker gave a quick review of the various types available and then there was a discussion about how best to use these books. There were some great contributions from the audience and everyone left feeling like they had learned something new.

Reported by Lee Glenister

KAGOSHIMA: March—*E-learning presentation* by **Bo Causer**. The presenter gave a very lively, interactive presentation on how we can use various devices in our everyday teaching. For example, she showed how to use an iPod to play video clips on TVs in the EFL classroom. Everyone who attended left with the impression that there is an enormous amount of learning potential in some of the items we use every day.

Reported by Lee Glenister

KITAKYUSHU: April 9—*Dogme in ELT: A demonstration* by **Barbara Hoskins Sakamoto.** In true *dogme* fashion, rather than telling us what the approach is about, Sakamoto had us co-construct a definition by sharing in groups what we already knew about it and formulating questions to ask her. The *dogme* style of teaching was adapted for European language teaching from a Danish film movement. We came to the conclusion that *dogme* teaching is conversation-driven, materials-light, and focused on emergent language. We then did a typical group conversation activity (answering three questions about our names) while also taking notes on useful vocabulary and patterns that emerged. In order to give students an opportunity to practice the language in a subsequent lesson, we designed

student-centered tasks. Finally, we discussed possible roadblocks to *dogme* in the Japanese environment and how to deal with them.

Reported by Dave Pite

KITAKYUSHU: April—*How to get students to read without really trying* by **Thomas Robb**. Robb started his reading program at Kyoto Sangyo University in 1988 with popular foreign English youth literature, having students write summaries of one notebook page per 40 pages read. However, syntax, vocabulary, and slang in children's books are often beyond the ability level of EFL readers, thus failing to stimulate interest in recreational English reading. Also summaries may be more challenging and daunting than quizzes. Next was accelerated readers, and in 2007 Version 1 of Moodle Reader was developed and implemented into the English department in 2008. Students often have other priorities for their time, so reading quickly is good, with less down time for dictionary searches so they read more and get more exposure to lexis and syntax. Starting at a lower and more accessible level helps break the translation habit while hopefully maintaining interest. However, the bottom line is that if there is no way to check, many students will not do it. The MoodleReader quiz program lets students complete quizzes, which teachers can check, online, free of charge. Each student has a personal page on the website that records their progress in books and the number of words they have read. Robb finished off by walking us through the simple processes for implementing this excellent tool into a school curriculum.

Reported by Dave Pite

KYOTO: March—*My share* by **Various**. Two dozen Kansai members gathered on a chilly Saturday morning to hear presentations and share ideas for the new term's classes. The event started off with **John Campbell-Larsen** from Momoyama Gakuin University, speaking on the Strategy and Discourse of Questioning. Pointing out how natural conversation is often more about finding common interests than about communicating specific information, the presenter shared three worksheets he uses with students to personalize conversations and teach the use of discourse markers. **Mizuka Tsukamoto** from

Osaka Jogakuin College introduced a series of four Cooperative Reading activities, including context setting, pre-teaching vocabulary, skimming, and reading for details. Tsukamoto uses these in her mixed-level university reading classes to focus attention and discourage over-reliance on dictionaries. The final presentation was by **Richard Miller** from Kansai University, introducing the use of learning portfolios in classes. Miller spoke about the important role of reflection in helping students understand the skills and knowledge they acquire in class. He also mentioned how he uses these portfolios as one part of his evaluation of student progress.

Reported by Paul Evans

KYOTO: May—*The potential for cognates in Japanese to aid language learning* by **Frank Daulton** and **James Rogers**. Both presenters, Daulton and Rogers, have done extensive research on cognate recognition, high frequency words, and loanwords. Their presentation demonstrated the high potential of cognates to aid the Japanese in English language acquisition. Orthographic, phonological, and semantic deviation among cognates in particular, in addition to affix knowledge, were addressed. High-frequency vocabulary words and western loanwords were further examined. Japan has an extensive lexicon of English-based loanwords. Understanding how to teach them effectively is a challenge. Rogers had a particularly interesting way to teach loanwords through categorization. The helpful cognate, the close false friend, the distant false friend, and the false Anglicism. Students would work together to label the katakana word appropriately. Through both presenters' extensive knowledge on this subject, the audience was given a wealth of information of all forms of cognate information to bring back to the classroom.

