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Feature Articles

Readers' Forum

My Share

JALT Praxis

The Japan Association for Language Teaching
Volume 40, Number 1 • January / February 2016
ISSN 0289-7938 • ¥1,900 • *TLT* uses recycled paper

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http://jalt-publications.org
January/February 2016 online access

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In this month's issue . . .

Happy New Year! It seems like only yesterday we were welcoming *TLT*'s 30th anniversary in 2006, and now 2016 is already upon us. Happy 40th to *TLT*! We are excited to share with you another issue of *TLT* with new and thrilling content.

Japan's relationship with other countries in the East Asian region is a prominent topic in higher education. The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has stressed the globalisation of education with a specific focus on the East Asian region, but are textbook publishers paying attention? Our first Feature Article, "*The Analysis of Cultural Issues in Japanese High School English Textbooks: From the Perspective of Intercultural Understanding*", by **Kouki Ookawa**, suggests that cultures where English is spoken as a second language in East Asia are significantly under-represented in textbooks. Read on to find out more. Our second Feature Article will likely be of interest to many teachers. "*Enhancing English Learners' Writing Fluency and Lexical Richness Through Timed Blogging*", by **Gilbert Dizon**, introduces the ubiquitous blog in computer-assisted language learning (CALL), and explores two questions about the effect blogs have on writing fluency and lexical richness.

Next, we move onto the Readers' Forum. Shadowing and repetition are two well-known activities used in English language teaching classes. However, is there a difference between them? Our first Readers' Forum article, "*Wait! Is it Really Shadowing?*", by **Yo Hamada**, takes a detailed look at the differences between the two and examines their effect on listening and reading skills. Our second Readers' Forum offering directs us toward the challenge of globalising education in Japan. Sophia University has taken up this challenge through teaching content courses in a similar way to language courses by incorporating content and language integrated learning (CLIL). **Laura MacGregor** interviews CLIL pioneer **Makoto Ikeda** about incorporating the principles of CLIL in the classroom. Peruse the Readers' Forum to get the latest information.

Finally, we hope you enjoy this issue and look forward to your comments and feedback.

Glenn Magee, TLT *Co-Editor*

Continued over



あけましておめでとうございます。2006年のTLT30周年が昨日のことのように思い出されますが、ついに2016年を迎え、TLT40周年を祝う時が来ました！　今後も引き続き新鮮で心躍る内容満載のTLTをお届けします。

国際化の中で日本と東アジアとの関係は高等教育の注目の的です。文部科学省は東アジアを見据えた国際化を強調していますが、教科書出版社はそれにどう対応しているでしょうか。今月号の最初のFeatureはKouki　Ookawaの“The Analysis of Cultural Issues in Japanese High School English Textbooks: From the Perspective of Intercultural Understanding”で、国際理解の観点から日本の高校教科書で扱われている多文化を分析し、英語を第2言語としている東アジアの文化がそれらの教科書で十分に扱われていないことを論じています。2つ目のFeatureは、多くの教育者が共感されるでしょう。Gilbert　Dizonが“Enhancing English learners’ writing fluency and lexical richness through timed blogging”でCALL授業にブログを用いる方法を紹介し、ライティングの流暢さと語彙力増強への効果について考察しています。

さて、シャドーイングと反復は英語授業でよく使われる方法ですが、その違いをご存じでしょうか。最初のReaders’ Forumでは、Yo　Hamadaが“Wait! Is it really shadowing?”で違いを詳しく調べ、リスニングとリーディングへの影響に着目します。2つ目のReaders’ Forumは日本における国際化教育の取り組みに関するものです。上智大学はCLIL (Content and Language Integrated Learning)を組み込むことで、英語を教えるのではなく、英語を使って教科の内容を教える授業に挑んでいます。Laura MacGregor が教室でのCILL理論の用い方について、そのパイオニアであるMakoto　Ikedaにインタビューします。最新の情報をお見逃しのないようによくお読みください。

最後にスタッフ一同、みなさまがこの新年号を楽しんでくださることをお祈りします。コメントやご意見も楽しみにお待ちしております。

Glenn Magee, TLT *Co-Editor*

Our Mission

JALT promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate.

使命（ミッション・ステートメント）全国語学教育学会は言語教育関係者が交流・共有・協働する機会を提供し、言語学習、教育、及び調査研究の発展に寄与します。

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

The Japan Association for Language Teaching (JALT)

A nonprofit organization

The Japan Association for Language Teaching (JALT) is a nonprofit professional organization dedicated to the improvement of language teaching and learning in Japan. It provides a forum for the exchange of new ideas and techniques and a means of keeping informed about developments in the rapidly changing field of second and foreign language education.

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高等学校英語検定教科書が扱う文化題材の考察
―異文化理解の観点から―

The Analysis of Cultural Issues in Japanese High School English Textbooks: From the Perspective of Intercultural Understanding

大川 光基
Kouki Ookawa
愛媛県立松山南高等学校砥部分校
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Cultural understanding is one main objective in teaching English at Japanese high schools, as suggested by the Ministry of Education (MEXT). Four cultural components, in twelve English textbooks, were examined: variety of categories, areas where English was used, the purposes of the materials, and the quality of the content. The result of this research indicates that these materials cover tangible contents such as places and buildings and intangible ideas such as certain beliefs and personal views. American and Japanese topics were frequently used, while the number of lessons related to countries where English is used as the second language was very small. These findings suggest that it is necessary to increase not only the content concerned with those countries but also with Asian nations such as Korea, China, and Taiwan since many students will have chances to communicate with these Asian people in English in the future.

文化理解教育は文部科学省が作成した学習指導要領の外国語科の指導目標の1つであり、英語教科書を通じて学習する過程で大変重要である。本論では12の高校英語教科書に掲載されている文化的な素材を、カテゴリー、英語が使われる地域、題材の意図、内容の質的観点から調査した。研究結果は、教材の内容は場所や建物などの具体的なものから、信条や個人的な考え方などの抽象的な概念まで、様々な種類の題材を扱っていることを明らかにした。アメリカと日本の文化は多くのレッスンにおいて頻繁に扱われていたが、インドやシンガポールなど英語が公用語の1つとなっている国についての文化紹介の頻度は少なかった。これらの調査結果から筆者は、このような扱われる頻度の少ない国々についての題材を増やすだけでなく、韓国、中国、台湾などの題材を増やす必要があることを提案する。なぜなら多くの学生が近い将来、それらのアジアの国々の人々と英語でコミュニケーションをする可能性が高いからである。

はじめに

高等学校学習指導要領がおよそ10年ぶりに改訂され、平成25年度から新しい学習指導要領に基づいた教科書が使用されている。新しい高等学校の『学習指導要領』の外国語科の指導目標について以下のように記述されている。

「外国語を通じて、言語や文化に対する理解を深め、積極的にコミュニケーションを図ろうとする態度の育成を図り、情報や考えなどを的確に理解したり適切に伝えたりするコミュニケーション能力を養う。」

つまり外国語学習の指導において、ことばと関わりのある文化への理解を深めることが目標であり、検定教科書は学習指導要領に沿ったものでなければならないという規定である。日本の高校において、教師は検定教科書を使用することが義務づけられており、それゆえ教科書が生徒に与える影響はきわめて大きいので、教科書における文化情報や扱っているテーマを考察することは意義があると思われる。さらに『高等学校学習指導要領解説外国語編』の第4章中の「第2節　内容の取り扱いに当たっての配慮事項」(2010: 54)には以下のように書かれている。

教材については、外国語を通じてコミュニケーション能力を総合的に育成するため、各科目の目標に応じ、実際の言語の使用場面や言語の働きに十分配慮したものを取り上げるものとすること。その際、その外国語を日常使用している人々を中心とする世界の人々及び日本人の日常生活、風俗習慣、物語、地理、歴史、伝統文化や自然科学などに関するものの中から、生徒の発達の段階及び興味・関心に即して適切な題材を変化をもたせて取り上げるものとし、次の観点に配慮する必要があること。

ア 多様なものの見方や考え方を理解し、公正な判断力を養い豊かな心情を育てるのに役立つこと。
イ 外国や我が国の生活や文化についての理解を深めるとともに、言語や文化に対する関心を高め、これらを尊重する態度を育てるのに役立つこと。
ウ 広い視野から国際理解を深め、国際社会に生きる日本人としての自覚を高めるとともに、国際協調の精神を養うのに役立つこと。
エ 人間、社会、自然などについての考えを深めるのに役立つこと。

以上のように、内容の取扱いに当たっての配慮事項に世界の人々の日常生活や風俗習慣等の題材の取り扱いの記述があるため、「異文化理解」を広くとらえ、人権や環境などのグローバルな内容も分析対象とした。高校のコミュニケーション英語Iで採択されている教科書の12社12冊を選択し、その題材について異文化理解の観点から分析し、その特徴を明らかにしていきたい。

異文化理解について

まず異文化理解とは何であろうか。この研究では「異文化理解」を学習指導要領に従い、次のように定義する。

英語を通じて世界の国のさまざまな文化を知識的に理解し、文化の多様性に気づき、自文化だけでなく、異なる文化を尊重する態度を言う。ここで言う文化とは、英語を使用している人々を中心とする世界の人々及び日本人の日常生活、学校生活、風俗習慣、物語、地理・歴史、人権、若者文化、環境、戦争などを指す。

ここにおける「文化」は多種多様な定義があり、その範囲は広範囲にわたるが、本研究は学習指導要領の説明に従い、文化の範囲をその関連する内容に限定した。異文化を理解するということは外国の事情や日本と異なる事象の知識を得ることにだけでなく、自分の文化である日本文化との相対的関係において理解することが重要であると考える。ゆえに「異文化」は日本文化と異なる事象だけでなく、自文化である日本文化も重要だと考え、分析対象に入れた。

高校現場においては2013年4月から英語による授業が強調され、英語でのコミュニケーション能力の育成が各地で言われている。文部科学省の調査結果(「内外研究」p. 83)によると、中学校はそれなりの成果が上がっているのに対し、高校では前年度の2012年並みで、斎藤(2014)はこの点を文法や和訳中心の受験英語に重きをおかれることが多いからだと指摘している。しかし前述のように、文化に対する理解は学習指導要領に明記され、指導目標の1つであることに変わりはない。松本(1998: 10)は「同質なものに取り囲まれ、同質さに安住して生きてきた日本人は異質なものを排除しようとする気持ちが強いが、地球規模の活動や交流がさかんな時代において、異質なものとの共生が不可欠で、異質なものを最も明確な形で提示する外国語教育が極めて重用である」と指摘している。

歴史的に見ると、異文化理解は日本が経済成長し、国際化が進む中で、世界の人々とコミュニケーションが重要になった1970年代にクローズアップされた。米田(1998: 16)は「異文化理解は日本が1970年代に入って経済的に成長し、従来の閉鎖性から脱皮して世界の人々といかに上手にコミュニケートしていくかが時代の課題となり、さらに1980年代の国際化の進展のなかで、国際化に対応する教育の要としての国際理解の教育の中心キーワードに据えられたのが異文化理解である」と説明し、主要な点は次の2点であると主張する。

1. 異文化理解が共に生きる(共生)ことをめざしたものでなければならないということ。
2. 異文化理解と自文化理解の関係についておさえておくこと。

米田(1998)が主張するように、日本人が世界の人々と共に生きることを目指すことと自分自身の文化である日本文化を理解することは異文化理解を指導するにあたって、教師にとって重要な要素である。

同様に池野(2000)は、異文化理解教育は次の2点に重点をおくとしている。

1. 異なる文化に対して寛容でありそれを尊重しようとする態度の養成
2. 自文化・自己の相対化

さらに「異文化理解」教育の活動を知識アプローチと体験アプローチの２つのタイプに分類している。知識アプローチの例として言語分析による文化理解が英語科教育の独自的活動であると主張している。池野(2000: 27)は「英語以外の教科では達成しにくい異文化理解教育とは、日英語の分析による文化比較と、英語を手段とする非日本人との交流体験である。豊かで深みのある異文化理解のためには、体験・交流が最も効果的であると考えられ、さまざまな文化背景を持つ人々との交流を少しでも実現できるのが理想である」と述べている。つまり英語教育でなされる特徴的な異文化理解教育として、異文化を尊重するための態度の育成、日本語と英語の言葉による言語の比較の学習指導やALT (Assistant Language Teacher)とのチームティーチングなどがあげられるであろう。体験アプローチに関して、溝上(2009: 41)は「異文化理解はさまざまな次元の異文化との接触を通じて、新しい枠組み、新しい発想を獲得し、自分の持つ準拠枠を広げ、偏見や常識にとらわれない主体的な価値判断力を得るという自己変革の方法論であるし、異質な他者に対する肯定的姿勢という人間的姿勢を学習者に獲得させることこそ、高等教育における教養教育に求められるものである」と主張し、その重要性を説いている。

これまでの高校英語教科書に見られる異文化理解

歴史的に見ると日本の英語教科書は、Hino (1988)が指摘するように政治の影響を強く受けている。特に戦後の日本はアメリカを模範としてきたため、アメリカに関する題材が教科書に掲載されることが多かった。現在の教科書にもその傾向があるように思われる。現行の高校英語教科書は科目ごとに作られ、中学に比べると使用されている数が多く、その数は100種類以上に及ぶ。ゆえに全ての教科書を分析した研究は筆者の知る限りでは存在しないが、本論に関わる文化理解に関する題材分析はいくつかの教科書で分析されている。その高校英語教科書が扱う題材に関する先行研究の結果から、以下の特徴がわかる。

- 高等学校の英語教科書には日常生活に関する題材が多く含まれている(e.g., Muroi, 1999; 室井, 2004; Yamanaka, 2004)。英語Iの教科書10冊の題材を分類した結果、約半分が日常生活に関する内容を扱っていると述べている (Yamanaka, 2004)。
- イギリスやアメリカなどの英語圏の題材が多く扱われている(e.g., Muroi, 1999; 室井, 2004; Yamanaka, 2006)。例えば、採択率の上位10冊の高校英語教科書を分析対象とし、24%が英語が第1言語として話されている国々の情報を扱っている(室井, 2004)。中学校の検定教科書New Crown 1〜3、New Horizon 1〜3、Sunshine 1〜3の教科書9冊と高校の検定教科書英語Ⅰの10冊を調査対象とし、アメリカ、イギリス、オーストラリアなどの国々、またはその国々に関する題材や単語が多く掲載されている (Yamanaka, 2006)。
- 環境や戦争などのグローバルなテーマを扱った題材もある程度存在する(Muroi, 1999; 鹿野, 2001)。英語Iと英語IIの扱う教科書をそれぞれ18冊選択し、環境、人権、戦争の3つのグローバルな問題を扱っているレッスンは98課で全レッスンの約20 %であると述べている(鹿野, 2001)。
- 日本に関する情報が頻繁に扱われている(e.g., Muroi, 1999; 室井, 2004; Yamanaka, 2006)。2004年度から使用される文部科学省認定の高校用教科書の英語I及び英語IIの採択率の高い上位10冊を選び分析調査し、日本を扱うレッスンは英語Iで全体の22%、英語IIで全体の17%を占めていると報告している(室井, 2004)。

高等学校英語検定教科書の分析調査

研究課題

本論の研究課題は新学習指導要領において、平成25年に出版された教科書12社12冊を調査することにより、新しい教科書が扱う題材がどのような題材を扱っているか、さらにそれが高校現場の異文化理解教育にどのような影響を及ぼす可能性があるかを検証することである。以下の点が研究課題である。

1. 文化題材にはどのような分野が扱われているか。
2. 文化題材が扱っている国・地域の割合はどのようになっているか。
3. 題材の意図・目的の観点から文化題材をタイプ分けすると、どのタイプが、どのくらいあるか。
4. 文化題材において、その特徴を外部から容易に観測できる建物や食生活などの顕在文化と価値観や宗教観など外部からすぐに把握するのが難しい潜在文化に大別できる。顕在文化と潜在文化の割合はどのようになっているか。その2つの文化は、文化理解を深め、指導していくうえできわめて重要だと思われる。

この研究の意義は次の点である。

1. 題材の内容のカテゴリー化や目的、扱われている国を数量的に分析することによって文化題材の状況を明確に把握できる。
2. 学校現場においては教科書を通じて文化題材が教えられるため、教科書を分析してその結果を示すことにより、新しい学習指導要領において英語の授業をしている指導者に有益な情報を提供できる。

分析方法

今回の研究において分析対象とする教科書は平成25年からコミュニケーション英語Iの科目で使用されている新しい高等学校英語教科書の*All Abroad! Communication English I*(東京書籍)、*COMET English Communication I*(数研出版)、*Compass English Communication I*(大修館書店)、*VISTA English Communication I*(三省堂)、*ENGLISH NOW English Communication I*(開隆堂)、*ELEMENT Communication English I*(啓林館)、*UNICORN English Communication I*(文英堂)、*On Air English Communication I*(開拓社)、*New ONE WORLD English Communication I*(教育出版)、*Vivid English Communication I*(第一学習社)、*MAINSTREAM English Communication I*(増進堂)、*WORLD TREK English Communication I*(桐原書店)の12社12冊である。コミュニケーション英語Iは教育課程では必履修科目であり、全ての高校生が履修することになっている。研究対象とする箇所は各課の本文で練習問題や補助教材は調査対象からはずした。分析単位としてはレッスン、チャプターそして読みに特化した素材であるReadingとする。その分析単位に該当する情報が含まれていたらその数を1と数えた。

次に分析方法であるが、研究課題1に対しては文化題材の内容を以下のカテゴリーに分類した。

(a)日常生活(挨拶、自己紹介など)、(b)学校生活(授業、友人との会話など)、(c)風俗習慣(食生活、生活習慣、年間行事、伝統的なもの)、(d)地理・歴史、(e)言語・コミュニケーション、(f)若者文化(アニメ、漫画など)、(g)環境、(h)戦争、(i)人権(生き方、障害者など)、(j)物語(昔話,小説など)、(k)自然科学

