Explorations in Teacher Education

And now a word from … **The Editor**

Preparing for Change

Robert Croker, Nanzan University <croker@nanzan-u.ac.jp>

Developing communities for teacher development is critical for sustaining personal and professional change. There is a vast range of communities, from the very informal to the formal. Colleagues chat to each other between classes, at lunch, or after school over coffee or by telephone. Some teachers arrange more formal collaborative classroom observation or joint research projects, often to prepare for presentations at local, regional, or national conferences. Internet message boards and information sites are creating cyberspace communities of teachers who often never meet, who work in vastly different teaching contexts, yet find this diversity serves to enrich their own teaching practice. Many universities are finding ways to increase their links with high schools, by bringing local teachers back into the tertiary system through short in-service teacher development workshops, or more extended post-graduate courses. The underlying goal of all, however, is to reach out from the private confines of one's own classroom teaching practice.

Not only teachers but also teacher educators need to create and sustain communities of professional development. In Japan, however, we are often geographically and institutionally isolated. The principal purpose of the Teacher Education Special Interest Group (TE SIG) is to provide opportunities to meet and so diminish this isolation. This newsletter is one forum; the annual Teacher Education retreat and SIG mini-conferences another, and the annual JALT national conference the most significant.

This Issue

Teacher development is a personal voyage that may be largely unplanned and even unconscious. However, stopping from time to time to reflect about this process, and to put the new pieces together, helps consolidate this journey, and provides a sense of perspective. Short, intensive workshops offer opportunities for teachers to catch up with their own professional change, and become aware of present directions of academic research.

Teacher Education SIG Retreat, and the JALT2003 National Conference

This issue of Explorations in Teacher Education focuses on short intensive professional development workshops. It provides a glimpse back to this year's Teacher Education retreat at Maiko in Kobe in April (Tubby, pp. 17-8; Da Silva, pp. 18-21), and a glimpse forward to the annual JALT national conference (Coordinator, pp. 5-6; Editor, p. 7-8; Long, pp. 9-16).

This issue also offers a more sustained look at two teacher development workshops held in Nagoya over the summer of 2003, in the regular *Sustaining Professional Development Series* section. The first, the three-day Nanzan University Summer Seminar, "Winds of Change: Fresh Perspectives for our Classrooms", is introduced by Croker on pp. 22-26. Five of the six presentations are written up here, covering some relatively significant topics such as teacher change, extensive reading, Multiple Intelligences theory, and lesson threading. The second, the three-day Nagoya University of Foreign Studies Summer Workshop, "Alternative Assessments for Language Learning and Teaching", is outlined by Sato, pp. 56-62. Two of the presentations are summarised in this issue, covering improving student outcomes through formative assessment, and storytelling.

These short-term intensive workshops are outlined in depth because there is often little accessible information about such development activities, even though for many JHS and SHS teachers they are often the only formal development opportunity they have each year. To help you and other future presenters give better presentations, each author reflected about what they learned the hard way in their presentations.

Book Reviews

There are two book reviews to keep you abreast of what's happening in the media.

Future Issues - Would you like to be a Guest Editor in 2004?

The continuing goal of *Explorations in Teacher Education* is to provide opportunities for teachers and teacher educators to write about their teaching and development activities, both on a personal level and also on a broader academic, professional, institutional, and cultural level. Particularly, in 2004 the journal will focus upon the issue of developing and sustaining professional communities, be they personal, institutional, geographic, or electronic.

In 2003, most of the contributions have come from the Nagoya and Tokai region, principally because this is my closest and strongest professional community. Being Editor for the past two years has been a wonderful opportunity to reach out and find out what other people in this region are doing. However, the focus on this region has troubled me for two reasons: the voices of teachers and teacher educators in other regions of Japan are unheard; and this represents the loss of an opportunity to develop community in those regions.

One solution is to have four regional special issues - Tokyo and Kanto, Nagoya and Tokai, Osaka/Kyoto/Kobe, and Kyushu/Hokkaido. These would explore teacher development education issues and activities in those regions. In 2004, then, would you like to be the Guest Editor for one regional issue? As Guest Editor, you would be expected to collect four or five contributions from your area or region from teacher developers, writing about their own professional development, seminars which they organized or in which they participated, or reflections about issues relevant to teacher education. Book reviews should also be welcomed. As Head Editor, I will be responsible for making sure we meet deadlines. I encourage you to work with a colleague, to create your own collaborative professional development experience. Being Guest Editor represents a superb professional development opportunity, and an excellent way to encourage other educationalists and teachers in your region.

If you feel that you might be interested in being a Special Guest Editor, please contact me at <croker@nanzan-u.ac.jp>. This will also be discussed at the TE SIG Annual Meeting at JALT2003, on Saturday November 22nd from 12:30 to 1:30, in Room R304. You do not need to be at the meeting, however, to put your hand up!

I strongly recommend the experience of being an Editor. It sharpens your writing skills, helps make you aware of what is going on in your region, and could be the catalyst for your own professional development.

I hope that you enjoy this Autumn issue of *Explorations in Teacher Education*.
Robert Croker

Be a Guest Editor!

Great professional development experience!
Encourage other teacher educators in your region!

Would you like to be a Guest Editor in 2004 of
Explorations in Teacher Education?

We are planning to have four regional special issues –

Tokyo and Kanto, Nagoya and Tokai,

Osaka/Kyoto/Kobe, and Kyushu/Hokkaido.

Contact: Robert Croker <croker@nanzan-u.ac.jp>

And now a word from … **the TE SIG Coordinator**

Back and Forward

Anthony Robins, Aichi University of Education <anthonycrobins@yahoo.com>

As we approach the end of the year, it is time to reflect on the achievements of 2003. Not least has been the regular and welcome appearance of this newsletter, with this issue being the third of the year. The breadth of content and more attractive appearance reflects the hard work of the editor, Robert Croker. From talking to people at recent events, I am sure that the change to having the newsletter online has encouraged more interest in our SIG. That change has also made a worthwhile contribution to savings in our finances, which can be used to allow us to organise and support more events.

This year's first event was a successful Motivation Retreat based at Maiko in Kobe where the participants focused on the stimulating theme of motivation (both teachers' and students'). Organised by Janina Tubby and with Dexter Da Silva joining us to enlighten participants with ideas from work on his doctoral thesis, the weekend developed many ideas and cemented friendships within the SIG. A very big thanks to Janina for her hard work in organising the event, and Dexter for leading the Retreat. Congratulations too to Janina on the recent birth of her son! See pages 17 to 21 for Janina's and Dexter's perspectives on the Retreat.

September 15th saw us combining with other SIGS and chapters to sponsor one of the workshops on cooperative learning given by Dr. Spencer Kagan in Nagoya during his Japan Tour. Thanks to Jane Nakagawa for her hard work in organising Dr. Kagan's tour. To tie in with the Tour, the last issue of the newsletter (Volume 11, Issue 2) was a special issue on cooperative learning, and is available on-line.

Also in Nagoya, during the first weekend of October, was JALTCALL 2003. We were the only other SIG represented there and were able to sign up a number of new members. We were also able to promote ourselves through our Roundtable on the Sunday. The twin topics were educating teachers about the issues involved with using CALL including privacy and plagiarism, and the successful use of new media to encourage and facilitate reflection in teacher education. Particular thanks are due to Izumi Okawa and Colin Graham who respectively introduced each topic. Please look for a fuller write-up about TE SIG at JALTCALL 2003 in the next issue of the newsletter.

Now to the JALT2003 Annual Conference at Shizuoka. One of the highlights is Elka Todeva joining us as our sponsored speaker. Brian Long has interviewed Elka, and you can read this quite fascinating exchange from page 9. Other conference information can be found on pages 7 to 8. We need volunteers to be at our TE SIG desk, to chat with prospective members and catch up with present members. Please contact me if you would like to help us! We'd really appreciate it if you could!

In particular, please join us for two key events on Saturday 22nd. Our AGM is on that day from 4:50pm to 5:15pm in Room 902. It will be a chance for us to map the future of the TE SIG. Ideas for 2004 already include the next retreat, with current planning focusing on holding it in the early Autumn in Ibaraki, and a weekend storytelling workshop in Nagoya. Ideas are also now being developed for involvement of our SIG in various teacher education programmes, working with teachers at all levels from elementary to senior high.

Later, join us at our SIG Party on Saturday evening from 8:30pm at Jangir, an authentic Indian restaurant. They will serve a buffet for 2 500 yen, and beers are only 400 yen. It's always a fun affair, and lots of friendships made and renewed. Please e-mail me by Thursday November 20th if you'd like to join us, or you can sign up at the TE SIG desk during the conference. Elka will be there!

Finally, Robert Croker, the present editor of the newsletter, has made a suggestion about the newsletter for 2004. Most of the articles this past year have come from the Nagoya and the Tokai region where he lives. For next year, how about having four regional special issues - Tokyo and Kanto, Nagoya and Tokai, Osaka/Kyoto/Kobe, and Kyushu/Hokkaido? These would explore teacher education issues and activities in those areas. Robert has offered to be the coordinating editor, but would you or you and a colleague like to be the special Guest Editor for your region? It would be a superb professional development opportunity, and an excellent way to encourage other educationalists and teachers in your region. Please contact Robert at <croker@nanzan-u.ac.jp> for further information.

Do get in contact if you would like to be involved in those events or if you have other ideas for us to develop in 2004. We have the opportunity to make 2004 the best ever for our SIG.

Best wishes,

Anthony

TE SIG Coordinator <anthonycrobins@yahoo.com>

TE SIG at JALT2003

Shizuoka Granship, November 21st to 24th

This year's Annual Conference promises to be better than ever! The theme this year is **Keeping Current in Language Education**, very consistent with TE SIG goals.

The TE SIG will be very visible at the conference. We will have our **SIG table** in the SIG area, and we will also be running the cloakroom. Please pop by the table to chat, to catch up with the latest SIG goss, and to grab copies of issues of *Explorations in Teacher Education*.

Please come to the **TE SIG AGM**, Saturday 22nd from 4:50 PM to 5:15 PM in Room 902. There are a number of interesting and important issues that will be discussed, including workshops and retreats for 2004, possible amalgamations with other SIGS, and the regionalization of the newsletter editorship for 2004.

Annual General Meeting

JALT2003 Annual Conference, Granship Shizuoka

Saturday November 22nd from 4:50pm to 5:15pm in Room 902

Please also sign up at the TE SIG table for the **TE SIG dinner**, on Saturday evening from 8:30pm, at Jangir. It's an authentic Indian buffet, 2 500 yen, vegetarian food also available. Drinks are separate, to allow for differing tastes and capacities, and beers are specially priced at 400 yen!

Annual Dinner

Jangir Indian Restaurant

Saturday November 22nd from 8:30pm to 10:30pm

Sign up at the TE SIG desk at the conference

or contact Anthony Robins <anthonycrobins@yahoo.com> by Thursday November 20th

2 500 yen Indian Buffet, 400 yen beer

We hope to see you there!

Please go to the conference website, http://jalt.org/jalt2003/main/news/, for all the latest information.

The TE SIG is sponsoring a **Featured Speaker**, Elka Todeva of SIT. She will be making four presentations - try and catch them! Read Brian Long's fascinating interview of Elka in this issue, pp. 9 to 16.

Saturday morning - **Grammar, Authenticity and Brain-Based Learning**

Participants will be given the opportunity to explore some principles of brain-based learning while applying them to the teaching of two very challenging language categories, articles and the passive voice in English. In the process they will be making the learning task more manageable and engaging. They will also examine various aspects of authenticity and see how each of them promotes the learning of these and other important grammatical categories in English.

Sunday afternoon - **Participant's Plenary**

This new event on the JALT International Conference schedule aims to ensure that it is not only presenters that share insights and explore important teaching-related questions, but that all conference goers have an opportunity to raise current issues in a public forum. Elka will facilitate this teacher-reflection session, the aim of which will be to highlight what is of most immediate concern to conference participants and also to bring to the surface some of the deeper currents in language teaching in Japan. The framework of this forum will invite people to tap into both their emotions and cognition, raising everyone's awareness of important trends and patterns in our profession.

Monday morning - **Where Are We Now and How Did We Get Here?**

This workshop will offer a metaphoric journey showing in a participatory manner all the important mile stones in the evolution of the language teaching profession that lead us to where we are today. The metaphors will be built around the changing roles of learners and teachers through the years, and the changing perceptions of the nature of language. The experience is meant to put in bold relief the fact that we can have good teaching only through a better understanding of learning, the learners, language, and wider social contexts. The format and the design of the workshop are intended to demonstrate some key elements of SIT?s education philosophy - experiential learning, reflectivity, the power of community, the importance of both product and process in education, brain-based learning, and modeling of effective group dynamics.

Monday p.m. - Featured Speaker Workshop **Enhancing our Hundred Secret Senses**

This workshop will offer a fun, participatory exploration of classroom practice aimed at demonstrating the power of frameworks for enriching and conceptualizing in new ways our teaching. Central to the exploration will be ideas of educators Dewey and Fanselow, and artists Matisse and Picasso.

JALT 2003 TE SIG **Featured Speaker Interview**

Brian Long interviews Elka Todeva

Brian Long, School for International Training <blong2@mac.com>

As you may already have read in The Language Teacher and elsewhere, Elka Todeva will be will be one of this year's Featured Speakers at JALT 2003 in Shizuoka in November. She is being jointly sponsored by SIT and the TE SIG.

Dr. Todeva has been a member of the SIT faculty since 1993. A native of Bulgaria, she first came to the United States as a Fulbright scholar in 1991 and taught and did research at Michigan State University before she was offered a job at the Department of Language Teacher Education at SIT. Dr. Todeva has conducted research, taught, and supervised in- and pre-service teachers in Bulgaria, Norway, Germany, Mexico, Korea, Niger, Uzbekistan, Puerto Rico, and, for four years, in Japan.

At SIT Dr. Todeva teaches courses in Language Analysis and Lesson Planning, Language Acquisition and Learning, Contrastive Linguistics and Culture, and English Applied Linguistics. She has authored and co-authored three EFL textbooks, three dictionaries as well as numerous articles on issues related to the teaching of some of the most problematic categories in English such as articles, prepositions, tenses, phrasal verbs, and gerunds and infinitives; fossilization and language attrition; pragmatics, and authenticity in language teaching.

For the last few years her energy has been dedicated primarily to the exploration of reflective practices in teaching, focusing on moving away from problem-oriented reflective models and, equally important, focusing on ways of providing scaffolding for teachers with limited experience in the area of reflection.

The Teacher Education SIG is very excited to have the opportunity to co-host Dr. Todeva. If anyone has questions regarding her stay in Japan or would like to volunteer to help those arranging her itinerary, please contact Brian Long <blong2@mac.com>.

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I first met Elka Todeva when I was a student in the Master's of Arts in Teaching program at the School for International Training in 1993 - 1994. Elka was my professor in Language Acquisition and Learning as well as my internship supervisor in Puerto Rico. I've always been

amazed at her philosophy on language teaching and learning, her background and achievements in this field, and her journey from where she was to where she is today. I'm excited that she has a chance to share these experiences with you in this forum.

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Brian: What I've always found fascinating is the way in which you came to linguistics, and teacher-training. I think that the people reading this article would appreciate hearing something about your background.

Elka: Allow me first to say that I am really excited about reconnecting with colleagues in Japan through my JALT and Kyoto/Osaka presentations. Japan is one of my favorite places and my four years of teaching in Nagoya /1995-1999/ enriched and changed my beliefs and practices as an educator in very significant ways. Now to your question. I guess, my professional development started in my native Bulgaria with my passion for languages. First I took French and then Russian, which was a mandatory language at schools in Eastern Europe at the time. Then I went to an English language school and gradually added Italian, Norwegian, Spanish, German, Latin, and a few other languages. I was always fascinated with the way different languages segment reality. With each language I added, I could see the commonality in the differences.

Brian: That's really interesting. Could you say a little more about this?

Elka: Well, if you think of it, despite the incredible linguistic diversity we have in the world (some sources talk about the existence of over 6000 languages at present, many on the verge of extinction alas), we seem to communicate by using basically four major mechanisms, namely inversion, addition, deletion, and substitution. To take a concrete example, many languages form questions using inversion (some grammars prefer to call this transformation "movement"), e.g. *Parlez vous françias?, Sprechen Sie Deutsch? Habla Usted Español*? English also employs subject-verb inversion in question formation. The tricky part though is, and this is what gets students in trouble, English typically moves an auxiliary, not the main verb to sentence initial position, and the auxiliary takes with it any tense and person markers away from the main verb. Compare the above languages with the English question *Does he speak English?*

Knowing some of these idiosyncrasies, as teachers we can help our students *avoid* many problems by creating learning opportunities for them to figure out the workings of the target

language and see how the target language differs from the way their L1 does things. We can call this type of teaching "preventative", as opposed to "remedial", teaching.

My desire to learn more about the way languages work and to put these insights to use was what drew me to applied linguistics and language pedagogy. I find these two areas more and more fascinating as time goes by, after over 20 years in the field!

Brian: The way that you came to language teaching is different from a lot of us who initially saw it as a way to travel. I was wondering if you could share your experience with us as I think it provides valuable insight into how your theories of language learning and teaching have been shaped.

Elka: My opportunities for travelling were quite limited until the late 80s, the years of *perestroika* and opening up. These somewhat limited possibilities for traveling were perhaps one reason why people in Eastern Europe studied foreign languages voraciously. Languages were our windows to the world, to use an old cliché. All the language learning experiences I personally was involved in, and the experiences of the languages students I had the opportunity to teach and observe, proved invaluable for shaping my philosophy about language learning and teaching. I could see many people reaching very high levels of proficiency within only a few months of intensive language classes. And it is important to emphasize that this is an EFL situation I am talking about. In Bulgaria the teachers we had at the time were almost exclusively non-native speakers of the language, and the BBC World Service was perhaps the only consistent source of input for authentic language, in addition to books and any other written materials that were readily available in the country.

Brian: Why do you think people were able to attain such a high level of proficiency within what seems like phenomenally short periods of time?

Elka: Good language pedagogy <smile>. I mean it. I should also point out the belief shared in my country (and in many other countries as well) that learning languages is natural, useful and fun. Statistics show that most people in the world are multilingual. If we count dialects as self-contained language systems with their specific vocabulary and pronunciation, it turns out that most humans have mastery of more than one language. It is so regrettable that we typically stress our inability rather than our ability to successfully acquire languages.

Brian: Great point!!!! It seems that growing up most people I knew felt that learning languages was difficult, and your experience was the exact opposite, which I think says a lot about the role of beliefs and expectations on the part of both learners and teachers. I'd like to hear more about the

pedagogy you mentioned. You said that in your opinion it was good pedagogy that allows students to reach high levels of proficiency within very short periods of time.