Reported by Kevin M. Maher

NAGOYA: March—*How any instructor can assign web pages for homework* by **Rich Porter**. This workshop is intended for instructors working from the elementary school to university level. It takes only five minutes to assign any page of a website for students' homework and Porter recommends signing up for a webpage such as Yahoo. To create a website for homework,

Porter recommends using the site <pagefin.com>, which offers a free and easy way to create and share web pages. Find a good site for the assignment, highlight its URL, copy and paste it in the right space of the pagefin site, write an instruction in the text space, click "Shorten URL" and "Share it". Porter showed a video of "Where the Hell is Matt?" as an example. Any kind of homework can be given using the website chosen. To see students' responses or their ratings of appreciation for the website or video, Excel can be quite versatile. It is easy to use and can calculate averages.

Reported by Kayoko Kato

NAGOYA: April—*Assessment and evaluation* by **Mike Guest**. Guest introduced the four major test types: diagnostic, achievement, process-based, and productive tests, and the four standard cognitive levels of tasks: recognition, recall, retrieval, and reproduction. The point of having tests should be to raise students' motivation, fulfill expectations and give satisfaction. To help students prepare to do well on extended group projects, give the samples of past successful projects and allow for checks and revisions during the preparation process. For a valid assessment, rotate group members, check group size and preparation time, and examine the audience's role. It is also important to consider the merits, limits, and conditions of open-book tests and peer/self-evaluation. Guest suggested various types of tests: class summary as review tests, oral interviews, students' choices of test types, and student-made tests. In terms of the diagnostic function of testing, the evaluation should serve as part of the entire study and review experience. Evaluation content, criteria, and focus must be made clear. Feedback and opportunities for correction are crucial to ensure fairness and long-term skill development. A large number of test types should be used to measure a variety of skill and personality types. A good test should encourage improved academic skills and the development of learner autonomy.

Reported by Kayoko Kato

NIIGATA: March—*Material development and teaching with multiple intelligences theory* by **Masa Tsuneyasu**. "Can Multiple Intelligences (MI) Theory be applied to adult learners as well?"

This was an audience concern, but all agreed that MI Theory can make a difference in any classroom. Tsuneyasu started by introducing the eight intelligences proposed by Howard Gardner (1999) and pointed out that English classes that focused on various intelligences are preferable to classes that only focus on certain intelligences (e.g., Language and Logical-Mathematical). She argued that MI theory helps to make classes student-centered and helps teachers become aware of students' individual differences. The presenter showed a sample lesson that included activities uniquely designed to activate other intelligences (e.g., Logical-Mathematical, Spatial, Bodily-Kinesthetic, and Intrapersonal Intelligence). The lesson was for a reading class, but involved all four skills. The participants found that her activities were engaging and addressed students' various interests or strengths. Additionally, Tsuneyasu had us complete an MI inventory sheet that assessed the distribution of eight intelligences, and presented her action research project in which she examined the balance of MI across five classes. The speaker recommended that such data be collected at the beginning of the semester to arrange every day activities accordingly. The workshop was full of insights and practical hints. The audience became further aware that MI Theory can be helpful in fostering healthy class dynamics and student motivation.

Reported by Kazushige Cho

OKAYAMA: April—*Connecting the brain to teaching* by **Jason Lowes**. Beginning with a review of the different areas of the brain, as well as the mechanisms of synaptic connections and long term potentiation, Lowes then turned to the question of how to facilitate learning and memory formation for students. Through a series of short information presentations followed by contests, games, and other activities, Lowes both taught the subject matter and illustrated some primary strategies for improving students' chances of learning. These strategies include focusing students' attention on subject matter through contests or learning games, helping students develop an emotional relationship to the subject matter, and presenting subject matter in readily learnable packages. Finally, Lowes connected lifestyle choices like exercise, nutri-

tion, and sleep to elevated brain function and memory formation capability.

