

# Explorations in Teacher Education

## 教師教育の探究他

the Newsletter of the JALT Teacher Education SIG

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### TE-SIG COORDINATOR'S MESSAGE

I always like this time of year. We are halfway through. We can look back at what's been done and feel good about our accomplishments. We can look forward to what's coming and our excitement grows.

In April the TE SIG, with co-sponsorship from Ibaraki chapter, held a weekend retreat on Action Research. Dr. Andy Curtis

flew in from Hong Kong to lead two days of workshops. I'd like to thank Colin Graham, in charge of the program, for his enthusiasm and organization. Neil Cowie, Andy Barfield, Gordon Bateson, Tim Newfields, and others also contributed to making the program a success. Some of the participants will share reflections on the weekend in the next newsletter, but until then I'll leave you with one image...16 people in black, wool, hooded capes running about an 18th century-style British village. That's what it LOOKED like. Stay tuned for details of what happened.

The TE SIG will be sponsoring two presentations at JALT 2000 in Shizuoka, one from overseas and one from our own ranks. Jack Millet From the School for International Training in Vermont, will give a repeat presentation of his TESOL "sellout" from 1999, Teaching Teachers to Reflect. Tim Knowles will present Action Research for Empowerment. It seems to me that the two topics are at the center of teacher development. In the next issue of the newsletter, it would be nice, in addition to the voices of Jack and Tim, to hear your ideas about, or experiences with Reflective Practice and Action Research.

Also, the TE SIG has secured a space in *The Language Teacher* for October, just before JALT. In that space we will introduce the SIG and reprint an article or abstracts/excerpts of several articles. I'll be sending information about this out by e-mail. If I don't have your e-mail, please send it to me (SUBJECT: TE SIG EMAIL) and I'll be sure to add you to the list.

Enjoy the articles in this issue. Paul, Tim, translators, and contributors, thanks for keeping us connected.

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# ESSAY

## Keeping your teaching 'genki'©

Katie Datko

Setting priorities in our teaching lives helps us balance our teaching 'diet' outside of the classroom, but I find that there are times when I have difficulty balancing some of the unexpected problems which arise in the classroom. Competing with the ring of a student's 'keitai' or allowing enough wait time for the inevitable prolonged bouts of silence are small issues which somehow seem to loom large on my mental horizon. While there is really no way I can control the uncontrollable in class, I first tried out the affirmation technique described in the essay below last spring to help me work more effectively with the unforeseen and have been using it ever since. Hopefully you'll find it beneficial for your practice as well!

### Affirmative reaction

Sometimes when I am teaching my university students, I find that my expectations of my students are generally too high, and that when those expectations aren't met, I start to feel inadequate about my teaching. This feeling of inadequacy can lead to frustration with myself and with my students. In order to keep my expectations of what I can accomplish in the classroom more realistic, during the past year I've been trying a technique to cope with the reality of my teaching situation - creating positive affirmations which I can use before and during class.

Affirmations, a technique borrowed from psychology, are simply mental words, phrases, or sentences which help to put a different spin on a situation, and in turn make many situations *seem* easier to handle. Oftentimes affirmations are used as motivating tools, acting like a mental cheer that can be used to keep going

when things don't seem to be going our way. They are particularly useful during times when I find myself getting frustrated with my students and/or walk into the classroom laden with negative thoughts. Some of the affirmations I have used are taken from various sources such as sports psychology, simple chants, or words from other languages which sound soothing. Many I have modified for my own teaching situation. Here are a few examples of some of the affirmations I've used in the classroom:

- How important is this really?
- Will this really matter tomorrow?
- Namaste.
- It's okay (to make mistakes).
- I'm really lucky to have such great students.
- This is a room full of cool people.

Of course, there is no real way to prove that using affirmations can dramatically alter the affect of the classroom environment. There's no way to 'see' what this technique does. However, by keeping note of my mental inner dialogue, I'm not only monitoring my thoughts, but also becoming more aware of how I react to the situations that arise in the classroom.

One example of an affirmation that I've found particularly useful while teaching is *namaste*, which means literally that my *Self* salutes your *Self*. In this statement it is implied that I respect another person and wish peace upon them. I have used this affirmation in two of my upper-level classes as a sort of 'experiment' to see if my view of the classroom affect altered at all. One of my classes had only five students who may or may not show up to class on any given day, which always posed a problem in terms of having to spontaneously alter my lesson plan whenever I entered class. When I came to class one day, I noticed that in my brain I was starting to think things like, "I bet X won't

come today," "These kids never get it," or "I bet they haven't done their work." When I noticed this happening, I put my books down on my desk in the class, stepped outside for a drink at the water fountain, took a deep breath, and kept on repeating *namaste* to myself. I noticed an immediate change in my attitude towards my learners and it seemed that it was a change they picked up on subtly, since they all seemed engaged and enthusiastic about the lesson.

