

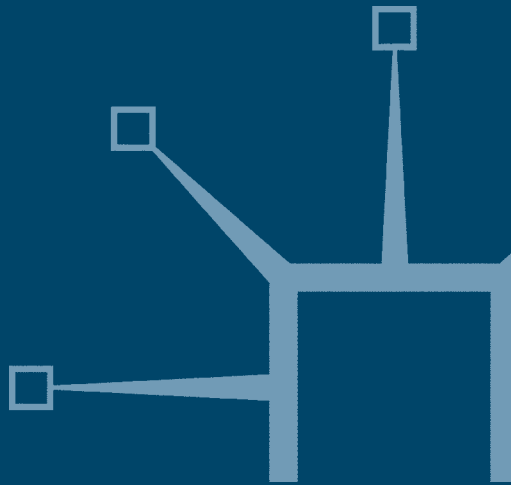
palgrave  
macmillan

# Innovating EFL Teaching in Asia

---

Edited By

Theron Muller, Steven Herder,  
John Adamson and Philip Shigeo Brown



# Innovating EFL Teaching in Asia

*This page intentionally left blank*

# Innovating EFL Teaching in Asia

Edited By

**Theron Muller**

*University of Toyama, Japan*

**Steven Herder**

*Doshisha Women's College of Liberal Arts, Kyoto, Japan*

**John Adamson**

*University of Niigata Prefecture, Japan*

and

**Philip Shigeo Brown**

*Konan Women's University, Japan*

palgrave  
macmillan



Selection and editorial matter © Theron Muller, Steven Herder, John Adamson,  
Philip Shigeo Brown 2012

Chapters © their individual authors 2012

Softcover reprint of the hardcover 1st edition 2012 ISBN 978-0-230-30145-0

All rights reserved. No reproduction, copy or transmission of this  
publication may be made without written permission.

No portion of this publication may be reproduced, copied or transmitted  
save with written permission or in accordance with the provisions of the  
Copyright, Designs and Patents Act 1988, or under the terms of any licence  
permitting limited copying issued by the Copyright Licensing Agency,  
Saffron House, 6–10 Kirby Street, London EC1N 8TS.

Any person who does any unauthorized act in relation to this publication  
may be liable to criminal prosecution and civil claims for damages.

The authors have asserted their rights to be identified as the authors of this  
work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2012 by  
PALGRAVE MACMILLAN

Palgrave Macmillan in the UK is an imprint of Macmillan Publishers Limited,  
registered in England, company number 785998, of Houndmills, Basingstoke,  
Hampshire RG21 6XS.

Palgrave Macmillan in the US is a division of St Martin's Press LLC,  
175 Fifth Avenue, New York, NY 10010.

Palgrave Macmillan is the global academic imprint of the above companies  
and has companies and representatives throughout the world.

Palgrave® and Macmillan® are registered trademarks in the United States,  
the United Kingdom, Europe and other countries.

ISBN 978-0-230-30152-8 ISBN 978-0-230-34782-3 (eBook)

DOI 10.1057/9780230347823

This book is printed on paper suitable for recycling and made from fully  
managed and sustained forest sources. Logging, pulping and manufacturing  
processes are expected to conform to the environmental regulations of the  
country of origin.

A catalogue record for this book is available from the British Library.

Library of Congress Cataloging-in-Publication Data

Innovating EFL teaching in Asia / edited by Theron Muller ... [et al.].

p. cm.

Includes index.

1. Language and languages—Study and teaching. 2. Second language  
acquisition. I. Muller, Theron, 1977–

P53.I47 2011

428.0071—dc23

2011021112

10 9 8 7 6 5 4 3 2 1  
21 20 19 18 17 16 15 14 13 12

*For all the teachers and students who have touched our  
lives and made the process of educating and being  
educated so fulfilling.*

*This page intentionally left blank*

# Contents

<i>Tables and figures</i>	x
<i>Preface</i>	xiii
<i>Acknowledgements</i>	xv
<i>About the Contributors</i>	xvi
<i>List of abbreviations</i>	xxiii
 Introduction: Mapping our Path to, and through, Innovating EFL Teaching in Asia <i>Theron Muller</i>	 1
<b>Part A Defining the Asian EFL Context</b>	
Introduction to Part A <i>Theron Muller and Philip Shigeo Brown</i>	6
1 Teaching the New English Curriculum: An Ethnographic Study in a Chinese High School <i>Xi Fang</i>	9
2 Global Cultures and Identities: Refocusing the Aims of ELT in Asia through Intercultural Awareness <i>Will Baker</i>	23
3 Training the Pesantren: Intercultural Materials for Islamic Boarding Schools in Indonesia <i>Gillian Palmer and Itje Chodidjah</i>	35
4 Language Learning Styles and Beliefs of EFL University Students in Korea: Are They Really Stereotypical? <i>Andrew Finch</i>	49
<b>Part B Empowering Asian Voices</b>	
Introduction to Part B <i>John Adamson</i>	62
5 Learner Autonomy in Asia: How Asian Teachers and Students See Themselves <i>Fumiko Murase</i>	66