Elka: I am glad you put emphasis on the short amount of time within which students attained proficiency in a foreign language. It is a fact of life that most people have a limited amount of time to spend in a language class or dedicate to self-study. Therefore, it is imperative for us to think of ways of expediting the natural process of language acquisition. Children are considered to be uniformly successful in acquiring their first language more or less within the first five years of their lives. If you do some simple math - 365 days x 5 years x 12 hours a day – this means that by age five a child gets almost 22,000 hours of massive exposure to their L1! It was in Bulgaria where I was both actively involved in language learning and language teaching that I was first made aware of the power of providing students with what I call "short cuts".

There is research indicating that some of the key grammatical categories in English, articles, and gerunds and infinitives for instance, take until the late teens for native speakers to fully acquire. To do the math again: 365 days x 17 hours x 18 years = 111,690 hours of language exposure. Learners of English, adult learners in particular, don't have the luxury of taking English for over one hundred thousand hours. The cost will be too high, in terms of both money and time! This is where good pedagogy comes in – providing short cuts so that learners can speed up the process of learning and acquisition. In fact, this is one of the presentations I am doing at JALT – some fun and yet powerful ways of allowing students to discover the workings of the English articles system (and that of some other key grammatical categories of English) within minutes!

Brian: I remember some of the grammatical 'short cuts' we explored in your class and how much fun we had. There was this constant emphasis on engaging both the students' intellect and emotions. It almost became our mantra to think in terms of "the more, the better" in our lesson planning and teaching.

Elka: There are a number of dimensions to this "the more the better" dictum. You already mentioned the importance of engaging students <u>both</u> emotionally and intellectually, and designing lessons in such a way that <u>all</u> learning styles are accommodated. In teacher development we talk about approaching learning tasks both inductively and deductively, top-down and bottom-up; about always rephrasing instructions and explanations (to enrich learners' vocabulary, facilitate comprehension, and avoid ambiguity) and about engaging the students in an auditory, visual, kinesthetic, and even …. olfactory fashion. These are all things that have attracted renewed attention recently, particularly by people who are interested in what has been somewhat

inappropriately called *brain-based learning*, as if there is any other type. <smile> What these folks have in mind is teaching in a way that engineers circumstances for the brain to function most efficiently.

Brian: Brain-based learning seems to be one of the buzz words in our profession these days.

Elka: I would like to think of the interest in brain-stimulating and brain-compatible instruction and learning practices as something more than just a passing fad. A lot of cool stuff is coming out of the cross-fertilization between neuro-scientists and educators. Just one example. On October 29 our students at SIT are going to meet Robert Greenleaf from Brown University. Here are some of the things he is going to talk about. 50% of all neurons we have are located in the cerebellum (the small cauliflower-shaped apparatus in the lower rear of the cranium). It is the primary function of the cerebellum to deal with movement and novelty. If about half of our learning brain cells are devoted to movement and novelty, it is legitimate to ask if "be seated and be quiet" can be an effective teaching strategy. Robert Greenleaf will argue at this workshop that potential will be better realized when some form of movement accompanies learning situations in an integrated manner. This does not suggest student activities on a large scale. Movement can be subtle: changing direction of sight, tapping feet, teaching from a different place, and having students point at things with their fingers.

Brian: Great point about movement and its relationship to learning, and how it often seems that what we traditionally accept as proper pedagogy can actually work counter to student learning. Along these lines you mentioned using olfactory stimuli in the language classroom, which is interesting and a bit unusual. I've seen teachers use this in their classes, but I was wondering if you could say a little more about that?

Elka: The olfactory memory is one of the strongest types of memory we all have. The smell of a particular brand of freshly brewed coffee can instantly 'take us back' to our favorite coffee shop in our neighborhood or in a far off place. The smell of our mother's/lover's perfume can trigger myriads of very vivid memories. A few years ago, one of my students at SIT, whom I supervised during her internship, decided to use some olfactory stimulation with her students. She brought to class a cinnamon stick, a lemon, and a few other things, asking students to pick one and take a sniff. The lemon triggered an avalanche of emotion in three Puerto Rican women in the group, new arrivals to the United States. Almost in tears, they all started sharing memories about their country because the aroma of lemon had reminded them of El Junque (the rain forest) back home. One of these women had consistently refused to speak up to that moment. A victim of severe physical and verbal abuse, she had always kept to herself and never shared a thing. All of a sudden, there was a very

emotional story, in fragmented sentences, erupting ceaselessly as pent up energy finally finding release. It was very powerful indeed

Some use aroma stimulation in the classroom for general relaxation. Others try to capitalize on episodic memory, creating a memorable atmosphere where we are more likely to remember what went on in a particular class period. To clarify episodic memory a bit, we have all seen students look at the blackboard during a test, at the exact place where something on the test was originally written. Of course, there is nothing on the blackboard at this point but the brain 'remembers' every little detail – the color of the chalk used, key words, etc.

Brian: I remember you focusing a lot of your energy when we first met on your study on fossilization and the different factors instrumental for learning plateauing. You felt particularly passionate about showing that we all (both native and non-native speakers of a language) experience such plateauing.

Elka: True. It was indeed one of the main points of my inquiry that there was a little bit of a double standard, both among the general public and among SLA theoreticians. Learners of English as a second or foreign language were (are) often presented as unable to reach native-like proficiency while all native speakers are typically described as uniformly successful. There is no denying the fact that under normal circumstances, most children learn to communicate freely by age five. When we probe deeper, however, it becomes immediately apparent that native speakers are also off target with regard to certain grammatical categories or they lack certain vocabulary. I identified some high-risk late acquisitional categories (such as articles, negative prefixes, and collocations, for instance) which pose challenges for both native and non-native speakers of the language. These are among the categories where it is critical to provide scaffolding and short cuts for the learners, short cuts of the type we talked about before.

Brian: Are you still interested in the issues around fossilization?

Elka: Very much so. In my language acquisition and learning classes, my students and I look closely at the factors identified as conducive to plateauing (I don't like the term fossilization and its definition as a *permanent* cessation of learning) and we strategize how we can eliminate or reduce the effect of these factors on language learning. This exploration is a wonderful opportunity for students to make connections with all they are learning in their other courses at our program and see the practicality of the various learning theories which they have been exposed to.

Brian: What else are you buzzing about professionally?

Elka: I can identify several strands I am excited about. One is reflective practices and how we can make the best out of the introspective and interactive exploration of our daily teaching practice. I have long been concerned about the problem-oriented model of reflection, when one starts with a concrete experience where one perceives a problem, reflects on the experience, elicits input from colleagues, strategizes and proceeds to informed, intelligent action. This is definitely a useful and workable model. I see it as a little reductionistic at the same time, however. What I will be proposing instead during my featured speaker presentation at JALT is a way of critically reflecting on everything we do in class regardless of the fact whether we have perceived any problems or not. In fact, in my many years of experience as a teacher trainer and internship supervisor, I witnessed numerous cases where the teachers who needed the most improvement in their work were the least aware of the need for change, and conversely, it was the most skillful and experienced teachers that were often most critical of what they were doing. This put me on a fascinating quest into our ability/inability to see. Philosophers and people in the arts have a lot to say on the matter and I am finding this cross-fertilization very helpful and enlightening. I will share my findings during my featured speaker presentation. In a nutshell, I am hoping to give participants in my workshop an opportunity to experience the power of frameworks in enhancing our senses through a number of techniques borrowed from Socrates, Plato, Matisse and Picasso, among many others. Those unable to attend the workshop can see my extended abstract in The Language Teacher 2003, July, vol. 27, no. 7.

Brian: I just saw you facilitate a workshop on English as an International Language with the MAT students at SIT.

Elka: I am glad you mentioned this topic. There is so much going on in this area. To begin with, we are witnessing an ever-growing number of non-native speakers of English (cf. e.g. Sandra McKay 2001 for some recent statistics). Equally important, we are having more and more non-native speakers as teachers of English. At SIT we have an unprecedented situation where the international students at the Master of Arts in Teaching Program are nearly half of our entire student population. These are people who represent a wide variety of teaching contexts and have 36 different languages among themselves! Isn't that amazing?

Brian: It is, but understandable given the importance of English, the need for trained teachers, and the impact this is having in the world. In fact English as an international language seems to have equal numbers of supporters and detractors.

Elka: True. At the workshop we had the other day we identified three major issues around International English: 1/ how can we use international English in our daily, both professional and non-professional, interactions to communicate optimally across linguistic and cultural differences?, 2/ international English and global politics - what is English doing to indigenous languages and cultures, for instance, and 3/ the teaching of an international language should be based on an entirely different set of assumptions than the teaching of any second or foreign language.

As convincingly argued in McKay (2002), a truly international language cannot be linked to any particular country or culture. The question of ownership impacts our understanding of culturally influenced rules of discourse, the use of cultural materials in the classroom, and the cultural assumptions that inform teaching methods.

Brian: It's great that we're ending our conversation talking about English as an international language.

Elka: Indeed. In a sense, this fits right with the exciting tendencies we talked about earlier. Hopefully, at various forums, and in the profession in general, we will start hearing more and more voices from outside of what Kachru calls the inner circle of English (North America, the United Kingdom and Australia) and the way we use and teach English will be truly negotiated to meet the need for successful cross-cultural communication. As far as I am concerned, Henry Widdowson's article "The Ownership of English" (2002), first presented at the TESOL Convention in Atlanta in 1993, is a great departure point for a dialog around these issues. The depth and honesty of this article are both inspiring and refreshing.

Brian Long is Program Director for the TESOL Certificate Course, School for International Training.

Please join **Elka's Presentations!**

Saturday morning
Grammar, Authenticity and Brain-Based Learning

Sunday afternoon
Participant's Plenary

Monday morning
Where Are We Now and How Did We Get Here?

Monday afternoon - Featured Speaker Workshop
Enhancing our Hundred Secret Senses

Magical Maiko

Janina Tubby, University of Marketing and Distribution Sciences <janimax@mac.com>

On April 26 2003, a small band of fifteen motivated Teacher Education SIG members comprising university, high school, kindergarten and language school teachers met up at Maiko in Kobe for the annual Teacher Ed retreat. Perhaps not quite in the spirit of traditional events of the kind, we retreated to Maiko Villa, a luxury hotel on the west Kobe sea front, met for our discussions at the beautifully appointed Maiko Community Center where we enjoyed panoramic views of the Inland sea and the Akashi Pearl Bridge, and ate a combination of sushi, Indian curry and a large buffet breakfast - yum!

So what did we do apart from enjoy the extremely pleasant surroundings and eat too much? Well, on the first day Dexter (see below) focused our attention on the issue of motivation by having us all contemplate a series of questions about our own understanding and experience of motivation in the classroom in Japan. As we talked, he gave us a brief overview of the main motivational research areas and we participated in a quite lengthy and in depth discussion ranging from our own motivational challenges as teachers to the main motivational challenges for our learners. The time passed quickly as we swapped anecdotal stories about how and why we had become teachers, how we kept ourselves motivated and how we tried to build and maintain motivation among our learners. However before the sun had spectacularly set over the sea before us, we had identified our main interests in the area of motivational issues and shared a number of possible solutions, agreed on interest areas for more in depth study the following day, oh, and shared a couple of bottles of red wine and the odd piece of Camembert in preparation for the evening's pursuits.

Seven o' clock saw a leisurely stroll along the sea front to the famous Indian restaurant, Gaylord, where we ate a large and delicious Indian meal before a somewhat uncharacteristic early and sober retirement back to the hotel. Could it have been the beautiful rooms and night view or the fact that the organizer (myself) was pregnant that meant most of us made it to bed before midnight and up on time for breakfast in the hotel dining room with hardly a whiff of a hangover among us?

After breakfast, we went back over to the Community Center where we split into three special interest groups. I led a group of four who discussed the benefits of using more online resources and Internet activities to promote motivation among our learners. We discussed and

shared practical techniques and tips for getting on line, pitfalls to avoid, expectations from learners and resources available, and members of the group agreed to try out and share experiences with trying to build homepages and utilize different activity types. Downstairs Brian Long led a group who took a separate motivation model and talked about how it could be used to increase motivation among learners, while Anthony Robbins headed a session entitled "Assessment, Testing and Evaluation: Aids or Blockades to motivation for learners and teachers?"

By about two o'clock, we were ready to call it a day. We met for an hour to share what we had discussed and learned over the two days, our personal targets and plans for keeping in touch. All in all everyone agreed that they had enjoyed the two days, learned both practical techniques and more about motivation research and were indeed more motivated for the teaching that lay ahead. So why not join us next year for the 2004 Teacher Ed retreat? Or even sign up to help organize it? While the organization does take quite a bit of work, I'm sure you'll find you'll get out much more than what you put in.

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Teacher Motivation, Student Motivation

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Teacher motivation

As Dörnyei (2001) writes in one of his many recent contributions to the area of motivation in foreign language learning, teacher motivation has been a largely ignored but very important area. It is important mainly because of the effects of teacher motivation on student motivation and achievement. The two main effects are: the 'Pygmalion Effect', that is, students living up (or down) to teachers' expectations, and the increase in student enthusiasm attributed to the enthusiasm of the teacher. In addition, understanding one's motivation as a teacher should be beneficial to understanding the motivation of one's students.

For these reasons, I decided to address the motivation of the teachers participating in the Kobe Retreat, as a springboard for discussion on the huge area of the motivation of our students. We started by all answering the following four questions:

✧   Why did you become a teacher?

✧   What gives you satisfaction as a teacher?

✧   What are some negative influences on you as a teacher?

✧ Why did you come here today?

The variety of answers was itself of interest. Also, of interest was the divergence of answers for the first two questions. For myself, the initial intention to become a language teacher in order to travel, an extrinsic goal, was not now the main source of satisfaction as a teacher. It had been replaced by more intrinsic sources, such as seeing my students 'light up', or watching them develop into autonomous learners and young adults interested in the world. This illustrated two aspects of motivation: that it is neither a unitary, nor static entity, but that it is multi-faceted, and changes over time, and from situation to situation.

Another purpose of these specific questions was to investigate how well their answers would fit with the three basic human needs posited by Deci and Ryan (1985, 2000): the need for autonomy, the need for competence and the need for relatedness. The final question did indeed draw responses referring to wanting to make contact with other teachers – an expression of the 'relatedness' need. The third question was aimed at seeing if restrictions on the teacher's autonomy were mentioned as negative influences. Although it was not the most mentioned, answers such as administrative 'guidelines' did come up. The second question revealed the clearly intrinsic nature of teachers' present motivation. Students learning something, as described in different ways, was the dominant response. Though, teachers did not always attribute this to their competence as a teacher, it appeared that teachers at least wanted, if not needed, to feel a sense of competence in their work. Deci and Ryan's ideas, thus, do seem to be relevant to teachers' motivation, and they can expand our understanding of student motivation, extending it into the realm of autonomous and independent learning.

The following activity revolved around the two questions in Tables 1 and 2, and is based on Attribution Theory, which has long been recognized as an important part of the motivational process in educational psychology, but until recently ignored in the area of language learning. What we attribute to our past successes and failures determines how we approach these situations in the future. Generally, there are four main attributions:

✧ Ability

✧ Effort

✧ Perceived task difficulty

✧ Luck

Comparing successful and unsuccessful episodes of teaching, most people attribute successes to internal causes, generally ability and effort, and failures to external ones, task difficulty and luck. This activity stimulated discussion that diverged in various directions, which was inevitable given the diversity of teaching situations.

When the discussion turned to student motivation, the difference between lack of motivation, "amotivation" and "demotivation" was clarified. Lack of motivation refers to a lack of interest in learning or studying English. "Amotivation" is a concept from Deci and Ryan (1985) referring to students who have an interest in English but who have feelings of incompetence and helplessness. "Demotivation" concerns: "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action." (Dörnyei, 2001:143)

Table 1. When you have an unsuccessful lesson or semester, what do you attribute it to?

	ALWAYS	QUITE OFTEN	NOT OFTEN	NEVER
I'm not good at teaching.				
Teaching that class, or that lesson, was just too difficult.				
I didn't try hard enough.				
The circumstances were against me.				
There wasn't enough time for me to do it properly.				
I wasn't interested enough.				
I didn't have any good ideas as to what to do.				
Bad luck.				

(Adapted from Williams & Burden, 1997: 108-109)

Table 2. When you have a successful lesson or semester what do you attribute it to?

	ALWAYS	QUITE OFTEN	NOT OFTEN	NEVER
I'm good at teaching.				
Teaching that class, or that lesson, was easy.				
I tried very hard.				
The circumstances were just right.				
I had lots of time to prepare.				
I was very interested.				
I had many good ideas.				
Good luck.				

(Adapted from Williams & Burden, 1997: 108-109)

The discussions and comments made by teachers during the opening session and indeed over the whole weekend was testimony to the commitment of the teachers present, to the diversity of teaching situations we find ourselves in, and to the complexity of motivation of our students. Dörnyei's (2001) definition tries to comprehensively explain it: "the dynamically changing cumulative **arousal** in a person that **initiates**, **directs**, **coordinates**, **amplifies**, **terminates**, and **evaluates** the **cognitive** and **motor** processes whereby **initial wishes and desires** are **selected**, **prioritised**, **operationalised** and (successfully or unsuccessfully) **acted out**." (p. 9). However, this doesn't do justice to the magic and mystery of this thing we call motivation.

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Dexter Da Silva is busy completing his studies, and works at Keisen University.

Please contact Dexter for a useful list of motivation references!

STIMULATING PROFESSIONAL DEVELOPMENT SERIES

Nanzan University Summer Seminar

Winds of Change: Fresh Perspectives for our Classrooms

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Introduction

Secondary English teachers are facing new challenges both from inside and outside the classroom. Monkasho's new JHS and SHS Course of Study began this academic year for first-year students, and starts next academic year for second-year students. It has formally adopted a communicate approach, and simplified the curriculum. This is consistent with the fact that more than half of Japanese private universities now accept all entrance examination candidates, diminishing the motivation of many secondary students for form-focused EFL instruction. This challenges the traditional *yakudoku* approach that is prevalent in Japanese secondary schools. Secondary English teachers need to develop new classroom teaching strategies to meet these changes.

