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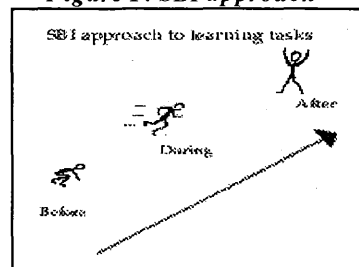
Following is a lesson plan for a listening lesson that applies SBI and CALLA:

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

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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 ones own idiolect, (2) being a speaker of an uncodified 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