The Proceedings of

Teachers Helping Teachers
Seminar on Teaching Strategies for the ESL Classroom

College of Foreign Languages - Hue University
March 25 - 30, 2006

With the cooperation of
Japan Association for Language Teaching (JALT)

Introduction

It is with great pleasure, and a healthy dose of humility, that we offer this collection of papers based on our presentations at Teachers Helping Teachers inaugural event in Vietnam. Approximately 120 participants from Hue and surrounding areas were present for the presentations and workshops offered by fourteen teachers based mainly in Japan. We hope that the success of this year's event will stimulate interest in future events and that these proceedings will provide a springboard for further professional development throughout the language teaching community.

The papers have been loosely organized according to the schedule of presentations (see page 3). Each paper includes the original abstract that was submitted for consideration and readers will notice how some papers have diverged from the intended path. Personally, I believe this is preferred over sticking slavishly to some preconceived ideas when our thinking has evolved. The theme of this 5-day seminar was Teaching Strategies for the ESL Classroom and authors have attempted to include useful suggestions for implementing the various strategies as well as starting points for further exploration. We hope readers will find both encouragement and inspiration in the following pages.

Warmest Regards,
Brent A. Jones
Editor

Contents

Preface - THT Vietnam 2006 Proceedings

"The Sharing of Experience to Make a Better World"

By William M. Balsamo

The following collected proceeding of short essays reflect the high excellence of presentations given at the Hue International Seminar in March 2006. In total over thirty-five workshops and papers were given including an unscheduled panel discussion related to general relevant interests.

Although English was the medium language of the conference several presenters had themselves learned English as a second language. This added to the dynamics of the seminar and illustrated the importance of English as an international language.

The teachers and professors who presented at the seminar were mostly professionals working at Japanese Colleges and University. They came as volunteers with the conviction that working with teachers in developing countries is a vital and positive way to guarantee the future of any nation. However, although the presenters were based in Japan, most were not Japanese nationals. They came from Canada, America, England, Argentina, and Australia as well as Japan; countries with distinct and diverse histories and cultures.

Together the presenters brought with them over 300 years of teaching experience in the ESL classroom and many had worked abroad in several other countries thus validating their hands-on knowledge of language teaching.

Although these essays represent only a portion of the total program presented at Hue Teachers College, they underline the general atmosphere sustained throughout the seminar. The issues discussed here cover a wide range of current and traditional topics from developing reading skills to improving writing ability; all issues which confront the ESL teacher today.

These proceedings, therefore, document the content of the proposals and are available for anyone who may not have been in attendance. For those who did attend the seminar they stand as a record and reflection of the happenings of the seminar's activities.

Hopefully, the teacher-training seminar in Hue is only a beginning and will set both precedence and a standard for future cooperation between teachers dedicated to bringing excellence to their work. The teachers who have contributed to these proceedings are eager to dedicate their work to the growth of teacher education and through these proceedings their work may reach a wider audience.

Seminar Overview (Daily Schedule)

March 25	07:30 - 08:00	Registration
	08:00 - 08:30	Opening Ceremony
		Dr. Tran Van Phuoc, Rector

Morning Sessions

Presenter	Topic
William M. Balsamo	- Back to Basics: Using "PC" in the ESL Classroom - Pencil and Chalk - Creative Group Activities for the ESL Workshop
Ann Irish	- 40 or More Suggestions, Ideas, Concepts and Reminders for Teaching English to Vietnamese Students - Teaching English with Newspaper Articles

Afternoon Sessions

Presenter	Topic
Linda Martine	- Creative Ways to use Dictionaries in the EFL/ESL Classroom - Activities Highlight the Discourse Feature of Turn Taking in Discussions among Native English Speakers
William M. Balsamo	- Speech Activities for Second Language Learner - Using Newspapers to Reinforce the Four Language Skills

March 26

Morning Sessions

Presenter	Topic
Peter Grevstad	- PowerPoint for Teaching and Learning - Paraphrase and Summary using Newspapers: A Poster-Project
Linda Martine	- The Advantages and Disadvantages of Using Small Group and Pair Work in the Classroom
Ann Irish	- How Are We Similar? Enhancing World Understanding in the ESL Classroom

Afternoon Sessions

Presenter	Topic
	- Panel Discussion – ESL Trends and Issues *Balsamo, Irish, Jones, Palmer, Sheehan, Silva*
Peter Grevstad	- Literature Circles: A Four-Part Reading Activity

March 27

Morning Sessions

Presenter	Topic
Brent A. Jones	- Metaphors for L2 Teachers and Students - A Drama Approach and the L2 Classroom - Developing Public Speaking Skills
Roger Palmer	- Selecting and Adapting Communication Strategies
Joseph Sheehan	- The Inner Teacher

Afternoon Sessions

Presenter	Topic
Cecilia Silva	- Problem Posing Activities in Foreign Language Teaching - Task Design: Oral Interaction and Cultural Construction with Beginners
Ronald Klein	- Teaching Vietnamese American Fiction: Combining Language, Literacy and Culture - Creative Exercises for Creative Writing
Brent A. Jones	- Language Teaching as Artful Science

March 28

Morning Sessions

Presenter	Topic
Matthew Apple & Etsuko Shimo	- Learning Together, Teaching To Gather: Using Cooperative Learning Activities in Your Language Classroom - Portfolio Fun! Cooperative Assessment through Sharing Learning Process
Maggie Lieb	- Popular Music and its Role in the EFL Classroom
Joseph Sheehan	- The Process of Writing

Afternoon Sessions

Presenter	Topic
Marilyn Books	- Learning English via Activities
Nicholas Gromik	- Open Source Software, What Benefits Can They Bring Into The Language Classroom? - Film Editing In Contrast With Second Language Acquisition - From Authorware to Computers as Tools in the Computer Assisted Language Learning Classroom
Matthew Apple & Etsuko Shimo	- Cool Listening with Listening Strategies
Maggie Lieb	- Vocabulary Acquisition and Expansion for EFL Learners - Multiple Intelligences in the EFL Classroom

Day One (March 25) Papers

Back to Basics: Using PC in the ESL Classroom-Pencil and Chalk!!

William M. Balsamo
Himeji Dokkyo University

Abstract

In the age of computer technology and internet access it is time to get back to basics using PC, that is to say "Pencil and Chalk"! This presentation will focus upon a series of interactive and creative activities for the ESL Classroom which can be used with great success in spite of their simplicity. Often in the ESL Classroom the use of computers and word processors can serve as a barrier between the learner and the instructor What is needed today is a blended approach where technology compliments rather than overtakes a more traditional and personal approach. The activities demonstrated in this workshop are applicable to both small groups and larger classes and can be adapted to all levels of competency. They are also activities which touch upon all four of the language skills necessary for second language acquisition.

Introduction

The activities presented in this paper are designed for the ESL Classroom and require only pencil, paper, a little imagination and no technology. These activities are meant to supplement a textbook and are not used to replace a class text. They require no tapes, computers or advanced knowledge of technology. Being simple to execute, they can be upgraded or downgraded according to the level of the students. These exercises require involved participation and foster student creativity. They are often simple tasks which require problem solving thus engaging the students to think and interact with other members of the class.

Activity or Game

There are many educators who are opposed to using games in the classroom feeling that they waste time and offer little instruction. Therefore, rather than to call these games it is better to refer to them as activities. The purpose of these exercises is to engage the students in a task which involves listening to directions, following the instructions and executing the challenge.

When to Use these Activities

These activities can be used after a chapter of the assigned class textbook has been completed or as a transition from one unit of a book to another. They can also be used on special days when periods may be shorter or before holidays when students are released from instruction.

I have usually used these activities as a break from the regular routine of teaching. I also find

them useful to engage the students in group or pair work so that there is more interaction among them. Finally, I utilize them as a complement and not a substitute for regular textbook material.

Description of Various Activities

Listed below are several activities which can be used in a class with limited or no technology:

1. Jeopardy Game

This is based on a popular TV show.

How to play:

a. Divide the class into small groups of four students each.
b. Have each group choose a topic or category (popular categories for English class are; spelling, time, opposites, definitions, etc.)
c. Each group comes up with five questions and also the answers.
d. The questions are placed on one side of A4 sized paper.
e. The answers are placed on the opposite side.
f. The questions are given points in up scaled two digit numbers. (e.g. 20, 40, 60, 80, 100)
g. Class is divided into teams.
h. They alternate answering questions to gain points.

2. Drawing Pictures

Students draw a square on a piece of paper and the teacher dictates the contents of a simple picture. Objects to be included in the picture are simple figures which can be drawn by an amateur or someone with little artistic talent. (e.g. a house, a tree, a hill, a lake, etc.)

This exercise is useful in teaching prepositions since the students will be asked to draw by putting objects 'into', 'between', 'next to, etc.)

3. Active Group Dictation

Procedure:

a. Divide the class into groups of three students.
b. Dictate a passage of moderate length to the class.
c. Read it ONLY ONCE at natural speed!
d. After reading have the group members read what they have written to the other members of the group to reconstruct the passage.
e. Dictionaries can be used to correct spelling.
f. Groups exchange what they have written until the whole class has been able to piece

together the entire passage.

NOTE: This activity involves all four language skills; listening, speaking, reading and writing.

4. Storyboards

This activity requires students to draw a series of pictures which tell a story and then to narrate the story in English. Themes for a storyboard:

a. club activities
b. hometown
c. family
d. school
e. vacation
f. a movie
g. a song

Storyboards should contain at least four pictures.

ADDITIONAL ACTIVITY: After storyboards have been constructed and captioned some of them can be expanded into small five-minute plays or even filmed.

5. Word Activities: Odd Man Out?

Students draw the figure of four objects on a piece of paper. Three of the objects belong to the group. One does not. The class must decide which object does not belong and give the reason.

EXAMPLE: a. a bird b. an airplane c. a bee d. a dog

ANSWER: Be careful! Two choices are possible!

1. b - An airplane because it is not alive, It is a machine.
2. d - A dog because it cannot fly.

NOTE: Students have great fun with this activity and it enables them to formulate reasons.

6. Alphabet Vocabulary Practice

a. Divide the class in groups of three.
b. Give the students pieces of paper which contain single letters of the alphabet but excluding the vowels. Therefore, 21 letters excluding a,e,i,o,u.
c. The letters are place face down on the desk.
d. Each member of the group alternates choosing a consonant.
e. When finished each member of the group should have seven letters.
f. Each student makes up words with the letters using only the letters he has chosen.

g. Vowels are FREE. He can use as many vowels as needed to make a word, but he is confined to use only the consonants he has chosen.
h. Students try to make as many words as possible.
i. Dictionaries may be used.

7. Alphabet Sequences

Have students create a sequence of five letters, numbers or geometrical figures. Then have the class guess the sixth in the sequence. For example:

1. A 2. E 3. F 4. H 5. I 6.__?__

Guess the next in the sequence is not the object of this activity. Explaining why is what is important. Students enjoy this activity very much.

8. Tell Me.....

a. Divide the class into groups of three or four but not more.
b. Each group has two piles of cards in front of them
c. One pile of cards contains the 26 letters of the English alphabet
d. The second pile contains questions pertaining to categories. (e.g. “the name of a fruit”, “something you take to the beach.”)
e. The students go through the two piles choosing a letter and a category and must make a match.
f. For example, if the letter ‘T’ is chosen and the category card says “something found in the kitchen” the answer would be “a toaster.”
g. Students may use dictionaries
h. This exercise is good for vocabulary practice.

Prof. William M. Balsamo has been teaching in Japan for twenty years. He is the founder of Asiahelp and has organized Teachers Helping Teachers, a group of teacher volunteers who conduct teacher training seminars in developing countries. He is also the president of the Himeji JALT Chapter and the editor of Himej JALT News. In addition, he has written several college textbooks currently in use in Japan.

Creative Group Activities for ESL Workshops

William M. Balsamo
Himeji Dokkyo University

Abstract

An ESL workshop can provide the atmosphere for a creative learning experience for small groups in a relaxed atmosphere. In this presentation I will demonstrate several individual and group projects which can be used in workshops to engage the student in the creative process and can challenge the students to become autonomous learners. Some of the activities involve the making of travel brochures, the creation of flash cards and the designing of board games to suit every occasion. All of these activities should be spread over a period of several weeks and involve extensive planning and design. Complete projects can be displayed at school festivals to reinforce the students' sense of accomplishment. Projects can be adapted to various levels of competency and the general language ability of the class.

Introduction

Over the past years I have conducted workshops with students which are part of the elective curriculum. They are intended as informal class gathering with certain objectives to be completed by the end of a term. While difficult to clearly define in itself a workshop is an opportunity for both students and teachers to work collectively on a project using the language skills acquired in other classes.

Rather than defining a workshop I prefer to list several characteristics which they may share in common. A workshop may be:

1. An elective class which meets once or twice a week.
2. A club activity which meets after classes.
3. A group which has a specific goal which involves creativity.
4. A class where the four language skills are used but the members are focused on completing a project rather than passing an exam.
5. A group whose size may ideally be less than ten students.

Grading, Size and Atmosphere:

The grading in a workshop should not be based on test results but rather on the participation and attendance of the members. The size of the class, therefore, should be small and allow for plenty of interaction. The class, furthermore, should be divided into groups of there or four students to allow for greater participation.

In a workshop the atmosphere of the class should be informal and less academic. The focus

on activities should be on the completion of a designated project and not the pursuit of high TOEIC or TOEFL scores. Less academic, however, does not mean that learning is not accomplished but the context of the class requires interaction among students and between students and teacher.

Extended Activities and Class Projects:

The activities of a workshop are usually spread over a period of several weeks and may even last a term. The teacher should model the activity and present samples of work done by former students. This gives the students a clear view of what is expected of them. The role of the teacher is crucial to the success of a workshop. The teacher should play an active role in supervising the work in progress and give direction to make sure the class understands what is expected of them.

The students, therefore, should be kept on a strict time schedule. Once student projects are completed they should be displayed either at a school festival or on a bulletin board for the rest of the school to see. It is important for students to have their work on display. This not only reinforces self-esteem but also encourages other students to join future workshops.

Creative Projects for Workshops

Below are listed eight projects which can be used in an English workshop. I have also included the necessary steps to be followed for the completion of the task

Project 1: Brochures of Hometown

1. Students collect brochures of hotels, restaurants, cities, resorts, vacations.
2. The brochures are analyzed for content and design.
3. A list is made of items included in a brochure: e.g. maps, telephone numbers, websites, food, accommodation, entertainment, etc.
4. Students use the brochures as models but create their own brochure of their hometown.
5. The class can be divided into groups of students who share the same hometown for brainstorming but each student is responsible for his own brochure.
6. Allow several weeks for completion of project.

Project 2: Puzzles and Riddles

1. In Japan a riddle is called a *nazo nazo*. One person gives clues and the others guess the object being described.
2. Students select an object and four clues are given.
3. The clues given should include words which have more than one meaning. E.g. trunk,

bark, keys, ring, pedal, etc.

4. Each clue should be in the first person. E.g. " I can swim but I am not a fish...."
5. Students prepare cards. On one side is a picture of the object and on the other side are the four clues.
6. Each student prepares four riddles and is asked not to show the other members of the class.
7. When completed the riddles can be shared in class.

Project 3: Jazz Chants

1. Practice several jazz chants with the students to familiarize them with the rhythm and form.
2. Beat out the rhythms of each chant.
3. Divide the class into small groups and assign them a jazz chant which they practiced in class.
4. Have the students change the words while maintaining the rhythm.
5. Have each group teach their chant to the class.
6. Percussion instruments can accompany their work. E.g. drums, cymbals, chimes, etc.

Project 4: Board Games

1. Introduce several board games to the students. (Many games involve dice, and information cards and moving back and forth in spaces.)
2. Divide the class into groups and have them play the game.
3. Using the game as a model assign the project for each group to design a game of their own.
4. Students need to design the board and accessories, make up the rules and supply directions.
5. Once completed the games can be featured at special class festival days.
6. Since this is an ambitious project allow several weeks for completion.

Project 5: Designing a Children's Book

1. Collect several children's books for different levels and age groups. Many of these books are about words and sounds and are interactive.
2. Display them to the class and describe the different features.
3. Once again divide the class into groups and have them choose a book which appeals to them.
4. The group designs a children's book using the book they have chosen as a model.

5. This project involves a lot of planning. Students will need several weeks to complete the project. Completed books can be displayed in the school library.

Project 6: Creating Surveys and Interviews

This is a comparatively easy project which involves little more than pencil, paper and collation of responses.

1. Divide students into groups and have them choose topics for a survey. Ideally each student should have a different topic for their survey.
2. Topics should reflect student interest.
3. Each group brainstorms questions for the survey or interview. A list of 15 to 20 questions would be maximum.
4. Distribute surveys among the students and later collate the results. Interviews should be done individually.

Project 7: Disc Jockeying

1. This project will depend upon the school situation and approval from the administration.
2. If approved, it can be challenging and fun.
3. Once a week during the lunch period the workshop class presents a program of music, interviews and commentary which lasts a half hour.
4. Students plan the program, choose the music and write the commentary.
5. This project requires rehearsal and planning as well as students who can express themselves verbally in English.
6. The program is broadcast over the school's intercom system.

