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CONTENTS

Professional Consciousness-Raising in EFL Teacher Education: Good Language-Teaching Characteristics, Plurilingualism, and Autonomy	KOJIMA, Hideo 小嶋英夫	1
The Arts Approach: One Potential Way to Develop Learners' Confidence and Attitude in English Speaking and Communication	KUSANAGI, Yuka 草薙優加	13
Shadowing, Dictation and Reading Aloud: Which is Effective?	KOJIMA, Satsuki 小嶋さつき OTA, Soichi 太田聡一	29
東北支部30周年に寄せて お祝の言葉	神保尚武	41
JACET東北支部設立30周年に寄せて	畑中孝實	42
JACET東北支部の歩み	高梨庸雄	43
支部活動の思い出	幸野 稔	44
30周年を記念して－協働的自律による発展－	小嶋英夫	45
支部の歩み 2002年～2011年		46
研究会紹介		49
Submission Guidelines		51

Professional Consciousness-Raising in EFL Teacher Education: Good Language-Teaching Characteristics, Plurilingualism, and Autonomy

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Abstract

In teacher education programs for Japanese teachers of English as a foreign language (EFL), as a teacher educator the author usually encourages participants to consider and discuss the characteristics of good language teachers, some key concepts of innovation in English language teaching (ELT), and professional teacher development. This is a follow-up study on professional development of secondary EFL teachers (Kojima, 2006, 2011). In the 2011 Teacher Certification Renewal System (TCRS) program at the author's university, the participants rated themselves for 30 items of good-language teaching characteristics (Brown, 2001), and the results were analyzed and discussed in comparison with those in Kojima, 2006. Moreover, the concepts of plurilingualism and learner autonomy in the Common European Framework of Reference (CEFR) and the European Language Portfolio (ELP) were introduced to them, and they were encouraged to develop their teaching principles and professional competence and autonomy. Developing in-service teacher education seems to be a prerequisite for innovation in EFL education in Japan.

Key words: good language-teaching characteristics, the CEFR/ELP, plurilingualism, autonomy, professional development

1. Introduction

The Japanese government announced an action plan to cultivate “Japanese with English abilities” in 2003, committing itself to an intensive training program aimed at improving EFL teachers’ teaching abilities (Kojima, 2006). Today, a variety of new effective approaches to enhancing EFL teachers’ professional development are expected to be promoted in Japan. Since 2008, in the 12-hour TCRS program on “Innovation in EFL Education: Theory and Practice”, the author has helped secondary school EFL teachers to be able to promote their professional competence and autonomy (Kojima, 2011). Moving from a teaching-centered classroom organization towards a clearly learning-centered instruction to promote learner autonomy is a major educational change. In order to promote plurilingualism and learner autonomy in language education in European countries, the CEFR proposes the ELP as a pedagogical tool for language learners to record their individual learning experiences and to report the language learning outcomes to the relevant stakeholders. “The ELP-oriented pedagogy is a *paradigmatic shift* from the knowledge

transmission model of teaching towards *a transactional, negotiated learning model*" (Kohonen, 2004, p. 42). In this follow-up study on professional development of EFL teachers, the author analyzes and discusses the results of their self-evaluation of good language-teaching characteristics, and consider some implications for ELT and teacher education in light of the CEFR/ELP, plurilingualism, learner autonomy, and professional development.

2. Purpose of the Study

In communication-oriented, learning-centered EFL teaching, teachers have a crucial function as a facilitator of student communicative, self-directed, and reflective learning. In order to develop their professional competence and autonomy, EFL teachers in Japan need to be supported through a variety of in-service teacher education. As a reflective teacher educator and researcher the author aims to promote the participants' professional consciousness-raising and to help them to understand plurilingualism and learner autonomy in the CEFR/ELP.

Research questions are:

- 1) How do the participants rate themselves in terms of 30 items of good language-teaching characteristics?
- 2) What do the participants think of the principles of the CEFR/ELP?
- 3) What do the participants think of the concepts of plurilingualism and learner autonomy?

3. Method

3.1 Participants

The study involved 15 (7 males and 8 females) lower secondary school teachers and 25 (11 males and 14 females) upper secondary school teachers. The 40 EFL teachers took part in the 12-hour (two days) TCRS program in 2011. They were expected to recognize the good language-teaching characteristics and some new concepts in language education.

3.2 Materials and procedure

In the 2011 TCRS program the participants learned a variety of new concepts in language education, such as "the paradigm shift from teaching-centeredness to learning-centeredness", "plurilingualism and learner autonomy in the CEFR/ELP", "good language learners and teachers", "communities of learning/practice", "reflective learning/practice", and "learner and teacher autonomy." The majority of them talked about these new concepts for the first time. They reflected on their teaching practice in their schools, discussed various educational issues in EFL learning and teaching, exchanged their beliefs, and developed their identities as language teachers. In the program they were encouraged to rate themselves for 30 items of "good language-teaching characteristics" (Brown, 2001) on a scale of 1 to 5. The results were analyzed and discussed in comparison with the mean scores of 83 participants in the previous study (Kojima, 2006). Then, focusing on the CEFR/ELP, plurilingualism, and learner autonomy, their principles/concepts and the participants' claims in discussion were analyzed. Moreover, some pedagogical implications for innovation in ELT/teacher education were considered.

4. Results and Discussion

In the following sections, quantitative and qualitative data were analyzed and discussed. The participants' claims in Japanese were translated into English by the author.

4.1 Participants' self-evaluation of good language-teaching characteristics

After discussing the characteristics of a good language teacher, in order to develop their professional consciousness-raising, the participants were encouraged to rate themselves on a scale of 1 (never or almost never true of me) to 5 (always or almost always true of me), using the questionnaire consisted of 30 statements: technical knowledge (1-6), pedagogical skills (7-18), interpersonal skills (19-23), and personal qualities (26-30). Table 1 shows the number of the participants responding to each point, and in the right-hand column, the mean level of agreement (M) among the 40 participants and that among the 83 participants in intensive teacher education seminars in Kojima, 2006.

Table 1 Participants' Self-Evaluation of Good Language-Teaching Characteristics

	5	4	3	2	1	M (2006)
<i>Technical knowledge</i>						
1. Understands the linguistic systems of English phonology, grammar, and discourse.	4	19	16	1	0	3.7 (3.0)
2. Comprehensively grasps basic principles of language learning and teaching.	3	19	16	2	0	3.6 (3.0)
3. Has fluent competence in speaking writing, listening to, and reading English.	0	15	21	4	0	3.3 (2.6)
4. Knows through experience what is like to learn a foreign language.	4	18	17	1	0	3.6 (3.1)
5. Understands the close connection between language and culture.	8	19	10	3	0	3.8 (3.1)
6. Keeps up with the field through regular reading and conference/workshop attendance.	1	13	15	11	0	3.1 (2.5)
<i>Pedagogical skills</i>						
7. Has a well-thought-out, informed approach to language teaching.	1	16	15	8	0	3.3 (2.8)
8. Understands and uses a wide variety of techniques.	3	12	18	7	0	3.2 (2.7)
9. Efficiently designs and executes lesson plans.	3	14	17	6	0	3.4 (3.0)
10. Monitors lessons as they unfold and makes effective mid-lesson alterations.	2	16	16	6	0	3.2 (2.7)
11. Effectively perceives students' linguistic needs.	3	14	21	2	0	3.5 (3.1)
12. Gives optimal feedback to students.	2	17	16	5	0	3.4 (3.0)
13. Stimulates interaction, cooperation, and teamwork in the classroom.	5	18	12	5	0	3.6 (3.2)
14. Uses appropriate principles of classroom management.	4	15	18	3	0	3.5 (3.2)

15. Uses effective, clear presentation skills.	4	12	16	7	1	3.3 (2.9)
16. Creatively adapts textbook material and other audio, visual, and mechanical aids.	1	15	15	7	2	3.2 (3.0)
17. Innovatively creates brand-new materials when needed.	3	11	12	12	2	3.0 (2.8)
18. Uses interactive, intrinsically motivating techniques to create effective tests.	2	8	20	7	3	3.0 (2.7)
<i>Interpersonal skills</i>	5	4	3	2	1	M (2006)
19. Is aware of cross-cultural differences and is sensitive to students' cultural traditions.	5	21	11	3	0	3.7 (3.1)
20. Enjoys people; shows enthusiasm, warmth, rapport, and appropriate humor.	13	16	9	2	0	4.0 (3.4)
21. Values the opinions and abilities of students.	10	22	7	1	0	4.0 (3.5)
22. Is patient in working with students of lesser ability.	14	19	7	0	0	4.2 (3.5)
23. Offers challenges to students of exceptionally high ability.	6	23	9	1	1	3.8 (3.4)
24. Cooperates harmoniously and candidly with colleagues (fellow teachers).	11	19	8	1	1	4.0 (3.6)
25. Seeks opportunities to share thoughts, ideas, and techniques with colleagues.	11	18	8	3	0	3.9 (3.4)
<i>Personal qualities</i>	5	4	3	2	1	M (2006)
26. Is well organized, conscientious in meeting commitments, and dependable.	4	14	21	1	0	3.5 (3.1)
27. Is flexible when things go awry.	9	17	14	0	0	3.9 (3.5)
28. Maintains an inquisitive mind in trying out new ways of teaching.	6	15	16	3	0	3.6 (3.4)
29. Sets short-term and long-term goals for continued professional growth.	2	15	17	6	0	3.3 (3.0)
30. Maintains and exemplifies high ethical and moral standards.	4	19	15	2	0	3.6 (3.2)

Note. N= 40 (N=83, Kojima, 2006); M= mean agreement. 5= always or almost always true of me, 4= usually true of me, 3= somewhat true of me, 2= usually not true of me, 1= never or almost never true of me. Adapted from H. D. Brown, 2001, *Teaching by principles: An interactive approach to language pedagogy* (p. 430). New York: Longman.

Over all, there was no item whose M score was under 2.9 or over 4.3 (M=3.0-4.2, average M score=3.5). In comparison with the M scores in Kojima, 2006 (M=2.5-3.6, average M score=3.1), regarding all the items 1-30, the M scores among the participants in the TCRS program were higher than those among the respondents in Kojima, 2006. Judging from my class observation, the participants in the 2011 TCRS program certainly seemed to have more positive attitudes towards professional consciousness-raising and innovation in ELT. Moreover, they could exchange their ideas about ELT more critically than the participants in 2010 (Kojima, 2011).

(1) Technical knowledge

Regarding items 1-6 (technical knowledge), the M scores of items 1, 2, 4, and 5 were almost the same and the average score was 3.7. However, that of item 3 was 3.3 and that of item 6 was the lowest (3.1). The similar tendency was found in Kojima, 2006 (item 3, M=2.6; item6, M=2.5, the lowest of the 30 scores). The participants might be expected to develop the integrated language skills in English (item 3). As for item 6, 11 participants claimed that they had not kept up with the field through regular reading and conference/workshop attendance. The TCRS program should be a good opportunity for the participants to recognize the theory and practice of communication-oriented EFL instruction and the new information about innovation in ELT inside and outside Japan.

(2) Pedagogical skills

Items 7-18 relate to pedagogical skills and all M scores were 3.0-3.6 (average M score=3.3). The respondents in Kojima, 2006 also claimed to be poor in this skills (average M score=2.9). The majority of the participants tended to need a variety of pedagogical skills in ELT such as developing new approaches, activating teaching techniques, designing/executing lesson plans, making effective mid-lesson alterations, giving optimal feedback, using effective presentation skills, and employing various materials. In particular, they needed to promote their skills in creating brand-new materials (item 17, M=3.0) and effective tests (item 18, M=3.0). On the other hand, over half of the participants claimed that they stimulated interaction, cooperation, and teamwork in the classroom (item 13). They were advised to reconsider their claims, and to recognize the key principles of cooperative learning.

(3) Interpersonal skills

Regarding interpersonal skills (items 19-25), the M scores of the items were 3.7-4.2 (average M score=3.9). There was no participant who was not patient in working with students of lesser ability (item 22). The majority of the participants tended to have much consideration for the interpersonal relationships with students and fellow teachers. The respondents in Kojima, 2006 showed the similar tendency. This might be one of the features of Japanese EFL teachers working in the group-oriented educational contexts in Japan. Teacher educators should make the best use of this feature. Developing learner/teacher autonomy through positive interdependence was emphasized in the program.

(4) Personal qualities

The M scores of items 26-30 relating to personal qualities were between 3.3 and 3.9 (average M score=3.6). The M scores of these items in Kojima, 2006 were also a little higher than those of items related to technical knowledge and pedagogical skills. The participants were likely to have good personal qualities as EFL teachers. As for item 29, however, about half of the participants should be encouraged to set short-term and long-term goals for continued professional growth (M=3.3). This was true of the respondents in Kojima, 2006 (M=3.0).

Even when a teacher has a long teaching experience he/she might not have ample technical

knowledge or pedagogical skills as a reflective practitioner and researcher. Teachers should be advised to repeat reflective teaching cycles and develop their professional autonomy that would lead to their inner change and innovation in ELT. The principles of the CEFR/ELP and the concepts of plurilingualism and learner autonomy were introduced to the participants in the program in order to help them to consider language policies in Europe as well as EFL education in Japan.

4.2 The Common European Framework of Reference (CEFR)

The CEFR is a product of developments in language teaching sponsored by the Council of Europe over a period of more than 40 years. In order to provide “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (Council of Europe, 2001, p. 1), the CEFR describes in a comprehensive, transparent, and coherent way 1) the competences necessary for communication, 2) the related knowledge and skills, and 3) the situations and domains of communication, and defines levels of attainment in different aspects of its descriptive scheme with illustrative descriptors scale.

In Japan, as Sakai & Jimbo (2011) point out, the CEFR is likely understood in terms of Can-do list. In the TCRS program the author emphasized plurilingualism/pluriculturalism and learner autonomy as main concepts. The participants paid attention to the political, economical, cultural, and educational background in Europe, and claimed this kind of language policy to be essential for European nations. The aims of CEFR for language teaching and learning are 1) to overcome barriers in order to increase personal mobility, 2) to increase the effectiveness of international cooperation, 3) to increase respect for identity and cultural diversity, 4) to improve access to information, 5) to intensify personal interaction, 6) to improve working relations, and 7) to achieve a deeper mutual understanding (Council of Europe, 2002).