This year's Nanzan University Summer Seminar set out to offer secondary EFL teachers new approaches and perspectives for their teaching. The school itself is a relatively small catholic university located in Nagoya that from its inception in 1949 has specialized in foreign languages. Many secondary school EFL teachers in the Tokai region have graduated the University. The University has sought to maintain links with secondary teachers from the region in a number of ways: requesting schools in the region to accept seniors for their two-week teacher-training; providing University instructors to Monkasho-designated pilot schools to trial and develop new curricula; offering regular teacher training programs through the Nanzan Extension College; organising professional development mini-conferences for graduate students and secondary teachers to make presentations; regularly hosting workshops by international presenters, such as the annual NLP Course; offering graduate courses in linguistics and pedagogy; and organising the annual Summer Seminar. Through these activities, the University has developed a relatively deep and broad professional development community of secondary school teachers, and it was from this community that the participants for the Summer Seminar were mostly drawn.

The Summer Seminar is a three-day series of workshops held annually at the end of July. This year, the Seminar addressed the changes that many teachers are feeling in their classrooms. It sought to offer tools and strategies to help teachers feel a greater sense of control over these changes, and to see them as opportunities for professional development. The six half-day workshops were carefully designed to provide a framework of change in the first workshop, followed

by introductions to some significant SLA and education perspectives - extensive reading, multiple intelligences theory, lesson threading, and integrating language skills.

In the remainder of this introduction to the Summer Seminar are brief summaries of each of the workshops. It concludes with a reflection from the seminar director's perspective of the lessons learned, hopefully offering other teacher educators hints for their own seminars or workshops. The following five articles are summaries of five of the workshops, all concluding similarly with reflections for other presenters. All the presenters join with me in hoping that these offer you useful insights for your own presentations, and a glimpse at our own ongoing professional development.

Monsters and Mazes: Metaphors for Teacher Change

The first day began with Brian Cullen and John Ahern's amusing presentation, "Monsters and Mazes: Metaphors for Teacher Change", used narrative to help teachers come to terms with their own experience of change, and gave them the tools to identify their feelings and attitudes towards change. The four characters in *Who Moved My Cheese?*, the change-resistant and tardy Hem and Haw, and the change-accepting and speedy Sniff and Scurry, personified change in non-threatening terms. Having this seminar on the first morning seemed to put participants in a change-positive frame of mind. It also gave the other seminar presenters amusing and non-threatening frames to introduce and personalise their presentations: "You need to Scurry more" and "Don't be a Haw"; or in assigning partners in other seminars, we often used "Sniff" and "Scurry" to denote partner roles.

Increased English Fluency through Extensive Reading

Most secondary English reading classes are based upon an intensive *yakudoku* approach. Richard Morrison's presentation challenged teachers to consider extensive reading. The seminar began after lunch with teachers spending fifteen minutes simply reading extensive readers, and that hooked many of them! All participants wanted to keep and finish their books. Participants sensed that extensive reading is inherently motivating. Richard demonstrated a number of activities that teachers are able to do in the classroom, and students are able to do outside the classroom. He also discussed how to set up and run an extensive reading program. Finally, using Rob Waring's booklet, *The 'Why' and 'How' of Using Graded Readers*, teachers in small groups explored the theoretical basis to extensive reading.

Multiple Intelligences in Action: At School … and at Home

The theme of the second day was Multiple Intelligences (MI) theory. Howard Gardner, the man who first proposed the notion of MI, felt very deeply that the modern school was not meeting

the needs of students. He had noted that although standardised intelligence tests could predict student success in school, they were much less accurate in predicting success beyond formal schooling. He concluded that traditional notions of intelligence focused on too narrow a range of abilities, as they are based upon too limited a model of the human mind. As definitions of intelligences broadened, teachers could have a deeper and fuller view of students, and access to a broader range of classroom teaching strategies, with a larger goal of developing all of these intelligences. In the morning, Michelle Henault Morone and Robert Croker illustrated what the different MIs are, and the ways that they can be developed in the classroom. The seminar was very active, as teachers moved around the room participating in the activities, and colorful, with many visuals and activities using color to analyse language.

In the afternoon, Christopher Paul Morrone and Michelle discussed how they brought up their own children at home using an MI approach. They sought to link the benefits of home-schooling to the secondary classroom. All of the presenters strongly feel that MI theory offers an approach that is more humane, more effective in reaching a greater number of students, and more rewarding for both students and teachers.

A Step Ahead: Considerations in Lesson Planning

Just as beginning the Summer Seminar with a presentation on change helped frame the three days, having a presentation on lesson threading helped to weave all the presentations together. Students cannot learn new language meeting it just once, and seminar participants cannot fully understand a new teaching strategy or approach from just one workshop. Mathew White and Robert Croker's lesson threading presentation on the final morning explicitly linked back to the professional change and MI seminars, using the metaphors and frameworks from those seminars to illustrate how lesson threading can be organised. The extensive readers the teachers read in the extensive reading seminar were also used, linking the content and message of the different seminars as well. Mat's amusing and whacky touches - wearing sunglasses, introducing his friend's 'pet snake', telling jokes as part of the lesson - also reminded participants of the power of humour.

How to Integrate Language Skills

The final seminar was Kazuyoshi Sato's presentation on integrating all four language skills. Yoshi powerfully demonstrated that production and reception cannot be separated, that interrelating written and spoken language intrinsically motivates learners, that secondary teachers should focus on what teachers can do with language and only secondarily with the forms of language. His message was particularly relevant for teachers seeking to understand the new communicative Course of Study, and to develop appropriate teaching approaches and strategies.

Reflection

As Seminar Director, I certainly learned much about organising a workshop.

Begin the Summer Seminar explicitly exploring the process of change

The goal of the Summer Seminar was to help teachers identify and accept change in their schools and classrooms. Starting with a seminar that explicitly explored change, in an amusing and non-threatening manner, set a positive tone for the remainder of the three days. Using metaphors from *Who Moved My Cheese* gave all presenters useful non-threatening metaphors to change.

Linking presentations

The presenters, from a number of different universities, met together once before the Seminar began to briefly explain their workshop to the other presenters. Presenters explicitly linked their own workshop to other presenters' workshops, to help participants see the links between the different approaches and perspectives being offered.

Sending out workshop notes for participants to read before the Seminar began

Two weeks before the Seminar, a folder containing notes about each workshop was sent out to all participants - a two-page introduction to each workshop, and two or three tasks that participants were requested to complete before the workshop. Tasks included bringing a textbook that they often use in their classroom, writing an outline of a recent lesson, completing reflection questions, and reading a two-page passage and being able to explain it to a small group. All presenters felt that this greatly helped their workshops, as they did not need to start from square one, although it meant that we all had to be prepared about three weeks early!

Recognising teacher voices

The participants ranged from teachers in their first years in the classroom to teachers with decades of teaching experience. Teachers were given structured chances to talk about their language teaching histories, their schools, and their classrooms and students. Explicitly welcoming, acknowledging, and affirming all perspectives as legitimate and significant, and that their concerns and experiences were important, was designed to help all participants feel secure. This seemed to be particularly helpful to those teachers who have low professional self-esteem, or who are finding the changes they face particularly threatening. Asking teachers to share with other teachers in pairs or small groups the problems that they are facing provided opportunities for teachers to counsel each other. Asking participants to add ideas to the ones offered stimulated many interesting responses and affirmed the value of recognising teacher voices.

Explicitly organising community-building activities

All presenters explicitly organised community-building activities in their workshops. The first workshop devoted the first thirty minutes to 'getting to know you' activities. Most workshops started with a variety of ice-breakers, both to give participants the chance just to enjoy a pleasant chat in English, and also to see themselves as a group of people facing somewhat similar challenges. All participants ate lunch together on campus each day, and tea and biscuits were provided in the foyer in the morning before workshops and in the afternoon after workshops. A local bookstore came in each afternoon to display EFL books, so most teachers did stay and chat. By the end of the three days, many friendships seemed to have begun, and networks created.

Making the room interesting and colorful

At the end of each workshop, the most eye-catching items used were put up on the boards next to the main marker board at the front of the room. This created a colorful display, reminding participants of prior workshops, and allowing presenters to refer back to other workshops easily. *Who Moved My Cheese?,* a number of extensive readers, an MI tree that Michelle had made listing the intelligences, and Mat's beach towel and sunglasses, adorned the front of the room by the end of the Seminar. Teacher feedback was very positive, and the closing speech centred on this display.

Humour helps people change

Most people find professional change unsettling. We decided that using humour was an effective way to help participants let go, relax, and see the potential and opportunity in change. And it worked! All the presentations included some humour, from John Ahern bursting into the very first workshop shouting in a vexed voice, "Who moved my cheese?", to Mathew White 'introducing' the participants to his friend's flying 'pet snake', to loud clothes, to all of us using lots of jokes. Humour helps people change.

You can do it, too!

I strongly encourage you to consider organising a teacher development workshop for local teachers. It is an excellent professional development experience for you and your fellow presenters, and can build bridges from your institution to elementary and secondary schools. Your institution may be delighted to host such an event, and most universities have funding available for such workshops. Ultimately, the goal is to provide secondary school teachers with the tools to understand the winds of change sweeping the Japanese education system, and equip them with effective classroom strategies and approaches to meet the challenges of the communicative classroom.

Monsters and Mazes:
Metaphors For Teacher and Curriculum Change

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This Nanzan University Summer Seminar presentation was an introduction to a series of workshops collectively titled "Winds of Change." For indeed, change is currently sweeping through Japan like a great wind, sometimes bringing benefits, sometimes bringing unintended results, and always bringing uncertainty.

Some of these changes are initiated by ourselves. The other Nanzan University workshops explained beneficial changes that you can bring to your classroom, by introducing multiple intelligences theory, extensive reading, and lesson threading. Yet other changes are a result of circumstances beyond our control, and it is these changes that I focused on in this seminar. In particular, I would like to explore people's reaction to change, and provide metaphors upon which these reactions are often based.

Change in Japanese education is not new. When Japan opened up to the world during the Meiji era, the creation of a universal primary education system led to an educated workforce and a talented elite, essential for Japan to transform from a feudal state into a modern industrial power. Again after the World War II, the education system was completely reformed by the American Occupation. These reforms led to a higher level of skill for workers and the emergence of Japan as a major economic power in the 1960s. However, many modern observers have pointed out that Japan's education system has not adapted since then. It still prepares students for the highly-trained obedient worker model of the 1960's rather than the independent-thinking model essential for success in the contemporary global business world. In the last few decades, the government has tried to implement substantial changes in education. But as Schoppa (1991) has persuasively argued, attempted changes since the 1970's have been largely ineffective due to what he calls "a case of immobilist politics". Aspinall (2001) describes how much of this immobilism was caused by the power of vested interests such as the teachers union, Nikkyoso.

Aspinall argues that this period of immobilism may be coming to an end. The breakup of Nikkyoso has allowed the *Monkasho* to implement its policies more effectively in recent years. Coincident with this shift in power are other important changes in Japanese society. First, and probably most important of all, is the changing demographic structure. The number of young people

is falling rapidly and many schools are already in crisis because of low student numbers. Second, Japan has become far more open to the world and ideas are flowing into schools making teachers more open to reform. These same ideas and growing internationalism have also influenced the curriculum guidelines issued by the Ministry of Education. Third, the prolonged recession in Japan after the bursting of the economic bubble of the 1980's has raised awareness among the general public that something needs to be changed, even if people are not in agreement as to the solution. These factors and many others, too numerous to list here, are making Japanese education more open to change than it has been since the 1960s.

Although the causes of change are significant, the teacher in the classroom is often more interested in living with change. Especially in a situation where changes seem to be out of our control, sometimes it is better to start with a good metaphor. So, perhaps it is time for a little story...

A Monster Called Change

Once upon a time, there was a beautiful country, full of happy confident smiling people. This rich country was known as the land of Japanese education. People were confident that the gods would continue to smile upon them, that the children would behave at school and that the universities would continue to act as semi-responsible gateways to good society.

Then, one foul day, a monster got off an airplane and began his evil work of scaring people. This monster was called Change. It had talons that could tear at the fabric of people's lives and claws that were sharp enough to tear their certainties into pieces.

People reacted to Change in different ways. Some fought it with great swords of frustration, others hid in dark corners and hoped that it would go away, while others simply stressed out, jumped up and down and pulled their hair out. I have known others who spent countless hours in fruitless meetings working with their black arts of discussion to attempt to transform Change into a harmless creature. Yet, none of these things really helped, for Change was a creature who moved in ways that were beyond their control. Change took many forms in his attack on these good people. In different ways, it entered teaching situations all over the beautiful land of Japanese education and sent sharp claws through tranquil days of teaching.

Change attacked the people one by one and the level of morale fell as no-one seemed able to resist it. But finally, a story came from a distant part of the land that one man had defeated Change. He tamed the monster, not through fighting, not through hiding, not through worry, and not

through endless discussion. Perhaps he could teach all the people how to save the beautiful land of Japanese education. What was his secret? Well, that's another story ....

A Monster in Your Life

Perhaps Change has also touched your life. It has certainly entered mine and has torn down structures that I once held to be strong. It had certainly entered the lives of the participants in the Nanzan University seminar. Indeed, many had come to the workshop to find tools to deal with change.

A first step in facing change is to identify the problems and options that exist, and sharing our knowledge is highly useful in achieving this. The participants in this seminar did not know each other at the beginning of the seminar, so in the first activity of the day, all participants were asked to discuss their teaching situations, with several different partners. Teaching is a strange profession, one in which we work in a room full of people and yet still work alone. Teachers and students are not in the same profession and they cannot share professional concerns. In the staffroom, too, teachers tend to fall into standard patterns of communication and never address the fundamental issues or worries of their teaching. In fact, teachers sometimes avoid raising any teaching-related problems for fear that they may be criticised for not coping properly.

Perhaps, the greatest value of a seminar of this nature is the opportunity for teachers to share their own experiences, more so than anything a seminar leader can say. It is always interesting and rewarding to see how the atmosphere of a seminar or conference can quickly allow teachers to break down barriers and share so much within a few minutes. Being outside of the classroom and the staffroom, and within an open, supportive, learning atmosphere, teachers are much more willing to share their problems and solutions. Most of the participants in this seminar were high school teachers and it was clear that they quickly found common ground in their teaching situations and the changes that have occurred within them.

Self-Introduction

Having asked the participants to find out about each other, I gave a short description of how changes have affected my own professional development. Through talking about these changes, I tried to show how change has benefited me while simultaneously scaring me. Over the years, I have recognized myself as a person who reacts to change rather than one who anticipates it. In truth, it is probably fear of change within institutions and systems that has caused me to change and develop myself.

Since I graduated from university in 1991, I have moved from being a civil engineer to being a computer programmer to being a teacher. And as a teacher, I have changed from teaching young children to teaching high school pupis, and on to teaching university students. None of this was a natural or a planned progression. I heard a story once about an old man who looked back on his life and was amazed at how well planned it all seemed to be. He was amazed because he had simply reacted to change all his life and had let his life unfold in the best direction that he could at any particular time.

This subtle directioning of our life by change reminds me of evolution. When we look at a human being, we marvel at the incredible intricacy of the design, and at how every part has its function in supporting the whole body. Yet, the theory of evolution tells us that a human being is the result of a series of accidents, each development resulting only from an accidental mutation that helped us to survive. I would like to think that the changes in my life were more intentional than the random mutations of DNA, but evolution provides a powerful metaphor for looking at how change makes us stronger over the long run. For in both evolution and in our lives as teachers, it is change that makes us survive and improve.

I changed from being an engineer into being a programmer because that is what my company required me to do. I became a teacher, not out of choice, but because I needed to stay in Japan longer for reasons of love rather than reasons of work. I changed very reluctantly because I took a huge drop in pay. But gradually, I found that I loved teaching much more than I had ever liked engineering. I worked at a small school for a while and then changed to working at a high school after an argument with my boss forced me to consider my options. When the working conditions at my high school changed, I started a Masters course in EFL, which in turn changed my teaching radically and led me to start working part-time at universities. Finally a motorcycle accident made me realize that I couldn't keep driving around to part-time universities like a maniac, and I started applying for full-time positions.

Looking back, I am like the old man who surveyed his life and sees that it appears planned but knows that it was not. My own career in EFL has been an evolution, not a series of planned steps, and although change has been the bringer of great worry at all the transition stages, it has been the driving force that has caused me to evolve into a better teacher and person. Today, change still forces me to develop in new ways. In the last few years, I have begun writing textbooks, and teaching courses in Japanese, not because I felt that I wanted to do these things, but because change forced me to do them in order to survive. When I talk to other people, I see similar stories of evolution in operation. Few of us like to change, but in changing we grow to be stronger.

Changes in Japanese Education

At this point in the seminar, I asked participants to form groups and to brainstorm changes which have impacted upon their own teaching situations. I have roughly grouped some of the changes that participants reported into categories below, but there is obviously overlap and interaction between them.

Curriculum Changes

✧ English is gradually being introduced into elementary school.

✧ Communicative English is being strongly advocated by the Ministry of Education. For example, there is a new syllabus for high school indicating more emphasis on communication in English classes.

✧ Teachers are having trouble adapting quickly to new curriculum.

✧ Computers are playing a greater role in the teaching process. Some teachers feel unqualified to use computers.

✧ Meetings are increasing as changes in curricula need to be discussed and implemented.

✧ Native-speaker ALTs are being utilized more often. Japanese Teachers of English (JTEs) have had mixed success with them.

✧ The amount of material in the curriculum is being reduced. Some teachers fear that they will not be able to prepare students adequately for entrance examinations.

Demographic Changes

✧ English is gradually being introduced into elementary school.

✧ Student numbers are falling.

✧ Schools and universities are closing down or merging.

✧ Teachers are losing their jobs.

✧ Entrance exams are becoming less important. Sixty percent of private universities now accept *all* candidates. The top universities are still highly difficult to enter, but lower-level students are finding that they do not have to do much study.

Social Changes

✧ English is gradually being introduced into elementary school.

✧ Education budgets may be cut in the near future as more money is spent on pensions, health, and the defense forces.

✧ Student behaviour is changing. Many teachers complained of being assaulted verbally or even physically by students.

✧ The number of foreign students is increasing, leading to linguistic or social problems.

- ✧ Teacher unions have less power than in the past.
- ✧ Non-teaching duties such as clubs and homeroom are increasing as more women work outside the home and more responsibility for children's welfare devolves to teachers.

Most readers of this journal will be familiar with these changes. They have featured prominently in teaching journals and the media in Japan over the last few years. This is only a selection of the ongoing changes, but the list demonstrates the flux within the Japanese secondary education system, and the worries facing many teachers.

Some Lessons About Change

Change is a complicated process and things do not always turn out as they would seem. Below, I outline some of the lessons that I have learnt about change over the years.