Project 8: A Class Newspaper or Bulletin

This project requires a lot of planning and group work.

1. Introduce the varied features of a newspaper (e.g. Interviews, editorials, general news, comics, book reviews, film reviews, photos, etc.).
2. Divide class into groups and assign one of the features to the group.
3. The group gathers material for their article.
4. The material of each group is collated and assembled.
5. The workshop newsletter need not be in competition with a school publication.
6. A newsletter of four pages appearing four times a year is sufficient but depends upon level and size of the group.

40 or More Suggestions, Ideas, Concepts and Reminders for Teaching English to Vietnamese Students

Ann B. Irish
Vashon Island High School, Vashon, WA, USA (retired)

Abstract

A hodge-podge of pointers to keep in mind when teaching English will be presented in this workshop. Different ideas will relate to grammar, common expressions, vocabulary study, pronunciation, teaching strategies, etc. Examples and explanations will be offered.

Workshop participants will be asked to describe ideas they have found especially useful. The participants may take notes on ideas presented by other teachers at the workshop.

A few examples of pointers that will be included:

1. *Teach verb phrases as well as verbs.*
2. *Have students practice using a rising pitch at the end of question sentences (in order not to sound impolite).*
3. *Encourage students to make vocabulary cards to study new words.*
4. *Be confident! As a native speaker of Vietnamese and not a native English speaker, you are better able to understand why your students have problems with certain concepts.*

A list of more than 40 suggestions will be available.

40 or More Suggestions

The ideas considered in this workshop touched on many aspects of teaching English, from developing students' confidence to improving their skills in listening, speaking, reading and writing. Here is a sampling of the ideas discussed.

Some of the suggestions presented in the workshop involve using materials, such as flash cards or items from the United States that might be helpful in lessons. The session was opened with a demonstration of some of these.

Students should be encouraged to make flash cards to study vocabulary. The cards can include details such as pronunciation, irregular noun plurals or verb tenses. Teachers can point out that students can keep a small pack of cards, fastened by a rubber band, in a pocket, so that it can easily be pulled out and studied when the student has a free minute or two. Students should study the words in both directions, from Vietnamese to English and from English to Vietnamese.

In order to avoid dependence on the students' native language, a teacher can gather pictures to represent vocabulary words. Using pictures in drills means that the student can relate a word directly to an object or idea without the interference of his or her native language. Simple drawings can represent action verbs, adjectives and nouns; if the image does not indicate a clear object, the teacher can point out its meaning in the students' language the first few times it is shown. Such pictures can be used effectively for very short drills between other exercises in class. The pictures can be used to drill specific grammatical structures such as verb endings and noun plurals. Teachers can create signs or flash cards to use in similar drills, representing numbers large and small, time of day, years, and amounts of money.

Newspaper advertisements, restaurant menus, labels from food packages and cans, ferry and bus schedules, maps, travel brochures and other such items from English-speaking countries often capture the students' interest. Such items can be used to create lesson plans.

Should familiar English nursery rhymes, fables and proverbs be included in the curriculum? Yes; they are important because they are part of the cultural knowledge of native English speakers, and references to them occur in literature and daily life. The internet is a good source of these familiar English sayings.

Tongue-twisters may be used for pronunciation practice, especially the most well-known ones such as "Peter Piper." Teachers can also create their own tongue twisters to emphasize sounds that are particularly troublesome for their students. Tongue twisters, too, are easily found on the internet.

In some languages which frequently use negative questions, answers are constructed differently than in English (Example: "Aren't you going to school today?"). In English, the answer is either, "Yes, I'm going to school today" or "No, I'm not going to school today." In languages including Japanese and Vietnamese, correct answers would be "No, I am going to school today" or "Yes, I'm not going to school today." For native speakers of such languages, developing the ability to answer negative questions in English is extremely difficult and must be practiced and practiced and practiced, because negative questions are extremely common in English.

Teachers should make sure that students are aware of alternative ways in which some information is commonly expressed in English. An example is the time of day; for example, 1:45 is heard either as "one forty-five" or "quarter to two."

When using Vietnamese-English dictionaries to find the English equivalent of a Vietnamese word, students should try to ensure that they have chosen the correct English word by checking its meaning in an English-Vietnamese dictionary.

Teachers might notice that none of the American coins includes the digit that indicates its value, only spelling out the word that represents it. Thus students might be taught the words cent, dime, quarter, half dollar and dollar.

These are just some of the ideas that were presented or discussed in this workshop. Many of these are no doubt already used by many teachers; the workshop is meant to remind teachers of what can be done with simple exercises. The list of suggestions made available to the workshop participants contained 61 items and ended by pointing out that learning another language gives one another soul.

Dr. Ann Irish, a retired American high school teacher and published author, taught English, political science and Japanese in the United States. She has also taught English in Japan. She has offered presentations on teaching English both in Japan and Bangladesh, and in the United States has given presentations on Asian culture.

Teaching English with Newspaper Articles

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Abstract

This workshop will consider how to use a short, noncontroversial newspaper article on a subject that should interest students, in order to enhance their interest in and command of English. Different approaches to be used with students who have different amounts of knowledge will be developed, and examples of newspaper articles to use will be given to teachers attending the workshop.

Some exercises to be explored include:

1. *Teacher dictating the article to students.*
2. *Students reading article aloud*
3. *Students rewriting article in their own words*
4. *Teacher quizzing students on article content*
5. *Students paraphrasing article to other students*
6. *Students identifying who, what, where, when, and why*
7. *Student groups discussing article*
8. *Teacher testing students on important new words they learned from the article*
9. *Teacher using the article as the basis for a discussion of cultural implications that the article brings to mind*

--- and other ideas ---

Introduction

Newspaper articles are examples of "real world" English rather than textbooks created specially for the learner. Using the articles can provide a welcome break in the ESL curriculum. These days, many newspapers are available on the internet, making it easier to find suitable articles to use. Also, local English language newspapers exist in many countries where the native language is not English, especially in Asia.

Among the simple articles found in some newspapers are restaurant reviews. Perhaps especially interesting are descriptions of restaurants featuring the cuisine of the students' country in an English-speaking city.

Perhaps the teacher can find an article about the experiences of a compatriot of the students in an English-speaking country. An obituary of a person who emigrated from the students' country might be interesting.

Articles from students' newspapers—high school or college—can interest students. Even some of these newspapers are on the internet.

Teachers can adapt articles when it would be useful, simplifying the language or shortening the article.

One article discussed during the workshop involved an American professional basketball player describing her experience playing the game in Spain. She commented to the reporter that she "learned a lot about cultural differences" and also that when she arrived in Spain she knew little Spanish. As a result, she felt that people "thought I was stupid." (Seattle Times, March 7, 2006) Her observations could encourage students to work harder to learn a foreign language. Discussing this article in Vietnam, however, led to an unexpected difficulty. The workshop participants were not very familiar with basketball.

Another sports-related article might interest Vietnamese students because it tells of an American athlete's visit to Vietnam. Professional baseball player Danny Graves, whose mother is Vietnamese and father American, was born in Vietnam but brought to the United States as a very young child. During his visit, Graves wanted to interest Vietnamese people in baseball (Seattle Times, Jan. 18, 2006). Because the sport is not well-known in Vietnam, however, this article did not produce a lot of interest among workshop attendees. Both these articles illustrate problems that can arise when using articles about sports.

On another subject, a different article discusses the problems government officials can have in international meetings because of a lack of knowledge of foreign languages. Siberian officials have been ordered to learn a foreign language, the article reports, and top officials in Turkmenistan were recently ordered to learn English in six months or lose their jobs! (Guardian Weekly, Feb. 17, 2006) In this article was a name a native English speaker did not know how to pronounce: Saparmurat Niazov. Perhaps the article might help motivate students to learn English, though.

Another article made available to the participants described the destruction of wetlands in Brazil (Seattle Times, Jan. 13, 2006). This article could be especially useful because it deals with a problem of worldwide significance and because it happens to contain especially useful vocabulary (except that students may not need to know the specific words for the animals mentioned in the article as being under threat: jaguars, anteaters, tapirs and crocodiles; the

teacher might decide to translate these words for the students).

Imaginatively used, newspaper articles can serve many purposes in an ESL class. Many different kinds of exercises can be based on use of newspaper articles. The simpler ones include dictation by the teacher, and reading, silently or aloud, by the students—for meaning, pronunciation, fluency or all of these. Newspaper articles lend themselves well to group work; students can discuss the meaning of an article among themselves, encouraging each other. Newspaper articles can also be used to help students build vocabulary and for dictionary practice. Ways to use articles are practically endless.

Both in learning to write well and in reading for understanding, American students learn the importance of who, what, where, when and why in informative writing. A short newspaper article can be an excellent source of this information. In class discussions, writing assignments and exams, students can be asked to identify the five w's in a newspaper article. This exercise can help them develop writing and comprehension skills both in Vietnamese and in English.

Dr. Ann Irish, a retired American high school teacher and published author, taught English, political science and Japanese in the United States. She has also taught English in Japan. She has offered presentations on teaching English both in Japan and Bangladesh, and in the United States has given presentations on Asian culture.

Creative Ways to use Dictionaries in the Classroom

Linda Martine
Himeji Dokkyo University

Abstract

Many teachers seem to feel that their students can be too dependent on their bilingual dictionaries and use them too much to translate word for word. However, there are ways to use these dictionaries in the EFL/ESL classroom as a means to foster collaborative learning and help students to take responsibility for their own learning. This workshop introduced some techniques I have used to help my students use their dictionaries to make their vocabulary learning more meaningful, memorable and communicative. During the workshop, participants were asked to take part in activities using these techniques, which can be adapted to suit any level of learner and are most suited to junior high school age learners to adults.

Introduction

Native speaking teachers seem to be divided on the issue of students using bilingual dictionaries in the classroom. There are many factors involved in this debate, which include students being too dependent on dictionaries for direct translation and the limited amount of information most dictionaries display about how native speakers use language items. However, some of the assets of bilingual dictionaries are also explored. These include the difficulties students experience using monolingual dictionaries and how, when used creatively, bilingual dictionaries can be effective learning tools. This workshop examined some of these issues in detail and then introduced some techniques I have used to promote learner autonomy in my classes, to enhance the acquisition of new vocabulary and promote the responsible usage of bilingual dictionaries

The Detriments and Assets of Bilingual Dictionaries.

Some of the main arguments against the use of these dictionaries are they encourage students to translate from the L1 to the L2 and vice versa instead of encouraging students to try and think in the L2 (Thompson, 1987). Thompson (1987) also maintains they support the idea that there exists a one-to-one correlation between the two languages. Furthermore bilingual dictionaries often do not provide a very accurate description of how the L2 word is used in real life language or how frequently it is used by native English speakers. An example of this is the word “and”. This word is the second most frequently used word in spoken North American English (McCarthy, McCarten and Sandiford, 2005). However this type of information is rarely given in many dictionaries. These are just some of the complaints many

native English speaking teachers make about bilingual dictionaries. However there are always two sides to every debate. Now I will examine some of the assets of using bilingual dictionaries in the classroom.

Many teachers seem to favour the use of monolingual dictionaries in their classes rather than allow students to use bilingual dictionaries. However, research done by Nation (2003) on learning vocabulary has shown that for students to use a monolingual dictionary easily they need to know at least 2000 words in English. Furthermore, Nation (2003) concludes students do not achieve this until after 5-6 years of language study. Therefore it is no surprise that surveys done on how students use dictionaries; show that they prefer bilingual dictionaries (Laufer & Kimmel, 1997; Atkins & Vanantola, 1997; Baxter, 1980). Considering the fairly recent movement in language teaching to promote the concept of learner autonomy, it seems important to me to pay attention to what the students want regarding the way they learn English.

In addition, Wen and Johnson (1997) did research on what good language learners do to learn effectively. They found that these students frequently used bilingual dictionaries but they used them constructively. As Brumfit (1985) strongly states about dictionary usage; "...they are the most widespread single language improvement device ever invented. We can not prevent our students using them, but we can ensure that they are used wisely." (Preface, p.v)

Dictionary Components and Activities

Atkins (1985) explored thirteen components, most or all of which are often a part of dictionary entries. For the purposes of this workshop, I isolated 3 of these components and devised activities for my students to do that would encourage them to actively notice these worthwhile components in their bilingual dictionaries. These components are:

a. Details of the parts of speech to which the head word is connected,
b. Indications of style and register, and
c. Exemplification of usage, including collocations.

Details of the parts of speech to which the head word is connected

I feel that this is a useful component to draw to my beginner level students' attention. Words in English frequently have two grammatical functions; a word can be used as a noun in some sentences and a verb in others. For example; the word fudge can be used as an uncountable noun for the food, and a transitive verb "to avoid giving details or a clear answer about something"(Collins English Paperback Dictionary, 1983, p.323). I've found that my lower

level students frequently knew one function of the word but often not both. To raise their awareness of this concept I often use an activity I call word lists.

To introduce the activity I put example sentences on the board to illustrate how a word can act as both a noun and verb. Then the students are put into groups, making sure that at least one student in each group has a dictionary. One person in the group is designated as the official group writer and the students, using their dictionaries, make a list of English words that can be used as both a noun and a verb. In order to stimulate students and inject an element of fun into the activity, students are given a time limit of 3-5 minutes to make the list. The group with the longest list at the end of the time limit is the winner.

Indications of Style and Register

One thing that most students desire in their language acquisition is to sound like native English speakers. One error that even the best language learners frequently make is to use the wrong register, often utilizing formal language when, at least in speaking, the informal forms are usually used. So to help my intermediate level students become aware of register I use an activity I call categories.

Simple examples of formal and informal language usage are put on the board and students are asked to identify which is which (see Appendix 1). They are then asked why the different registers are used in each of these conversations. In dialogue 1 the conversation is between two friends so informal language is used. In dialogue 2 the conversation is between senior and junior employees therefore more formal language is used. The students are put in groups, ensuring that at least one student has a dictionary, and are given a hand out (see Appendix 2) asking them to put the various words and phrases into the correct category of formal or informal language. One thing to note here is that the hand out prepared for this workshop (Appendix 2) was deliberately made quite difficult because the participants were themselves experienced language teachers and/or very high level language learners. Hand outs used with my students were graded to match their language level so that the activity proved challenging but not too difficult.

Exemplification of Usage, including Collocations

The concept of collocations or word friends is important for students to be aware of, therefore one activity I often use with my higher level students to review vocabulary and reinforce the idea of word collocations is based on quiz game shows.

An appropriate number of previously studied vocabulary words are prepared before the class,

one word per student. The students are put into small groups and given their list of words. For example a group of five students will be given a list of 5 words. They are informed that they are going to make a quiz for their classmates and later they will conduct the quiz in class. The students must be told not to show their word lists to anyone outside their group. Next I model how to organize their quiz on the board with a simple example. The students then make collocations for each of their words on their lists, one true and 2 false. It is important, at this stage, to encourage them to be creative and not to make it too easy. When all the groups have finished making their quiz questions and answers, have them quiz each other. Each correct answer earns their team a point. The group with the highest points is the quiz champion.

Conclusion

These are just a few activities to illustrate how I have had my students put their dictionaries to creative use in the classroom, while at the same time making the vocabulary they have learned more memorable and vocabulary learning more fun. I believe that bilingual dictionaries when used appropriately are a good language learning tool. The dictionary has been much maligned by many language teachers. However, as Brumfit (1985, Preface, p.v) so eloquently says; "All members of the language professions will benefit from greater understanding of our key institutions, and the dictionary is probably the most taken for granted of all these."

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Appendix 1: Dialogue Examples

Dialogue 1

Jack	Susan
Q: Are you going to the party on Saturday?	A: Yeah, of course I am!!

Dialogue 2

Mr. Tanaka	Mr. Kwan
Q: Are you going to the meeting at head office tomorrow?	A: Yes, sir, of course I am.

Appendix 2: Creative Ways to Use Dictionaries: "Categories"

Put the following words or phrases into the appropriate category of informal or formal:

yucky, coward, have/take a crack at something, sassy, stop being enjoyable, yeah, unpleasant, begin to sleep, chicken, try to do something, disrespectful, go/turn sour, measly, freak, old fashioned and funny, someone who is very interested in something , yes, nod off, corny, small and disappointing amount

INFORMAL	FORMAL
- yeah	- yes
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-

Speech Activities for Second Language Learners

William M. Balsamo
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Introduction

One of the most difficult classes to teach in Japan is one which involves public speaking activities. In spite of the many speech contests held throughout Japan most Japanese students do not have regular speech classes programmed into their academic schedules in high school. They prefer to remain passive and find it difficult to speak in front of groups to express personal thought and opinions. What I propose to present in this paper are several activities which can be used in a speech class with intermediate level students. I am indebted to the work of Charles LeBeau and David Harrington who have created excellent textbook materials for classes in speech and debate. Many of the activities which I propose in this paper are derived from ideas found in their texts.

1. Voice Inflection: Stress, Stretch, Pause

Japanese students tend to read and recite English in an unaccented monotone. This may be due to several factors one of which is that their own language is not heavily accented and the students are awkward when reciting in public. Therefore, I encourage them to place stress ^, stretch <....> and pause ( ) inflection marks on the text they are prepared to read.

For example:

Stress ^ - I am very tired.