上の例にあるように「文化」を学習指導要領の配慮事項に沿った内容とし、人間の生活に関連する事象はできるだけ対象に入れた。例えば、環境は大気汚染や地球温暖化など日本および世界の人間の生活に関わるものである。同様に人権も人類共通のものであり、人種差別やバリアフリーなど社会生活に重要で風俗習慣とも深く関わることがあるため、カテゴリーに加えた。

研究課題2に関しては、題材が扱う地域の分類にKachru, B (1990)の分類を適用した。学習指導要領には外国語である英語を通じて世界の様々な文化を理解することを配慮事項として述べているため、英語使用における国の分類は重要な要素だと考え、彼の提唱した「英語使用3大円」モデルを適用した。彼は英語が使われている地域を3つに分け、AをInner Circle、BをOuter Circle、CをExpanding Circleと呼んでいる。本論でも彼の定義を採用して、調査した。1つのレッスンがAとBのように複数の地域を扱う場合は両方の数に数えた。

A 英語が母国語として使われている国(Inner Circle, e.g., アメリカ, イギリス, オーストラリアなど)

B 英語が公用語として使われている国(Outer Circle, e.g.,シンガポール, インドなど)

C 英語が外国語として使われている国(Expanding Circle, e.g.,日本, 韓国, 中国, タイなど)

研究課題3に関しては、異文化理解に対する題材の意図・目的として以下の視点が重要だと考え、4つのカテゴリーを設定した。

A 他文化理解、B 自文化理解、C グローバル理解、D 比較・対照

学習指導要領の教材の配慮事項に従い、異文化を理解するには外国の事情や日本と異なる事象の知識でなく、自分の文化である日本文化との相対的関係において理解することが重要であるため、日本以外の他国の文化理解である「他文化理解」、学習する日本人の生徒が所属する日本文化社会の理解である「自文化理解」、日本文化と日本以外の他の国と比べて類似点や相違点を理解する「比較・対象」の項目を設定した。また、学習指導要領にあるように、国の枠を超え、環境、人権などのように世界の人間、社会、自然など理解を深めるための題材も存在するため、「グローバル理解」を設定した。この内容は日本以外の他の国の事象を扱った内容であったとしても、国の枠を超えた内容であれば他文化理解と区別して分類した。

研究課題4に関しては、本論ではAshikaga et al. (2001)とIkegami (2002)の定義を参考にし、外部から容易に観察又は理解できる行為や人工の物などの内容を顕在文化、外部から直接観測できない、または理解するのが困難な文化の内容を潜在文化に分類した。例えば、建物、観光名所、祭り、家、服などは顕在文化に分類し、物事の価値観や概念、行動の意味づけ、信仰などは潜在文化に分類した。なお、両方の要素が1つのレッスンに混在している場合は、そのレッスンのテーマや目的を考慮したうえでその要素の程度がより重要であると思われるカテゴリーに分類した。大川(2013)の結果から中学校の英語教科書で潜在文化を扱うレッスンは全レッスンの1割程度であり、そ

の数は少ないことが言われているが、高校英語教科書においてはどうかを調査したい。

教科書の数量的分析の結果[1]

図1のように文化題材のカテゴリーを設定し、分析した。図1は12冊の高校英語教科書コミュニケーション英語Iが扱っている文化題材を11のカテゴリーに分けている。図1から物語に関する題材が一番多く、その次に風俗習慣、地理・歴史、自然科学が続くことがわかる。若者文化、戦争に関する題材が少ない。各カテゴリーは様々な分野にわたるが、日常生活になじみやすい題材が多い。

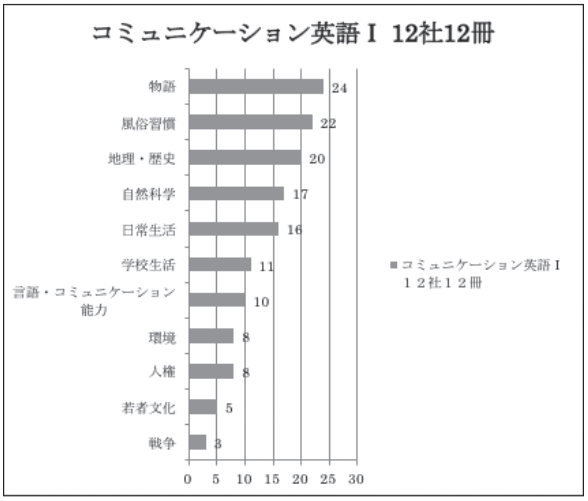

図1. 文化題材のカテゴリー

文化題材の扱う地域の割合

図2は文化題材の扱う地域の数の合計をグラフで表している。次の表1はKachru (1990)を適用して、文化題材を3つの地域とその3大円のエクスパンディング・サークルに属する日本に分け、12冊の教科書が扱っている地域の数の合計とその数の調査した全レッスンに占める割合を表している。なお、1つのレッスンが複数の地域を扱っている場合はその数を複数の地域に数えた。

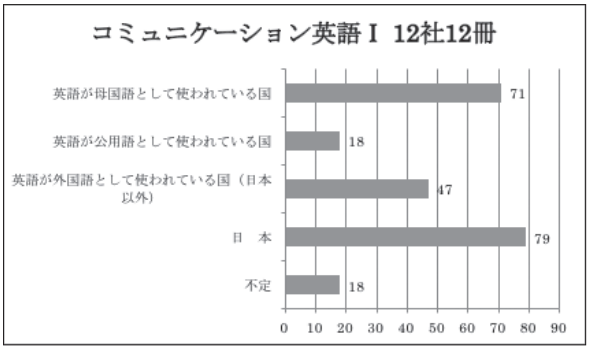

図2. 文化題材の扱う地域の数

表1. 文化題材の扱う地域の数と全レッスン数に占める割合

	A	B	C	日本
高校英語教科書12社12冊	71 (49%)	18 (13%)	47 (33%)	79 (55%)

A英語が母国語として使われている国
B英語が公用語として使われている国
C英語が日本以外で外国語として使われている国

表1及び図2からわかるように、高校英語教科書は英語が母語として使われている国と日本が多く扱われて、全レッスンの約半分を占めている。これは英語の授業であることと学習者が日本人であるために当然のことと考えられる。一方、インドやシンガポールなど英語を公用語として扱っている国に関する題材が少なく、全体の1割程度である。この傾向はOokawa (2014)の調査結果に示されているように、中学校英語教科書が扱う国の傾向と類似している。また、英語が外国語として扱われている日本以外の国は全体で3割しかなく、多い数字とは言えない。

文化題材を扱う目的

図3は文化題材の意図・ねらいを4つのカテゴリーに分け、それぞれのカテゴリーの数をグラフで示している。1つのレッスンが複数の意図・ねらいがあると思われる場合は両方の数に数えた。

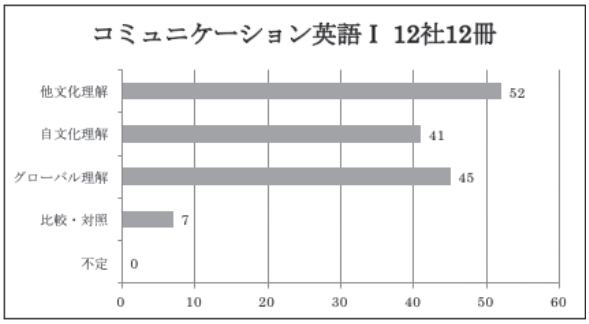

図3. 文化題材の意図・ねらい

図3からわかるように、他文化理解をねらいとした題材が一番多くを占め、その割合は全レッスンの約36%である。その次にグローバル理解、自文化理解の題材が続いている。それらの2つを目的とする題材の数は同程度で全レッスンの約3割程度を占める。一方、比較・対照を目的とする題材は全体の約5%程度でその割合は少ない。

文化題材の顕在文化と潜在文化の割合

図4は顕在文化と潜在文化の扱うレッスンの数を示している。

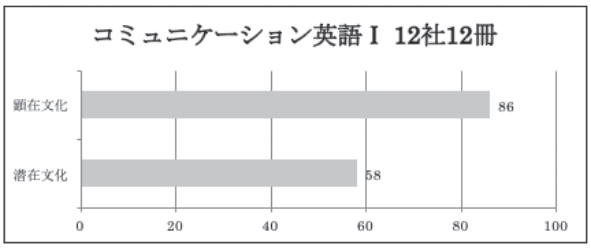

図4. 文化題材の顕在文化と潜在文化を扱う数

図4に見られるように、潜在文化を扱う割合は全レッスンの約40%である。大川(2013)の調査結果では潜在文化を扱うレッスンの数は全レッスンの10%であるので、中学校英語教科書に比べるとその割合はかなり増えている。その理由は文化理解を指導する上で中学生には価値などの潜在文化に関する内容は難しいが、高校生は知識が増えるため、その内容がより理解しやすいためだと思われる。以下のような内容が顕在文化又は潜在文化の例である。

顕在文化: ドバイの人々の暮らし、ニューヨークで人気のある弁当、フランスで有名な世界遺産モン・サンミシェル、日本の弁当、コンビニエンスストア、アニメやアイドル・グループなどのポップ・カルチャー

潜在文化: 英語を勉強する理由、高校生の人間関係の悩み、東京の渋谷駅前にある「はち公」の物語、日系アメリカ人に対する偏見、ワンガリー・マータイさんが提唱した「もったいない」の背後にある意味

考察

以上の結果から、分析した12冊の高校英語検定教科書における文化題材の特徴とそれによって導きだされる示唆をまとめてみたい。分析対象となったレッスン中、全てが文化題材を扱っていた。これは学習指導要領の目標の1つに「言語や文化に対する理解を深める」ことがあげられており、その目標が各教科書に反映されたものと考えられる。

文化題材の扱うカテゴリーは新しい教科書において、風俗習慣、物語、地理・歴史、日常生活、自然科学などの内容が多かった。大川(2011)の調査結果では中学校英語教科書で物語を扱ったレッスンの数は9つで全レッスンの8%に過ぎない。中学校の英語教科書に比べると、物語の数が大幅に増えて文学的な内容が取り入れられている。教師は物語のレッスンに見られる価値観や信念などの潜在文化を、補助教材を使用したりALTを活用するなどして、生徒にわかりやすく教える努力が必要であろう。また、非常に幅広いカテゴリーを扱っており、様々な題材を通じて生徒の異文化理解を深める必要があるであろう。

教科書で扱われる地域は英語が母国語として使われている国と日本が全体の約半数を占め、英語が母国語として使われている国の中ではアメリカが圧倒的に多かった。生徒は英語圏の国と日本に関する題材を学習することが多くなる。一方、日本以外で英語が外国語として扱われている国に関する題材が多くはなかった。その中でも多かったのはフランスで10レッスン、韓国が8レッスンで扱われていた。題材は英語の授業で使用されるため、英語が第1言語として話される国を扱うことが多くなるのは当然である。しかしKachruの英語使用3大円からもわかるように、現在、英語は母国語でない国でミュニケーションの手段として使われることが非常に多く、国際語としての地位を確立している。言語環境でリンガフランカ(共通語)として話している人達を含めて英語使用者は20億人とも言われている。従って教科書題材で扱う国を英語が第1言語として使用される国々だけに偏らず、それ以外の国々に関する内容を増やし、英語が国際語として使用されているという事実を高校生に認識させ、国際人としての感覚を養う必要がある。神谷(2008)はこの事実に関して、World Englishesという視点から英語教育を提案することにより、国際語としての英語圏の英語と多様な英語を認めることで、アメリカ英語の過度の偏重を避けるべきであると主張している。

文化題材の意図・ねらいとしては他文化理解が最も多く、全レッスンの約3分の1を占めていた。この傾向は中学校から継続しており、「外国語を通じて、言語や文化に対する理解を深める」という学習指導要領の指導目標を反映している。日本にはない外国の文化を知ることは高校生には興味深く思われるが、単に表面的な情報の説明で終わるのではなく、関連する題材を効果的に取り入れて比較したり、その題材について話し合わせるなどして、より生徒の文化理解を深め、人間的にも成長させることが大切であろう。また、自文化理解の関する題材が多いので、日本文化を発信できる指導が期待される。吉田(2006)の実践例のように、地域教材を開発し、その教材を活用するのも有効な方法の1つであろう。

中学校の新しい教科書においては潜在文化に関する題材は少なく、大半が顕在文化に関する題材がほとんどであったが、高校の英語教科書においては潜在文化に関する題材が増えていることは良い傾向である。それゆえ、欧米人の考え方、日本人の考え方だけでなく、その他の世界のさまざまな国の類似点と相違点を授業において学習させるなどして、教師は生徒の国際社会に生きる日本人としての意識づけをし、人間性を高めるように指導していくことが必要である。

結論と示唆

本調査からわかったことは、教科書で扱われる題材の地域は英語が母国語として使われている国々、そして日本が圧倒的に多いため、生徒は英語圏の国と日本に関する題材を学習することが多くなることである。これは室井(2004)で示されているように、以前の学習指導要領の教科書の特徴と一致する。また、日本以外で英語が外国語として扱われている国が多数あるが、インドやシンガポールのように英語が公用語として扱われている国に関する題材は少ないことも明らかになった。

「観光白書」(2014)によると、日本に来訪する旅行者は近年増えており、2013年の訪日外国人旅行者数は、1036万人である。これは前年比24%増でこれまで過去最高であった2010年を上回っている。観光庁が作成した訪日外国人旅行者の内訳によると、一番多い国は韓国、二番目は台湾、三番目は中国である。アメリカ、カナダなどの英語圏の国々の数はそれらの国に比べると非常に少ない。ゆえに韓国、台湾、中国などの国を扱った題材ももっと取り上げる必要がある。なぜなら高校生は将来、その3カ国の出身の人々や他のアジアの国々とコミュニケーションをとらなければいけない場面に遭遇する可能性が極めて高いと思われるからである。

今回は12社12冊の教科書を分析対象としたが、他の教科書にも分析対象を広げて研究し、調査結果を出すことにより、高校の英語教科書コミュニケーション英語I全体の特徴を明らかにする必要がある。また、教科書ごとの文化題材の特徴も明らかにすれば、さらに指導者に有益な情報を提供できるであろう。そして指導者がその情報を活用し、教科書の文化題材に対する理解を深め、教育現場で文化教育をより効果的に指導すれば、今後の文化教育の発展が期待できるであろう。

注

1. 教科書の数量的結果は各教科書の分析表を作成して、それをもとに算出した。割合については少数第一位を四捨五入して表示した。

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大川　光基 (Kouki Ookawa)は、愛媛大学法文学部文学科を終了後、愛媛県立吉田高校教諭、愛媛県立八幡浜高校定時制教諭、愛媛県立小田高校教諭、愛媛県立中山高校教諭を経て、現在愛媛県立松山南高等学校砥部分校英語科主任。専門は英語教育学であり、特に教科書分析、異文化理解教育、教材開発などに関心がある。主な論文に、*Characteristics of the Cultural Materials Shown in Each Series of Junior High School English Textbooks* (四国英語学会紀要, 33, 2013)、*Changes of the Cultural Materials of the Junior High School English Textbooks in Japan* (大学英語教育学会中国・四国支部研究紀要, 11, 2014)などがある。

Enhancing English Learners' Writing Fluency and Lexical Richness Through Timed Blogging

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Himeji Dokkyo University

This study looked into the effects of timed blogging on L2 writing fluency and lexical richness, i.e., the degree in which a student is able to use a varied and large vocabulary (Laufer & Nation, 1995). The participants consisted of nineteen low-level and intermediate EFL learners at a university in Japan. The students wrote timed blog entries twice a week on a wide-range of topics over the course of 12 weeks. Pre- and post-tests were administered to determine the impact the blogs had on the students' writing development. Results of the analysis revealed that the blogs had a positive effect on both writing fluency and vocabulary use. Not only do these findings confirm the results found in previous studies concerning blogs and vocabulary enhancement (Fellner & Apple, 2006; Nakatsukasa, 2009), but they also clarify conflicting research regarding the effect that blogs have on writing fluency (Fellner & Apple, 2006; Nakatsukasa, 2009).

本論は、第2言語のライティングの流暢さと語彙の豊かさ、すなわち多様で広範囲な語彙を用いることができる度合(Laufer & Nation, 1995)が、限られた時間内でのブログへの書き込み(timed blogging)に与える影響を調査した。被験者は英語を外国語として学ぶ初級から中級レベルの日本の大学生19名である。学習者は限られた時間内で、ブログに週に2回書き込みを行った。書き込むトピックは多岐にわたり、コース期間中の12週間続けられた。ブログへの書き込みが学習者のライティング力向上に与えた影響を測定するため、事前試験と事後試験を実施した。分析の結果、ブログへの書き込みはライティングの流暢さと語彙使用の両方において、非常に良い影響を及ぼしたことが明らかとなった。これらは、ブログへの書き込みと語彙の増加に関する先行研究(Fellner & Apple, 2006; Nakatsukasa, 2009)の結果を立証するだけではなく、ブログへの書き込みがライティングの流暢さに与えうる効果に関しては、先行研究(Fellner & Apple, 2006; Nakatsukasa, 2009) の相反する研究結果をより明らかにした、つまり、本研究の結果がその効果を明らにした。

Blogging has become one of the most popular ways to incorporate computer-assisted language learning (CALL) in the L2 classroom. According to a review by Wang and Vásquez (2012), blogs were found to be one of the most researched web 2.0 technologies. The relative simplicity of blogs allows students to write in the L2 without advanced computer proficiency, making them an effective tool for teachers and students alike because of their ease of use (Richardson, 2010). While blogs have been reported to improve L2 students' vocabulary use (Fellner & Apple, 2006; Nakatsukasa, 2009), there seems to be contradicting results regarding their use to improve L2 writing fluency. As a result, this study aims to clarify this discrepancy in the research to determine the effect that blogs have on both writing fluency and lexical richness.