1. Change can be other-initiated or self-initiated

In this paper, I have talked only about other-initiated change. These are changes made by the Ministry of Education, the local government, the principal of a school or anyone other than yourself. We generally have little control over these changes, so they may cause a lot of stress. Self-initiated changes are things that we change ourselves. For example, you may decide to adopt a new teaching technique such as extensive reading in your classroom. However, self-initiated change can have unexpected effects which also cause stress. For example, you might find that it takes far more time and effort than you had anticipated to keep track of all the readers and student reports. We should remember that we have much greater control over self-initiated changes, and implement them at a pace appropriate for ourselves.

2. People resist change

People like to feel secure in their jobs and lives, and change may cause stress by threatening this security. In particular, the uncertainty which occurs between the time that a change is announced and when it is implemented can be extremely worrying. After the change, people often recognize that the change wasn't as traumatic as expected. Worrying about change is a natural reaction, and recognizing it within ourselves and others will help us to face change more rationally.

3. Change is often superficial

As I discussed in the introduction to this paper, Japan has had many years of changes that have never really been implemented. People spend a lot of time worrying about other-initiated changes that never actually result in much. As my mother used to say, "they're making a mountain out of a

molehill." For example, an important committee may be abolished, but it is likely to spring back up under a different name. Things that are necessary tend to re-emerge.

4. Well-intentioned change is not necessarily good
In my university, all teachers use a set textbook for a particular course, teaching a total of one thousand students. This textbook works very well in the classroom. Later, we decided to administer the same test to all students on the course. This test was a very well-intentioned change with the aim of reducing teacher burden, providing useful feedback and acting as a target for students. However, the large number of students meant that the test had to be multiple-choice. Certain aspects of the textbook such as vocabulary and listening are easily testable in this way. Other aspects, such as conversation and writing, are difficult to so test, so they were not included in the test. As a result, teachers began to focus only on vocabulary and listening in the classroom and to reduce emphasis on the other important aspects. This was an unexpected and undesirable result of our well-intentioned change.

5. The timing of change is important
Change in Japan tends to happen like a tidal wave. Nothing changes for years and then an enormous shock such as the arrival of Admiral Perry's ships or the American occupation causes huge change in a short time. Although crises can be a good way of achieving change, it is probably also necessary for Japanese education to change slowly–evolution rather than revolution, as an old saying puts it. For example, when Oral Communication is introduced at a high school, it can be implemented for every student immediately. However, teachers may not be ready and chaos and lack of morale can easily arise. Instead, change can be introduced gradually. A few teachers can be trained and a small-scale pilot program can be set up. This can gradually be spread to the whole school. Although changes such as the introduction of oral communication may be an other-initiated change, the timing of implementation can often be controlled by individual schools.

6. Change sometimes happens for the wrong reasons
At some private universities around Japan, there has been an increase in the number of native-speaker instructors and a corresponding decrease in the number of Japanese instructors. This is often done not for reasons of teaching ability but rather to make the university more 'saleable' to prospective students and parents. Both native instructors and Japanese instructors have important contributions to make, but a change like this which is taking place for the wrong reasons can be very damaging to students' education.

7. Change can lead to growth

In my own professional development which I described above, change was the main factor which led to my professional growth.

In the seminar, participants worked in groups to identify examples in their own teaching situations that illustrated these lessons and to discuss any other lessons that they have learned about change.

Who Moved My Cheese

In the story that I told earlier about Change the Monster, people had little part in the story. They were simply fodder for the monster. It is very common for people to think of other-initiated change as a monster, but thinking about ourselves as a monster's breakfast may not be a useful metaphor. Perhaps, we can create a more useful metaphor–one in which we make more choices and take more part in the story. I offered the story of my own professional development as one metaphor of how change can be positive. But a much more powerful metaphor is found in the story *Who Moved My Cheese* (Johnson, 1998), a popular book that will be familiar to many readers. The story is about four characters who live in a maze, and spend their time eating cheese. Their names are Sniff, Scurry, Hem, and Haw. One day the cheese that they eat disappears from it's usual location. The change in circumstances causes each character to react differently. Sniff and Scurry react quickly to the disappearance of the cheese: "The situation had changed, so Sniff and Scurry decided to change."
But Hem does not ...
"'No Cheese', shouted Hem, as if he shouted loudly enough someone would put it back. 'Who moved my cheese?', he hollered."
And neither does Haw ...
"Haw didn't want to deal with what he was facing, so he just tuned everything out ... How could this have happened? No-one had warned them. It wasn't right."

In this metaphor, the maze is the place where we work and live, cheese is our happiness and success, and each of the four characters represents a way that we can deal with a change that threatens our happiness. The story focuses most on Haw. Haw tries to pretend that the cheese hasn't really disappeared and will soon come back, but eventually he realizes that he must be able to change himself in order to find new cheese, following Sniff and Scurry's example.

If you haven't read the book, I recommend that you pick up a copy. It is a very simple but powerful story that provides a thought-provoking look at metaphors of change.

At the end of the seminar, the participants got into groups again to discuss their attitudes towards change, using the following rather open-ended questions.

✧   Who are you in the story? Why?

✧   Are you scared of change?

✧   Do you think that other people are scared of change?

✧   Is change happening too quickly in the Japanese education system?

✧   Is change good or bad?

Participants enjoyed using the story to talk about their own reactions to change. Perhaps, the most valuable thing about the story is that it offers a common framework for people to express their beliefs.

Conclusion

The point of telling stories in this seminar was to offer metaphors for change. Change can be looked upon as a monster or an opportunity to find better cheese. It is up to each one of us to choose our own metaphor for change. The images inside our minds are the images that shape our behaviour. The other seminars in "The Winds of Change" series offered many self-directed change options, such as extensive reading, lesson threading and multiple intelligence. New options can all lead us to new cheese. But we can only use these options if we have a useful metaphor for change. What is yours?

Reading List

Aspinall, R. W. (2001). *Teacher's Unions and the Politics of Education in Japan*. Suny.

Schoppa, L. J. (1991). *Education reform in Japan: A Case of Immobilist Politics*. Routledge.

Spencer, J. (1998). *Who Moved My Cheese?* Putnam.

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Increased Fluency Through Extensive Reading

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Introduction

Many Japanese secondary teachers have tended to use the 'intensive reading' or *yakudoku* model in their reading classes. That is, the reading material, usually in a Monkasho-approved textbook, is often less than 500 words, many of them relatively difficult, and usually taught by translation. The reading material is selected by the teacher, not the students, and all the learners read the same material at the same time. Readers cannot read quickly or smoothly, as there are many unknown words, so they must stop often to consult a dictionary. The result is very little practice of the skill of reading, because very little text is being read (Waring, 2000).

To complement intensive reading, the 'extensive reading' model is now gaining popularity. In essence, extensive reading means learners reading a lot of simplified text, usually 'graded readers', and usually outside class. These books are well within the learners' current reading ability. This allows the learner to process words faster, building the automatic sight recognition of words. Learners begin to see words not individually but in chunks or phrases. In extensive reading, the focus is on developing reading fluency.

As the learner is reading a lot of text, the learner revisits vocabulary and grammar time and time again. Therefore, extensive reading provides opportunities for working out the patterns in texts and phrases, and also for noticing new language. The pedagogical basis for this is that learner language knowledge seems to be very fragile, and soon disappears from memory. It is vital that the learner meets new language again and again, or the learning effort could be wasted. The average word needs to be met at least 15 to 20 times before the average learner 'knows' it.

Each learner may read different books from other learners, and they may choose their own book, rather than the teacher. Learners read a wide variety of materials that interest them, including thrillers, romances, historical dramas, and simplified classics of famous literary work. They are not necessarily formally assessed on the reading itself.

From another angle, extensive reading also builds confidence in reading, and the motivation to read more, because the reading is not difficult, and is fun. Extensive reading helps learners to form the habit of reading, which is significant as most secondary school students read surprisingly little English outside class (Waring, 2000; Day and Bamford, 1998).

This workshop on the first afternoon sought to explain about extensive reading materials, their purposes, beginning an extensive reading program, and the possible benefits that could be achieved through extensive reading.

Activities

Let's read!

The workshop began after lunch. Before participants entered the room, many graded readers of different levels and genres were placed on the desks around the room. Although there were only 40 participants, 64 books were put out. As participants entered the room, they were invited to wander around the room, find a book that looked interesting to them, and to sit down there and read that book for about 15 minutes, circling with a pencil any words that they were unsure of.

It turned out to be a very successful way to 'sell' extensive reading, as many teachers really did not want to stop reading at the end of the allotted time! Their immediate reaction was, "Wow, this is really fun! And it's so easy!"

Previewing

Participants were asked to choose a partner and to move and sit down next to them. To inject a bit of humour, one partner was named "Beauty", and the other "Beast". Partners exchanged books, and were asked to quickly preview their partner's book, looking at the title, cover illustration, and text illustrations, and reading the back cover blurb, index, and the first few pages. Each partner tried to briefly describe what their partner's book was about to that partner. This illustrated the reading strategy of previewing a book. This is essential, as learners select their own books, so need to be able to select books that would probably interest them.

Mentions

Partners returned books to each other. Next, one partner 'interviewed' the other partner about their book, using 'mentions'. Often, students with lower proficiency or confidence, or students overly concerned with correct utterances, cannot or will not make full English sentences quickly. Mentions allow students to begin to communicate in English, and quickly. Students do not make full sentences, but simply say the most important words. Participants practiced mentions by interviewing each other about their book, asking questions like, "Where?", "When?", "Who?", "Beautiful?", "Honest?", and so on. The person answering could give one, two, or three word answers, such as "New York", "1929", "rich woman", "yes", "no". Participants then changed partners, and again interviewed each other, this time making more form-correct sentences.

Picture description

Partners changed books, chose a picture from the cover or the text, and described it. They then tried to guess what they thought was happening in the picture. The partner who had read the book could help them by giving some information. In the classroom, students could begin using mentions before going on to more form-correct sentences.

Reader summary

Most extensive reading is done outside the classroom. Asking students to make a brief summary of each book that they read develops summary skills, and focuses them on understanding the story and the relationships between the characters. Possible elements on the summary include listing the characters' names, drawing a mind map indicating the major events or relationships in the book, writing a comment about whether the student enjoyed the book, previewing or predicting the next section, and making a list of a certain number of new vocabulary items. This reader summary could be used in class for a number of purposes, such as describing the book to a partner who has not read that book, deciding whether to recommend the book to other students, and for new vocabulary learning and testing.

Vocabulary

In a graded reader, the student should meet only about one new word each page. As vocabulary acquisition is particularly important at the secondary school level, students should be encouraged to keep a list of the most commonly occurring or significant vocabulary the student meets in the book. In class, students can teach these words to their partners, be tested on them by their partners, write a summary of the book or a letter to or from one of the characters using them, write a letter to or from one of the characters or a conversation between two characters using them. Students could also make word cards.

Predicting

Students could predict what happens in the next section of the story, or by the end of the book. You could also allow the students to introduce other characters into the story, such as Doraemon, David Beckham, or some other famous character, and create a 'crazy ending'. Students seem to really enjoy doing this.

Reacting to the story

There are many possible classroom activities that ask the student to react to the story. For example, they could take one part of the book, and change prose into a conversation, or write a conversation that they think may have occurred. Asking questions such as, "Would you behave the

same way if you were the main character?", or "Which character would you like to have as a friend?", or "Do you know anyone like the main character", personalises the story for many students. You could also ask your students to write themselves into the book.

Book recommendation

Putting a small piece of paper in the back of the book, and asking students to write their comments about the book on it, helps guide other students to decide whether they would like to read that book or not. You could use a 'star rating' - 4 stars means "YES", one star "NO" - to answer different questions: "What this book interesting?", "Was the story difficult to understand?", "Would you recommend this book?"

The Chukyo University Extensive Reading Program

The Department of World Englishes at Chukyo University in Nagoya has an extensive reading program for it's 100 freshman and 100 sophomore students. Richard explained this briefly, to give participants an idea of how an extensive reading program works. At the beginning of the academic year, students are given a quick level check, a page of short readings from extensive readers. This indicates to them which level they should start at. Most extensive readers are kept in the University library, conveniently together in the same place, so students can peruse and choose their books easily. Some extensive readers are also kept in the 'Wing', a large room for students of the Department to hang out in, where some instructors also have their desks. Students keep track of the books that they have read using a Personal Reading Record. They also keep a Book Report Sheet, the summary of each book that they have read. The teachers also gives periodic quizzes, and Richard also talked briefly about student evaluation, principally the Book Report Sheets, and totaling the number of books read through the Personal Reading Record.

Although the primary goal of the extensive reading program is reading fluency, vocabulary acquisition is also facilitated by students keeping word lists, and making word cards. Richard noted that for many students, so used to the intensive reading model, the idea of extensive reading is rather different, so a careful student orientation is essential. He added, however, that students soon came to understand and enjoy extensive reading, and that their reading fluency increased dramatically over the year.

Q and A

We allowed a lot of time for Q and A, as we knew that teachers would have many questions. We were fortunate to have amongst the participants one teacher who had been doing

extensive reading for more than a year. She happily answered many of the questions better than we could, such as:

✧ "Where did you get the money for the graded readers?" (asking the students to buy two books each, to make a 'class library')

✧ "Could even the low level students read the books?" (yes, the graded readers now start from level '0')

✧ "How do you assess the students?" (based upon the number of books they read, and the quality of their summaries)

✧ "Does it take much class time?" (It's up to you! If you want to do many class activities, it could. Alternatively, simply collecting summaries takes very little class time!)

✧ "How do you make sure that students have really read the books?" (Giving 'surprise tests' - asking a student to stand up and summarise the story in front of the class, or taking the students randomly aside one by one during or after class and asking them to describe what is happening on a particular page)

✧ "Do the students enjoy extensive reading?" (Most of them do. They like being able to choose their own book, read at their own level and pace, and that the stories are often so interesting)

Seminar Homework

Before the Seminar, participants were sent Rob Waring's excellent explanation of extensive reading and graded readers, *The 'Why' and 'How' of Using Graded Readers* (2000). The most important information in the pamphlet had been selected, and divided into four, each section having about one page. Teachers were allocated one section to read before the workshop, and told that they would have to summarise it to a small group. At the end of the workshop, after demonstrating classroom activities and the Q and A, participants were put in groups of four, each member having read a different section. As one group member summarised their section, the other members took notes. They then summarised the information back to each other in pairs, and commented on the ideas. This seemed to be a more effective way of describing the theoretical basis of extensive reading than us giving a short lecture.

Reflection

Starting out

Starting the workshop with teachers actually reading extensive readers seemed to be a very effective way to begin, as most teachers were quickly 'hooked'. There are many graded readers available, so selecting the more interesting for this demonstration is better. Mysteries, romances, dramas, and biographies seem the most appropriate. Famous historical novels do not seem to work well, as they often have language that is not currently commonly used.

Showing examples of student work

This helps participants see how students keep a Personal Reading Record and a Book Report Sheet, and the type of comments that students often make. Providing previous students' work to present students, 'near-peer role modeling', also helps students understand teacher expectations of their work.

Seminar homework

Having teachers lecture each other about extensive reading, using Waring's (2000) pamphlet, also seemed effective. Teachers made real efforts to make sure that their group members understood the ideas in the section that they had read. It also gave teachers a chance to talk about their concerns in a relatively structured environment. The Waring pamphlet is a succinct exposition of the theoretical and practical issues surrounding extensive reading. It is also available in Japanese.

Reading List

Day, R. R., and Bamford, J. (1998). *Extensive Reading in the Second Language Classroom.*
        Cambridge: CUP.
A more extensive exploration of extensive reading than Waring. Excellent background reading for preparing for a presentation on extensive reading.

Waring, R. *The 'Why' and 'How' of Using Graded Readers.* Tokyo, OUP.
Succinct summary of the theoretical and practical issues of extensive reading. Also available in Japanese. Perfect for using in the presentation itself.

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Multiple Intelligences in Action: At School

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Background

My presentation at the Nanzan University Summer Seminar was on Multiple Intelligence Theory, which was pioneered in the late 1970's and early 1980's by Howard Gardner, a cognitive psychologist at Harvard University. Gardner believes that intelligence tests encompass too narrow a range of abilities and rest on an overly limited model of the human mind. Rather than possessing a single all-incompassing intelligence, he theorizes, each individual possesses as many as eight, possibly more, highly differentiated intelligences.

The modern elementary or secondary school continues to emulate the late nineteenth-century factory setting on which it was modeled, and is obsolete in a society that is growing ever more complex and demanding. Gardner proposes that what is needed is the creation of learning environments that encourage the development of the many intelligences individuals possess through activities that focus on the *performance* of studied skills, rather than on their rote demonstration.

As teachers in Japanese society today, we are faced with the challenge of infusing meaning into the classroom experience after the passion of learning has been drained by years of exposure to a test-driven curriculum. Multiple Intelligences Theory offers a more personal, student-centered sphere for learner development and success, bringing some aspects of 'traditional' Japanese teaching back into the classroom. Many Japanese teachers *are* keenly aware of individual differences and *intelligences* among students but sometimes lack the opportunity to celebrate those differences within the framework of a prescriptive curriculum. Multiple Intelligences ideas lurking just beneath the surface of Japanese education need to be tapped so that they can be incorporated in the language classroom.

After a brief description of each intelligence, some examples of activities that touch on the multiple intelligences are given here.

The eight intelligences proposed by Gardner are:

Verbal/linguistic Intelligence: ability to use words skillfully in speaking and writing. Examples of people strong in this intelligence: teacher, journalist, translator.

Mathematical/Logical Intelligence: facility with numbers and reasoning skills. Examples of people strong in this intelligence: engineer, scientist, mathematician.

Visual/Spatial Intelligence: ability to perceive the visual works accurately and represent visual/spatial ideas. Examples of people strong in this intelligence: artist, architect, navigator.

Musical/Rhythmic Intelligence: ability to produce and appreciate rhythm, pitch, and melody. Examples of people strong in this intelligence: composer, pianist, juggler.

Bodily/Kinesthetic Intelligence: ability to use one's body to express ideas and feeling; capacity to handle objects. Examples of people strong in this intelligence: athlete, dancer, juggler

Interpersonal Intelligence: means by which one understands and responds to others' moods. Examples of people strong in this intelligence: counselor, salesman, politician

Intrapersonal Intelligence: means by which one understands oneself; evaluates oneself. Examples of people strong in this intelligence: philosopher, religious figure, poet.

Naturalist Intelligence: sensitivity to the natural environment; categorizing ability. Examples of people strong in this intelligence: gardener, wine taster, fashion designer.

Some Multiple Intelligence Activities

Activities for our seminar were chosen for each intelligence. We had the teachers work with partners or in small groups. We wanted to give the teachers ample opportunity to use English skills in various ways and to employ all of the intelligences.