Stretch <.....> - I am ve-e-ery tired

Pause ( ) - I am very ..... tired.

(pg. 26 - Speaking of Speech. Le Beau, Harrington. Macmillan Languagehouse)

2. Recitations

After students have become comfortable with placing voice inflection marks on their work I require them to read a 3-5 minute passage which usually contains story elements and several characters. Students mark the passage with stress ^, stretch <....> and pause ( ) marks and assign different voices to the characters.

Among the passages I have chosen these have been the reading which have proven to be the most popular among the students.

a. The Giving Tree
b. The Enormous Turnip
c. The Beauty and the Beast (Introductory narration of Disney animated film)

d. The Appointment

e. Three Billy-Goats

TASK - To narrate a short story and to use different voices to represent the various characters. Also, this requires the practice of using stress, stretch and pause in recitations. No memorization is needed for this exercise.

3. Body Gestures and Mime

Students in speech classes are often too shy to use gestures with any meaning or success. The following activity enables them to mime several actions where body language alone is required to establish communication.

a. Front Desk at a Hotel:

Task: A hotel guest has a problem with the room and must convey the difficulty to the front desk through mime.

b. Operating Machinery:

Task: The student mimes the use of some kind of machinery which is used every day (using tape recorder, copy machines, etc.).

c. Animals:

Task: Students mime various animals (elephant, lion, ostrich, etc.) using only body language.

d. Body Gestures:

Task: Students demonstrate various gestures which have cultural meanings and the class must guess the meaning behind the gesture (e.g. the gesture for money, telephone, 'come here', etc.).

After the student has practiced miming without using words I introduce the following activity which combines gestures with words. This exercise is useful in demonstrating sequence, emphasis and comparison.

a. *Sequence*: helps the audience understand a process from beginning to end.

b. *Emphasis*: helps audience to visualize the size, shape and number

c. *Comparison*: Helps audiences to understand differences, advantages and changes.

I use the exercise of a politician making a campaign speech. Students are required to memorize the speech and deliver it with gestures.

Exercise: HONEST JOHN: “Hi! I’m Honest John. There are three good reasons to vote for me. First, I have longer experience than anyone else in government. Second, I have a powerful program to increase business. Most important, vote for me because I will cut taxes by 5 percent. Thank you.”
Note: All of the underlined words require a gesture.
(Source: page 19 of Speaking of Speech by Le Beau and Harrington)

4. One-Minute Speeches

After students have worked with inflection and gestures I require them to put together an original one-minute speech on a topic of their choice. The topics I would suggest are topics of general interest and familiarity; for example, school, family, hometown, sports, music, foods, vacations and hobbies.

The procedure I follow is rather simple. The students write speeches on B-5 lined paper. They double-space the speech and leave margins for teacher comments. They place markings of stress, stretch and pause. They practice the speech with an assigned partner and finally they deliver the speech to the group.

5. Commercials

Having students put together a one-minute commercial in which they can compare two products of similarity is also an excellent speech activity which can help them to develop presentational skills. In this exercise students are expected to compare two items which are similar yet different. For example:

a. a digital camera and a throw away camera
b. a bicycle with a motorbike
c. a CD with a cassette tape
d. Western foods with Asia foods
e. a video cassette with a DVD
f. a comic book with a novel
g. Contact lens with regular glasses

6. Recipes

This is a good exercise for the teaching of sequences. (eg. first ,second, next, after that, finally.) Recipes chosen should be simple and easy to follow and ones of which the students are familiar.

a. How to make an omelet
b. How to make a cup of noodles
c. How to make a pizza
d. How to make a grilled sandwich
e. How to make fried rice
f. How to make spaghetti

7. In-Flight Instructions

Note: I have used the in-flight narration of Korea Airlines. This activity combines gestures with speech and does not require memorization.

a. Divide students into pairs and have them work together as partners.
b. One student narrates the script of a flight-attendant giving safety instructions before a flight to passengers while the other student mimes the directions.
c. Roles are reversed.
d. If possible this activity should be videotaped and played back for the class to observe and evaluate.

8. Jazz Chants

Jazz chants are always popular with students. The four listed below are among my favorite and can be even be presented as choral readings.

a. Tall Trees
b. Rain
c. Sh! Sh! Baby's Sleeping!
d. Shoes and Socks

The Jazz Chants can be used for performance with some students acting out the chant while others recite. The results can be quite humorous.

9. Tongue Twisters

Why use tongue twisters? Tongue twisters focus on the repetition of the same consonant or vowel sound and the value of articulation. When to use them? I use them as a warm up at the beginning of class.

Recommended Texts

Harrington, D. & LeBeau, C. (1996). *Speaking of speech*. Macmillan Language House

Baker, A. & Goldstein, S. (1990). *Pronunciation pairs*. Cambridge University Press

LeBeau, C. & Harrington, D. (2002) *Getting ready for speech*. Macmillan Language Solutions, Inc.

Websites:

http://members.tripod.com/jrmeads_515/tipsmar.htm

Tongue Twisters http://www.uebersetzung.at/twister/

http://www.geocities.com/Athens/8136/tonguetwisters.html

Using Newspapers to Reinforce the Four Language Skills

William M. Balsamo
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Introduction

The daily newspaper is a rich source of information which discusses matters of current interest. Unfortunately, many college and university students do not read the papers with any regularity. In a recent informal survey taken among my college students, less than 10 percent used the newspapers as a source of information about domestic and international affairs. In the same survey about fifty percent read the newspaper for less than 20 minutes and over forty percent read a newspaper hardly at all.

In an attempt to interest students in the daily reading of the newspaper I have programmed into my classes a weekly exercise which focuses on the daily newspaper as a motivating force to develop the four language skills.

One of the primary reasons for reading the newspaper is its coverage of current events. These are combined with a vivid use of photos and varied format which help promote discussion. In addition, newspapers are easy to access and the materials are not expensive.

A typical newspaper features a wide range of articles and columns which can be adapted for class use; letters to the editor, crossword puzzles, weather grids, charts, advice columns, editorials, advertisements, theater reviews, want ads, horoscopes and film reviews. Each week there are feature articles on science, medicine, food and international politics. The wealth of information is exhausting but can never be exhausted.

General Preliminary Procedure:

My purpose in using the newspaper in my classroom is to encourage discussion among my students in current events both international and domestic. To do this I follow a preliminary preparatory procedure. First I save the newspapers over the past week and cut out articles and pictures which I would consider to be suitable for student interest. I have found that fifteen pictured article are sufficient for a ninety minute class. I separate the pictures from the articles and further separate the headlines from the articles and captions.

I then proceed to make two collages; one with only pictures and the other with only headlines. The articles I keep separate in an envelope. Finally, I create a worksheet for notes and student

response. This can be time-consuming and it usually requires about three hours cutting, pasting and assembling the collages. However, once the materials have been created they can be used for a variety of classes from creative writing to group discussion.

Classroom Procedure:

Within the classroom I divide the students into groups of two or three. (In this activity students can also work independently). I first distribute the prepared collages with pictures and headlines. I give my students a period of silent work which lasts about twenty minutes. During this time the students match the headlines to the pictures. To make this activity challenging I often include pictures which have no headlines and headlines which have no pictures. After sufficient time has been allotted for this activity students discuss the materials in their respective small group.

Discussion Worksheets:

After the students have joined headlines to pictures an evaluation sheet is distributed to each group and they are assigned a task to evaluate the importance of the news. The purpose of this activity is to foster critical thinking in the students. Here are some examples of the questions found on such a worksheet.

a. Which was the most important international news of the week?
b. Which was the least important international news of the week?
c. Which was the most important domestic news of the week?
d. Which news stories were optimistic?
e. Which news stories were pessimistic?
f. Which new idioms and vocabulary words did you learn from the headlines?

Additional Activities:

Below are additional activities which can be used with newspapers in the classroom.

a. Use Headlines and eliminate the main verb. Have students guess the missing verb from the context.
b. Use the headlines and ask students to rewrite them into full sentences.
c. Cut out quotes from the news and match them with the people who said them.
d. Cut out headlines from a newspaper written in their native language and ask the students to translate then into English
e. Make a tape of a news story (either audio or video) from TV and read about the same incident in the newspaper. Compare them. How are they similar? How are they different? What's the difference between TV news and the newspapers.

f. Have students read an article written in their native language from their local newspaper. Then find the same article in an English Language newspaper and compare.

g. Make a list of acronyms which appear in a newspaper and discover their meanings. Note: An acronym is a short word which is made from the first letters of a group of words: TEFL is an acronym for Teaching English as a Foreign Language. (e.g. BOJ, HQ, NATO, UNESCO, NASA)

h. Take a cartoon strip (about four pictures) and white out the bubbles. Have the students fill in their own story OR give them the words of the bubbles in non-sequenced order and have them fill in the cartoon.

Useful websites for news information:

1. National Public Radio - www.npr.org
2. Voice of America - www. voanews.com
3. AJR Newslinks - www.ajrnews.com
4. The Drudge Report - www.drudgereport.com

Day Two (March 26) Papers

The Advantages and Disadvantages of using Small Group and Pair Work in the Classroom

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Abstract

Having students work in small groups and pairs has been a regular feature of classrooms in English speaking schools for a long time. However, this has not always been the case in language learning classrooms in Asia. This workshop looked at the advantages and disadvantages of using small group work and pair work activities particularly for Asian students. The use of small group work and pair work activities in this workshop illustrated how despite the perceived disadvantages of these types of activities they can be turned into positive learning experiences. Participants were given the opportunity to give feedback in discussions held throughout the workshop.

Introduction

More and more non-native English speaking students seem to be electing to study at universities in English speaking countries. Research done on the challenges faced by international students reveals that lack of experience with working in small groups and pairs has been a stumbling block in regards to their classroom interaction with Native English speaking classmates (Martine, 2001). Since the use of small group work (SGW) and pair work (PW) is common in English speaking schools, it seemed pertinent to me to examine what the pros and cons of utilizing SGW and PW in Asian classrooms are and devising ways to make SGW and PW more user friendly for Asian English language teachers. The workshop used SGW and PW activities to highlight what the advantages of these task types are, while also discussing what the disadvantages are, especially in Asian classrooms, and then exploring ways to counter act these disadvantages.

Advantages of SGW and PW

At the start of the workshop, participants were asked to work in small groups for 10 minutes to brainstorm the advantages of using SGW and PW in ESL/EFL classrooms.

Four main advantages were isolated from the participants' suggestions and discussed in further detail. These were:

- SGW and PW increase students' talking time
- SGW and PW can mimic real English conversations
- SGW and PW create a more secure and positive classroom atmosphere

- SGW and PW are more fun.

SGW and PW increase students' talking time

Long and Porter (1985) estimated that in a 50 minute lesson with 30 students, if the students talked only to the teacher, they would get 30 seconds of talking time per lesson. They calculate that this equals "just one hour per student per year" (p. 208). Therefore using SGW and PW quite simply substantially increases the opportunities the students get to speak English.

SGW and PW mimic typical 'real' English conversations.

The language learning classroom can never accurately replicate the experience of using a language in an authentic context. Therefore it was with caution that we used the word real regarding this advantage. However, it is important to try to create as genuine a language learning environment in the ESL/EFL classroom as possible. To illustrate how SGW and PW can help to facilitate this, the workshop participants engaged in an activity, that involved using small group discussion to come up with a list of adjectives to describe their ideal wife/girlfriend or husband/boyfriend. After the activity, we discussed the benefits of these activities for our students. This type of SGW involves the conversational techniques of agreeing, disagreeing, negotiation of meaning and clarification. These are all important strategies that are often used in English conversations. Another important part of SGW and PW is that it should give students the chance to share real information about themselves and their lives. SGW and PW should be relevant and interesting to students (this will be examined later in this paper). The goal of communicative teaching which utilizes activities like these is to establish a truthful exchange of meaningful communication.

SGW and PW create a more secure and positive classroom atmosphere

For most students, being called on by the teacher to answer a question in front of their peers can be a frightening experience. Even if they think they have an idea about the answer, they are often not sure if it is correct. If they don't know the answer panic can occur and usually dead silence is the result. This kind of atmosphere can promote a fear of making errors which is counterproductive to language learning. Taking risks and making errors is all part of effective language learning. However, in a small group or as part of a pair, there is a sense of security because they are working with their classmates to come up with an answer or accomplish a task. There is no pressure on one solitary student. As a group or pair they share the responsibility for the work. They are also allowed the freedom to come up with answers that reflect their own thinking. This promotes the idea that there is often no correct answer, a

very important concept some language learners have a hard time grasping.

SGW and PW are more fun.

This final advantage highlights the need to engage the students fully in their language acquisition. SGW and PW can do this by making the classroom an entertaining and lively environment. SGW and PW give the students more speaking time and allow them to use a greater variety of English to express what they really want to communicate. This type of work usually motivates students because it is quite simply more fun to work and talk with your classmates than it is to do tasks individually. By making lessons and activities more fun we can stimulate students not just to come to class but to also enthusiastically contribute to their own learning.

Disadvantages of SGW and PW

The participants were then asked to work in pairs and discuss the disadvantages of using SGW and PW in ESL/EFL classrooms. After 10 minutes the discussions ended and four main disadvantages were isolated and explored in further detail. These disadvantages were:

- SGW and PW will not help students pass university entrance examinations.
- The teacher may feel like they are losing control of the class.
- Students will speak only in their L1.
- Teachers are often concerned that students will pick up incorrect English from other students.
-

SGW and PW will not help students pass university entrance examinations.

The participants indicated that the situation in Vietnam is very similar to Japan in that there is a lot of pressure on junior high and high school students to have high level English reading and writing skills because this is the main focus of their university entrance examinations. Thus improving students' listening and speaking skills is not given high priority. Therefore once students enter university it is not uncommon to find they have little or no experience with SGW and PW

However in Japan, an action plan published by the Japanese Ministry of Education, Culture, Sports, Science and Technology in 2003 stressed that eventually universities will be evaluating students' "communicative competence" (Weaver and Romanko, 2005). It is not unreasonable to assume that speaking will form a major part of this competence. Therefore since SGW and PW increases students' speaking and listening opportunities it is important to promote the use of these types of activities.

Another factor that may affect many Asian countries particularly at the university level is that the newest version of the TOEFL test includes a speaking section (Gess and Markley, 2005). This is especially important information for students who may be preparing to study abroad at English speaking universities in the future as many universities require students to take the TOEFL test as part of their admittance requirements. So our students will be ahead of the game if we have prepared them for these challenges by giving them as much practice as possible of using conversational English.

The teacher may feel like they are losing control of the class.

Brown (1994) notes for students and teachers, who have not had a lot of experience with SGW and PW, it can be a bit frightening at first. However, by introducing SGW and PW in small doses both teachers and students will soon see the benefits of these activities. The most important aspect to remember is the activities must be set up carefully and the learners must have very clear instructions on how to accomplish the activity. After the activity starts, the teacher's role is to monitor the students, offering assistance when necessary. However, it can be a bit daunting at first to try and keep an eye on several groups at once. The participants of this workshop came up with a wonderful metaphor to describe the process of teachers becoming accustomed to using SGW and PW. They likened it to being a ringmaster in a multi-ring circus, but stressed with practice it is not difficult to watch out that the lions don't eat the dogs and the humans don't fall off the high wire.

Students will speak only in their L1

The workshop participants came up with several reasons why this may occur. These included; the activity may be too difficult, it may be too easy or it may be just plain boring for the students. So the solution the participants offered was to choose activities that are relevant, interesting and fun for the students. Another occasion when students may use too much L1 is when they do not understand the instructions. This refers back to the point offered above which is that the instructions must be very clear to the students, so they know exactly how to complete the task successfully. Some participants felt that giving instructions in the L1 was appropriate, especially for their lower level students.

Teachers are often concerned that students will pick up incorrect English from other students. One point raised by the participants was that in SGW and PW the teacher is not always on hand to correct errors and mistakes. Therefore students will use incorrect or pick up unusual English from other students. However, research done by Long and Porter (1985) reveals that the amount of mistakes students make does not increase in SGW and PW. They have also

shown that attempts by teachers to correct students' speech errors in class are often ignored. In other words, frequent explicit correction has very little effect. Furthermore, Brown (1994) supports the use of SGW and PW stating that students often carry out peer correction in these activities and this is more productive than teachers always correcting students. Finally to repeat a point made earlier in this paper, we learn more effectively from our errors because we are more inclined to remember them.

Conclusion

"...the theory of language...is that language has meaning only in and through social practices" (Gee, 1998, p.8). The workshop, on which this paper is based, was intended to illustrate how the advantages of using small group and pair work in ESL/EFL classrooms far out weigh the disadvantages. As Gee points out in this quote, language is connected to the idea of communication. By using SGW and PW in our classes we can help our students see that language usage is more than the sum of its grammatical and collocational parts, it is about effectively connecting with others in order to establish yourself as a unique and valuable member of the community, in this case the classroom community.