6	How Thai National Culture Can Be Used to Explain Students' Behavior <i>Chutigarn Raktham</i>	82
7	Co-constructing Teacher Beliefs about Qualifications: Insights from Interviews in the Japanese Context <i>John Adamson</i>	95
8	'Reconceptualizing' Self as a Teacher in a Malaysian Context <i>Rosemary Erlam and Susan Gray</i>	110
<b>Part C Innovating Teaching Methodology in Asia</b>		
	Introduction to Part C <i>Theron Muller</i>	124
9	Promoting Strategy Teaching as an Innovative Practice in the Asian EFL Oral Classroom <i>Wendy Y. K. Lam</i>	127
10	Innovating a Vocabulary Learning Strategies Program <i>Philip Shigeo Brown</i>	135
11	Classroom Discourse Analysis of Student Use of Language Scaffolding During Tasks <i>Theron Muller and Mark de Boer</i>	145
12	Innovating EFL Teaching of Reading: An Activity Theory Perspective on Chinese Teachers' Readiness to Adapt to Educational Reform <i>Hongzhi Yang and Eva Bernat</i>	162
<b>Part D Teaching Young Learners in Asia</b>		
	Introduction to Part D <i>Barbara Hoskins Sakamoto</i>	178
13	Exploring Teachers' Implementation of the Recent Curriculum Innovation in ELT in Turkish Primary Education <i>Yasemin Kırkgöz</i>	181
14	Affective Factors Contributing to Intrinsic Motivation for Learning English among Elementary School Students in Japan <i>Junko Matsuzaki Carreira</i>	196

15	Adapting English Picture Books to an EFL Context: A Study of Collaboration between Elementary School Teachers and TEFL Practitioners in Rural Japan <i>James M. Hall, Tomoko Yamazaki, Chohei Takahashi, and Takeru Ishigame</i>	204
16	“Let’s Speak English”: Bridging the Linguistic Divide in Tamil Nadu <i>Kirsten A. Anderson and Parvathy P. Narayanan</i>	217
<b>Part E Innovating Teaching Writing in Asia</b>		
	Introduction to Part E <i>Steven Herder</i>	230
17	Extensive Writing: A Fluency-first Approach to EFL Writing <i>Steven Herder and Peter Clements</i>	232
18	Who Takes the Floor? Peer Feedback or Teacher Feedback: An Investigation of Chinese University English Learners’ Use and Understanding of Peer and Teacher Feedback on Writing <i>Huahui Zhao</i>	245
19	Assessing EFL Writing: Meaningful Innovations through SFL <i>Toshio Hisaoka</i>	253
20	Epilogue: Description and Evaluation of the Process of Creating this Book <i>Theron Muller and John Adamson</i>	267
	<i>References</i>	280
	<i>Index</i>	298

# Tables and figures

## Tables

1.1	Information about the five research participants	12
2.1	Twelve features of intercultural awareness	29
2.2	Opportunities for developing ICA in a Thai classroom	32
3.1	Time scale of the Pesantren project	37
4.1	Comparative responses to the BALLI	55
4.2	Learning preferences, 2009 and 2003/4	56
4.3	Comparative scores on the SILL	56
4.4	Comparative scores on the MIS	57
5.1	Participants' fields of study	73
5.2	Students' responses to the survey	74
7.1	Interview schedule	99
7.2	The teacher interviewees	100
7.3	Topic 1: beliefs about teachers with qualifications	101
7.4	Topics 1 and 2: beliefs about teachers with and without qualifications	101
7.5	Topic 2: beliefs about teachers without qualifications	102
9.1	Raw frequencies and proportional frequencies (%) of reported use of individual target strategies by proficiency	131
9.2	Mean ratings (on a 6-point scale) on English group discussion tasks	133
10.1	Week-by-week implementation of the 2008 VLS program	138
10.2	Week-by-week implementation of the 2009 VLS program	139
10.3	Comparison of 2008 and 2009 VLS program student feedback	141
10.4	Independent samples t-test statistics	143
13.1	Participants	186