The CEFR adopts an action-oriented communicative approach, where the general competences of language learners/users consist of their knowledge, skills, existential competence, and ability to learn, and also communicative language competence consists of the linguistic, sociolinguistic, and pragmatic components and the strategies in communication and learning. The CEFR emphasizes not only communicative competences but also learner autonomy as a goal in modern language learning and teaching. “In terms of methodology, communicative approaches to teaching include co-operation in learning and the development of reflective and autonomous learning habits” (Heyworth, 2004, p. 14). In EFL education in Japan, only the development of communicative competence and the integration of language skills tend to be emphasized. Discussing the features of the CEFR/ELP in the program, the majority of the participants claimed the promotion of learner autonomy to be more emphasized in Japan, although they needed to develop practical skills to help their students to be autonomous language learners.

Today, the Japanese government put more stress on learner-centered EFL instruction. However, the linguistic, educational, and socio-political aspects of a learner-centered view are not clearly stated in the new *Course of Study* (2008, 2009). In the CEFR they are summarized as follows (Newby, 2010):

- Linguistic: the learner as a language user, reflected in principles of the Communicative

Approach to language learning and teaching and in the “action-oriented” view of language of the CEFR

- Educational: the learner as a life-long learner, reflected in the concept of learner autonomy
- Socio-political: the learner as what the CEFR terms a “social agent”, reflected in concepts such as plurilingualism and intercultural awareness

Some participants showed negative attitudes towards implementing the CEFR in Japan, but they seemed to be able to recognize various aspects of learner-centered, communicative language instruction in Europe, and claimed that the promotion of learner autonomy in life-long language learning should be more emphasized in Japan.

4.3 The European Language Portfolio (ELP)

The ELP is connected with the CEFR as a pedagogical language learning and reporting instrument (Little & Perclová, 2001). The general purpose of ELP is to deepen mutual understanding among citizens in Europe, respecting the diversity of cultures and ways of life. The ELP has the following properties (Principles 2000, p.2): 1) it is a tool to promote plurilingualism and pluriculturalism; 2) it values the full range of the learner’s language and intercultural competence and experience regardless of whether acquired within or outside formal education; 3) it is a tool to promote learner autonomy; 4) it has both a *pedagogic function* to guide and support the learner in the process of language learning and a *reporting function* to record proficiency in languages; 5) it is based on the CEFR with explicit reference to the levels of competence specified in the model; 6) it encourages the learner’s self-assessment and assessment by educational authorities and examination bodies; and 7) it incorporates a minimum of common features which make it recognizable and comprehensible across Europe.

Some participants already knew portfolios and a few of them were implementing portfolios in the daily classroom. Today, the Japanese government is likely to encourage university teachers to implement portfolios in developmental education or pre-service teacher education. However, at the author’s university, some teachers are unwilling to employ portfolios in their classes probably because they would not like to change their teaching styles.

The ELP has three main components approved by the Council of Europe:

- The Language Passport provides an overview of the language competences at a given moment, defined in terms of skills and the common reference levels. It includes a self-evaluation grid, and records formal qualifications and certification. The skills referred to are understanding (listening and reading), speaking (spoken interaction and spoken production) and writing.
- The Language Biography is the learner’s personal history of his/her language learning experience and progress. It includes self-assessment checklists and information on linguistic and cultural experiences in and outside class. From a pedagogical point of view, the language biography has a quite significant role on reflecting processes which mediate between the language passport and the dossier.
- The Dossier offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Passport or Biography. It contains

sample letters, memoranda, brief reports, audio/video cassettes, computer programs, and the like. The learners may change the contents as their skills and knowledge develop.

Taking the above into consideration, about 30 participants claimed that the ELP would be applicable to ELT in Japan. In order to improve their EFL instruction and to promote reflective language learning, they expected portfolio-oriented instruction to be developed by the Japanese government. Portfolios might have some advantages, such as the agreement between instruction and assessment, the promotion of learners' and teachers' reflection/self-evaluation, and the development of learner/teacher autonomy. Some participants were against portfolios because they did not know how to implement and evaluate them. To be successful in portfolio-oriented language instruction, many problems should be solved: 1) clarity of purpose, 2) logistical matters (standardization, content selection, content documentation, access and storage), 3) time for portfolios, 4) levels of stakes in assessment, 5) content standardization, 6) grading and evaluation, and 7) assessor training.

4.4 Plurilingualism

In the CEFR the concept of plurilingualism is introduced to describe the focus of the work of the Council of Europe in this area. Plurilingualism is different from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society. The plurilingual approach "emphasizes the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other people" (Council of Europe, 2001, p. 4). Language and cultures are not kept in strictly separated mental compartments. All knowledge and experience of language contribute to building up a communicative competence, and then languages interrelate and interact. Governments have the responsibility to extend the range of their citizen's language learning opportunities, and individual learners are expected to extend their ability to communicate, however laboriously and incompletely, with users of another language. Plurilingualism recognizes that many people have some degree of competence in another language. Language teachers help them to be aware of this, and to foster pluricultural competence, of which plurilingual competence is one component.

The participants deepened their understanding of plurilingualism and they recognized the difference between plurilingualism and multilingualism. A few participants were against plurilingualism in Japan, where many people could live without using a foreign language. However, the majority of the participants tended to accept the concept of plurilingualism. In particular, they liked the idea that all knowledge of language is partial. It might be an impossible dream to be a perfect user of English. In addition, the participants, who understood the close connection between language and culture in Table 1 in 4.1 (item 5, M=3.8), paid attention to developing plurilingual competence in the global community.

Plurilingual education promotes (Council of Europe, 2006): 1) an awareness of why and how one learns the languages one has chosen, 2) an awareness of and the ability to use transferable skills in language learning, 3) a respect for the plurilingualism of others and the value of languages and varieties irrespective of their perceived status in society, 4) a respect for the cultures embodied in languages and the cultural identities of others, 5) an ability to perceive and mediate the relationships

which exist among languages and cultures, and 6) a global integrated approach to language education in the curriculum. One of the participants claimed that a socio-cultural perspective on language education should be developed in Japan. Japanese students are also expected to live as an autonomous language user in the cross-cultural society after leaving schools.

4.5 Learner autonomy

In the TCRS program the author introduced the so-called “Bergen definition” offered by Dam (1995, p. 1), stressing the notion of social learning and social responsibility.

Learner autonomy is characterized by a readiness to take charge of one’s own learning in the service of one’s needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person.

This “reflects recent acknowledgement by researchers and practitioners in the field of the importance of sociocultural theory (or social development theory), in that learner autonomy does not only relate to the individual learning in isolation” (Sinclair, 2009, pp. 185-187). In relation to cooperative/ collaborative learning, the participants were encouraged to understand the significance of developing individual members’ learner autonomy through positive interdependence.

Little, Ridley, & Ushioda (2001, p. 9) suggest three basic principles for developing learner autonomy: 1) the principle of learner empowerment entails that students are brought to an explicit acceptance that they are responsible for their own learning; 2) the principle of learner reflection suggests that behind such processing abilities is the student’s capacity for detachment and reflection on one’s own learning processes; and 3) the principle of appropriate target language use entails that all learning is conducted in and through the target language. Developing learner autonomy might be a goal of education as a whole, but in particular, it is likely to be emphasized in language learning. Some participants claimed that EFL education must contribute to individual students’ human growth through autonomous, reflective learning. Kohonen (2003) regards student autonomy “as part of a more general concept of *values education*” and insists on valuing others by treating them with dignity.

As Kohonen (2004, p. 32) suggests, language learning necessarily involves a number of affective, social, and personal student properties that are essential for the development of language competence and learner autonomy: 1) commitment to and ownership of one’s language learning, 2) tolerance of ambiguity and uncertainty, 3) willingness to take risks, 4) beliefs about language use and one’s role as a learner, 5) understanding of one’s cultural identity, 6) skills and attitudes for socially responsible learning, 7) reflective awareness and appreciation of languages and language learning, 8) respect for and appreciation of cultural diversity, 9) learning skills and strategies for autonomous learning, and 10) reflective learning with abilities for self-assessment of language skills. The participants tended to think that these were the ideal characteristics of good language learners. In Japan developing communicative competence has been regarded as a main goal of EFL education, where language skills and knowledge are highly evaluated. The concepts of plurilingualism and learner autonomy in the CEFR/ELP gave the participants a new perspective on EFL education.

4.6 Professional development

In the TCRS program the definition of teacher autonomy was introduced to the participants, and the development teacher autonomy through reflective teaching practice was stressed for professional development. As Kojima's studies in 2006 and 2011 indicate, there might be various constraints in the EFL education settings in Japan. Upper secondary school teachers tended to complain about various problems among students and teachers in knowledge-based, exam-oriented language education. In the present program the majority of the participants referred to the reciprocal relationship between learner autonomy and teacher autonomy. Some lower secondary school teachers introduced their communities of learning/practice, where collegiality was promoted through collaboration among their school teachers, including principals.

In-service teacher education programs are expected to promote teachers' professional competence and autonomy, and to help them to emancipate themselves from their constraining beliefs and assumptions so that they can create effective solutions. The participants were advised: 1) to build a more robust sense of professional identity, 2) to use professional judgment to meet students' needs and promote learner autonomy, 3) to regard failures and mistakes as seeds for growth, 4) to link theory and teaching as a reflective practitioner and researcher, 5) to view teacher development as a continuum, 6) to develop professional sense of self which is part of a valued community of practice, 7) to realize the significance of professional interaction for growth, 8) to create and lead change within schools, 9) to give presentations on their work to colleagues at various professional meetings, 10) to promote reflection and enquiry within a professional learning community, and 11) to continue developing their school as a community of learning/practice.

5. Conclusion

In this paper the author has analyzed and discussed the participants' self-evaluation of good language-teaching characteristics and their perceptions of the principles of the CEFR/ELP, the concepts of plurilingualism and learner autonomy, and has considered some implications for professional development in communities of learning/practice. In the 2011 TCRS program the author introduced the CEFR/ELP as a tool to promote plurilingualism/pluriculturalism and learner autonomy in Europe. The participants were expected to understand these new principles/concepts in Europe and to reconsider EFL education in Japan. Moreover, they were encouraged to reflect on their teaching practice, to exchange their teaching principles with one another, and to promote their professional competence and autonomy.

Regarding the participants' self-evaluation of good language-teaching characteristics, the mean scores of all items were higher than those in Kojima, 2006. Over all, the response tendency in each area seemed to be similar between the present study and the previous one, and the participants tended to lack pedagogical skills for innovation in ELT. However, the participants in 2011 seemed to have positive attitudes towards professional consciousness-raising and professional development in their communities of learning/practice. As EFL teachers the majority of them claimed plurilingualism and learner autonomy in the CEFR/ELP to be essential as an integrated language pedagogy in Europe, and paid attention to the contextualization of them in Japan, taking various constraints into

consideration. With regard to the significance of developing learner autonomy, it seems that teacher cognition has gradually been enhanced in Japan. Moreover, almost all the participants claimed that learner autonomy and teacher autonomy should be developed interdependently. They were advised to promote their professional development through collaboration in their communities of learning/practice.

As Nishiyama (2011) suggests, it might be true that academic theories or ideas developed in Europe or the USA are likely to be blindly accepted by Japanese people. Under the effective guide, however, the majority of the participants were able to consider the new concepts critically. For their continuing professional development teacher education programs need to be improved more effectively. This on-going support would help more participants who have the potential to explore their own ideas of leadership, teamwork, and collegiality that contribute to innovation in ELT in their institutions.

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The Arts Approach: One Potential Way to Develop Learners' Confidence and Attitude in English Speaking and Communication

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Abstract

The objective of this paper is to report how arts-based instruction helps non-English major university students develop their confidence and attitude in speaking and communication, and how this development fosters learners' motivation and autonomy eventually. Students' lack of confidence in classroom interaction often limits their English language production and development. Moreover, obtaining a good command of communication and English language has been increasingly demanded by society. The arts approach is one way to bring active students' participation to classroom interaction, and "relatedness" to others through symbol creation (meaning-creation) and language use. In order to assess this process, this paper introduces how the arts approach can be integrated into English education for a university speaking class of 27 students, and reports the outcomes of the instruction. The arts approach helped students engaged in various arts activities (reading literature, reading-aloud poems, storytelling, role play, and rudimentary art works for oral presentations). This paper illustrates the process of the students' development in their confidence toward communicating with each other in English and learning English through student questionnaires, students' written reflective comments, and teacher observation. The possible requirements of fostering EFL learners' motivation and autonomy are discussed.

Key words: the arts approach, attitude, confidence, communication, autonomy

1. Introduction

From my teaching experiences in different academic contexts, I observed three major problems among Japanese university students who learn English for liberal arts: a lack of solid English language foundation (knowledge and skills), a low level of motivation and autonomy in learning English, and a general lack of communication skills. It is commonly observed that Japanese university students taking required English courses in the liberal arts program tend to have a limited command of English language, and relatively low confidence and motivation in learning English despite studying English for six years prior to higher education. On one hand, students generally say that they do not like English. On the other hand, they are aware of the importance of learning English for their studies and career.

A part from their lack of proficiency and confidence in using English, I have also observed that students feel uneasy about communicating with others and expressing themselves even in their first language. In casual conversations, numerous colleagues in the field have pointed to the same problem. Indeed, a business report for enterprisers in Japan showed that regardless of the employers' expectations, university graduates had yet to acquire competency in their communication ability (*Nihonkeidanren*, 2011).

Considering society's needs described above, teachers must help students expand their interests in learning English and communication with others, while becoming autonomous to succeed as university students and as future-members of society. Educators surely need not only respect each student's individual nature and personality in the classroom, but also strive to guide students to become successful in their lives.

To tackle these problems, I have incorporated an arts approach (see the definition in the next section) into my instruction in the Liberal Arts English Program for several years in order to provide opportunities to activate students' interests in using English, participation to classroom tasks, and interaction with others (Charles & Kusanagi, 2007a, 2007b; Kusanagi, 2008a, 2008b, 2009a, 2009b, 2011).

In the following section, first, I will review the current social needs for university education by introducing business reports on what competencies are required for employees. Second, I will review philosophical, psychological, and educational theories.