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How are we Similar: Enhancing World Understandings in the Language Classroom

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Abstract

Foreign language teaching often includes aspects of a foreign culture that differ from the students' culture, such as holiday celebrations. Teachers can, however, help students understand that native English speakers in other lands have many feelings and experiences similar to Vietnamese ones (The hope is to build friendship between peoples). Here are some examples of similarities. Feelings: love of family, love of country, belief in the importance of education, belief in the importance of rituals and celebrations. Experiences: Making a living, having to travel from home to school or place of work, having to decide how to spend money wisely. The workshop will develop ideas and strategies for including cultural similarities in the curriculum. Included will be ideas for essays, group work, question-and-answer exercises, etc., strategies for informal discussions with students, and informal teacher comments that might be made in class.

Introduction

Foreign language teaching necessarily includes the introduction of aspects of a foreign culture that differ from the students' culture, and differences must be included in the curriculum, because they help explain how language is used. All language teachers discuss cultural differences in the classroom. A problem often overlooked, however, is that introducing such differences can make the practices of another culture seem peculiar, strange, perhaps even abnormal. Arousing such perceptions can lessen appreciation of the foreign culture. In wartime, for example, grotesque representations of an enemy nation's culture can appear. How, therefore, can we explain aspects of the culture of English-speaking nations without making the people of these countries seem alien to the students? How can we discuss things that are culturally different without encouraging separateness? Can we introduce the concept of cultural similarities as well as that of cultural differences? This workshop enables Vietnamese and native English-speaking teachers to explore, in an informal setting, ideas that can help students see the similarities between peoples as well as the cultural differences with which all teachers are familiar.

It is much easier to pinpoint cultural differences than it is cultural similarities, because the differences stand out, while similarities are taken for granted, will not be noticed, and thus are not so interesting.

Children's play offers good examples of cultural similarities. Children in Vietnam and the United States (and elsewhere) play similar games, including activities such as hopping (hopscotch) and throwing or bouncing balls. School life also exhibits many similarities between cultures; moreover, students are intimately familiar with it. The similarities are endless. A teacher instructs a group of students, who study reading, writing, mathematics, etc. A classroom is a classroom, regardless of whether or not it contains sophisticated teaching aids. Students are supposed to pay attention, and they must write assignments and sit for exams.

A good topic for discussion in this workshop is the role of parents. How does the father's role differ from the mother's role? Is this true in both cultures? Also, are boys and girls brought up differently? Does this happen in both cultures? One should remember, however, that talking about family members can be problematic with students because of divorce, unmarried parents, etc.

If the venue and number of participants in this workshop make it possible, sitting in a large circle is effective for considering the ideas to be presented; audience participation can significantly enhance the discussion.

A handout for attendees includes a number of possible class activities that can be used to help students see that there are significant similarities between Vietnamese and native-English-speaking people. For example, the teacher can assign students to write about or discuss how to reassure a foreigner who is nervous about coming to Vietnam. What can they tell the foreigner (in English) to help him or her overcome such trepidation? Should cultural similarities plat a role in this assignment? What similarities might be pinpointed?

If a class assignment or discussion happens to describe differences between cultures, the teacher can assign students to talk about or write about possible reasons for the differences. This would be a difficult assignment -- one suitable for university students rather than younger ones, but it can develop the students' insight into their own and the foreign culture.

To summarize this presentation, the key challenge to consider is how one can discuss activities and beliefs that are culturally different without encouraging separateness. Because this is a challenge, teachers should keep in mind the concept of cultural similarity.

Day Three (March 27) Papers

Metaphors for L2 Teachers and Students

Brent A. Jones
Kobe Gakuin University

Abstract

Some of the most worthwhile activities for promoting experiential growth are those that encourage us to reflect on our own beliefs. This poster presentation offers several examples of how metaphorical thinking activities can be used to promote critical thinking skills and foster self-reflection among both new and experienced language teachers as well as their students. These activities are designed around concepts such as dialogical reasoning, argument and persuasion, and inquiry and integration, while including teaching strategies such as collaborative teaching, scaffolding, collaborative apprenticeship learning, inquiry-based teaching, and guided student-generated questioning.

Introduction

Careful readers will recognize the ambiguity of the title. Is this paper about metaphors for use by L2 teachers and students or metaphors to describe L2 teachers and students? The answer is both. The main assertions here are that metaphors have a place in the second or foreign language classroom and can promote critical or deeper thinking among both language teachers and language learners. We begin by looking at some of the rationale for adopting metaphor as part of our language-teaching arsenal. We move on to some definitions for metaphor and related concepts. Finally, we look at some simple activities to promote metaphorical thinking.

Rationale

Do metaphors have a place in the second or foreign language classroom? If so, when is the best time to begin and how should we approach this? Before pursuing these questions, it might be helpful to consider how metaphors might:

a. promote deeper involvement with the target language,
b. promote language development,
c. promote critical thinking,
d. provide insight into beliefs/attitudes,
e. highlight connections, relationships, etc., and
f. build or strengthen various bridges (e.g. ignorance to enlightenment)

Viewed from this perspective, metaphors certainly do have a place in the L2 teacher's toolbox

of strategies and approaches. Despite the long running debate in our field concerning learning versus acquisition, helping our learners toward deeper involvement with the target language and keener perceptions of its intricacies will empower them to swim in the language more confidently.

It might be useful at this point to consider the nature of the beast we call critical thinking.

> *The purpose[s] of critical thinking [are] ... to achieve understanding, evaluate viewpoints, and solve problems. Since all three areas involve the asking of questions, we can say that critical thinking is the questioning or inquiry we engage in when we seek to understand, evaluate, or resolve (Maiorana, 1992).*

Teachers will recognize the importance of developing critical thinking skills and may want to explore this more with their learners. The descriptions in Appendix 1 provide a good springboard for discussion in this area. At the same time, learners may also like to know why critical thinking is important? One short answer is that critical thinking skills help us (1) better understand the world around us, (2) make informed decisions, and (3) take control of our own lives.

In my introduction to metaphor and critical thinking, I like to introduce the related concept of lateral thinking as proposed by Edward de Bono, i.e. sometimes no amount of digging in the same spot will help you find the answer. I share with my learners his story of the small boy who is repeatedly offered the choice between a dime and a nickel and continues to choose the nickel. When a helpful onlooker points out to him that he is choosing the larger of the two but that the other one is worth more, he replies, "I know that, but if I take the dime they may not continue to make the offer."

Metaphorical Thinking Activities

I would like to move now to some simple activities to acquaint learners with metaphor and begin experimenting with metaphorical thinking in the target language.

What is metaphor?

In this activity, students are asked to define the word "metaphor." The teacher can give a few examples from literature or songs and then individuals can work on their own definitions before sharing with a partner or small group. The best attempts can be written up for public display and then compared to teacher provided definitions, e.g.

Understanding and experiencing one thing in terms of another. (John Searle)

The teacher can also introduce dictionary definitions of metaphor and related terms (Appendix 2). I like to conclude this activity with a discussion of how metaphors are related to critical thinking, i.e. creating unique metaphors is an everyday exercise in critical thinking.

Unique metaphors

This activity goes something like this.

(1) Learners are introduced to some common metaphors related to life such as, life is a journey, life is a struggle, life is a box of chocolates, life is a precious possession.

(2) In pairs or small groups, learners brainstorm for support for or elaboration on these metaphors.

(3) Learners are then asked to come up with their own unique metaphors. A short list of sentence starters like those introduced in Pughs, Wolph-Hicks, Davis and Venstra (1992) can get the ball rolling.

Sentence starters

war is ___ , happiness is ___ , love is ___ , time is ___ , an idea is ___ , health is ___ , an argument is ___ , understanding is ___ , learning is ___ , control is ___

Metaphor task chain

For this activity, teachers will need a box of familiar office and/or household items. Teachers can continually add to this box for future classes.

(1) The teacher models the activity by choosing an item from the box and drawing comparisons to concepts (e.g. light bulb = idea)

(2) The class is called upon to help list up and defend similarities and/or support

(3) In pairs, groups or individually, students choose their own item and explore connections with concepts (e.g. wisdom, aging, heartache)

(4) Short presentations and voting on the best metaphors can act as a culminating experience.

Make an analogy (source: Online Writing Lab)

Describe activities from column A in terms of an activity from column B.

A	B
playing cards	writing essays

changing a tire	growing up
selling	growing old
walking	rising in the world
sailing	studying
skiing	meditating
plowing	teaching
running the office	making peace

Animal and bird similes (source: unknown)

In this activity, students are asked to share and defend similes based on the following prompts.

slow as a ___
wise as a ___
happy as ___
strong as ___
funny as a ___
gentle as a ___

Conclusion

Many language teachers will already be using metaphors in their classrooms. For those of you who are not, I hope you now recognize the value of inviting metaphors into the L2 classroom. For all readers, I hope this short paper has planted some seeds for further professional development. The bibliography below might get the germination of those seeds started. By the way, how many metaphors did you find in the above discussion? I tried to sneak in a few.

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Appendix 1 - Critical Thinking *(Source: John Chaffee in The Thinker's Guide to College Success)*

Critical thinking involves:
Thinking Actively by using our intelligence, knowledge, and skills to question, explore, and deal effectively with ourselves, others, and life's situations.
Carefully Exploring Situations by asking--and trying to answer--relevant questions.
Thinking for Ourselves by carefully examining various ideas and arriving at our own thoughtful conclusions.
Viewing Situations from Different Perspectives to develop an in-depth, comprehensive understanding.
Supporting Diverse Perspectives with Reason and Evidence to arrive at thoughtful, well-substantiated conclusions.

Appendix 2 - Related Terms *(Source: Merriam-Webster Online Dictionary)*

Simile - a figure of speech comparing two unlike things that is often introduced by like or as (as in cheeks like roses)
Analogy - 1: inference that if two or more things agree with one another in some respects they will probably agree in others, 2 a : resemblance in some particulars between things otherwise unlike : SIMILARITY b : comparison based on such resemblance
Metaphor - a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them (as in drowning in money); broadly: figurative language

Developing Public Speaking Skills

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Abstract

In this workshop participants will be introduced to the topic of public speaking as related to second language teaching and have the opportunity to experience and discuss several activities aimed at developing overall public speaking proficiency as well as specific oratory skills. The presenter will provide an outline for a ten week course on public speaking together with handout materials targeting both voice (pronunciation, intonation, rhythm and stress) and body (posture, eye contact, gestures and facial expressions) practice. Some time will also be devoted to discussing (1) content versus delivery, (2) purpose, i.e. entertainment, informative and persuasive speeches, (3) speech writing, and (4) the difference between impromptu and extemporaneous speaking.

Introduction

Speaking in front of an audience in a foreign language can be an intimidating proposition. In addition to the lexical, syntactical and semantic concerns, potential speakers need to deal with anxiety and other affective issues. Despite the inherent challenges, teaching our ESL/EFL students to speak confidently in public is a noble endeavor. Good public speaking skills can empower our learners to better communicate their ideas and opinions as well as succeed in the job market and other areas of life. So, how can we help our students toward success? In this presentation, the author outlined a ten-week course in public speaking with advice for dealing with specific issues. In this condensed paper, I will provide a simplified overview of each meeting and the handouts I use when teaching this course. A more detailed description of the weekly meetings can be found at www.brentjones.com/speech.html together with a complete packet of handouts.

Course Overview

Course materials and teaching procedures were designed for use over a ten-week term with once-a-week meetings of 90 to 120 minutes. The basic structure of each meeting includes:

- A short mini lecture on the topic(s) of the day,
- Practice with various examples of the target skills,
- Activities to expand on these skills, and
- Project work.

The mini lectures are intended as both an introduction to the target concepts and skills as well as clear examples of how to bring all of the skills together, i.e. the teacher can model verbal and non-verbal public speaking skills. The practice and activities provide learners with opportunities to practice each skill in a relatively non-threatening environment.

Week	Mini Lecture Topic	Practice/Activity/Handout	Project Work
One	Public speaking and the importance of developing related skills The Speech Chart	- Self Introductions - Course Objectives - Follow up Questions - Appendix 1 – Speech Chart	Interest Inventory (Students brainstorm for topics they are interested in.)
Two	The Voice	- Appendix 2 – Voice Paper - Appendix 3 – Polishing - Appendix 4 - Enunciation	Students use results of interest inventory to survey their classmates
Three	The Body Types of Speech Speech Writing Process	- Posture/Eye-Contact Activity - Gesture Activity - Facial Expressions Activity	Good and bad examples of both content and delivery
Four	Brainstorming strategies e.g. mind maps, focus circles, etc.	- Bringing it all together (Students read prepared news stories)	Speech writing (informative speech)
Five	Interviewing skills and strategies	- Interviewing: asking follow-up questions and offering something extra	Speech polishing (informative speech)
Six	Tools of Persuasion - Ethos, Logos, Pathos - Testimonials	- Presentations (informative speech)	Speech writing (persuasive speech)
Seven	Easy Debate Evaluating speeches	- Tennis debate - Tongue Twisters (Staley, 2003)	Speech polishing (persuasive speech)
Eight	- Entertainment speeches	- Presentations (persuasive speech)	Speech writing (entertainment speech)
Nine	- How is your delivery?	- Delivery checklist (not included)	Speech polishing (entertainment speech)
Ten	Impromptu versus extemporaneous speaking	- Presentations (entertainment speech)	Self-evaluation Future Vision

The projects (preparing and practicing various kinds of speeches) offer some continuity between meetings and make the course more goal oriented, hopefully boosting initiative and motivation.

Acknowledgements

The structure of this course is based on materials prepared by Richard Hahn at Sony Language Laboratory. I have borrowed from various sources in preparing or adapting the content, including the work of Harrington and LeBeau (1996), LeBeau and Harrington (2002) and Payne and Prentice (1991). I would also like to acknowledge the feedback I have received from students at Konan University, NHK Culture Center and Sony Language Laboratory.

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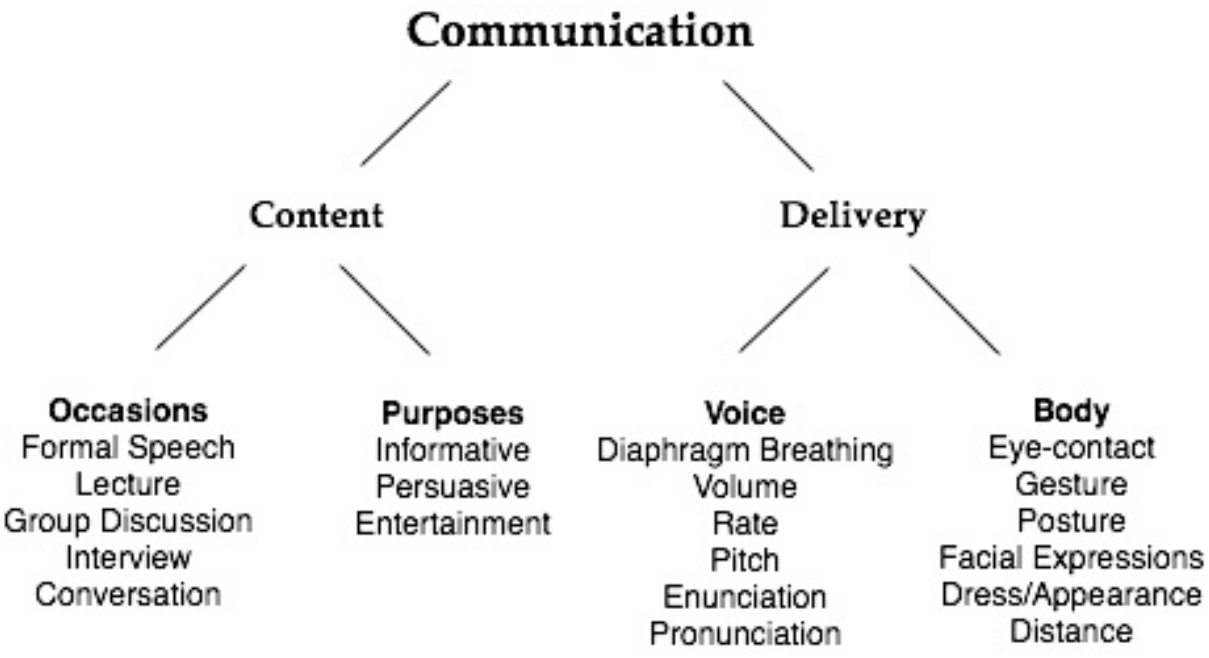
Appendix 1 – The Speech Chart (Source: Richard Hahn)



Appendix 2 - The Voice Paper (source: Richard Hahn)

1. Read the following sentences using a single breath for each sentence. Do not lower vocal intensity at the end of long sentences.
    a. I don't want to go.
    b. The engineer cautioned us to drive slowly.
    c. Deep, well-controlled breathing is required to read a long sentence on one expiration.
    d. Scarlett O'Hara, the heroine in Gone With The Wind, was a southern beauty of great personal pride, ambition and willpower, who would make almost any sacrifice to achieve her ends.

2. Try to read the first part of the following sentences normally and the last part forcefully without raising the pitch.
    a. You must not come in here; please move along.
    b. If we win that victory, what a celebration we shall have.
    c. I believe in a program for the preservation of peace, but certainly not peace at any price.

3. Read the sentences in exercise 2 again, and this time raise the pitch of the last phrase to increase intensity of the voice.