The second example of the strength that the word *namaste* has had towards changing my inner dialogue and ultimately my behavior, happened in yet another class. I had a former student in this particular class who had studied with me the year before. In my previous class he almost never spoke English, but in a smaller class, he seemed more willing to go out on a limb and express his views in English. During one part of our class discussion he was having difficulty verbalizing his views. He would just stop. I kept repeating to myself the affirmation, not so much for his sake, but to keep myself from not giving him his wait time. He then took a deep breath right after I had said to myself, "*Namaste*", and got out his opinion. This happened at two or three different points in our discussion. By keeping myself in check with affirmations, I found and continue to find that I am more patient with students and can change potentially negative energy (emanating from my negative thoughts) into positive.

There are numerous instances in which I've used affirmations. I actually find that I use them in almost every class. When, for example, a student decides to speak only in Japanese, hasn't done his/her homework, or uses class time to catch up on sleep, I simply repeat a couple of simple sentences - *How important is*

*it? or Will this really matter tomorrow?* When I do this I always seem to realize that it's not so important if one student doesn't do the work or misbehaves as long as the other students are working. I also find that when I repeat the affirmation, I am not focused on always commenting on or correcting the student's behavior, but rather I concentrate on myself and my own reactions before I decide how to handle the situation.

At first affirmations may seem a little strange to do. I have to admit, that I was skeptical and trying this out felt very peculiar. It's not really natural for most of us to give ourselves positive mental reinforcement. But, by keeping myself in a mentally positive mode, in small ways, I've found that it helps to keep my interactions with others positive and might even contribute to their own positive frame of mind as well.

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## REPORTS

### Classroom Observations of NS & NNS Teachers' Rapport Building Strategies

Keiko Abe

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I observed five university classes of four different teachers, two Japanese and two American. I observed focusing on what teachers do to build good rapport or relationships with students. I found that the teachers I observed seem to do the following things to gain rapport.

1. call students by their first/nick names;
2. adjust eye level: sit down or kneel down beside students;
3. introduce a new thing: a song and a dog;
4. class room layout: a teacher comes close to students;
5. make a rule to do pair or group work;

6. show direction: write tasks on white board;
7. activities: pair or group work;
8. encouragement: saying, "Good, great, yeah, right," etc.;
9. music on during discussion time;
10. talk with emotions;
11. gesture with emotions;
12. confirm students understanding;
13. attractive stories: own experiences;
14. no correction of student's utterance;
15. walk around to check how students are doing;

All four teachers worked very well to build good rapport. I will describe five things that I was especially impressed with.

First, one teacher kneeled and adjusted his eye level when he talked one to one with his students. I was so happy to see his action because it reminded me of the day I was hospitalized. When one nurse talked to me kneeling down beside my bed, I was so comfortable that I could talk naturally. However, I felt stressed when doctors and nurses stood beside me. It is a simple matter of eye level. A teacher's adjusting to student's eye levels can make them relax.

For a while, I had a chance to substitute as a teacher in the same class. I tried to talk to students adjusting to their eye level. However, I noticed I needed a little effort to do so. I found it a little difficult to talk kneeling down, although I had thought it would be easy. Is it because I was in the teacher's position? Does being a teacher have so much power automatically?

Another teacher introduced a popular "reggae" song. The teacher made some questions related to this song, such as "who is the singer?" or "Do you know the name of the hairdo that the singer has?" She recommended reggae music for language learning because the reggae's slow tempo in the same rhythm is useful for language learning. In another class, she brought her dog

with her. Students, especially those in the front row, were excited to look at and touch the dog. Students asked the teacher some questions about the dog's name or age. Therefore, I thought new things are very good teaching materials to attract students' attention and motivate them to learn.

Thirdly, one Japanese teacher asked students to call him by his first name at the beginning of the course. And of course, the teacher called his students by their first names. Although I don't know how the teacher-student relationship developed, his classroom atmosphere was pleasant and relaxed. During a game related to the class subject, the teacher praised students with his unique gestures. Students enjoyed it and in time some students started to imitate his gestures. It seemed to me that students were learning merrily. I thought teachers need some abilities as entertainers.

The forth finding was a classroom layout. The teacher arranged students' seats for pair work at the beginning of the class. Or, the teacher allowed himself to come close to students. Students tend to sit in the back, so seats in front of a teacher are often empty. Either the teacher should move close to students or make students sitting in the back move to the front. When the distance between a teacher and students become smaller, students pay more attention for listening and are involved in learning more.

Finally, all teachers I observed paid attention to students' feelings well. When these teachers checked students' pair or group work, they didn't forget to praise their efforts or encourage them. This relaxed students. Students were smiling and enjoying group work.

These five things are very useful to establish friendly relationships with students. These teachers successfully

built good rapport with their students. I noticed that there isn't a big difference between the Japanese and native speaker teachers. But the two Japanese teachers had studied abroad. So a certain intercultural training may help teachers become more adept at building rapport.