14.1	Means and standard deviations for measures of motivation for learning English	200
14.2	Correlations between intrinsic motivation for learning English and affective factors	201
14.3	Correlations between intrinsic motivation for learning English and affective factors according to grade	201
15.1	Basic structure of a Fuzoku ES English activity	206
15.2	Members of the executive committee	207
15.3	Summary of each book used for Working with Picture Books Project classes	209
15.4	Children's responses as to what helped them understand the story	212
15.5	Student reactions to the story	212
16.1	"Let's Speak English" experiment pilot program evaluation results for 2009	223
16.2	A basic class schedule	224
16.3	Modular components for parts of the body	225
17.1	Overview of two-year writing class	235
17.2	Survey questions	240
18.1	Use of peer and teacher feedback	250
18.2	Paired t-test on use of peer and teacher feedback	250
18.3	Understanding of peer and teacher feedback	251
19.1	EIKEN can-do list for writing	255
19.2	Examples of schematic structure	260
19.3	Objective measurements of the text	261
19.4	Assessment of the genre of the text	262
20.1	Timeline for call for papers to <i>Innovating EFL Teaching in Asia</i>	268
20.2	Questionnaire items sent to contributors	272

## Figures

1.1	Framework of all-round ability to use English	10
1.2	Interpretations and reinterpretation of the NEC	17

4.1	Comparative profiles of the 2009 and 2003/4 results for the MIS	57
5.1	Question regarding Western students and taking initiative in learning	75
5.2	Question regarding Japanese students and taking initiative in learning	75
5.3	Responses to student opinions about Western cultures and learner autonomy	76
5.4	Responses to student opinions about Japanese culture and learner autonomy	76
10.1	Mean average depth of MEV knowledge prior and subsequent to the course for students with VLS instruction	142
10.2	Mean average depth of MEV knowledge prior and subsequent to the course for students with no VLS instruction	142
12.1	The structure of a human activity system	166
13.1	Components of the revised curriculum	183
13.2	Teachers' classroom practices	192
16.1	An example of a flashcard from the LSE program	225
17.1	Mean words per ten minutes over 25 sessions	241
17.2	Student perceptions of the class and writing improvement	242
17.3	Student perceptions of various gains	243
19.1	Taxonomical view of communicative competence	257
19.2	Language and context	258

# Preface

The idea for this book was born in the summer of 2008, when one of the instructors on the Birmingham MA in TEFL/TESL, while in Hiroshima, asked a group of Japan-based students and tutors why, after so many years of research into English education, EFL as a context and teaching environment remained indistinct from ESL contexts, where students have more exposure to the language outside of the classroom. As we are based in Asia, we decided to answer this question, inviting expressions of interest from researchers and authors throughout the region. The group of us that went on to collaborate on this, as well as a number of other projects, we refer to as MASH Collaboration. If you are interested in what else we are doing in Japan and internationally, please visit [MASHCollaboration.com](http://MASHCollaboration.com).

While we don't feel the chapters in this book offer a definitive answer to the question of what is unique about EFL, we do feel we offer many ideas worth thinking about, and we hope these ideas further the discussion of what it means to teach and learn English in Asia. Our feeling is that the chapters in this book, contrary to research depicting Asia as relatively homogeneous, go a long way to demonstrate the diversity this region offers. We also hope that the different researches and projects described here demonstrate that rather than being dependent on theory originating elsewhere, Asia as a region is rich in ideas and theories based on local contexts, and these locally derived theories and solutions may prove more relevant to the Asian context than imported ideas.

## **English as a foreign language (EFL) versus English as an international language (EIL)**

In the title and in these pages we use the term EFL to refer to teaching contexts where English isn't the dominant language of the local context; where English is taught as a foreign language because, in the schools where it is being taught, it *is* a foreign language. We treat this term as distinct from ESL, and while we recognize the growing popularity of English as an international language, we feel that EIL tends to refer to how English is used in communication, but not how it is taught. We certainly don't intend for our use of EFL to be inappropriate; all of the authors in this book, irrespective of their country of origin, are EIL

users, as coordinating an international book project with contributors from nine different countries inevitably requires international communication. Additionally, all of the authors here are self-described EFL teachers, working with students who tend to view English as a language that is, to them, foreign.

### **What this book can do for you**

If you are based in Asia, then this book offers a glimpse of what other researchers in the region are doing to improve English language education in their respective contexts, and hopefully offers you tools that you could use in your own classroom. If you are outside of Asia in an “off-networked” (Swales, 1996: 45) context, then this book should offer you tools that have been applied in other, similar contexts where teaching and researching resources are perhaps difficult to obtain, and offers inspiration regarding how your EFL context is also unique. For program coordinators in “Inner Circle” (Kachru, 1996: 137) countries, we would argue that the time has come to acknowledge the students on your programs who come from outside your countries and who, in many cases, will be returning to their home countries to teach. International scholars such as Yeh (2005), who completed postdoctoral studies in the US with the intention of returning to Taiwan to teach, deserve programs that acknowledge the contexts they are from and will be returning to, rather than focusing instruction on those programs to Inner Circle contexts – particularly since, in at least some cases, the international students outnumber the domestic students (Yeh, 2005). Incorporating this book into your program is one potential solution to this issue, as we offer perspectives of teacher-researchers situated in Asia and of relevance to teacher-researchers in Asia and beyond.