Reported by Eric Rambo

OMIYA: April—*Putting Truman on trial: An academic speaking workshop* by **Jason White** and *Content-based classes for fun and profit* by **John Helwig**. White's workshop provided teachers with the opportunity to get a firsthand look at how an eight-week long academic speaking project gets a group of 21 students to step beyond their normal ideas of English speaking and challenge themselves to produce a collaborative final presentation. Putting World War II President Harry Truman on trial for crimes against humanity supplies the role-playing framework for students to learn and develop the essential academic speaking skills of inference, persuasion, and elaboration. The workshop put the audience in the roles of the students, allowing them to discuss and participate in the preliminary activities of the project that led to the final presentation. In the second half of our session, Helwig spoke on how content can be added to most skills-based classes. The presenter led the audience step-by-step in how to create their own content-based class, visually providing examples from his own experience. Helwig also discussed the Photography 101 class he has created last year. He provided solid reasoning for using heavily content-based techniques.

Reported by Ivan Botev

OMIYA: May—*Practical activities using Mac Keynote* by **Mary Nobuoka** and *Teaching English -it's YOUR business* by **Miguel Gervais**. Nobuoka demonstrated practical ideas and classroom activities utilizing Mac Keynote software, much of which is applicable to PowerPoint software. The presentation included tips and cautions on preparing and using technology in the classroom. Teachers were involved in integrating fun, interactive, and engaging activities for their digital-age students and gained practical ideas to bring back to their classrooms. Towards the end of the presentation participants were encouraged to share their experiences and ideas using Keynote or PowerPoint in the language classroom. In the second half, Gervais covered a somewhat novel topic—that of the business side

of teaching English. The presentation provided some interesting ideas for improving cash flows and personally managing teacher's own affairs in a turbulent economy. It also sketched out a personal business plan and discussed some of the nuts and bolts of the business of teaching English in Japan. Gervais provided some intriguing data on the corporative situation as well as his solid reasoning behind starting one's own English school as a sole proprietorship.

Reported by Ivan Botev

OSAKA: April—*Back to school 2011*, by **Various** and co-sponsored by the TBL and FLP SIGs. This second annual event held at Osaka Gakuin U. was a big success, with 24 presenters, over 60 attendees, and over ¥50,000 raised for Tohoku disaster victims which was donated to Save the Children Japan. Thanks to OGU, TBL, and FLP for helping make this mini-conference a "home run!" (And a special shout out to OGU student and key grip **Ryouta Maruyama**, a volunteer par excellence!) The main hall featured eight TBL presentations, including **Wes Lang**'s *Task-based writing activities for lower-level university students*, **Julian Pigott**'s *Applying L2 motivation theory to task-based learning*, and **Fergus O'Dwyer** with *Implementing the CEFR learning cycle in a task-based course.* A wide range of presentations filled the other two rooms, such as *Fun and effective vocabulary card tasks* by **Laura Markslag** and **Robert Sheridan**, *Using YouTube in the EFL classroom* by **Michael Wilkins** and **Jon Watkins**, *Content-rich speaking* by **John Campbell-Larsen**, *Bilingual number chart* by **Michael Iwane-Salovaara**, *Typographic best practices for classroom materials* by **Cameron Romney**, *Using 21st century tools to teach literature* by **Mary Hillis**, and *Student self- management diary* by **Michelle Graves**. Summaries of these, some with .pdf downloads, can be viewed on the editorial pages of our website: <osakajalt.org/blog>. Two special presentations featured Japanese learners of English who had recently returned from living overseas: Osaka Jogakuin College fourth-year student **Yui Shiotani** spoke on *My first study abroad in the US* after spending a semester at Northwestern College in Iowa, while 2011 Osaka U. graduate **Mio Kumagai** talked about *Daily life and Japanese education in Myanmar* after spending seven months teaching Japanese there. Many learning moments hap-

pened amongst the attendees throughout the day, judging by the lively interactions that took place even between presentations, so please join us for next year's event and others throughout the year.