## **Readiness of Japanese teachers of English for incorporating strategies instruction in the English curriculum**

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### **1. Introduction**

Learning strategies have been defined by Oxford (1990) as "steps taken by students to enhance their own learning" (p. 1). Cohen (1998) further describes language learning strategies as providing a means for distinguishing the specific material to be learned from other content, grouping it for easier learning, and providing for repeated contact with the material in order to formally commit it to memory. Studies have linked language proficiency and achievement to the frequency and effectiveness of language learning strategy use (see Oxford & Leaver, 1996). Researchers recognize that many variables, among them individual learners and the learning context, textbooks and learning tasks, and the teacher and teaching philosophy, affect the extent to which strategies instruction can facilitate strategies-based learning (Chamot & Rubin, 1993). An important question in Japan concerns the readiness of Japanese teachers of English (JTEs) in terms of their incorporation of language learning strategies instruction in the English language educational curriculum, which can be accomplished through both pre-service education and in-service

training. This article reports on a survey undertaken of Aomori Prefectural high school teachers in 1999 in order to assess such readiness.

### **2. The Japanese high school English educational setting**

English language instruction in Japanese high schools has been characterized as being dominated by a *yakudoku* methodology, a teacher-centered, non-oral approach which emphasizes translation activities, learner conformity in task completion, and success in an examination format (Hino, 1988; Law, 1995; Gorsuch, 1998). Although Nyikos (1996) pointed out the necessity of teachers making a shift from such teacher-centered approaches to learner-centered approaches, many strategies instructional approaches are teacher-based, and thus the question considered herein concerns the readiness of JTEs who conduct classes in such a manner to incorporate language learning strategies instruction in the curriculum.

### **3. The survey**

The readiness of JTEs with regard to language learning strategies instruction was assessed through a written survey consisting of statements concerning course management (four questions), class learning activities (four questions), educational beliefs (nine statements), potential for improvement in English language learning (two questions) and potential for incorporation of language learning strategies (three questions). The survey was co-written in Japanese by a Japanese high school English teacher and myself, subjected to pretesting by six graduate students at Hirosaki University, and was administered to Aomori prefectural high school teachers (N=116; return rate by high school = 72%).

## Respondents

The age-group representation of high school teachers was fairly uniform, with 24 percent in the 20 years-old group, 26 percent in the 30s group, 30 percent in the 40s group, and 17 percent in the 50s group. Eighty percent reported holding a Bachelor's degree, with 17 percent a Master's. Forty-four percent indicated an academic major related to literature; 35 percent, related to linguistics; 12 percent, to education; and nine percent, to English education. Ten percent reported membership in some sort of academic association, with 88 percent indicating non-membership.

## Survey Results

Responses are based on a five-point Likert scale with five indicating the positive response (important, frequent, agree), three indicating a neutral response, and one indicating the negative response (not important, not frequent, disagree). The results reported in parentheses indicate mean responses.

## Course management:

- The top course objectives cited were to: *develop reading and writing skills* (4.47), *heighten interest in English and associated culture* (4.35), *develop grammatical understanding* (4.21), and *prepare for entrance examinations* (4.11).
- The most important items in curriculum design were: *school-based curriculum* (3.81), *self-designed curriculum* (3.79), and *assessment of student needs* (3.68).
- The most important items in conducting classes were: *the Ministry of Education-approved textbook* (3.73), *realia* (3.62), *supplementary educational materials* (3.56), and *supplementary texts* (3.44).
- The most important means of evaluating students were: *one final*

*examination* (4.62), *class participation by students* (4.24), and *multiple quizzes* (4.05).

## In-class activities:

- The most frequent teacher-led activities cited (from among four provided) were: *lecture on grammatical structure* (4.28) and *lecture on reading content* (4.18).
- The most frequent student-based activities (from among 11 provided) were: *translation exercises* (4.24), *pronunciation practice* (4.05), *choral reading* (3.91), and *oral pattern practice* (3.79).
- The most frequent interaction activities (from among five provided) were: *comprehension checks in Japanese* (4.04) and *comprehension checks in English* (3.41).

## Educational beliefs:

Using a Likert-type belief-scale format based on sets of contrasting statements (see Karavas-Doukas, 1996), the survey revealed the following regarding educational beliefs:

- The survey revealed indications of teacher-centered educational beliefs: *testing* (4.06) over *observation* (3.56) as *the best measure of learning progress and fundamentals of language* (3.93) over *means of study and learning* (3.37) as *the most important thing to teach*.
- The survey revealed indications of a tension in educational beliefs: *teacher instruction* (3.91) equal to *self-discovery* (4.08) as *required for successful learning*.
- The survey revealed indications of learner-centered educational beliefs: *student effort* (4.25) over *teacher effort* (3.38) in *determining student success*; *learner interaction* (4.19) over *teacher instruction* (2.75) as *preferable class activities*; *flexibility and response to student needs* are

*important (4.05) over following the set curriculum is important (3.05); there are many ways to learn (4.04) over there is one, best way to learn (3.05); and independent study (3.98) over teacher instruction (3.31) as important for effective learning.*

- The survey revealed a *teacher-centered educational beliefs* mean score of 32.85 (the sum of the means; s.d. 4.87; maximum score of 50) and a *learner-centered beliefs* score of 39.13 (s.d. 4.52).
- Survey responses also indicated that teachers saw their roles as teachers as *identifying and addressing student difficulties (4.22)*, *developing appropriate learning strategies and materials (4.11)*, and *organizing and coordinating student learning activities (4.04)*. The principal learner roles were seen as *learning to study on his or her own (4.59)* and *developing effective learning behaviors (4.34)*.

