The Language Teacher

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JALT
THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING
全国語学教育学会

JALT2013
Learning is a lifelong voyage

KOBE
JALT2013

October 25-28, 2013
Kobe International Conference
Center & International Exhibition Hall
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argot
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lingua franca
palaver
parlance
patois
phraseology
prose
signal
slang
sound
speech
style
talk
terminology
tongue
utterance
translation
vernacular
vocabulary
vocalization
voice
word
wording

JALT Publications

In this month's issue . . .

On behalf of the entire conference team, we invite you to JALT2013: Learning is a Lifelong Voyage, the 39th Annual JALT International Conference and Educational Materials Exhibition, to take place from Friday, October 25 through Monday, October 28 at Portopia, Kobe. It will be our third time at Portopia, but as the last time was 22 years ago, the spectacular city of Kobe and the wonderful facilities of the Kobe Convention Center will be a new experience for many.

As you continue on your lifelong voyage of learning, we want to encourage you to make JALT2013 one of your next stops. You will be joined by thousands of your teaching colleagues from Japan and abroad, including plenary speakers **Penny Ur**, **Caroline Linse**, **Kristin Sherman**, and **Keith Folse**, as well as featured speakers **Charles Browne**, **Christine Pearson Casanave**, **Crayton Walker, Curtis Kelly**, **Daniela Papi**, **David Harrington**, **Elka Todeva**, **Grant Trew**, and **Scott Thornbury**. There will be myriad opportunities to meet, mingle with, and learn from everyone in over 400 presentations, workshops, poster sessions, and forums.

JALT's 27 Special Interest Groups (SIGs) will also offer you more chances to learn about their individual areas of language learning and teaching. If you aren't already a SIG member, here's your chance to join others who share your learning and teaching passions. It doesn't matter what age you or your students are: Our lifelong learning voyage will have something for everyone! At JALT Junior, our satellite conference, you

TLT **Editors:** Jason Peppard, David Marsh
TLT **Japanese-Language Editor:** Emika Abe

will find activities and methods for younger learners from birth through high school. Teachers of university-aged students will make discoveries that will whet their curiosity and feed their motivation. Those who work with business people will find like-minded teachers. And if you teach mature learners, it will be your chance to stock up on ideas. Even if you teach a language other than English, JALT2013 will have something for you.

We hope you will use the articles in this issue of *TLT*, along with the included Conference Preview and the conference webpage at <jalt.org/conference>, as your guidebooks when planning your trip to Kobe. You can register for the conference, book your hotel room, and locate all the events you want to join while you are at JALT2013.

Learning is truly a voyage that takes a lifetime. And the more you learn, the longer your life will seem and the fuller it will be. Let the JALT2013 conference help you add to that learning. We'll see you in Kobe!

Aleda and Caroline

大会実行委員会を代表して、皆様を、Learning is a Lifelong Voyage（学習は一生の航海である）というテーマのJALT2013（第39回JALT年次国際大会および教材展示会）にお誘いします。神戸のポートピアで、10月25日から28日まで開催されます。ポートピアでの開催は3度目ですが、前回は22年前でしたので、多くの皆さんにとっては、魅力にあふれる神戸や素晴らしい神戸コンベンションセンターは、新しい経験となることでしょう。

皆さんは、学習という一生続く航海を続けていますが、JALT2013が、次の停泊地になることを願っています。大会では、日本や外国から、たくさんの教育関連の方々が皆さんと集うことになります。基調講演者は、Penny Ur、Caroline Linse、Kristin Sherman、Keith Folse、招待講演者は、Charles Browne、Christine Pearson Casanave、Crayton Walker、Curtis Kelly、Daniela Papi、David Harrington、Elka Todeva、Grant Trew、Scott Thornburyの方々です。400以上の発表、ワークショップ、ポスターセッションやフォーラムが予定されており、様々な人と出会い、話し合い、学ぶ機会がたくさんあります。

JALTの27の分野別研究部会（SIG）も、語学学習や教育の各々の分野について学ぶ機会を提供します。まだSIGの会員でなければ、今回が、皆さんと同じように教育に対する情熱を持っている同僚に加わる絶好のチャンスになることでしょう。皆さんや皆さんの生徒が何歳かということは重要ではありません。「私たちの一生続くの学習の航海」は、誰にでも何かをもたらしてくれるはずです。JALTの姉妹大会のJALT Juniorでは、幼児から高校までの年少者のためのアクティビティや授業方法について知ることができます。大学生を教えている教員は、学生の興味を刺激し、やる気を出させるような発見をすることができます。ビジネスマンを教えている方々は、自分と同じような

考えを持っている他の教師に出会えるでしょう。成人の学習者を教えている方には、いろいろなアイデアを仕入れる機会になるでしょう。英語以外の言語を教えている人にも、JALT2013は、きっと何かを得る機会になります。

神戸に行くプランを立てる時のガイドブックとして、TLT今月号の記事や、大会プレビュー、また<jalt.org/conference>上の大会用サイトをお使いください。JALT2013のホームページ上で、大会参加の登録や、宿泊の予約、参加したい行事のチェックができます。

学習はまさに一生涯かかる航海です。そして、学習すればするほど、あなたの人生はより長く感じ、充実したものになることでしょう。JALT2013にその学習のお手伝いをさせてください。神戸でお会いしましょう！

Aleda and Caroline

Welcome to the July/August issue of TLT! In this special Pre-Conference Issue, the Plenary Speakers and Featured Speakers have kindly provided short papers to preview their talks, which we hope will help you with your conference preparation and planning.

In addition to the special pre-conference content, we've also included an eclectic mix of articles from our regular lineup. In the Feature Article, **Masaya Kaneko** explores the Tokyo University entrance examination to estimate the required reading vocabulary-size goal. Next, in our three Readers' Forum articles, **Marc Bloom** discusses self-regulated learning; **Adam Murray** examines teacher burnout among contract university teachers; and **John P. Racine**, **Marcos Benevides**, **Alastair Graham-Marr**, **David Coulson**, **Charles Browne**, **Joseph Poulshock**, and **Rob Waring** share their conversation on vocabulary acquisition, input, and extensive reading. In My Share, **John Spiri**, **Mark Swanson**, **Kazuko Namba**, and **Nathan Ducker** provide useful ideas for you to try in the classroom, and to top it all off, **Tyler Burden** evaluates *English for Presentations* in Book Reviews.