Research has shown that L2 learners have positive perceptions of blogging. Lee (2011) investigated the opinions of university Spanish language learners from the U.S. who blogged during a semester-long study abroad in Spain. The results of her study revealed that the majority of the participants found the task to be stimulating, further enhancing the autonomy of the students. Similarly, blogs helped increase the motivation of the Vietnamese language students in Ho's (2009) study. Moreover, many of the learners in Ho's research expressed that the blogs enhanced their reading skills, writing skills, vocabulary usage, and their knowledge of the target culture. Vurdien (2013) also looked at learners' opinions of L2 blogging in her study of advanced EFL students in Spain. The participants found the peer feedback gained through the blogs to be useful and motivating, which helped support their writing and collaborative skills. The tertiary ESL students in Nepomuceno's (2011) study stated numerous other benefits of blogging, such as the ability to gain new friends, writing in a low-stress environment, and increased confidence.

Not only do L2 students think positively of the use of blogs, but blogs can also have a significant impact on the writing development of learners. Armstrong and Retterer (2008) found that Spanish language students who blogged substantial amounts were able to improve their use of verb tense and aspect in the L2. In a study of graduate EFL students, Sun and Chang (2012) discovered that collaborative dialogues via blogs helped students develop their critical thinking skills and academic writing. Fellner and Apple (2006) utilized blogs in a seven-day study involving Japanese university EFL students with low levels of L2 proficiency and found that all of the learners improved their writing fluency as well as lexical complexity. However, while the students in the study were able to write a greater number of words at the 2000, academic (AWL), and

off-list (OL) word-levels, the actual percentages of these words at each vocabulary level were nearly identical. Moreover, the relative short length of the study makes it difficult to generalize their findings. In another study examining writing fluency and academic word use, Nakatsukasa (2009) implemented blogs in a low-intermediate ESL class at an American university. The results of her study reinforced the positive effect that blogs can have on vocabulary use, with all four groups in her study making academic vocabulary gains of between 1 and 4%. With that said, the majority of the students did not show steady increases in the length of their blogs. Furthermore, unlike Fellner and Apple's (2006) study, the learners in Nakatsukasa's (2009) research were allowed to choose how much time they spent blogging, and this could have affected her results.

Wolfe-Quintero, Inagaki, and Kim (1998) define writing fluency as "a measure of the sheer number of words or structural units a writer is able to include in their writing within a particular time" (p. 14). However, as Fellner and Apple (2006) point out, writing fluency alone is not a good indicator of true writing development as students could conceivably write the same simple sentence repeatedly while being timed in order to make artificial gains in fluency. Thus, by including lexical richness or the degree in which a student is able to use a varied and large vocabulary (Laufer & Nation, 1995) as one of the measures in this study, a better reflection of the effects of blogging on the learners' writing development is obtained. This paper aims to clarify the conflicting results between Fellner and Apple (2006) and Nakatsukasa's (2009) research concerning L2 blogging and writing fluency as well as provide support to the positive influence that blogs have on vocabulary enhancement.

Research Questions

The purpose of this study was to measure the impact that blogs had on the English learners' writing fluency and lexical richness. Given this, the following research questions were established:

- *RQ1: What effect did the blogs have on the students' writing fluency?*
- *RQ2: What effect did the blogs have on the students' lexical richness?*

Methodology

Participants

The participants consisted of 17 English learners who were taught by the researcher at a university in Japan. The students were enrolled in two classes according to their TOEIC scores. One group consisted of eight 1st-year students with a low level of English proficiency while the other was made up of nine 2nd- and 3rd-year students with an intermediate level of English ability. Both groups met with the researcher three times a week in their respective classes.

Blog Rationale

The learners involved in the study were enrolled in two courses which focused on communicative skills. Therefore, the blogs served as a way to satisfy the writing component of the classes. According to Zhang (2009), blogs provide five distinct benefits for L2 English writers (pp. 68-69):

1. Facilitate the students' critical thinking skills
2. Provide examples for students to model and learn from
3. Affect the students' quality of writing
4. Facilitate meaningful learning for students
5. Give students a purpose for writing

By engaging the students in online discussions, the learners' critical thinking skills were enhanced because they had to evaluate their own writing and the writing of their peers. Therefore, they had to justify their opinions in order for their views to be understood and accepted. Also, the students' own writing served as models for other learners to follow, thereby enabling them to scaffold each other's writing. As aforementioned, blogs have been shown to improve students' writing skills. Furthermore as Zhang (2009) states, blogs can influence the quality of students' writing via the feedback they receive from others. Another benefit of the blogs was that they gave the students opportunities to communicate and learn from each other. A variety of topics were discussed, with each student contributing their own unique perspectives and experiences to the blogs. In other words, the blogs engendered meaningful learning by encouraging the learners to become active readers of each other's works. According to Pinkman (2005), blogs provide students with an authentic environment to learn outside of the classroom. Similarly, the blogs used in this study gave the learners a purpose for their writing with a community of other writers.

Blog Procedure

Over the course of 12 weeks during the spring semester of 2014, the students wrote twice a week via class blogs. Participation in the blogs was mandatory and served as a medium for the students' writing activities. Wikispaces.com was the designated blogging platform for the study (Figure 1). While the name of the site implies that it is used for wikis, students

can also post entries to the site and reply to others, much like a traditional blog. Each class page was set to private; thus, only blog members could access the site. Students were introduced to the blogs prior to data collection in order to familiarize them with the task. As Hubbard and Romeo (2012) note, learners must understand how to operate a computer tool or learning application and become comfortable with its use before becoming effective users. Following the initial training period, a timed pre-test was administered. Students were given 10 minutes to write about their upcoming plans for Golden Week, a series of holidays in the spring (April/May). Students were not allowed to use dictionaries, thereby providing an accurate picture of L2 use. The topic of the post-test, summer vacation plans, was thematically similar to the pre-test to allow for a direct comparison of the two assessments. The 12-week treatment and the post-test followed the same procedure. Writing topics varied during the treatment and were based on both teacher- and student-selected themes. In addition, after the completion of the timed blogging task, students were either given time in class to read and respond to others' entries or were assigned to do this as homework.

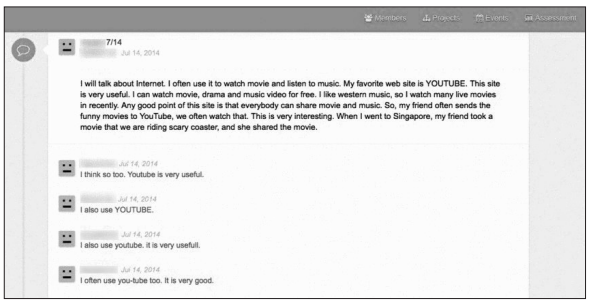

Figure 1. **Wikispaces class blog.**

It is also important to note that emphasis was placed on fluency rather than grammar or spelling. In fact, while feedback related to spelling errors was provided, grammar correction was not given for any of the writing done through the blogs. According to Truscott (1996), grammar correction is an ineffective way to develop students' writing skills. He asserts that it may actually be harmful to the development of L2 writing because it increases students' stress, promotes more simplistic writing, and takes time away from more productive learning activities. In a subsequent meta-analysis, Truscott (2007) reiterated his claim that grammar correction has a harmful effect on accuracy and argued with 95% confidence that it results in very small gains when beneficial. For these reasons and because explicit grammar instruction was provided in both classes, students were encouraged to focus on meaning to communicate with their teacher and peers rather than accuracy.

Data Analysis

A descriptive analysis of the students' blog writing was conducted to determine the effect that the treatment had on their writing development. The learners' pre- and post-tests were compared in relation to writing fluency and lexical richness. Moreover, the daily number of words written by the students was analyzed to identify if the students' writing fluency improved incrementally throughout the treatment. An online program called VocabProfile (http://www.lextutor.ca/vp/) was used to assess the students' lexical richness at four vocabulary frequency levels: 1-1000 most frequent words, 1001-2000 most frequent words, the Academic Word List (AWL), and Off List (OL). The measure used in VocabProfile, Lexical Frequency Profile (LFP), was developed and validated by Laufer and Nation (1995). Smith (2005) did a subsequent study of LFP to assess its validity and found it to be appropriate in four research designs, one of which is appropriate for this study, "focus on group differences rather than on individual differences unless the latter are large" (p. 448). All proper nouns were removed prior to LFP analysis as VocabProfile views them as OL vocabulary (i.e., their inclusion could result in skewed data).

Results and Discussion

Table 1 shows the results of the pre-and post-tests in terms of writing fluency. The low group was able to make a significant improvement, nearly doubling the number of words written in the allotted time from an average of 31.8 to 59.1. Similarly, the intermediate group also demonstrated a positive gain in terms of word count, increasing from a mean of 84.1 to 139.4. These findings clarify the differing results related to blogs and writing fluency in Fellner and Apple's (2006) and Nakatsukasa's (2009) research, thereby supporting the former's claim that blogs can have a positive effect on writing fluency.

Table 1. Pre- and Post-Test Word Count Results

Group	Pre-test *M*	Pre-test *SD*	Post-test *M*	Post-test *SD*
Low (*n*=8)	31.8	6.1	59.1	18.5
Intermediate (*n*=9)	84.1	26.7	139.4	25.8

Concerning the word counts per blog entry however, the learners in both groups did not make

steady improvements. Figure 2 reveals that the word counts varied depending on the type of entry. When students were given a familiar and fairly simple topic to write about, word counts were relatively high, for example, hometown (entry 2 of low group, 48.6) or part-time job (entry 7 of intermediate group, 105.4). Conversely, more complex topics such as the pros and cons of university life (entry 8 of low group, 29.9) and life challenges (entry 6 of intermediate group, 76.9) saw a decrease in word counts. These results coincide with research showing that topic unfamiliarity can have a negative impact on L2 output and fluency (Rahimpour & Hazar, 2007; Robinson, 2001)

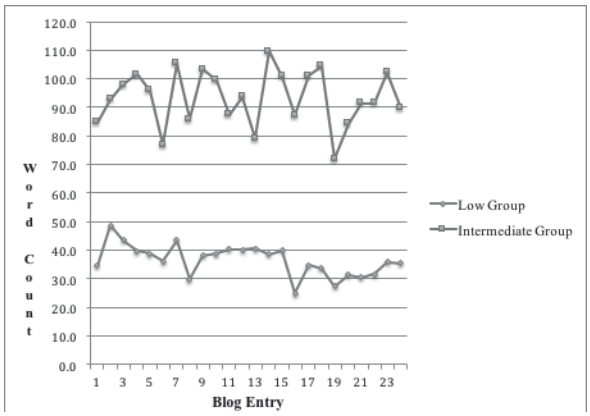

***Figure 2*. Blog-entry word counts during the 12-week study.**

The percentage of words used at each vocabulary level is shown in tables 2 and 3. Students in the low group were able to use words at the 2000, AWL, and OL word-levels more frequently. While the intermediate learners' use of lexical items in the AWL decreased slightly from 1.2% to 1.0%, this was offset by an increase in both 2000 and OL vocabulary usage. In addition, the students' use of words at the 1000 vocabulary-level declined, thus illustrating their ability to use a more varied vocabulary.

Although the learners in the present study were able to use a more varied vocabulary compared with those in Fellner and Apple's research (2006), the students in Nakatsukasa's (2009) study developed their academic vocabulary to a greater degree. Nevertheless, the findings in this study underscore the positive influence that blogs can have on L2 students' use of English vocabulary. Not only do blogs provide learners with an outlet to express themselves in the target language, but they also afford them additional opportunities to incorporate newly learned vocabulary in their writing.

Table 2. Results of LFP Analysis for Low Group

Word-level	1000	2000	AWL	OL
Pre-test	90%	4.2%	0.0%	5.8%
Post-test	87.9%	5.4%	0.7%	6.0%

Table 3. Results of LFP Analysis for Intermediate Group

Word-level	1000	2000	AWL	OL
Pre-test	92.5%	3.6%	1.2%	2.7%
Post-test	90.3%	5.2%	1.0%	3.5%

In summation, the results of this study showed that the English learners were able to develop their writing fluency and lexical richness through timed blogging, lending support to the claim that L2 blogs are an effective CALL activity. The average number of words the students wrote from pre- to post-test increased significantly. Moreover, the students were able to use a more varied vocabulary despite the increase in word counts. Given these improvements made by the learners, the use of blogs in L2 classes is strongly recommended. Timed blogging in particular seems to push learners to write more fluently while also affording them opportunities to incorporate recently learned vocabulary, thus highlighting the importance of output. As Swain (1995, 2000) stresses, output encourages learners to process language more deeply which results in the development of automaticity. In other words, if students are given ample opportunities to use the L2 in a meaningful context, for example, class blogs, they will be able to use the language more fluently.

Conclusion

Clearly, blogs can be used to help improve L2 writing, as recent studies including this one have shown. Therefore, teachers should make an effort to introduce blogging as an alternative way to improve learners' writing skills. Some students, especially those with low motivation, may find the task to be more stimulating compared to paper-and-pencil writing and word processing. Moreover, the prevalence of students with smartphones and tablets also allows them to blog anytime and anywhere, thus extending learning outside of the small confines of the foreign language classroom.

Limitations of this study include its relatively small scale of 17 participants. Moreover, the researcher was

not able to control other factors outside of the class and blog which may have contributed to the students' vocabulary gains. It is also important to note that a control group was not incorporated; therefore, it is not clear if the improvements made by the learners were directly due to the blogs or if a more traditional writing activity would lead to similar results. Given this, it would be worthwhile to focus on this area to determine if the unique medium of blogs supports language learning or if it is the task itself, that is, timed writing, which promotes development. An additional avenue of research is to look more deeply into the effect that topic familiarity and complexity have on L2 writing fluency. These factors seem to have influenced the daily word count results and as a result, it would be interesting to discover what impact they would have in a longitudinal study.

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Wait! Is it Really Shadowing?

Yo Hamada
Akita University

In this paper, I am going to discuss the fundamental function of two seemingly-similar activities, shadowing and repetition. To examine this, I made a small classroom study in which a total of 44 university students engaged. Along with the obtained data, I will discuss the primary function of each activity.

本稿では、一見類似している二つの活動（シャドーイングとリピーティング）の基本的機能について論じる。44名の大学生を対象に教室内実験を行った。そのデータをもとに、それぞれの活動の主要な機能について議論する。

"What is the difference between shadowing and repetition?" "Are they really that different?" These are the questions I am frequently asked. Moreover, I often see *repetition* called and used as *shadowing*. The answers are simply yes, they are different. Thus, in this paper, I am going to discuss the fundamental function of each for the sake of effective teaching and learning by providing the data I obtained from a case study.

Definition of Shadowing and Repetition

From a macro perspective, shadowing is an umbrella term, defined as "repeating all or part of what the speaker has said" (Rost & Wilson, 2013, p.114), without reading a script. In a micro perspective, however, shadowing and repetition need to be distinguished as *reproducing what one hears simultaneously* for shadowing and *repeating what one hears chunk by chunk* for repetition. In other words, there is little time lag between when one hears and reproduces the sounds in shadowing, but some time lag in repetition. Therefore, shadowing is called an on-line task, while repetition is called an off-line task (Shiki, Mori, Kadota, & Yoshida, 2010). This time lag makes a great difference in the effectiveness of each task on listening and reading skill improvement. Examples of shadowing and repetition are shown with audio CD input (D) and learner output (Ls) below in Table 1.

Shadowing Versus Repetition

Shadowing has been reported to be effective for listening skill improvement, especially phoneme perception processing improvement (e.g., Kadota, 2007, 2012; Hamada, 2014, 2015), although it is often considered to be a speaking task. When learners shadow, the initial task for learners is to perceive incoming sounds; then, reproduce the heard sounds. When shadowing, EFL learners focus on the incoming sounds themselves rather than accessing the meanings of the heard sounds due to limited cognitive resource. Therefore, their phoneme perception process improves through consecutive shadowing training (Hamada, 2015). With the enhanced phoneme perception process, learners can rehearse and process more information in their working memory, especially the phonological loop, a subsystem that stores phonological information temporarily. This consequently leads to more efficient listening (Kadota, 2007). Although shadowing seems to be a speaking activity, because of its on-line nature, learners cannot think about the meanings of what they are shadowing simultaneously. Thus, in summary, shadowing is mainly an activity for listening, enhancing learners' phoneme function and listening comprehension skills.

Repetition is considered to be effective for reading skill improvement as well as listening. The effectiveness of repetition is summarized briefly as follows, based on Kadota's (2007, pp. 29-31) theory.

Table 1. Examples of Shadowing and Repetition

(1) Shadowing	
CD: Akita is located in the Tohoku region. It is famous for rice.	
Ls: Akita is located in the Tohoku region. It is famous for rice.	
(2) Repetition	
CD: Akita is located	in the Tohoku region. It is famous...
Ls: Akita is located	In the Tohoku region. It is...

Because of the nature of the off-line task, learners' cognitive resource is split into sounds and meaning. When learners hear sounds, they try to perceive the sounds, store the information in the phonological loop, and simultaneously interpret the retained information. During this process, learners attempt to recognize the words by accessing mental lexicon in long-term memory, accessing lemma information (semantics) and lexeme information (pronunciation and spelling) afterward. In other words, through repetition, learners' cognitive aspects of semantic and syntactic contextual processing, and schema processing will be trained. Therefore, retention of information will be strengthened. Taken together, repetition will help speed learners' information processing and promote retention expansion because of its off-line nature.

Despite these theoretical concepts, teachers may still be skeptical about the assumptions that shadowing mainly contributes to listening skill improvement but repetition mainly contributes to reading skill improvement. Research (e.g., Miyasako, 2007) reports the effectiveness of oral reading (repetition by looking at a textbook) on reading skill, but little research has examined the effectiveness of repetition on listening and reading skills. To answer these simple questions, I conducted small experiments.

Description of the Experiments

To clarify the effectiveness of shadowing and repetition, I set two research questions: (1) Does shadowing improve listening comprehension skills and reading comprehension skills? (2) Does repetition improve listening comprehension skills and reading comprehension skills?

Participants

Twenty-one Japanese engineering freshmen (16 males, 5 females) engaged in repetition-based lessons; 23 Japanese education and nursing freshmen (11 males, 12 females) engaged in shadowing-based lessons. They were all taking a compulsory English class and their TOEIC scores were considered around 500, based on the placement test they took in April (ELPA). Thus, their English level was assumed to be intermediate and they appeared to be ordinary university students.

