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EFL

1   410   10:00 – 10:30

A Study of the Effect of DRTA (Directed Reading Thinking Activities)
on Reading Instruction

Saori Komaki (Sendai High School / Graduate student, Kagoshima University)

This presentation reports on a study of active reading strategies to help reading efficacy. Many researchers have insisted that fluent reading is purposeful, flexible, and interactive (See, for example, Grabe 1988).   Reading should be *purposeful*; to bring readers motivation.   Reading should be *flexible*; many strategies are required to read successfully, for example, skimming rapidly, or anticipating what will happen next, with the aid of titles and pictures.   Reading should also be *interactive*; with the reader utilizing information from their background knowledge, as well as that from print.

DRTA (Directed Reading Thinking Activities) is a reading strategy that aims to enhance students guessing of what will happen in the text.   They predict what they are going to read.   It has three steps: predicting, reading and providing.   Each step is repeated over and over again.

The research program used DRTA with ESL learners in a public high school in Kyushu. Two groups were selected.   The Control Group consists of 38 students; Experiment Group undergoing DRTA treatment consists of 39.

The same reading materials were given in traditional reading instruction at high school for the Control Group.   The treatment was carried out about ten times over a three month period.

The data analysis are ongoing.   However, some result will be provided from questionnaires, observations, and dairies in this presentation.

1   410   10:35 – 11:05

Quantitative research

Qualitative research

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MD

1   410   11:10 – 10:40

The Role of Listening Comprehension in EFL Education and the Pedagogical Implications for the Development of L2 Listening Proficiency

Dongkyoo Kim (Busan National University of Education)

This study aims to provide EFL teachers with a broader picture for understanding the unique characteristics of listening comprehension and to offer some practical suggestions for the enhancement of their students' listening comprehension proficiency.   Specifically, this study intends to give EFL teachers an opportunity to examine the processes of listening comprehension, the role of listening comprehension in L2 acquisition, and the factors influencing listening comprehension.   With a review of the research pertaining to these topics, this study hopes to provide EFL teachers with a new perception of listening comprehension and enable them to diagnose some of the problems that their students might encounter in listening comprehension lessons.   In order to enhance students' listening comprehension proficiency, the current paper offers the following four suggestions: 1) develop students' vocabulary knowledge, 2) give advice for sound perception, 3) offer listening strategy training in a very explicit way, and 4) incorporate authentic listening input into English classrooms.   Although this paper focuses especially on listening comprehension for attaining successful communicative competence, the remaining three language skills (speaking, reading, and writing) should not be neglected.   This paper assumes as optimal a full and balanced development of the four language skills, but urges a greater emphasis on listening comprehension, which to date has been an overlooked area in EFL education.

1   410   11:45 – 12:15

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2　　411　　　10:00 － 10:30

English Video Skills Series: Making an Effective Presentation

Hisayasu Ito (Ritsumeikan Asia Pacific University)
Linda Guishard (Ritsumeikan Asia Pacific University)

English teaching professionals place a great deal of time and effort in developing increased English oral communication skills in their students.   While there are numerous ways to accomplish increased oral skills, requiring students to prepare for and make presentations is an excellent teaching method to achieve improved oral skills.   In addition to improved oral skills, students also acquire important presentation skills which may serve them well in today's increasingly competitive job market.   The video, "Making an Effective Presentation" was made in order to assist both teaching professionals and students make sound use of presentations.

The fifteen minute video (available in VHS and MPEG form) is accompanied with teaching materials: 1) a guide for instructors;   2) comprehension and discussion questions based on the video;   and   3)   a presentation checklist students use when developing their presentations.   The video, "Making an Effective Presentation", is a unique teaching aid since the "actors" shown on the video are real students who, without the aid of a script, helped the authors of this abstract.   Studies have shown that learners respond positively when they see peers perform well in situations that they are expected to do.   In addition, studies have also shown that humour can aid the learning process.   The authors kept both these issues in mind when they developed the video.   In our presentation we will share feedback from instructors who used the video in their classes.