We are always very grateful to all the contributors and production staff who help in the creation of TLT, but we'd especially like to thank everyone who put in the extra effort to put together this special issue. We'd also like to thank the outgoing My Share Coeditors Dax Thomas and Harry Harris for their dedicated service over the years and welcome the new My Share Coeditors Chris Wharton and Donny Anderson to the team. We hope you enjoy this special issue and look forward to seeing you at the conference in October!

Jason Peppard, TLT *Coeditor*
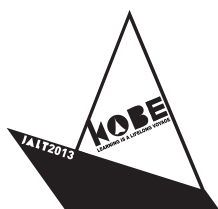
A voyage of discovery

Penny Ur
Cambridge University Press

Learning is indeed a lifelong voyage: a voyage of discovery. As teachers, we learn as we travel on, and the main goal is not to reach a destination, but rather the experience of the voyage itself and the knowledge, insights, and skills that we acquire on the way. This plenary talk provides an opportunity for me to share with the audience my own voyage of discovery as a teacher and teacher educator: some of the key events in my professional life and their learning outcomes. These events are things like turning-points in my own early teaching career, encounters with memorable personalities, exposure to key books and articles. The learning outcomes are sometimes theoretical–principles that have informed my teaching ever since–and sometimes practical: techniques and procedures that work. I hope these will resonate with the audience and perhaps trigger further discussion and personal learning.

学習は一生続く旅、発見に満ちた航海のようなものである。教師として、我々は旅をしながら学んでおり、主な目標は、目的地に到着することではなく、航海そのものの経験や途中で獲得する知識、洞察力やスキルである。この基調講演は、教師でありティーチャートレーナーでもある私自身の航海を聴衆と分かち合う機会とし、私の職業人生のいくつかの重要な出来事とその時々の学習の結果を紹介したい。それらの出来事とは、教師というキャリアの初期の頃のいくつかの岐路や転機であり、記憶に残る忘れられない人々であり、素晴らしい本、記事や論文との出会いである。学習の結果とは、時には、ずっと私の教育方針に情報を与えてくれる理論的原理であり、時には、うまく行く授業テクニックや手続きなど実用的なものだったりする。これらの話題が、聴衆と共感し、場合によっては、さらなる議論や個々人の学習のきっかけになることを望んでいる。

As we travel on the voyage of professional teaching, we gradually discover more and more about it: when looking back, we can often identify key events or 'aha' moments when we became aware of insights that moved us forward. I shall be discussing some of these in my plenary at the JALT conference in October. But another way of using the metaphor is to look at the ideal destination of our voyage—the goals—as compared to where we are at the moment.

Here's an experiment.

Would you agree with the statements displayed in Box 1?

Box 1
1. You learn language best through communicative activities.
2. Vocabulary is at least as important as grammar.
3. Learners' ideas and opinions about their learning are important and to be respected.

I expect that many, if not most of you, will agree with these statements in principle, though you may have some reservations.

Now look at the questions in Box 2 and answer them honestly.

Box 2
1. Think about the second-last lesson you taught: about how much of it (%) was based on communicative activities?
2. Which can you more easily recall: the last vocabulary (expansion or review) activity you did, or the last grammar exercise?
3. How many times this year have you asked the students their opinion of their own learning or invited them to give feedback on English lessons?

Many of you will find that there is a discrepancy between what you say you believe (Box 1) and what you actually do (Box 2). You may think you believe in using a communicative methodology, but actually spend more time on non-communicative activities. You may consider vocabulary more important than grammar, but in fact do more of the latter. And you may accept the importance of students' ideas on their own learning, but actually not listen to these very often.

Don't worry. Such discrepancies are normal, and even fairly typical of the conscientious, think-

ing teacher. We all adopt certain aspirations and are often unaware of how far we are falling short of achieving them. Our "espoused" theories—the ones we consciously claim to believe—may not accord without "theories in action"—the ones we actually do believe—as betrayed by our behaviour (Argyris & Schon, 1974). It is, however, important to become aware of the discrepancies as far as possible, and to decide what to do about them: Am I going to try to change my practice in order to achieve a desirable goal, or am I going to face the fact that I do not in fact believe that the goal is achievable or perhaps even desirable—and lower my aspirations?

Re-examining where I am

As the exercise presented at the beginning of this talk may have made clear, we are not always aware of what we are actually doing, and vague impressionistic introspection about our own teaching is not usually very helpful or even accurate. There are three main ways of increasing self-awareness.

The first is simply to write things down systematically: by noting down experiences after a particularly successful, unsuccessful, or interesting lesson; or by keeping a journal. The act of writing, as I and many others have found, forces us to define our ideas in a systematic way, and often leads us to interesting self-discovery.

The second is to ask our students. It is important if you do a student questionnaire, however, to make sure that students are asked to self-assess as well as comment on you and your lessons; and that the questions are framed in such a way as to lead them towards constructive, not destructive, criticism (Ask "What suggestions can you make to me to help you learn better?" and not "What's wrong with my lessons?"!).

The third is to ask colleagues to observe our lessons and give feedback. This is not an easy thing to fit into a busy routine, and may take some courage and effort. In some institutions inspectors or supervisors observe teachers mainly for hiring-and-firing purposes rather than to give feedback that will help their professional development—and such observations are often stressful and not very useful. It is better if you can come to some agreement with a sympathetic colleague: I'll watch you, you watch me, and we'll try to help each other.

Re-examining the destination

There is a kind of unspoken assumption that whatever the "experts" recommend—at a conference such as JALT, for example, or in books—is automatically "right," and represents things we should be trying to do. One result of this is that we start feeling rather guilty if we do not do them. I remember as a young teacher feeling, for example, that there was something wrong with my teaching because I was using quite a lot of the students' mother tongue: the "experts" told me I should be speaking only English.