Theron Muller and Steven Herder,  
Japan, 2011

# Acknowledgements

A work of this length and scope is always the result of a team effort, and the case of *Innovating EFL Teaching in Asia* is no exception. Working with dozens of people throughout Asia, most of whom we have never met in person, was a rewarding experience, and we would like to start there, by thanking all of the contributors for their patience and persistence in reviewing comments on and revising multiple drafts of papers over the course of the nearly two years it has taken to move this project toward publication. Along the same note, we would also like to thank the student and teacher participants whose cooperation was essential to successfully conducting the research presented here.

We would also like to thank Jeannette Littlemore, of the University of Birmingham CELS team, for putting us in contact with Palgrave Macmillan, and at Palgrave Macmillan, Priyanka Gibbons, who saw our proposal through the review process, the anonymous reviewer who encouraged us to work to bring this book to print, and Olivia Middleton and Melanie Blair, who oversaw the move to production of the final manuscript.

For permission to reproduce copyright material we would like to thank Elsevier for Martin, J. R. (2009). Genre and language learning: A social semiotic perspective. *Linguistics and Education*, 20(1): 10–21; Aid India for the image of the flashcard in Chapter 16 (p. 225); and Orienta-Konsultit (Helsinki) and Yrjö Engeström for Figure 2.6, The structure of human activity. *Learning by expanding: An activity-theoretical approach to developmental research*, 1987.

Finally, there are a number of people who supported us along the way, including Nicholas Groom, who helped plant the seed for this book project, Paul Nation, who has been incredibly generous with his time and support of MASH Collaboration in general, and Scott Thornbury, who is also incredibly generous with his time and support. Last but not least, the core MASH Collaborators have been friends and colleagues, cheerleaders and supporters, throughout the process, from conception to submission of the final manuscript. You know who you are, and we say thank you.

Theron Muller and Steven Herder  
Japan, January 2011



# About the Contributors

**John Adamson** received his MA and EdD in Applied Linguistics and TESOL from Leicester University. He is Senior Associate Editor of *Asian EFL Journal* and has research interests in editorial systems and reviewer development, interdisciplinarity, teacher cognition, ESP, and interviewing methodology. He is currently Associate Professor at the University of Niigata Prefecture, Japan, and an online tutor for the University of Birmingham distance MA programs in TEFL/TESL and Applied Linguistics.

**Kirsten Anderson** is a researcher, educator and teacher. She researched post-secondary transition experiences of young women from disadvantaged backgrounds as the Girls' Education Program Fellow at Room to Read, an international non-profit organization. Previously she worked for two years as an American India Foundation Clinton Fellow working with AID INDIA in Chennai developing and implementing an English literacy curriculum for disadvantaged Tamil-medium primary school children. She also taught and lived in Japan on the JET program for three years. Her publications include collaborative TBL research and ELT in India. She has an MA TEFL/TESL from the University of Birmingham, UK.

**Will Baker** <w.baker@soton.ac.uk> teaches Applied Linguistics, Intercultural Communication and ELT at the University of Southampton, UK. He is also a deputy director of the University's Centre for Global Englishes. Before this he was an English language teacher in the UK and Thailand. His current research interests include intercultural communication, ELF, culture and language, e-learning, and ELT. He has published and presented internationally on all these areas. He is presently investigating the use of e-learning to promote intercultural awareness among Thai English language learners. The research reported here was made possible by an Economic and Social Research Council doctoral studentship award.

**Eva Bernat**, PhD, has been involved in English language teaching and teacher education for twenty years. She is currently a Lecturer in TESOL and Coordinator of the Master of Education in Applied Linguistics program at the School of Education, University of New South Wales, Sydney. Her research interests center around teacher beliefs, teacher identity and professional development, and the spread of English as a lingua franca.

**Mark de Boer** is a Project Faculty Manager at Iwate University in Northern Japan. His publications include examining methodology and discourse analysis in collaborative learning and content based English Education. His research interests include collaborative online learning and activity theory, Learner Management Systems and Personal Learning Environments. He is Moodle MCCC qualified. He is active with the University of Birmingham CELS Open Distance Learning team, and a member of MASH Collaboration, where he is an instructor for the online MASH Moodle course.