The Birthday Game

Without using words, participants lined themselves up in order of the month and day of their birth. One hand could be used, but some teachers preferred no hand signals at all! This non-verbal skills game forced the usually verbally-oriented teachers to use body language and expressions to exchange exact information. Instructors observed that Japanese participants use finger gestures to symbolize months although this is not a universal practice and could lead to confusion in international settings. Intelligences featured: bodily/kinesthetic, interpersonal, mathematical/logical, naturalistic.

Professional Charades

Another non-verbal game, this used symbols to represent professions (stethoscope for doctor, fireman's hat for fireman, and so on). A card was chosen and one player tried to 'tell' his partner his profession. Intelligences featured: bodily/kinesthetic, interpersonal. Another version that features naturalistic intelligence is animal charades.

Haiku

Teachers were given some examples of haiku and were asked to write some in English themselves. We read some of them in class. Intelligences featured: verbal/linguistic, visual/spatial, naturalistic, intrapersonal.

Picture Description

A picture of a painting was put on the LL monitor. One partner "found" something in the picture to describe to his/her partner. The partner tried to "find" what was being described. Intelligences featured: verbal/linguistic, visual/spatial, interpersonal.

Map This!

Participants were put in pairs. Partner One was shown a map. Partner Two had only a blank sheet of paper. Partner One described the layout of buildings, without naming them, to Partner Two, who tried to draw the map from listening to the explanation. Intelligences featured: verbal/linguistic, visual/spatial, interpersonal, bodily/kinesthetic.

An alternate version: "Picture This!" Partner One draws/colors anything he/she likes, and does not reveal it to the partner but describes the shapes, colors, and location of the items in the picture. The partner tries to draw the same picture. Intelligences featured: visual/spatial, verbal/linguistic, bodily/kinesthetic, musical/lyrical (at times), interpersonal, intrapersonal.

Song Lyrics

Song lyrics to John Denver's "Annie's Song" were given out and participants sang the lyrics to the music, marking places where stronger enunciation expressed meaning/emotion. Intelligences featured: musical, intrapersonal, naturalistic.

Quote of the Day

The "Education is Life" quote was given as an example of classroom display which can also serve as a class "launcher". Quotes provoked class discussion and revealed the beauty and complexity of the second language in a condensed form. Intelligences featured: linguistic/verbal, intrapersonal, interpersonal, naturalistic, musical/lyrical.

Sign Language

Half of the participants were taught some simple American Sign Language by one of the participants who had recently completed a sign language course. They then taught the other half of the students. Intelligences featured: bodily/kinesthetic, visual/spatial, linguistic/verbal, interpersonal.

Body Language

Simple body language was taught such as "stop", "I can't hear you", and "no". Participants then told a simple story together using body language. Then the Mr. Bean episode, "Park Bench", was played, and common phrasal verbs demonstrated with body language. Participants then watched the complete episode, taking turns in pairs to watch the video and describe the action to their partner using verbal and body language. All participants then watched the final section together. Intelligences featured: bodily/kinesthetic, visual/spatial, linguistic/verbal, interpersonal.

Time Line

Participants draw a time-line of their own lives vertically down a piece of paper, writing the important events that have occurred in their lives, illustrating them with pictures of cartoons. Participants then told their life story to their partner. We encouraged the use of body language to describe significant events. Intelligences featured: intrapersonal, visual/spatial, linguistic/verbal, interpersonal.

Categorizing

Categories of skills that are related to each intelligence (doing puzzles – mathematical/logical; gardening – naturalistic; reading books – linguistic/. verbal, etc.) were printed on cards. In groups, participants organized the piles of skills into categories. Intelligences featured: logical/mathematical, interpersonal, intrapersonal, linguistic/verbal. This activity was also used as a closure activity to show understanding of the underlying concepts of Multiple Intelligences Theory.

Reflection

In general, the participants in our session seemed to enjoy the opportunity for speaking that the activities encouraged. Inherent in the activities was a range of difficulty: the more advanced participants challenged themselves with more difficult expressions and explanations, but those who were not as skilled were not subjected to feelings of public embarrassment or inadequacy.

Individuals referred to the dictionary for vocabulary questions or made inquiries to the instructor making the "presentation" highly interactive. Without prompting, participants seemed eager to challenge themselves with each activity. I was aware of how easy this is when the participants are eager and motivated.

One note of skepticism emerged from those teachers who doubted whether MI methods could work in a "real" class with a test-driven curriculum. Perhaps more concrete examples of useful grammatical and vocabulary exercises would have helped convince them that "real" learning is

indeed taking place when successful communication is accomplished. Of course, MI theory acknowledges the importance of the accumulation of facts and knowledge but cautions that without a deeper understanding of information accumulated, it remains inert and meaningless.

I learned much from this experience. Optimistic and energetic teachers trying hard to make things work in a changing Japanese educational environment bodes well for the future. It is important to recognize the value that effort and open-mindedness in a good teacher bring to a school environment. I only hope that such eager participants do not represent a minority of the influential teachers out there. When some teachers said that they planned to take the activities back and use them in their classes, I hoped that they would have some effect not only on their students, but also on their programs in some larger way. If so, this presentation will have been successful.

Reading List

For understanding MI theory, any of the Howard Gardner's books (Basic Books), in particular:

Gardner, H. (1983).! *Frames of Mind*.!New York: Basic Books.

 ---------- (1991).! *The Unschooled Mind*. New York: Basic Books.

 ---------- (1999).! *Intelligence Reframed.* New York: Basic Books.

For applying MI to your classroom:

Armstrong, T. (1987). *In Their Own Way: Discovering and Encouraging Your Child's Own Personal Learning Style*. Los Angeles: J.P. Tarcher.

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Lazear, D. (1998). *The Rubrics Way; Using Mutliple Intelligences to Assess Understanding.* Tucson: Zephyr Press.

Nicholson-Nelson, K. (1998). *Developing Students' Multiple Intelligences.* New York: Scholastic Books.

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… And at Home: The home schooling alternative

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How does Multiple Intelligence Theory work in a home-schooling environment? Home-schooling provides an excellent setting for understanding the Theory of Multiple Intelligences precisely because of the close relationship between teacher and student that home-schooling requires. The home-schooling teacher has a deep recognition of the student's strengths and weaknesses in all the intelligences and, as Multiple Intelligence theory makes clear, understanding the way a student learns is crucial to that student's progress. In addition, Multiple Intelligence ideas can help a student use his or her stronger intelligences to strengthen weaker areas.

In our case, for example, we realized that our student was strong in visual/spatial intelligence but not in the verbal/llinguistic area. In the beginning of her language skills course, we allowed her to draw pictures to express ideas and had her give verbal explanations of the drawings. The student's writing abilities began to develop naturally as her verbal expression progressed. To our happy surprise, she came to prefer words to images as her primary means of expression.

Unlike someone in traditional school, she had more time to express herself. This seemed to be essential for her development, as she had never responded well to the strict time limits of a traditional classroom situation. Soon she began to incorporate ideas from her other "classes" into her writing. Her stories echoed themes from her readings in mythology and history and she gave her fictional characters Latin names. Her linguistic expression also reflected her own growing maturity, her understanding of herself and the world around her.

As teachers, this singular experience reinforced our broader understanding of the diversity of learners, learner styles, and learning rates. It brought us to the conclusion that individual development rates and learning patterns must be taken into account by the teacher in order to maximize the opportunities for meaningful learning.

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A Step Ahead: Considerations in Lesson Planning

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In this workshop of the Nanzan University Summer Seminar, we introduced lesson threading, the organizing of tasks so that students experience the same vocabulary or grammar many times over a number of classes. This included methods for previewing, reviewing, and extending lessons before and after classes. Whether we plan a set of three or four lessons at one time or plan each lesson on a day-to-day basis, it is important to find ways of increasing the frequency and variety of ways in which students are exposed to the language we wish them to learn.

Theoretical Background

Language students do not learn new language perfectly in one class. They need to experience new information many times, in different contexts and in different tasks, to really understand language.

Classroom language learning has a number of steps. For example, when students meet a new word for the first time, different students notice different things about it - the spelling, the sound, which words are before or after it, that it has the same meaning as the Japanese equivalent word, that it is a noun or verb, that it means this but not that, and so on. They are beginning to understand the word.

But you can see that there are many things to notice. So, learners need to meet the new word many times to really understand the word. Also, they need to meet this new word in different ways - reading it, listening to it - and to do different things with it - writing it, saying it, talking about it, be tested on it, using it in sentences, comparing it to other words. It is also useful for them to meet it and use it in different contexts - in a conversation, in a letter, in a movie, in a story, in a test.

Meeting the word in many different ways helps the students more fully notice the word, and to integrate it into what they already know about the language. Students are processing, or thinking more deeply about the word, and at the same time, remembering it.

Learners can recognize many words, and know its spelling and grammar (form) and what it means (meaning). This is called receptive knowledge. However, we also want students to be able to communicate in the language, to speak and write. This is the focus of the new communicative

curriculum. To be able to do this, students need a deeper understanding of the word, and an ability to produce it. They need to know how to use it (use), and this is called productive knowledge.

Developing productive knowledge means students using language, which requires refining their understanding. Using and refining language can be more interesting and meaningful if students connect it in some way to themselves, and this is called personalization.

A few more words from Mat

From my own observations and research, I've found that the textbooks I use in my classes seldom provide learners with systematic review of the language vocabulary and forms introduced. If language is recycled, it is often incidental, and students may not even notice it. I try to reinforce themes, grammatical structures, and vocabulary 'covered' in lessons by introducing the forms beforehand through playing songs in which the chorus contains an example of the target language or theme (for instance, *First of May* by the Bee Gees sets the mood for talking about childhood memories and repeats the expressions, "When I was small", and "We used to"). As I teach all of my classes at the same institution, I also use English language materials from students' other classes in the classes that I teach (for example, for typing practice I may have the students type a section from a textbook they are using in their conversation or reading class).

Activities

Beginning before the beginning

An important part of lesson threading is maintaining an awareness of the language and concepts that students are being exposed to and held accountable for. Nanzan's Summer Seminar provided a good example of this. Before determining the activities that we did in our individual workshop, we found out what concepts and activities were being conducted in the other workshops. In this way we knew what concepts, language items, and activities we could preview, introduce, review, or extend.

Before the workshop began, we sent out summaries to participants containing concepts and definitions of terms we would be covering. We also instructed the participants to briefly outline the activities they did for a series of three to five lessons in one of their classes. They were also asked to bring a textbook that they were using to the workshop. This was the beginning of our lesson thread.

Priming the Room

Since we selected a unit on lifesavers from the SHS first-year textbook, *New Cosmos I*, pp. 48-9, as our working example, we primed the workshop by decorating the room with beach towels and playing a Beach Boys CD. We also walked into the classroom wearing sunglasses, and Mat walked in a few minutes later carrying a very conspicuous box with holes in the sides and blades of grass sticking out. This was all part of threading the lesson and stimulating the participants' visual and auditory senses, as well as their curiosity, before the lesson began. (Mat wishes we had them take off their shoes and put on a pair of sandals or walk on sand to touch on their kinesthetic sense!).

Ice breakers

Ice breakers represent an excellent lesson threading opportunity. As the participants were already familiar with Robert, Mat presented them with his 'time line', reviewing an activity from the Multiple Intelligencees (MI) workshop (see Morone, this issue). Then participants were introduced to Mat's 'pet snake', a coiled spring convincingly wrapped in cloth, that caused riot and panic when Mat let it 'escape' from its box, and it flew across the room! We all enjoyed that very much, and it set a light tone for the rest of the presentation.

As a second ice-breaker, participants summarized the graded readers they had taken home to read on the first day of workshops, and told each other why they would or would not recommend them. To further review Michelle's MI presentation of the previous day, participants tried to remember the eight MI, and give an example related to themselves. Robert then interviewed Mat about his MI's. At that point, we then explained more explicitly what lesson threading is.

Homework

Participants had been asked to prepare outlines of activities from a series of lessons they had used in one chosen class. We now divided participants into pairs, labeling each partner 'Sniff' or 'Scurry', a reference to Brian Cullen's workshop on personal change (see Cullen, this issue), matching teachers with partners who were using similar textbooks. Teachers then explained their outlines to each other, marking 'P' for preview activities and 'R' for review activities. Teachers seemed to really enjoy doing this, and it reminded us that although teachers find explaining their class plans to other teachers very useful, they often do not have the opportunity to do so.

Previewing Tasks

One way to preview a task is to begin with a story related to its topic. We previewed our working example by Mat telling a humorous beach story as the first part of a split story (see

Deacon, 2000). In a split story, the teacher tells only one part of the story, asks the students to continue or finish the story, but does not continue or conclude the story themselves at that point. They may do so later in the same class, or in a later class. Once again, Mat's humour contributed to the pleasant atmosphere.

Secondary school students often feel that they lack the vocabulary to successfully participate in conversations. We had selected a unit on Australian lifesavers from the SHS first-year textbook, *New Cosmos I*, pp. 48-9, as our working example, so we began by asking the participants to recall words related to sport, the beach, summer, Australia, and traveling, that they had done recently in their chosen class. Participants wrote these words in their vocabulary notebooks, grouped into topic areas, as a mind-map, leaving room for further words and topic areas to be added during the class. Students can help each other, teaching their partner unknown words. These 'word banks' can then be passed to other students, across the room or to the pair behind, for additional words to be added. This activity reviews vocabulary from previous lessons, and activates it for the present lesson. For students using the same textbook, asking them to note the page number(s) from which the vocabulary was taken helps anchor the vocabulary in student minds.

Reading tasks - focus on form

The first activity focused on vocabulary in the reading task, which was an e-mail from an Australian girl to her Japanese friend, her homestay sister. Here is the first page of the passage:

Thank you / for your e-mail. / How are you? / Has the summer heat / passed yet? / It is getting warmer / here, / and yesterday / it was 20 degrees! / I didn't think / I would be happy / here / after having / such a wonderful time / in Japan, / but / I'm settled / now. I have just returned / from a trip / with my family / to Cairns / in north Queensland. It was / a 500 kilometer drive, / but / we love / long-distance driving. / We relaxed / at various beaches / along the way. / I missed / the sea / when I was / in Japan, / so / it was good / to see it / and be near it / again. Than / I remembered that / you had asked me / about surf lifesavers / in Australia. / So / let me tell you / about them / today. *New Cosmos I*, p. 49

We began by asking participants to go through and note 'lexical chunks', or 'sense units', as marked on the above passage with a forward slash. This helps students see a passage as a series of ideas, not a mass of words. Participants listened to the page being read out, shadowed important words, and marked sentence stress, writing a mark or accent above the stressed syllable in the stressed word.

Next, participants marked 'lexical chains', or words of the same topic or theme, by underlining them in the same colour. Some suggested topics and possible answers were:

time (summer / yesterday / a wonderful time in Japan / now / just / when I was in Japan / again / today)

temperature (the summer heat / getting warmer here / 20 degrees)

location (here / in Japan / to Cairns / in north Queensland / at various beaches / along the way / the sea / in Japan / be near it / in Australia)

These words participants added to their word bank. Note that some words are underlined more than once, so using different colours is useful. We provided each pair a set of 12 coloured marker pens, bought at a 100 yen shop. Using coloured marker pens helps makes textbooks more colourful, and memorable particularly for visual learners. Note also that not only the word itself but its collocations are marked. Lastly, participants circled prepositions in the same colour as their lexical chain.

We finished our focus on form section with musical verbs, an activity that focuses on discerning verb tense. Mat read the page out. When participants heard either the present simple or past simple tense, they snapped their fingers. When students heard either the present or past continuous, they drummed their hands on their desks. Particularly for kinesthetic learners, this activity reinforces the way tenses are used in language. And it's really fun!

Reading tasks - focus on meaning

We asked participants to read the page together to each other, one sentence each at a time. We reminded them to Read the sentence, Remember it, Look at their partner, and Say the sentence. Remembering the sentence in lexical chunks helped them to say it correctly, and threaded the lexical chunks through to the next activity.

We then asked students to 'have a conversation with the letter'. Partner Sniff read the letter, making sure to pause at the end of lines. Partner Scurry reacted to lines in the letter. For example: *Sniff:* Thank you for your E-mail.

Scurry: My pleasure.

Sniff: How are you?

Scurry: Not bad.

Sniff: Has the summer heat passed yet?

Scurry: Are you kidding? I'm sweating like a pig! (You get the idea.)

This activity emphasized the purpose of each part of the letter, whether it was an inquiry into the person's health or the weather in Japan, reacting to the lines of the message require students to make interpretations as to each lines purpose.

Next, we outlined ways that the teacher could thread outside experience into the lesson, by the teacher telling stories to the class, about beach holidays, Australia, study abroad, foreign friends, and so on. For fluency practice, students could shadow and retell, play musical verbs, note lexical chains, or tell their own stories beginning with 'mentions' or the content words only without prepositions. Alternatively, students could be invited to complete the e-mail to Aiko, writing what they know about surf lifesavers.

A fun game to play with students that Robert demonstrated is 'dice talk'. Six numbered questions relating to the topic are written on the board or on a sheet of paper. Each pair are given a dice. They roll it in turn, answering the question indicated by the dice. Two pairs of dice each, or one dice rolled twice, allow up to twelve questions. One set of six pair of dice can be found at a 100 yen shop.

Reviewing - focus on form and meaning

Getting students to engage with the vocabulary in a number of different ways helps them develop a deeper understanding of that word. From their word bank, students can make word cards of the words that they find difficult to remember, and study them independently. They can also be used for independent testing in the classroom; one student gives another their cards from one lesson or unit, and the other student tests them. Students could also attempt to explain or define the words in English. Students could re-organise the words in their word bank into different categories (parts of speech / easy words to difficult words / words they like or dislike). Finally, without looking at their books, ask students to rewrite the passage.

Continuing

Ask students to stop in at a travel agency, pick up a brochure of a beach place that they would like to visit, and bring it to the next class to discuss with their partners. Bringing in pictures of holidays they have taken with their families or friends would also provide communicative opportunities.

Playing appropriate background music, such as 'Surfing USA' or 'Surfer Girl', in later classes reminds the students of the beach theme, as would recommending beach themed movies, such as *Endless Summer*, *Big Wednesday*, or *Point Break*. Parts of these could be played in the class. Asking students to bring their beach towels, or at least a pair of sunglasses, would make the next class fun, too!

Wrap-up

We wrapped up our presentation by reflecting about which MIs were used most in this presentation, and which MIs they would most like to use in their classes in the future. Mat finished his beach split story, but first feigned not remembering where he had left off, so that participants/students would retell the story for him. This allows students who did not initially catch everything another chance at comprehension.