We are professionals; and one of the rights of any self-respecting professional is to use his or her own judgement in making decisions about his or her own practice. Nobody else can tell us what to do. Academics and experts can advise—and we should certainly listen carefully to all the advice and information we can get—but the decision as to how far we adopt their counsel is ours and ours alone. If, for example, I find that giving grammar exercises is a useful thing to do that helps my students to learn, then I will carry on doing so—even though many authoritative lecturers tell me not to—and feel perfectly confident about my right to do so. Others of their recommendations I may gratefully adopt, since they accord with my own experience and professional judgement, and I feel will forward my students' learning and my own development.

Adapting one to the other

Perhaps the most helpful strategy, once we have critically assessed your own position and the ideal destination you want to reach is to *adapt*: to adapt our own performance in order to take on board new practices that we believe are positive and worth making an effort to accomplish, and to adapt the new ideas so that they are practicable for us. Sometimes that means modifying some aspects of an original suggestion. Sometimes it means taking someone else's model and building a different variation of your own on the same principle.

Though my own books suggest a large number of activities, many of which are used as they stand, I regard it as the highest compliment and the best use of my ideas when a teacher comes to me and says, "It wasn't quite right for me as you wrote it, so I changed it like this . . . and it worked."

To summarize

There is an inevitable gap between the ideal destination, and where we are on the journey towards it. This is a normal and a healthy state of affairs. But it is important to be aware of the distance, and do everything we can to make it smaller: to move forward on our voyage.

There are three main things I have suggested we can do:

1. We can re-examine our own position: take sightings, as it were, through our own reflection, student feedback, or peer observation and discussion. What in fact is going on in my lessons? How far are they, or are they not, satisfactory to me in terms of what I would like to be doing?

2. We can re-examine the destination: Is this in fact where I want to go? Or should I change it to somewhere nearer or slightly different?

3. We can try to do both of the above: in practical terms, modify the 'target' ideas or principles so that they suit us, or modify our own practice so as to include the new ideas. Can I change this activity so that my students can do it? Or modify that theory so that it fits my own context? Or change what I do in order to move nearer to a recommendation that makes sense to me?

Conclusion

Good teachers never in fact reach their ideal destination on the voyage of discovery I have been describing here. It is typical of experts that they are constantly looking for new problems to solve (Tsui, 2009). It's the voyage itself which is important, and the constant progress and development that accompanies it. The important thing is not to get becalmed in the middle of the ocean, and not to get stuck at a comfortable port en route, but to keep moving on. Such progress in the form of constant discovery and development is one of the joys of our profession.

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Penny Ur has 35 years' experience as an English teacher in elementary, middle, and high schools in Israel. Now retired, she has taught B.A. and M.A. courses at Oranim Academic College of Education and Haifa University. She has presented papers at TESOL, IATEFL and other English teachers' conferences worldwide. She was for ten years the editor of the *Cambridge Handbooks for Language Teachers* series. Her books include *Discussions That Work* (1981), *Five-Minute Activities* (coauthored with Andrew Wright) (1992), *Grammar Practice Activities* (2nd Edition) (2009), *Vocabulary Activities* (2012), and *A Course in English Language Teaching* (2012), all published by Cambridge University Press.

Foreword continued from page 2

T*LT* 7/8月号へようこそ！　この年次大会特集号では、基調講演と招待講演の演者が、それぞれの講演の内容に関する短い論文を寄稿してくれています。皆様が学会を準備・計画するのに役立ててください。

　年次大会特集に加え、通常のラインナップからも様々な記事を掲載しています。Feature Articleでは、Masaya Kanekoが東京大学の英語入試問題の読解に必要とされる語彙サイズを調べています。Readers'Forumには3つの記事があります。まず、Marc Bloomが自己調整学習(SRL)について論じます。Adam Murrayは大学契約教員の「燃え尽き」について調査し、John P. Racine、Marcos Benevides、Alastair Graham-Marr、David Coulson、Charles Browne、Joseph Poulshock、Rob Waringは、語彙習得、インプット、多読について意見交換します。My Shareでは、John Spiri、Mark Swanson、Kazuko Namba、Nathan Duckerが、教室で使える役立つアイデアを紹介します。さらにBook Reviewsでは、Tyler BurdenがEnglish for Presentations の書評を行います。

　*TLT*作成に協力してくださる寄稿者や制作スタッフの方々にはいつも大変感謝していますが、特にこの特集号を編むにあたって、いつも以上の働きをしてくれた皆さんにお礼を述べたいと思います。また、これまでMy Share の共編集者として長年にわたり献身的に仕事をしてくれたDax Thomas とHarry Harrisに感謝すると共に、新しいMy Share共編集者であるChris Wharton とDonny Andersonを編集チームに歓迎いたします。皆様にこの特別号をお楽しみいただき、10月に年次大会でお会いすることを楽しみにしています。

Jason Peppard, TLT *Coeditor*
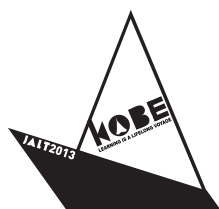
How many hats do you wear?

Caroline Linse
Queen's University, Belfast

This article provides a broad analysis of the many different hats teachers of young learners wear. How many of the following roles can you identify with: public relations director, cheerleader, choirmaster, literacy coach, assessment specialist, parent educator, storyteller, housekeeping services supervisor, artist in residence, child psychologist, justice of the peace, or diplomat?

　本論では、年少者に教える教師が果たすたくさんの異なった役割について幅広く分析する。その役割は、広報部長、チアリーダー、聖歌隊指揮者、読み書き指導員、評価専門家、保護者指導教員、ストーリーテラー、家事サービス監督者、おかかえ芸術家、児童心理学者、治安判事、そして外交官など様々だが、あなたはそのうちいくつ特定できるだろうか。

Several years ago, I was asked to write an introductory piece for teachers of English to young learners on what it meant to provide language instruction to children. I provided a realistic picture of what it entails to deliver instruction to groups of children between the ages of 5 and 11. The person who asked for my advice was a bit miffed at what I came up with since I emphasized the different extensive and often exhaustive roles that a young learners' teacher must assume. Of course, all teachers wear multiple hats and perform various jobs, but, it just seems the teacher of young learners could keep a milliner or haberdasher busy keeping us in hats! Let's take a look at some of them.