4. Read the following paragraphs in a forceful voice and at a rapid rate. Then read them slowly. Listen to the difference in general effectiveness and intensity at the two rates of speed.
    a. No man can speak for South. No one man can – by himself alone – define the beliefs of the people of this great region. But all of us and each of us must assume and exercise some degree of responsibility for persuading this nation to heed what we have to say.
    b. We must make clear what we believe.
    c. We must set the record straight.
    d. We must, finally, stand together in unity and pursue with determination a course to victory.
    e. That is our outline of duty.
    f. At the outset, let us establish one fact firmly.

5. Read the following sentences, giving considerable force to the phrase in bold letters.

a. I know not what course others may take, but as for me, **give me liberty, or give me death**.

b. This is the last time I shall request that **those in the back row keep quiet**.

c. We shall make our preparation; **then we shall bomb, and blast and burn them into surrender**.

d. **Though the mills of God grind slowly**, yet they grind exceedingly small.

6. Read the following sentences without, then with, vigorous stress on the italicized words.

a. He who laughs last laughs *loudest*.

b. It's a *marvel* to me that she stays with it.

c. **"Mister,"** he said, "you dropped something."

d. The boys in North Africa *certainly* didn't agree with him.

e. Sarcasm is a *woman's* weapon.

f. If I were in *his* place, I wouldn't stand for it.

g. The only thing we have to fear is *fear* itself.

7. Read the following sentences rapidly or slowly as the meaning suggests.

a. Watch out! It's hot.

b. Please let me do it.

c. They trudged wearily up the trail.

d. Come as quickly as you can.

e. The fried pheasant is delicious.

f. What a beautiful view you have from this window.

g. Bowed by the weight of centuries . . . he leans upon his hoe.

Appendix 3 – Polishing Your Speaking (Source: unknown)

Tongue Tripper Test used for Applicants for TV-Radio Jobs

I bought a batch a baking powder and baked a batch of biscuits. I brought a big basket of biscuits back to the bakery and baked a basket of big biscuits. Then I took a big basket of biscuits and the basket of big biscuits and mixed the big biscuits with the basket of biscuits that was next to the big basket and put a bunch of biscuits and a biscuit mixer and a biscuit basket and brought the basket of biscuits and the box of mixed biscuits and the biscuit mixer to the baker and opened a can of sardines.

All The Speech Sounds of the English Language

An old lighthouse keeper found an old map which he studied carefully and was able to decipher. From the peculiar lines and signs he was able to make it out only after a careful study. The directions were to dig four feet from the lighthouse and five feet underground for a rare chest of treasures. So with a new pick and shovel he was sure he could follow the instructions exactly. However, after several tries he dug through the earth and began lifting out the box of treasure. Suddenly, he fell back as the treasure disintegrated in to a thousand pieces and became nothing. That night he slept a wiser man.

Appendix 4 – Enunciation Practice List (Source: Unknown)

Consonants:

S	The bossy snake makes a hissing sound.
Z	He's lazy, but on holidays he zips around to see his friends.
F	Fred was rough on him, but he laughed it off.
V	Leaving the old stove was a victory.
K	Come on, Chuck, wake up and kick the ball!
G	He begged here to go while she giggled.
TH	Either thank both of them, or don't bother.
ZH	One provision was to paint the garage beige.
L	Phil rolled up his sleeves and pulled in the lavender line.
R	The four bars played by the brasses were recorded over again.
W	Now the waiter knows we will wait.
WH	Why the whisper when you can whistle?
M	That man was marooned in Miami during the oil boom.
N	Now the lining keeps the pine needles in.
NG	Sing that swinging song written by Sting!

Vowels

I	Sit up with Kitty in the living room.
E	I'll bet we met before.
A	That man ran off with the fan.

Diphthongs

AI	I sighed near the fire.
OU	Mr. Brown is downtown.
OI	The boy boiled it in oil.

Selecting and Adapting Communication Strategies

Roger Palmer
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Abstract

Knowledge about a language does not make every language learner a fluent speaker of the target language. Teachers need to identify the ways that English speakers use language when interacting, and help their students experiment with a whole range of strategies that work. This workshop selects freely from the twelve communication strategies introduced in the course book Communicate Now (Palmer, R. & Todd, G., 2006, Pearson Longman). By practicing the strategies in the workshop, those attending should gain ideas on the kinds of strategies that are effective, as well as how to adapt them to their own teaching contexts.

Introduction

The aim of this slide presentation was to introduce the audience to a greater appreciation of communication strategies (CS), the role they play in conversation, and the kinds of CS that they as teachers feel their students might benefit from instruction in.

Communication Strategies: What They Are, and What They Are Not

Everyone was asked to think about what CS were, before being provided with a definition: CS are ways speakers try to compensate for the gap between the message that they wish to communicate and the linguistic resources they possess at that precise moment. Unlike learning strategies (LS), CS are immediate responses to communication breakdown and are used under duress. The motivation of learners to employ CS is communication, not abstract notions of learning, and they are driven by that communicative imperative.

Relevant Theories

Attention was drawn to the inclusion and explicit teaching and practice of the CS in each of the twelve units of the textbook *Communicate Now* (Palmer, R. & Todd, G., 2006). Background in varieties of CS was provided by reference to the 11 types discussed by Faucette (2001, pp. 36-37). It was noted that the authors of Communicate Now made the decision not to emphasize the following three CS: codeswitching to the L1, since their Japanese students relied on L1 usage even when a speaker of the target language could not comprehend; foreignizing, at which their learners were adept and tended to over-rely on, to the exclusion of other linguistic resources at their disposal; and word coinage, which students were aware of and fairly proficient in already. Similarly, in reference to Asian cultures such as Vietnam where silence and lack of questions in class was prized in a way that would be unacceptable in English-speaking countries, the authors did not support the use of avoidance CS, such as avoiding topics, replacing messages, or simply giving up altogether.

Procedural Vocabulary

Strategy 1 dealt with a minimal set of useful expressions or procedural vocabulary, without which learners could not maintain conversations. The recommended strategy – 'Keep the classroom conversation in English' – was focused on and taught directly. Clear principles and guidelines were highlighted at the end of each strategy. Learners are first encouraged to use the CS, and are then pushed or forced to use the CS in practice activities. Handouts were distributed and participants at the seminar worked in pairs as their students would in class. This was repeated later for Strategies 5 and 11, so that teachers could see the activity through the eyes of their students, and decide for themselves the effectiveness of the tasks.

Speaker and Listener Roles

Communication involves a process of negotiating meaning between the speaker and listener. Strategy 3 considered listener feedback, especially clarification questions, building on research showing that prior training of learners in specific listening CS can affect their behaviour in interactions and influence their comprehension. Noticing is key: learners need to identify CS, when to use them, and why to use them. At the same time as the role of the listener in confirming acceptance of the message, in Strategy 9 the onus was on the speaker to check that the listener followed what they were saying, by such means as speaking slowly, loudly, and clearly.

Assumptions About Strategy Transfer

The existence of a natural process of strategy transfer from L1 to L2 was questioned. Such transfer appeared to occur best with individual noticing and making use of similarities between problems (Strategy 7). Recommendations were to raise awareness of the CS, provide training in how to use them in the L2, and give practice in them. Likewise, the appeal for assistance in Strategy 4 ('Ask if you don't understand') touched on cross-cultural differences in appropriateness and CS use. In Japan, students know how to ask questions, but would avoid them as they may signify an admission of ignorance or inattention to the teacher. For English speakers, unaccustomed to these particular roles of silence, not speaking up equates to message abandonment and communication breakdown. As Strategy 7 emphasised, failure to maintain conversations means learners do not receive language input, do not remain in the conversation as communicators, and do not develop their language ability or output: CS help to keep the channel open.

Approximation and Generalisation

Strategy 8 looked in more depth at approximation and generalisation. Other words could be used when the learner either lacked knowledge of or was unable to retrieve the desired word. Indeed, it was noted that circumlocution, or talking around the subject, was one of the hallmarks of an accomplished communicator. Learners were urged to realize that speaking is an imperfect means of conveying messages at the best of times, and that repetition, pausing

and simplifying (Strategy 10) would help the process of giving a generalized idea of what we meant. Differences in written and spoken words and styles were given to illustrate the point.

Conclusion

By way of wrapping up the presentation, those attending were asked to consider the notion of an 'ideal book' on teaching CS, which would need to include a focus on strategies for production, direct teaching of CS, numerous guidelines, and practice activities that not only pointed the way, but nudged learners towards experimenting with use of those strategies (Faucette, p.27). The use of CS within Communicate Now is no more than one step along the road towards such an ideal book, but it is hoped that the treatment of CS will stimulate readers to consider how they might fit into their own teaching and how their learners might make best use of the strategies.

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Problem Posing Activities in Foreign Language Teaching

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Abstract

The problem-posing approach is a conversational, real-life approach based on the teaching philosophy of Paulo Freire, who felt that language learning should be relevant to the social context of the learners' lives. The key elements of Freire's approach are: generative words located in people's surroundings, dialogue, thematic breakdown, and codification. The workshop contains the following parts:

1. *Freire's teaching philosophy and how to apply it to foreign language teaching.*
2. *Activity with the participants. This activity is divided into three steps:*

2.1. *Listening: the facilitator produces a code and participants derive generative words from it.*

2.2. *Dialogue based on the previously defined generative theme.*

2.3. *Action: as the activity is based on the existence of a "problem", participants are encouraged to propose solutions.*

3. *Participants, in groups, elaborate an activity.*

1. Freire's Teaching Philosophy

The facilitator conducted a workshop wherein problem-posing approach (Paulo Freire 1972, 1973) was applied. The key elements of this approach are: generative words, dialogue, thematic breakdown, and codification.

Through dialogue students are encouraged to connect their personal problems to larger social conditions. A teacher structures a specialized form of dialogue in which students are encouraged to: (1) identify a problem in their personal lives, (2) understand that the problem is shared by classmates, (3) connect these personal problems to social conditions, (4) action: some kind of activity.

Once the problem has been identified the teacher produces a physical representation: a code, a device which is emotionally laden and identifiable to students.

In Freire's work, critical literacy is linked to critical understanding and critical consciousness towards action. The key elements in his approach are: generative words located in people's surroundings, dialogue, thematic breakdown and codification.

The first step in problem-posing approach refers to generative words and generative themes: they are neither in a world separated from people nor in the people isolated from the world. This means that the generative word/theme can only be derived from the relationship

people/world.

The second step is the codification of the word/theme/problem. Such codification should represent situations known by the people/students so that they can easily recognize them. The codification should be neither too explicit nor too enigmatic. In the first case it would easily be confused with propaganda, in the second case it would become a riddle. The basic requirement for codification is to be modest and at the same time be complex so as to invite multiple interpretations. The codification can be simple (use only one channel: visual channel, auditive channel, tactile channel) or compound (use multiple channels). The codification of a situation wherein students/people recognize themselves as part of it leads them into dialogue and to express what they really feel.

Voice is a key element in dialogue. Related to this there are three aspects to be considered (Bailey 1996): gaining the floor, speaking acceptably, and being heard by others. Gaining the floor refers to chance for speaking in front of others and with others, shifts in conversation, voluntary participation. Speaking acceptably refers to the fact that the speaker speaks in an understandable way and demonstrates that he/she has something worth saying. Being heard by others: this means that the dialogue, to be authentic, has to include tricks by which participants show that they are paying attention and valuing the others' talk. Expressions such as "That's a good idea", "What do you mean by ...? are highly appreciated and worth being used.

The third step is decodification and thematic breakdown. This point refers to splitting a theme into its fundamental components and nuclei: deriving and analyzing related words, expressions and sentences. This cannot be done from top down, but only from the inside out: from the student with the collaboration of the educator.

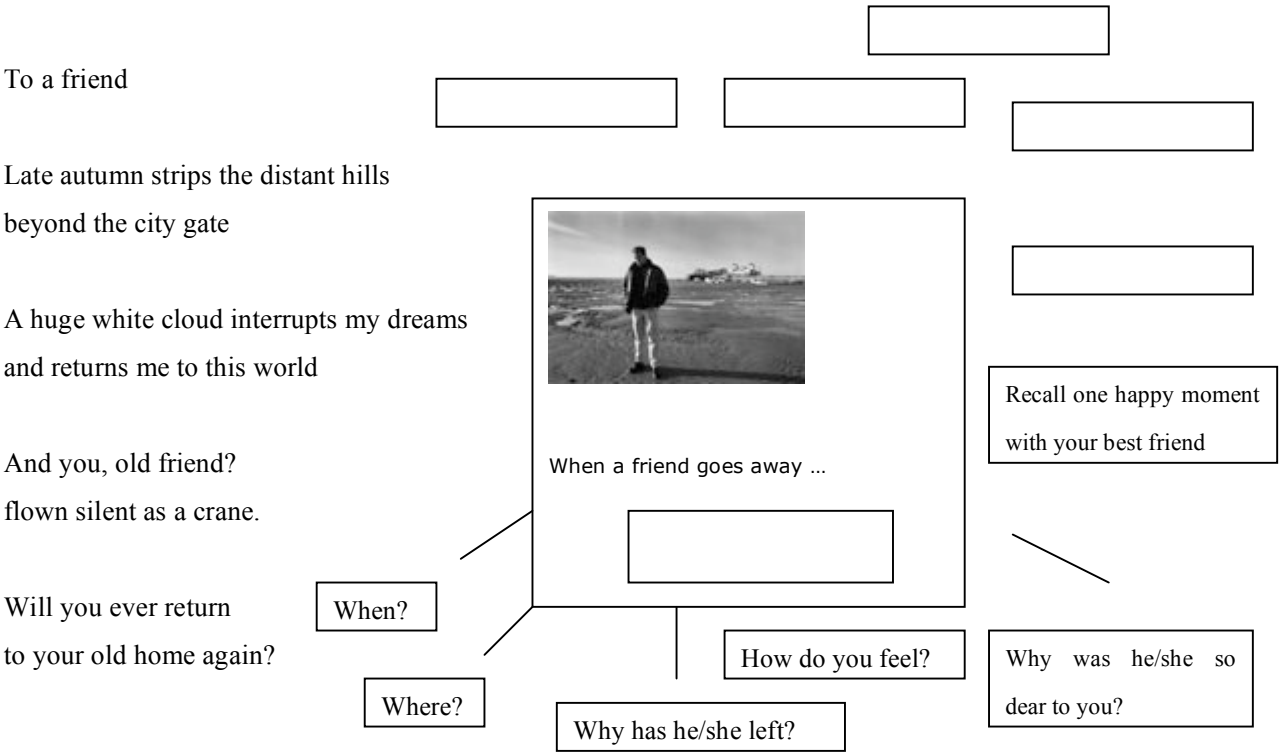
The purpose of the Problem Posing Approach is to create a context in which participants can interact through a Listening, Dialogue, Action format.

2. Activity with the participants

Activity for Beginners

Friends

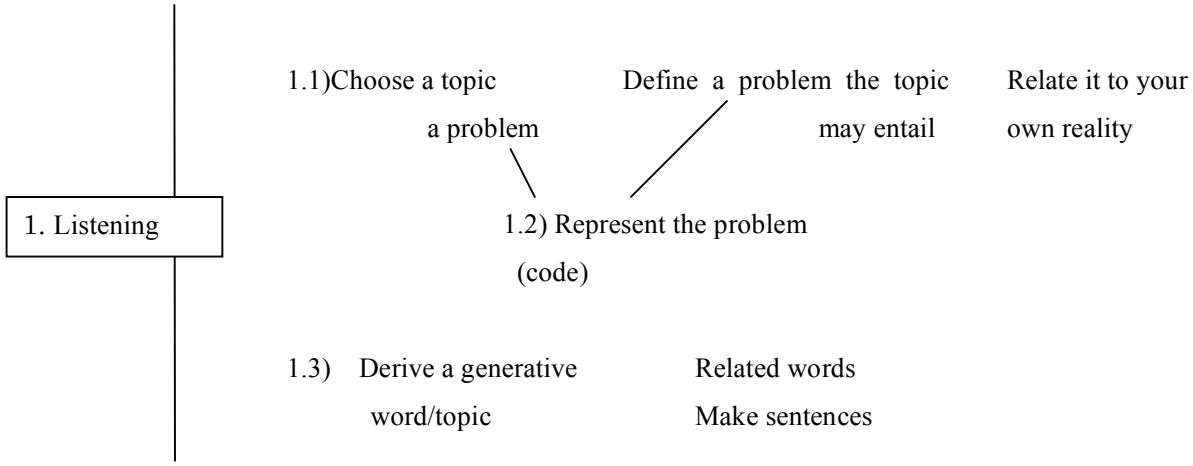
1. Listening. Code: poem "To a friend". Define a problem. Derive: generative word / key word and related words.



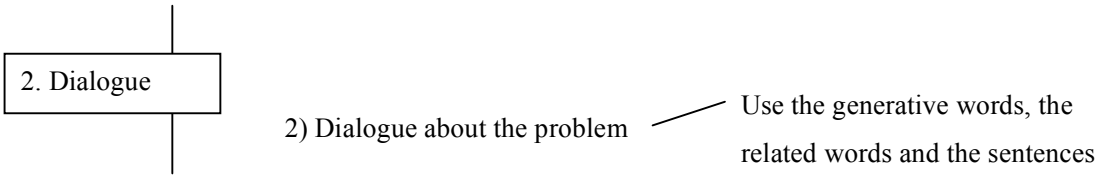
2. Dialogue: use the problem as a theme and the generative/key words as tools.