**Philip Shigeo Brown** is a Lecturer and Learning Advisor at Konan Women's University, Japan, and tutor on the University of Birmingham distance MA TEFL/SL program. He has taught in Japan for almost ten years in various contexts. His principal areas of interest include learner and teacher autonomy and development, vocabulary acquisition, content-based instruction, and global issues. He is a founding member of MASH Collaboration, a grassroots organization supporting ELT professional development.

**Junko Matsuzaki Carreira** has an MA and PhD from the Department of English and Literature at Tsuda College. She is a full-time Lecturer at Tokyo Future University. Her research interests include language learning using information and communication technology and affective factors contributing to language learning.

**Itje Chodidjah** has an MA in ELT from the University of Warwick and is currently pursuing a PhD in Education, focusing on teacher training. She is a Lecturer in the English Department in Uhamka University, Jakarta. Her expertise includes training and consultancy in English language teaching and education, project design, implementation, and monitoring. She is an active teacher trainer in South East Asia and has worked with the Ministry of Education and The British Council in the East Asia region.

**Peter Clements** is Associate Professor of English in the Faculty of Education at Shizuoka University, Shizuoka, Japan. His publications and research interests center around second language writing and related issues, including the provision of feedback on students' writing, using portfolios in EFL writing courses, and, most recently, the effects of study abroad on students' writing. He is also interested in assessment and measurement of writing, qualitative research methods, and discourse analysis. He is an active member of *JALT* and the Chubu English Language Education Society.

**Rosemary Erlam** is Senior Lecturer in the Department of Applied Language Studies and Linguistics at the University of Auckland, New Zealand. A significant number of the students she teaches at both undergraduate and graduate level are international students, the majority of them from Asia. She has also, for a number of years, been involved in language teacher education programs for Malaysian students, working also with local Malaysian partner institutions. Her research interests include second language acquisition, teacher education and language assessment. She has published widely in these areas in both national and international journals.

**Xi Fang** <fx@hutc.zj.zn> is currently Lecturer and researcher at Huzhou Teacher's College, China. Her involvement with TESOL dates from 2002, when she worked as an English teacher in a Chinese college. Xi Fang received her MA and PhD from Sheffield Hallam University, UK. Her current research interests include ELT, teacher cognition, teacher development, the sociology of education, and research methodology in education.

**Andrew Finch** <aef@knu.ac.kr> is Professor of English Education at Kyungpook National University, Daegu, where he teaches pre-service and in-service Korean teachers of English. His research interests include bilingualism, language teaching as education of the whole person, the non-threatening learning environment, and task-based supplementation of textbooks. He received his PhD from the University of Manchester and has worked in Korea and in Hong Kong as a testing consultant. He has written a number of ELT books, some of which can be downloaded for free from [www.finchpark.com/books](http://www.finchpark.com/books).

**Susan Gray**, a former primary and secondary school teacher, is now at the Faculty of Education at the University of Auckland where she teaches on in-service programs for teachers focused on inclusive academic language development through the curriculum. She has taught in English language teacher education programs in Vietnam and Malaysia. Her research and publications focus on integrated language and content teaching, different stages in teacher development and historical contexts for ESL teaching. She is currently Editor of *The TESOLANZ Journal*.

**James Hall** is an Associate Professor at the Iwate University Faculty of Education in Japan where he teaches EFL teaching methodology classes to aspiring English teachers. James was also the coordinator of the Working with Picture Books Project. In addition to the Working with Picture Books project, he periodically conducts professional development

workshops for English teachers in Iwate. His recent research interests are in teacher cognition, particularly how teachers' cognition evolves from their pre-service to in-service stages of their careers. He is also interested in how teachers adapt ideas such as TBLT to fit their own contexts.

**Steven Herder** <steven.herder@gmail.com> has been teaching within the Japanese EFL context since 1989. Having extensive teaching experience at the elementary and secondary school level, he is currently an Associate Professor in the International Studies department at Doshisha Women's College of Liberal Arts, Japan. He is also extremely active in professional development within the ELT community: founding MASH Collaboration in 2007, editing numerous articles, academic volumes and proceedings, and leading teacher training seminars for various companies in Japan and now a founding program director with iTDi.

**Toshio Hisaoka** teaches English at a senior high school in Japan, while undertaking doctoral research at the University of New South Wales in Australia. His research interests include probing the written language development of Japanese learners of English and establishing a coherent English teaching curriculum with clearer developmental goals. He is a recipient of the Sir Neil Currie Australian Studies Awards Program provided by the Australia-Japan Foundation, which is part of the Department of Foreign Affairs and Trade.