Public relations director
A teacher, assuming the role of public relations director, needs to persuade children to be engaged in learning activities in a language that is new to them and that they don't understand. The public relations director must figure out the best way possible to convince children that an extremely boring worksheet is worth doing and is worth doing well. In this role, it's also necessary to persuade children that there are more benefits to following along with the program than creating chaos and mayhem!

Cheerleader
The cheerleader must attempt to keep a positive stance and joyful ambience in the classroom. It's important to make sure that the cheerleader isn't overly enthusiastic because that can lead to children being overly excited and a bit on the rambunctious side. It's a very delicate balance between being excited about learning and being on task.

Choirmaster
Music and singing are an important part of childhood instruction as well as English language instruction. Songs are great for children because they give them an opportunity to practice repeating the same words over and over again in a way that's fun. You don't have to be a talented singer in order to be a choirmaster. Using an audio player is just fine as well as using something like a karaoke machine.

Literacy coach
Almost always when the teacher walks into a classroom with learners who are 12 years old and above the expectation is that the learners will be able to read.

This is not the case with children who are 11 and below in age since they are usually still in the process of developing reading skills, both in their home language and English. Helping children discover the meaning that print has is often a challenge since not all children learn how to read easily. Children who are having trouble learning to read in their home language may often also have trouble learning how to read in English.

Assessment specialist
Older learners are usually grouped according to proficiency level, whereas children are grouped according to age and the teacher must assess and deliver instruction for children ranging from beginner all the way through to advanced or

even near native. In some cases the children will be more proficient than the teacher.

Parent educator

Teachers must often explain the instructional approach and curriculum to the parents. Parents may feel that grammar is the be-all and end-all, or they may believe that playing in English is the best possible approach for their child.

It is up to the teacher to educate the parents regarding the chosen methodology.

Storyteller

A carpet or rug as a gathering place for story time is a mainstay of both kindergarten classrooms and children's libraries. Teachers and librarians know that a story well read to children either in their home language or a new language can engage a child in many ways. A hallmark of a good story sharing experience is when the children chant "Teacher, please read it again, please!"

Housekeeping services supervisor

Children are not known for being overly tidy. The English language classroom, like all classrooms serving primary school-age children, can easily look like a birthday party gone amok! The mastery of TPR commands such as "Throw it away" and "Clean up your desk" serve both linguistic and classroom management aims.

Artist in residence

Cut-and-paste and arts and crafts activities are used to reinforce thematic vocabulary as well as to teach children structural and procedural language. They also help children have fun.

Child psychologist

When children enter the English language classroom they bring with them their concerns, worries, relationship challenges, etc. They may not have the language skills in any language, let alone English, to express their emotional needs. It is up to the young learner teacher to ascertain and address both articulated and unarticulated problems. For example, it can be daunting to sensitively comfort a child who has no friends without drawing attention to that fact.

Justice of the peace

One word that doesn't appear on word lists for very young learners is *fair,* even though it is a very common, purposeful, and meaningful word for primary school-age children. The teacher needs to mediate especially when the word *fair* is uttered as part of a complaint. For example, a child may think that it was unfair that another child was line leader two days in a row!
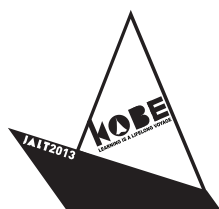
Diplomat

Addressing the needs of children who are at different levels of language proficiency, emotional development, literacy development, physical development, and cognitive development is challenging enough for educators. But in the case of teaching young learners one also has to address the parents of the children. They are important stakeholders who are generally more motivated than the children themselves for the children to learn English. Joshi doesn't run up to his mom and dad and beg to go to English class. Instead it's the parents' belief that children must learn English, or develop English-language linguistic capital in order to be successful later on in life. This puts enormous pressure on the teacher to diplomatically explain why Joshi hasn't become a fluent English speaker in a matter of months. The teacher must also present evidence as to why Joshi isn't the best at everything in class. It takes a great deal of skill work with parents who bestow so much pressure and hope upon their children and upon their children's teachers.

Well, there you have it. The next time you meet a teacher of young learners, don't be surprised or upset if they do not doff their hat. It's just that they are wearing so many. They don't have time to remove them all!

Caroline Linse is a senior lecturer in TESOL, School of Education, Queen's University, Belfast, Northern Ireland. Caroline has worked in ESL and EFL programs in various contexts in the US and UK and in Mexico, Korea, Latvia, and Belarus. She holds a doctorate in Education from the Harvard Graduate School of Education. Her current areas of research include the relationships and connections between schools and homes, as well as the challenges and benefits of being in interlingual families.

How social media changes our thinking and learning

Kristin Sherman

Central Piedmont Community College

Social media are already having a drastic effect on the way we communicate and interact with each other, but how are they affecting our learning and thinking processes? Research suggests that the processes happening in our brains due to interaction with technology are rapidly changing. This plenary will discuss the ways in which social media, in particular, are transforming how we find and process information and the implications this has for the language learner. It will also review the ways in which using social media can facilitate the language learning process both for students and educators.

ソーシャルメディアは、すでに、我々のコミュニケーション方法に劇的な影響力を持ちつつある。しかし、我々の学習や思考のプロセスにはどのような影響を与えているのだろうか。研究によれば、テクノロジーとの相互作用により我々の脳の中におきる（思考の）プロセスが急速に変化しつつあると言われている。この基調講演では、特にソーシャルメディアが、我々が情報を見つけ処理する方法をいかに変えつつあるかについて、また、このことが語学学習者に与える意味について、議論する。また、ソーシャルメディアを活用し、学生と教師の両方の語学学習のプロセスに役立てる方法についても再検討する。

Brain research

The increasing reliance on, and interaction with, a digital interface—be it the computer, a tablet, or a smart phone—is rewiring our brains. As we spend more time with computers, game consoles, tablets, and smart phones our brains change, which can be seen through research developed from functional MRIs. This new type of interaction is also impacting the modality through which we are best able to learn. In our current digitally-rich environment, we are used to seeing images and manipulating keyboards, game controllers, and interactive screens. By monitoring these types of interactions through brain scans, researchers can actually see the brain forming new neural connections as participants learn to play a video game for example. Because of this constant digital interaction, young people nowadays are much more likely to be visual or kinesthetic learners than auditory. About thirty percent of the typical brain is devoted to visual processing, eight percent to touch, and three percent to sound. The brain can process visual images 60,000 times faster than it can process words. We are nine times more likely to remember new vocabulary when it is presented with a picture than when it is presented as text alone.