#### Improving learning and language learning strategies:

- The survey revealed that teacher awareness of language learning strategies was low, with 22 percent indicating that the present survey was the first time they had heard of language learning strategies and another 46 percent indicating that, while they had heard of language learning strategies, they did not know much about them. The perceived importance of learning strategies was slightly above neutral ( $M=3.53$ ,  $s.d.=0.89$ ; on a five-point scale).
- The most important means by which overall learning skills could be improved were seen as *improving student understanding of the fundamental processes of learning (4.31)*, *improving student attitudes toward learning (4.31)*, and *improving student planning and management of learning (4.25)*.

Considered most important for improving foreign language learning were *improving student attitudes (4.58)*, and *improving class curriculum and management (4.48)*.

- Obstacles to introducing language learning strategies into the curriculum were seen as *lack of teacher training in language learning strategies instruction (4.02)* and *lack of teacher knowledge of language learning strategies concept (4.01)*. The means with the most potential for incorporating language learning strategies in the high school curriculum were seen as *language learning strategies instructional materials for teachers (3.50)*, *language learning strategies training sessions for teachers (3.44)*, and *language learning strategies instructional materials for students (3.43)*.

#### 4. Summary and discussion

The survey responses confirmed the dominance of *yakudoku*-based teaching practices, focusing on reading and writing, grammar and translation, passive comprehension, and entrance examination preparation. However, this *yakudoku*-style teaching is employed by teachers possessing, for the most part, learner-centered beliefs, who reported concentrating on the importance of student effort, the need for teacher flexibility, and the importance of interactive, individual, and independent learning. In other words, many of the respondents viewed the teacher's role as that of a learning facilitator and the students' role as that of a creative and independent learner.

Responses also revealed that most teachers viewed student attitude toward learning as being as important as learning *know-how* or educational curriculum. Awareness and understanding of language learning strategies was found to be limited,

assessment of the importance of language learning strategies was viewed as slightly above neutral. Finally, introduction of language learning strategies into the curriculum was seen as best achieved through both increasing teacher knowledge regarding language learning strategies as well as providing both training and strategies-based instructional materials.

The somewhat neutral response by JTEs regarding the importance of learning strategies, together with their focus both on learner attitude and course content (as opposed to learner *know-how*), call into question the readiness on the part of JTEs for incorporating language learning strategies into the curriculum in the near future. That noted, assuming that the learner-centeredness expressed by JTEs in the present survey is indicative of the conceptual shift which Nyikos contends is necessary for learning strategies instruction, the question the data presented herein relates to is how to ensure that such learner-centeredness can be extended to language learning strategies instruction. Assuming that given increasing awareness and understanding of language learning strategies and provision of appropriate training and associated instructional materials, support for strategies instruction will increase, one can conclude that ultimately, it is the English language teacher training community in Japan which bears the responsibility of incorporating such elements into the teacher training curriculum and developing such materials.

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## Teaching Listening and Speaking Strategies in Japan - CALLA style

Jill Robbins

Foreign and second language education in 21st-century Japan is moving toward the goal of learner autonomy. In this major paradigm shift, teachers are seen as facilitators who allow students the freedom to choose what, how, when and why they study. Yet, to use that autonomy effectively, learners need to have both knowledge about the learning process and the tools to apply that knowledge. This is the main reason for providing strategy training in foreign language classes.

This article describes a synthesis of approaches to teaching second



language learning strategies that I have developed in response to the special needs of Japanese learners. I will demonstrate how these approaches can be applied to listening and speaking lessons in a Japanese EFL classroom. This approach is based on two decades of research and practice by a group of dedicated educators. The most influential work in this area has been done by research teams led by Chamot and O'Malley (1994). Based on their research they have developed the CALLA approach, which integrates content-based language instruction with metacognitive awareness of the learning process and learning strategies. Another team of researchers led by Cohen (1998) developed the Strategies-Based Instruction (SBI) approach, which integrates both implicit and explicit instruction in strategies into the course content.

CALLA "is an instructional model that integrates current educational trends in standards, content-based language instruction, learning strategies, and portfolio assessment" (Chamot, Barnhardt, El-Dinary & Robbins, 1999, p. 7). CALLA provides teachers with a task-based five phase instructional design that helps them combine language, content, and learning strategies in a carefully planned lesson. The five phases of CALLA lessons are:

**Preparation** - activate background knowledge of strategies;

**Presentation** - teacher models the use of the new strategy and explains how and when to use it;

**Practice** - students practice the strategy in class activities;

**Evaluation** - students evaluate their use of the strategy and its effectiveness for the task;

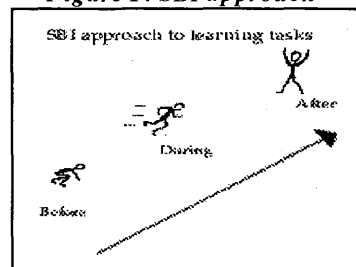
**Expansion** - students extend the use of the strategy into new situations or tasks.