2. Literature Review

Once university students begin job hunting, they must stand out and excel in several facets in today's competitive job market. According to the *Nihonkeidanren* surveys (2009a, 2009b), would-be employees must have a) an autonomous attitude, b) "challenging spirits" (*charenji seishin*), c) ability to think flexibly, d) the ability to analyze problems deeply, e) the ability to communicate, and finally, f) a global view which is tolerant toward differing cultures and beliefs. In the most recent report on educating a workforce by *Nihonkeidanren* (2011), it similarly claims that employees in the globalized business world must have a) "challenging spirits," b) an ability to communicate in a foreign language(s), and c) an interest in differences between Japanese and other cultures and a flexible attitude toward the differences while having basic characteristics to function as a productive member of society.

Responding to these business needs, the reports by *Chuokyoikushingikai* (the Central Council for Education) (2008) and *Nihongakujyutsukaigi* (the Science Council of Japan) (2010a, 2010b) claim that abilities to a) identify problems, b) solve problems, c) negotiate with others, d) make decisions, and e) think critically and creatively are essential components of tertiary liberal arts education for the 21st Century. The reports urge university students to acquire learning skills and increase their motivation to become autonomous because individuals must continuously learn new knowledge and skills to meet society's needs after their graduation through their lives in this globally changing world.

Undoubtedly, current reports from business and academia claim that, “autonomy” is an essential quality that individuals must obtain in order to succeed. Sinclair (2000) says, “The development of learner autonomy, at least to some degree and with differing interpretations, appears to be almost universally accepted as an important, general educational goal” (p. 5). Facing these current demands, educators must consider how to help students become autonomous individuals as well as how to help students learn English knowledge and skills.

Internationally, autonomy has been considered to be the most important quality in compulsory education. This is clearly described in the key competency model that the Organization for Economic Cooperation and Development (OECD) proposed. In 1997, the OECD launched the Programme for International Student Assessment (PISA), with the aim of monitoring the extent to which students near the end of compulsory schooling have acquired the knowledge and skills essential for full participation in society. Later, the OECD defined key competencies to guide the long-term assessments of learner ability in a complex and globalized world. They are a) interactive use of tools, b) interaction with heterogeneous groups, and c) to act autonomously (Rychen & Salganik, 2006) (see Figure 1). The reports introduced earlier (*Chuokyoikushingikai*, 2008; *Nihonkeidanren*, 2009a, 2009b, 2011; *Nihongakujyutsukaigi*, 2010a, 2010b) are closely related to this model.

The first competency, “interactive use of tools” refers to an individual ability to use tools (e.g., language, symbol (such as pictures, charts, or graphs), text, knowledge, or technology) and to use them interactively. Students need to understand these tools well enough in order to adapt them to their own purposes. The second competency, “interaction with heterogeneous groups,” describes individuals who are able to engage in activities with others. This competency is important because individuals will invariably encounter people of different backgrounds and have to interact with them. Finally, the third competency, “to act autonomously,” refers to individuals’ taking responsibility for the management of their own lives, while situating their lives in a broader social context, and act autonomously. Central to this model is “reflectiveness.” In other words, individuals must be able to apply “tools” for a situation and deal with changes. Citizens of the 21st Century citizens must learn from their experiences, and then think and act critically accordingly. This process involves the individual’s reflective thinking that leads to a level of personal and social maturity, i.e., learners should seek learning for life as well as learning for English.

OECD’s key competencies can complement other theories from philosophy, psychology, and education. The self-determination theory (SDT) (Deci & Ryan, 2000; Ryan & Deci, 2000; Ryan & Lynch, 2003) claims that people become more self-determined when having the opportunity to experience essential human needs: autonomy, competence, and relatedness. These conditions interrelate with one another and influence peoples’ motivation and personal growth (Ryan & Deci, 2000). Motivation and autonomy are seen as tandem constructs, and relatedness to others and group cohesion are to promote motivation and autonomy (Benson, 2001, 2011; Dörnyei, 2001a, 2001b; Scharle & Szabó, 2000).

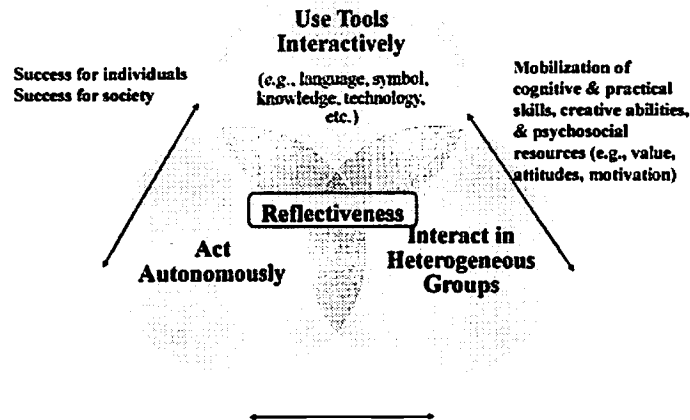


Figure 1. OECD DESECO: Key Competencies

The relationship between experience and thinking has been discussed from a philosophical point of view. Dewey (1934/1980) claimed that certain events become a mindful experience, and referred to it *an* experience. This type of “aesthetic experience” (Dewey, 1934/1980) constructs meaning (emotions, memories, and relationships), and lead to “aesthetic thinking” (Siegesmund, 1999) which differs from everyday thinking. Vygotsky (1978) stated that aesthetic thinking is one of the possible conditions that promote an individual’s “higher-ordered thinking.” To nurture this type of development in learner’s thinking, Dewey (1938/1997) suggested that education should be relevant and meaningful for them. Vygotsky (1978) also claimed that thinking and meaningful learning can be facilitated by social interaction with mediators.

Rogers (1969), regarded by many as father of experiential learning, also weighed experiences or direct engagement creates meaning in the events of life. He distinguished experiential learning from cognitive learning. Experiential learning focuses more on the learner’s needs and desires. It addresses personal involvement, self-initiation, and self-reflection. With respect to these features, experiential learning is similar to learning for intrinsic motivation as SDT theorists claimed. Ryan and Deci (2000) stated, “People will be intrinsically motivated only for activities that hold intrinsic interest for them, activities that have the appeal of novelty challenge or aesthetic value” (p. 71).

Experiential learning also depends upon reflection by the learner when assessing their progress or success as claimed SDT theorists said. Learning takes place in the integration process of immediate experience, reflection, abstract conception and action, and this cyclical process facilitates learner’s personal growth (Kolb, 1984).

Based on a Vygotskian framework of thinking and learning, Spina (2006) assessed whether an arts-based curriculum facilitated the acquisition of English as a second language. She defined arts as referring “to the entire field of art, in which lines colors, forms, and their structures, motions, and (inter) relations are used to create visually, auditorily, and /or

kinesthetically perceptible works” (p. 99). She showed that the arts-based curriculum provided more significant cognitive advantages to the students than the non-arts curriculum because arts activities mediated active interaction between language and symbol, and created meaning which in turn to reflective thinking as theories discussed earlier in this paper.

Inspired by these theories and Spina’s empirical study (2006), I will explore the impact of applying *arts* to language education, and name it the *arts approach*. In this paper, the arts approach refers to the integration of art activities (see the definition of arts by Spina (2006) above). To put it more precisely, I integrated literature, performing art, visual art into English language education. This approach aims not to offer numerous art activities or a combination thereof, but rather provide meaningful experience in learning to individual learners.

In terms of English language education, the ultimate goal is that learners attain higher proficiency in their language ability. Nevertheless, simply training learners’ skills is insufficient for a successful education for learners described above. Providing them with stimulating contents, tools, and activities will draw out their interests, develop positive attitude and build confidence in learning English. Consequently, their newfound confidence sets in motion of a cycle of motivation and autonomy.

Without a doubt, here must be myriad instructional approaches to target problems stated above, the arts-based approach of English instruction is but one of the many potential approaches. However, as this approach has been employed infrequently practiced at Japanese universities and little research on its educational effects has to date been conducted, the following research questions posed.

Do arts-based activities activate student’s confidence and attitude 1) in English their abilities, 2) toward participating in classroom activities, 3) with regard to communicating with others, and 4) toward learning English?

2. Method

2.1. Participants and the context

The students participated in this study were 27 sophomores (16 males and 11 females) who majored in agriculture at a university in a prefectural capital in the East of Japan. They took a required speaking course for one semester with the researcher. The class met twice a week for 90 minutes. Their average English vocabulary level was 1000 words.

Prior to this course, I had already taught most of the students in other required classes. In those classes, I observed that the students tended to be quiet in pair or group work. Due to their shyness and to a limited command of English, they were unable to express their ideas successfully in either speaking or writing. However, it is my opinion that their shyness hindered their participation in collaborative tasks more than their proficiency did. Another factor contributing to their reluctance to participate was their main purpose of taking the course. Many of them claimed to have taken it merely for the credits. In this sense, they were “typical” Japanese university students who lacked motivation or an autonomous attitude in

learning English.

Each lesson began with a short period of sustained silent reading with rewritten literature for learners (graded readers), *gundoku* (reading aloud poems), learning with a textbook, and one or two activities (e.g., storytelling, role playing, presentations, and etc.). A textbook called *More True Stories* (Heyer, 1997) was used to learn four skills, grammar, vocabulary, and expressions. This book introduced stories of interests and also included well-organized speaking exercises. The teacher often integrated the text topics into the arts-based speaking activities introduced in a lesson. Several types of arts activities were offered, and thereby, students used language, symbol, and text interactively in a collaborative manner. Activities involved the uses of simplified literature for learners (i.e., reading graded readers), rudimentary art works (e.g., making posters by drawing or montage), performance (e.g., poem-reading, storytelling, improvisational games, and role play), simple discussions and debates, and brief presentations. Following such activities, students reflected on what they did and how they felt during their learning experiences (see Section 3.3.).

2.2. Procedure

The data for this study were collected via a) student questionnaires with Likert-scale questions, b) reflective comments in the open-ended section in the end-of-term questionnaire, and c) classroom observation by the researcher. The same set of questionnaire was given on the first lesson day and on the final lesson day four months later during the Spring Semester of 2007. The questionnaire consisted of twenty 5-point Likert-scale questions regarding students' self-awareness of their confidence and attitude toward their English abilities, communication with others, participation of classroom activities, and learning English. It also included an open-ended section to state their goals for the semester in April and free comments about the course in July. All questions were developed by the researcher for the purpose of this study. All questions and instructions were written in Japanese to avoid misunderstanding and obtain accurate information from the respondents. The five points of the Likert scale were stated from 1 to 5 as disagree, fairly disagree, no opinion, fairly agree, and agree. Respondents were asked to mark only one choice on each Likert-scale question. In conjunction with these data, observations of students' attitudinal changes toward participation were recorded throughout the semester.

2.3. Analysis

Following the administration of the questionnaires in April and July, the data were processed in an *EXCEL* spreadsheet and then converted into *SPSS version 11.0* for statistical analysis. For this analysis, only the data provided both in April and July were used: data for students who were absent either day or incomplete items in either questionnaire were eliminated. In total, 26 students' data were analyzed for majority of the items. To investigate the changes in students' self-reporting at different time, a Paired-Sample *T-test* was conducted (see Section 3.1.).

As for the students' reflective comments, content analysis (Dörnyei, 2003) was conducted. First, each comment was analyzed for distinct content elements pertaining to their learning experiences. Comments which were written in Japanese have been translated into English. Second, the content was categorized into themes, and items were counted for each category. The data was analyzed by counting the number of the themes appeared in the comments (see Section 3.2.). Note that all students gave their consent for the data to be used.

3. Results

3.1. Questionnaire results

The following sections show the results of students' perceptions toward their English abilities and classroom activities. The mean differences with asterisks in Tables 1-4 indicate that the differences were significant at a confidence level of 95%.

The statistical analysis illustrated that the students' post-questionnaire results outperformed the pre-questionnaire results in every item except Q17 (see Tables 1 to 4) following four months of arts-based instruction. However, the degrees of positive changes differed among the questionnaire items.

3.1.1. Confidence and attitude toward English abilities

Questions 1 to 8 show students' self-evaluation of their listening, pronunciation, and fluency (see Table 1). In every aspect, students evaluated their abilities higher at the end of the semester although the paired-difference was merely 0.05 for Q3. Students had numerous opportunities to listen to their teacher and audio CDs. In addition, they practice English sound patterns through *gundoku*, reading aloud activities (see Kusanagi, 2011 for practice) held at the beginning of each lesson, and they performed various speaking activities (role play, storytelling, presentations, discussions, and debates). The rates of Q2, Q5, Q6, Q7, and Q8 were in the range of 2.60 and 3.12. These results suggest that students lacked confidence in their English skills and need further improvement to meet the social needs (*Nihonkeidanren*, 2011).

Table 1. Questionnaire Results on English Abilities

Item	<i>N</i>	<i>Mean</i> (April)	<i>Mean</i> (July)	Paired- difference	<i>t</i>	<i>df</i>
Q1 I can understand teacher's short and simple directions.	26	4.00	4.35	0.35*	-2.083	25
Q2 I can understand teacher's longer and more elaborated directions.	26	2.48	3.12	0.64*	-3.143	25
Q3 I can understand classmates' talk.	26	3.41	3.46	0.05*	-0.493	25
Q4 I can understand conversations and narrations on audio CDs.	26	2.93	3.50	0.57*	-3.068	25
Q5 I can pronounce English sounds	26	2.30	2.81	0.51*	-3.384	25

	(e.g., vowels and consonants).						
Q6	I can pronounce English sound reductions and liaisons.	26	2.22	2.85	0.63*	-4.835	25
Q7	I can pronounce English stress and intonation.	26	2.00	2.73	0.73*	-4.811	25
Q8	I can speak fluently.	25	1.85	2.60	0.75*	-3.262	24

* Significant at $p=.05$

3.1.2. Confidence and attitude toward classroom activities

Questions 11 to 16 asked students about how they worked with activities introduced (see Table 2). For Q11, students' participation in communication games was limited in April but they responded at relatively good levels of perception in terms of participating in role plays, storytelling, discussions, and presentations in July (Q12 to Q15). Discussions and debates still remained difficult for them notwithstanding scaffolding from the instructor. Especially in this regard, more training is needed. As for the small mean difference for participation in games, I surmise that the infrequent use of games brought about such a result. At the beginning of the semester, I usually began lessons with a physical improvisation game in order to help students relax and become familiar with each other, but students quickly adapted and such activities were no longer necessary following a few lessons. Although the mean differences for Q12 to Q16 were great (0.85 to 1.25), the actual perception rates of Q13 to Q16 remained low (2.65 to 3.04). This would suggest that students need more work on such activities to improve further. To meet society's demands, developing students' ability to discover problems, consider the possible solution, think critically, creatively, and flexibly, negotiate their ideas with others, and accept different ideas and beliefs (*Chuoshingikai*, 2008; *Nihongakujyutsukaigi*, 2010a, 2010b) is necessary. In addition, students must be able to present, discuss, and debate. In order to develop students' challenging spirits (*Nihonkeidanren*, 2009a, 2009b) they should learn to take risks in unfamiliar activities such as role plays, telling a narrative, giving a presentation, having a discussion, and debating topics.