Reported by Ray Franklin

SAPPORO: March—*Swap meet for teachers of kids* by **Mary Virgil-Uchida**. The speaker gave suggestions for teaching English to young children and shared class-tested activities. She pointed out that teachers need to adjust their approach and activities, including teaching materials, depending on the difference of children's ages, nationalities, and background, as well as the class size. She stressed the importance of making children speak more English in the class. Virgil-Uchida and several attendees introduced successful activities and discussed potential pitfalls and possible modifications. The discussion dealt with a wide range of topics, including the ideal way of rewarding children for their work and the merits and demerits of giving presents to reward classroom performance. This presentation gave teachers a great opportunity to experience classroom activities and games by themselves and learn how to use good hand-made or easily prepared teaching materials for children. It was of particular interest for both teachers and parents of young children.

Reported by Naoko Tanaka

SHINSHU: May—*The 22nd Suwako charity walk* by **Various**. At our annual community outreach event, over 100 participants walked halfway around Lake Suwa accompanied by Shinshu University researchers, who provided hands-on explanations of the lake's ecosystem. The walk was followed by a forum which included a talk by graduate student **Hiroki Kobayashi** on Shinshu University's research on the role eels play in cleaning Lake Suwa and a bilingual quiz on the lake's environment. Music was provided by the Okaya Elementary School Music Club. This event provided a chance for teachers to mingle with students and people from all walks of life, as well as to acquire more knowledge about the environment which may be used in the classroom.

Reported by Mary Aruga

TLT COLUMN
JOB INFORMATION

The basics of the academic CV

In last issue's column, I outlined the benefit of a good balanced scorecard, which is an approach that enables you to examine various aspects of your total teaching career including education, publications and presentations, work experience, and other extra-curricular professional and volunteer activities. In this article we will discuss how to organize this information into a complete academic CV. It is mainly a tool for self-reflection and for consolidating all the relevant information—or may even become a document to be submitted to prospective employers.

The historical background of the academic CV is that it is based on what tenure committees have traditionally asked of tenure track professors under review, thus, it differs in several ways from a resume. The resume can be thought of as a marketing tool that tries to sell the job seeker to a company (while using adjectives and lists of superlative achievements). In contrast, the academic CV sticks with the facts, listing and explaining (with concrete action verbs) academic and pedagogically related information. These facts are displayed neatly and concisely in reverse chronological order. As there are no "set rules" for the academic CV, the way that it is prepared may vary, but as a template, there are usually four main sections: Education, Work Experience, Presentations/Publications and Other (which includes memberships, like JALT, and professionally-related volunteer activities).

The Education section is similar to the resume in that it comes first, beginning with the most recent (highest) degree. Typically, each entry contains the university name along with the dissertation advisor, dissertation or thesis title, and the degree itself.

The second section is Presentations/Publications, where you would list all of the presentations and publications that you have done. This section should be subdivided into two parts with separate bold headings and listing the most recent ones first. Following the completed achievements there could be a short list of work submitted and under review. Since there are no set rules for the academic CV, here is where you can, if space allows, create "abbreviated abstracts" for each of the presentations and publications. If you have a large number of them, then perhaps just an APA-style listing will suffice (since this is your document, you may want to do both). As part of the total balanced scorecard exercise, it would be a good idea to create a separate document containing a short summary of all your presentations and publications.

The third section is your Work Experience. Here, only academic and teaching work should be listed. One way to organize it is to have the most recent courses taught, including class codes or titles and even class sizes. If it gets complicated, or too long, abbreviations can be utilized if they are listed at the top of the section

…with Richard Miller

<job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs> or email Richard Miller, Job Information Center Editor, <job-info@jalt-publications.org>. Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, two months before publication, and should contain the following information: location, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to *TLT*'s policy on discrimination. Any job advertisement that discriminates on the basis of gender, race, age, or nationality must be modified or will not be included in the JIC column. All advertisements may be edited for length or content.

Job Information Center Online

Recent job listings and links to other job-related websites can be viewed at <jalt-publications.org/tlt/departments/job-info-centre>.