Materials

The participants used an EFL textbook, *Reading Explorer 2* (CEFR B1-B2) (MacIntyre, 2009). Three stories were selected from the textbook and divided into eight passages for the study. Learners at the CEFR B1-B2 level were categorized as intermediate independent learners (Cambridge, 2014). Three lessons were spent for the first two stories (6 lessons in total), and two lessons for the third one. The average word count of the eight passages was 153. Taken all together, the materials used in this study should have been at their comfort level.

As a listening comprehension test, 10 items from an Eiken test were used and, as a reading comprehension test, 15 items from another Eiken test (4 passages each containing several items) were used. The listening tests were selected from the Eiken pre-second grade Part II (2012 winter version), in which learners select the best answer from the four written choices after listening to a short dialog for 30–40 seconds. These items test the ability to understand the short speech with less difficult expressions, so they were considered satisfactory to test for an improvement in listening comprehension, especially phoneme perception skills. The reading tests were selected from the pre-1st and 2nd grades (2012 winter version), in which each passage has multiple questions and learners chose the best answer by reading the passages. Because pre-1 grade targets university level content and 2nd grade targets high school level content, (Eiken, 2015a, 2015b), these questions were also considered satisfactory, considering the participants' level. Thus, expansion of memory span and enhanced retention skill through shadowing or repetition practice should be reflected in the test results.

Procedure

A total of eight lessons were conducted. During the first half of each 90-minute lesson, students engaged in learning the target content including vocabulary and grammar (see Hamada, 2014). Then, they practiced a set of shadowing/repetition procedures for approximately 20 minutes. Prior to the lessons, the participants took the listening and reading pre-tests, and after the lessons, they took the same tests.

Results and Discussion

To compare the pre-test and post-test data of listening and reading skills, two-tailed t-tests were performed respectively for the shadowing group and repeating group. As shown in Table 2, SD of the listening test score for the shadowing group is smaller and the average score improved statistically ($t(22) = 2.98$, $p<.01$, $r = .54$), while the SD for the reading test score changed little and the average score did not improve statistically ($t(22) = 0.38$, n.s., $r = .08$). The SD of the listening test score of the repetition group

changed little and the average score did not improve statistically ($t(20) = 1.95$, n.s, $r = .40$), but the SD of the reading test score becomes much smaller and the average score improved statistically ($t(20) = 2.34$, $p < .05$, $r = .46$).

In brief, the results support the theoretical assumptions that shadowing improves listening comprehension but does not improve reading comprehension skills; repetition does not improve listening comprehension skills but improves reading comprehension skills. Therefore, the primary functions of shadowing and repetition are different and the two activities should not be treated as the same and each needs to be used in the most appropriate situation. I will further discuss this result as follows.

First, as previously explained, shadowing improves learners' phoneme perception, and presumably leads to their listening comprehension skill improvement similarly in Hamada. On the other hand, reading comprehension skills did not improve because their focus when shadowing was exclusively on the incoming sounds, which contributed to only listening skill improvement. This supports the assumption that learners exclusively focus on sounds when shadowing, leading to listening skill improvement (Kadota, 2007).

Second, repetition did not contribute much to listening skill improvement but did show reading skill improvement. As a side note, though statistically not significant, students' listening skill test's effect size was medium ($r = .40$); so some possibility still remains that it was effective for listening skill improvement to some degree. These results support the assumption that learners' cognitive resource is split not only to sounds but also its semantics and others because of its off-line process. During the time they listen to the incoming chunks and the time they repeat them, they have to retain the heard information, simultaneously accessing the meaning. Their attention was also on the incoming sounds but more on retaining the incoming information so as to reproduce it. To sum up, when repeating, the learners' focus is more on information retention; so even when taking the reading test, they were better able to retain what they were reading. Whether there are several models for L2 reading such as top-down, bottom-up, and interactive ones, this process contributed to the improvement of reading comprehension skills, also consequently did not strengthen their phoneme perception process as was desired, so their listening comprehension skills did not change statistically.

For classroom implementation, as the model (Figure 1) shows, because the primary function of shadowing is phoneme perception process improvement, those who lack the phoneme perception skill should engage in shadowing first for an intensive period. As Rost (2011) mentions, when learners' bottom-up listening is weak, they try to use top-down skills to compensate for the weakness, which in turn prevents them from training their bottom-up skills. Once they acquire phoneme perception skill and basic listening skills, they should shift to repeating, aiming to maintain the phoneme perception skills and further enhance information processing skills. While shadowing targets bottom-up skills, repeating not only targets bottom-up skills, but top-down skills too.

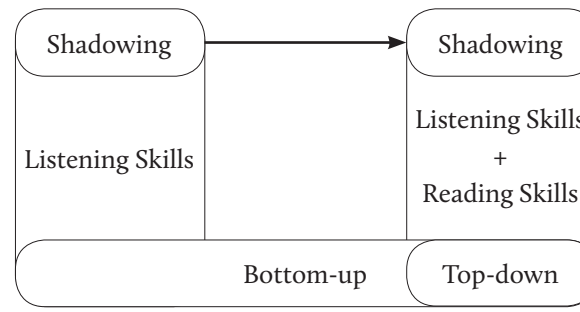

Figure 1. **Learning model of shadowing and repetition.**

Table 2. Test Score Results for the Shadowing and Repeating Groups

Group	Test	Pre		Post				
		Mean	SD	Mean	SD	*t*-value	*p*-value	Effect size (*r*)
Shadowing	Listening	6.87	1.96	8.00	1.45	2.98	.007**	.54 (L)
	Reading	7.48	2.57	7.13	2.53	0.38	.71	.08 (S)
Repetition	Listening	7.67	1.39	8.33	1.43	1.95	.06	.40 (M)
	Reading	8.24	2.91	9.57	1.99	2.34	.03*	.46 (M)

Note. For effect size, L= large, M= medium, S= small (Mizumoto & Takeuchi, 2008). **$p < .01$, *$p < .05$

Limitations

Three shortcomings of this study were found. First, in terms of a strict research design, no control group was set, and thus concluding that the improvement found in this study is directly attributable to the shadowing and repetition could be too early at this stage. Another problematic aspect is a possible test-practice effect. Though efforts to minimize the risk were made, the influence of using the same test for pre- and post- cannot be denied. The last possible limitation is that the repetition group's listening skill was relatively higher at the pre-test, so there may have been a ceiling effect.

Conclusion

I have argued the primary functions of shadowing and repetition in this paper. Shadowing is mainly for listening, while repetition is mainly for reading, so shadowing should not be confused with repetition.

It is incumbent on teachers to choose an appropriate activity for the students. In general, shadowing benefits most Japanese students because they lack phoneme perception skills. In fact, I have been a learner as well as a teacher and still use shadowing to brush up my phoneme perception process occasionally. Moreover, recently I have been shadowing various kinds of English (e.g., British English, Irish, Indian English, and so forth) on my way to school to enhance my phoneme perception skills toward these variations.

Admittedly, shadowing and repetition may look similar if we try both in our first language. I have tried both in my first language, Japanese, and also felt the two were similar because my phoneme perception for Japanese language is completely automatized. Thus, as the finding of this case study suggests, we teachers should not put overreliance on our intuition but separate the two and use them with a clear purpose.

Using repetition with the aim of improving both listening skills and reading skills may end up improving neither of them because there is too much cognitive burden for learner language processing. For non-advanced learners in listening, I encourage them to use shadowing to focus on their phoneme perception process improvement first, then to use repetition to maintain their phoneme perception skills and improve their retention capacity, and to speed their information processing.

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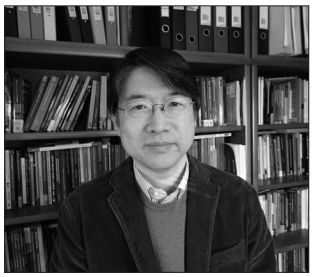
CLIL Focus: An Interview with Professor Makoto Ikeda

Interviewed by Laura MacGregor
Gakushuin University

In an interview in August 2015, Professor Ikeda spoke with Laura MacGregor about his first encounters with content and language integrated learning (CLIL), and how CLIL has shaped his teaching beliefs and teaching practices. He also discussed how teachers could implement CLIL principles in their classes in Japan.



Makoto Ikeda is professor of English philology and English language education at Sophia University. He received his MA from King's College London and his PhD from Sophia University. He has published a number of articles and books on CLIL, and guest-edited a special issue of *The International CLIL Research Journal* focusing on CLIL in Japan.

Laura MacGregor: You are a professor of philology. How did you become interested in CLIL and why did you decide to implement it in Japan?

Makoto Ikeda: My field is philology, nowadays known as historical sociolinguistics, which means it is not just about language. It involves history, culture, and literature, and is therefore an integrated approach to language. From the beginning, as a student, I wanted to see things from different perspectives. This is reflected in my PhD thesis about Lindley Murray, a 19th-century grammarian who combined moral teaching with grammar education. When I started out teaching at a high school, I tried to use authentic materials so students could learn something about life, history, etc. as they studied English. When I started teaching at Sophia, I couldn't just teach vocabulary or grammar or the four skills; they were always integrated with content. Therefore, I have been interested in combining two, three, or even four elements when studying and teaching language for a long time.

A few years into my career at Sophia, my department asked me to become an ELT trainer. To prepare for that, I took a sabbatical to get an MA in ELT and applied linguistics at King's College London in 2007. While I was there, I attended a conference and saw a presentation on CLIL. This was my first encounter with CLIL. I was attracted to the idea of combining language teaching and subject teaching, and when I heard about the 4Cs framework: Content, Cognition, Communication, and Culture (see Figure 1), I realized that my teaching practice was supported by CLIL. So that's how I became interested in CLIL. When I came back to Japan in 2008, I started implementing CLIL principles formally into my lessons, and after doing that, my class evaluations went up a lot.

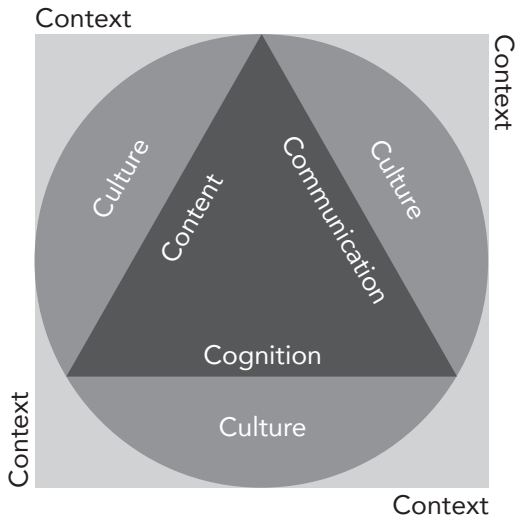


Figure 1. **The 4Cs of CLIL (Coyle, Hood, & Marsh, 2010, p. 41).**

LM: How did your teaching change, exactly?

MI: Before, I lectured and gave exercises to students. It was a knowledge-based approach. Using CLIL, I moved to a task-based approach with more discussion, critical thinking, and student interaction.

LM: And you decided to promote CLIL in Japan.

MI: Yes. I started giving workshops around the country and have helped bring CLIL specialists to Sophia over the years, including David Marsh, Do Coyle, Peter Mehisto, Rosie Tanner, and Christiane Dalton-Puffer. I would say that in 2009, CLIL was not known at all [in Japan], but now many English teachers have at least heard of CLIL.

LM: So it just grew organically?

MI: That's the word, organically.

LM: As some readers may be unfamiliar with CLIL, can you tell us your definition of CLIL, and briefly explain what it involves for practitioners and learners?

MI: I have two definitions of CLIL. One is just good education, education itself. When good education is in place, there is active learning, characterized by learner-centredness, dialogue between teacher and students, critical thinking, collaborative learning, etc. The second definition is a lot more at the micro level. CLIL is a good system or framework for teaching students, both in terms of content and language. Everything that is considered to be good teaching practice is in CLIL. It's like a smartphone: it includes everything in one package. So on the one hand, I have a very big picture of CLIL, that is good education. On the other, I regard CLIL as a teaching methodology. Some people don't want to see CLIL that way. They think CLIL is an approach or even a sort of mindset. But for me, it is a framework.

The acronym CLIL means content and language integrated learning. It's not teaching, it's learning. It's a learner-centred approach. The 4Cs framework is very powerful: Content is subject-specific concepts and terms. Communication is basically language skills. Cognition, thinking, is the most important element of CLIL. I think everybody involved in CLIL agrees that the most important component of the 4Cs is cognition. Cultural interaction [the fourth C] is also very important.

LM: Why is cognition the most important?

MI: For example, if you are given a new grammar rule, and you do some grammar exercises on paper, and you are assessed using similar questions, probably learning can be transferred, meaning students can give correct answers if they learned that grammar rule properly. That doesn't mean they can use that new grammar rule when they write or speak. It can't be transferred so easily. But in CLIL, if students learn new things and think about the content in English, that knowledge can be transferred when they use that language in their workplaces, for example, when they collect new information related to their job and they think about/process that information with other people, and then they write a proposal or give a presentation. Basically, it is how they apply language to a new context.

On the contrary, many Japanese people get stuck when they are asked questions in English, even very simple questions. When you are asked a question, you want to say something good—that's content. At the same time, you need to think about grammar, vocabulary, pronunciation and accuracy. So the capacity of the brain for content is very limited, because people are not used to thinking about something in English. But in CLIL, because students think a lot in English they can give opinions more fluently in English. That's why I strongly believe students need to think a lot in CLIL lessons.

LM: Does CLIL encompass PPP—Presentation, Practice, Production?

MI: Well, I propose a new PPP in CLIL. In the presentation stage, students learn new content from authentic materials. But the second stage, practice, is totally different. Instead of practice, students process information, new concepts and terms. At this stage, students think a lot. This is CLIL. Then, at the production stage, they discuss what they thought about or write something. The middle stage is my new PPP model. And to make it happen, teachers need to be really careful when they design tasks. You need to give very good tasks where students think a lot, deeply.

LM: What is an example of a good task that makes students think?

MI: Tasks where students use their higher order thinking skills (HOTS; see Bloom in Coyle, Hood, & Marsh, 2010, p. 30; Ikeda, 2012), where they need to analyze, evaluate, or create. That's the criterion for me. There shouldn't be a right answer, actually.

LM: What about the level of the students?

MI: At the macro level, CLIL can be used by any teacher, with any students. If students' cognitive levels are low, teachers need to give more support, or scaffolding if you like. Of course, tasks shouldn't be too demanding, but maybe you can give some tasks where they think more enjoyably as opposed to learning by memorization.

But at the micro level, students need to be at least upper secondary level in terms of age, because they need to have some sort of general knowledge to make the most of CLIL. Ideally, they should be at least 17 or 18 and their English proficiency level

should be at least CEFR B1. Otherwise, they can't actually learn new things. So, B1 is the entry level for good CLIL. You need to compromise for lower level students in terms of language and give age appropriate lessons.

LM: What are the fundamental things teachers need to know in order to start to teach using CLIL?

MI: They need to use authentic materials, multimodal input—not just texts, but visuals and statistics. Basically, a task-based approach is very important: students need to talk about what they have learned with others, not about the language, but about the content. That's the best way to learn something.

If teachers start to teach using CLIL, they have to deny what they've been doing in the past. To be good CLIL teachers, they have to be very flexible. They should be eager to learn a new way to teach and be able to take risks.

LM: I have heard people say that being CLIL teachers requires a lot of lesson preparation time.

MI: Yes, it's huge, but if it's enjoyable, I think teachers can devote a lot of time. But if they are not so good at designing their own materials, it will be difficult for them. That's why more good course books and textbooks should be available.

LM: What should teachers keep in mind when they are teaching CLIL?

MI: If I focus on one element, it is: have your students think a lot. Think, think, and think. As I said before, Japanese students in general cannot express their opinions even about very simple things. One of the causes, I assume, is that when they try to say something, their brain runs out of RAM (random access memory), with one part of their brain searching for appropriate vocabulary, grammar, and phonology while another part is busy collecting relevant information to form their opinion, and yet another with worrying about the quality of their English and their opinion. To avoid this, students need to think a lot about various topics/issues in their English lessons and express their thoughts. CLIL is based on the "transfer-appropriate processing" hypothesis, defined as follows:

> Remembering what we learn is easier when we are in a situation that is similar to the one in which we learned it in the first place or when using the kinds of cognitive processes that we used during learning. (Lightbown, 2014, p. 57)

That's why I strongly believe students need to think a lot in a CLIL lesson.

LM: How would you like to see CLIL develop in Japan?

MI: First and foremost, it should be known more. CLIL is just associated with English education in Japan. But CLIL is content and language teaching or learning, rather than just a language learning methodology. CLIL should be used in mainstream education. That's my final goal.

Nowadays, in Japan, one of the most well-known buzzwords is "active learning." But actually, that's just a normal way to teach in Europe and North America. The problem here is teachers don't know how to give active learning lessons because they have been educated in a traditional way, where they've just been given information to memorize. CLIL can help these teachers. If you do CLIL, you're giving an active learning lesson.

Another buzzword is "developing global human resources." How can you develop students to work and live in a global society? Many people think students need to develop their language skills in order to be global human resources, particularly their speaking abilities, but that's just one of the necessities. Students need to be able to collect new information in English, think about it in English, and then talk about it in English, and write about it in English. This is what CLIL can accomplish, and that's why I think CLIL should be the standard.

In order to do this, we need to produce very good materials and give good teacher training. These two aspects are discussed all over the world; everywhere, good materials and good teacher training are lacking for CLIL.

So, this is what I would like to see happen in the future in Japan.

LM: Thank you very much for sharing your insights and your hopes for the future direction of education in Japan.

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[RESOURCES] MY SHARE

Philip Head and Gerry McLellan

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

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

Hi, and welcome to another edition of My Share, the first of 2016. Phil and I hope everyone had a great holiday and that the New Year brings peace, health, and happiness. This issue contains more invigorating ideas from ingenious teachers willing to spread the word and help us as professionals to ensure learning is fun and student centered. This is my first time to co-edit the My Share column, and it is a tremendous privilege to be able to play a part, small though it may be, in helping authors bring their ideas to life.