Table 2. Questionnaire Results on Classroom Activities

Item	<i>N</i>	<i>Mean</i> (April)	<i>Mean</i> (July)	Paired- difference	<i>t</i>	<i>d</i>
Q11 I can participate in games.	26	3.19	3.65	0.46*	-3.035	25
Q12 I can participate in role plays.	25	2.67	3.52	0.85*	-5.136	24
Q13 I can tell a story.	26	1.96	3.04	1.08*	-5.136	25
Q14 I can give a presentation.	26	2.04	3.04	1.00*	-4.655	25
Q15 I can discuss a topic or issue.	26	1.67	2.92	1.25*	-7.401	25
Q16 I can debate.	26	1.56	2.65	1.09*	-6.584	25

* Significant at $p=.05$

3.1.3. Confidence and attitude toward communicating with others

Questions 9, 10, and 20 asked how students perceived their use of communication (see Table 3). In April, the mean scores of each were low (2.15 to 2.81) but by the end of the semester, students felt more confident in communicating with classmates. Yet, in spite of this positive outcome, students need more experience in communication. Effort should be redoubled to improve their communicative ability. *Nihonkeidanren* (2009a, 2009b) reported that ability to communicate, and attitude to accept different cultures and beliefs are expected for employees. Conversing with people in the immediate environment and trying to understand their intentions, ideas, and feelings can be a good stepping stone toward accepting people from different cultures. One possible explanation for the small change on Q9 could be the student-centered instruction. During the semester, the instructor mainly tried to serve as a facilitator during the semester, thus students talked more with their classmates than with the instructor during lessons.

Table 3. Questionnaire Results on Communication

Item	<i>N</i>	<i>Mean</i> (April)	<i>Mean</i> (July)	Paired- difference	<i>t</i>	<i>d</i>
Q9 I can converse with the teacher.	26	2.15	2.77	0.22*	-2.540	25
Q10 I can converse with classmates in pair/group work	26	2.81	3.42	0.61*	-2.763	25
Q20 I can communicate with people (I can understand people's intention, idea, and feelings. I can express my intention, idea, and feelings.)	26	2.22	3.08	0.86*	-6.340	25

3.1.4. Confidence and attitude toward learning English

Questions 17 to 19 show the students' perceptions of speaking in English. As Table 4 indicates, the changes of mean scores for the desire to speak, to improve their English, and their enjoyment of speaking English changed less than other changes reported above. Students became slightly more confident in speaking in English but the mean remained low, 2.19.

Table 4. Questionnaire Results on Confidence and Attitude toward English

Item	<i>N</i>	<i>Mean</i> (April)	<i>Mean</i> (July)	Paired- difference	<i>t</i>	<i>d</i>
Q17 I want to speak English more and improve my English.	26	4.37	4.31	-0.06*	0.214	25
Q18 I am confident in speaking English.	26	1.70	2.19	0.49*	-2.586	25
Q19 I enjoy speaking English.	26	3.37	3.46	0.09*	-0.811	25

* Significant at $p=.05$

These low mean scores suggest that speaking in English was most taxing for the students. Improving students' English proficiency depends greatly on increasing their enjoyment and developing confidence in speaking in English this is, in turn, essential to succeed as autonomous learners. The post-mean of Q17 decreased slightly but the mean was relatively high at the beginning of the course.

3.2. Students' reflective comments

In students' reflective comments, many of them commented about their enjoyment, confidence, and improvement, which was an interesting contrast to their perceptions expressed in Likert-scale questions. Their comments were mostly positive ones (26 responses). The following statements were found to be typical in the open-ended questionnaire given at the end of the semester. Because of space limitations, each comment cannot be shown here. A few typical comments for each emerging theme are below.

- Enjoyment (9 responses)
 - *I began to think speaking in English was fun!*
 - *I found a delight as well as difficulty in learning English.*
 - *I enjoyed the lessons because we had group activities such as games, conversations and presentations.*
- Confidence (5 responses)
 - *At the beginning, I wasn't confident but I gradually enjoyed speaking in English.*
 - *I felt it easier to speak in English as the time went by because I had more chances to speak in English consciously.*
- Improvement (5 responses)
 - *I improved my speaking.*
 - *I don't know how much I improved my speaking. But my speaking got better.*
- Satisfaction (2 responses)
 - *The contents of the lessons were richer than the contents of the lessons I had taken before.*
 - *The level of the lessons was just right for me.*
- Desire of learning & knowing more about English and communication (5 responses)
 - *I don't have good foundation. I want to learn more vocabulary, expressions, and grammar. I want to improve my English more. English is fun!*
 - *I should have spoken more in English. I want to keep learning.*
 - *I understood that gestures, stress, and intonation were very important when communicating with others.*

Only one student gave a negative comment as below.

- Lack of improvement (1 response)
 - *I don't know if I improved my speaking.*

Remarkably, these comments apparently contradict their perceptions expressed in the Likert-scale questionnaire results. Possible reasons for the difference are that a) students judged their performances more severely when answering Likert-scale questionnaires, or b) students judged their abilities more critically when they become more responsible for their learning, or c) they were reluctant to write negative comments. In any case, their positive comments indicated that they had become more conscious and reflective of their learning processes. Csikszentmihalyi & Schiefele (1992) argue that the process of expression enhances an individual to “gain some control and understanding of barely conscious internal tensions, diffuse problems, or felt ambiguities” (p. 170). Reflection on the learning process is an essential first step to become a motivated and autonomous learner.

3.3. Teacher observation

Students usually prefer to sit in the same chair each week with same people. Though this tendency is common in most everyday situations, for the purpose of facilitating classroom dynamics, I changed group members randomly at the beginning of each lesson so that students were able to talk to different people. The class usually began with a 25-minute sustained silent reading time. Following reading time, I formed that that day’s groups and the students played ice-breaking games for five minutes. At the beginning of the semester, students were rather shy and quiet in new groups but they soon became more comfortable and more active week by week. As the course progressed, not only their language but their nonverbal behaviors such as posture, eye contact, and voice became increasingly more natural and more positive. They smiled and laughed more frequently than before and their voices became louder. Such observable behaviors were signs that students’ engagement in positive communication and interaction had increased. As an observer, I felt that the classroom community became warmer and more positive and that this atmosphere created the conditions for students to take more risks when trying arts-based activities for the first time. As a result, they worked more cohesively as a group with higher levels of concentration and a heightened sense of responsibility toward tasks. Furthermore, they demonstrated impressive creativity in various classroom activities. As did the students’ reflective comments indicated, the teacher’s observations also seemingly contradict the questionnaire results.

We have seen a summary of findings. Let us now revisit the research questions.

3.4. Results

Do arts-based activities activate student’s confidence and attitude 1) in their English abilities, 2) toward participating in classroom activities, 3) with regard to communicating with others, and 4) toward learning English?

According to teacher observation, student questionnaires, and students’ reflective comments, the answers for Q1, Q2, and Q3 are a qualified “yes.” The answer for Q4 is not really clear, according to the results of student questionnaire. However, the answer can be yes,

considering teacher observation and students' end-term-comments.

4. Discussion

The results of the current study show that an arts-based approach of language instruction positively influenced students' confidence and attitude to a degree. Improvement of students' participation in pair work and group work, and their communication with others was significant. Further study (e.g., a comparison of art-based instruction and traditional instruction) is needed to present more evidence for the contribution and interactions of various components of the arts approach.

Although further investigation is needed to determine the unique contribution of the approach to a foreign language education, this study revealed some advantages. First, the arts strengthen the class community. This may be achieved by learners' building self-esteem through the process of understanding themselves and others. The arts also help bring individual learner's specialties into the classroom. For instance, a student is reserved, or who is weak in language skills can still express their inner world through extralinguistic expressions. Gardner (1983, 1990) argued for bringing multiple intelligences into education. In the class, I frequently observed that some students were often praised by their peers. Their relationships gradually evolved more positively and became friendlier.

Second, the collaborative arts-based activities also offered authentic and contextual conditions for analyzing, thinking critically and creatively, being flexible, seeking a problem, solving a problem, negotiating with others, and making a decision (*Chuokyoikushigikai*, 2008; *Nihongakujyutsukaigi*, 2010a, 2010b; *Nihonkeidanren*, 2009a, 2009b). Socioculturalists, Lantolf (2000) and Lantolf & Thorone (2006) said that learning take place from experience socially. The sociocultural view supports the outcomes of this study.

Third, authentic and contextual use of language with the arts enabled learners to be aware of what communication is, how we communicate, or how language and paralanguage features are associated in actual communication, as found in one student's comments (e.g., *I understood that gestures, stress, and intonation were very important when communicating with others*). In this sense, the arts built the learners' metalinguistic understanding. This is a good example of how aesthetic experience or thinking transforms into cognitive thinking in terms of language learning, as argued by Vygotsky (1978).

Another significant point is that the arts approach encouraged learners' personal growth as well as developing their language skill. In this regard, arts-based instruction surpasses traditional instruction, which emphasizes learning language analytically within a decontextualized situation.

Learners' self-determination will be built when they have autonomy, competence, and relatedness (Deci & Ryan, 2000; Ryan & Deci, 2000; Ryan & Lynch, 2003). This study shows some evidence that arts-based instruction can contribute greatly in building relatedness among learners, and to some extent it also fosters autonomy and competence. Autonomy cannot be

attained over nights; educators should support EFL learners over a longer time span.

Relatedness to others is constructed in a social context, whereas autonomy stems from an individual's inner processing. Development of the two may be facilitated more meaningfully when there is interaction between them. Educators must design a continuing program that offers both conditions by blending individual learning and collaborative learning for students' development over time.

At the pedagogical level, arts-based language instruction presents several issues for seeding learners' motivation and autonomy. First, in-class and outside-class activities should include two points: work in which the individual can seek his or her inner world, and secondly, collaborative work to perceive others' worlds. In other words, lessons should offer activities that learners can learn from experience (experiential learning) and think with a critical and creative stance regardless if it is an individual or group activity. By doing so, learners can construct meanings to facilitate reflective learning that eventually leads to autonomy.

Another important issue is that providing learners opportunities with some kind of expression is needed. Teachers should select the type of expression (the arts) or a number of components according to their students' nature and interests, or their expertise in teaching, because the main objective of art-based instruction is to foster learners to experience meaningful learning (i.e., constructing meaning) not experiencing various types of art. In other words, how to introduce semiotic meaning into learning is more important than which components are to be introduced. Finally, lessons should offer group work in which students can become aware of the meaning of the group work itself. Students' recognition of what they do makes them think what is needed for their future learning. Appreciating and commenting on one's own or others' work is crucial to create this condition in the classroom.

5. Conclusion

In conclusion, the arts approach is a potential way to promote student confidence, engender a more positive attitude, increase motivation and autonomy, while educating learners to become more proficient users of English and whole individuals with better communication skills. It is hoped that communication skills that learners gain in the English classroom will be transferable to outside the classroom, both their first and foreign language. Further studies are needed to investigate a) the impact of the arts approach in comparison to a more traditional approach, b) the apparent gap between the results obtained from self-reports and teacher observation, and c) other effective arts-based activities for language education.

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Shadowing, Dictation and Reading Aloud: Which is Effective?

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Abstract

In this research, three major techniques, shadowing, dictation and reading aloud, which are widely believed to be effective in improving the listening comprehension ability are employed in university English classes and their effectiveness in improving the participants' listening ability is measured and analyzed based on the students' scores in two sets of TOEIC listening tests. In addition, the students' preference for the techniques is analyzed based on a student survey. The statistical analysis suggested that there was a significant difference between the effects of dictation and shadowing. With the fact that dictation achieved a higher score on the post-test than the pre-test while shadowing failed to do so, it is suggested that dictation works better on improving students' listening ability in this study. The survey indicated that all of the techniques are equally preferred thus worth trying in university level English classes.

Key words: listening, shadowing, reading aloud, dictation, classroom activity

1. Introduction

Improving listening and speaking skills is quite demanding for learners of English in Japan. In order to produce people that can use practical English, the Ministry of Education, Culture, Sports, Science and Technology has changed the course of study (Gakusyū Shido Yoryo) for the secondary school education to a more communication-oriented curriculum. However, in reality, students' listening and speaking ability is far from sufficient to make a basic conversation in English despite the fact that oral English language skills have been emphasized. Thus, it is imperative that we find an effective way to improve learners' listening comprehension and speaking skills. In this paper, the effects of three different techniques, shadowing, dictation and reading aloud (*ondoku* in Japanese), are investigated. These three techniques are well known and popular throughout Japan; widely used as classroom activities, they are considered to be effective for improving learner's English skills in various aspects. In Kojima and Ota (2009), the effect of shadowing on students' listening ability was studied with

87 university students. In the research, it was observed that shadowing seemed to have a positive effect for improving the students' listening ability, as 67% of the research participants improved their listening score on the post test. However, only the shadowing technique was applied to the research participants and a control study was not undertaken. Therefore, Kojima and Ota decided to conduct another study, one that focused not only on the effect of shadowing but also that dictation and reading aloud (*ondoku* in Japanese) in order to see which one of the techniques is the best pedagogically. In addition, a student survey was administrated to measure the participants' preference toward the three techniques.

In this paper, we will first briefly explain and define the three techniques. Next is a detailed description of the research project, including the research format and procedures, and test results. Finally, the results of the student survey are presented and discussed.

2. Previous researches and definition

Although the names of these techniques are widely acknowledged among English teachers and learners in Japan, there are some variations or different ways to apply these existing methodologies. In other words, the shadowing or dictation techniques which one uses might be slightly different from what others do. Therefore, it is necessary to elucidate the definitions of these techniques used for this particular study.