SBI makes a distinction between language learning and language use strategies. *Language learning strategies* are "the conscious thoughts or

behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language" while *language use strategies* "help students utilize the language they have already learned to whatever degree" (Cohen 1994, p. 68). The need for language *use* strategies is apparent to teachers at the college level in Japan, whose students have a vast knowledge of English vocabulary but little or no experience in the type of conversation in which that vocabulary might be used. This the speaking strategies that I will demonstrate can be seen as language *use* strategies, and the listening strategies can be classified as language *learning* strategies.

One aspect of the SBI approach is to show how strategies can help at three points in performing a language task: before, during, and after. This approach allows students to separate the task into manageable elements. It is similar in intent to the metacognitive approach to strategic learning illustrated through a mountain climber's story in Chamot, Barnhardt, El-Dinary & Robbins (1999, p. 89). The metacognitive approach separates a language task into four main processes: Planning, Monitoring, Problem-Solving and Evaluating. I have found explicit discussion of these processes a useful way of teaching students how to analyze a task and apply the most appropriate strategies to it. The SBI method shown below also promises to provide a useful way of approaching a learning task.

**Figure 1: SBI approach**



Following is a lesson plan for a listening lesson that applies SBI and CALLA:

**Preparation phase:**

Ask students to think of how they approach a listening task by having small groups fill out a handout like the one shown. Have a representative from each group report the strategies students already use in listening. Point out the variety of strategies available and the element of choice - a strategic learner can make an informed choice of strategy depending on the requirements of the task and his or her individual learning style.

*Figure 2: Handout*

Talk with your classmates. Imagine you have to listen to a news story in English. What do you think about or do at these times? (possible answers given in italics)

Before listening

*what the story will be about (from previews or headlines)*

While listening

*what the point of the story is*

After listening

*what I think about the story*

(Choose someone from your group to report your answers to the class.)

**Presentation phase:**

Model the focus strategy for performing a task similar to that which the students will tackle in this lesson. "When I am driving and get stuck in a big traffic jam, I sometimes try listening to the traffic report on the radio. I don't try to understand everything that's said about all the places in the city. I just listen casually until I hear the name of the road I'm on. Then my ears perk up and I listen harder for what's keeping me from getting where I want to go. This is selectively attending. I know what I need to hear the most and I decide to only pay attention to that part. I'm listening for the name of this road I'm on, then I listen harder."

**Practice phase:**

Remind students of the strategies studied previously for before, during and after listening. In small groups, ask the students to form groups, and give each group a map with cities marked on it that are in the weather report. Ask each group to listen for the weather in a specific city. Students should be reminded to selectively attend while they are listening.

**Evaluation phase:**

Ask each group to present the weather they heard for their city. If the group was able to get all of the weather information, ask if they felt selectively attending helped them.

**Expansion phase:**

Ask students to give examples of other times and places when they selectively attend; for example, when attendance is being taken or when waiting for a train. Suggest situations in school where selectively attending can be helpful. Assign an outside listening activity that requires selectively attending. Keep a poster on the wall as shown in Figure 3 to remind students of the listening strategies.

*Figure 3: Wall poster*

**Strategic Approach to a Listening Task**

Before listening

Set a goal  
Activate background knowledge  
Predict

While listening

Selectively attend  
Make inferences  
Use imagery

After listening

Clarify  
Summarize  
Elaborate  
Personalize  
Check goal

If time is limited, these phases may be carried out during consecutive class sessions.

Next, I will demonstrate a speaking-oriented lesson plan that I have used for a class in public speaking. The lesson focus is mental preparation for giving a speech in English. This lesson

assumes that the class has prepared speeches and will be giving them in the next class session. The strategies focused on are Imagery and Self-Talk:

#### Preparation:

Use a worksheet such as the one in Figure 4 with questions on how students have handled their nervousness when they had to give a speech in previous classes. Discuss the answers with students. Possible answers may be: *I wrote out the speech and memorized it; I read my speech from note cards. I tried to breathe deeply. I closed my eyes and pretended I was alone.* When students tell a useful strategy, write it on the board and ask if this strategy worked for them. Point out the variety of strategies and emphasize that particular strategies may work for some and not work so well for other people.

#### Presentation:

Present a strategy or two that students can use to help deal with their nervousness when speaking in front of a group. There are two focus strategies for this lesson: *Self-talk* and *Imagery*.

Model these by telling a story. Mine is about giving a presentation to other teachers: "The first time I had to give a presentation in front of a lot of other teachers, I was really nervous. I made note cards and practiced my presentation for a couple of friends the night before. I decided to imagine that I was going to be calm and relaxed when I spoke to the teachers. I could even pretend that they were just my friends sitting around my kitchen table. I saw myself standing at the podium, speaking smoothly and clearly. This is what we call "Imagery" - I use a positive image of myself being successful in speaking.

Next, I told myself, 'Jill, you can do it. Those people who give their presentations at the conference are no different from you - I bet they get nervous, too. You've practiced and you know what you want to say, just get up there and say it! This is what we call 'Self Talk' - I tell myself things that will give me a positive outlook. So, the day of the presentation came and there was a terrible snowstorm! I made it to the conference center by fighting the string winds and the blowing snow. Finally the time came for my presentation and everyone was there to hear me, since the other speaker for that time had canceled. I gave my presentation and afterward everyone told me, 'You seemed so calm!' So, do you think my strategy worked?"