3. Action. How about writing a letter, or an e-mail, or make a phone call to a friend you have not seen for a long time?

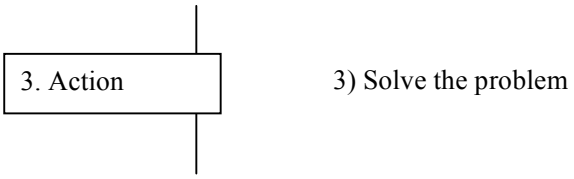
Structure of Problem Posing Approach in Language Teaching



The Listening section may include activities which encourage students to focus on the theme and content being addressed. In case of beginners, it is advisable to start with a mapping and play with words. In case of intermediate and advanced students, they should have adequate lexical tools enough for expressing opinions or replying to questions. However, mapping is always useful so as to split the "problem" into "components". This section may also include a listening comprehension activity.

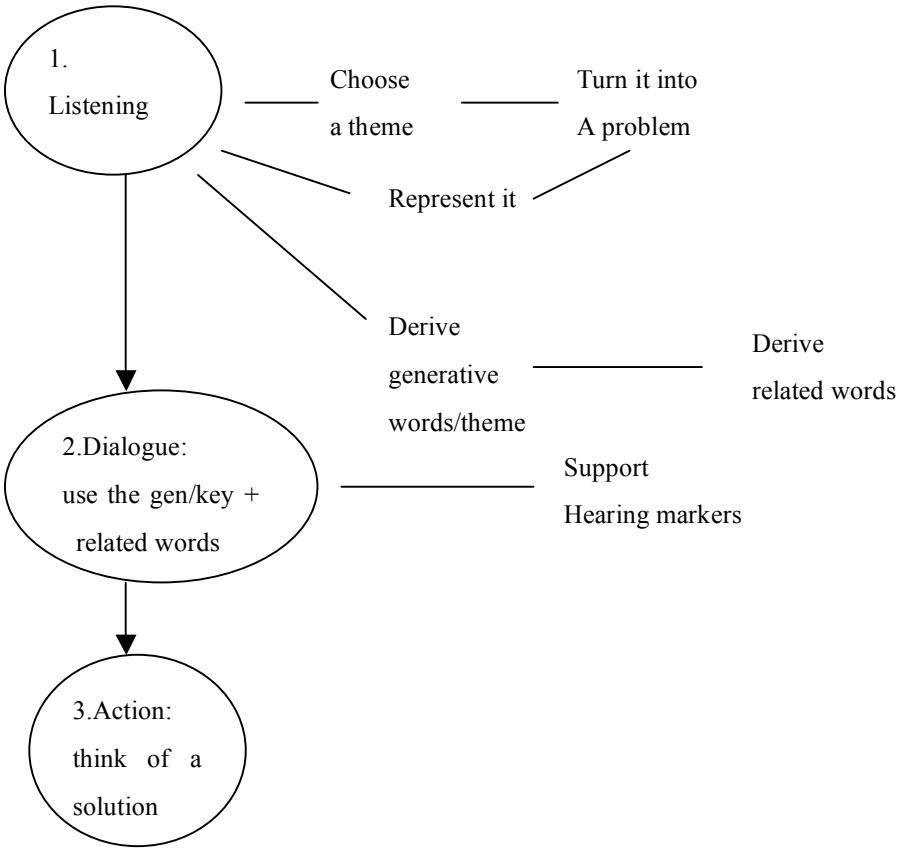


The Dialogue section may include a discussion with a class member, or a small group. In case of beginners, it is advisable to give them some hints for building the dialogue. For instance, we could make this activity to practice "asking and giving opinions": What do you think about?, or to practice "agreement and disagreement". It is also advisable to furnish students with some "hearing markers": "Your idea is really nice", "What do you mean by …?



The Action section may include opportunities for learners for further reflection and investigation and we could think of a writing activity.

3. Participants elaborate an activity with the structure indicated below



Conclusions

This presentation was intended as an example of how Freire's problem posing approach could be applied in foreign language teaching. The classroom work, materials, and topic should be adapted to the level, needs, and interests of the students.

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Task Design: Oral Interaction and Cultural Construction with Beginners

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Abstract

The theme of the present workshop refers to a classroom task wherein the facilitator uses of students' culture as a resource. In practice, the approach of this work is "task continuity" (Nunan 1989:119), classroom work consist of a several activities linked by a thematic line and dependant in terms of content and skills; and the task focuses on "oral interaction", i.e. application of acquired structures and production of utterances with a communicative purpose. The theoretical framework is represented by cultural constructionism: for the constructionists "talk" is a form of practice and "everybody is a practitioner in the creation of cultural life and everybody is invited to share and to place practices of theory and action into a collaborative and creative relationship" (Gergen 1999:167).

Introduction

The workshop contains the following parts:
Theoretical frame: Cultural construction
Classroom task
Cultural gallery: Personalities, Rogues gallery, and Which is ...?
Presentation of cultural objects.
Oral Interaction: steps for guiding students into the integration of syllabus points.
Model for oral interaction and cultural construction.

> "Language enters life through concrete utterances,
> and life enters language through utterances as well"
> Kenneth Gergen

Cultural construction

When we thought of a task for meaning making we considered three aspects: (1) the task should make students face a problem, a situation that requires them to integrate elements, make a synthesis and elaborate something, (2) to accomplish those operations the task should contain a story, virtually the best way of organizing human experiences, (3) the story should be the channel of their culture, which would require them to represent their culture in the target language.

Such task of meaning making implies "construction", subjects build something, "interaction", the constructed object is the result of the interaction, and "culture", such construction implies taking the culture as a resource in the classroom. Therefore, the theoretical frame chosen to support the task is cultural constructionism, more specifically, socio-cultural constructionism. Constructionism, as a theory about learning, maintains that people learn best when they are

active participants in construction activities, and these design activities give them more involvement in the learning process. Constructivists, in education, support the notion that knowledge is not supplied by teachers but constructed by learners. Constructionists go even further when they affirm that learners construct something external and shareable. When the individual constructions that express cultural identity are enhanced by independent and shared activities, thus the social setting encompasses a community of learners, we are dealing with Sociocultural Constructionism.

In the field of language, we take from constructionism and its partners (social and cultural constructionism) the following features: a shared external construction, focus on meaning, connects the classroom with the outside world, and the link between those two settings is the students' culture, taken as a task resource. The ideas herein commented adhere to the sphere of cultural constructionism (Gergen 1999): individuals are eager to learn through creating objects that express their cultural identity.

Classroom task.

Galleries. Personalities.

Write on the board the name of famous people and ask questions about them.

Galleries. Rogues gallery.

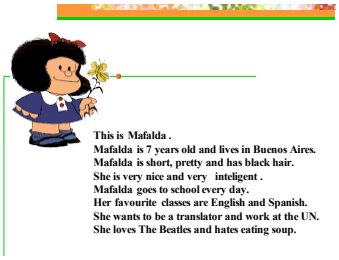
In Vietnam …	My opinion:	My classmates' opinion:
1. Who is the most famous president?		
2. Who is the most famous politician?		
3. Who is the most famous poet?		
4. Who is the most important writer?		
5. Who is the most famous actor?		
6. Who is the most famous actress?		
7. Who is the most famous criminal?		
8. Who is the most famous sports person?		
9. Who is the most famous scientist?		
10. Who is the most famous painter?		
11. Who is the most important historical figure?		
12. Who is the most famous singer?		

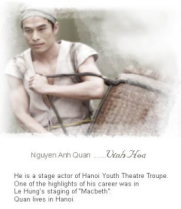
Galleries. Which is?

1.Which is the most renowned film?		
2.Which is the most prestigious university?		

3. Which is the most delicious dish?		
4. Which is the most beautiful place?		
5. Which is the most popular song?		
6. Which is the most famous book?		

Presentation of cultural objects





His name is Nguyen Anh Quan. He is ….
He lives in …. He is …. years old. He is intelligent and handsome. He is famous for ….

In groups, choose famous singers, actors, musical groups, comedians, etc and introduce them.

Oral Interaction: integration of syllabus points

Classroom interaction in the target language is the device that let teachers of language observe whether learners have actually acquired vocabulary, grammatical structures and skills to use those tools (Macaro 2003).

My favourite book/film	I		
1.Book/Film			
2.Book: writer			
3.Film: director			
4.Main character			
5.Physical description			
6.Personality			
7.Nationality			
8.Where-live?			
9.Age			
10.Lover?			
11.Married / unmarried			
12.Birthday			
13.Other characters			
14.Key word/s			
15.Theme			
16.End			
17.Feelings in the story?			
18.Relation between the story and your culture			
19.Relation with your circumstances			
20.Why do you like the story?			

Model for oral interaction and cultural construction

We built a model based on two elements:

1) a task containing 5 linked activities, and
2) reconstruction of stories and oral interaction.

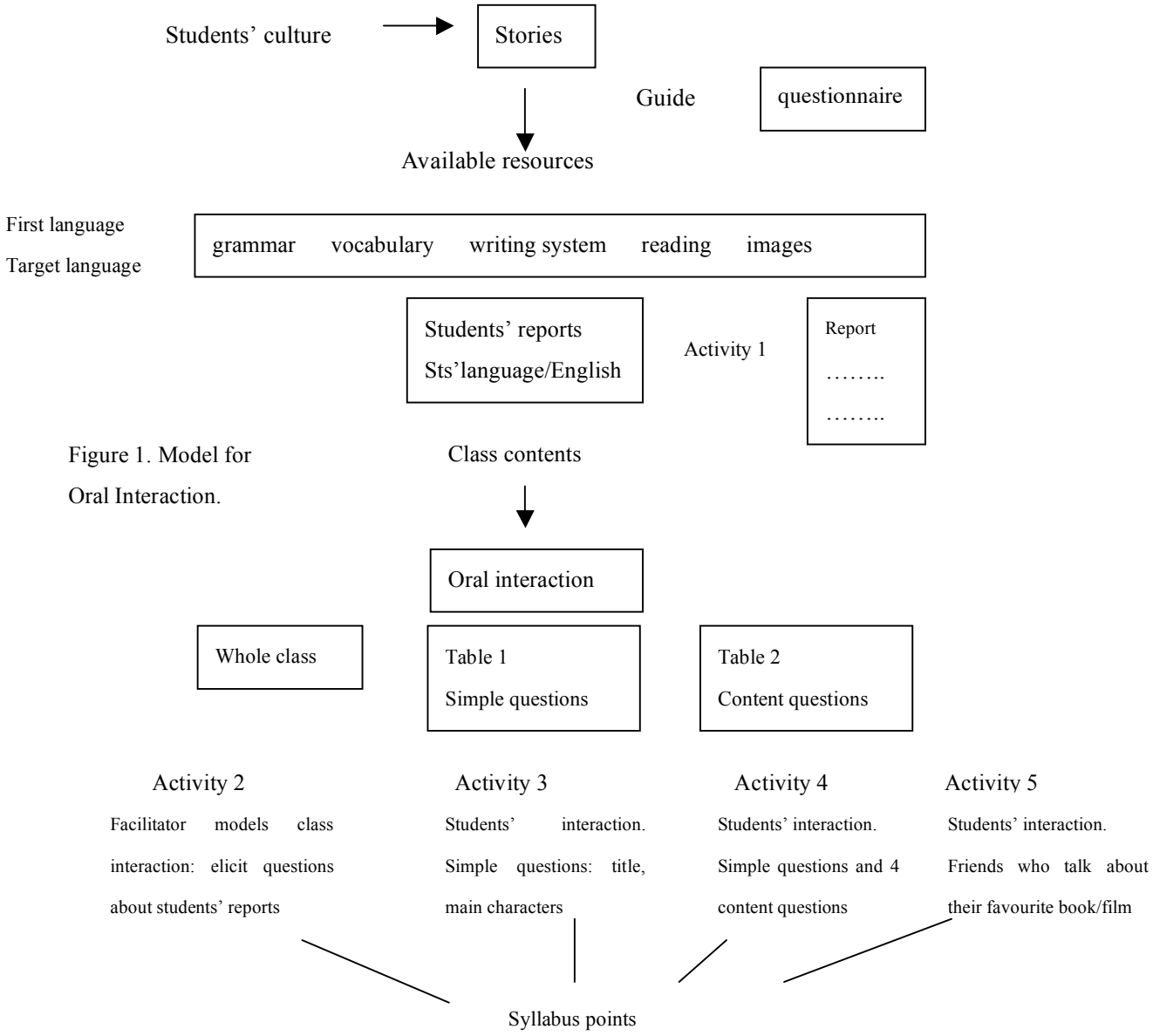


Figure 1. Model for Oral Interaction.

Model. The approach is "task continuity" (Nunan 1989:118-132): a set of activities that are sequenced so as to pursue the general aim and also according to their complexity. Task: "…any structure language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task." (Breen 1987:23, cited in Nunan 1989:6). Components of the task (Silva 2005):

- Goal: integration of a great deal of the syllabus points.
- Topic. The participants talk about their favorite film or book.
- Input: it refers to the work-plan received by students.
- Activity: the task included a written activity (reply to a questionnaire), a

controlled oral activity, a non-controlled oral activity, and interaction with peers.

- Procedures: written report and interaction.
- Teacher role: provide students with guides, tables and make sure students understood all the questions, words and instructions.
- Learner role: conversational partner, learners share the cultural background.
- Setting. The task is intended as an informal conversation among friends.
- The formulaic openings and closings. As the practice is structured as if it were a friends meeting, they should use informal expressions (e.g. hello, bye, okay).

Conclusions

We are concerned with a combination of meaning (students' culture) and forms (structures learned according to the syllabus). The completion of the task comprises several cognitive processes such as selecting (a book or film), classifying (information from a source so as to complete the provided guide), sequencing information, transforming information from one system into another, making and answering questions during classroom work.

The emphasis should be to make classroom interaction as close as possible to everyday practices because, as such practices as are important to those who engage in them, then we can expect those practices to be important also to second language learners, engaged in express their cultural identity in the target language. In the same way everyday practices contain predictable and unpredictable features, classroom practice also contain both aspects. In order to provide learners with some cognitive security and help them to cope with unpredictable aspects, work with tables. Engaging students in this kind of interaction is an utterly important experience because participants can discover that they can use the structures learned in class in an informal conversation with friends wherein they interchange features of their cultural objects.

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Language Teaching as Artful Science

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Abstract

Is second language (L2) teaching more of an art or more of a science? Persuasive arguments can be made either way, and many teachers would answer that L2 teaching requires a skillful balance of both. Decisions related to L2 curriculum, methodology and teaching strategies are often based on the teacher's own attitudes and beliefs regarding language learning. In many instances we find ourselves making pedagogical choices based mainly on intuition. This presentation will introduce one teacher's journey of professional development, especially as related to L2 teaching/learning and affective variables such as motivation, anxiety, attitudes and beliefs. The major aim of the presentation is to stimulate discussion of how best to manage our classes toward increased efficacy and customer (i.e. learner) satisfaction. One underlying assumption is that existing learning and instructional theories have much to offer the classroom teacher in terms of both guiding principles and practical prescriptive advice.

Introduction

This presentation was offered as an informal overview of my own professional development as a language teacher. The aim was to encourage participants to reflect on their own development and stimulate discussion of theories of learning as related to second language (L2) teaching. The main areas covered were motivation, classroom community, multiple intelligences, social development theory, social learning theory, situated learning, communities of practice, elaboration theory, minimalism and conditions of learning. The common thread here is the focus on the learner and affective variables associated with L2 learning and teaching. The following is a digest of my ramblings.

Second/Foreign Language (L2) Learning Motivation

My interest in this area stemmed from questions of why some learners are more apt than others to "pick up" and use a new language. The work of Robert Gardner (1985) caught my attention with its distinction between integrative and instrumental orientation to the target language. While I agree that integrative orientation might strengthen the chances of language learning success in some contexts, there are also good arguments regarding the strength of instrumental orientation, especially in EFL contexts such as Japan. The distinction between intrinsic and extrinsic motivation is also important for L2 teachers and highlights the importance of finding or designing material that is intrinsically motivating.

One area of L2 learning motivation that is underrepresented is 'demotivation'. The few available findings were reviewed by Dörnyei (2001), and reveal that the greatest source of demotivation is teachers, including personality (e.g. lack of commitment to the students or teaching, excessive criticism, and belligerent or condescending attitude), and teaching style (e.g. repetitive, monotonous, insufficient or unclear instructions or explanations, lack of enthusiasm, and inferior use of materials or equipment). These findings provide language teachers with a working list of things to avoid.

Classroom Community

My interest in affective variables and L2 learning motivation also steered me toward the topic of L2 learning anxiety (Ehrman, 1996; Ely, 1986; Horwitz, Horwitz & Cope, 1986). Although I recognized that anxiety can also work in positive ways, it seemed to me that another of our responsibilities was to help strengthen a sense of community among our learners as a way of encouraging participants to take risks with the target language and push the limits of their proficiencies.

Relevant Theories

I am still deeply interested in classroom community, especially as related to affective variables such as motivation, attitudes, beliefs and anxiety, but find myself reading more on the topic of instructional design and the related fields of educational psychology and theories of learning. Readers are directed to the Explorations in Learning & Instruction: The Theory Into Practice Database maintained at http://tip.psychology.org/ for more on the following theories.