2.1. Dictation

Dictation is a very common technique in practicing listening. It has a much longer history than shadowing in language education, going back to 16th century (Hayashi, 1990). It has been used for a long time and considered to improve the listening ability of language learners. Recently dictation has caught public attention again because Nintendo's popular language learning software called "*Eigo Zuke* (Dipped in English)" introduced dictation as its core activity. In addition, previous studies like the one done by Sugiura et al. (2002) suggest that dictation has a positive effect in improving the language learners' listening ability.

Takeuchi (1997) examined 207 junior college students to determine whether dictation is effective for language teaching. The participants were divided into three groups and applied three different dictation methods. In the lesson, participants in Group A filled in the blanks on the scenario after watching a part of the material several times. Participants in Group B did the same, but they filled in the blanks accompanied by Japanese translation. Participants in Group C were given a scenario in which the number of the words deleted was mentioned. After 26 classes, participants in all groups showed statistically significant improvement on their post-test. From the further analysis, in the lower ability group, clued dictation (Group B) was found to be more effective than the others. As a conclusion, he suggests that dictation activates the predicting-and-testing process of listening comprehension and it leads to a better understanding of the input.

2.2. Reading aloud

Reading aloud, a.k.a. *Ondoku*, is another popular language learning technique in Japan. This technique has been traditionally used in Japan either as a core or supplemental activity. Though it has been well known and widely used time after time among learners and teachers of English in Japan, it had another chance to be in the center of attention when some of Masao Kunihiro's works were published in the early 2000's. Even though it tends to be considered as an activity to practice exclusively phonological production in English, studies like the one done by Miyasako (2002) suggested that reading aloud could help learners develop "acoustic image" which increases efficiency in phonological processing of written input and thus have a positive influence on the English skills as a whole. He studied 33 high school students and investigated the correlative relationship between their ability of reading aloud and their English skills. The result indicated that reading aloud actually has a positive influence over the whole aspects of English skills including listening.

Kadota (2007) suggested that reading aloud would automates the phonological coding and internalize the new phonological features in reading skills, while this internalization occurs in listening skills with shadowing.

2.3. Shadowing

Shadowing has been used as a training methodology for simultaneous interpreters since the 1970's (Tamai, 2005). There was not much theoretical support provided for the methodology. In other words, those who employed shadowing did it based on their empirical intuition. However, since the early 1990's, many researchers, such as Tamai (2005) and Suzuki (2006), having provided copious theoretical support based on their studies. For example, Tamai (2005) examined 90 high school students and divided them into two groups (shadowing group and dictation group). He also divided each group of 45 students into three different groups depending on their proficiency level. After 50 minutes, 13 lessons, the result showed that the intermediate and beginner level students in the shadowing group improved significantly. He concluded that shadowing is effective for the lower level learners. Based on Baddeley's working memory and phonological loop hypothesis (1990), he suggests that shadowing seems to help the phonological loop in learners' working memory maintain the audio input longer and therefore enhance the chance for the input to be analyzed more accurately.

In some cases, even though the students look at scripts as they shadow, some teachers consider it shadowing. Additionally, some teachers stop the audio after each sentence or chunk to give the students a pause to repeat the script and still consider the activity shadowing. For this study, these types of activities were not considered shadowing. The participants in this study were neither allowed to look at the scripts nor provided pauses for repeating, which is presumably assumed to be cognitively less stressful for them. The participants repeated the

recording either simultaneously or directly afterwards, all without looking at the script.

3. Research questions

As it was mentioned in the previous section, extensive researches have been done to prove the effectiveness of shadowing, reading aloud and dictation. However, which one of the three techniques is the most effective in improving listening ability and which one of them is the most preferred by the learners have not been fully examined yet.

Based on this fact, two specific research questions were developed for the present study:

1. Among three techniques, i.e., shadowing, dictation and reading aloud, which one is the most effective in improving students' listening ability in a semester?
2. Among the above three techniques, which was the one most preferred by students as a class activity?

4. Methods

4.1. Participants

95 Japanese EFL learners at a university in northern Japan participated in the research. All the participants were native speakers of Japanese and they are first year students who take these lessons as a required foreign language education subject. The distribution of classes and students was as follows: dictation class (n=43); reading aloud class (n=18); shadowing class (n=34). The participants' English proficiency level varied from low-beginner to low-intermediate. Homogeneity among the three groups at the beginning of the study was confirmed at the $p<.05$ level for the three conditions, $F(2, 92)=3.09, p=0.60$. In addition, Heterogeneity among the three groups at the end of study was confirmed at the $p<.05$ level for the three conditions, $F(2, 92)=3.09, p=0.01$. See Table 1 and Table 2 for descriptive statistics.

Table.1 Descriptive Statistics for Pre-test

Class	<i>M</i>	<i>SD</i>	<i>N</i>
Dictation	40.86	7.03	43
Reading Aloud	39.64	4.79	18
Shadowing	39.47	6.32	34

Table.2 Descriptive Statistics for Post-test

Class	<i>M</i>	<i>SD</i>	<i>N</i>
Dictation	42.68	6.06	43

Reading Aloud	40.43	7.43	18
Shadowing	38.26	5.86	34

4.2. Material

In this study, three different listening practice techniques were conducted in three different classes. For the three activities, shadowing, dictation and reading aloud, a special material for each session and class based on the textbook, *English Firsthand 1*, which was used in the classes, was created. Twelve conversation dialogues and/or monologue statements from Unit 1 to 6 were chosen from the textbook, as well as two dialogues and/or monologues from each Unit.

Each material contained a vocabulary section, dialogue/ monologue section and Japanese translation of the dialogue/ monologue. The Japanese translation was added as the instructors assumed that it would be helpful for the participants to concentrate more on the sound and rhythm of English than on the content of the dialogue/ monologue. In each class, exactly the same content of dialogues/ monologues was used but the formats were different, as they were adjusted to each technique. (For the sample material, see Appendix)

4.3. Research format

There were two class sessions in a week. It means that there were thirty (30) class meetings in the semester, including the first class orientation and two sets of listening comprehension tests. Some introductory lessons were also conducted. Therefore, students ended up having twenty four (24) lessons focused on listening practice using one of the three methodologies.

When the listening practices were conducted, the last 15 to 20 minutes of an 80-minute class session was used. In fact, this practice time varied depending on the materials and also the students' mood. The following is how the three methodologies were employed in the practice sessions.

4.3.1 Dictation

For this study, dictation worksheets were prepared as mentioned. The students were asked to fill in the blanks as they listened to the audio script. The blanks were made mainly by deleting words or phrases which contain certain phonological features the learners tended to have difficulty listening, e.g., sound elision and sound linking. Each worksheet contained eight to ten blanks. The researchers stopped the recorded scripts after each sentence or chunk to create pauses for the students to write down their answers. The students usually were asked to try three times for each script.

4.3.2 Reading Aloud

The reading aloud technique was applied by asking the students to simply read aloud

the scripts which were adopted from the textbook three to four times after they did a practice activity. In the practice, they repeated the scripts phrase by phrase or sentence by sentence following the researchers' demonstration. For this activity, the scripts on the worksheets were reformatted because the original scripts in the textbook often had blanks for a gap-filling activity or were not even printed in the student book.

4.3.3. Shadowing

As mentioned earlier, the students were asked to do shadowing without looking at the scripts. They were required to shadow the recorded scripts with no pause. In addition, they did this practice in pairs. One of them checked to see if the other did shadowing well. If the person who did shadowing made mistakes, the partner was supposed to underline the words or phrases he/she failed to shadow on the worksheets and point out the mistakes to improve the partner's shadowing performance. Practicing this shadowing for approximately three or four times, they then changed their roles.

4.4. Test material

In order to measure the students' listening ability, sample TOEIC listening tests from "*New Official Tool for TOEIC test*" published by TOEIC Administration Committee in Japan was employed. The reason that the TOEIC test was employed was that it is presumably the most commonly used listening comprehension test in Japan.

The test consisted of seventy listening question items and they were classified into three different styles of questions, Part 1, Part 2 and Part 3. Although the actual TOEIC listening section has four parts and it lasts approximately 45 minutes, because of time restraints in an 80-minute class at the university, we only used from part 1 to part 3.

4.5. Data Collection procedure

The pretest was administrated at the beginning of the semester, and the posttest was administrated at the end of the term. Each test took about 45 minutes, including the distribution of the materials and giving directions. After each test, the mark-sheet was collected and scanned to mark the answers to collect the data. At the end of the semester, we also did a survey to investigate the students' feeling and preference for each listening technique used during the semester.

5. Results and Statistical Analysis

5.1. ANOVA

A 2 by 3 repeated measures ANOVA with the results from the two listening comprehension tests as a repeated measure and the three methods (dictation, reading aloud, shadowing) as a between-subject factor revealed no significant difference between the scores

of the listening comprehension tests, $F(1, 92)=.295$, $p=.589$. However the significant difference among the methods was observed, $F(2, 92)=3.203$, $p=.045$. Multiple Comparisons indicated that the mean score of dictation was higher than the one of shadowing ($p=.037$), although there was no significant difference observed between dictation and reading aloud or between reading aloud and shadowing. See Table.3 Table.4 and Table.5 for the details.

Table.3 Test of Within-Subject Effects

Source	Type III Sum of				
	Squares	df	Mean Square	F	$p<0.05$
Tests	9.106	1	9.106	.295	ns
Tests * Methods	87.652	2	43.826	1.418	ns
Error (Tests)	2843.794	92	30.911		

* $p<.05$

Table.4 Test of Between-Subjects Effects

Source	Type III Sum of				
	Squares	df	Mean Square	F	$p<0.05$
Intercept	269105.309	1	26105.309	5286.195	.000
Methods	326.143	2	163.071	3.203	*
Error	4683.461	92	50.907		

* $p<.05$

Table.5 Multiple Comparisons

(I)Method	(J)Method	Mean Differences (I-J)	Std. Error	$p<0.05$	95% Confidence Interval	
					Lower Bound	Upper Bound
D	RA	1.738	1.4163	ns	-1.636	5.112
	SH	2.903	1.1578	*	0.145	5.662
RA	D	-1.738	1.4163	ns	-5.112	1.636
	SH	1.166	1.4706	ns	-2.338	4.669
SH	D	-2.903	1.1578	*	-5.662	-0.145
	RA	-1.166	1.4706	ns	-4.669	2.338

* $p<.05$

5.2. Student Survey

At the end of the semester, the students were given a survey that asked the following questions. This was carried out to investigate their preference about the methodologies that they were asked to practice:

- 1) Did you like shadowing/ dictation/ reading aloud?
- 2) Why do you think so?

For the question 1, their preference was measured on the scale of 1 (the lowest) to 5 (the highest). As for dictation, 78% of the students indicated a positive impression of it and 22% of the students had a negative impression. 100% of the students had a positive impression of reading aloud. For the shadowing class, 84% of the students had a favorable impression of shadowing and 15% of the students answered the technique was unfavorable. Note that grade 3, which was supposed to mean neutral, was counted as a favorable result because when closely examined, the comments from the students who marked grade 3 were mostly positive.

A chi-square test of independence indicated that the students' choice of their preference level was not associated with the methods with which they practiced listening, $\chi^2(8, N=95) = 9.22615, p=0.324$. See Table.6 for the result of the survey.

Table.6 Survey Result

	1 (the lowest)	2	3	4	5 (the highest)
Dictation	0	9	12	15	7
Reading Aloud	0	0	6	7	5
Shadowing	2	4	8	12	8

For question 2, a variety of interesting comments from positive to negative from the students were elicited. In general, the majority of the comments indicate positive impressions no matter which methodology the students were asked to employ during the semester and there were few negative comments. Especially for reading aloud, there was no negative comment. The following is some of the comments.

1. Positive comments for dictation:

- As we did it every time, I realized my listening skill was getting better.
- Even though it is difficult, I can realize my weak points. It gives me more incentive to study.
- The more we do it, the more we can learn grammar and pronunciation.

2. Negative comments for dictation:

- ◆ It is too fast and I cannot follow it.
- ◆ I don't like it because I cannot do it.

3. Positive comments for reading aloud:

- I like it when I learned and realized how to pronounce the words I had already known.
- When I was able to read English fluently after practicing many times, I felt good.
- It was fun to read English paying more attention to pronunciation and accent.

4. Positive comments for shadowing

- I felt like I could improve my English skill.
- I like it because when I do shadowing, I feel like I am speaking English.
- It is difficult but it is worthwhile and fun.

5. Negative comments for shadowing:

- ◆ Shadowing made my brain tired. It was difficult to listen.
- ◆ When I cannot say it, I felt like I don't want to do it anymore.

6. Discussion

The aim of the present study was 1) to investigate the effect of the three techniques and see which one is best pedagogically, and 2) also to investigate which one of them is the most preferred by the students.

The result from the 2 by 3 repeated measures ANOVA revealed a statistical significance between dictation, which achieved higher average score on the post-test, and shadowing, which indicated lower average score on the post-test.

Considering this statistical result and the score gap between the pre- and post-test, it is suggested that dictation seemed to indicate stronger effect in improving the students' listening ability than shadowing in this study, although none of the three techniques could not successfully produce statistically significant score improvement. Therefore, the answer for the first research question is that there is a possibility that dictation could work better as a classroom activity to improve listening ability than shadowing.

There may be many factors involving with the statistical significance between dictation and shadowing; classroom atmosphere, students' motivation, teacher's instruction difference, the number of the students and the length of the research time. Setting aside these psycholinguistic and technical factors, we would like to discuss it based on a difference between them. Both of the techniques are listening activities. In these activities, subjects listen to the recorded sound and then they process and parse what they listened. After that they produce it in different ways; writing it or repeating it out loud, respectively. The biggest difference between them is whether the subjects can check and revise what they have produced using their grammatical knowledge. It is possible for dictation but not for shadowing. This might suggest that the checking process affects on improving subjects listening ability. As was suggested by Takeuchi (1997), dictation activates prediction-testing system and it plays an important role for improving subjects' listening ability.