Increasing student English oral skills is important.   Requiring students to make presentations can increase oral skills.   With the use of a short, straightforward video complete with teaching materials the video, "Making an Effective Presentation", can be a positive instrument to attain increased student oral skills.

2   411   10:35 − 11:05

A Critical Evaluation of Placement Tests and Skills Groupings

Rory Britto (Kurume University)

I approach placement tests/skills grouping [PT/SG] from a critical perspective. Although they are commonplace, I question their purpose, design, and application. I feel that they rest on flimsy theoretical support, go contrary to established educational principles, and rest on virtually nonexistent empirical evidence.

As educators, we have a choice of either basing our educational decisions on theory or otherwise. It seems that if we don't base them on theories that they become arbitrary at best and whimsical in the worst case. In turn, when we do look to theory for grounding or support, certain conditions must be met. It is a sine qua non that theories, to be valid, need rest on evidence, logic, and persuasive argumentation. It is my contention that these qualities come in insufficient measure, as far as PT/SG are concerned.

As a starting point, I will attempt to demonstrate that the evidence does not bear the theories. In the field of general education, too few studies in connection with the efficacy of PT/SG have been found, and very little compelling evidence regarding any impact on learning is available. In my studies, I have found this also to be the case in Second Language Learning.

I further feel that I am able to demonstrate that the underlying logic is anecdotal and to that extent, not strong enough to support the theory. Finally, it is my belief that I am able to provide a more persuasive argument against PT/SG than the arguments put forward in support of them.

While seeking input that could persuade me to change my position, through my research, I have come to the conclusion that the evidence does not bear the theories.

It is hoped that this presentation will be of interest to those involved in testing and curriculum development, and issues of educational and language learning principles.

2   411   11:10 – 11:40

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ESP

2　　411　　　　11:45　–　12:15

The Effects of Stressing Creativity in ESP Classes: Focus on Changes in Attitudes toward Learning

Masao Kanaoka (Kagoshima National College of Technology)

Research Background

Creativity as a cognitive process can be enhanced in a real world context, especially in relation to the intended workplace (Lubart, 1990), while fostering creativity contributes to the development of intrinsic motivation (Amabile et al., 1986). Critical thinking is a metacognitive act (King, 1995), and creativity and critical thinking play a crucial part in goal-directed problem solving (e.g., Basadur et al., 1990; Brophy, 1998; Bransford et al., 1986). In technological education, the development of creative problem solving skills needs to be stressed (Hill, 1998), since such higher-order thinking abilities are indispensable in finding practical solutions in the workplace and in real-life contexts. Fostering creativity has become crucial for the future of school education in Japan (e.g., Koh, 2000); therefore, it is important to introduce ESP classes which stress creativity, critical thinking, and problem solving so that Japanese ESP learners can become more self-reflective and mindful of the real world. In contrast to the traditional ESP methodology that apparently emphasizes instructor-oriented practice, learner-centeredness and creativity in task assignments need to be emphasized in the classroom. Creativity is useful for technology-major ESP learners who may be assigned to design and develop new products in the workplace after graduation. Hence, it is necessary to explore whether or not a new ESP methodology involving more creativity would be effective for the improvement of learning attitudes among college-based ESP learners in Japan.

Research Purpose

The study aims to explore the effects of ESP methodology which stresses creativity for the improvement of learning attitudes among Japanese ESP learners. Specifically, it investigates the practicality of such methodology for engineering students who are inexperienced ESP learners.

Method

144 students of a national technical college participated in the study for three months. Identical pre and post questionnaires using the 5-point Likert scale were administered in order to measure the change of learning attitudes for quantitative analysis. An open-ended questionnaire was also administered at the end of the study in order to further reveal the effects of the methodology.