Multiple Intelligences

Howard Gardner (1983) contributed significantly to our understanding of individual differences and why certain individuals will excel in specific tasks. Teachers can (1) help learners discover their own abilities and shortcomings in each of the areas, (2) encourage development of each intelligence, and (3) base assessment on multiple forms of intelligence. In terms of classroom management, we can design instruction and select activities, tasks, projects, etc. that appeal to as many of the intelligences as possible and thus increase the chances for success.

Social Development Theory

Lev Vygotsky (1962, 1978) stressed the important role of social interaction in cognitive

development. At the same time, he describes how learners can exceed the limitations of individual learning through social interaction by being pushed into their zone of proximal development (ZPD). The implications here are that learners benefit from interactions with their classmates and teacher and that the most effective and efficient learning occurs within each learner's ZPD. Creating opportunities for as much social interaction should thus be one of our objectives as L2 teachers.

Social Learning Theory

Albert Bandura (1977) also understood the value of social interaction but emphasized the importance of observing and modeling the behaviors and attitudes of others. This theory suggests that observing has inherent value and that students do not necessarily benefit from being pushed to perform too soon. Looking back at my own past teaching experiences, I could well be accused of this and need to rethink my approach in this regard.

Situated Learning

Jean Lave and Etienne Wenger (1990) argue that learning is largely dependent on the activity, context and culture. They see learners as participating as part of a community of practice (Wenger, 1998), first on the periphery but in most cases gradually moving to the center. The pedagogical implications are that learning occurs most naturally in context and that again full participation or performance is not necessary and may even be detrimental in the early stages. The reader will notice how situated learning and the previous two theories complement each other.

Elaboration Theory

Another theory that stresses the importance of meaningful context is elaboration theory as proposed by Charles Reigeluth (1992). The seven major strategy components are (1) an elaborative sequence, (2) learning prerequisite sequences, (3) summary, (4) synthesis, (5) analogies, (6) cognitive strategies, and (7) learner control. Implications for the EFL classroom include that we should be designing our curriculum more carefully to insure that simpler versions of the desired task are introduced first and added to later. Also, we can be looking for ways to relinquish some of the control to our learners (Brady, Hadley & Jones, 2005).

Minimilism

The key points stressed by John M. Carroll (see, for example, Carroll, 1990) are allowing learners to start immediately on meaningful tasks, minimizing the amount of passive forms of training, including error recognition and recovery activities, and making all activities

self-contained. Although his work has been mostly focused on human-computer interface and teaching computer applications, there are implications for the L2 classroom, namely designing activities and materials that don't get in the way of learning. My new approach is to get learners started on an activity within the first five minutes of entering the classroom.

Conditions of Learning

Robert Gagne (1985) distinguishes between different types or levels of learning and recognizes that different types of instruction are thus required. The five categories of learning he identified are (1) verbal learning, (2) intellectual skills, (3) cognitive strategies, (4) motor skills, and (5) attitudes. Each of these categories can be targeted by L2 teachers, but the immediate applicability of verbal learning and attitudes fit well with our aim of increased efficacy and productivity. At the same time, Gagne's nine instructional events are useful for designing activities or tasks (Gagne, Briggs & Wager, 1992), and have great potential for the L2 classroom.

Conclusion

The above review is in no way comprehensive and is intended only as a short list of examples of how classroom practitioners can incorporate accepted theories into their classroom repertoire. It is hoped that this discussion prompts readers to reflect on their own professional development and explore these and other theories of learning in more depth.

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Day Four (March 28) Papers

Using Cooperative Learning Techniques in Your Language Classroom

Matthew Apple
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Abstract

In this workshop, the presenters will first describe the principles of Collaborative Learning as expressed in Jacobs et al. (2002): "Simultaneous Interaction," "Equal Participation," "Individual Accountability," and "Positive Interdependence." Learners benefit from working together because each individual member has specific roles and responsibilities during the group effort. The process of learning becomes more meaningful for learners because of the act of discussing and sharing information, and giving and receiving opinions. Through the process of peer scaffolding students can reach higher levels of competency that are unattainable alone. The participants will demonstrate CL activities from their university-level English classes and share student reactions to these activities. Workshop participants will then have the opportunity to experience such CL activities as cooperative shadowing, cooperative creative writing, and cooperative dialogue creation. Possible benefits and drawbacks will also be examined during group discussion sessions with participants in the workshop.

Introduction

In the language learning classroom, not all group activities are cooperative learning activities. While group activities may leave some students passive and uninvolved, CL activities help make the process of learning more meaningful for learners because of the act of discussing and sharing information, and giving and receiving opinions. Cooperative learning (CL) activities require each individual within a group to have specific roles and responsibilities during the group effort.

Basic principles of CL

Jacobs, Power, and Loh (2002) described the eight basic principles of Collaborative Learning:

- Cooperation as a value
- Heterogeneous grouping
- Positive interdependence
- Individual accountability
- Simultaneous interaction

- Equal participation
- Collaborative skills
- Group autonomy

CL activities that follow these principles will promote learner autonomy and personal responsibility for language learning by allowing individual learner choices and decisions during the learning process. This emphasis on the learning process rather than the product alone is the hallmark of CL language learning. Learners improve not only their linguistic competence but also their communicative competence and collaborative skills.

The basic pattern of CL activities starts with a group of four learners sitting in a square-shape formation. The person sitting next to the learner is his or her shoulder partner, while the learners seated directly behind him or her are their face partners. This pattern is ideal for classrooms with large numbers of learner as well as for rooms with seating arrangements or space that may restrict movement around the classroom.

CL techniques and activities

Three basic techniques of CL that use the basic four-person group pattern include "Write-Pair-Switch," "Heads Together," and "Traveling Heads Together" (Kagan, 1994). For the "Write-Pair-Switch" technique, each learner begins the CL activity by working alone at his or her seat. This first step often asks the learner to write answers to specific questions. The second step, "Pair," involves each learner sharing answers with the shoulder partner, the person sitting next to him or her. In the final step, "Switch," learners change partners and talk to their face partners seated in front of or behind them.

The second technique, "Heads Together," expands on the basic four-person group pattern. First, the instructor puts learners into groups of four to work on a task, and then gives each student a number. For example, in a class of sixteen students, the instructor would number the students one through four in each group. Then, after a certain time period, the learners will make new groups with those who have the same number. Learners with the number 1 will make a new group of four with other "number 1" learners, and so on. For classes with larger numbers of learners, the instructors may need to continue numbering learners up to eight or twelve, to ensure that learners maintain the four-person group pattern.

The third technique of "Traveling Heads Together" is a variation of the second technique of "Heads Together." The instructor can start with four-person groups and then give each group

a number from one through four (again, this depends on the number of groups within the class). After a set time period, learners from groups one through four make a new group with one member from each group. This technique is an effective way for learners to share information and to work on convergent tasks that require learners to work towards the same answer.

CL activities also ensure that each learner within the group has a specific role, and that if each learner does not fulfill his or her role, the group effort fails to meet its overall objective. There are many potential roles, but the most common include:

- Facilitator—a person responsible for ensuring that the group stays on task
- Recorder—a person responsible for writing down group answers and decisions
- Summarizer—a person responsible for summarizing the group answers
- Reporter—a person responsible for conveying the group's ideas to another group
- Time-keeper—a person responsible for checking the time left to finish the task

Other roles such as questioner (a person responsible for asking questions) and praiser (a person responsible for an encouraging atmosphere with praising words) are possible, depending on the nature of the task and the time necessary to complete it.

There are many kinds of tasks with which instructors can utilize the patterns and techniques of Cooperative Learning in the language classroom, starting with simply checking the previous class's homework assignment. One activity we demonstrated in our workshop at Hue University in March, 2006 was a self-introduction activity utilizing the "Write-Pair-Switch" technique.

In this activity, students first write about themselves in a passage of a few short sentences. Then, they introduce themselves to their shoulder partners by making use of the passage. The third step is to switch partners. At this stage, students are to work with their face partners. They introduce not themselves but their shoulder partners to their face partners. If necessary, they can ask questions of their shoulder partners again to confirm the information, while talking to their face partners. This simple activity can help to create a cooperative atmosphere among students and enhance communication in the target language.

A few other cooperative learning activities were presented in workshop handouts. We have not explained them in this report due to the limited space. They are available by contacting the authors.

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Etsuko Shimo has taught in a Japanese public senior high school and several universities in Japan. She has a Master's of Education in TESOL from the University of Buffalo (SUNY). Her current interests are cooperative learning, portfolio use, and Asian Englishes.

Portfolio Use in the Language Classroom

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Miyazaki Municipal University
Matthew Apple
Doshisha University

Abstract

In this workshop, the presenters will first discuss types and uses of the portfolio in second language classrooms. Previous research by the presenters (2003, 2005) indicated that the portfolio can help students to monitor and reflect on their own learning processes and progress, to feel more sense of achievement compared with traditional tests, to receive more feedback both from their instructor and classmates by sharing each other's work in progress. The portfolio can be an effective learning and assessment tool especially when used in conjunction with cooperative learning techniques. Examples of teacher's instructions, students' portfolios, and student reactions about portfolio creation from reading, writing, and speaking and listening classes will be shown in the workshop. Components of the portfolio as well as portfolio sharing activities will be demonstrated. Workshop participants will have a chance to consider how they can apply portfolio use and assessment to their teaching contexts.

Introduction

The portfolio is a useful teaching and learning tool in language learning classrooms. There are different types of portfolios, such as assessment portfolios, showcase portfolios, and collections portfolios (O'Malley & Valdez Pierce, 1996). Assessment portfolios consist of items students choose to include according to certain assessment criteria. Showcase portfolios contain students' best pieces of work. Collections portfolios, often called working folders, are collections of all the pieces of work during a certain period of time. In other words, assessment portfolios can occasionally mean the same content as showcase portfolios if the criterion given was to choose the best work. The most important in creating a portfolio, however, is the activity of making selections or choices and making reflections over the learning processes (Apple & Shimo, 2005; Hamp-Lyons & Condon, 2000; Shimo, 2003). The criteria given for assessment portfolios should aim to promote these activities.

Benefits of Portfolios

Portfolios have the following benefits (Apple & Shimo, 2005; Hamp-Lyons & Condon, 2000; Shimo, 2003):

1) Learners can reflect over their learning processes.
2) Portfolios make it possible to make a continuous assessment over a long time period.

3) Learners can make their original products and they can feel a sense of achievement more compared to traditional tests.
4) Learners can take control over their learning and feel more responsibility for it.
5) Learners can assess weaknesses and strengths, and progress in their ability, and (re-)set goals more effectively by looking over their work.

Students are often able to receive more feedback to their work in progress, such as easy drafts, from their teacher and classmates when portfolios are used in their classes (Shimo, 2005). Moreover, portfolios can help to promote learner autonomy especially when the portfolio assignments include a) decision-making or choice-making tasks which enable students to plan and organize their learning, b) language tasks related to both in- and outside-class activities, and c) optional tasks to accommodate students at different levels of motivation and proficiency (Shimo, 2003).

Sample Portfolio Guidelines

Portfolios can be used for any skill-based or content-based language classrooms. The sample guidelines below are from an English listening class at a four-year Japanese university (Apple, To appear). The guidelines were given to the students in the class on a handout with oral explanations:

Your Extensive Listening Portfolio (ELP) should have four parts:

1. A REFLECTIVE ESSAY of about 250-300 words typed (A4 paper). Write about how you listened to English, which strategies you used, whether it worked or not and why or why not, and your goals for listening in the future.
2. A CASSETTE TAPE. You will record your voice onto a cassette tape at the beginning of every class this semester. At the end of the tape, you should have a short speech OR conversation (with a classmate).
   (a) SPEECH: 5 minutes non-stop
   (b) CONVERSATION: 10 minutes for two people, 15 minutes for 3 people
   (c) REFLECTION: Listen to your recordings throughout the semester and write a short (50-100 word) description of how you think your speaking improved. Analyze your final speech or conversation. What was good? What needs improvement? Think about your intonation, rhythm, linking, and so on.
3. WEEKLY GOALS LOGS which you must turn in every week -- Please include at least 8 sheets out of the 12 you did during the semester.
4. A short Reflective Essay (50-100 words) about "goals." Think about these questions:
   (a) What goals did you set during the semester?
   (b) Did you meet your goals? What strategies did you use to meet your goals?

(c) If you didn't meet your goals, what was the reason?
(d) What goals can you set in the future? How can you reach them?

The above guidelines intended to help students with the collection aspect of their portfolio by making the assessment criteria clear to them. The guidelines also aimed to assist students in selection and reflection processes more effectively by giving specific tasks in which students were to think over their learning processes, assess their achievement and progress, and (re-)set their learning goals.

Student reaction

In our classrooms, students have generally appreciated portfolio creation. The following comments, originally written in Japanese and translated by the authors, come from previous portfolio studies by the authors (Shimo, 2003; Apple and Shimo, 2005):

- *There are many cases where we ourselves thought, made decisions, and worked on our activity.*
- *When I compare recent works to old ones, I can see the progress, which makes me feel like studying harder.*
- *The portfolio shows a record of my thoughts and lets me examine the work I've done.*
- *Because I learn many things every week, having [evaluation] every time is good for me. Studying for a test doesn't lead to much learning, I think.*

While a few students claimed that the portfolio is simply another kind of homework after all, many students seem to have thought highly of the processes of making decisions and choices, monitoring their learning. They also felt a greater sense of control and responsibility over their learning processes.

For future portfolios

While students appreciated benefits that portfolios generally provide, many of them appreciated the cooperative elements in the process of creating portfolios. The most intriguing aspect is that portfolios and cooperative learning share certain common features. Both methodologies have a great potential to promote learning autonomy and learner responsibility, and both allow students to make choices and decisions and plan learning processes and activities. They both put an emphasis on learning processes as much as, or sometimes even more than learning product at the end. Portfolio use may become even more effective in language classrooms by integrating cooperative learning aspects in portfolio creation processes.

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Learning English via Activities

Marilyn Books
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Introduction

This presentation took the form of a workshop; the participants actively engaged in the activities. Out of all the four skills—reading, writing, speaking, and listening—it concentrated on speaking and listening.

The activities were modified to suit the relatively high level of the class, but have been taught to false beginners as well.

The first one was a whole class activity focusing on self-introductions, interviewing for specific information, and appropriate leave-taking strategies.

A guessing game simulated conversations in quick question-answer sequences. Questioning, which forms the basis of English-style conversations was employed in the pair work endeavor.

The song provided training in listening, plus production.

Find Someone Who

Each student was given a handout on which was listed the following:

_____ has been to a foreign country.
_____ was often scolded when he/she was a child.
_____ is confused by mathematics.
_____ has been bitten by a dog.
_____ was called a nickname in elementary school.
_____ is often told he/she is good at something.
_____ was raised in a small town.
_____ lives in a house that was built more than 30 years ago.
_____ is interested in computer games (or another hobby).
_____ is interested in canoeing (or another sport).
_____ is confused by mathematics.
_____ can speak more than three languages.
_____ was born near the ocean.

_____ is fatigued today.
_____ owns a …….. (car, computer)
_____ has been to a foreign country.
_____ has a younger sibling.
_____ can play a musical instrument.

Prior to doing the activity, the teacher reviewed four possible phrases to use—are you; were you; do you; have you ever been. Unfamiliar vocabulary was explained. The teacher modeled the activity with a student and added sample self-introduction and leave-taking gambits. If the students wished, they could change the question. Each student asked the other students the questions. When someone said yes, they wrote their name on the line. The first to complete the handout with one name on each line was the winner.
Adapted from English Firsthand by Marc Helgeson.

Twenty Questions
Each student was given a handout with these questions on it:
1. What color is it?
2. How big is it? (How many centimeters by how many centimeters is it?)
3. How much does it cost?
4. How much does it weigh? (How many grams or kilograms is it?)
5. Where is it usually?
6. Where is it now?
7. When did you use it last?
8. Why did you buy it?
9. How do you use it? (gesture!)

WHAT IS IT?
The teacher previewed the vocabulary and pronunciation, with attention to "by," "use it last," and weigh (not weight). She demonstrated with an object that she thought of. The answers were:
1. gold
2. 1 cm by 14 cm
3. about $60
4. about 70 gm
5. in my purse
6. 20 minutes ago

7. for notes
8. (scribble, scribble, scribble)

"Answer: This is a pen! First lesson in English, right?"
Other possible answers were given such as rectangular, irregular, long and narrow.The students found a partner. For interest, a time limit was set. The winning pair was the one who had the most exchanges (successful guesses of each other's objects).
This game is good for lower level learners, but can be adapted for intermediate students by providing only the key words of each question: color, size, shape, cost, weight, where … usually, where … now, when … use it last, why … buy, how … use.

This Land is Your Land

1. A handout was prepared as follows: An A4 paper was folded into 16 "squares" (rectangles). A rough pictorial representation of each of 16 lines of the song were drawn on each square. On the back were printed the 16 lines, one per square.
2. The students received a sheet, picture side up. The teacher sang the song* slowly and the students followed. They turned it over, following the words as she sang it again. Vocabulary and pronunciation were attended to.
3. The students turned it picture side up, ripped (tore) it into 16 pieces, and lay them on their desks in random order. As the teacher sang it, they arranged the pictures.
4. The students turned the pieces over and placed them on their desks in random order. As the teacher sang it, they arranged the lines.
5. Finally the teacher invited the students to sing along, faster and faster.