This month we have four articles in print and another two online. Michael Sharpe gets things up and running with some advice on learner-scripted small group productions. Donald Anderson then shares an idea on pre-literate dictation, helpful for complete beginner classes. Jeremiah Hall has an interesting way of helping students remember new vocabulary, and Ian Willey introduces a fun activity using Senryu.

Last, but by no means least, in our online edition Meagan Kaiser shows us how to promote creativity by having students shoot their own videos, while Matthew Ragan and Jim Ronald share an idea on how to build student confidence by having them correct the teacher.

Learner-Scripted Small-Group Productions

Michael Sharpe
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Quick Guide

- Keywords: *Collaborative learning, performance, creative writing*
- Learner English level: *High beginner to intermediate*
- Learner maturity: *High school and above*
- Preparation time: *Approximately 30 minutes*
- Activity time: *Three 60-minute sessions (two sessions for preparation and one for the performances)*

» Materials: *Handout listing movie titles (see below for suggestions), storyboard print (Appendix B), (Optional) AV projection equipment/PA-equipped auditorium*

Learner-scripted small-group productions such as short sketches and plays are a great basis for a creative, learner-led, productive-skills-focused EFL activity. The following shows how to plan and organize this type of activity using the theme of movie titles. The procedures have been refined by the author over several years of preparing for the *EC Challenge*, a biannual event in which undergraduates taking a general English communication course show off their language skills to their peers. The design, planning, performance, and assessment components are student-led. Moreover, the collaborative nature of the activity encourages all members to participate. Specific opportunities are provided to practice:

- Creative writing, writing dialogue, and writing for audiences.
- Public speaking. However, unlike individual presentation type work, this activity provides a less-pressurized environment, thus helping learners overcome their fears of speaking in public.
- Aspects of speech important for spoken performance tasks, particularly intonation and projection.
- Creating PowerPoint documents.

Preparation

Step 1: Select a list of movie titles. Try to avoid titles that are too specific (*Peter Pan*) or difficult to interpret (*The Remains of the Day, The Seventh Seal*, etc.). Popular titles such as *Strangers on a Train, Ghost, When Harry Met Sally, Roman Holiday, Lost in Translation, Tokyo Story,* and so forth are better starting points, as they are open to interpretation.

Step 2: Download the storyboard provided in Appendix B or make one yourself. Make one copy for each group.

Procedures

Session 1

Step 1: Ask students to form small groups of two to four. Choose a movie title for each group, or have them choose one for themselves from a provided list.

Step 2: Explain to the groups that they will be writing and performing a small play based on the title they chose, and that it will be a collaborative activity involving all members. Ask groups to discuss the main characters, the general setting, and the location of the main scenes.

Step 3: Groups outline the plot using the Storyboard print (Appendix B).

Step 4: Groups write an introduction for the opening scene (where, when, and who). For example, "It is 2 a.m. on a dark New York Street. A few people are walking home."

Step 5: Groups begin writing the dialogue for each scene.

Session 2

Step 1: Ask groups to finish writing the script that they began drafting in the previous session. Check the script together for grammatical/lexical errors. Also, highlight any irregularities in plot development that could be confusing or unclear to an audience.

Step 2: Ask groups to assign roles, including (if necessary) the role of narrator.

Step 3: Rehearse.

Session 3 (Performance day)

Step 1: If students plan to use A/V and/or PA equipment, check that it is functioning.

Step 2: Appoint an MC from among the students (or take this role yourself). The MC will introduce each performance (title, cast, and opening scene). If using a PowerPoint backdrop, the MC will also cue the slide changes in sync with scene changes, using a copy of the script for reference.

Variations

Have students appraise each other's performances using an assessment protocol (see Appendix C for an example).

Film the performance and have students assess their own performances.

Have groups make PowerPoints to be used as a backdrop for the performance (see Appendix A for examples). Tell them to be careful to choose pictures that are suitably large enough to fill a whole slide. Stretched slides lose resolution and will be blurred. Add music to the PowerPoint and/or include props.

Conclusion

Feedback from students who have participated in this activity has been overwhelmingly positive, indicating that it can be a useful addition to a language-learning syllabus.

Appendices

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

Preliterate Dictation

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Quick guide

- Keywords: *Input, dictation, preliterate learners, aural comprehension*
- Learner English level: *True beginners*
- Learner maturity: *Primary school or older*
- Preparation time: *10 minutes*
- Activity time: *10-15 minutes*
- Materials: *Flashcards or drawings, paper, writing utensils*

In a class of true beginners, while target structures are straightforward, presenting an unfamiliar language in a way that helps learners understand and retain knowledge is no small feat. True beginners lack knowledge of written language, a key to bolstering their comprehension and retention. Preliteracy is a major premise of current English instruction at Japanese elementary schools owing to a provision in the *Revised Course of Study* that instruction focus on spoken language and restrict written language to an auxiliary role (MEXT, 2008). Instructors must therefore devise alternatives, and picture flashcards often come into play. Unfortunately, listen-and-repeat can descend into drilling *ad nauseum*.

One alternative to standard drills I have devised is what I call *preliterate dictation*. Students are presented with visual cues representing the target language items. Next, they listen to dictation prompts containing these items and identify the correct visual cue by writing the corresponding number or symbol, thus demonstrating their comprehension without using written English. This is useful because it rapidly provides listening practice to which students can respond at their own pace rather than waiting for their turn to come round as in a line drill. Moreover, comprehension can be assessed more precisely than in choral drilling thanks to the written record of students' work.

Preparation

Step 1: For each target language item, prepare one picture as a non-linguistic cue. When introducing new language items, I use the oft-cited *magical seven* as the maximum number.

Step 2: Write out each prompt to be read off. This is crucial as good dictation prompts are read the same way each time.

Procedure

Step 1: Introduce or review the target language items. Have students repeat.

Step 2: Post your visual cues on the board. Number them or assign a symbol to each.

Step 3: Pass out paper. Have students ready their writing utensils and number their paper for the number of items to be read.

Step 4: Read out the aural prompts. For single-word prompts, simply read the word aloud: for instance, *grape*. Longer stretches of language might incorporate any number of linguistic structures, such as "I like grapes," or "The grapes are green."

Step 5: Once you have read all the prompts, have students check their answers using a different-colored writing utensil or trade papers with a partner. Next, they should record the number of correct items over total tested. Alternatively, you may choose to collect students' answers straight away for a formative assessment.

Step 6: Continue into your main lesson, either related to the dictation items or not.

Step 7: At the end of the lesson, repeat the dictation exercise and check answers. Besides providing another concentrated burst of listening practice, this second dictation session affords students the chance to compare their results with the first. Because they have already done the activity once in the same class period, students typically score higher the second time. This biases the activity for student success, providing them with a sense of improvement and accomplishment.

Conclusion

This method of assigning numbers or symbols to visual cues can be used with single-word prompts to introduce or drill vocabulary sets. Conversely, it can be used to assess learner comprehension of a wide array of phrases: for example, you could present several pictures of a ball and a box with the objects in different positions to drill prepositions. Also, reading a paragraph of text in which the target words are em-

bedded all the way through several times and having students write the numbers corresponding to the words in the order they appear can be used to assess students' ability to scan long stretches of speech for specifics. The efficacy of preliterate dictation lies in its facilitation of plenty of aural practice in short order and in bypassing the necessity of students' having orthographic knowledge.

Reference

MEXT (2008). 新学習指導要領: 生きる力. Retrieved from http://www.mext.go.jp/a_menu/shotou/new-cs/youryou/syo/gai.htm

Vocabulary Review Through Narrative

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Quick Guide

- Keywords: *Speaking, comprehension, vocabulary*
- Learner English level: *Intermediate and above*
- Learner maturity: *University*
- Preparation time: *20 minutes*
- Activity time: *30-45 minutes*
- Materials: *Vocabulary list*

People have long used stories to help remember things as attested to by oral traditions around the globe. Narratives surround us for most of our lives, and thus, stories provide us with a natural format for practicing and remembering vocabulary words. Using narrative forms in the class can help make learning more fun while unobtrusively assisting with the transition from vocabulary memorization to practical language production.

Preparation

Choose words from class materials to make a vocabulary list, including definitions and appropriate grammatical permutations for each.

Procedure

Step 1: Arrange students into groups of three to five.

Step 2: Direct groups to each create a short story that incorporates all of the provided vocabulary words. Have them try to use at least one vocabulary word in each sentence. Teams may choose any kind of scenario they like (scary, silly, etc.).

Step 3: Have groups write out their stories and remove the vocabulary words, leaving a blank space for each word.

Step 4: Instruct teams to exchange stories and fill in the blanks in the story they receive.

Step 5: Have teams present the results of the fill-in-the-blank exercise. Then, have the team that originally created the story present the original version. Ask students to discuss any differences and see how the stories may have changed.

Variations

- Allow students to develop the vocabulary lists themselves, giving them more control over which vocabulary words are used in the stories. These lists can be different for each team, or the same.
- Skip Steps 3, 4, and 5, and instead have teams present their stories to everyone. Ask the students to vote for their favorite story.

Conclusion

I have found this activity to be most helpful when used for vocabulary reviews near the middle and end of term. It not only helps students remember vocabulary, but it helps them use it in a meaningful way. At the same time, having students get their creative juices flowing makes studying more fun, making this a potentially powerful tool for language instruction.

Fun with "Student *Senryu*"

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Quick Guide

- Key words: *Group work, senryu, writing*
- Learner English level: *Intermediate and above*
- Learner maturity: *University*
- Activity time: *About 120 minutes (in two class meetings)*
- Preparation time: *About one hour*
- Materials: *Computer, projector*

Haiku, short poems capturing the transience of the seasons, are popular in the West, but less widely-known is the *senryu*. Close cousins of the haiku, senryu are also short three-line poems, but without the requisite natural element; they are often humorous, targeting the follies of daily life. The wit and accessibility of senryu have made them enormously popular in Japan, as the success of the "Salaryman Senryu" contest reveals. Here is an example:

school year ends
at last I remember
all their names

Writing senryu in English can enable students to see writing as a meaningful and enjoyable endeavor. The following activity can be done in any English course involving writing.

Preparation

(*Before class and 30 minutes of the first class*)

Step 1: To prepare, read some English senryu to familiarize yourself with the genre; good examples can be found in the online senryu journal *Prune Juice* <https://prunejuice.wordpress.com/>. Compile a list of senryu that you like in a Word file. Try your hand at writing a few!

Step 2: In class, tell students that their next writing task will be to write senryu in English. Using a projector, show samples of English senryu from *Prune Juice* or other online sources. If you compiled a list of senryu (or attempted to write your own!) show these poems to students.

Step 3: Explain that English senryu, unlike their Japanese counterparts and haiku, tend not to follow a strict 17-syllable format. English senryu are typically short poems consisting of no more than three lines. (Avoid any lengthy explication of English syllables as students will likely become lost.)

Step 4: Give students this assignment: Each student should write three to five senryu in English on the theme of "Life as a university student."

Step 5: Tell students that their senryu should be typed and numbered on one A4 sheet.

Step 6: Instruct students not to type their real names on this sheet. Rather, they should give themselves a pen name, a common practice in senryu writing. They can use their imagination here. (For example, my pen name is Pilot®.)

Procedure

Step 1: In the second class (one week later), divide students into groups of six or seven students.

Step 2: Remind students that only their pen names should appear on their senryu sheets.

Step 3: Collect senryu from each group, shuffle them, and redistribute them to group members. It doesn't matter if students receive their own papers. However, students should try to conceal their identities from other group members.

Step 4: Instruct students to look at the paper they have received and choose the senryu they like best on that page, and then write their initials in the margin next to that poem. Then they should pass their paper to the person on their right. This should continue until all group members have put their initials on all senryu sheets.

Step 5: Let students go to it! Encourage students not to spend too much time on each page or the flow of papers will get backed up.

Step 6: Have students reveal their identities to other group members.

Step 7: Have all students write their own most popular senryu among group members (one per person) on the whiteboard or chalkboard. They should include their pen names.

Step 8: Discuss the senryu with the class. Ask some students about the meaning behind their poems. Give your own comments and criticisms. Enjoy!

Conclusion

For lower-level groups of students, this activity may be quite challenging. Although students are familiar with senryu in Japanese, they are likely unaccustomed to writing poems in English. Remind students that they need not write full, grammatical sentences, but rather groups of words and phrases. Therein lies the value of this activity: It allows students to express their own feelings and experiences as well as be innovative in their use of English, something they aren't normally permitted to do.

Available Online

Empowering New YouTube Content Creators

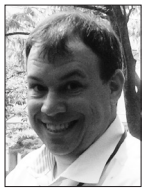
Meagan Kaiser

This activity uses the example of pioneering communicators like *Ochikeron* to show students how Japanese are using their second languages in interesting ways, and then provides a pathway for students to create their own similar online content.

Dare to Correct *Sensei*

Matthew M. Ragan & Jim Ronald

This activity helps students understand what to do when it is necessary to correct or question someone of higher status than them.



Edo Forsythe

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

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Dopamine, Language Learning, and Having Fun with *zondle*

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This article explores the different uses of the Web 2.0 tool, *zondle* <http://www.zondle.com>, in the K-12 and higher education classroom, as well as its pros and cons. Zondle is a game-based learning platform designed to help students study, review, and remember information. It also allows students to produce their own topics to create a personal learning environment.

Originally, zondle was free to use, so this made zondle a practical option for teachers to invest their time in by integrating the website's competitive game-based learning into their curriculum. However, in July 2015, the website had to start charging a fee of $US8 per month or $US80 per year. Despite the fees to use the tool, the principles behind it still make the tool worthy of consideration. Zondle focuses on prediction error and dopamine release to create an ideal setting for learning (zondle, n.d.-a). By integrating uncertainty into a learning task, students' affective responses are influenced significantly (Howard-Jones & Demetriou, 2009).

Practical Uses

Teaching with immersive gaming (TWIGGING) integrates learning and gaming skills into a lesson, switching between learning content and gaming rounds so quickly that students feel engrossed in a gaming environment (Howard-Jones, 2010). TWIGGING demonstrates that there is no clear relationship between learning and reward. If you give a child three points today for good work and give them ten points tomorrow, it does not double the likelihood of them remembering the information being taught. Contrary to this, there is a clear relationship between the brain's response to reward and learning (Howard-Jones, Bogacz, Yoo, Leonards, & Demetriou, 2011).

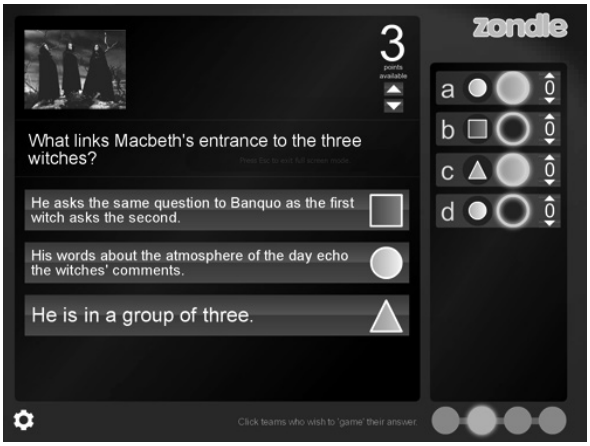

Figure 1. **Zondle question interface.** This interface shows the current question and answer choices at the front of the classroom using a projector or screen. The section on the right side includes letters that indicate the teams, their answer choice, and whether or not they chose to wager their points (zondle, n.d.-b).

Dopamine is a neurotransmitter that is essential to the brain's reward system, and as such, is linked to learning (Willis, 2011). Higher activity in the mid-brain dopamine reward system results in improved recall performance (Callan & Schweighofer, 2008; Howard-Jones, Demetriou, Bogacz, Yoo, & Leonards, 2011). Zondle Team Play is a game that can generate

higher levels of dopamine production connected with uncertain rewards (zondle, n.d.-a). Team Play exploits the relationship between the brain's reward response and learning. To begin, for every couple of conventional content slides created by the teacher, he or she creates a couple of game slides with questions (see Figure 1) that call for students to synthesize the learning. In class, dyads or small groups log into zondle via their mobile devices. Each group chooses a letter that represents them—the teacher can allow this to be anonymous or not—and the learning activity begins. As the teacher moves through the content and game slides, he or she can provide immediate and corrective feedback on answer options just before a wheel of chance is spun (see Figure 2). This combination of rising anticipation and feedback creates teachable moments suitable for scaffolding student learning with maximum effect. After feedback is complete, the wheel of chance is spun and students await the results. If the wheel lands on a certain color, students win double the number of points the question was worth. If the wheel lands on the wrong color, students lose and receive zero points even though they got the question correct. The lesson progresses, switching between content and game slides, until the end of the activity. In addition, zondle Team Play allows for the random selection of teams for particularly demanding challenges that should have a higher likelihood of failure than normal, but correspondingly provide for higher rewards for correct responses. Additionally, Team Play incorporates bonus and head-to-head rounds to add to the gaming environment. Zondle Team Play stimulates the brain's reward system leading to increased learning outcomes (Adcock, et al., 2006; Shohamy & Adcock, 2010; zondle, n.d.-a).

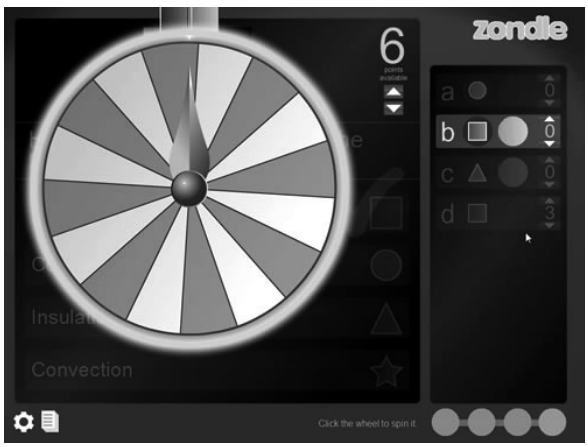

Figure 2. **Zondle wheel of chance**. Students have an opportunity to wager their points. This 50% chance of doubling players' points or losing them altogether results in maximum dopamine release due to prediction error (zondle, n.d.-c).