Reflection

Robert

I really enjoyed this workshop. Seeing the expressions on people's faces as they dived for cover to escape Mat's flying snake was very entertaining. I sensed that everyone immediately felt that this was going to be a fun workshop, and this created a very pleasant atmosphere. It reminded me that bringing humour into the classroom, and consciously building community, bonds the class together and helps participants accept and welcome new ideas (see Croker, this issue).

Preparing for a presentation with a gifted colleague is a wonderful experience. It allows you to see many opportunities that you otherwise would overlook or not even think of. You must articulate your thoughts succinctly, and throw out the more feeble ideas and activities, leaving a stronger presentation. It is also less stressful, and a lot more fun, to share the podium with another person. Our presentation was less of a lecture and more of a 'chat' about lesson threading, making it more natural for participants to listen to, and also modeling ways for the participants to discuss it themselves.

I was also reminded of basic but important presentation principles during this workshop. Thoroughly preparing materials is of course essential, but also trialling all activities before the workshop can help the presenters see the activities from the participants' point of view. Although we had provided participants with a two page explanation of lesson threading for them to read in the materials sent out two weeks before the Summer Seminar, having a brief written summary in note form for teachers to make notes on would have helped participants with lower listening proficiency. Asking participants to wear two 'hats', a 'student's hat' when doing an activity, and a 'teacher's hat' when reflecting about it afterwards, is a useful convention for experiential workshops. Finally, it is very useful to provide participants with a list of activities presented, with space to evaluate them and make comments, as a record of the workshop.

Mat

Thanks to the enthusiasm of the participants and the other presenters, I had a great time and learned a great deal preparing, collaborating, conducting, and reflecting on this workshop.

At the preparation stage, I realized the need to stay informed about the content of textbooks used by students prior to arriving at my teaching situation. Knowing the types of books students have used in the past and their reactions to them can give teachers a good indication of student preferences and learning styles, as well as ideas for expanding on students previous learning experiences.

Collaborating on a presentation was a first for me, and Robert taught me a lot. As he says, there is sometimes a steep learning curve. Perhaps the most powerful thing I learned was the value of being open and communicating during the presentation. A few times we walked off to the side for a short discussion, so that we both knew what was next and were aware of what we expected of each other at that point.

Writing about the workshop has also reminded me of the need for reflection. Many of the tools we presented had slipped my mind. The theories for language learning that were discussed in the workshop apply just as well to other aspects of our lives. We are forgetful by nature. We need to review what we know and continually put it into practice in order to keep it ready for easy retrieval. I highly recommend to others that they present themselves. It forces you to explore your beliefs and actions as a teacher, and it brings many activities and ideas to the surface that may otherwise have been lost in your teaching toolbox!

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The Nagoya University of Foreign Studies Summer Workshop

Connecting a Local Study Group
with a University Workshop

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Introduction

The summer workshop at Nagoya University of Foreign Studies (NUFS) started in 2001. Prior to that, I established a local study group called Communicative Language Teaching (CLT) *Kenkyuukai.* CLT *Kenkyukai* is an informal study group, which holds a monthly meeting and participants share ideas and teaching problems with one another (see Sato 2003). The informal study group started with six teachers from Nagoya area who used to be my colleagues and friends in May, 2000. Five more teachers had joined after I introduced CLT *Kenkyukai* at a workshop in another university in the summer of 2000. I wanted to hold such a workshop at my own university to attract more teachers to the study group. I persuaded the administration that the workshop would be a good opportunity to advertise our university, and the university decided to support the three-day workshop. Since then, it has been an annual event, and the number of participants (most of them were high school teachers of English) increased from 19 in 2001, to 29 in 2002, and to 36 in 2003. Participants came from different from different prefectures including Aichi, Gifu, Mie, and Shizuoka. After the workshop, some of the participants joined CLT *Kenkyukai.* Accordingly, the number of the members of CLT *Kenkyukai* increased from six to 30 as of 2003.

The Third NUFS Summer Workshop

In this section, I would like to describe the third NUFS Summer Workshop with the theme "Alternative Assessments for Language Learning and Teaching". The goal of the three-day workshop was 1) to develop teachers' understanding of alternative assessments, 2) to provide them with hands-on activities about alternative assessments, and 3) to provide them with opportunities to share ideas and problems about assessment with other teachers. Assessment has been a concern among the members of CLT *Kenkyukai.* Although *Mombukagakusho* introduced new guidelines for assessment to junior in 2002 and to senior high schools in 2003, it is not clear how to change the traditional way of assessment. In particular, teachers of English are not provided with opportunities to learn about alternative assessments such as performance tests, self-assessment, portfolios, student-made tests, peer-evaluation, and so on. I thought learning alternative assessments would be crucial to change their practices and to improve their English programs. At the end of each day, participants reflected on what they had learned and wrote comments about the workshop. I made a newsletter based on their anonymous comments and distributed it to everyone in the morning of the

next day. They also shared their comments with one another at that time. Below are descriptions of six sessions with their comments.

Multiple Intelligence Theory and Assessment Strategies

Michelle Morone of NUFS talked about Multiple Intelligence Theory, which was pioneered by Howard Gardner in the late 1970's and early 1980's. Gardner suggests that standardized testing may be accurate in predicting success in school but is much less accurate at predicting success in life after formal schooling. She made a demonstration about each eight multiple intelligences by using hands-on activities. Moreover, she referred to assessment strategies.

Participants were actively engaged in the workshop. They thought some of the activities might be useful in their English classes. Here are some of their comments:

✧ MI are very important to give the activities especially in English class. I need to give more different activities according to the eight different intelligences.

✧ We often say we should integrate four skills (speaking, reading, writing, and listening), but I was surprised to know we should integrate eight intelligences in learning English.

✧ The effective way to teach language is to utilize students' potential skills—eight intelligences.

✧ Now I have a little bit more understanding of MI theory. I happen to have heard the word "MI theory" many times. The point is how to adapt this into my daily English classes. I got some ideas today but I need to deepen them to adapt my own class.

Increasing Learner Participation in Assessment

Nancy Mutoh of NUFS reported how she actually used alternative assessments in her university classes. She demonstrated examples from writing class, speech class, and vocabulary/grammar learning. In these classes, students did peer evaluation, self-evaluation, and individualized evaluation. She concluded that students could understand better what the learning goals were and how to achieve them, and most importantly the evaluating process itself helped students learn better.

Participants experienced various kinds of assessments and seemed to develop their understanding about how alternative assessments would work in class. Comments:

✧ It may be useful for students to realize their improvement for themselves. But I guess Japanese students aren't used to evaluating themselves, so I think showing rubric is necessary.

- ✧ Students can do much more than what teachers expect. Teachers are not ones who always have answers and give them direction. Students learn each other. That is the important thing we shouldn't forget about.
- ✧ I had a lot of tough time making self-evaluation reasonable and understandable to the students. One way out, in my opinion, is to specify the rubrics. Nancy's presentation gave us another perspectives, which is very beneficial and practical for me. Peer evaluation will play the part of guideline for self-evaluation.
- ✧ The assessment should be made up to help students develop their study and abilities.

In short, most participants wrote positive comments on the workshop; however, a few expressed concern about how to actually use new ideas in their school contexts. In fact, most high school teachers have difficulty trying out new ideas after they attend workshop (see Sato, 2002).

- ✧ What I learned from today's workshop can't be used in real classroom situation… Most of us here are high school teachers.
- ✧ Some schools don't do OC exactly and many OC classes are converted to grammar classes. Under present situation these evaluations are difficult to adopt but in certain classes we can do.

How to Use Movies in the Classroom

Momoko Adachi of Kyoto University of Foreign Studies introduced various ways to use movies in class. She has shown that movies are intrinsically motivating even to those who do not like English. She demonstrated several activities including acting out the dialogue and creating a dialogue of their own. She concluded that the use of movies would help teachers be aware of the students' hidden talents and allow teachers to have a wider perspective on assessment in general. See Explorations in Teacher Education, Vol. 11, No. 1 for a complete write-up of Momoko's ideas.

Teachers seemed to enjoy activities and thought them useful in their classes.

- ✧ I'll use movies to summarize grammar or new phrases. I think there are many useful usage for high school classes.
- ✧ The activity in which we make a short dialogue using the useful expression in the movie (was) interesting. As Momoko said, students are bored with the dialogue in the textbook, but they will be much motivated by the feeling that they speak the same sentence as the movie stars.
- ✧ Movie homework must be very interesting and enjoyable to study English by watching movies. If I give an assignment of a grammar workbook, they just copy the answer. I want to give "Movie Homework" for summer vacation.

✧ I have long thought that I cannot use movies in the classroom, but Momoko suggested to me how we can use movies in the classroom.

Assessing Oral Communication Skills

Tom Kenny of NUFS led a discussion on evaluating student oral communication skills. He made four groups of six and each group watched different videos of conversations made by NUFS English majors with particular focus on one student. The purpose is to see how the student performed conversations with different partners and how she improved speaking skills over the semester. After watching videos, teachers established criteria for assessment, and discussed the advice that might be offered to speakers.

Participants seemed to notice the importance of assessing student progress over the semester. Comments:

✧ I want to videotape conversations and let the students assess their own performance.
✧ I think assessment has power of making the students set up the next goal. I want to use self-assessment system.
✧ "Report of your progress" is important to realize how much they improve. They can build up the confidence and they can set a goal. It's important to realize our learning process.
✧ I've been thinking about how I can show students their progress. I always feel self-assessment is not clear, but this form show next task or progress.

Teachers appreciated the opportunity to set up criteria to assess students' oral performance. Nevertheless, a couple of teachers still expressed difficulty assessing students' oral communication skills. They seemed to think assessing oral performances was subjective. Comments:

✧ It is difficult to set the criteria for assessing oral activities. Tomomi improved very much, but we can't measure it clearly, like the scores in the paper test. We tend to rely on the impression.
✧ Making criteria is difficult. They should be consistent but should be sometimes changed according to the students' level. We have to have our own criteria in our brains based on the school's situation under which we're teaching.

Developing Fluency and Accuracy through Storytelling

Robert Croker of Nanzan University demonstrated various techniques of storytelling by using a personal story, a folk tale, pictures, and movies. Moreover, he showed several *Monbukagakusho* approved textbooks and helped them to actually incorporated techniques of storytelling into their regular English classes.

Participants experienced different kinds of activities and thought they would like to use some of them in their classes. Comments:

✧ Storytelling is an interesting method to improve students' skill of English. I found there are many types of activities contained in storytelling. The most impressive statement I heard in this session is "We're natural storytellers." I'd like to apply this method to my daily English class.

✧ Shadowing is very interesting. I listened to him carefully, so I felt I could understand the story. That can encourage students, I think.

✧ I'd like to use my story, words card and color pen works, and so on. While students are doing various activities during class, they can recycle the sentences many times.

✧ I will try the storytelling from the second semester. Before the storytelling, students mark textbooks in different colors according to the lexical chunk, sentence stress and so on. By doing these activities, they will be made to read the textbook again and again and be able to grasp the content.

How to Incorporate Alternative Assessments into a High School English Program

Keiko Takahashi of Ikeda High School and I showed how alternative assessments were actually used in a high school and how these assessments influenced student and teacher learning. First, I summarized advantages and disadvantages of three different kinds of assessments based on J.D. Brown & T. Hudson (1998). They are selected-response assessments (true-false, matching, multiple choice), constructed-response assessments (short answer, essay writing, presentation, discussion), and personal-response assessments (portfolio, self-assessment, peer assessment). In short, each type has both advantages and disadvantages, and teachers need to be encouraged to use all kinds of assessments. Then, Keiko reported how her second-year high school students in her writing class improve their communication skills over the year. She demonstrated a short lesson. After participants talked about "People I admire" in pairs, they recorded their conversation into their cassette tapes. In her class, students listened to their own tapes, transcribed their conversations, and evaluated their performance. They repeated this cycle according to different topics. As a result, students could maintain their conversation in English from 2 minutes in April to 4 minutes in March in the next year. Finally, she stressed the significance of portfolio. After students noticed the progress they made, they put more effort into their final performance test (pair-work).

Teacher comments:

✧ 2 min. or 3 min. conversation practice using the conversation strategies is interesting. I'll use this practice in the second semester. Because it is the practical teaching of communicative English and it helps students be motivated in learning English.

✧ Assessments from many angles at many times and constantly integrating writing and speaking [are important].

✧ Recording the conversation is a good idea, for students can review with their tapes again and again and it encourages them to use English.

✧ She uses various ways to assess the students' abilities. Especially, I'd like to use the portfolio.

✧ Self-assessment enables the student to learn positively, and to motivate for next steps. So, it is very useful. I want to make much use of self-assessment.

Both Robert and Keiko demonstrated how teachers could use new ideas in their high school English classes. Although several teachers thought these new ideas and alternative assessments were possible only in university English classes on the first day, they became more positive about using some of them toward the end. Comments:

✧ These three days were very meaningful for me. I was very impressed by presenters and encouraged by other high school teachers. Thank your very much.

✧ I learned a lot of useful ideas. I'll probably have to change some parts, but I'll try some of them in my class.

✧ I learned the true meaning of assessment through this seminar.

✧ I realize that assessment should be clear for students and also teachers. I could get many hints for better assessment from the teachers. Thank you very much.

✧ The theme of this seminar, "Alternative Assessment," began to make shape inside me. I feel strongly I will be able to change in September.

Summary and Future Issues

Three days might too be short for these teachers to develop full understanding about alternative assessments. Yet, they did develop their understanding and some changed their views about assessment. In particular, they were impressed with Keiko's presentation and encouraged to use new ideas in their classes. Then, what has happened to those who participated in the workshop? Did they try out new ideas in their classes after they went back to their schools? Did they implement alternative assessments? Did they share what they had learned with their colleagues?

Although many studies showed that teachers would rarely use new ideas from workshops in their school contexts, a few positive cases were also reported. Murphey and Sato (2000) emphasize the importance of feedback after the workshop.

when they were asked for feedback from the work environment in which they were able to possibly apply and use the material from a four-day training, they were in

fact more encouraged to test the new techniques in "reality" and to integrate more
of what they learned into their working lives. (p. 7)

The issue is how to support teachers so that they can take risks and learn to teach through trial and error in their daily classes. After the workshop this summer, four new teachers joined CLT *Kenkyukai* and one teacher came to the meeting in the next month. Teachers need continuous learning opportunities in various ways. This is just one of the examples.

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Guiding Learners to Better Language Performance
through Formative Assessment

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Increasingly, foreign language teachers in Japan see value in adding holistic language activities to their teaching, activities in which students focus primarily on making meaning rather than on studying discrete language elements. But how should such activities be evaluated? Several years ago I began to lose confidence in my "holistic grades for holistic activities" approach to assessment and started looking for alternative approaches. Some experimentation begun at that time led in three fruitful directions: explicit assessment criteria, peer evaluation and self-evaluation.

Although these notions are certainly not new, there has been new interest in applying them to foreign language teaching in many countries. Additionally, in Japan, teachers in all fields are being forced to reexamine the whole subject of assessment in light of Mombukagakusho's recommendation to move away from comparative grading on a curve to grading based on standards and fixed criteria . New ideas, then, are particularly welcome now. In "Designing an Assessment Plan," Chapter 10 of *Designing Language Courses: A Guide for Teachers*, Kathleen Graves (2000) distills the whole area of assessment into clear principles and demonstrates concrete ways of implementing them by including examples of actual assessment tools devised by classroom teachers for various types of language activities. She recommends assessing continually, telling learners exactly what the assessment criteria are (what constitutes "good work") and using a variety of assessment methods.

I recount below my assessment ideas in two classes. I found that it can be much more than a carrot or stick. Assessment can motivate students by helping them succeed, by providing specific suggestions of what needs to be improved and how.

Announcing explicit assessment criteria: powerful, positive wash back effect

 I experimented with giving explicit assessment criteria in my university first year integrated English course this year. In this course (text: Internet English, Gitsaki and Taylor, 2000), students search self-selected topics on the Web, take notes on the information they find and then talk about their topic with classmates. I decided to give students the assessment criteria (below) midway through first semester, because the written reports they were submitting fell short of what I thought they could do.

Grading of 1st semester email reports

Total points	**20 points**
<u>**Handed in on time**</u>	<u>5 points</u>
<u>**Correct E-mail Subject line**</u>	<u>2 points</u> (student number, Unit number)
<u>**Correct form of report**</u>	<u>2 points</u>

a. title of report - name, student number, unit number

b. 2 paragraphs in proper paragraph form (P1 has search information, P2 comments)

<u>**Length of report**</u>	<u>1-3 points</u>

1 point = less than 15 lines, 2 points = 15 to 25 lines, 3 points = 26 lines or more

<u>**Content of report**</u>	<u>1-3 points</u>

1 point = some required content, but incomplete

2 points = the exact content that the textbook requires, brief comments in paragraph 2.

3 points = more than the required information in P1; thoughtful/detailed comments inP2

<u>**Writing style of report**</u>	<u>1-3 points</u>

1 point = poor organization; many serious grammar mistakes or unclear sentences

2 points = correct organization; few serious grammar mistakes or unclear meaning

3 points = use of signal words in organization; generally good grammar & clear meaning

<u>**Bonus**</u>	<u>0-2 points</u>

For especially detailed, creative or interesting reports.

After handing in a report, each student received personal assessment in this form:

<u>5</u>	On time	(5 points)
<u>0</u>	Correct Subject Line	(2 points)
<u>2</u>	Correct form for the report	(2 points)
<u>2</u>	Length of report	(1-3 points)
<u>1</u>	Content of report	(1-3 points)
<u>2</u>	Writing style of report	(1-3 points)
<u>1</u>	Bonus	(0-2 points) – great details!
<u>13</u>	Your total points	(out of 20)

        This student learned that she needed to correct the form of the Subject line, give her report considerably more content, and be more careful about the quality of her writing. Students' reports became immediately better in terms of form and richness of content – the points emphasized in the criteria. The change in some of the less motivated students was the most noticeable. Several of these students began to take interest in writing reports that covered all the bases in the list of criteria.

In second semester, I wanted students to do more talking, in more depth, with fewer off-task minutes. I handed out the following assessment criteria, which require interviewing three classmates. Writing a good report required getting good information in those interviews, an application of one of the Kagan structures for cooperative learning.

Grading of 2nd semester email reports

Maximum total points	**25 points**
On time	5 points
Correct form	maximum 3 points
Length of report	maximum 3 points

1 point = fewer than 220 words

2 points = 220 - 350 words

3 points = more than 350 words

Content of report   maximum 5 points

1 point = incomplete information, vague comments (ex: "I liked this topic because it was interesting.)

3 points = most of the required information and some specific, thoughtful comments (ex: This topic was interesting for me because I learned that I can travel abroad more cheaply than I thought.)