Results and Discussion

The results showed that learning attitudes toward ESP courses were improved after the introduction of creativity-focused ESP classes. As Table 1 shows, positive attitudes were enhanced over the three-month research period. This suggests that Japanese ESP learners are more likely to improve their learning attitudes through creative tasks, especially when the tasks are related to either their prospective career after graduation or their personal interest. Meanwhile, as Table 2 suggests, learning attitudes toward general English courses worsened, especially compared to the enhanced learning attitudes toward the ESP classes. Such a discrepancy suggests that the participants prefer to learn English under a new type of learning environment, one which emphasizes clear goal setting, personal interest and social value. It is concluded that a goal-oriented, leaner-centered instructional approach may help novice ESP learners recognize the solid relationship between their current learning activities in the classroom and their prospective goals beyond college.

Table 1. Positive Change of Learning Attitudes in ESP Classes (n = 122)

Questionnaire	Mean	SD
Pre	3.67	0.957
Post	3.90	0.913

Table 2. Change of Learning Attitudes toward General English Courses (n = 122)

Questionnaire	Mean	SD
Pre	3.52	1.022
Post	3.48	0.973

3　　415　　　10:00 – 10:30

Language Ownership: A New Concept for Lesson Planning

Michael Guest (Miyazaki University)

Language ownership is a new concept which emphasizes the cognitive and emotional engagement of the learner. This approach argues that when the cognition or emotions of a learner are stimulated the learner feels a greater sense of involvement and responsibility for their discourse with the result that retention is likely to be deeper and longer-lasting. Recent research indicates that 'noticing' or 'paying attention to' specific language items increases consciousness-raising, that comprehensible input alone is insufficient. But although such a process may come naturally in ESL or target-language environments it is more difficult to achieve in EFL settings, particularly in classrooms with students who often don't have specific language-learning motivations. The speaker believes that a 'Language Ownership' approach can address this problem.

In this presentation, the speaker will first discuss the relationship between cognition/emotion and language acquisition. The speaker will then present a new formula designed to generate a sense of 'language ownership' in language learners for use in EFL classroom lesson planning or developing teaching materials. This formula defines and measures six factors central to establishing a sense of language ownership in any task or activity: 1) the degree of cognitive engagement 2) the degree of emotional engagement 3) the perceived long-term value 4) the percieved short-term value 5) item specificity and, 6) contextual practice.

The speaker will offer guidelines for developing each of these six factors. Finally, the speaker will present some concrete examples of this new approach.

3   415   10:35 – 11:05

How Effective Are the Non-Native EFL Teachers' TETE Classes?

Sung-Ae Kim (Pusan National University)

The aim of this study is threefold. Firstly, it is to investigate the problems of the currently encouraged "Teaching English through English (TETE)" classes in Korea taught by the Korean English teachers. Secondly, based on the belief that different teaching contexts require different teaching methods, it is to argue that non-native EFL teachers need to employ different teaching strategies from those used by native English teachers. Lastly, it is to draw experts' attention to the development of context-sensitive teacher training programs, which can help the non-native English teachers cope with the inherent constraints in the EFL context. To that end the study analyzed three videotaped TETE classes taught by Korean English teachers and two questionnaires for middle school English teachers and students, respectively. According to the results of the data analyses, the intended-to-be communicative English classes taught by the non-native EFL teachers leave much to be desired and as such they cannot contribute very much to the development of the target language proficiency in the students. Based on the findings, the study concludes that in an EFL context with so many constraints, one should not blindly try to implement a policy that may work well in a context without such constraints, that without appropriate pedagogical strategies the seemingly fancy materials and exciting activities that are frequently employed in the TETE classes do not contribute very much in making the classes effective, and that the teachers need to be provided with training on how to cope with the constraints inherent in the EFL context. Suggested in the paper are some pedagogical strategies that the non-native EFL teachers might have to consider in order to improve their classes.

3   415   11:10 – 11:40