In order to seek an explanation for the fact that all of three techniques failed to help the students achieve significantly higher scores on the post-test, the validity of the test material (TOEIC), which is used for the pre-test and the post-test, needs to be discussed. Although TOEIC is one of the most popular English proficiency tests in Japan and used all around the world now, it is a test for measuring English learners' global proficiency. Considering the fact that the students in this study belonged to low-beginner or low-intermediate level, TOEIC might have been too difficult for them and it was not suited to their level. Therefore we assume that it might not have been a valid test to reflect the effect of the three training techniques and to measure the effect of them in this study.

With respect to the subjects' preference to each class activity with the techniques, approximately 90 percent of the participants had a positive impression. According to the result from the chi-square test and the descriptive statistics of the survey result, all of the techniques were equally preferred by the students. Therefore, even though there is difference in the reasons for the students' preference for each technique according to their comments, it is suggested that there is no difference in the popularity of the three techniques.

7. Conclusion

Considering the fact that there might be validity failure in use of TOEIC to measure the students' listening ability, the findings in this study should not be generalized. Moreover, based on the student survey in which all three methods gained a favorable impression in general, it is suggested that the three techniques could be favored among university level students and worth trying for classroom activities.

Since there was no previous study investigating these methodologies in comparison, this study is meaningful as the first steppingstone despite the fact that there was no statistical significance observed.

For further studies, another test should be employed for higher validity to measure the subjects' listening ability. In addition, more specific definition for listening, e.g., measuring the ability to catch English sounds or the ability of listening comprehension, should be considered to design a better research format.

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Sample Worksheet (Reading Aloud)

Reading Aloud Training Work Sheet Unit 1-1 / Listening "Where are you from?"

[Words & Phrases]
 the Philippines: フィリピン which: どちらの、どの
 by the way: ところで program: プログラム、科目、コース
 grow up (成長 = grew up): 育つ sound(s) like ~: ~そである
 be excited about ~: ~に関して興奮している figure out: 理解する、答えを導き出す

[Reading Aloud Practice] (CD1-2)

A: I'm tired.
 B: Me too. I came a long way from the Philippines. I'm Marisa, by the way.
 A: Hi Marisa. Nice to meet you. I'm HeeSoon.
 B: So, you're Korean?
 A: That's right. I grew up in Seoul.
 B: I'm really excited about this summer. How about you?
 A: Oh, me too. Have you decided which program you're going to do?
 B: I'm going to build houses.
 A: That sounds like hard work.
 B: I guess it will be, but I really like that kind of thing.
 A: I haven't really figured out what I want to do.
 B: Come build houses with us. It'll be fun.
 A: That does sound like fun.

【日本語訳】

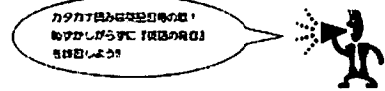
A: 疲れたわ。
 B: 私も。フィリピンからはるばる来たのよ。ところで、私はマリサ。
 A: ハイ、マリサ。はじめまして。私はヒースン。
 B: それじゃ、韓国人か？
 A: 当たり前。ソウル育ちよ。
 B: この夏を本当に楽しみにしているんだ。あなたは？
 A: ええ、私もよ。どのプログラムに参加するのかわめた？
 B: 私は家を建てるつもりよ。
 A: 大変そうね。
 B: そうなと思うけど、でも、私、その平のことが本当に好きなのよ。
 A: 私は、自分が何をしたいのか、まだよくわかってないのよ。
 B: 私たちと家建てに来なよ。楽しいわよ。
 A: 随分楽しそうね。

【発音とリスニングの豆知識①：日本語と英語の音の違い：カタカナ英語の正体】

日本語の発音：「子音＋母音」で1つの音節が形成される。例外は、「ん」だけだ。
 英語の発音：1つの音節に対して、複数の子音が前後に連なり1音節を形成することがある。

(例)りんご → RE・N・GO (3音節)
 strength → 子音+子音+子音+母音+子音+子音 (6音節)
 s t r e n g θ

英語の聞き取り・発音が簡単な人は、上のような単語に慣れたときに、[SU・TO・RE・N・GO]のように、存在しない母音を付け加えて日本語式の発音でその語を捉えようとしてしまうので、自然な英語を耳が受け付けないんです。また英語を聴んだつもりでも通じないということになります。カタカナ英語を避けるためには、余分な母音を入れて英語を聞き取りやすいようにすること。子音だけが連続したり、子音で語が終わったりするのを避けるようにしましょう。



Sample Worksheet (Shadowing)

Shadowing Training Work Sheet Unit 1-1 / Listening "Where are you from?"

[Words & Phrases]
 the Philippines: フィリピン which: どちらの、どの
 by the way: ところで program: プログラム、科目、コース
 grow up (成長 = grew up): 育つ sound(s) like ~: ~そである
 be excited about ~: ~に関して興奮している figure out: 理解する、答えを導き出す

[Shadowing Practice] (CD1-2)

A: I'm tired.
 B: Me too. I came a long way from the Philippines. I'm Marisa, by the way.
 A: Hi Marisa. Nice to meet you. I'm HeeSoon.
 B: So, you're Korean?
 A: That's right. I grew up in Seoul.
 B: I'm really excited about this summer. How about you?
 A: Oh, me too. Have you decided which program you're going to do?
 B: I'm going to build houses.
 A: That sounds like hard work.
 B: I guess it will be, but I really like that kind of thing.
 A: I haven't really figured out what I want to do.
 B: Come build houses with us. It'll be fun.
 A: That does sound like fun.

【日本語訳】

A: 疲れたわ。
 B: 私も。フィリピンからはるばる来たのよ。ところで、私はマリサ。
 A: ハイ、マリサ。はじめまして。私はヒースン。
 B: それじゃ、韓国人か？
 A: 当たり前。ソウル育ちよ。
 B: この夏を本当に楽しみにしているんだ。あなたは？
 A: ええ、私もよ。どのプログラムに参加するのかわめた？
 B: 私は家を建てるつもりよ。
 A: 大変そうね。
 B: そうなと思うけど、でも、私、その平のことが本当に好きなのよ。
 A: 私は、自分が何をしたいのか、まだよくわかってないのよ。
 B: 私たちと家建てに来なよ。楽しいわよ。
 A: 随分楽しそうね。

Read and Transcribe Repetly (音読練習)

【発音とリスニングの豆知識①：日本語と英語の音の違い：カタカナ英語の正体】

日本語の発音：「子音＋母音」で1つの音節が形成される。例外は、「ん」だけだ。
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英語の聞き取り・発音が簡単な人は、上のような単語に慣れたときに、[SU・TO・RE・N・GO]のように、存在しない母音を付け加えて日本語式の発音でその語を捉えようとしてしまうので、自然な英語を耳が受け付けないんです。また英語を聴んだつもりでも通じないということになります。カタカナ英語を避けるためには、余分な母音を入れて英語を聞き取りやすいようにすること。子音だけが連続したり、子音で語が終わったりするのを避けるようにしましょう。

お祝いの言葉

会長 神保 尚武

この度は、東北支部が30周年を迎えられたことをお祝い申し上げます。貴支部は、支部の発展のみならず全国の会員に対し大きな寄与をされてきました。

小生は、全国大会運営委員会委員長として1993年度に東北学院大学において開催された第31回全国大会に参加させていただきました。初めての大事な仕事で、大変有意義な経験をさせていただきました。その折に、カラオケで「青葉城恋歌」を覚えたのも収穫でした。

昨年2010年度には、第49回全国大会が宮城大学で開催され、会長として基調講演をさせていただきました。これも大変良い思い出となりました。その他にも2回ほど支部の研究会でお話をさせていただきましたので、東北支部の先生方には特別な親密さを抱いております。

本年は3月11日に東日本大震災が東北地方の太平洋岸を直撃し、みなさまのご心痛はいかばかりかと案じております。この苦難を乗り越え、今後とも手をたずさえあって、日本の英語教育をリードしていきたいと願っております。

大学英語教育学会そのものは来年2012年度に50周年を迎えます。本年度にはそれを記念した第50回国際大会を開催したり、「英語教育学大系全13巻」を刊行したりすることができました。このことはわが学会が、名実ともに日本国内の外国語教育問題のみならず、国際的な外国語教育問題を扱う組織に成長したと言えるでしょう。

東北支部のますますの発展と会員のみなさまのご活躍を祈念いたします。

JACET 東北支部設立30周年に寄せて

元支部長 畑中 孝實

JACET 東北支部設立の詳細については、支部通信 No. 16 & No. 23 を参照していただくことにして、今回は主にその時々々の裏話的な事柄をお伝えします。

東北支部設立の発端は、1967 年の第1回八王子セミナーにある。3週間にわたるセミナーで、その日のスケジュール終了後の話し合いは、講義内容にとどまらず日本の英語教育などについて夜遅くまで議論した。言うまでもなく、その中心となった人は小池生夫氏である。

1981年に東北の各大学の先生方の協力で支部設立の目安が付いたことを本部に報告した際に、小池理事から支部設立の会と全国大会を兼ねられるかという打診があった。その年は JACET 創立20周年に当たるので、記念の大会を東北でやってはという配慮があったのだろう。「生まれたばかりの赤ん坊は、直ぐには立てない」ということで、全国大会引き受けは不可なることを連絡したが、2年後の1983年の全国大会東北開催は支部役員全員賛成ということになる。

第2回目の東北支部担当の全国大会の基調講演者を西澤潤一氏にお願いに行った際に、「講演は英語でなくともよいのか」「講演だけでよいのか」と尋ねられた。本部との打ち合わせ通りの返答をしたが、西澤氏の英語を聞いたかったし、シンポジウムにも参加していただき世界的に高名な氏の活発かつ率直なご意見を伺いたかったと今思っています。

第3回目の全国大会開会式で、東北学院大学学長は歓迎の挨拶の途中で突然司会役の小生に通訳するようと言い出したので、直ぐ目の前におられた多言語話者のヘザー小竹さんに、その役をお願いしたところ、彼女は学長の日本語が聞き取りにくいということで、小生が再び通訳することとなった。後で基調講演者の D. Crystal さんは「芝居を見ているようだった」と笑っておられた。

健啖で酒豪の Rivers さんは、講演に先立つ長谷川支部長の挨拶がやや長過ぎたことに加えて、小生も彼女の紹介をしたものだから、はっきりといらいらしておられた。G. Leech さんの講演後に近くの少しさびれたカツ井屋の二階でパーティーをしたことがある。これが縁で小生が1999年の AILA で Leech さんの講演紹介と司会をすることになる。小生がロンドンから帰ってきて2年後、その年 Sir に叙され、また大作 C. G. E. L を出版された R. Quirk さんが、ハンブルグ大学の Gabriele Stein さん（彼女とはロンドン大学の Survey of English Usage で小生がよくお会いしていた）を同伴して仙台に来られ、講演後、松島に1泊された。C. J. Fillmore さんは仙台が最終地となる Japan Rail Pass を使って来られ、その Pass を小生に置いて行かれた。なお、東北支部を訪れた他の多数の著名外国人学者については支部通信 No. 21 をご参照ください。

今年、JACET の顧問と40数年間の会員を辞退したが、支部の発表会を福島、山形、岩手、秋田の各地で行い様々の人々とお会いし、多様な素晴らしい発表を聞いたこと、日本の至る所で開催された全国大会、あるいは世界大会などで会った内外の方々と親しくお付き合い出来たことは長く心に残る楽しみでした。

東北支部及び会員の皆さまのますますのご発展をお祈りいたします。

JACET 東北支部の歩み

元支部長 高梨 庸雄

JACET は 2012 年に創立 50 周年を迎えるが、最初の会員名簿ができたのは 1972 年である。当時はまだ全国的に支部組織が固まっていない頃で、東北から評議員として名前がでていたのは伊田友作、児玉省三、安井稔の三氏である（敬称略）。当時は英文学関係者が圧倒的に多く、次いで英語学、英語教育学はまだ正式な「看板」もかけていない時代であったが、その後の時代の変化を見れば、「英語教育学会」を立ち上げたことは先見の明があったというべきであろう。

東北に支部ができたのは 1982 年で、初代支部長は長谷川松治である。翌年、児玉省三が支部顧問となり、評議員に西村嘉太郎が加わり、1984 年に藤田孝、1985 年に畑中孝實が評議員として入り、支部活動も次第に活発になり、初夏に支部大会、師走の研究会の後に忘年会という行事が慣例になった。その間、JACET が社団法人になるまで、東北学院大学の土樋キャンパス（2 回）、泉キャンパスの計 3 回、全国大会を開催している。社団法人になってからは、昨年、宮城大学で開催されたことは皆さんもご存知の通りである。

少子化現象、教養課程の廃止、国立大学の法人化などの時代の変化の中で、教員養成系大学・学部・大学院が設置され、英語教育学の研究は広く深くなったが、必ずしも総合的な英語力の向上には結びついていない。それは研究機関であると同時に英語教員養成所でもある大学と英語教育の現場とが乖離していたことに原因があり、それを改善するために現職教員の大学院での研修が各県で始まったが、結果としてミニ研究者を増やすことにはなつたが、大学と現場の乖離を解消するまでには至らず、各地区に教職大学院が設置され、そのスタッフに現場のベテラン教諭を入れるように義務付けられている。

現在、JACET が直面している課題は、英語教育学を含む応用言語学のグローバル化への対応と国際的な語学力の基準に対して我が国の英語力の基準をどのように設定するかである。前者については 2011 年度の第 50 回記念国際大会で、以後、JACET の全国大会を国際大会にすることが決定されたので、今後益々、国際交流が盛んになることが期待される中で、東北支部としての国際化をどのように進めるか。海外から招く講師への謝礼も法外な金額でなく“国際的な謝金の基準”も必要である。

もう一つの課題である我が国の英語力の基準をどのように設定するか。CEFR のような国際基準に合わせるか、それともスキルごとに国内基準を別に設けるか。あるいは国際基準の数値(1, 2)の中にさらに国内基準を(+ or -) (++) or (--)の符号付きで埋め込む方式をとるか。TOEIC, TOEFL で上層を目指すグループとリメディアル教育の対象となる下層の英語力を一つのスケールで測るのは簡単ではない。

東北の過疎化に追い打ちをかけるような大地震・大災害の後で、支部の活動を活発にするには何が必要か。英語教育関連で社会的に求められている真のニーズは何なのか。教育現場とどう向き合うか。研究・研修の機会に恵まれない民間団体・個人のニーズをどのようにすくい上げるか。一同に会して話し合いたいものである。