Other practical classroom uses for zondle are individual play and a quick-style of challenge. Individual play works best in a PC lab because zondle requires flash-enabled browsers. The teacher assigns a topic of study and then the students pick one of several different flash-based video games from zondle's library to play. Upon answering a question correctly, the student has a roughly 50% chance of being allowed to play a short round of the game they selected. The uncertainty of the reward of being able to play a game is introduced and thus increases dopamine release; research has tied this to improved learning outcomes (Callan & Schweighofer, 2008; Howard-Jones, 2011; Shohamy & Adcock, 2010; zondle, n.d.-a). Once the short flash game is played, the student then continues studying and the process is repeated. Teachers can track the progress of their students during individual play, and if a teacher notices that several students are missing a certain question, the teacher can stop all play and use it as a teachable moment before students continue with individual play. After three sessions using the software, a survey conducted by two of the authors with 56 students at a Tokyo junior high school found that this style of game play with zondle was extremely popular; the students unanimously reported that they enjoyed zondle and wanted to use it again.

Lastly, a teacher can use zondle as a student response system in the zondle challenge mode. This is a lighter version of zondle Team Play, except there is no gaming aspect where students have an opportunity to gain double points. In the zondle challenge mode, students can participate from any device that is connected to the Internet. After all of the students register their devices through the zondle website in their browser, the teacher displays a question and the students are prompted to answer the question, and then the participants can receive immediate feedback.

Pros and Cons

Zondle is no longer free, so the user has to pay to use the site. Zondle also comes with a learning curve and some people might find the interface to be cumbersome, but with video tutorials, the site is manageable. The fact that it offers students real-time feedback along with formative and summative data is a valuable asset. Because it uses flash, the full website does not work on iOS devices and users have to download the app to their mobile device

which limits the question types and the number of games that can be played. Zondle offers thousands of free topics that other teachers have already created, which can then be modified, so this is a major advantage to using this Web 2.0 tool in the classroom. Finally, if a teacher wants to embed a zondle topic that he or she created into their classroom website or learning management system (Moodle, Blackboard, etc.), zondle generates an html code that can be easily copied and pasted into a variety of platforms.

Conclusion

Zondle is a Web 2.0 tool for anyone to integrate collaborative game-based learning into lessons, and it utilizes prediction error and dopamine release to increase learning (Howard-Jones et al., 2011; zondle, n.d.-a). The program empowers students to study, review, and remember topics. Zondle can be used in three ways: student play, team play, and challenge. The authors' anecdotal experiences using zondle showed it to be popular with students. For more information on how to use this engaging and powerful site, please visit the zondle website and try it out in your own classroom.

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Editor's Note: Zondle is but one of the many new game-based learning tools being used in the language learning classroom today. If you are using an engaging site or app with your students, consider writing about it for the *Wired* column. Contact the editor at the email address above to discuss any ideas you have for the column.

As we begin 2016, thoughts will be turning to this year's slate of conferences and professional events. The Call for Proposals for JALTCALL 2016 is ongoing now, so please submit a proposal to share your CALL experiences with the rest of us at Tamagawa University this June. See <http://jaltcall.org/conference> for details. Until then, be sure to continue to seek ways to keep your classrooms *Wired!*

Mari Nakamura

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

Email: young-learners@jalt-publications.org

Hello, colleagues! I am very pleased to welcome Cynthia Akazawa, a well-respected English language educator based in Japan, as a guest columnist for this issue. She will discuss her literacy program with a focus on the development of pre-literacy skills.

A Case Study for Teaching Pre-Literacy Skills to EFL Learners

Introducing Pre-K students to sound discrimination, phonological awareness, and extensive reading has allowed us to give the six-year-old students who enter our reading program a better chance for success. I have no data to offer in support of this opinion, but students are progressing faster since we made the commitment to teaching pre-literacy skills in 2007, despite our teaching materials in the reading program remaining constant.

First, let me describe the kinds of pre-literacy training we give to children in our Pre-K program. We conscientiously weave sound discrimination and phonological awareness instruction into every class hour. We teach both of these skills by playfully exaggerating and elongating the pronunciation of new vocabulary. We get the students to look at our mouths and mimic our mouth gestures. It's silly and fun, and we laugh a lot, but the work is serious for teachers because we purposefully focus on especially challenging sounds such as the "th" in "three", the "f" and "v" in "five" and the "n" in "ten" to improve sound discrimination through the experience of forming sounds correctly. Elongating the sounds in a word also helps children to become more aware of all the different sounds within it. This is the beginning of phonological awareness which, when combined with letter knowledge, are key predictors to students' success in learning to read (National Reading Panel, 2000).

Our way of using music in the class also supports pre-literacy goals. We use songs that are slow enough for students to clearly articulate the lyrics, and the language is simple enough for the students to clearly understand. When accurate articulation is accompanied by comprehension, children can begin to internalize the meaning of grammatical structures and vocabulary in a kinesthetic way. Oral output strongly correlates with reading comprehension (Catts & Hogan, 2003), so teachers need to be deliberate in creating tasks that encourage children to produce meaningful language as early as possible.

My school also has an extensive reading library with 100 books devoted to teaching language to Pre-K students. How can pre-literate students enjoy extensive reading? You might imagine the experience to be more like extensive listening, but not many three-year-old children will listen to a CD and read along. So, I did something fun to help them. I wrote songs that told picture book stories in language accessible to EFL students, and I sang them into CDs along with an audio track of me reading the books with exaggerated intonation. I also included a page-by-page quiz to see if the children could find things in the pictures and point to them with their parents. Many parents use the CDs to enjoy the books with their children, and then they play the CDs in the car to extend that enjoyment. Young children at my school check out books far more often than older children, and so giving them early pleasurable experiences with shared reading increases the chances of them becoming early independent readers.

The data from research on extensive reading for older students indicates that extensive reading is the best route to acquiring vocabulary and syntax (Sheu, 2003). Since roughly 70 percent of poor readers have deficits in vocabulary, morphology, and understanding of syntax, extensive reading needs to be a part of any English language curriculum (Nation, Clarke, Marshall, & Durand, 2004). While I have no data to share regarding the use of extensive reading experiences with Pre-K students, I believe something similarly dynamic happens to very young children, so I enthusiastically share that philosophy with parents.

Formal reading instruction begins in our first-year elementary school classroom. The class format changes from a one-hour, once a week conversation class to two hours comprised of one hour of conver-

sation and one hour of reading. The conversation class uses a popular course book, and within that hour we include plenty of writing experiences. The reading course focuses on literacy skills, but it also includes plenty of carefully planned conversation work because I believe English can't be taught well when the four skills are separated and compartmentalized. When students are trained in synthetic phonics, writing is not an act of copying but a legitimate form of speech, and reading is merely a sophisticated form of listening.

Readers familiar with typical language course book experiences might be wondering how the experience in our reading course differs, so I will describe a typical hour. I like to start off with a print that has many line drawings depicting verbs, adjectives, prepositions of location, plurals and pronouns. I use language to describe something in the picture for them to color with crayons. I ask them, "What is it?", "Where are they?", "What's he doing?", "Is it long?", "Where is it?", and so on, and the children will try to answer while coloring. Keeping student's hands busy coloring helps them to focus on listening and speaking. During the exercise, we do not focus on one grammatical structure like most conversation course books do. Rather, we use a variety of basic structures common to most early elementary curricula.

After the initial language work is done, I begin to pass students a series of prints with different kinds of tasks that focus on stroke order, blending, vowel discrimination, letter discrimination, initial consonant discrimination and vocabulary work in fun puzzle-like tasks. I encourage students to work independently, and I give support when needed.

I like to end the hour with a fluency reading task. Rapid naming of letters is an important skill because slow readers are poor at reading comprehension (for example, Beglar, Hunt, & Kite, 2012; Nuttall, 2005). Beware, however, that impressive fluency in the absence of comprehension occurs often enough in EFL classrooms. In my early years as a teacher, I remember teaching phonics for the first time. All of my students were reading out loud beautifully, but their comprehension was disappointing. I had made the mistake of assuming that comprehension would naturally follow decoding. Most native English speakers do not require explicit comprehension instruction, but young EFL students most assuredly do.

The ideal reading course is when the teacher acts as a facilitator rather than taking the lead. That takes good teaching materials and a commitment to developing independent learners. There is certainly much more to say about teaching reading to young children in EFL settings, but the most important points are: start early, have clear goals and a plan and, most importantly, have fun.

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Robert Taferner

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

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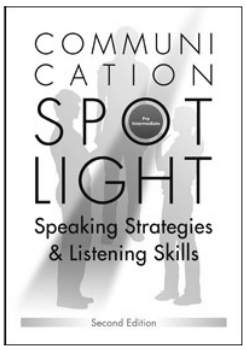
This month's column features Ryan Pain's review of Communication Spotlight *and Toby Traub's evaluation of* Out Front.

Communication Spotlight: Speaking Strategies and Listening Skills (*2nd Ed.*)

[Alastair Graham-Marr. Tokyo: Abax, 2013. pp.145. ¥2,550. ISBN: 978-1-896942-65-0.]

Reviewed by Ryan Pain, Sojo University



The *Communication Spotlight: Speaking Strategies and Listening Skills* series is a set of course books divided into four levels: starter, high-beginner, pre-intermediate, and intermediate. As the title suggests, the focus of the series is on the skills of speaking and listening, and in particular, the sound patterns that contribute to meaning and intelligibility. The series' stated objective is to "be your bridge to natural real-world English" (p. 3). The books are benchmarked against CEFR-J levels, with *Starter* suggested for A1-A2, and *Intermediate* suggested for B1-B2, and are targeted to learners of American English. Each book's stated aim is to provide 30 to 40 hours of classroom material, divided into 15 units on topics of everyday interest. In addition, there is an accompanying teacher's guide for each level that contains instructions and suggestions for teachers in both English and Japanese. The teacher's guide also contains review worksheets and quizzes for each unit, as well as answers and listening scripts. The listening exercises for each course book and teacher's guide are provided on an accompanying CD.

The units of each book are of a general nature often found in English language course books. Each unit has a unit name, theme and topic area, and a focus on certain listening features and speaking strategies. For example, Unit 4 of the starter book is entitled *What's the date today?* The theme is talking about dates, days, and events, and the listening features and speaking strategies focus on sentence stress and asking questions for confirmation. In this way, each unit has the same pattern of skill development. The content of each unit is clearly organized in the contents table at the beginning of each book.

A good communicative English-focused textbook should offer learners plenty of opportunities for the negotiation of meaning and to engage in conversational interactions in paired and group activities. Ideally, such a textbook should also provide listening and speaking activities that reflect the true nature of spoken English, and also provide opportunities for true, negotiated interaction (Ableeva & Stranks, 2013; Burns & Hill, 2013). Commendably, the *Communication Spotlight* series attempts to address these considerations in order to provide learners with a principled approach to improving their listening and speaking skills.

As with any language learning materials, an underlying language learning theory and the beliefs of the author(s) always determine the selection of linguistic items and how these are transposed into pedagogical practice. The *Communication Spotlight* series can be said to be an extension of the audio-lingual approach as realized in the presentation, practice, production (PPP) sequence. The layout of each unit follows the same basic pattern: *warming-up*, *getting the basic idea* (presentation), *getting details, practicing, spotlight on listening, spotlight on memory, spotlight on speaking* (practice), *trying what we've learned, using what you've learned* (production), *spotlight on vocabulary,* and finally *at home.* Having said this, with the two final sections in the post-production stage, the series does attempt to move learners towards a degree of autonomy and independence; the *spotlight on vocabulary* and *at home* sections promote reflection on and consolidation of knowledge from each unit.

While behaviourist language learning theories advocate the necessity of forming good language *habits* by practicing the same structures repeatedly

(Burns & Hill, 2013), the units can become somewhat mundane if you were to use the course book in its entirety from start to finish. I found the best approach in classes in which I trialed the *Communication Spotlight* series was to pick and choose activities and to supplement with other activity types. Due to its clearly delineated layout, and its provision of split task resources at the back of each book, I felt the series allowed for flexibility in this regard. This is not to say that the series is not sufficient on its own; if the teacher wishes, there is enough material in the students' books and accompanying teacher's guide for it to function without supplementary or ancillary activities.

Furthermore, I believe the *Spotlight on Listening* and *Spotlight on Speaking* sections of each unit are a commendable movement towards bringing about awareness of the nature of spoken English. In the *Spotlight on Listening* section, deliberate attention is brought to bottom-up processes involved in listening, such as recognizing redundancy and elision, as well as weak vowels and sentence stress. And, in the *Spotlight on Speaking* section, conversational strategies such as asking for meaning, repetition, and getting someone's attention are highlighted, and then learners are given the opportunity to practice these with a partner.

With regards to overall layout and design, the series has a good mix of text and graphic material on each page. The pages are not overly cluttered, and the typeface and coloured artwork and photos are functional and appealing. Instructions for each activity are also short and unambiguous. Despite the clear layout, at times there is a lack of space for learners to write answers and make notes. Some learners commented that they would have liked more space to write answers with larger pictures and text boxes, particularly for the split task activities in the "trying what we've learned" and "using what you've learned" sections.

As with the majority of other course books, while the *Communication Spotlight* series does provide opportunities to practice listening and producing more natural spoken English, it is very narrow in its focus on American English norms. The listening exercises are between native American English speakers and non-native Japanese speakers of English. There is no attempt to introduce other native and non-native speaker norms. Surely, even in Japanese contexts, there needs to be a concerted move towards more modern treatments of English as a Lingua Franca (ELF) in pedagogical materials that reflect its actual use as a global language (Seidlhofer, 2005).

The dialogues used for the listening exercises also typically do not present English in its spoken form. Rather, they rely on written models simply recorded by native speakers. As such, while there is some attempt at incorporating hesitation and pauses, other features such as realistic turn-taking, false starts, overriding and interruption are not present.

Overall, the *Communication Spotlight* series is a user-friendly course book that provides plenty of opportunities for learners to engage in conversational interactions, as well as practicing listening and speaking using more realistic forms of spoken English. While it has a narrow American English focus, the listening and speaking activities do allow students to become more aware of the features of spoken English, as well as to make use of some conversational strategies. It is designed with a focus on the local Japanese context, and as such learners will find it relevant and engaging.

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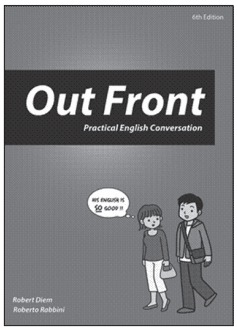
Out Front (*6th Ed.*)

[Robert Diem, Roberto Rabbini. Fukuoka: English Education Press, 2014. pp. 110. ¥2,200. ISBN: N/A.]

Reviewed by Toby Traub, Meiji Gakuin University



Out Front is a textbook specifically designed for Japanese students who are required to study English communication at university. It is a basic level text that targets all four language skills, with an emphasis on listening and speaking. The activities are structured, student-centered, and well-scaffolded. This text should be

well suited for students who are lower in ability and motivation, yet still versatile enough to be used with both English and lower level non-English majors.

The book consists of 12 units, with every unit being a varied collection of 12 or 13 theme-based activities. The same activity types are repeated using different themes throughout the book. All activities are designed to enable students to easily share information about themselves, and their lives. There is a Japanese-English glossary, extra listening activities, and a *Question Bank* in the back of the book that reviews the themes and language of the 12 units. The free online teacher's manual includes tests, supplementary activities, and suggestions on how one might organize the class to get the most from the book. Even more activities have been added to the online resources for this edition, and I found there was more than enough material to last for a one-year course.

Many EFL textbooks overload the student by giving them too many cognitive tasks to perform at once. Those textbooks require them to learn new vocabulary and grammar, when the task at hand should be to develop the ability to use the language they have already been exposed to more automatically. More effective learning can be achieved by reducing extraneous cognitive load as much as possible, and freeing up those cognitive resources to be used for achieving this automation (Sweller, 2005). Therefore, appropriate instructional design aims to reduce the extraneous cognitive load so the students can focus on the task at hand (Chen & Chang, 2009). This is what *Out Front* does effectively.

The vocabulary and grammar structures used throughout *Out Front* are structures the typical Japanese university student will most likely have seen before. Additionally, the same activity types are repeated throughout the textbook. Thus, less extraneous cognitive load is put on the student in the form of understanding instructions and learning new information. As such, more of their cognitive capacity can be used for the processing of previously learned grammatical rules and vocabulary, and oral production of the language.

Krashen acknowledged affective filters for having an effect on language acquisition (Krashen, 1988). *Out Front* uses Japanese names, places, and cultural references throughout. In my observations, students seemed to enjoy this aspect of the book, and it seemed to make them enjoy learning more. Perhaps these references put them at ease and lowered affective filters such as foreign language anxiety, as defined by Horwitz, Horwitz, and Cope (1986).

In the 5th edition of *Out Front*, teachers and students may have found that the downloadable tests were the weakest part of the package. This situation has been improved with the addition of chapter quizzes, which give an idea of the nature of the exams. Still, I found the items that were tested on the quizzes to be somewhat arbitrarily chosen, and the questions to be unnaturally worded at times. I found that I had to look at the test in advance, and strongly emphasize those points, otherwise the students would have had no idea what to study.

Additionally, this book assumes the students already have some words in their passive vocabulary. Thus, the bilingual glossary is by no means comprehensive, and the inclusion of a word in the glossary seems to be somewhat arbitrary. The students found the glossary to be an unreliable source of information when used as a dictionary, but it served its purpose well as a vocabulary list to study words that may be tested.

With *Out Front*, the text serves as its own workbook. The package is completely self-contained, so there are no peripheral items for the students to forget or lose, and there is more justification for expecting the students to be prepared for class. This also means the cost for the student is less versus packages in which the text and workbook are purchased separately.

Out Front is a versatile text designed for Japanese university students. It focuses on getting them to use the English they already know, rather than teaching more vocabulary and grammar. The students found it to be engaging and fun to use, based on my observation. However, it may not be obvious what the testable points of each chapter are, and without a certain amount of *teaching to the test*, even your most well-studied student may be caught off-guard.

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Recently Received

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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 Steve Fukuda at the Publishers' Review Copies Liaison address listed on the Staff page on the inside cover of *TLT*.