5 points = all of the required information and thoughtful comments with reasons or examples (ex: This topic was interesting for me because I learned that I can travel abroad more cheaply than I thought. I was surprised by the cost of staying in youth hostels - only 800 yen in Christchurch New Zealand.)

Grammar/Vocabulary   maximum 5 points

1 point = grammar mistakes that confuse the meaning; vocabulary too vague or general

3 points = some grammar mistakes, but meaning is clear; some specific, appropriate vocabulary

5 points = almost no grammar mistakes; exact, interesting vocabulary

Organization   maximum 3 points

Paragraph 1: Include the search words you used, the URLs of the Web pages you visited and the results of your Internet search.

Paragraph 2: Report the main points from your interviews of three classmates.

Paragraph 3: Reflect on the unit. You can comment on your feelings   about the topic, the information you found, the search process, the content of the interviews or any other comments, opinions or feelings about that unit.

Bonus   1 point

For something particularly creative or thoughtful or for extra information.

Do not copy and past sentences from the Web. If you do, you will lose points.

In second semester, students' e-mailed reports became suddenly much longer and reading them caused eye-strain for me. We changed to paper reports. I copy the abbreviated feedback form on paper (10 per A4 sheet), cut them apart, and staple one on the back of each report.

How time consuming is this procedure? First, a little class time is needed to explain the procedure to students and show them an example. It is particularly important to give them time in class to look at their actual feedback after the first report, to talk through the meaning of the various numbers and explain how this feedback can guide them in producing a better report next time. Without doing this, many students won't make the connection since most are unfamiliar with the approach. The work of assessing each report became faster as I got used to the system myself. As long as I needed to refer to the list of criteria and points, it went slowly, over 5 minutes per report as I was getting used to giving points for the various criteria. My speed increased after the first 10 reports. With shorter first semester reports, I could assess 80 reports in between 1 1/2 and 2 1/2 hours, excluding breaks. As reports became longer, the grading time increased 20% to 30%.

Explicit criteria had a dramatic positive wash back effect on both quantity and quality of students' language output, and some of the less motivated students became more engaged. They now had a road map. As students achieved initial, easy goals, I raised the hurdles, and almost all students increased the quality and length of their reports. Many students commented in paragraph 3 of their reports that the class was challenging but useful for them. Of 80 students, only 3 commented that the burden was too heavy, although an anonymous questionnaire at that time might have produced more negative replies.

Peer evaluation with self-evaluation

The second experiment focused on a speech class. Over several years I developed a set of Listener Evaluation Forms - tailored to the various types of speeches - that include the features of a good speech, which are the assessment criteria.

Listener's Evaluation

Below are the "main idea" statements from the comment's side of nine students' Listener's Evaluations of one speech:

Have confidence. Don't be shy.

Canada homestay.

It's time to take her action.

She could develop international view through her homestaying.

Her view became wider and she could speak English.

To go abroad makes your international view good.

Canada, there are lots of races.

Don't be shy or afraid of mistakes.

	Strongly agree	Agree	Disagree	Strongly disagree
Content				
1. I could understand what the speaker said.	1	2	3	4
2. The main idea was clearly stated. (In one sentence, write the main idea on the back.)	1	2	3	4
3. There were lots of details and examples.	1	2	3	4
Organization				
4. The opening was attention getting.	1	2	3	4
5. I could easily follow the speech's main points.	1	2	3	4
6. The closing restated the main idea in a slightly different way.	1	2	3	4
Delivery				
7. The speaker had good eye contact.	1	2	3	4
8. The speaker had a loud, clear voice.	1	2	3	4
9. The speaker seemed interested in the subject and eager to tell us about it.	1	2	3	4
10. The speaker seemed well prepared.	1	2	3	4

Based on the anonymous evaluations by the 6 to 8 listeners in their group, speakers write a two-part self-evaluation. In the first paragraph, they summarize the evaluations of listeners. In the second paragraph, they write their own view of the strengths and weaknesses of their speech. Finally they set one goal for the next speech. Below is the self-evaluation of the student who spoke about her home stay experience in Canada.

Self-evaluation

Many classmates said that eye contact was so so and the speech seemed to be prepared, but 2 out of 8 classmates couldn't understand the opening and closing. A few classmates said the main idea was not clear.

This topic is interesting for me because I can know about classmates and I can also tell about myself, but a few classmates couldn't understand my main idea easily. Sometimes I was at a loss for words, so listeners couldn't hear easily. My goal for my next speech is to state my main idea clearly and to make good eye contact. I want classmates to understand my main idea easily.

Most students are eager to see the Listener Evaluations, particularly the backside. When the listeners' understanding of the main idea is wrong, some students feel quite frustrated. A student commented in her self-evaluation, "Why can't they understand my main idea?! I made it very clear at the beginning this time and I stated it at the end too. I think some classmates didn't listen!" By repeating this peer and self-evaluation procedure for each speech, students learn what the important criteria of a good speech are, and they start to develop a desire and budding ability to create a speech that includes those elements.

In my speech class, I do not count peer evaluations as part of the grade for two reasons. I hope, first, that listeners will be more frank in their evaluations if they know that their comments don't affect their classmate's grade. I stress to them that honest feedback helps speakers understand their strengths and weaknesses and helps them make better speeches next time. Secondly, the students are not expert or experienced in evaluating speeches. I want them to give their personal evaluation simply from the point of view of a member of the audience. In fact, listeners usually have a variety of impressions of a speaker, including contradictory impressions. This is true, of course, even of supposedly-expert judges of speech contests. In my course, the self-evaluation constitutes 20% of the grade for each speech.

Conclusion

A two-page article in the IATEFL Newsletter by Dave Allan, sums up precisely what I learned from my classroom experiments:

1. "Test and assess what you teach" (the classroom version of *practice what you preach).*

2. "Emphasize formative rather than summative assessment." I observed how powerfully formative assessment can guide students to improve their learning, particularly in the integrated English course.

3. "Focus on feedback and fairness." The oft repeated metaphors for a teacher as being either *a sage on the stage* or *a guide at the side* are useful. Specific, personal feedback is motivating and recognizes the student's capacity for improvement. Explanations and exhortations to the class are impersonal and necessarily general…and easily ignored.

4. "Assess constantly – test infrequently." Tests are usually summative (a type of post mortem), while continuous assessment is, in fact, a type of coaching and therefore forward-looking.

Giving explicit assessment criteria changes what students do. For this to happen, 4 conditions are necessary. First, the assessment criteria must be *specific*. Second, they must be communicated to students *before* they do the work. Feedback (assessment) must be given in terms of those *same criteria*. Lastly, the *final course grade* must be determined by the results of applying

the assessment criteria to students' work. Grade distribution is unpredictable when grading is based on a set of standards. What is predictable is that in general, most students' grades improve over time, as they learn how to aim for and achieve the desired qualities of work.

Reflection

Each year, the teachers participating in the NUFS Summer Workshop are creative, enthusiastic educators who so clearly have their students' success and best interests at heart. Gathering in the summer to discuss learning and teaching ideas and to "share energy" is a feast, socializing and laughing together is the dessert! Because of the current pressure to rethink the whole area of assessment, I think teachers felt that this year's topic had particularly urgent relevance.

In my workshop session I described how I had changed my method of assessing holistic language tasks in two of my classes. One reason for presenting my own experience was to share with participants some assessment ideas that worked with my students. In addition, though, we know that there are no magic bullets or one-size-fits-all answers to complex teaching questions. The other reason for describing my own assessment experiments was to remind teachers of the need to experiment, even when success is not assured. I stressed that my assessment instruments are still very much works in progress. The process of experimenting, observing, reflecting, revising and then sharing with colleagues is a successful way to improve our teaching.

The structure of the presentation was like a double-decker sandwich: presentation of one experiment then small group discussion of how that idea might be adapted and applied in participants' own classes, followed by another presentation and another small group discussion. Listening to the small group discussions, I thought of the "a picture is worth a thousand words" idea. Pictures, examples and models are, in fact, a double-edged sword. They get a notion across quickly but also limit a person's ability to visualize the breadth of that notion. Someone who is unfamiliar with mountains, viewing a picture of one, may have trouble imagining how many different shapes and sizes of mountains there are. The solution: give the person pictures of many mountains. At the beginning of each small group discussion, giving the teachers samples of several different assessment instruments that demonstrate the same principle might have helped them understand the flexibility of the notion more easily. Also beginning the presentation by having teachers share in small groups what holistic language activities their students do and how the teachers assess them would be useful pump priming. Those experiences would then be clearly in mind throughout the presentation.

The teachers found the area of assessment to have more tools and techniques available to them than they had thought. In all the presentations, covering three days, they heard (and saw) a number of ideas that now are available to them for experimentation and refining.

Reading List

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Developing Fluency and Accuracy Through Storytelling

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Stories have always been an important resource for learning, and their significance in EFL classrooms is once again being emphasised.

I often tell stories in my classes. After reading Ruth Wajnryb's practical and informative book *Stories: Narrative activities in the language classroom* (2003), I have come to see that stories have broad pedagogical possibilities for all EFL classrooms. My presentation at NUFS was an exploration of stories with Japanese JHS and SHS classes.

Theoretical Background

For Japanese JHS and SHS teachers, storytelling should be a core teaching skill. Pedagogically, narrative is an effective way to learn English. Students can practice verb tenses, time markers, descriptors, and reported speech. Narrative can also offer intensive listening and speaking practice, particularly long turns - speaking for extended periods in the target language. The new Japanese National Curriculum recognises this, and one of the key criterion references is that "students can tell a simple story in English". Stories also seem to motivate students to enjoy learning English.

Secondly, storytelling can contribute to making a good classroom community, by helping the class to bond together. Sharing personal histories, personal stories and anecdotes, and

nicknames, as well as jokes and mistake stories, develop and sustain community. Students want to know who you are, and who the other students are, and stories are a natural way to facilitate this.

Thirdly, all Japanese JHS and SHS textbooks have stories, including excerpts of well-known stories or films, stories about famous people, and short stories to introduce the topic of a unit. Being able to use stories effectively in class is essential for Japanese JHS and SHS teachers.

Activities

My presentation had three parts: an illustrative opening story; activities to illustrate building class bonding and develop community; and techniques for using stories written in the textbooks.

Opening Story - The Selfish Prince

I often begin my presentations on storytelling by telling this wonderful short story, *The Selfish Prince*. Participants are put in pairs, and asked to listen carefully, as they will retell or 'pair-tell' it with their partner.

> A very young prince loves listening to stories. Every evening, before going to sleep, his mother the Queen reads him a story. Upon hearing each story, he writes it down on a sheet of paper, and puts this in his 'story bag'. Thereafter, he decrees, no-one can tell the story in his kingdom, as it is now 'his story'.* Night after night, the prince listens to stories, and writes them down. His story bag gradually becomes fatter and fatter. Eventually, however, there are no more stories for the children in his kingdom to hear before going to sleep.**

I usually tell the story in three parts. After the first part, from the beginning to *, I stop, and the participants retell the story with their partner. Partner 1 begins, and says one sentence. Partner 2 says the next sentence, and so on, each partner saying one sentence in turn, as they jointly reconstruct the story. Then the participants are invited to describe the prince, his castle, and the story bag, in more detail, to help them develop creative visualization skills.

After the second part, from * to **, the participants again jointly retell the story, then describe the kingdom and the children living there. Finally, the participants are asked to complete the story with their partner, in the same manner, each partner saying one sentence in turn, finally finishing with, "And that's the end of our story!" They really enjoy finding a solution to the problem of the young prince with many stories, and a kingdom of children with none! You can save telling your own version to the end of the class or lesson, a la split story-telling (Deacon, 2000).

This activity is a great opener, as it never fails to immediately put participants in the storytelling world, and encourage them to begin to explore their creative side.

Class Bonding and Community Building

Wajnryb (2003) suggests that, "a bonded class is easier and more pleasant to teach than a fragmented or divisive one" (p. 156), and recognises that "many teachers see a connection between a well-bonded class and successful learning outcomes" (p. 157). Stories offer a wonderful resource for class bonding and community building. "Stories drawn from students' lives forge a personal and social connection between individual and group" (ibid., p. 159). Teacher and student stories represent an enormous resource of experience and opinions for language activities.

There are a number of useful activities listed in Wajnryb's book. Following are some of the ones that I have found worked best in the Japanese context.

Teacher personal history storycards: Often, the first thing students really want to know at the beginning of the academic year is, "Who is the teacher?" Taking the time to introduce yourself through a personal history helps the students see you as a person that they like, and that they would like to work with. There are a number of ways to introduce yourself to the group. One effective way that gives students visual support is to select five to ten significant events in your life, and write each one in simplified English on a large storycard, complete with simple pictures. Then, as you introduce yourself, show the students the storycards.

Some of the events that I chose for this presentation were meeting my best friend (at minus nine months - my twin sister), my first car accident as driver (at age 4), starting to play the piano (at age 5), having (and losing) my first schoolyard fight (at age 8), falling in and out of love for the first time (at age 8), and discovering that my big sister didn't know everything (also at age 8). Being eight was a pretty traumatic year for me!

I circle the verbs, underline the nouns, and box the prepositions, to help students recognise parts of speech. My pictures are not great, but I sometime trace pictures from manga, simply cut out pictures from magazines, or attach photos. Students seem to really enjoy this presentation, and you can feel the bonds of class harmony developing, particularly if you mention your attempted or perceived successes, or an experience that changed your perception of life.

Students enjoy making their own simple student personal history storycards for homework, and telling them in small groups. A shortened version of the activity is for students to select only three or so significant events from their lives, perhaps from one period or about one topic of their lives, such as friends, love, or failures. Alternatively, students could draw a personal time line. On a sheet of

paper, students draw a line down the middle of the page. On the right side, students write about the event, and down the left side, the age at which that event occurred. Students can present their personal time line to a small group, or write about it in simple sentences. For higher-level groups, students can swap time lines, and try to describe their partner's life back to their partner, who can correct or elaborate.

Most people seem to have a <u>nickname</u>, and some more than one. Explaining what your nicknames are and how you got them can be fun. For your information, my childhood family nickname was "Robert Croker, handsome one, messy, IB, rhino". I soon discovered that 'handsome one' was more my own opinion than others'! 'IB' stood for ice blocks, which I still love. 'Rhino' stood for my sister's rhinoseros-shaped teddy bear, which I coveted and would kidnap, and hopefully not for my evolving looks.

Every day, interesting things happen to us, and these <u>everyday stories</u> are wonderful classroom story resources, particularly if you can bring in and show realia or photos to the students. Some of the stories I have told recently include: taking a line-dancing class in Singapore, where the average age of the other students was over 70; taking a group of students on a summer camp, and teaching them line-dancing; my jealous and somewhat vexatious cat, who urinates on the things of guests he doesn't like; and my experience catching a crowded morning Tokyo commuter train. Body language added to the understanding, and enjoyment, of the storytelling.

Mistake stories, or <u>misteak stories </u>as Tim Murphey calls them (##), are also effective. These are stories about the mistakes that we make in our daily lives. Asking the students to listen and shadow, then write the story or pair-tell the story sentence by sentence with a partner, focuses the student on form and meaning. Students can also tell their own mistake stories. They are a wonderful way of building community.

Using stories written in the textbooks

After a short break, I continued my morning presentation by exploring the variety of story forms in Japanese JHS and SHS textbooks:

◇ A very short story of one or two paragraphs, to introduce the topic of the unit or lesson
◇ An extended story, to more fully explore an issue such as discrimination
◇ An excerpt of a story, often from a famous book such as *Harry Potter* or *Anne of Green Gables*, but also from a lesser-known book. Sometimes the story is fully self-contained, but sometimes it requires some background knowledge of the rest of the story

- ✧ An excerpt or summary of a famous film, such as *Titanic* or *Dead Poet's Society*
- ✧ A cartoon, such as *Charlie Brown*
- ✧ A story about a famous or inspirational person, such as Helen Keller, Mother Teresa, Chris Moon, or Stevie Wonder
- ✧ A poem, both western poems but also traditional Japanese poems, such as haiku

Some textbooks are predominantly story-based, most have about one-third to one-half the text organised in story-form, and a few textbooks have only a few.

In the next part of the workshop, I demonstrated techniques that are useful for introducing any textbook story. Many of the ideas are drawn from Wajnryb's book.

lexical chunks: a lexical chunk is a group of words containing one idea unit:

It's ten o'clock / at night. / You are still studying, / but you feel / a little hungry. /

Ask the students to read the story as they listen to you read it. Stop briefly after each lexical chunk, so students can make a forward slash. Indicating lexical chunks helps students make sense of the story, especially as a whole page of words may intimidate many of them. Also, when they read it out loud, knowing the lexical chunks helps students read it with an English sense of rhythm.

sentence stress: English speakers very conveniently help listeners understand the important words in the sentence by stressing the words that carry the most information, usually nouns, verbs, adjectives, and negatives. As students read the story while listening to you tell it, they can mark the words that are stressed. This will help them understand the story, and also develop a more natural intonation when they read the story out loud themselves. This is also a convenient way to teach shadowing, as the listener usually shadows words the speaker stresses.

lexical chains: stories usually have words that are related topically throughout the story. For example, in *Cinderella*, there are family words (father, mother, daughter, step-mother, step-sisters), location words (kitchen, dining room, attic), personality words (kind, hard-working, selfish, mean), and so on. Ask the students to go through the story, and circle the words relating to each topic in a different colour. Then on another piece of paper, students can write these lexical chains out in a list or as a mind-map. New words can be added to these chains. This helps the students learn and remember vocabulary.

✧   <u>story analysis</u> - it is sometimes difficult for lower level students to remember longer stories. Stories usually have an introduction, to introduce the characters and location; a development, usually broken into a number of different episodes (or 'action chunks'); and a conclusion, often ending with the story's message. Teaching a story in these parts helps students understand the story. Similar to the way *The Selfish Prince* was presented, stopping after the introduction to allow students to fill out the characters of the story personalises the story for the students, and represents an excellent language learning opportunity. Also, students creating an alternative ending stimulates their imagination, and represents a further language learning opportunity.

<u>personalizing stories</u>: stories have many topics from which small conversations can develop. For example, even from the story that begins,

It's ten o'clock / at night. / You are still studying, / but you feel / a little hungry. /

Many questions can be asked. 'What time do you usually study?' 'If you feel hungry when you study, what do you eat?' 'If you feel hungry late at night, what do you eat? Drink?' These questions also give students lots of chances for language practice. They can be written on a sheet of paper or on the board, or given orally.