Figure 4: Self-talk worksheet

1. What will you say to yourself **before** you give your speech in our next class?

My self-talk:

[leave a box or space here]

2. Draw a picture of what you will imagine before and during your speech.

[leave a box or space here]

(complete items 3-4 after delivering the speech)

3. What did you think about **during** your speech? Did you have any images in mind? Did you do anything special right before you began speaking?

4. What did you think **after** seeing or hearing your speech? Are there any problems you observed? What are they? How will you try to avoid them next time?

#### Practice:

Ask students to consider the speech they will make in the next class. Have them write their positive comments for self-talk on a worksheet such as the one shown in Figure 4. Ask students to form small groups, in which they compare their self talk and give each other suggestions on how to make the suggestions more positive. For example, tell students, "If your classmate says, 'I won't make any mistakes in pronunciation,' how can you change that to be a positive statement? Maybe 'I will pronounce everything clearly and correctly,' Or, you could be realistic and say, 'I will speak as clearly and correctly as I can; if I *do* make any mistakes I won't let them bother me, I'll just keep on talking."

#### Evaluation:

Videotape (or audiotape, if video is not available) each student giving a speech. If students can separate into smaller groups for the speaking, this will reduce some of the pressure. Videotaping in more than one location allows for the speeches to be completed in fewer lesson days. In the following class session, set up the video player so students can watch it individually. Ask students to complete the fourth section of the handout

(Figure 5) after watching or listening to their speech. Remind students that evaluation is an important phase of strategy use because it gives us valuable information on whether the strategies we used worked well or not. With this knowledge we can make wiser choices in using strategies in the future.

After all students have evaluated themselves, conduct a class discussion, or summarize the comments students have made on worksheets to point out how students used the strategies effectively to reduce the stress of making a speech.

**Expansion:** Ask students to come up with other situations in which they can use the strategies focused on in this lesson. For example, before calling to make an appointment or a reservation on the phone in English, one can use them to calm down and plan what one will say. Other possible situations that might require the use of these strategies for speaking are: When telling one's parents bad news; when asking for special permission from a school official; when giving instructions to junior club members. Remind students that part of being a strategic learner is knowing when it's appropriate to apply a previously practiced strategy to a new learning task. Give them an image, such as a toolkit, to carry with them as they continue to pursue their goals in learning English.

The author's research on how learning strategies are taught in Japan (Robbins, 1999) suggests that, while teachers are trying to create more learner-centered classes, and provide some strategic training, there remains a need for more encouragement of self-evaluation and monitoring. In creating the above lesson plans I provided an example of how students can practice these valuable strategies. I sincerely hope that this synthesis of approaches helps teachers to take further steps in providing their students with the tools of more effective learning.

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## REVIEW

### The Native Speaker Concept in ELT - A Review of Three Books

Tim Newfields

One of the most heated controversies in the ELT profession has been the debate about how native speakers and nonnative speakers differ - or whether the term "native speaker" has any validity.

In 1991 Alan Davies, professor emeritus at the University of Edinburgh, considered this issue from varied linguistic angles, concluding that the dichotomy between native speakers of English (NS) and nonnative speakers (NNS) may be of theoretical interest, but it has limited applied validity. His 181 page work presents many intriguing models of what being a NS might imply. A relative lack of empirical studies in his text is perhaps its major weakness.

Davies notes how the term "native speaker" has at least three meanings: (1) being a speaker of one's own idiolect, (2) being a speaker of an uncoded dialect, or (3) being part of a group adhering to a codified norm in a standard language. He acknowledges that NNSs can become NSs, though it's much more difficult for adults to do so than children. He further notes that it's possible to be a NS of more than one language, though this is rare.

One of the more interesting parts of Davies' book concerns how NSs usually recognize NNSs. NNSs are often recognized in three ways: (1) for

using forms which don't exist, (2) for socio-linguistic errors, or (3) when using terms that many NSs consider their "property." For instance, many NSs react unfavorably if NNSs use highly idiomatic slang. A paradox is that the more native-like in accent and grammar NNSs become, the more stringent NSs tend to be about sociolinguistic violations. This may explain why some NNSs prefer not to seem too native-like, as it impinges on their identity.

In a prophetic way Davies concludes this work by suggesting -

"The debate about the native speaker will go on. In that debate it will continue to be necessary to distinguish between the two senses of native speaker, the flesh and blood and the ideal; and if others choose to dismiss, as I have, the flesh and blood of the native speaker as having no clothes, I believe they still have use for the ideal. That indeed is a myth but a useful myth." (p. 167)

In 1994 Peter Medgyes, a reader at Eotvos Lorand University in Budapest and native speaker of Hungarian, produced a 128-page work relating the NS/NNS theme to the classroom, then extending it to the ELT profession. This book has four basic premises:

1. NS/NNS teachers usually differ in language proficiency;
2. They also tend to differ in terms of teaching behaviors;
3. Item one accounts for most of the differences in two;
4. Both can be equally good teachers in their own terms.