(ODU=Osaka Dental University, as an example). While it may seem like a lot to add, remember that the idea is to document the scope and depth of your teaching experience; not just a list of places you worked, but what you actually did there.

The final section, Other, might include any of the other kinds of non-teaching, professionally-related activities you may be involved in. These might include committee membership, professional organizations (like JALT), serving as an officer in a professional organization, or some extra-curricular volunteer activities. Hobbies and interests are best left out.

The academic CV should result in a long document—as long as 10-20 pages, if you are active. This might seem like overkill, but it reflects a degree of professionalism and gives a clear picture of your career. It may be more than some

employers require, so it might be used as an adjunct to a regular one-page resume. In closing, an academic CV should be thought of as a living document, something that is constantly expanding and regularly updated.

JOB LISTINGS:

Here is a small sample of jobs that are currently online. For a complete list, please refer to the website.

- Matsuyama University, Ehime. Full-time English Language Instructor (non-tenured). Deadline, 15 September, 2011.

- Kurume University Institute of Foreign Language Education is seeking applicants for part-time English teaching positions from April, 2012. Deadline, 22 September, 2011.

TLT COLUMN CONFERENCE CALENDAR

Upcoming Conferences

2-3 JUL 11—JALT CUE 2011 Conference: *Foreign Language Motivation in Japan*, Toyo Gakuen U., Hongo Campus, Tokyo. **Contact**: <cue2011conference.org/index.php/cue2011/cue2011/schedConf/cfp>

27-29 JUL 11—The 9th Asia TEFL International Conference: *Teaching English in a Changing Asia - Challenges and Directions*, Hotel Seoul, KyoYuk MunHwa HoeKwan, Seoul. **Contact**: <asiatefl.org/2011conference/conference2.html>

3-10 AUG 11—The 31st Annual American Studies Forum: *Teaching American Literature & Culture Through Films and Television*, The Center for Asian-Pacific Exchange, U. of Hawaii at Mānoa, USA. **Contact**: <cape.edu/programs/american/index.html>

7-8 AUG 11—23rd JALT Gunma Summer Workshop at Kusatsu: *Ways to Promote Active Learning in L2 Teaching*, Kusatsu Seminar House, Kusatsu, Gunma. Plenary speakers will be William Grabe and Fredricka L. Stoller (Northern Arizona U.). Participants are welcome to apply to give a 30 min. presentation. **Contact**: <mshibaya@jcom.home.ne.jp>

23-28 AUG 11—16th World Congress of Applied Linguistics (AILA2011): *Harmony in Diversity: Language, Culture, Society*, Beijing. Plenary speakers will be Allan Bell (Auckland U. of Technology, NZ), Malcolm Coulthard (U. of Aston, UK), Gu Yueguo (Beijing Foreign Studies

…with David Stephan

To contact the editor: <conferences@jalt-publications.org>

New listings are welcome. Please email information (including a website address) to the column editor as early as possible, preferably by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 July is the deadline for an October 2011 conference in Japan or a November 2011 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

U.), Diane Larsen-Freeman (U. of Michigan), and Barbara Seidlhofer (U. of Vienna, Austria). **Contact**: <aila2011.org/en/newsdetails. asp?icntno=92662>

30 AUG-2 SEP 11—JACET Convention 2011: *The 50th Commemorative International Convention*, Seinan Gakuin U., Fukuoka. Plenary speakers will be Rod Ellis (U. of Auckland), Ernesto Macaro (U. of Oxford), Ikuo Koike (Keio U.), and Peter Skehan (Chinese U. of Hong Kong). **Contact**: <jacet.org/jacet50/modules/tinyd0>

31 AUG-3 SEP 11—EUROCALL Nottingham 2011: *The Call Triangle: Student, Teacher and Institution*, Nottingham, England. **Contact**: <eurocall2011.eu/eurocall/index.aspx>