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Books for Students (reviewed in *TLT*)

Contact: Steve Fukuda – pub-review@jalt-publications.org

! 21st Century Reading: Creative Thinking and Reading with TED Talks — Blass, L., Longshaw, R., Vargo, M., Yeates, E., & Wisniewska, I. Boston, MA: National Geographic Learning / Cengage Learning, 2015. [4-level reading course created through a partnership between TED incl. Audio CD and DVD package, Teacher's Guide, and Assessment CD-ROM with ExamView].

** Business Plus* — Helliwell, M. Cambridge, UK: Cambridge University Press, 2014. [3-level integrated skills and business English course w/ TOEIC® style practice sections incl. teacher's manual and downloadable audio and supplementary worksheets].

! Conversations in Class (third edition) — Talandis, J. & Vannieu, B. Kyoto, Japan: Alma Publishing, 2015. [8-unit course in oral communication designed for low-intermediate Japanese university students incl. teacher's book and audio CD].

** Getting Global! Engineer Your Future with English* — Tsujimoto, T., Noguchi, J., Miyama, A., Mukuhira, A., Kirimura, R., & Murao, J. Tokyo: Kinseido, 2015. [24-unit course aimed at developing global language skills incl. teacher's manual w/ class audio].

Girl Talk — Elwood, K. Tokyo: Nan'un-do, 2014. [15-unit all round English textbook for and about women incl. teacher's manual and audio CD].

! Healthtalk: Health Awareness & English Conversation (third edition) — McBean, B. Tokyo: Macmillan LanguageHouse, 2014. [13-unit content-based course on health themes for Japanese students at the intermediate level incl. extensive glossary, downloadable teacher's manual and class audio].

Hot Topics Japan — Alexander, S. Seoul: Compass Publishing, 2014. [2-book series for intermediate to advanced learners focused on Japan-specific current events incl. online answer key, transcripts, and MP3 files].

Language Teaching Insights from Other Fields: Psychology, Business, Brain Science and More — Stillwell, C. (Ed.). Alexander, VA: TESOL International Association, 2015. [15-unit professional development title exploring language teaching from perspectives in other fields].

NorthStar (third edition) — Various Authors. White Plains, NY: Pearson, 2015. [5-level Reading/Writing and Listening/Speaking course with focus on critical thinking and academic skills incl. teacher's manual w/tests and classroom audio CDs and DVDs].

** Open Your Eyes through News in English* — Watanabe, A., & Ishii, T. Tokyo: Sanshusha, 2015. [14-unit reading course incl. teacher's manual w/ class audio and webpage access].

! Reaching Out — Long, R. Nagoya, Japan: Perceptia Press, 2014. [14-unit course to help students to become familiar with the basic words, expressions, and interactions of intercultural conversations incl. teacher's guide and downloadable tests for each chapter].

Say What You Think — Perkins, D. Mountain View, CA: Creative Commons, 2015. [4-part communicative course for teaching discussion, presentation, debate, and emotion at the upper high school level incl. online worksheets, tests, slide shows, and videos].

** Scraps* — Cullen, B., & Mulvey, S. Nagoya, Japan: Perceptia Press, 2014. [8-unit course with a scrapbook theme for developing vocabulary, listening, and speaking incl. teacher's guide].

** Sure* — Hobbs, M., & Keddle, J. S. Crawley, UK: Helbling Languages, 2015. [4-level course of integrated themes within a grammar syllabus aligned with CEFR, Cambridge English, and Trinity exams incl. student workbook, teacher's book w/ class audio, and access to SURE cloud on e-zone].

Tactics for the TOEFL iBT Test: A Strategic New Approach to Achieving TOEFL Success — Lee, C. Oxford: Oxford University Press, 2015. [26-unit course focused on skills, strategies, and language necessary for entry into post-secondary institutions student book w/ 2 full practice tests and access to online skills practice].

Books for Teachers (reviewed in *JALT Journal*)

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

** Demotivation in Second Language Acquisition* — Kikuchi, K. Bristol, UK: Multilingual Matters. 2015.

David McMurray

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

Email: teach-assist@jalt-publications.org

For this issue's Teaching Assistance, the author helps us to reflect on the value of pre-service teaching experiences and demonstrates why it can be useful for education majors to travel abroad for a year as volunteer teachers prior to entering graduate school.

In the U.S., where most teacher preparation programs culminate in a master's degree, university seniors I spoke to at a TESOL convention chimed in that "I think I want to go to teacher's college, but I'm not really sure." Elementary, middle and secondary teachers must complete a teacher training program and obtain a state license before they can work in a public school. For seniors thinking about going on to teacher's college, the year following graduation looks like a great time for travel, making a contribution through a service experience, and a well-deserved break before entering graduate school. Referred to as a "gap year," seniors seeking synergy from travel, service, and teaching experience can apply for assignments in Asia and the Pacific as volunteer teachers. Dispatched by US government agencies, these programs aim to help pupils in the receiving country learn about American culture, public service, and healthcare. An interview with a volunteer dispatched to Vietnam (McMurray, 2010) revealed the challenges these gap year volunteers in teaching placements often face when developing courses for use in different learning contexts, in which students and teachers follow a different pace of life and have little direct access to the world beyond their own community.

I met Ben Taylor during a poster session for master's students at a TESOL convention in Toronto. A graduate from Humboldt State University, his campus on the northern California coast is surrounded by towering redwood trees. Having returned from teaching abroad, he shared anecdotes about the pupils he came to admire and a colorful display of creative writing inspired from the Pacific Island of Pohnpei in the Federated States of Micronesia. Peace Corp volunteers on Pohnpei experience a two-year teaching practicum in a classroom where the blue of the Pacific waters can be seen blending on the horizon with azure skies. All the towns on the islands are small and rural-feeling, and even the capital, Kolonia, has a limited variety of goods and services. The remote villages and the outer islands are truly adventurous places to visit.

There are endless kinds of lesson activities to choose from, but the author suggests we can help students toward a greater awareness of the world by introducing them to haiku. Ben Taylor came to this conclusion after considering the ethical and pedagogical ramifications of teaching English in a foreign country. To ensure that he would do no harm to his pupils during his pre-service teaching experiences, the American Education Major carefully designed lesson plans that included teaching the shortest poem in the world.

Teaching Assistance: Introduce Haiku in Elementary EFL Writing with HaiKlues

Ben Taylor

International English Language Institute, Humboldt State University

As a Peace Corps volunteer EFL teacher on the Pacific Island of Pohnpei in the Federated States of Micronesia (FSM), I was forced to consider a wide range of ethical and pedagogical variables in lesson planning and instruction. Many students aspire to move to the United States, as the FSM has a compact agreement by which citizens of Micronesia can move to, work, and live freely in the US indefinitely. When coupled with the Peace Corps' goal of introducing American culture to volunteer service sites, this motivation risks leading a volunteer's lessons towards a mono-cultural (American-only) or monolingual (English-only) focus.

At the same time, as second-language instructors we are reminded of the need for international and multilingual agency in a classroom environment. In his closing plenary address at TESOL 2015's convention in Toronto, Jim Cummins called for teachers "to reclaim agency at the school level and have a Hippocratic oath for teaching: First, do no harm" while speaking about the need for first-language agency and legitimacy in second-language classrooms (TESOLConv, 2015). In a previous issue of *Teaching Assistance* Yoshikawa (2015, p. 41) similarly

observes that "[w]e must also consider how we are developing our students' worldview as to what it means to be a part of the global community." The need for global perspectives, and for presenting English as an international language in league (as opposed to competing) with other languages, is clear.

The proposed activities take the popular Japanese poetic form of haiku and introduce it to students in a manner that encourages fun and engaging group- or pair-work. Though often used merely as a tool for counting syllables in English lessons, haiku alternatively "can give any English teacher a powerful new tool for teaching poetry and, more importantly, helping students toward greater awareness of the world" (Cheney, 2002, p. 79). The activities were created in conjunction with local co-teachers in a Pohnpeian public elementary school but could be adapted for a wide range of ages, ability levels, and cultural contexts.

HaiKlues

HaiKlues is a guessing game that uses student-written haikus as clues. As an example of how to begin the game of HaiKlues I usually model a haiku about my favorite food; students at my service site were practicing syllabic counting, so the example here is in 5-7-5 form, but teachers should feel free to do this any way they would like. The haiku should fit whatever forms and restraints the lesson calls for, and should give students some sense of a subject without actually naming that subject explicitly:

Delicious patty

Lettuce, cheese, mustard on top

Two toasted bread buns

Students in my class were given a short amount of time to guess the subject of the haiku, which in this case is a cheeseburger. In this activity, the student with the correct guess is the next person to read a haiku for the class to guess. Once the class demonstrated an understanding of how the game works, all students wrote their own "favorite food" haikus, without naming the food specifically. In my classes, I gave 10 minutes for this, though times may fluctuate in other environments and contexts.

Students with finished haikus joined with a partner and took turns reading their haikus for their partners to guess. Partners had to check syllables first and then had to guess the subject of the haiku. Students who were still unclear about a subject could be given additional clues; for more advanced students, a partner could potentially write another haiku about the same subject to provide extra information. Finished pairs regrouped with new partners, moved around the room and tested their haikus in new pairs. After enough time had passed for all students to complete at least one pair cycle, students returned to their seats. From there, local teachers and I would introduce another topic—favorite animal, favorite singer, etc.—and students would try the process over again as a means of reinforcing gameplay, syllabic accuracy, and creative writing in the activity.

In the culminating stage of HaiKlues, students wrote about other people (in my class, about other classmates). I have found in the past that writing about the appearance of another person—the clothes they are wearing, or what seat they sit in in class—is easier for students to do initially than writing haikus about a student's personality. This may depend on student writing abilities, and other environmental factors (cultural mores, observing people of an opposite gender, and so on) may alter this focus in a different context. A sample HaiKlue can be as simple as the following (provided students have a knowledge of idiomatic phrases, e.g., "lighten up"):

Third row in the back

Shirts always brightest colors

Lightens up the class

After a certain period of time, when students have finished these haikus, they read them to partners, guessing the students being written about in other haikus. In my experience, group reading is most enjoyable for students when they are guessing the identity of another student; 4 to 6 students was a good group size in Pohnpei, though teachers will obtain varying results with different group sizes. Once students have finished appearance-based HaiKlues, new poems could focus on the personality of another student. It can help here to provide students with a list of personality-related adjectives, and modelling the activity on a board or transparency for the class to see can help as well.

It is important that all students understand their writing may be shared with the class. Student writing errors can be recast if a haiku is read aloud, but information which could embarrass a student (the writer or the subject) should be avoided.

HaiKlues can be a good game for a given week in an English writing class (as a means of enforcing syllabic awareness, appreciating Japanese poetic structure, or engendering creativity in writing), or it can be used every once in a while to get students' creative energy going.

Extensions and Conclusion

The underlying principles of HaiKlues could be used for anything that students need repeated practice with or for learning new and unfamiliar terms and concepts. Target vocabulary for a given weekly lesson would be a great place to apply the game, and teacher-generated HaiKlues could be used as a review tool for subject-specific material.

Another idea would be to retell a short story in the form of linked haiku, where each student writes a haiku introducing some sort of character or narration. In this activity, students would pass their haikus on to a partner, who would read that haiku and continue the narrative by writing an additional complementary haiku. This could continue in similar fashion until some semblance of a story was collaboratively written.

Variations on the HaiKlues model will conceivably produce positive results in an EFL setting. The realization that haiku can be used for more than syllabic awareness in my lessons has provided me with a powerful new tool to help students toward greater awareness of the world, a far more important achievement than the particulars of a given activity. As Matthew Cheney (2002, p. 82) has noted, if a student can appreciate the "amusement, joy, wonder, and sometimes even a new way of engaging with the world through language and poetry" inherent to haiku, any activity is a success in its own right.

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[JALT PRAXIS] THE WRITERS' WORKSHOP

How to Write a Literature Review in the 'Write' Way

Tiffany Ip

The University of Hong Kong

Are You Up Against Any of These Challenges?

How do I read literature more efficiently? How do I structure my literature review? How do I start writing a literature review? Many writers, especially doctoral candidates and young researchers, struggle sorting through an ocean of literature and may find themselves having sat at a computer all day without typing a sentence. They get caught up in a whirl of thought processes as they have to plan, compose, and refine their text, while at the same time integrate multiple components of the paper. These include the topic, purpose, audience, word choice, clarity, sequence, cohesion, and organization of the writing. At the end of this process the ideas may remain stuck in their heads and none ultimately become transformed into words.

Many Novice Writers Face These Challenges Too

For most novice researchers/writers, doing laboratory work and analyzing data may top their priority list. They rarely consider the writing of the literature review as a discrete skill that needs to be learnt. While they are expected to know well how to write academically after several years in college, the truth is graduate researchers still experience difficulties in writing for publication, which include referencing published literature, structuring arguments, and textual organization (Flowerdew, 1999), in addition to many more discourse-level writing difficulties identified by Ip and Lee (2015). Literature reviews of educational doctoral students have been summarized as insufficient and deficient (Boote & Beile, 2005). Failure to synthesize information effectively when reading academic literature hampers many Asian ESL graduate students' ability to critically analyze and synthesize research in their writing (Phakiti & Li, 2011). It may be good enough for undergraduates to simply demonstrate how much existing knowledge they have mastered. On the other hand, graduate students, or others who aspire to publish their work in academic journals, need to go one step further by using their aptitude in academic literacy to professionally communicate their new knowledge to their fellow scholars.

Although it is possible to write a literature review, or even academic papers in general, without guidance, it takes a long time for novice writers to figure out how to do so in the correct way, which requires a proficient grasp of grammar rules and vocabulary knowledge. The good news is that mastering the skill of writing a literature review will be well worth the effort in the long run. Many of my own graduate students reflect on their experience and tell me, "Literature review writing is one of the most difficult and time-consuming processes, but once I am able to write down a decent literature review section, other sections of the writing turn out to be fine since they all develop from there." The tips provided in this article are meant to help you ease your way into this potentially difficult writing process.

What Can Teachers Do to Help Novice Writers?

Lots of writing guides are available for student writers, but there are very few for teachers looking to facilitate their students' literature review writing. There is no "one-size-fits-all" model for writers to follow, nor is there one for teachers who wish to guide students in their writing process. In spite of this, I strongly believe that teachers can play an important role for students when writing a literature review. Students are often assumed to be able to simply "pick writing skills up as they go along" while research firmly supports the idea that students benefit from explicit writing instruction. As both a teacher and researcher at a university, I adhere to the following steps in teaching my students literature review writing. These three steps are sufficient for guiding novice writers when writing their reviews. After having gone through the class, students usually feel less intimidated by writing a literature review, and most of their final papers – as compared with their first literature review drafts – show evident improvement, especially in terms of organization and elaboration.

Step 1: Have students read a piece of not-so-critical literature review.

In my experience, students usually find it easier to critique others' work rather than their own. This task offers a good starting point and encourages discussion and awareness about common weaknesses found in novice writers' work. Students can relate to their own work better if they are first asked to critique a "bad" literature review sample that is written in the literary style of their own disciplinary field.

Step 2: Equip students with as many preparatory skills as possible.

Do not rush to teach everything about writing skills right away, and do not overlook the importance of the pre-writing stage. Saddler (2006), who examined story writing performance in his study, believes teachers should find ways of simplifying writing tasks to make them more manageable for young writers with learning difficulties. This approach is applicable and necessary for novice writers of a variety of genres as well. Here are three quick tips that teachers can follow in equipping their students with preparatory skills. The first is to guide students in evaluating and selecting good and relevant literature sources. The second is to talk students through the key areas of what they want to write and recommend the style of literature review that suits their research field (students should not see these as strict rules though). The third is to introduce useful words, phrases and sentences that published writers often use to make their reviews critical. These three points, if taught to students, enable most to become less overwhelmed by the task of writing a literature review.

Step 3: Encourage students to sequence the ideas logically.

Effective writing requires a writer to spend adequate time first generating ideas and then sequencing them into a logical order (Westwood, 2008). Teachers can ask students, before searching through literature reviews, to come up with questions they want to explore and to write those questions down. Perhaps they want to look for term definitions, the most recent claims and findings, or if there are any gaps in the existing literature where they could do a follow-up study. If students come up with a systematic set of notes containing questions that are answered in the literature review, this can help them avoid common pitfalls, such as forgetting what they read, spending too much time researching each paper, and getting distracted by side issues. Also, if students can sequence their ideas logically, they will also be able to make critical comparisons across different studies. With notes having been neatly made for each source, students can figure out whether there are some common patterns that emerge from the different studies, and also whether there are ideas in the studies that contradict each other. It is essential for writers to learn not to report everything they read, and to learn how to deduce patterns of connectivity between studies they research.

What Can Writers Do?

I summarize what writers can do at three stages of writing: pre-writing, actual-writing and post-writing.

The Pre-Writing Stage

Planning during the pre-writing stage is not a time-wasting activity that distracts you from the real writing. Working out what you want to say and how you want to say will help you from getting writer's block during the actual writing stage. I have divided the pre-writing stage into five steps:

- **Step 1: Choose a research topic that interests you and others.** Make it as focused as possible.
- **Step 2: Be thorough in your literature search.** Note experts and popular theories in the field. Make certain you also include studies that suggest opposing viewpoints against your beliefs. If you notice there are already reviews on your topic of interest, see if you can provide a new angle that has not been covered.
- **Step 3: Skim sources** to identify the assumptions most researchers seem to be making, and check if they have changed over time.
- **Step 4: Pick the most relevant sources and read them thoroughly.** Note the context of the studies (e.g., When and where were the studies conducted?), the methodologies they use (e.g., What testing procedures and materials did they use?), and the findings (e.g., What are the implications of the findings and do the writers interpret them in a convincing way?). Note also any conflicting theories and findings.
- **Step 5: Go through your notes to check for patterns across studies.** Find a logical structure for your review.

The Actual-Writing Stage

You should find it a lot easier to start writing as soon as you have a well-developed structure on which to base your writing. Present your arguments in a good synthesis consisting with the researched literature. Do not report individual studies one by one. You may divide the arguments by themes or subtopics, but make sure each section links well with the previous and following section. Also, make sure to not forget to quote and paraphrase your sources with proper citation formats whenever necessary.