支部活動の思い出

元支部長 幸野 稔

JACET 東北支部設立30周年まことにおめでとうございます。1981年の支部発足に向けて尽力された当時の諸先達のご労苦を偲び、心からお祝い申し上げます。

私自身は、1988年の高専から大学への転任を機会に東北支部研究企画委員を仰せつかって、支部活動にかかわるようになりました。支部総会や例会のほとんどは仙台で行われていたと思いますが、1990年代後半からは、秋田大学を始めとする地元の会員諸兄姉の協力を得て、年一回秋田でも例会を開催するようになりました。その折は、当時の畑中支部長や千葉事務局幹事もお出で下さって、ご指導をいただいたことが懐かしく思い出されます。

今世紀に入って、支部評議員を仰せつかりながら、貢献度の乏しいまま日々を過ごしていましたが、ある日高梨支部長（当時）から次期支部長を引き受けて欲しいという思いがけないお電話がありました。しばし考える時間をいただいて、同僚の支部会員に相談に乗っていただき、ぜひ引き受けるべきだという激励の声に背中を押されて、定年退職までの2年間支部長の任に就かせていただきました。その間、畑中理事、村野井事務局幹事、ならびに同僚の佐々木幹事から計り知れないご協力とご支援をいただきました。

支部長在任時の最大事業は、東北学院大学土樋キャンパスで行われた2003年度全国大会でした。本部と支部の役員をはじめ多くの方々からのご支援をいただきながら大会の準備を行ない、成功裡に開催することができました。同時に、はからずも同大会で、オーラル・コミュニケーション研究会編の共著書を対象としたJACET賞実践賞を、共著者とともに今は亡き田辺会長（当時）からいただいたことを、懐かしく思いだしております。

2004年3月役員会で次期支部長に元事務局幹事の千葉先生が選出され、私は後顧の憂い無く退任できました。その後、私の支部長在任時の懸案事項だった『東北支部紀要』は、千葉新支部長のご指導の下で、渡部編集委員長のご尽力により第1号が刊行され、私も共著者とともに寄稿させていただきました。隔年発行を経て、このたび第4号発行の運びとなったことを、歴代編集委員長のご労苦に感謝しつつ、心からお祝い申し上げます。

2006年12月の千葉支部長（当時）の突然のご逝去は、まさに愕然とする思いでした。JACETおよび本支部へのご生前の絶大なご貢献に感謝し、あらためてご冥福をお祈りいたします。悲しみを乗り越えて、小嶋現支部長のリーダーシップの下に、本支部員の皆様が教育研究に勤しみ、成果を上げておられることに心から敬意を表します。

最後に、慶事のご報告を申し上げます。2011年11月23日開催された小池生夫 JACET 特別顧問（元会長）瑞宝中綬章受章祝賀会に、私も出席してお祝い申し上げてまいりました。教育研究のみならず、わが国の外国語教育政策の立案に貢献されたご功績が高く評価されたものであり、皆様とともにお慶び申し上げたいと思います。福島生まれの小池先生は、2003年12月に秋田大学で行われた東北支部大会でのご講演の冒頭で「まもなく、雪の季節、このなかで暮す忍耐と春、雪解けのなかから雪割り草の花を見る思いは、その経験を経た者でなければ、わからないであろう」と語りかけられております。未曾有の大震災の中で海外からも賞賛された東北人の辛抱強さと健気を誇りとして、JACET 東北支部がなおいっそう発展されますよう心から祈念いたします。

30周年を記念して—協働的自律による発展—

現支部長 小嶋 英夫

大学英語教育学会(JACET)は、来年度(2012年)に創立50周年を迎えます。本年度は第50回記念国際大会が福岡で開催され、以後の大会は国際大会と称せられることになりました。一方、学会支部として関西支部に続き1981年9月に設立された東北支部も、初代支部長の長谷川松治先生から、畑中孝賢先生、高梨庸雄先生、幸野稔先生、千葉元信先生、そして現支部長へと、「東北における学術交流の受け皿としての責務を果たす」という設立時の目的を受け継ぎながら、いよいよ30周年を迎えました。昨年は、本部・支部通信でも紹介したように、第49回全国大会が宮城大学で開催され、実行委員をはじめとして多くの方々の尽力のお陰で大成功の大会となりました。学会のきまりから、東北支部の第30回目の支部大会は行いませんでしたが、大会テーマ、基調講演、大会シンポジウム、特別シンポジウムの設定等を本支部が企画・運営し、結果的に努力が報われました。JACETが日本を代表する学会として英語教育の改善・発展に資するべきとする理念を前面に出して、「明日の学習者、明日の教師—大学英語教育における学習者と教師の自律的成長」を大会テーマに掲げたことで、本支部の姿勢を全国に示すことができたと考えます。

甚大な被害をもたらした3月11日の東日本大震災、これによって順調に行われてきた仙台を中心とする支部活動ができなくなり、JACET東北は大きな痛手を被ってしまいました。宮城のみならず各県の支部会員の安否も大変気になり、本部からの問い合わせもありました。東北の各大学で、試験・式典の中止、授業開始の延期等が相継ぎ、正規の教育活動が危ぶまれる状況下で、支部としての活動を持続する余裕を失いかけてたりもしました。それでも、前年度に続きJACET賞選考委員会が東北支部を中心に運営されていたこともあり、関係者が呼びかけ合って連携し無事に任務を果たせたことは幸いでした。役員会の審議により、本年度の支部大会を7月から12月に変更し、復興しつつある仙台でまた開催できるようになりましたが、これまでも増して会員間の協働精神が支部活動を支える上で重要です。

ところで、若い新人会員が少人数ながら増えていることが歓迎される一方で、役員として長年貢献されてきている方々の高齢化、仕事量の負担増が気になるところです。JACET全体が世代交替の時期に来ていると言えるかもしれません。支部として今後学会活動を継続するためには、特に比較的若い会員が、新役員に仲間入りし、中枢を担うような活動経験を積みながら、研究を持続・発展できるような体制作りをすることが課題になると考えます。支部大会・例会への案内をお届けしますので、どうぞ遠慮なく連れ立って会場にお出でください。

最後に、ヨーロッパ言語共通参照枠(CEFR)やヨーロッパ言語ポートフォリオ(ELP)に見られる複言語主義、学習者オートノミーのコンセプト等を考えると、確固たる言語哲学・言語政策を欠く日本の外国語教育を見直す必要性を感じます。未来を担う日本の子どもたちのために、生涯学習を視野に入れた新たなことば教育の可能性を開拓できれば幸いです。支部会員の英知の結集と協働的自律によるさらなる発展を期して、今後とも着実に歩みを進めたいものです。よろしくごお願い申し上げます。

大学英語教育学会 50 周年記念誌発行の年は、東北支部にとっては 1981 年設立以降の 31 年目にあたる。この 10 年間は、活動が軌道に乗り個性が育まれた前 10 年間の支部の活動を引き継ぎ、地道に、より個性を磨く年月を重ねてきたと言える。1993 年に続いて、2003 年、2010 年には第 3 回目、4 回目の東北での全国大会が、それぞれ、東北学院大学及び宮城大学を会場に開催された。

長きに渡り東北支部をまとめて下さった畑中孝賢先生の後を受け就任された高梨庸雄支部長の後任として、2002 年度には幸野稔先生が支部長に就かれた。その後、故千葉元信先生の後を受け、現在、小嶋英夫支部長が務められている。

2007 年 1 月 8 日に宮城県名取市で告别式が行われた、千葉元信元宮城工業高等専門学校教授との支部活動での思い出は忘れることのできないものである。誠実で真摯な人柄から、誰にもまして信頼できる方だと皆が頼りにしていた。支部紀要の創刊を実現したことに加え、2006 年 7 月には、東北支部活動活性化の一策として北海道支部との合同支部大会を開いた。これは、今まで全国のどこの支部でも試みたことが無かったことであり、支部長としての大きな業績と言える。

東北支部通信は創刊号から毎年継続して発行されており、支部大会、支部例会の報告や新役員の紹介、活動予定などを中心に、支部会員を繋ぐ重要な役割を果たしている。2012 年 3 月には 37 号が発行される予定である。2011 年発行の 36 号は、3 月 11 日に発生した東日本大震災の後、広報委員が電気、水道、ガスがなかなか復旧しない中、本部と支部の会員に連絡を取りながら編集作業を進めたものである。会員ひとりひとりの詳しい状況を知ることが難しい中、郵送した支部通信が無事届いた事は大きな安堵となった。

この 10 年間の活動の中で記念すべき事柄のひとつは、支部紀要の TOHOKU TEFL Vol. 1 が 2005 年 10 月に発行されたことである。2008 年 3 月に Vol. 2、2010 年 3 月に Vol. 3 が発行され、2012 年 3 月には Vol. 4 となる。以下、2002 年度から 2010 年度までの支部大会、講演会、研究発表を掲載する (発表順序による)。

1) 2002 年度

村田年

「学習語彙の問題点と効果的な語彙指導」(講演)

村田年、高梨庸雄、梶原朋子

「語彙指導の理論と実践」(シンポジウム)

Dr. Hyun Bok Lee

“What is Wrong with Japanese English? — A Survey of English Pronunciation Errors —” (講演)

伊藤さつき、小嶋英夫、佐々木雅子

「英語科総括的評価の妥当性—最終成績は本当に英語力を反映しているのか?」(シンポジウム)

Prof. David Ingram

“Effect of Foreign Language Learning on Cross-cultural Attitudes” (講演)

2) 2003 年度

大津由紀雄

「小学校英語教育再論—批判にも応えて」(講演)

松原勝子

“Theory of Motivation: Individual Needs and Group Needs” (研究発表)

板垣信哉、勝又慎吾、久保田佳克

「英英辞書からの語彙推測の実証的研究—句定義と文定義の比較検討を中心に—」(研究発表)

小池生夫

「わが国の最近の外国語教育政策とその背景」(講演)

渡部良典

「わが国の外国語教育政策の今後の方向」(ディスカッション)

3) 2004 年度

神保尚武

「コミュニケーションと文法」(講演)

福地和則

「やっぱり文法は必要だ」(シンポジウム)

高橋潔

「明示的に教える必要のある文法・語法」(シンポジウム)

神保尚武

「文脈での文法 (Grammar in Context)」(シンポジウム)

4) 2005 年度

津江夏子

“The Influence of Language Environment and the Personality Factors on EFL Learners’ Willingness to Communicate” (研究発表)

Sara Cotterall

“Learner Autonomy and Culture: Universals and Specifics” (研究発表)

David E. Ingram

“Perceptions in Language Teaching” (研究発表)

成沢義雄

“Corpus Linguistics: Gender Reflected on English” (研究発表)

會澤まりえ、宮曾根美香

「小学校英語活動における課題—コミュニケーション能力育成の方向性をめぐって」(研究発表)

相澤一美

「テキスト読解と語彙学習」(講演)

5) 2006 年度

森住衛

「高等教育における英語授業学：その現代的意義と課題」(講演)

宮曾根美香、會澤まりえ

「小学校英語活動における外国人・非英語話者教師の意義」(研究発表)

小嶋英夫

「中・高等教育における英語教員の専門的資質能力を問う—教師教育の視点から—」(研究発表)

河合靖

「事例報告：北海道大学英語Ⅱ オンライン授業の試み」(研究発表)

倉内早苗

「主たる使用言語を英語とした授業における教員の補助的な日本語使用の効果—アンケートを通して学生の反応を探る—」(研究発表)

伊関敏之

「Brazil の音韻理論の有用性について—談話のイントネーションの英語教育への適用—」(研究発表)

内藤永、吉田翠、坂部俊行

「北海道内の社会人調査と事業所調査から見た英語のニーズ」(研究発表)

成澤義雄

“Corpus Linguistics: Technology Brings Revolution to English Teaching” (研究発表)

山崎敦子、斉藤早苗

「企業現場につながる英語とは？—製造とビジネス現場における ESP 実態から」(研究発表)

石川祥一

「下田歌子と外国語教育」(研究発表)

西堀ゆり、井上能孝、千葉元信

「北海道・東北「英語教育」事始め・・・そして今」(シンポジウム)

Ruth Kempson

“Language, Mind and Brain” (講演)

宮曾根美香

ロジックを重視したコミュニケーション能力の養成」(研究発表)

野村和宏

「英語スピーチ・コミュニケーションの指導—パブリック・スピーキング能力の効果的な育成をめざして—」(講演)

6) 2007 年度

日野克美

「大学教養英語の改革実践」(研究発表)

清水研明

「複線型修辭構造について」(研究発表)

内藤永、坂部俊行

「北海道の産業界における英語ニーズの実態調査—平成 18 年度実施の事業所インタビュー調査を

ふまえて」(研究発表)

岡田伸夫

「大学英語教育における英文法指導をめぐって」
(講演)

西原哲雄

「音律階層による重名詞句移動の分析について」
(研究発表)

Lucy Cooker

“Assessing Learner Autonomy in the SALC:
How Is It Done?” (講演)

森田光宏、富田かおる、本多薫、IRWIN, Mark

「山形大学 Town Sketch Podcasting: 静止画か
ら動画配信へ」(研究発表)

又江原裕

「英語は道具か、目標か」(講演)

7) 2008 年度

多田恵美

“Providing Real Life Experience in Classroom:
EFL Class with Contemporary Artists” (研究発表)

草薙優加

“Activating English Learners' Confidence and
Participation through Reading” (研究発表)

大井恭子

「思考力、判断力、表現力を育むための英語ライ
ティング授業」(講演)

香取真理

「日本語母語話者の文章要約過程と TOEIC リー
ディングサブスコアとの関係」(研究発表)

蔡少玲

“An Examination of the Applicability of the
Bilingual Asymmetry Model to Japanese:
Insight into Kanji-to-English and
Kana-to-English Translation” (研究発表)

Chutatip Chiraporn Yumitani

“Verb Forms and Independent Learners” (研究
発表)

8) 2009 年度

小嶋英夫、笹島茂、西野孝子

「英語教育における学習者と教師の成長」(シンポ
ジウム)

草薙優加

“Seeding Learner Autonomy by Montage
Activities: A Report from a University English
Conversation Course” (研究発表)

倉内早苗

「グループ活動を通して学生のリーダーシップを
育む授業実践」(研究発表)

