



This document accompanies:

Murphey, T. (2010). *Agency and student voice* [.mp3 file]. (NFLRC Video #20). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

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References & Resources for Tim Murphey's NFLRC Presentation "Agency and Student Voice" Feb. 17, 2010

Tim's email mits@kanda.kuis.ac.jp

Web Page: http://www.kuis.ac.jp/~murphey-t/Tim_Murphey/Welcome.html

The real voice of Japanese students

The 2 minute YouTube video that my students made about English education in Japan is available at:

<http://www.youtube.com/watch?v=MwsZ0KiHhRg>

You can also download their reports at:

http://www.eltnews.com/columns/mash/2010/01/the_real_voice_of_japanese_stu_1.html

FOR USE IN CLASSES (if you like)

While the video has subtitles and it is fast paced at times, students can always hit pause and shadow after the speaker. It could be used not only for reflection for JHS and HS teachers (or teachers in training), but in foreign language classrooms FOR STUDENTS in some of the following ways:

- 1) simple shadowing (using the pause button)
- 2) a lead-in to writing their foreign Language Learning Histories.
- 3) promoting near peer role modeling (who do you agree or disagree with)
- 4) looking at educational change in Japan and how it might be done
- 5) discussing foreign language education in different countries
- 6) discussing the politics of change and who is involved locally, nationally, internationally
- 7) writing their own script about a topic and videoing it.
- 8) identifying the ventriloquation of quotes (Gandhi, Obama, M. Jordon, Al Gore, and Japanese Proverbs)
- 9) looking at cultural proverbs (kotowaza) and glocalization
- 10) looking at how advocacy and prosumerism works

Feel free to send this on to other teachers or post a link on a resource webpage, and let me know how you might be using it. Students and teachers can also leave messages under the video.

Agency related publications by Tim Murphey

Murphey, T., & Falout, J. (in press). Critical participatory looping: Dialogic member checking with whole classes. *TESOL Quarterly*.

Murphey, T., Falout, J., Elwood, J. & Hood, M. (2009). Inviting Student Voice. In R. Nunn and J. Adamson (eds.) *Accepting alternative voices in EFL articles*. Busan, Korea: Asian EFL Journal Press pp. 211-235.

Murphey, T. & Carpenter, C. (2008). Seeds of agency in language learning histories. In P. Kalaja, V. Menezes, A. Barcelos (Eds.) *Narratives of Learning and Teaching EFL*. pp. 17-34. NY: Palgrave Macmillan.

Murphey, Tim; Chen, Jin; & Chen, Li-Chi (2005). Learners' constructions of identities and imagined communities. In P. Benson & D. Nunan, (eds.). *Learners' Stories: Difference and Diversity in Language Learning*. pp. 83-100. Cambridge: Cambridge University Press.

Dornyei, Z. & Murphey, T. (2003). *Group Dynamics in the Language Classroom*. Cambridge: Cambridge University Press.

Murphey, T. (2003). Learning to surf: Structuring, negotiating, and owning autonomy. In A. Barfield & M. Nix (eds.), *Autonomy you ask!* (pp. 1-10). Tokyo: JALT Learner Development SIG.

Murphey, T. (2001) Videoing conversations for self-evaluation in Japan. In J. Murphy and P. Byrd (Eds), *Understanding the courses we teach: Local perspectives on English language teaching*, pp 179-196. Ann Arbor MI: University of Michigan Press.

Yoneyama, S. and Murphey, T. (2007). The Tipping Points of Class Size: When Caring Communications and Relationships Become Possible. *JALT Hokkaido Journal* 2007 pp 16-28. ISSN 1349-3973
http://www.jalthokkaido.net/jh_journal/2007/Yoneyama_Murphey.pdf

Murphey, T. (2004). Participation, (Dis-)Identification, and Japanese University Entrance Exams. *TESOL Quarterly* 38 (4) 700-710 Winter

Murphey, T. & Arao, H. (2001). Reported belief changes through near peer role modeling. *TESL-EJ* 5 (3)1-15.

Murphey, T. (2001). Exploring conversational shadowing. *Language Teacher Research* 5 (2) 128-155.

Murphey, T. (2001). Tools of recursion, intermental zones of proximal development, & critical collaborative autonomy. *JALT Journal* 23 (1) 130-150.

Murphey, T. & Jacobs, J. (2000). Encouraging Critical Collaborative Autonomy. *JALT Journal* 22 (2) 228-244.

Murphey, T. (1993). Why don't teachers learn what learners learn? Taking the guesswork out with Action Logging *English Teaching Forum* Washington DC USIS. pp. 6-10, January.

Teaching VIDEOS

Videos below available for free downloads at <http://nflrc.hawaii.edu/> produced by Univ. of Hawai'i, National Foreign Language Resource Center.

1. Murphey, T., & Kenny, T. *Learner self-evaluated videos* (1996 re-edited 2000).
2. Murphey, T. (2000). *Shadowing and summarizing*
3. Murphey, T. (2003). *Near Peer Role Modeling*
4. Murphey, T. (2003). *Group Dynamics in the Language Classroom*
5. Murphey, T. (2004). *Juggling with Language Learning Theories*
6. Murphey, T. (2005). *Song and Music in Language Learning*.
7. Murphey, T. (2009). *Hoping and Language Learning*.
8. Murphey, T. (2010). *Young Learner Development with Co-Learning Adults*
9. Murphey, T. (2010). *Agency and Student Voice*