Brain imaging and other technologies are also helping us understand how our brains work differently when using a screen and when engaging with print. When researchers scanned eye movements as people read print, they noticed the eyes moved in a Z-pattern (George, Anwar, & Jeyasekhar, 2011). However, according to studies done by Nielsen (2006), when people read online, their eyes move in an F-pattern. This has implications for how material is written for the screen, as much information in the lower right corner of the display will be missed. Not only do we read differently in a physical way, we also read differently in a qualitative way when online versus print. People are better able to sustain their reading with print, and are better able to move information into their long-term memory. Studies suggest they are also less likely to be overwhelmed by the amount of input.

Although research suggests that such use of the Internet may cause problems for our ability to do extensive reading and engage deeply on a topic, the evidence is not that clear cut. Brain scans showed that the brains of people who were familiar with technology were the most active when they were reading online, and were more active than the brains of non-tech-savvy readers of print. This suggests that, even if we are reading differently online, our brains may not be less engaged; they may just be working in a different way.

Brain research also suggests why the use of digital technology, especially social media, can be so addictive. When we receive a small burst of information, such as a tweet or a status update, our brains release the same pleasure-producing chemical *dopamine* as is released when we eat chocolate, fall in love, or use cocaine. The use

of interactive technology is therefore constantly reinforced by our brain's own chemistry. This may explain, in part, why some users of social media become anxious or depressed when they are cut off.

As our brains become rewired to interact more effectively with digital technology, teachers should think about ways to incorporate such technology in a way that will benefit language learning.

Social media and language learning

Social media can help engage students in learning English, allowing them to practice new language in a safe and interactive environment. Based on a study at the University of Minnesota (Greenhow, 2008), students who participated in lessons using social networking sites responded that they learned not only technology skills, but also communication skills and became more open to new or diverse views. The same study showed that students also improved relationships with family members.

Improvement in social relationships is suggested by other studies as well. Research shows that language learners are more likely to engage in the learning process and improve their skills when they have a network of classmates, friends, or family to talk to and practice with. Jacobsen and Forste (2011) used surveys and diaries to study the influence of social media on students' social lives. They found that social media were positively associated with face-to-face social interaction. For every additional hour spent on social networks, 10 to 15 more minutes were spent in real-life interactions. Access to social networking sites appears to give students greater access to social situations in general, facilitating different levels of relationships. Halvorsen (2009) conducted a study with English students in Japan using MySpace. He found that using MySpace encouraged student creativity and autonomy, as well as student collaboration both face-to-face in the classroom and on the social network, especially among mixed-ability language learners. Students showed increased support to classmates and even took on mentoring roles.

The use of social media can also increase critical thinking skills. Critical thinking is necessary for twenty-first century academic and professional success. As students engage more with social media, especially as part of language learning coursework, they can develop higher order skills by making judgments about the credibility of sources of information. Research by Yang and Ahn (2007) suggests that synchronous online discussion promotes critical thinking. In this study, students who participated in an online discussion forum achieved higher scores on a critical thinking assessment than those who did not participate.

Multimodal instruction—that is, teaching that combines visual, auditory, and kinesthetic input—is the most effective way to stimulate classes of students with various learning styles. Social media provide input through a variety of modes such as text, visuals, graphic organizers, audio, and video. A recent review of a number of studies showed that basic skills and higher order skills improve with both interactive and non-interactive learning that uses a combination or variation of modes. Furthermore, if the experience is interactive and combines text with visuals, audio, and video, the students increase their higher-order thinking skills more dramatically. The results of the analysis suggest that technology, including social media, can help students address complex problems and think more critically.

When students can relate learning to their own lives and experiences, they are more likely to understand and remember. Linking the learners' social networks to coursework is one of the most meaningful ways to engage digital natives and other learners who engage regularly in social networking. Personalization lets students use new language in meaningful communication with people they already know and helps them develop new connections.

Research by Nguyen and Kellogg (2005) found that social media allow participants more flexibility than face-to-face interactions. When students communicate online, they don't face the same turn-taking constraints: opportunities to have the floor are balanced, and there is a visual record of language interaction that helps them negotiate meaning. The study also revealed that learners take on roles that they may be less likely to take on in other kinds of interactions. This suggests that choices made in online interactions may encourage future participation.

Although online "conversations" are different in some ways, social networks provide excellent models for how language is actually used. Students see authentic language ranging from casual conversation to academic discourse. Social media, in the form of tweets, posts, blogs or videos, provides an endless supply of real-life language.

As we learn more about how the use of technology affects the way we think and learn, we, as teachers, will need to accommodate our teaching to help our students learn in the best way possible.

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How my teaching has changed over time: My lifelong voyage

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You are a teacher today. Certainly you have contemplated why you became a teacher, but have you ever thought about why you became the kind of teacher you are? Perhaps you tell jokes in class. Perhaps you give frequent tests. Perhaps you emphasize grammar. But why do you do these things? Did you learn to do them? Or do you just naturally do these things? We develop our teacher identify over time. For most of us, the greatest influence has come from our own teachers. We are an accumulation of influences of all the teachers who have taught us. Some teacher behaviors we emulate; others we reject. In this talk, I will share my reflections from a lifelong voyage as language learner and teacher, both in ESL and EFL settings, and hope to nudge you into reflecting on the people who have shaped your current teacher identity.