勝畑田鶴子

「共通教育「英語」における英語学習方略可視化
のレメディアル効果」(研究発表)

Timothy Phelan

“To Fit In or Stand Out: The Challenges of
Being an English Teacher that Loves Japanese”
(研究発表)

9) 2010 年度

神保尚武

「英語教員の研修と評価の新しい枠組みを求めて
—教育委員会への調査結果に基づいて」(講演)

千葉克裕

「第2言語学習者のメンタルレキシコン—脳機能
画像法による検証とその課題—」(研究発表)

金子淳

「iPod Touch を活用した英語教育の可能性につ
いて」(研究発表)

10) 2011 年度

西原哲雄

「国際英語によけるリンガ・フランカ・コアの妥
当性について」(研究発表)

伏野久美子

「協同学習入門：理念と技法」(ワークショップ)
(富田かおる)

自律学習研究会

代表 小嶋 英夫

1970年代以降ヨーロッパ諸国の言語教育改革を目指してきた Council of Europe が主要な関心を寄せる学習者オートノミーは、異文化によって解釈に差はあるものの、今や言語教育を含む教育全体のゴールとして広く認識されています。CEFR や ELP における共通のコンセプトとして紹介されるにつれて、その教育的意義を唱える日本人教育者が増えてきているように感じられます。日本においては学習者が自己の学びに責任を持つこと、また学びの共同体における互恵的な相互依存を通して「生きる力」となる学習者オートノミーを育むことが期待されます。生涯学習の一環として言語学習を考え直すことも必要です。

学習者オートノミーと教師オートノミーの相互関係についてはどうでしょうか。学習者の自律的成長を願って日々授業改善を図る英語教師は、学習者とともに学びを分かち合い省察を繰り返す中で、自らのオートノミーの向上を自覚するはずで、生涯学習者として自らも学び続ける教師は、自律学習の意義を理解しているからこそ学習者オートノミーの優れた促進者になれるのです。世界的に教師の専門性が問われ、教師教育の目的が知識やスキルのみならず教師オートノミーの育成にもあることが認識されるにつれて、2つのオートノミーの相互関係が注目されてきています。

上記のような教育全体における今日的状況を踏まえて、自律学習(Autonomous Learning) 研究会は、新しい SIG の一つとして平成 19 年度に東北支部から誕生しました。現在は、東北支部内外の研究会員 6 名の登録があり、小規模ながら仙台・東京を中心会場にして活動中です。本研究会設立の趣旨は、日本の高等教育における英語授業の改善、指導者の専門職能開発とオートノミーの育成を図りながら、英語学習における学習者の自律的な成長を目指して、会員同士で協働的に研究活動を持続することです。会員の英語教育における専門性を配慮しながら、研究方法を創意工夫し、継続的に研究活動を展開できればと考えます。JACET に関わるこれまでの主な活動内容を下に紹介しておりますが、本研究会と同時に産声をあげた言語教師認知研究会との協働による活動も特徴となっています。この他に、国内外の学会が主催する研究大会における個人発表・シンポジウム参加も含まれます。

日本の英語教育が、「生きる力となるコミュニケーション能力の育成」をなかなか達成できない理由の一つは、学習者・指導者の「オートノミーの欠如」にあるかもしれません。「日本人学習者にとって自律学習とはどのような意義を有するか」、「オートノミーの育成を阻む要因は何か」、これらを自ら問いかける時、学習者も指導者ともに大きな意識改革を求められそうです。本研究会が全国の JACET 会員に認知され、多くの方々からご理解・ご支援をいただければと願っております。

Main Conferences and Events (2007-2011)

2007.10.13 <Invited lecture>

Lucy Cooker (Kanda University of International Studies)
"Assessing Learner Autonomy in the SALC: How Is It Done?"

2008.10.11 <Paper presentation>

Yuka Kusanagi (Akita Prefectural University)
"Activating English Learners' Confidence and Participation through Reading"

2009.7.4 <Symposium>(in collaboration with the Language Teacher Cognition SIG)
Theme: Learner and Teacher Development in English Language Education
Chair: Hideo Kojima (Hirosaki University)
Panelists: Shigeru Sasajima (Saitama Medical University)

- “Teacher-Learner Relationship in Language Teacher Cognition”
Takako Nishino (Hosei University)
- “Teacher Learning and Communities of Practice”
Hideo Kojima (Hirosaki University)
- “Autonomous Development of Learners and Teachers”
- <Paper presentations>
- Sanae Kurauchi (Aomori Public College)
“Fostering Students’ Leadership through Group Activities: Am I a Good Learner?”
- Yuka Kusanagi (Akita Prefectural University)
“Seeding Learner Autonomy by Montage Activities: A Report from a University English Conversation Course”
- 2010.9.7-9 JACET 49th Annual Convention at Miyagi University
Theme: Tomorrow’s Learners, Tomorrow’s Teachers: Autonomous Development in College English Language Learning and Teaching
- <Tohoku Chapter Event: Special Symposium 1>
Theme: Tomorrow’s Learners: Autonomous Development in English Language Learning
Chair: Hideo Kojima (Hirosaki University)
- Panelists: Masuko Miyahara (International Christian University)
“An Attempt to Foster Autonomous Learning: Evaluating Learning Materials in a Theme-Based Language Course at a Japanese University”
- Sanae Kurauchi (Aomori Public College)
“Toward Autonomous Learning through Cooperative Learning: Classroom Management Applying Group Activities”
- Yuka Kusanagi (Gunma University)
“Seeding Learner Autonomy through the Arts Approach”
- Commentator: Barbara Sinclair (Nottingham University)
- <Plenary speeches>
- Hisatake Jimbo (Waseda University)
“A New Framework of Initial Teacher Education, Professional Development and Evaluation for Secondary School EFL Teachers in Japan”
- Barbara Sinclair (Nottingham University)
“Autonomy in language Learning and Teaching: Fantasy and Reality”
- Simon Borg (Leeds University)
“Teacher Cognition and Teacher Autonomy”
- Kiyomi Akita (Tokyo University)
“A Socio-Cultural Approach to EFL Lesson Study and Teaching Professionalism”
- < Plenary symposium>
Theme: Tomorrow’s Learners, Tomorrow’s Teachers: Autonomous Development in English Language Learning and Teaching
Chair: Hideo Kojima (Hirosaki University)
- Panelists: Barbara Sinclair (University of Nottingham)
“Teacher Autonomy and Its Relationship with Learner Autonomy”
- Jo Mynard (Kanda University of International Studies)
“The Role of the Learning Advisor in Promoting Autonomy”
- Shigeru Sasajima (Saitama Medical University)
“EFL Teacher Cognition about Autonomous Language Learning in Japan”
- Simon Borg (University of Leeds)
“Teacher Research and Teacher Autonomy”
- 2011.12.4 <Workshop>
Kumiko Fushino (Rikkyo University)
“Introduction to Cooperative Learning: Principles and Techniques

TOHOKU TEFL
JACET 東北支部紀要
SUBMISSION GUIDELINES

A. Requirements

1. Contributors must be members of the JACET Tohoku Chapter.
2. Co-authors must be members of JACET, and the first author of a joint work must be a member of the JACET Tohoku Chapter.

B. Editorial Policy

1. *TOHOKU TEFL*, a refereed journal, encourages submission of full-length research articles or practical reports on EFL learning and teaching.
2. Papers submitted to *TOHOKU TEFL* must not have been previously published, nor should they be under consideration for publication in other journals.
3. All rights reserved. No part of this publication may be reproduced without the prior permission of the JACET Tohoku Chapter.

C. Guidelines

1. Full-length research articles or practical reports must be no more than 15 pages on A4 paper, including references, figures, tables, and appendices.
2. All manuscripts must be in English or Japanese.
3. All manuscripts are expected to have been proofread by a native speaker of the respective language.
4. All submissions to *TOHOKU TEFL* should conform to the requirements of the *Publication Manual of the American Psychological Association*, 5th edition.
 - Create a file in Microsoft Word (2000 or later) format.
 - Leave margins of 1 inch (2.5cm) on all sides of every page. There are 40 lines to a page.
 - Use 12-point Times New Roman.
 - References
<Examples>
Abraham, R.G., & Vann, R.J. (1987). Strategies of two language learners: A case study. In A.L. Wenden and J. Rubin (Eds.), *Learner strategies in language learning* (pp.85-102). Englewood Cliffs, NJ: Prentice Hall.
Anderson, J. R. (1985). *Cognitive psychology and its implications*. New York: W.H. Freeman.
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5. A manuscript should include: title (16-point, boldfaced); author's name (14-point) & affiliation (14-point, italic); abstract in English (12-point, no more than 200 words); and key words (12-point, no more than 5 words).
6. A cover sheet should include: title; author's name, affiliation, mailing address, telephone/fax number, & e-mail address; and research field(s).

<Research fields>

early ELT, English linguistics, English usage, ESP , grammar, immersion education, interlanguage, language policy, learner beliefs, learning strategies, lexicography, listening, motivation, pedagogy, phonetics, phonology, pragmatics, pronunciation, psycholinguistics, reading, semantics, SLA, sociolinguistics, speaking, syntax, teacher education, testing/assessment, vocabulary, writing, etc.

7. The submission packet must include: one original manuscript with a cover sheet; three copies of the manuscripts with no reference to the author; and one CD-ROM with the name of the author.
8. The complete manuscript should reach the chief editor no later than October 31 for publication.
9. Manuscripts which do not conform to the guidelines will not be considered for publication.
10. Manuscripts and CD-ROMs will not be returned.

日本語論文執筆要領

1. 字体は明朝体で10.5ポイント。
2. A4版横書き 横40字、縦40行で合計15枚以内。
3. 英文200語以内のabstractを添える。
4. タイトルは和文と英文を併記する。
5. その他の条件は英文の論文に準じる。

Contributors may use this template. (Space)

The Title Should Summarize the Main Idea of the Paper

(Space)

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Mirai University

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Abstract

(space)

The abstract should provide the reader with a brief preview of your study based on information from the other sections of the article. All abbreviations and acronyms need to be defined. Every sentence should be clear and informative. An abstract should be brief and not exceed 200 words.

(Space)

Key words: autonomy, critical thinking, learning style, motivation, teacher education

(Space)

1. Introduction (Language Policy)

(Space)

The introduction presents the problem being investigated and describes the research approach. When writing the introduction, the background to the study has to be described. While relevant literature should be presented, this does not need to be an exhaustive historical review. The intention is to show a logical continuity between earlier and current work. If controversial issues are included, this should be done fairly. The introduction should describe the purpose and rationale of the study. Once the research topic and related literature have been presented, this is then followed by an explanation of the research approach used to solve the problem.

(Space)

2. Method

(Space)

The purpose of the Method section is to describe how the study was done. Furthermore, the description should enable readers to determine the reliability and validity of the results obtained, as well as to replicate the study if necessary. This section is generally divided into labeled subsections, which usually describe the participants or subjects, the materials, and the procedure.

(Space)

1.1. Participants

The APA manual (2001) emphasizes that a description of the research subjects is needed so that the results can be evaluated and comparisons be made. The sample should be representative.

(Space)

1.2. Procedure

The subsection on procedure should summarize each stage of the research project.

(Space)

3. Results

(Space)

The data collected should be summarized in the Results section. A description of the data should provide enough detail to warrant the conclusions.

(Space)

3.1 Tables and figures

When describing the data, it is important to use the most appropriate medium to display the information clearly and economically. Summarizing the results and the analysis in tables or figures is generally preferable.

(Space)

Table 1. Correlations between the language and xxxxxxx

Case	Sub-item 1	Sub-item 2	Sub-item 3	Sub-item 4
1	1	3	4	2
2	1	3	4	2
3	2	3	4	1
4	2	3	4	1
Mean rank	1.9	3.1	3.5	2

(Space)

When using tables or figures, it is necessary to refer to all of them in the text. Figures should be numbered consecutively as they appear in the text.

(Space)

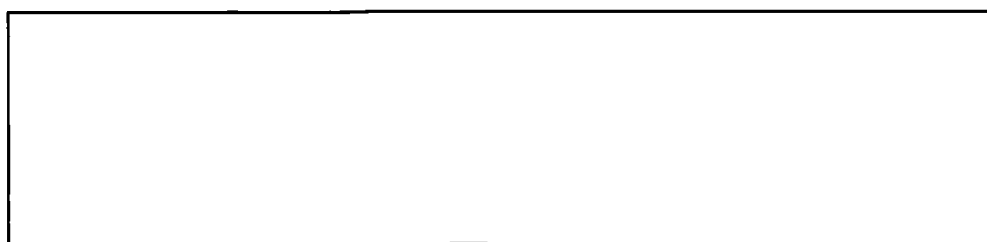


Figure 1. Comparison of English proficiency

(Space)

4. Discussion

(Space)

Once the results have been presented, these are then discussed in detail, particularly with reference to the original research hypothesis. The Discussion section should begin with a clear statement of support or nonsupport for the original hypothesis. It should also highlight the importance of the findings.

(Space)

5. Conclusion

(Space)

You are encouraged to conclude your paper with commentary on the importance of your findings. This section also describes the limitations of the study and provides suggestions for further research.

(Space)

References

(Space)

Anderson, J.R. (1985). *Cognitive psychology and its implications*. New York: W.H. Freeman.

(Space)

Appendix

(Space)

The APA manual (2001) suggests that it is preferable to place in an appendix material which would seem misplaced or distracting in the main text.

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CONTENTS

Professional Consciousness-Raising in EFL Teacher Education: Good Language-Teaching Characteristics, Plurilingualism, and Autonomy	KOJIMA, Hideo 小嶋英夫	1
The Arts Approach: One Potential Way to Develop Learners' Confidence and Attitude in English Speaking and Communication	KUSANAGI, Yuka 草薙優加	13
Shadowing, Dictation and Reading Aloud: Which is Effective?	KOJIMA, Satsuki 小嶋さつき OTA, Soichi 太田聡一	29
東北支部30周年に寄せて お祝の言葉	神保尚武	41
JACET東北支部設立30周年に寄せて	畑中孝實	42
JACET東北支部の歩み	高梨庸雄	43
支部活動の思い出	幸野 稔	44
30周年を記念して－協働的自律による発展－	小嶋英夫	45
支部の歩み 2002年～2011年		46
研究会紹介		49
Submission Guidelines		51