**Takeru Ishigame** graduated from the Iwate University Faculty of Education in 1990. He was the assistant coordinator of the Working with Picture Books Project on the elementary school side. His area of expertise is mathematics education. He taught at public elementary schools throughout Iwate before transferring to the Iwate University Faculty of Education Affiliated Elementary School in 2005. In 2009, he became Curriculum Coordinator and he is responsible for planning the overall school curriculum as well as school events throughout the year. Additionally, he serves as Coordinator of English Activities.

**Yasemin Kırkgöz** <ykirkgoz@cu.edu.tr> is a Lecturer and Head of the Department of Foreign Languages of Cukurova University, Turkey. Her publications appeared in several journals including *Educational Policy and Teaching in Higher Education*, on language policy, curriculum design and innovation management, teaching English to young learners, integrating computers in English language teaching. She has also contributed to several book chapters. Currently, she is involved in a collaborative action research project between the university and practicing teachers in primary education.

**Wendy Y. K. Lam** is an Associate Professor in the Department of English at the Hong Kong Institute of Education. She was an English panel chairperson and language teacher in a secondary school in Hong Kong before joining the Institute. At the Hong Kong Institute of Education, she has taught on both pre-service and in-service teacher education programs, specializing in the field of English language education. Her teaching and research interests include strategic competence, spoken language, metacognition and second language acquisition. Her publications in these areas have appeared in international journals and in edited books.

**Theron Muller** <theron@theronmuller.com> is an associate professor in the Department of Liberal Arts at the University of Toyama, Japan. His publications include exploration of TBL and academic publishing. Currently his research interests include investigating the experiences of authors pursuing academic publication and evaluation and refinement of journal review systems. He is active with *JALT* publications, an Associate Editor with the *Asian ESP Journal*, part of the University of Birmingham CELS Open Distance Learning team, and an active member of MASH Collaboration, where he is an instructor for the online MASH Academic Publishing course.

**Fumiko Murase** <fumikomurase@gmail.com> taught English at Nanzan University, Japan for several years. She received her PhD in Linguistics, on the measurement of language learner autonomy in the Japanese EFL context, from Macquarie University, Australia. Her teaching and research interests include language learner autonomy, out-of-class learning, L2 listening, and quantitative research methods.

**Parvathy Narayanan** is an educational researcher based in India. For the last four years, she has been involved in program design and implementation to improve English speaking and reading skills among primary school-age children in Tamil Nadu. She is currently Program Director – English at AID INDIA in Chennai. She is part of the team of educationists who developed the English textbook for grade 6 being used currently in Tamil Nadu. She has worked with the Government and non-profit organizations in the development sector as a CAPART Young Professional. She has an MA in social work.

**Gill Palmer** has been a teacher trainer for over 25 years, working in Europe, Latin America, and South East Asia. She received her MA in ELT/ Applied Linguistics from the University of York, UK, where she worked for five years in the Department of Education. She previously taught at Adam Mickiewicz University in Poznan, Poland and for the British

Council and Brazilian Foreign Ministry, in Brazil. She has also written teaching modules for the Distance MA TESOL course at Oxford Brookes University. She moved to Indonesia in 2006, where she wrote materials for the British Council Pesantren Islamic Boarding Schools Project. She has been working at Oxford Brookes University since 2009.

**Chutigarn Raktham** has worked as an English teacher at a Thai university for the past twelve years. Teaching at a university where students' use of language is limited to the classroom, her main interest is in learner motivations in order to find ways to stimulate students and to encourage them in their studies. Her research is mainly classroom based using her students as research subjects because she believes that her time is best spent improving her classroom practice and developing institutional knowledge of locally effective teaching. She obtained her DEd from Warwick University, UK.

**Barbara Hoskins Sakamoto** has taught English and ESL in the US and EFL in Japan for more than twenty years. She is co-author of the *Let's Go* series and has trained teachers throughout Asia, the USA, and Latin America. She is a founding member of the Teaching Children interest group of the Japan Association of Language Teachers, and a columnist for *Teachers Learning with Children* and *ELT News*. Her interests include bilingualism, learner development and motivation, innovative approaches in elementary language education, and the potential of technology and social media for teaching and professional development. She is author of the award-winning blog 'Teaching Village'.

**Chohei Takahashi** was the coordinator of the Working with Picture Books Project on the elementary school side. He taught in public schools throughout Iwate before transferring to the Iwate University Faculty of Education Affiliated Elementary School in 2000. In 2006, he was appointed the elementary school's Chief of Research. He coordinates curricular reform, in-service teacher development seminars, and pre-service teacher training.

**Tomoko Yamazaki** is a Professor at the Iwate University Faculty of Education in Japan and co-coordinator of the Working with Picture Books Project. She has 25 years of experience teaching English in public high school and is currently engaged in pre-service teacher education. Her teaching mission is to help pre-service teachers integrate their knowledge of language and culture and develop their understanding of students and the education system. She has coordinated several teacher professional development projects such as the Cross-Cultural Understanding

Using Picture Books project with the Education Development Center in Boston, USA.