The Post-Writing Stage

This final stage involves both proofreading and editing. Do not get discouraged if you find yourself spending even more time on this stage than the actual writing stage; everyone's writing eventually needs a good deal of rewriting and restructuring. Apart from correcting typos and muddled sentences, ask yourself if your completed literature review draft provides a "yes" for the following questions: Is it original, is it valuable to the reader, and does it show that you are an expert in your field?

A Final Word of Note

A literature review is usually written as part of an introduction to a longer piece of writing, such as a dissertation or research report, but a good literature review should be able to serve as a stand-alone article. Give yourself a bigger purpose the next time you need to write a review, and think of yourself as constructing an important stepping stone that other researchers—whether they are looking to begin research or add additional knowledge to their existing research—would find useful and inspiring.

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Tiernan L. Tensai

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

Email: dear-tlt@jalt-publications.org

Large Mixed-Level Classes

Dear TLT,

I'm teaching English at a university, to a big class of 1st year students. I'm having a real hard time because the levels are so mixed up. Some students are not too bad and seem keen on learning to speak, but others are really really low and can barely say their name! It's so frustrating! If I focus the lesson on the lower-level learners, the higher level ones get bored. If I do the opposite, the lower level ones can't keep up and quickly lose interest. I'm at my wit's end! What can I do to improve the situation?

Torn in Toyama

Dear Torn,

Thanks for your message. You've identified a key topic that is pertinent to all teachers in all disciplines—how to manage classes with wide gaps of ability between learners. Of course in one sense, all classes are mixed level to a degree, but it's when the difference gets too much that we start to struggle. While a complete overview of this topic is beyond the scope of this column, we hope our advice can get you thinking constructively about your situation and point you in some promising directions.

One productive thing to do, if possible, is to give some sort of test at the beginning of the course in order to suss out everyone's level. This can help you quickly identify the range of abilities you are dealing with and enable you to plan accordingly. However, while getting to know what your students can do early on in the course is a good thing, we suggest you resist the urge to group students of similar ability all of the time. Once in a while is fine, but if you go too far with this, you run the risk of creating a class with classes, one where the low-level students exist in a sort of ability ghetto. On the other hand, if you always pair higher level students with lower ones, then that can create its own problems. In the end, it's much healthier if students are constantly changing partners and working with everyone, irrespective of ability. Having a system for changing partners and pairs is something worth developing.

In general, one principle to keep in mind is to make activities "open-ended," meaning that you should have a minimum goal for everyone to reach, but one that higher-level students can tweak in order to do more. In one simple example, say you're having students match vocab (like job titles, for instance) with definitions. When the high-level students inevitably complete the task first, ask them to think of two or three more related vocab words on their own (e.g., more job titles) and write their own definitions. They can stay busy and impress themselves while the lower-level students are finishing up the main task. It's not always easy for a teacher to think of how to do this with every activity, but with practice it gets easier.

A similar idea is to frame activities in a way that encourages students to strive to a higher level. For example, if you want your students to give longer answers, put up various possibilities and let students choose:

Question: *So, (NAME), where are you from*?

Answer options:

1. Tokyo.
2. I'm from Tokyo.
3. I'm from Tokyo, from a neighborhood called Adachi-ku.
4. I'm from Tokyo, from a neighborhood called Adachi-ku. It's near the center of the city.
5. I'm from Tokyo, from a neighborhood called Adachi-ku. It's near the center of the city. Now I live in Yokohama.

Having such a range will allow your students to feel okay with whatever they can manage while simultaneously getting the point that longer and more detailed replies tend to be better, more communicative ones.

Timed conversations are also a good thing to do in speaking classes. Have you tried this approach? The basic idea is to have students speak only in English on a particular topic for a short period of time,

say two or three minutes. Students with higher ability levels can usually easily accomplish this, so encourage them to go beyond the basic target language. If they are paired with lower level partners, they can benefit from being in a kind of mentoring role. This arrangement can also work well when doing project work, as the lower level students get the benefit of hearing explanations from their peers. However, as we mentioned, take care not to push your higher level students too much into this kind of role; they might get bored or tired from having to do it too much.

In terms of specific class activities, there are really too many to mention. We suggest consulting with Google-san and tracking down some articles and videos on the topic. There are many to choose from. However, one thing we would like to encourage is the use of poetry, especially haiku. In this issue of TLT, in the *Teaching Assistance* column, Ben Taylor suggests writing "the shortest poem in the world." This activity can be introduced easily to low-level learners, but keeps on challenging high-powered students. In addition to introducing syllable counting and getting students to read short lines, haiku can give any English teacher a powerful new tool for teaching English. Inserting a quick *haiku* in any English activity with the day's lesson (be it about food, sports, or world heritage sites) can quickly allow a big class to be adapted for a wide range of ability levels. Basic students can count syllables and play with punctuation, mid-level students can focus on meaning and metaphor, and the top students can write poems with a greater awareness of the world. The creativity involved in writing haiku poems allows everyone to keep their heads up and feel good about what they do. Again, doing a quick search on "*EFL haiku*" or something similar will bring up a wide range of useful how-to info.

Learning how to best manage mixed-level classes is a huge part of teaching in any subject. It's a challenge we as teachers must face if we want to truly develop our craft and improve our ability to serve our students. We hope this short column has gotten you thinking productively about it. There are a lot of things you can do, both at the level of general class management principles and specific language learning activities. By facing up to the problem and bringing your attention and creativity to it, you are bound to grow and develop your ability and confidence for dealing with this challenging situation. Embrace the challenge and let it lead you to new ways of doing things.

[JALT FOCUS] SIG FOCUS


Joël Laurier & Robert Morel

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

Email: sig-focus@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/sig-news

Task-Based Language Teaching SIG

The Task-Based Language Teaching (TBL) SIG was formed in 2010 over beers at a barbecue during a discussion regarding the lack of an outlet and support for research into the implementation of TBLT in Japan. The purpose of the TBL SIG is to aid teachers in implementing or refining task-based teaching practices with their students.

TBLT refers, in its broadest sense, to an approach to teaching and learning which views the completion of meaningful tasks through authentic communication as an effective way to improve language proficiency. At the heart of TBL is the task. The task can take any number of forms, from simple, purposeful discussions to more complex negotiations and logical reasoning activities. Typically, a task is followed by a focus on problematic forms or vocabulary identified by the teacher during the task. Many practitioners have developed ways to steer the class' focus toward particular pre-determined grammatical forms.

While the method has been implemented successfully in many contexts around the world, it has proven to be a challenge in teacher-fronted environments such as Japan. It can, and is being used however, by a growing number of teachers with students of all levels throughout the country. TBLT is just as effectively used in reading and writing classes as it is in oral communication classes. Despite arguments to the contrary, this approach can even be used for discrete item exam preparation.

Beginning as a forming SIG in 2010, we have quickly grown in size, and part of that growth is due

to the success of our biennial conference, "*TBLT in Asia*". Our second conference in 2014 featured plenary sessions with Peter Skehan, William Littlewood, Yuko Goto-Butler and Stephen Dalton. Over 150 people from more than 15 countries attended the two-day conference in Osaka, which also featured around 60 paper presentations and workshops. Our next conference will be held at Ryukoku University in Kyoto on June 25 and 26, 2016. We have confirmed Rod Ellis and Marcos Benevides as plenary speakers and a Call for Papers is now open. Information is available from our website, <http://www.tblsig.org/conference>, and the closing date for submissions is March 15, 2016. TBL SIG members receive discounted entry rates for SIG-related meetings and conferences. Each member also receives a copy of our bi-annual publication, *On Task.*

We are also always on the lookout for contributors of articles or lesson plans for our journal, *On Task*. If you would like to help out at an administrative level, either helping to run the TBLT in Asia conference or as a SIG officer, let us know! All enquiries can be sent to the SIG coordinator, Justin Harris, at <tbl@jalt.org>.

[JALT FOCUS] NOTICES

Malcolm Swanson

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

Email: jalt-focus@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/jalt-focus

New JALT Associate Members

Nikkei Media Marketing, Inc. provides an English media service "Nikkei Asian Review" for university teaching staffs as an information collection tool, as well as a teaching material in their classes and seminars.

Nikkei Asian Review is an English news media service Nikkei Inc. started in November 2013. This new media service is intended to disseminate deeply analyzed articles on national and regional policies, economics, markets, corporate trends, science technologies and cultures of Asian countries including Japan. The provided information is collected taking every advantage of Nikkei's domestic and overseas news-gathering assets. The contents include Nikkei's independently collected information, English translations of local articles, some 20,000 corporate data entries and live-action news, reporting the present situations in Japan and other Asian countries. You can easily access relevant information anytime and anywhere using the "multi-device media" from PC, mobile app and printable edition that is updated every Thursday.

Nikkei Asian Review aims to become the leading English language publication with global reach that helps students to develop their language skills and brings them insights from Asia, from the inside out.

Hello TALK

As an educator you know how important it is for students to regularly practice the language they're learning. And finally, learning and practicing a new language is easier and more intuitive than ever. Introducing **HelloTalk** for iOS and Android devices, the language app where you can connect with native language speakers from around the world. HelloTalk isn't a course the student strictly follows; rather, they progress at a pace that best meets the way they learn.

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HelloTalk boasts a wide range of language learning and practicing features, all built around natural conversation with native speakers:

- Translation, text to voice, voice to text, group chat for language class
- Transliteration, grammar correction, flashcards, doodle draw

HelloTalk also has robust privacy and protection measures, including:

- Teenage users only see and meet students of a similar age
- Adult language users can't see or find users under 18 years of age

We invite you to explore everything the HelloTalk app has to offer—it's completely FREE!

Scott Gardner *old-grammarians@jalt-publications.org*

The Free-Range Texter

The middle of the 20th century saw the beginning of what is sometimes called the "rights revolution," a series of civil rights movements and judicial decisions that increased recognition and opportunity for a wide spectrum of people and lifestyles in many advanced societies. On the whole I am a respecter of individual freedoms and one's doing-of-one's-own-thing: I enjoy turning on the TV every New Year's Eve and self-flagellating during Japan's hours-long *Kouhaku Uta Gassen* (*Red and White Singing Battle*) just as much as the next person. One of my two main mottos is "Whatever floats your sushi boat." (The other is "To each his own underwear.")

But in light of several recent harrowing scenes to which I have been a witness among living, breathing, and occasionally thinking citizens of the developed world, I must express my opposition to at least one new liberty that you all seem to have claimed: Freedom to text.

I'm not talking about freedom to text what you want, or to whom you want. I am talking about the freedom to text *where* you want. This claimed right of perpetual and peripatetic texting is quite obviously, in my opinion, too much for humans at their present level of evolution to handle responsibly. Laws that forbid phone use while driving a car, performing surgery, eating a meatball sub, etc., deal only with the most self-evidently dangerous scenarios. It is clearly beyond our ken to do *anything* while concurrently thumbing messages into our phones. From the guy at Yellowstone National Park in the USA who decides, at the very moment the Old Faithful geyser is erupting, that he needs to text his friend to say "Guess what I'm looking at?"; to the entranced cellphone user who walks straight into a decorative pool at the mall; to the crazy woman I almost fatally encountered this morning who, in the middle of a typhoon, was bicycling, holding an umbrella, rounding a blind corner, and texting all at the same time . . . the evidence is clear. "Free-range texting" may sound like a noble example of an inalienable human right, but in fact, like the exchange of accurate, useful, non-monetized content on the Internet, or like that one kid's dad's Ferrari in *Ferris Bueller's Day Off*, it is a concept for which we as a species are evolutionarily unqualified.

We are, however, evolved enough to know how to attack things we don't like with vicious satire. And so I present two songs I have composed in the wake of recent potentially life-threatening—but mostly just annoying—encounters with free-range texters. Sing along in a loud voice! And if you're reading this on your phone while meandering through a train station, I hope you miss your train!

Phone on the Brain
(to the tune of *Home on the Range*)

Oh, build me a pen to put text-walkers in
Where the ambulo-scribblers must stay
Where nary is heard any human-voiced word
But their thumbs can keep tapping away

Phone, phone on the brain
It's a mental disorder, I say
I seldom can hear when a texter draws near
But I've bumped into three just today

Smartphone Man
(to the tune of *Piano Man*)

It's 9:00 in a sports bar, plasma TVs everywhere
This guy's sitting alone hunched over his phone
Eyes glazed in a zombified stare

Then he takes his phone into the restroom
Starts tweeting as he enters the stall
And the difference between what he vents on his screen
And in the toilet is anyone's call, oh la di da

Text us a meme, Mr. Smartphone Man!
Roll out the trollbait now
'Cause we're all in the mood for a facepalm
And you've got us ROTFLMAO

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
  -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

<http://jalt.org>

Annual International Conference

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

http://jalt.org/conference

JALT Publications

- *The Language Teacher*—our bimonthly publication
  - 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

http://jalt-publications.org

JALT Community

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

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

支部及び分野別研究部会による例会や研究会は日本各地で開催され、以下の分野での発表や研究報告が行われます。バイリンガリズム、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。

http://jalt.org/main/groups

JALT Partners

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

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

Membership Categories

All members receive annual subscriptions to *The Language Teacher* and *JALT Journal*, and member discounts for meetings and conferences. 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: ¥13,000
- Student rate (undergraduate/graduate in Japan) 学生会員（日本にある大学、大学院の学生): ¥7,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員（同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部): ¥21,000
- Group (5 or more) ¥8,500/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 ¥8,500

http://jalt.org/main/membership

Information

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

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Joining JALT

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

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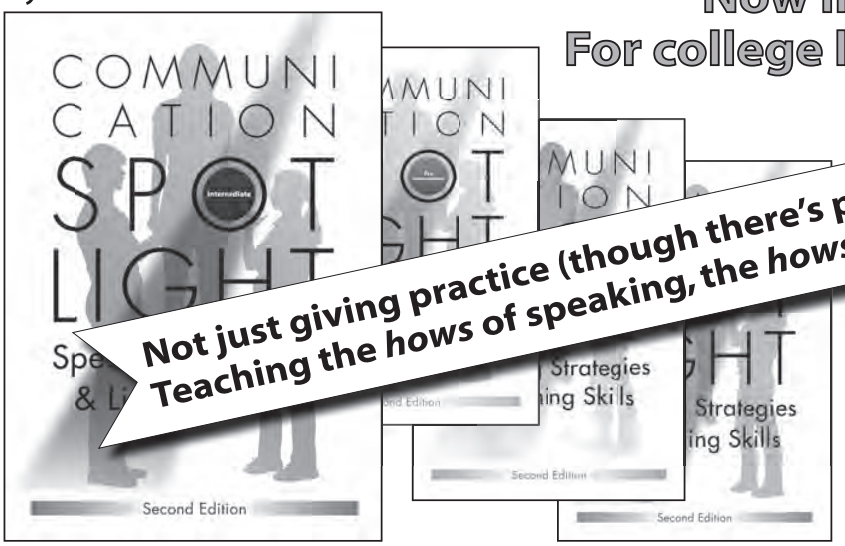

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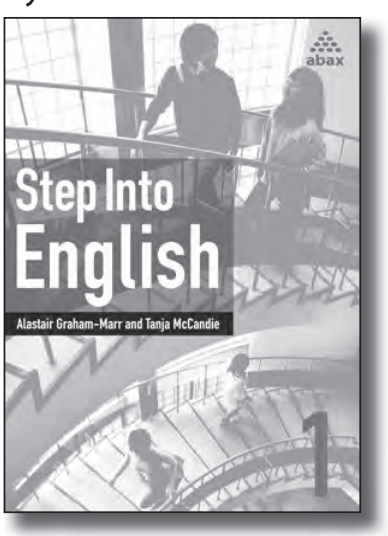

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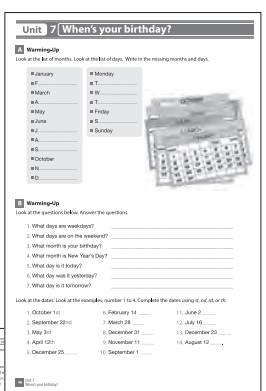

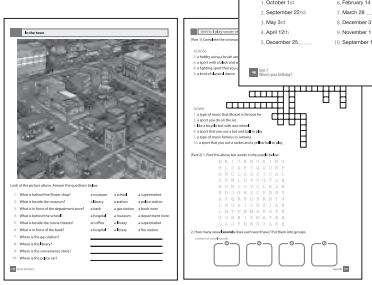

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What can we do?

10 small things we can do to play our part in JALT

We don't all have the time or resources to put a lot into JALT, but here are 10 small things that we can do to help the organisation. Each, on its own, will have little effect, but if we all help out, who knows??

- ☑ Bring a non-member friend! At the next chapter or SIG event you attend, bring a new face along. Pay their entrance fee, make them feel welcome, and introduce them around.
- ☑ Join a SIG! It costs just ¥2,000, gives you access to a whole new world of knowledge, and helps the SIG grow.
- ☑ Lend (don't give!) a non-member colleague a copy of your *TLT* or *JALT Journal* to read. Show them what's available online at the JALT Publications website <jalt-publications.org>.
- ☑ Make copies of the membership information page at the back of any *TLT*, staple surplus postal bank transfer forms from *TLT* to the pages and drop them in staff mailboxes.
- ☑ Come to the JALT2016 in Nagoya next November. Go back to your chapter or SIG and organise a post-conference sharing session to encourage people to come to the next conference!
- ☑ Write something small—a review, a conference report, an interview, or a column article—and submit it to any national or SIG publication. Everyone starts somewhere!
- ☑ Get J - A - L - T tattooed across your knuckles . . .
- ☑ Download conference advertising material from the conference website, print out copies on good quality paper, and put them on notice boards around your school.
- ☑ Organise a group JALT membership with your colleagues or friends. It costs less, and helps introduce new people to JALT.
- ☑ Volunteer to do something small. Bake scones for a chapter meeting. Introduce a speaker at a SIG event. Spend a few hours helping at a conference desk.

For more information on JALT, visit
http://jalt.org