Listing the relative merits of NS teachers, Medgyes comments that they tend to be less textbook-dependent and [perhaps more] tolerant of student errors. NNS teachers, however, are often able to provide better role models, teach learning strategies more effectively, supply learners with more explicit information than NS teachers.

Medgyes acknowledges that NNS teachers have difficult roles. They are "at junction between two languages and several cultures." (p. 39) and often feel unsure whether to establish rules based on their native culture or not. He adds that many NNS teachers find it difficult to separate their L1 and L2 identities, emphasizing that teaching is a craft which requires well-honed acting skills.

The strength of Medgyes' book is in the way it systematically covers many topics. It is probably too ambitious in attempting to show how all four language languages skills can be developed. This is a useful goal, but more suitable for a book devoted solely to that theme.

In 1999 George Braine of The University of Hong Kong edited a 233 page volume representing the voices of 15 nonnative ELT professionals from ten countries. This joint work reflects the controversy and hearty polemic involved in the NS/NNS debate.

Five NNS teachers narrate their personal learning/teaching experiences in the first section of this book. The second section focuses on sociopolitical issues of how sexism, racism, and nativism can create discrimination at work. The final 87 pages explore issues related to teacher education and self-image.

The most interesting essay in Braine's book examined the role of textuality in constructing NS/NNS linguistic identity. The ways that different language systems structure thought was underscored skillfully by Claire Kramsch, a professor at UC Berkeley, and Wan Shun Eva Lam, a graduate student there. "Texts written in a foreign language may put one's own native language into question." (p. 58) they add, affirming the value of writing foreign language diaries to construct a new sense of linguistic

identity. They also note how the concept of "foreignness" is closely related to creativity.

Another interesting essay by Xiaoming Li of Long Island University described the conflicting urges writers and language learners may have. Often her desire to develop a voice as a writer conflicted with her desire to imitate "correct" language forms. Li likens this to "trying to create ones own music before one has mastered all the notes." She points out that skillful teachers see the "otherness" (p. 50) of non-native teachers as an asset rather than liability.

Many of the essays in Braine's collection blast the native speaker concept and highlight how discrimination pervades the workplace. The poignancy of many first-hand accounts of prejudice gives this volume a persuasive force.

Of these three works, Medgyes' is undoubtedly the most useful for EFL teachers in Asia. However, those with a keen interest in linguistic theory may find Davies' more scholarly work of value. Many of essays in Braine's work are deeply moving. The quality of the essays in Braine's work, however, is too uneven; some essays blur the line between fact and opinion. Moreover, when authors attempt to make universal statements on the basis of studies with only 5, 7, 14, or 16 respondents, they stand on shaky ground. However, the strength of Braine's work is in giving the NS/NNS issue a highly personal perspective.

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## ELTにおけるネイティブ・スピーカーの概念：3冊の書評

ニーフィールズ・ティム

ELTに従事する人々の"・で交わされる熱い論争の一つに、「ネイティブ・スピーカーと非ネイティブ・スピーカーとの違い」に関するものがあります。すなわち「ネイティブ・スピーカー」という表現すら、妥当であるのかどうかという論争です。

1991年に、エーディンブロー大学のアラ・ン・デイヴィス教授は、ネイティブと非ネイティブの言語学上からみた相違点について、学術的な見解を著しました。彼は、言語学上の論理的な議論においては、ネイティブ・スピーカーの概念は、価値があるかもしれないと、結論付けています。しかし、この問題を深く考察し、人々の言葉の使い方の違いを知ると、ネイティブ・スピーカーが唯一無二であるという概念は、壊れるのです。デイヴィス教授は、非ネイティブ・スピーカーが別の言語のネイティブ・スピーカーになりうる可能性も指摘しています。成人にとっては難しいことですが、まだ可能性はあります。彼は成人でも、二つの言語のネイティブ・スピーカーになりうることさえ認めています。また、デイヴィス教授は、言語学的な理由と同様に社会政治的な理由で、人々がネイティブあるいは非ネイティブと見なされていることについても批評しています。この本では、経験学的な調査内容の引用はほとんど見られず、理論に基づく体系づけがなされています。

1994年に、ハンガリー人のピーター・メディグイスは、ネイティブ・スピーカーの概念が英語の教授法にどのような影響を与えるかについて、4つの主な考えを軸に本を著しました。まず最初に、彼は英語のネイティブ・スピーカーと非ネイティブ・スピーカーとは、明らかに言葉の上達度が違うことを示唆しています。二番目に、彼はネイティブと非ネイティブとは、明らかに教え方が違う傾向にあることを認めています。三番目に、言葉の上達における違いは、教師の教え方の違いという初歩的な理由によるものだと言っています。最後に、長所と短所を共に合わせ持つネイティブあるいは非ネイティブの英語教師は、共に効果的なやり方で教えることができることを示唆しています。そしてこの本は、ネイティブと非ネイティブの英語教師が、より効果的に教えることができるように、実用的な方法を列挙しています。