1-3 SEP 11—44th Annual Meeting Of The British Association For Applied Linguistics (Baal), U. of the West of England, Bristol. Plenary speakers will be Diane Larsen-Freeman (U. of Michigan), Guy Cook (Open U.), and Rick Iedema (U. of Tech., Sydney). **Contact**: <baal.org. uk/baal_conf.html>

3-6 SEP 11—First Extensive Reading World Congress: *Extensive Reading - The Magic Carpet to Language Learning*, Kyoto Sangyo U., Kyoto. **Contact**: <erfoundation.org/erwc1>

15-16 OCT 11—KOTESOL 2011 International Conference: *Pushing our Paradigms; Connecting with Culture*, Sookmyung Women's University, Seoul, Korea. **Contact**: <kotesol.org /IC2011Call-ForPapers>

27-29 OCT 11—39th TESL Ontario Conference: *Language Learning - A Focus on Success*, Sheraton Centre Toronto Hotel, Toronto, Canada. **Contact**: <teslontario.org/conference>

27-29 OCT 11—GLoCALL 2011: *Globalization and Localization in Computer-Assisted Language Learning*, De La Salle University, Manila, Philippines. **Contact**: <glocall.org>

27-30 OCT 11—The Third Asian Conference on Education 2011, Osaka. Featured speakers will be David Aspin (Monash U.) and Judith Chapman (ACU, Australia and Cambridge U.). **Contact**: <ace.iafor.org>

29 OCT 11—Learner Development SIG: *Realizing Autonomy - Practice and Reflection in Language Education Contexts*, Nanzan U., Nagoya. Plenary Speakers will be Richard Pemberton (Nottingham U.) and Tim Murphey

(Kanda U. of Int'l Studies). **Contact**: <ld-sig.org>

10-12 NOV 11—The 4th Biennial International Conference on the Teaching & Learning of English in Asia (TLEiA4), Georgetown, Penang, Malaysia. Guest speaker will be Rod Ellis. **Contact**: <tleia4.uum.edu.my>

12 NOV 11—IATEFL Learner Autonomy SIG Conference, Kanda U. of Int'l Studies, Chiba. **Contact**: <learnerautonomy.org/advising2011. html>

18-20 NOV 11—4th Biennial International Conference on Task-Based Language Teaching: *Crossing Boundaries*, Auckland, NZ. Plenary speakers will be Rod Ellis (U. of Auckland, NZ), Kim McDonough (Concordia U., Canada), and Scott Thornbury (The New School, NY). Contact: <confer.co.nz/tblt2011>

18-21 NOV 11—JALT 2011: 37th Annual International Conference on Language Teaching: *Teaching, Learning, Growing*, National Olympics Memorial Center, Yoyogi, Tokyo. **Contact**: <jalt. org/conference>

30 NOV-2 DEC 11—Applied Linguistics Associations of Australia (ALAA) and NZ (ALANZ) Second Combined Conference: *Applied Linguistics as a Meeting Place*, U. of Canberra and the Aus. Nat'l. U., Canberra. Plenary speakers will be Diana Eades (U. of New England), Janet Holmes (Victoria U., Wellington), Andy Kirkpatrick (Hong Kong Inst. of Ed./Griffith U.), Tim McNamara (U. of Melbourne), and Merrill Swain (U. of Toronto). **Contact:** <alaa.org.au>

28-31 MAR 12—46th Annual TESOL Convention & Exhibit: *A Declaration of Excellence*, Philadelphia, USA. **Contact**: <tesol.org/s_tesol/convention2012/index.html>

Calls for Papers or Posters

DEADLINE: 15 SEP 11 (FOR 25-26 FEB 12)—8th Annual CamTESOL Conference on English Language Teaching, Phnom Penh, Cambodia. **Contact**: <camtesol.org>

DEADLINE: 1 MAR 12 (FOR 3-5 JUL 12)—ACTA International TESOL Conference: *TESOL as a Global Trade - Ethics, Equity and Ecology*, Cairns, Convention Centre, Far N. Queensland, Aus. **Contact**: <astmanagement. com.au/ACTA12/index.html>

...by Scott Gardner
<old-grammarians@jalt-publications.org>

Help Scott find friends

High school for me was full of ups and downs. Most of the ups were up in the auditorium sound booth, where I ran the lights for school assemblies while cultivating a sense of detached imperiousness over the student masses. Most of the downs were down in D Wing, where all the cowboy bullies made me wish I blended into the crowd better.