今、あなたは教師である。あなたが教師になった理由を熟考したことはあっても、なぜ現在のあなたのような教師になったのかを考えたことはあるだろうか。たぶん、あなたは教室で冗談を言うだろう。しばしばテストをするだろう。文法を重視するだろう。しかし、なぜこれらのことをするのだろうか。そうすることを学んだのだろうか。または、自然とするのだろうか。長い時間をかけて、私たちは教師としてのアイデンティティを養う。私たちのほとんどが、自身の教師たちから一番大きな影響を受けている。私たちを教えてくれた教師たちの影響を蓄積している。その教師たちの態度を見習ったり、否定したりする。本講演では、ESL・EFL両方の場面で、語学学習者として、また教師としての生涯にわたる旅で得た私の考えを、皆さんと分かち合いたい。そしてあなたの現在の教師アイデンティティを形作った人々について考えてもらいたい。

A good teacher develops over time. All of our lifetime experiences make us the educators we are today. Some thirty-seven years ago, I started my teacher training when I entered college as a French major. I loved language and languages, and I was going to be a French teacher. My career as a language teacher, however, actually started much earlier as a language learner, and I've been an avid language student my whole life.

Even as a child, I was curious about foreign languages. There was a popular TV comedy show called *I Love Lucy*, and an actor in the show was a Cuban immigrant who spoke English with a heavy accent. His wife was a native English speaker, and she sometimes tried to speak Spanish to him by adding an –o to words (because many Spanish words end in –o). "Aha," I thought, "If you want to speak Spanish, you just add –o to words." Thus began my lifelong journey into how you speak a foreign language. (For the record, you do not just add an –o to English words to speak Spanish).

In high school, I enrolled in beginning French—my first foreign language classroom experience. Mrs. de Montluzin was an amazing teacher and lifetime mentor in so many ways. (I will be talking about Mrs. de Montluzin and many of my other teachers in my plenary speech at this year's conference in Kobe in October.) She introduced me to French, but more importantly, she was my first experience with what a good teacher can do for students. In this class, we memorized verb conjugations—yes, good old-fashioned memorization—but in hindsight, we memorized language that was actually useful. In following her teaching style, I learned the value of considering learner needs in planning a language lesson. For example, in the first week of class, we had to memorize the conjugations of four irregular verbs être (be), *avoir* (have), *faire* (make / do), and *aller* (go). Years later, I came to realize that memorizing these four verb conjugations made complete sense because they are extremely frequent in French and therefore followed the number one goal of all good teaching: meeting learner needs. Clearly, Mrs. de Montluzin knew that memorizing these four irregular verb conjugations was indeed a worth-while endeavor. Besides these four French verbs, a more important lifetime lesson I learned is that good teachers choose useful teaching material and then help their students understand why the material is of use to them.

In college, I met and interacted with many ESL students in my dormitory. I knew I really liked TESOL, so I completed a Master's degree

in TESOL and then got my first teaching job. The first six years of my teaching took place in intensive English programs for academic purposes, and the majority of my students wanted to attend a U.S. university. I taught students from Venezuela, Iran, Mexico, Japan, Panama, Turkey, Saudi Arabia, and many other countries. These programs consisted of five classes every day: reading, writing, grammar, lab (speaking/listening), and TOEFL preparation. I saw many motivated students move quickly through the program and succeed in increasing their English proficiency (and pass TOEFL). I saw how much the students really appreciated and benefited from their classes, and I saw the important role grammar plays in learning a language as an adult. I also realized that being a native speaker was insufficient to be a good language teacher. I learned about English as a second language, including features of English such as phrasal verbs, adjective + preposition combinations (such as interested in), and the perfect aspect (for past, present, and even future time sentences). Though I now know these are three of the most difficult aspects of English, I had no idea about them then. Sometimes I had the luxury of reading about this kind of information before class, but more often, especially when I was a new teacher, students would ask me these questions in class out of the blue. Initially, I panicked, but eventually, I developed better ways to help students with these questions that put me in the hot seat over and over. I learned to think on my feet fast. Eventually, I found that as a more experienced teacher, I could actually anticipate the questions based on a student's native language and proficiency level.

My first overseas teaching job was in Saudi Arabia. I studied Arabic before going there, but my proficiency was basic. I learned so much about teaching from my students in Saudi Arabia, especially once again the value of learner needs. One day in class, a student raised his hand and asked me, "Folse, encyclopedia, same-same dictionary?" Sensing a teachable moment, I went on for five minutes about the differences between an encyclopedia and a dictionary. When I finished my mini-lesson, the students conferred in Arabic, and then the first student looked at me, smiled, and said, "Ok, same-same."

"How," I thought to myself, "can anyone think these two words have the same meaning after my explanation?" Several weeks later, however, I had a chance to see the exit exam for our students. If they passed this high-stakes exam,

they could go to the U.S. for additional military training, which would eventually lead to a job promotion. The whole exam consisted of nothing but multiple-choice questions, and there was a huge vocabulary section. It was then that I realized that my Saudi students actually knew much more about their learner needs than I did. The word *encyclopedia* was a word in our mandated textbook, and if that word were to appear on the exit exam, it almost certainly would have been followed by four answer choices, such as "animal, vehicle, dictionary, vegetable." Therefore, my students actually understood their specific learner needs better than I did because I was the new person. They were not trying to learn conversation skills. Their immediate goal was to pass that exit test, and the real goal of my class was to help them meet that need.

Five years later, I learned something similar from my experience teaching English conversation at a large program in central Japan. I had a job teaching adults who attended one ninety-minute class per week. This once-a-week class was a new format for me because all of my students up to then had attended class five days per week. My lesson plans did not seem to work so well, but I couldn't figure out what the exact problem was. Finally, one day a student expressed surprise at how much material we covered in class, and then I learned about another important part of good teaching: pacing. Because all my previous teaching was in intensive programs where students were trying to learn as much information as they could as quickly as possible, I incorrectly assumed that my conversation students wanted the same thing. I came to realize that for many of my adult English learners in Japan, attending English class was not a rush to receive information. Instead, they wanted to know about me and my culture as well as about the English language. Once I reinvented myself and then emphasized information about culture and daily life more than just language, my English conversation students were so much happier.

Perhaps one of the biggest leaps in my lifelong learning occurred when I returned to the U.S. to get a PhD in Second Language Acquisition. I had so much experience as a language learner. I studied French and Spanish in high school, and I really improved my Spanish through the many Spanish-speaking friends I had in college. I studied Arabic while working in Saudi Arabia, Malay while living in Malaysia, German at the Goethe Institute in Malaysia, and then Japanese in Japan.