1999年に、香港大学の助教授ジョージ・ブレインは、15人の英語を母語としない人たちの見解や経験を記した本を編集しました。この本には、直接体験によって得た仕事上の差別や文化摩擦、仕事上の成長の軌跡などが、生き生きとした人物像とともに描かれています。この本の多くの寄稿者たちは「ネイティブ・スピーカー」という表現を削除することを支持しています。しかし、上述のピーター・メディグイスは、教師のトレーニングについての記事の中で、ただ独り、「ネイティブ・スピーカー」という概念は、教授法の違いを説明するのに役立つと述べています。

これらの3冊の本のうち、私は、メディグイスの著書が、アジアの英語教師にとって最も価値があると考えます。また、言語理論に関心を持つ人にとっては、デイヴィス教授の本が興味深いかと思われます。そして、ブレイン助教授が編集した論文の内の幾編かは、読むに価するものです。ただし、編集されている論文の質にはバラツキがあり、事実と私見との区別がはっきりしないものも見受けられます。しかしながら、英語を母語としない教師が、ELTに従事する際に直面する苦労話には、心を打たれるものがあります。

【訳：斎藤典子】

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### Redefined mission of the JASCD

Having spotted a JASCD announcement whilst lurking on the <tc-sig> mailing list, I wrote for more (up to date) information. Here is what I received. - ed. (PB)

*"Thanks for your interest in JASCD. We are trying to diversify and provide our services for a wider audience.*

*Initially, we began providing professional development for International Schools and U.S. Department of Defense School teachers in Japan.*

*In January, we redefined our mission to include all educators in*

*Japan. We realize that not only is there a lot we can offer the wider Japanese education community, but there is also a lot we can learn from them, and therefore we are keen for increased interaction."*

Toni Bell, JASCD President  
<bell\_toni@hotmail.com>

The Japan Association for Supervision and Curriculum Development (JASCD) is a non-profit group committed to serving our diverse educational community by enriching teaching, learning and cross-cultural communication.

The JASCD IS an affiliate of the U.S.-based Association for Supervision and Curriculum Development (ASCD) which now serves educators in more than 100 countries and continues to forge covenants in teaching and learning for the success of all learners. As President, I [Toni Bell, through June 2001] will attend regional meetings and conferences, and we are always accountable to the ASCD.

JASCD members pay \$50 each year and receive a tri-annual newsletter which advertises all of our conferences and any other organization's conferences that we know about. (We like to think of ourselves as a forum for professional development in Japan.) When our members attend a conference, they pay the member fee, which is of course cheaper than the non-member fee.

Currently the JASCD is negotiating to hold a one day simultaneously translated conference in the fall. After our next board meeting in May we will have definite dates and a venue.

The JASCD have also begun holding 'Try It On Monday' (TIOM) Workshops which seems to be a successful format this year. These are one-day workshops usually held at a school site, offering a few different topics each time. The objective is that

teachers will literally be able to try out the new skills with their class on Monday.

A recent TIOM workshop took place on April 29, 2000, at the International School of the Sacred Heart and Hiroo, Tokyo. This was a one-day workshop with a choice of one of the following topics: Practical Classroom Assessment, Writing Across the Curriculum, Internet Resources in the Middle School Classroom, Pottery, or Drama. For more information about TIOM workshops, you can contact:

Esther Golde  
(mailto:ggolde@sagami.ne.jp)  
for the Kansai area, or

Cynthia Ruptic  
(mailto:cruptic@senri.eg.jp)  
for the Kanto area.

The JASCD holds an annual Spring conference for two and one-half days. The next one will be held at the New Sanno Hotel - March 2-4 (2001); topics include: Writing Across The Curriculum, Using Technology in the Classroom, Block Scheduling, and Drawing on the Right Side of the Brain. Contact Linda Wayne (mailto:joeczuk@japan.co.jp) for more details.

### Triads: The Construction of Gender in Language Education

About the upcoming GALE Symposium and Retreat, June 24-25, in Hiroshima, Cheiron McMahon, the GALE SIG co-coordinator writes, *"I am really proud of the quality, variety, and balance of the presentations our program chairs have lined up, and urge you to share this information with your SIGs...."* Here you are:

*June 24th-25th (Sat-Sun), 2000  
Hiroshima City*

Here is a quick glimpse of the topics:

- Gender in language education:  
Forging new directions for research and practice in Japan

- An ethnographic investigation of gender in a junior college setting.
- Language and self-image
- Cross-cultural media study of masculinities: Beyond hegemony
- Absolute truths: Creating a questioning environment in English class
- Communicating sexual orientation as identity in EFL textbooks
- Changing gender imbalances in higher education
- An orientation to Wen-do: Women's self-defense
- NGO internship: Setting up a class for language learners with special needs
- Journal of engaged pedagogy
- Teaching about gender and identity in the EFL classroom
- Approaching verbal self-defense
- An English discussion group on women's issues
- Alternative lifestyles in the EFL classroom.
- Constructing gender: Implications for boys & literacy practices at school

The full schedule & registration details can be found on GALE's homepage at:

<<http://www2.gol.com/users/ath/gale/>>  
(accessed May 30, 2000).

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The TE SIG newsletter welcomes articles and announcements in both English and Japanese. Contact one of the editors for details:

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