**Hongzhi Yang** <yhzveronica@hotmail> is a PhD student in the School of Education, the University of New South Wales, Sydney. She was an English teacher in a Chinese university. Her research interests include teachers' readiness, teachers' beliefs, sociocultural theory, and activity theory.

**Huahui Zhao** obtained her PhD in Applied Linguistics from University of Bristol, UK. She is currently working as a postdoctoral researcher at Umea University, Sweden. Her main research interest lies in collaborative learning in traditional classrooms and distance courses. She is also interested in classroom-based language assessment, in particular peer assessment in second and foreign language learning contexts. Her publications include the use of peer assessment and peer collaborative learning in EFL writing classrooms and computer-mediated online courses.

# List of abbreviations

activity based learning (ABL)  
Annual Status of Education Report (ASER), India  
ASEAN (Association of South-East Asian Nations)  
Assistant Language Teacher (ALT)  
Beliefs About Language Learning Inventory (BALLI)  
Block Resource Persons (BRPs)  
Central Ministry of Education of China (CMOEC)  
Chinese Communist Party (CCP)  
College English Test (CET) of China  
Common European Framework of Reference (CEFR)  
communicative language teaching (CLT)  
Cross-cultural Understanding Using Picture Books (CCUP)  
English Action Research (EAR)  
English as a foreign language (EFL)  
English language teaching (ELT)  
English as a lingua franca (ELF)  
Foreign language classroom anxiety scale (FLCAS)  
High School English Curriculum Standard (HSECS) (of China)  
intercultural awareness (ICA)  
Iwate University (IU), Japan  
“Let’s Speak English” (LSE)  
Motivation and Attitudes toward Learning English Scale for Children (MALESC)  
native English speaker (NES)  
NU (Nahdlatul Ulama)  
medical English vocabulary (MEV)  
Multiple Intelligences Survey (MIS)  
National University Entrance Examination (NUEE) (of China)



new English curriculum (NEC) (of China)  
peer feedback (PF)  
stimulated recall interviews (SRIs)  
strategies-based instruction (SBI)  
Strategy Inventory for Language Use (SILL)  
Systemic Functional Linguistics (SFL)  
task-based language learning and teaching (TBLT)  
teacher feedback (TF)  
total physical response (TPR)  
Turkish Ministry of National Education (TMNE)  
vernacular medium (VM)  
vocabulary learning strategies (VLS)  
Working with Picture Books Project (WPB)  
zone of proximal development (ZPD)

# Introduction: Mapping our Path to, and through, Innovating EFL Teaching in Asia

*Theron Muller*

Our intention in this book is to provide a snapshot of some of the efforts of teacher-researchers based in Asia in examining and analyzing EFL in their situated contexts. In order to do this, though, we needed to organize the voices of the 31 different contributors into ordered thematic sections. We approached this problem by dividing this book into five Parts. **Part A** sets the stage for EFL in Asia, offering a contextual snapshot of Chinese high school EFL (Fang, Chapter 1), EFL in religious schools in Indonesia (Palmer and Chodidjah, Chapter 3), and a Korean university (Finch, Chapter 4). These chapters are intended to give the reader an idea of the diversity of the Asian EFL context, and to start down the path of questioning some of the basic assumptions about Asia and Asian students that have dominated the literature to date. An excellent example is Finch (Chapter 4), who investigates directly whether the attitudes and opinions of his Korean students are really as stereotypical as they are often made out to be. Baker (Chapter 2) is even more direct in his call for increased cultural awareness in Asian ELT education.

**Part B** moves into exploration of how teachers and students in Asia perceive and represent themselves. These chapters use narrative inquiry as a tool to explore and examine beliefs and how they are formed in Asia. Murase (Chapter 5) considers how teachers and students in Asia see themselves; Raktham (Chapter 6) considers how, through a deeper understanding of Thai national culture, the motives behind student behavior can be better explained; Adamson (Chapter 7) examines teacher beliefs toward ELT qualifications in Japan; and Erlam and Gray (Chapter 8) explore how Malaysian pre-service teachers develop their identities as teachers during their course of training.

In **Part C** we begin to explore classroom methodology in more detail, examining specific classrooms where teachers have investigated how

they can improve their students' experience and outcomes in ELT. Lam (Chapter 9), discusses the explicit teaching of learning strategies in oral communication classes; Brown (Chapter 10) considers how a vocabulary learning strategies program evolved over the course of two school years, based on student feedback; Muller and de Boer (Chapter 11) show how discourse analysis reveals how scaffolding is used in student–student and teacher–student interaction through the lens of sociocultural theory; and Yang and Bernat (Chapter 12) examine how two different teachers in China approach the teaching of reading in the light of national educational reform.