Unlike most foreign language learners, I studied these languages in informal settings and in formal classrooms. For example, I studied Malay by watching TV with bilingual translations, and I studied Japanese briefly in an intensive Japanese program in Tokyo. All of these language-learning experiences paid off in my PhD courses because I could relate so well to the reading material. I also learned about statistics in depth, which finally gave me the ability to comprehend articles in *TESOL Quarterly* and *Applied Linguistics*. At last, I knew not only how to read these articles but also how to conduct appropriate research.

A teacher's life is all about perpetual learning. We learn about our subject, we learn about our students, and we learn about our teaching ability and style. In my plenary speech, I will talk about how we became the teachers that we are today. No, I don't mean *why* we became teachers, since I'm sure that most of us have an idea of why we chose to become teachers. Instead, I will be talking about how each of us has developed into the kind of teacher we are today. Some of us joke with our students, but others do not. Some of us give lots of quizzes, but others do not. Some of us mark all of our students' papers, but others do not. How did all of these different characteristics come about? In my talk, I will attempt to help all of us answer this important question by remembering and giving credit to the many important teachers who have taught us in our lifetime.

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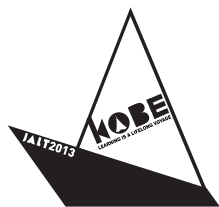
The New General Service List: Celebrating 60 years of vocabulary learning

Charles Browne
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This article introduces a new list of important high frequency vocabulary words for second language learners of English. Using many of the same principles employed by Michael West in the development of the original General Service List (GSL) published in 1953, the New General Service List (NGSL) was created with full access to the 1.6 billion-word Cambridge English Corpus (CEC). Based on a more contemporary corpus of English, the NGSL was generated from a carefully selected 273 million-word subsection of the CEC (more that 100 times larger than the pre-computer era 2.5 million-word corpus used to generate the initial word lists for the GSL), the NGSL offers higher coverage than the original GSL (90% vs. 84%) with fewer words (about 2800 lemmas vs. 3600). This brief introduction to the NGSL outlines the basic steps in its creation as well as providing a link to a dedicated website where the public-domain list can be both downloaded and discussed.

本論では第2言語としての英語学習者のために、重要で使用頻度が高い語彙の新しいリストを紹介する。1953年に出版された初代General Service List (GSL)開発の際にMichael Westによって採用された同じ原理の多くを使用しながら、16億語にも及ぶCambridge English Corpus (CEC)を参考にNGSLが作られた。より現代向きの英語のコーパスに基づき、厳選された2億7千3百万のCECの単語リストからNGSLが作られた。（コンピュータ以前の時代に最初のGSL作成に用いられた2千5百万語のコーパスの100倍以上である。）初代GSLと比べ、より少ない見出し語（旧3,600語に対し2,800語）で、より高いカバー率（旧84％に対し90％）を提供している。この簡単なNGSL入門では、NGSL作成における基本行程の概要を述べると共に、公有リストのダウンロードおよび議論が可能な専用ウェブサイトへのリンクを紹介する。

In 1953, Michael West published a remarkable list of about 2000 important vocabulary words known as the General Service List (GSL). Based on more than two decades of pre-computer corpus research, input from other renowned early 20th century researchers such as Harold Palmer, and several vocabulary conferences sponsored by the Carnegie Foundation in the early 1930s, the GSL was designed to be more than a simple list of high frequency words. Its primary purpose was to combine both objective and subjective criteria to come up with a list of words that would be of *general service* to learners of English as a foreign language. However, as useful and helpful as this list has been to us over the decades, it has also been criticized for being based on a corpus that is considered to be both dated as well as too small by modern standards (the initial work on the GSL was based on a 2.5 million-word corpus that was collected under a grant from the Rockefeller Foundation in 1938), and for not clearly defining what constitutes a *word*.

On the 60th anniversary of West's publication of the GSL, my colleagues Brent Culligan and Joseph Phillips of Aoyama Gakuin Women's Junior College and I would like to announce the creation of a New General Service List (NGSL) that is based on a carefully selected 273 million-word subsection of the 1.6 billion-word Cambridge English Corpus (CEC). Following many of the same steps that West and his colleagues did, as well as the suggestions of Paul Nation, the project advisor and one the leading figures in modern second language vocabulary acquisition, we have tried to combine the strong, objective, scientific principles of corpus and vocabulary list creation with useful pedagogic insights to create a list of approximately 2800 high-frequency words which meet the following goals:

1. to update and greatly expand the size of the corpus used (273 million words) compared to the limited corpus behind the original GSL (about 2.5 million words), with the hope of increasing the generalizability and validity of the list

2. to create a NGSL of the most important high-frequency words useful for second language learners of English which gives the highest possible coverage of English texts with the fewest words possible

3. to make a NGSL that is based on a clearer definition of what constitutes a word

4. to be a starting point for discussion among interested scholars and teachers around the world, with the goal of updating and revising the NGSL based on this input, in much the same way that West did with the original Interim version of the GSL

The NGSL: A word list based on a large, modern corpus

Utilizing a wide range of computer-based corpus creation and analysis tools not available to West and his colleagues, we began the development of the NGSL with an analysis of the CEC (formerly known as the Cambridge International Corpus). The CEC is a 1.6 billion-word corpus of the English language, which contains both written and spoken corpus data of British and American English. The CEC also contains the Cambridge Learner Corpus, a 40 million-word corpus made up from English exam responses written by English language learners.

The initial corpus used for the NGSL was created using a subset of the 1.6 billion-word CEC that was queried and analyzed using the SketchEngine Corpus query system <sketchengine.co.uk>. The size of each sub-corpus that was initially included is outlined in Table 1:

Table 1. CEC corpora used for preliminary analysis of NGSL

Corpus	Tokens
Newspaper	748,391,436
Academic	260,904,352
Learner	38,219,480
Fiction	37,792,168
Journals	37,478,577
Magazines	37,329,846
Non-Fiction	35,443,408
Radio	28,882,717
Spoken	27,934,806
Documents	19,017,236
TV	11,515,296
Total	1,282,909,322

However, because the overwhelming size of the newspaper sub-corpus (748,391,436 tokens) dominated the frequencies (and also showed a marked bias towards financial terms), and the academic sub-corpus (260,904,352 tokens) was

a specific genre not directly related to general English, both corpora were removed from the compilation. Table 2 shows the sub-corpora that were actually used to generate the final analysis of frequencies. While smaller than the corpus described in Table 1, the corpus is far more balanced as a result.