Time passed more slowly in high school, didn't it? I know in math class it did. The school year felt like a logarithmic curve stretching out to nowhere. When it finally ended we had all sorts of badges to show, like grades or marked-up papers. But my most treasured record of successes during the school year—social ones, if not scholastic ones—was my yearbook.

The yearbook was a thick volume crammed with serious faculty remembrances and cheesy student photos. But for a few frenzied hours on the last day of school the most important pages of the book were the empty ones in back. Kids ran through the hallways, pens in hand, asking friends to sign their books. We all had our own mental lists of people who simply *had* to write something for us. At the same time we were desperately trying to avoid that weird kid from P.E. class who we *knew* was hunting us down for the same purpose.

The messages we wrote each other were predictable and pretty much what we wanted to hear, albeit couched in noncommittal teenage code: "You're kinda fun." "Maybe we can hang out this summer." I don't have access to my old yearbooks, but here are a few quotes from memory:

"Don't change this summer. I don't want to have to think of new reasons to ignore you."

"Dude, you are the coolest, funniest, smartest, freakiest friend I have in the whole world. Hope-fully I'll have more friends next year."

"What's up with your yearbook picture, man? What's that on your face?"

The ultimate yearbook entry for most boys was a girl's phone number and an invitation to call her. However, at the end of my junior year my best friend and I were caught up in a bizarre "call me" scandal in which a girl whom we both adored—Suzy—wrote *different phone numbers* in each of our yearbooks. When my friend and I discovered the discrepancy while comparing notes, it was like we'd been punched in the stomach by one of the cowboys in D Wing. I remember thinking: *How could she do such a cruel thing to my best friend, giving him a fake phone number?* Oddly enough, he was probably thinking the same thing about me. (It didn't occur to us until later, through empirical research, that *both* of the numbers could be fake.)

Suzy had a great influence on me that summer, bogus phone numbers notwithstanding. I was just starting out on the guitar, and I was determined to write a tender love song dedicated to her. In the short term, however, musical and emotional immaturity forced me to settle for simply giving her name to the lawnmower. Mowing the lawn every Saturday was never fun, especially for a rebellious and hormone-driven 16-year-old like me. But naming the lawnmower "Suzy" was one stopgap measure that helped reduce the boredom. (Years later I finally wrote a Suzy song, but it was more about the lawnmower than the person, full of double entendres about mulch and dangerous rotating parts.)

I don't know how kids today deal with summer separation from their friends. They may no longer need handwritten forget-me-nots in yearbooks. The yearbook concept itself seems to have been made redundant by mobile phones and cyber-hangouts like Facebook. (Suzy was kind of a pioneer in that area; she realized early on that in social networking you didn't necessarily have to say anything factual about yourself—like your phone number.) I wish I'd been prescient enough in high school to see what was coming. I can see myself suavely taking friends' yearbooks, giving them a thumbs-up, and writing "Like" next to their photos.

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

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

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

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

Membership Categories 会員と会費

All members receive annual subscriptions to *The Language Teacher* and *JALT Journal*, and member discounts for meetings and conferences. 会員は*The Language Teacher*や*JALT Journal*等の出版物を購読出来、又例会や大会にも割引価格で参加出来ます。

- Regular 一般会員: ¥10,000
- Student rate (undergraduate/graduate in Japan) 学生会員（日本にある大学、大学院の学生）: ¥6,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員（同じ住所で登録する個人2名を対象とし、JALT出版物は2名に 1 部）: ¥17,000
- Group (5 or more) ¥6,500/person—one set of publications for each five members 団体会員（ 5 名以上を対象とし、JALT出版物は5名につき 1 部）:1名6,500円

For more information please consult our website <jalt.org>, ask an officer at any JALT event, or contact JALT Central Office.

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