**Part D** concerns itself exclusively with young learners in Asia, demographically the largest and most common group of students in the region, and a group that we feel is traditionally under-represented in the literature. Kırkgöz (Chapter 13) explores how teachers in Turkey are implementing the recent national curriculum reforms there, and Carreira (Chapter 14) investigates what factors contribute to Japanese elementary students' motivation to learn English. Hall, Yamazaki, Takahashi, and Ishigame (Chapter 15) describe an effort to introduce picture books as part of the elementary curriculum in Japan; and Anderson and Narayanan (Chapter 16) describe an effort to develop a reading curriculum and materials for disadvantaged students in India.

**Part E** turns to the teaching of the L2 writing skill in English, and considers how this skill is taught across Japan and China. In Chapter 17, Herder and Clements introduce extensive writing as a complement to and expansion of extensive reading; then Zhao (Chapter 18) explores how peer and teacher feedback are treated differently by students in the Chinese university classroom. Next, Hisaoka (Chapter 19) describes innovations in the assessment of EFL writing.

As we view this book as a call to action for teacher-researchers in Asia to take the initiative in exploring, defining, and representing what EFL means in our situated contexts, we felt this book wouldn't be complete without offering some tools to help interested teacher-researchers to initiate their own, similar projects. Thus Adamson and Muller (Chapter 20) finish the book by describing how we went about planning, organizing, and ultimately publishing this edited book.

## **Your path to and through *Innovating EFL teaching in Asia***

The way we have presented and organized this book led to a sequence and organization that makes sense to us as editors, but we would encourage you to chart your own path through these pages, and through your

own experience of EFL innovation. For example, if you are interested in curriculum reform, then there are examples of this in different sections, with Fang (Chapter 1) and Palmer and Chodidjah (Chapter 3) in Part A, Yang and Bernat (Chapter 12) in Part C, and Kırkgöz (Chapter 13) and Anderson and Narayanan (Chapter 16) in Part D. Similarly, articles exploring student motivation and voice are presented across sections, including Finch (Chapter 4), Murase (Chapter 5), Raktham (Chapter 6) and Carreira (Chapter 14). Thus we hope you find a path through this book that is of interest to you and makes the most sense to you.

### **A call to action**

Once you finish reading, or when you find a study that strikes your interest, we would encourage you to consider a similar exploration of the issues raised there in your own context. We don't claim to have a monopoly on the representations of Asian voices in EFL, and would love to see a growing body of scholarship around how language teaching and learning should be understood in its situated context, rather than as general principles assumed to be context-, teacher-, and learner-independent. When we started this project our pretext was that learning and using English is rooted in the places where it is learned and used, and that understanding the process of SLA requires an understanding of those contexts. Our feeling was that this dimension of SLA has been lacking from much of the research available to date, and one way we could address this lack of sensitivity to context was to compile and publish this book. Yet if the importance of context for language learning is to take hold more widely, other teacher-researchers like you will need to take up this issue and pursue it independently.

And so, as you read, we hope you are inspired to further research and represent your own contexts.

## **Part A**

# **Defining the Asian EFL Context**

# Introduction to Part A

*Theron Muller and Philip Shigeo Brown*

It has been more than a decade since Kachru (1996) divided the world into three different tiers of English use, and even longer since Hofstede's (1986) research into the cultural differences between different countries and regions of the world. Still, such attempts to summarize or characterize (some would say stereotype) countries in Asia relative to the rest of the world tend to remain popular in summaries of the region, obscuring the great diversity that exists here. Such summaries of Asia also tend to be written from the perspective of an outsider view. In many cases, even when scholars are from Asia, they tend to be based in Western countries and report their affiliations as such. Finally, summaries of the region tend to take as their starting point nation-states as units of analysis and comparison, ignoring the considerable diversity within countries, a shortcoming Hofstede (1991) acknowledges.

Thus when we approached presenting English language teaching in the Asian context for this book, we resolved to avoid making broad brush strokes about the region and have tried to ensure teacher-researchers living in Asia paint pictures of their context and experience, leaving it to the reader to draw comparisons and contrasts with their own circumstances and potential similarities across borders.

One of our motivations for taking such an approach is that Asia might best be defined by its outstanding diversity. It is home to the world's largest populations, including China, India, and Indonesia, as well as some of the smallest, such as The Republic of Palau. It has some of the wealthiest countries in the world, like Japan, and also some of the poorest, including Myanmar. Likewise, with regard to education, spending in both total investment per pupil and percentage of GDP varies considerably across countries (*The World Factbook*, 2010).