*Non-songbird teachers could play the song.

In pairs is a variation, especially useful if the desktops are small.

This was one of the most fun classes that I have ever taught. The students were so eager and dove right into the exercises with great delight and laughter.

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Vocabulary Acquisition and Expansion for the EFL Learner

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Abstract

The basic foundation of language learning is vocabulary acquisition. Individual words and phrases are the building blocks of communication. Grammar, sentences, and syntax come later and, while important for effective communication, serve primarily to add structure to a solid base of vocabulary. Therefore, it is necessary to give serious consideration to strategies for successful learning of vocabulary. In this presentation, recommendations from the experts in second language vocabulary acquisition were discussed, including implicit versus explicit approaches and the role of L1. Practical suggestions were then offered for developing and expanding vocabulary in the EFL classroom, including memorization techniques, metacognitive strategies, and deep processing. Resources were also provided on second language vocabulary acquisition, for participants to use in the formulation of their own teaching approaches.

Introduction

"*Vocabulary acquisition is a crucial, and in some senses, the central component in successful foreign language acquisition", (Beglar & Hunt, 2005, p. 7)*

It could be argued that vocabulary is the cornerstone of successful second language acquisition. Everyone has an innate desire to name their experiences, their environment, their reality. In some ways, vocabulary could be considered the "meat" of a language, and grammar the framework that holds it together. While it is possible to communicate without good grammar, it is virtually impossible without vocabulary. For students, instruction in second language vocabulary can be highly motivational with rapid, attainable results which lead to increased self confidence. In spite of all this, however, relatively little research has been done into second language vocabulary acquisition (SLVA) until recently (Folse, 2004).

Theoretical Background

What does it mean to 'know' a word?

Knowing' a word implies more than merely learning its definition. It must be studied in terms of its form, its function, and its phonology. It must be understood in terms of its collocational context which requires studying semantic chunks as opposed to individual isolated words. Nagy & Herman's (1985) Vocabulary Learning Hypothesis (VLH) states that "most vocabulary is learned gradually through repeated exposure to new and known words in various contexts" (in Shaffer, 2005, p.21). The VLH further indicates that the first time learners meet a word, they have a 5-10% chance of remembering it, and that 10-12 exposures are required to commit new words to memory.

Explicit Versus Implicit Vocabulary Instruction

Many studies laud the merits of both implicit (incidental) vocabulary instruction and explicit (direct) vocabulary instruction. Nation (2005) says it's important to "balance deliberate learning with message-focused learning so that you can get the best of the two approaches" (p.12). Laufer (2005) recommends "form-focused instruction" to complement incidental acquisition, while Beglar & Hunt (2005) emphasize contextualized as well as decontextualized input. However, Krashen, (2003), in his Input Hypothesis claims that "comprehending messages is the only way language is acquired" (p.4). In the early stages of language learning, however, explicit vocabulary instruction may be more important, but as competency increases, there may be greater reliance on implicit vocabulary instruction (Ellis, 1996).

The Role of L1 in SLVA

Constructivist theory is based on the premise that effective learning links new knowledge to that which is already known. "There is a growing revolt against the belief, held by proponents of the Direct Method, that the mother tongue should be excluded from the second language classroom... the mother tongue is the launch pad for the second language" (Morgan & Rinvolucri, 2004, p. 8). According to Nation (2003), the most effective way to begin to learn the meaning of a word is by translation into L1. However, Laufer (2005) cautions that the best use of L1 is with L2 words that have an exact or close equivalent in L1.

Some words of caution

Folse (2004) warns against incorrectly applying L1 vocabulary acquisition theory to L2 vocabulary acquisition, especially as regards vocabulary learning from context. Clark and Ishida (2005) contend that for EAP students, "merely being exposed to academic texts in their content classes is not sufficient for the development of vocabulary knowledge...explicit attention needs to be paid to vocabulary knowledge as a part of instruction" (p.11). And finally, Morgan & Rinvolucri (2004) emphasize the importance of considering learner differences in light of learning styles, multiple intelligences, and neurolinguistic programming.

Implications for instruction

In light of the current discussion about SLVA, certain key guidelines are evident for classroom instruction. First, extensive reading and listening can be key in successful incidental vocabulary acquisition (Nation, 2005) but 98% of vocabulary must be known to infer meanings of unknown words from context (Laufer, 2005). Constant recycling of vocabulary is essential to offer the repeated exposures required to commit words to memory. Furthermore, narrow reading plays a role in decreasing the learning burden through increased repetition and accelerating the acquisition of content-specific vocabulary (Shaffer, 2005).

Student progress in terms of explicit SLVA may be monitored by West's (1953) General Service List, and Coxhead's (2000) Academic Word List.

Furthermore, a key component in effective SLVA is the teaching of metacognitive strategies to increase learner autonomy, heighten motivation, and ensure a greater probability of success. Finally, vocabulary activities which require deep rather than shallow processing of words lead to better retention (Ellis, 1996, Morgan & Rinvolucri, 2004).

Practical Activities

Many of the activities presented were developed by Morgan & Rinvolucri (2004). They included activities to introduce vocabulary; text based activities; writing activities for Communicative Output (Nation, 2005, Beglar & Hunt, 2005); L1/L2 activities; suggestions for using corpora and concordances; multisensory activities; word personalization tasks; as well as suggestions for dictionary and revision exercises.

Conclusion

Vocabulary acquisition plays a key role in successful second language learning. Therefore it requires careful consideration and systematic instructional approaches ground in reliable and informative research. This presentation sought to equip and inspire second language educators in their quest to implement effective and innovative approaches to teaching vocabulary. According to Berman (2002), “In order to live in the world, we must name it. Names are essential for the construction of reality for without a name, it is difficult to accept the existence of an object, an event, a feeling. Vocabulary is essential... which is why it is so important” (p.167).

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Appendix A

Cards on the Table (Adapted from Morgan & Rinvolucri, 2004, p. 25)

In this pre-text activity, participants were asked to categorize words in order to facilitate deep processing, and to clarify their ideas about the topic.

Look at the list of the words on the left. With your partner, put them into 2, 3, 4, or 5 groups. Then explain your reasoning to the group.

man	son	god	animal	soul	stomach
enemy	family	group	boy	baby	head
mind	friend	woman	father	heart	girl
child	daughter	adult	pet	mother	blood

Appendix B

Ghost Definitions (Adapted from Morgan & Rinvolucri, 2004, p. 37)

(This activity was presented as an example of a text-based activity requiring students to focus on exact meanings of words and phrases. It was based on an excerpt from Hagen, S. (1999). Journeys Writing 1, Singapore, Longman Asia ELT, p. 61)

Find words in the text that match the following definitions:

- not long ago
- finished studying
- a place to buy and eat food
- chores
- gets pleasure from
- liked more than all the others
- begin to experience warm feelings towards
- to rest and get rid of stress
- people who buy things
- the trip in a car

Appendix C

Learn by Associating ***(Adapted from Morgan & Rinvolucri, 2004, pp. 58-59)***

(In this activity, participants were introduced to a strategy for incorporating L1 into L2 vocabulary instruction, as well as to encourage metacognitive learning.)

Participants were asked to take a sheet of paper and make four columns, and label them as shown. The first column is for the new words being studied. The "word association" column is for a personal association with the new word. The "mother tongue" column is to translate the word into L1. And the"bridge association" is for students to write a sentence linking L1 and L2. In this case, Japanese words were used as the words under study, and English as the L1.

Word	***Word Association***	***Mother Tongue***	***Bridge Association***
Uchiwa	Ouch!	Fan	When it's too hot, I say "uchiwa"!
Shigoto	Female goat	Job	The female goat needs a "shigoto".
Denwa	Then what happened..?	Phone	I talked to my friend on the phone and said "denwa happened?"

Multiple Intelligences in the EFL Classroom

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Abstract
Howard Gardner's Theory of Multiple Intelligences (1983) has gained widespread acclaim and acceptance, and has inspired educators all over the world. Challenging the notion of a of intelligence as a single, unitary concept, MI theory has revolutionized how educators view the learning process. The idea of a "one size fits all" approach to learning has been replaced by the idea of multiple intelligences, or aptitudes which can be activated to ensure successful learning. This leads to the challenge of differentiating instruction to cater to a wide variety of intelligences and abilities. Yet, little research has been done into the applicability of MI theory into the EFL classroom. This workshop explored ways to assess the multiple intelligence profile of both EFL teachers and students and highlighted strategies for implementing MI theory in the EFL classroom. The outcome of multiple intelligence instruction promises to be a more effective and rewarding learning experience for students and teachers.

Introduction

The purpose of this presentation was to provide an overview of Howard Gardner's Theory of Multiple Intelligences, and how it can be specifically applied to the EFL classroom. Since little research exists on the implementation of MI Theory in the EFL classroom, the goal was to de-mystify MI application and to demonstrate to participants that many of the classroom techniques they currently use cater to a variety of intelligence types. The presentation aimed to reinforce and add to practices already in use in EFL classrooms.

What is intelligence?

This presentation began by inviting participants to reflect on the nature of intelligence. After writing personal reflections on paper, they paired up and shared their thoughts with other participants. Plenary sharing of ideas followed, and it was discovered that many of their ideas overlapped with those of Howard Gardner. Gardner (1983) challenged the two traditional concepts of intelligence: 1) cognition as a single, unitary concept and 2) that each person has a single, quantifiable intelligence. Instead, Gardner proposed the Theory of Multiple Intelligences (MI Theory) that claims:

a. We all possess multiple intelligences that we combine and use in our own unique ways.
b. IQ tests only measure a small range of these intelligences
c. Each intelligence type is comprised of numerous sub-intelligences
d. Each intelligence develops at its own rate.
e. Rather than focusing on an IQ score, we should focus instead on establishing a cognitive profile.

Gardner went on to say that common to all intelligences is the ability to solve real life problems; to generate new problems to solve; and the ability to make a valued contribution to society (Campbell, Campbell, & Dickinson, 2004). Studies indicate that teachers' instructional approaches tend to be heavily influenced by their own strongest intelligence type, so participants were thus invited to establish their own cognitive profile, using an inventory developed by Ivanco (1998).

Why incorporate MI Theory into EFL instruction?
Kornhaber, Fierros, & Veenema (2004) conducted a study of 41 schools who had incorporated MI theory into their instructional programs and discovered improvement in their standardized test scores, discipline, parental participation, and performance of learning disabled students. They further claim that using MI Theory "helps teachers understand the range of individual student's strengths, and to find opportunities for them to become engaged through their strengths, and to work on their weaknesses" (Kornhaber et al, 2004, p. 120). Furthermore, Curie (2003) points out that focusing on students' strengths makes the learning process more accessible and Schmidt-Fajlik (2004) underscores the value of MI Theory in meeting the needs of learners at all stages of life.

Intelligence Types and Practical Approaches

Verbal-Linguistic Intelligence
Like each of the multiple intelligences, the verbal linguistic intelligences is multi-faceted. According to Campbell et al. (2004) learners who exhibit this intelligence type may excel at journalism, poetry, storytelling, or debate. They may have a keen sensitivity to learning other languages, and to sound, rhythm, and meaning of words in general. They often have a passion for self expression and tend to listen, read, speak, or write efficiently.

Activities suited to this intelligence type include storytelling activities, word building games, acrostics, and pangrams (Berman, 2002). Campbell et al, (2004) recommends guided listening activities for listening to stories, poetry, and lectures for this intelligence type.

Visual-Spatial Intelligence
Awareness of the various components of this intelligence type is crucial to adequately catering to the needs of the visual spatial learner. According to Campbell et al. (2004), a distinction should be made between learners who learn by seeing and observing (external imagery); learners who learn by imagining (internal imagery); and those who learn by drawing (imagery created). Furthermore, learners with heightened visual-spatial awareness may successfully navigate themselves and objects through space. But perhaps most interesting is the idea that visual-spatial learners tend to be more attuned to body language, gestures, and non-verbal communication which play a key role in EFL classrooms.

Therefore, successfully catering to this intelligence necessitates incorporating activities such as maps, charts, diagrams, and visual organizers as external imagery; guided visualization and visual memory techniques as internal imagery; and opportunities to create drawings, word configurations, and personal flowcharts as imagery created. There is considerable overlap between visual-spatial and bodily-kinesthetic intelligence especially in terms of navigation of body and self through space. Reference will be made to this point in the discussion on bodily-kinesthetic intelligence.

Musical-Rhythmic Intelligence
A growing body of research is highlighting the interconnectivity of the musical and linguistic intelligences. Although they are separate, unique abilities operating out of different parts of the brain, studies indicate that they are mutually reinforcing (Zatorre et al, 1992). Campbell et al. (2004) stress that music and language are both forms of self-expression, and share 3 key components: pitch, rhythm, timbre. Learners with strong musical-rhythmic intelligence may

exhibit abilities ranging from kinesthetic response to music (dance; rhythm) to singing; to competence in playing an instrument, to academically analyzing music.

There are many possibilities for catering to the musical-rhythmic intelligence in the EFL classroom. Songs can be effectively used for listening activities such as gap fills; reading comprehension activities in lieu of a text; speaking tasks based on the themes of songs; as springboards for writing activities; and to reinforce grammar points and vocabulary (Lieb, 2005).

Mathematical-Logical Intelligence
Learners who exhibit strong mathematical-logical intelligence tend to have strong deductive and inductive reasoning stills, as well as the ability to recognize and solve problems, and to discern patterns and relationships.

Having mathematical-logical learners induce grammar rules based on examples is an effective way to cater to this intelligence. Berman (2002) recommends a variety of logical/analytical activities including crosswords, sequencing activities, and finding mistakes. Campbell et al. (2004) also encourages strategies to enhance logical thinking such as diverse questioning strategies, open-ended problems, syllogisms, and analogies.

Interpersonal Intelligence
N.K. Humphrey, a British psychologist, claimed that "Social intelligence is the most important feature of the human intellect and that the greatest creative use of the human mind is to maintain human society effectively", (Campbell et al., 2005, p. 155). Learners with highly developed interpersonal intelligence fulfill this role through their ability to understand and communicate with others; to form and maintain relationships; and to assume various roles within groups.

These learners enjoy collaborative activities. Therefore, role plays, games requiring teamwork, pairwork and group discussions are ideally suited to this intelligence type. Many of the simplest activities conducted in the EFL classroom such as checking answers in pairs and/or providing peer feedback/review cater perfectly to interpersonal learners.

Intrapersonal Intelligence
It is important to acknowledge that there is a strong link between interpersonal and intrapersonal intelligences as it is through others that we come to know ourselves. This intelligence involves bringing our thoughts and feelings into consciousness and exploring ways to better understand ourselves (Campbell et al, 2004). Learners with highly developed intrapersonal intelligence tend to have strong self awareness and often wish to seek out and understand their inner experiences. They tend to be highly reflective and are often curious about life's "big" questions.

Introspective activities such as journaling, self-directed instruction, and creative writing are a good match for this intelligence type (Berman, 2002). Training in metacognitive strategies are especially relevant as are activities designed to encourage autonomous learning (Campbell et al., 2004). Pair interviews are also valuable for this intelligence type as conversations with others lead learners towards enhanced self awareness.

Bodily-kinesthetic Intelligence
This intelligence type manifests itself in a variety of ways. In general, these learners learn by doing although some are tactile (learn by touch and manipulation); and some are kinesthetic

(learn by activating the whole body). Whatever the case, however, physical activity "aids memory by encoding learning throughout the body's neuromusculature" (Campbell et al, 2004, p. 65).

As mentioned earlier, there is considerable overlap between visual-spatial and bodily-kinesthetic intelligence especially in terms of navigation of body and self through space. With this in mind, activities ideally suited to kinesthetic learners include mingling activities (such as "Find someone who..."), gesture games such as "Charades", and dramatic activities. Use of manipulatives such as cards, game pieces, pictures, etc. caters to the tactile learner. Including both types of activating ensures that this intelligence type is adequately accommodated.

Naturalist Intelligence

Learners with highly developed naturalist intelligence are eager to interact with the environment. As such, they constantly look for patterns in the world, and have the ability to observe, classify, and categorize objects in the natural and man-made world (Campbell et al., 2004). It could be argued that there is considerable overlap between this intelligence type and mathematical-logical learners, since they also seek to discern patterns and relationships..

It follows that ordering, classifying, or categorizing activities are ideally suited to this intelligence type. Berman (2002) recommends arranging words in groups and collocations activities while Campbell et al. (2004) suggest structuring activities around time (when?); environment (where?); participation (who?); action (what?); and motive (why?).

Conclusion

Howard Gardner's Theory of Multiple Intelligence holds exceptional promise for the future of education at all levels. If correctly implemented, it allows educators everywhere to reach more learners and offer success for a greater number of students. The hope is that EFL learners everywhere will also experience the benefits of MI Theory and experience greater fulfillment and success in their language learning endeavors. Campbell et al. claim that "Every human life will be enriched through developing many kinds of intelligence to the greatest extent possible" (2004, p.xxii).

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