<u>film stories</u>: showing a short section of the film motivates students. First, show the film with Japanese subtitles, then English subtitles, then none. Write out the subtitles to that part of the film, and ask students to note sentence stress and lexical chunks while listening. Students can re-read the script in small groups, paying attention to sentence stress. Example of a film story: *Dead Poets Society* in *Sunshine English Course I*, pp. 115-120.

<u>famous people stories</u>: it is useful to start by showing photos of the famous person. Showing a personal history storycard or time-line is also an effective introduction. Ask the students to write a letter to her or him if they are still alive, and send it or post it to the fan club website. Students could also write an imaginary conversation, interviewing the famous person about topics that could be mundane or profound. Researching about famous people makes an excellent internet research project. Finally, if the famous person is a musician, play songs she or he wrote. Examples of famous people stories: Stevie Wonder in *Viva English I*, pp. 40-43 and *New Cosmos English Course I*, pp. 100-106.

<u>Urban myths</u> are very entertaining. One source is from the Sydney Morning Herald, which has a daily *Strange but True* list, at <http://smh.com.au/specials/strange/index.html>. Simple jokes also work well. Textbooks contain jokes, eg *Prominence English I*, pp. 23-28.

<u>review</u> - lots of possible activities:

✧ close books, and rewrite one action chunk, marking sentence stress and lexical chunks

✧ retell the story, using 'mentions' - not full grammatically correct sentences, but only the important words, usually the ones marked for sentence stress

✧ more fully describe one of the characters, or an important location

✧ change the tense of the story

✧ change the gender of one or more of the characters

✧ add another character, such as Doraemon or David Beckham

✧ change the location of the story

✧ prepare a keyword summary of the story, and 'pair-tell' it with a partner (jointly tell the story, sentence by sentence)

✧ rewrite the story from another character's perspective

✧ rewrite part of the story as a conversation, or as reported speech

Reflection

I have found that teachers thoroughly enjoy experiencing learning English through stories. It is often more difficult to convince them to use them in their classes, perhaps because contemporary society does not overtly foster storytelling. Yet, asking teachers to begin with class bonding activities has proven to be an effective first step, as they recognise the benefit of fostering a classroom community. Noting the number of stories in textbooks, and the New Curriculum requirement that students be able to tell a simple story in English, usually provides further encouragement. Upon meeting teachers later, I am often surprised at the number who enthusiastically bound up to me and say, "They work! in my classroom work!"

And for those who seem a little less enthusiastic, I remind them that in our world there is no little selfish prince, that we all have our own story bag, and that the number of stories they could tell is boundless.

Reading List

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BOOK REVIEW by Waconda Clayworth

The Cambridge Guide to Speakers of Other Languages.

R. Carter and D. Nunan (Eds.) (2001). Cambridge: Cambridge University Press, 294 pages.

Hardback 11 390 yen, ISBN 0 521 80127. Paperback 4 390 yen, ISBN 0 521 805163

View of a TESOL compendium

As an experienced teacher, the impact of this teachers' text was to refresh my linguistics background and philosophy, and to show some in classroom examples of living language. For the most part, I enjoyed reading the book and found it quite readable.

At this juncture in my career, what is important to me is how useful a book is not only to myself as a classroom teacher, but particularly as a teacher educator. Both the text and the extensive bibliography, which is an education in itself, I found to be excellent, and feel that it would also be suitable for TESOL, TEFL, or ESL university students wanting to teach, and beginning teachers.

As with journal reading and communicating with informed colleagues, reading a compendium such as this is a wonderful refresher of one's training.

A criticism that I would include of this kind of teaching text is that the language may not be congruent with the experiences of some teachers, particularly those working in societal 'rough places', such as schools in dangerous districts, prisons, and rehab drug programs. What may be considered substandard parlance may be the only lingua franca for a teacher wishing to communicate with non-middle class speakers.

As for the concrete, discrete, and countable parts of this text, I took the first ten chapters and made a quick reference file for myself. What was included in this quicklist will also hopefully be useful to an over input studier who first wants the rocky rote and then the cliffhanger note. My subjective criteria for this was what caught my interest, and what I think may catch the interest of students.

Chapter Summaries

Chapter One focuses on listening, and Chapter Two looks at speaking, and introduces the notion of 'on-line processing'. That is, "speakers have to decide on their message and communicate it without taking time to check it over and correct it".

Chapter Three explores reading, which can be a formulation of practice, product, and process. Or it can be seen specifically as practice only relating to a learner's environment, or as a product , as phonics or whole word pieces. It seems that the controversy still rages whether phonics only or whole word only should be taught.

Chapter Four is about writing. In a discourse community, one should adhere to it's conventions. For example, in communicating with JALT officers, if I write or sound in a too literary or stream-of-consciousness manner, I usually get a polite if abrupt reply to the tune of 'we don't understand this - please keep it clear and concise".

Chapter Five summarises grammar. It appears that there is not the functional vs. formal grammar battlefield that was evident decades ago. It is quite possible to teach the structure of language and the appropriateness of language. Corpus linguistics is contained with modern concordances and patterns that lead students to better manipulation of grammar, which "contribute extensively to native speaker fluency".

Chapter Six looks at vocabulary, and examines how we catch, sort, and store vocabulary. Chapter Seven considers discourse, and tries to answer two questions: How does communication take place? What constitutes the written and spoken aspects of language.

Chapter Eight is about pronunciation. Communicative language teaching asserts that messaging, even if grating to most perfectionists' ears, is not aided by constant drilling. Chapter Nine focuses on materials development. Unresolved issues in materials development are whether materials development should be theory-driven or practical/student oriented-driven. To me as an experienced teacher, both seem worthwhile. In presenting grammar, however, more theoretical explanations are arguably worthwhile.

Finally, Chapter Ten provides a overview of second language teacher education. There seems to be a pedagogical gap between the commercial abyss of what is, and the ideal of what should be taught. And interestingly, from teacher training to teacher development, the 'teacher learner' then often becomes the 'teacher trainer'.

Concluding Remarks

As a text aimed at both students and at those who will train teachers, this volume is thorough. It covers the linguistic fields that a beginning or even a more experienced professional needs to be cognizant of. It may also be a good text for self professional review, or for a study group aiming to improve teacher development. What would be helpful would be an accompanying

workbook or study guide that would contain classroom, or small group or homework assignments. These can be gleaned from the text and the editors may not have wished to hybridize it to a half-reference, half-work guide, but for many "let's try this out" enthusiasts, or more seasoned "oh, yeah, show me how it works" teachers, a study guide would be helpful. I also think that graduate students in a class using this book might open the bibliography at random, and test their instructors, by asking "how is this author in agreement or disagreement with the information in the volume?", which would be challenging for most teacher educators!

This tome took me a month of reading and re-reading to digest it, so to speak, so it may be better to take mouth-size bites than attempt to feast on it at one time. Either way, I recommend this book to you.

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BOOK REVIEW by George Jacobs

Cooperative learning in context: An educational innovation in everyday classrooms. Jacob, E. (1999). Albany: State University of New York Press. <ejacob@gmu.edu>

The key point of this book lies in what should be obvious but is too often ignored: the effectiveness in everyday classrooms (see the book's subtitle), rather than in experimental settings, of cooperative learning (CL) or of any other educational method depends crucially on variables in the context and participants' responses to these contextual variables. The book describes a school-year-long study conducted by the author in two classrooms in the same U.S. school: a fourth grade mathematics class which used the Teams-Games-Tournament (TGT) (Slavin, 1995) CL technique and a sixth grade social studies class where the Learning Together (LT) (Johnson and Johnson, 1999) approach to CL was used. About 30% of the students were users of English as a Second Language, although most of them were not seen as needing special instruction in their second language.

The author/research, an anthropologist of education, describes how she was attracted to CL by the large body of research and theory that suggest it effectiveness for helping students

generally and particularly those in culturally diverse classrooms. Jacob states that while she started the study expecting to see success stories in the two classes she studied, instead she found "a mixed picture of successes, failures, and missed opportunities" (p. xi). Nonetheless, she believes that CL "is a powerful instructional strategy" (p. xi) which can achieve its promise if context is considered.

The study that Jacob reports had two elements, a naturalist element that examined the context and a comparative one that used quantitative techniques to measure learning and other variables. The emphasis was on the first element. By context, Jacob primarily means the context provided within the school, although wider influences are also discussed. The following table, adapted from Table 8.1 (pp. 158-160), describes key aspects of context.

Context Variable	Context and Teachers' Learning	Context and Students' Learning
Task Structure and Knowledge Domains	- How does my training about CL influence how I use it in my classroom? - How does my understanding of the theory underlying the CL method I am using influence my use of CL?	- How do the tasks I assign in CL align with my goals for my students' learning? - Are the tasks I assign at an appropriate level of difficulty to maximize the quality of students' interactions? - How is this method of CL expected to promote students' learning?
Psychological and Technological Tools	- What books and other "tools" are available to me? How do they influence my use of CL? - What "scripts" are available to me from my prior experience? How do they influence my use of CL? - How do existing curriculum materials contribute to how I use CL?	- How do the task-related books and other materials align with my goals for my students' learning? - How does the number of resources available to groups influence their cooperation?
Interpersonal Context	- How do interactions with members of my local professional community influence my use of CL? - How do others' (colleagues', parents', students') responses and behavior influence my use of CL?	- What kinds of student-student interactions occur during CL? How do they contribute to my students' learning and relationships with one another? - How do the participant structures I set up influence students' interactions and learning? - How do students' social skills contribute to their interactions and learning in CL groups?

Individual and Social Meanings	- What are my goals for using CL? - What is the match between my goals for CL and other goals I have for my students? - What is the match between my goals and the developer's goals? - What is the match between my goals and those of the school or district administration? - What does CL mean to me? - What are my beliefs about cooperation and competition? How do they match those of the developer of the CL method I am using? - What do I communicate to my students about the meaning of CL?	- How do my explanations of CL and the tasks within it influence my students' definitions of CL? - How do my students' definitions of CL influence their interactions and their learning?
Local Cultures and Institutions	- How do the local meanings of the subject matter I am teaching influence my use of CL? - What aspects of the school's cultural values influence how I use CL? - What aspects of the school's organization and behavior patterns influence how I use CL?	- What aspects of the school's cultural values influence students' use of CL and their learning? - What aspects of the school's organization and behavior patterns influence students' use of LC and their learning?
Larger Cultures and Institutions	- What aspects of district policy influence how I use CL? - What aspects of the local community and parents influence how I use CL? - What aspects of the larger society influence how I use CL?	- How do cultures and institutions of the larger society directly or indirectly influence my students' use of CL and their learning? - How do influences on my students from outside this particular class (e.g., gender, ethnic and peer cultures, or status differences) influence students' interactions and learning with CL groups?

A useful example of the importance of the answers to the questions in the above table can be seen in the question *How do my students' definitions of CL influence their interactions and their learning?* in the row on Personal and Social Meanings. In the fourth grade mathematics class that used TGT, some students turned the team practice time, which was supposed to be devoted to helping groupmates learn in preparation for the subsequent tournament, into a competition among members of the same group. As a result, helping behaviors were fewer than might have otherwise been the case.

The book's 233 pages comprise nine chapters and an appendix. Ch. 1 discusses the research methods employed and the notion of context. Ch. 2 describes TGT and LT, including some of the changes they have undergone. Ch. 3 focuses on the larger setting of the community and the school in which the study took place. The fourth and fifth chapters present and discuss data from the case studies of the two classes, while the sixth focuses particularly on the second language English users in the classes. Ch. 7 offers ideas on how context impacts the use of CL. The final two chapters, 8 and 9, suggest implications for CL and any other attempts at change in education. The Appendix, in keeping with the qualitative research tradition in which the study was conducted, talks about the author's background and the research methods used in the study.

To conclude, below are some of Jacob's nominations for contextual variables crucial to the success of educational innovations:

✧   on-site follow-up to teacher education as part of on-going training
✧   teacher education done in a way that emphasizes context
✧   contextualized demonstrations for teachers
✧   teacher understanding of the assumptions that underlie the innovation
✧   links between the innovation and school and/or district goals and norms
✧   high expectations for learning by all students
✧   purchase or development of materials that match the innovation
✧   teacher research and reflection to accompany use of the innovation
✧   time for teachers to do this research and reflection, as well as to plan and collaborate with colleagues.

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George Jacobs <george@vegetarian-society.org> teaches English and does teacher education about cooperative learning in Singapore. Recently, he taught cooperative learning at Temple University – Japan. His most recent book on cooperative learning is Jacobs, G. M., Power, M. A., Loh, W. I. (2002*). The teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked questions*. Thousand Oaks, CA: Corwin Press.

Reaching Out: Workshop on World Englishes in the Classroom

The concept of World Englishes - that all forms of English are legitimate - is spreading throughout the ELT world. Many teachers now believe that their students should not put American English, British English, or any other native variety on a pedestal above all others, but rather develop and have pride in an educated variety of Japanese English.

"This increased attention and research regarding World Englishes … pressures English language teachers to not only familiarize themselves with the issues, but also to incorporate World Englishes into their courses: added responsibilities for already busy educators! … Crystal (2001) proclaims that it is a brave new world, and those who have to be the bravest are the teachers." (www.ualberta.com)

If you would like to know more about World Englishes, and its classroom implications, please join the 14th Annual JAFAE (Japan Association for Asian Englishes) Conference on December 6th and the 'Workshop on World Englishes in the Classroom' on December 7th, at Chukyo University, Yagoto, Nagoya.

It is hoped that this December weekend will offer teachers in Japan a chance to hear about the ideas firsthand from many of the biggest names in the field, and hence both shorten your learning curve and generate ideas for the classroom.

JAFAE Conference

The weekend begins on Saturday December 6th with the 14th annual JAFAE (Japan Association for Asian Englishes) Conference. The conference will be held only in English.

Mr. Larry Smith will deliver the keynote address, "Exploring New Dimensions in Asian Englishes". Larry has a long background in cross-cultural studies and language. He has been on the faculty of the East-West Center in Hawaii since 1971, is co-founder of the International Association of World Englishes with Dr. Braj Kachru, and is co-editor of the journal *World Englishes.*

Mr. Smith is a recognized authority on the issue of Intelligibility in language, and will speak again on Sunday on "English Across Cultures: The Problem of Intelligibility." The issue of international intelligibility is fundamental to World Englishes, and revolves around the issue of 'core'

competencies in vocabulary, grammar and pronunciation. It is central to the whole debate of tolerance/recognition of various varieties of English, and the issue of 'standards' and 'creativity'.

The JAFAE Conference also offers a chance to hear from many scholars local to Japan, such as Professor Nobuyuki Honna of Aoyama Gakuin University, Professor Shi Jie of the University of Electro Communications (originally from Singapore) and Professor Yasutaka Yano of Waseda University. There will be a party that evening on the Chukyo University campus, which offers a chance to chat with many of the scholars.

Workshop on World Englishes in the Classroom

This will be held on Sunday, December 7th. The keynote speech, "World Englishes in the Classroom: The Japanese Context" will be delivered by Braj B. Kachru, founder of the World Englishes movement and one of the foremost scholars in the field. Doctor Kachru retired from the University of Illinois last Autumn. He has authored and edited over 20 books and 100 articles, including the seminal "Towards a Lexicon of Indian English" in 1973. He is the editor of "The Alchemy of English" as well as 'The Other Tongue," two of the most important books in the field. Professor Kachru is credited with developing the '3 circles' model of World Englishes, in which English as a Native Language (ENL) countries are in the inner circle, English as a Second Language (ESL) countries (Singapore, India, Nigeria, the Philippines) in the outer circle, and English as a Foreign Langauge (EFL) countries (Japan, Korea, Spain, and so on) are in the 'expandinig' circle. The importance of this model is that it emphasizes the 'we' in World Englishes, not an 'us versus them' dichotomy.

The Conference continues almost as a 'keynote jamboree,' with an address by Dr. Paroo Nihalani, formerly of National University of Singapore, Chukyo University, and now at the University of Brunei. Doctor Nihalani will speak on 'Speech as a Social Mode of Interaction." Dr. Nihalani is one of the foremost phoneticians in the world, and is well known for authoring a dictionary of Indian English.

Other major talks include Dr. Yamuna Kachru, Professor Emerita University of Illiniois, the wife of the keynote speaker, on "Context, Content, and Curriulum in World Englishes. Professor Kachru is well-known in the curriculum development field. We then have Larry Smith speaking (see above), followed by the eminent Professor Takao Suzuki, Professor Emeritus of Keio University on a topic which is sure to be of interest: "English to Know America, English to Part from America".

Professor Suzuki's address will be followed by a symposium entitled, "What Aspects of World Englishes are Most Important for Japanese Learners of English". This should be particularly relevant for teachers in Japan, and will involve short 20-minute presentations given by the director of JAFAE, Professor Nobuyuki Honna of Aoyama Gakuin University ("English as a Japanese Language"), Nobuyuki Hino of Osaka University ('Teaching EIL in Japan"), and Sanzo Sakai, Dean of the Department of World Englishes, Chukyo University ("World Englishes in Practice at Chukyo University"). Doctors Kachru, Kachru and Nihalani will be respondents, and the symposium will be moderated by Professor Hiroshi Yoshikawa of Chukyo.

All in all, both days should offer stimulating and controversial presentations that are sure to bring about a healthy debate about World Englishes and its role in the Japanese context. Saturday is only 1,500 yen and Sunday is free! Join the fray in the debate about World Englishes.

Please consult the full program on the web at www.linguistlist.org. Select 'Calls and Conferences', and we are listed under 'Current Conferences' as *Workshop on World Englishes in the Classroom*. For further information, please contact James D'Angelo at <dangelo@lets.chukyo-u.ac.jp>, but don't expect me to tell you what World Englishes really is! Let's decide for ourselves after hearing the experts on December 6th and 7th!

James D'Angelo is an Associate Professor at Chukyo University, Nagoya.

TEACHER EDUCATION SPECIAL INTEREST GROUP
Annual General Meeting
JALT2003 Annual Conference, Granship Shizuoka
Saturday November 22nd from 4:50pm to 5:15pm in Room 902

Annual Dinner
Jangir Indian Restaurant
Saturday November 22nd from 8:30pm to 10:30pm
Sign up at the TE SIG desk at the conference
or contact Anthony Robins <anthonycrobins@yahoo.com> by Thursday November 20th
2 500 yen Indian Buffet, 400 yen beer

Please come!

What is the Teacher Education SIG?

A network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively, the TE SIG has been active since 1993. Our members teach at universities, high schools, & language centers in Japan and other countries. The TE SIG has five foci: action research, teacher reflection, peer-based development, teacher motivation, and teacher training and supervision.

If you would like further information about the TE SIG, please contact:
TE SIG Coordinator, Anthony Robins <anthonycrobins@yahoo.com>

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