Table 2. CEC corpora included in final analysis for NGSL

Corpus	Tokens
Learner	38,219,480
Fiction	37,792,168
Journals	37,478,577
Magazines	37,329,846
Non-Fiction	35,443,408
Radio	28,882,717
Spoken	27,934,806
Documents	19,017,236
TV	11,515,296
Total	273,613,534

Once the 273 million word corpus was analyzed, a frequency list was generated as a starting point for a series of additional levels of analysis, including

- cleaning up of the list (removing proper nouns, abbreviations, slang and other noise, excluding certain word sets such as days of the week, months of the year and numbers),
- comparison of the list with other important lists such as the original GSL, the BNC and COCA to make sure important words were included/excluded as necessary, and
- having a series of meetings and discussions with Paul Nation about how to improve the list.

What constitutes a *word* in the NGSL?

There are many ways to define a word for the purpose of counting frequencies. The simplest is to look at *types*, where each form is counted as a different word regardless of the part of speech. For example, *lists* would include both the third person form of the verb *list* and the plural form of the noun *list*.

The second method is to count *lexemes* where homographs are counted separately, but all the inflected forms of a word are added together. For example, the nouns *list* and *lists* would be counted together but not with the verbs *list*, *lists*, *listed*, and *listing* which would be counted separately. Inflections for nouns include the plural and the possessive. Verb inflections include the third person, the past, and the participles. Inflections for short adjectives include the comparative and the superlative.

The third method of counting words is by *word families*, and was proposed by Bauer and Nation (1993). Word families include the inflected forms and certain derived forms laid out by the generalizability and productivity of the affixes.

The NGSL uses a modified lexeme approach, where we count the headword in all its various parts of speech and include all inflected forms. Unlike the traditional definition of a lexeme, it includes all the inflected forms from the different parts of speech. For example, *list* would include *lists*, *listed*, *listing*, and *listings*. It does not include any of the derived forms using non-inflection suffixes. Variations such as the difference between US and UK spelling are also grouped within the same lexeme.

The NGSL: More coverage for your money!

One of the important goals of this project was to develop a NGSL that would be more efficient and useful to language learners and teachers by providing more coverage with fewer words than the original GSL. One of the problems with making a comparison between the two lists—indeed between any well-known vocabulary lists—is that the way of counting the number of words in each list needs to be done according to the same criterion. As innovative as the GSL was at the time of its creation, West's definition of what constituted a word was, by his own admission, non-systematic and arbitrary: "No attempt has been made to be rigidly consistent in the method used for displaying the words: each word has been treated as a separate problem, and the sole aim has been clearness" (West, 1953, page viii).

This means that for a meaningful comparison between the GSL and NGSL to be done, the words on each list need to be counted in the same way. As was mentioned in the previous section, a comparison of the number of word families in the GSL and NGSL reveals that there are 1964 word families in the GSL and 2368 in the NGSL (using level 6 of Bauer and Nation's

1993 word family taxonomy). Coverage within the 273 million-word CEC is summarized in Table 3, showing that the 2368 word families in the NGSL provide 90.34% coverage while the 1964 word families in the original GSL provide only 84.24%. That the NGSL with approximately 400 more word families provides more coverage than the original GSL may not seem a surprising result, but when these lists are lemmatized, the usefulness of the NGSL more apparent,as, with more than 800 fewer lemmas, the NSGL provides 6.1% more coverage than is provided by West's original GSL.

Table 3. Coverage within the CEC

Vocabulary List	Number of Word Families	Number of Lemmas	Coverage in CEC Corpus
GSL	1964	3623	84.24%
NGSL	2368	2818	90.34%

Where to find the NGSL

The list of 2818 words is now available for download from a new website we've dedicated to the development of this list. Comment and debate are also welcome: <newgeneralservicelist. org>.

It is our hope that this list will be of use to you and your students. Please join the discussion on the NGSL as I begin to present on it at academic conferences throughout the year such as KOTESOL and the World Congress on Extensive Reading in Korea, JALT-CALL and JALT2013 in Japan, the Vocab@Voc Conference in New Zealand, and the AILA Conference in Australia in mid 2014.

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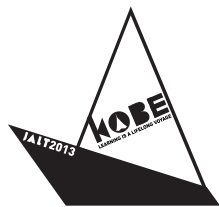
Ecology of effort: Contexts underlying motivation

Christine Pearson Casanave
CUE SIG

This workshop explores the notion of "ecology of effort" and its connection to more traditional concepts of motivation and attitude. By ecology of effort I mean the many interrelated environmental, physical-neurobiological, and emotional influences on a person's desire to invest effort, or not, in challenging long-term tasks, such as studying a second language or preparing academic papers. To start, I'll offer several anecdotes, then discuss the concept of ecology in educational linguistics (Kramsch, 2002; van Lier,2004), the brain-mind-body-emotion

connection (Damasio, 1999), and my extension of the concept of ecology to mind, body, and emotion. Next, workshop participants will discuss examples of ecological influences on their own and their students' efforts in language study (or other intellectual projects). Finally, we will look at some typical items from motivation and attitude questionnaires to ask what might be missing and how we might further study the ecology of effort in language research.

このワークショップでは、"ecology of effort" の概念と、 従来からの動機づけや態度の概念との関係を検討する。私が意味するecology of effortとは、第2言語学習や学術論文の準備のような長期的タスクに挑む努力をする（あるいは、しない）という各自の願望に対して多くの相互関係を持つ、環境的、身体的・神経生物学的、感情的影響のことである。まず、いくつかの逸話を示した後、教育言語学におけるecologyの概念について、また、脳・心・身体・感情の関連性について論じ、ecologyの概念を心・身体・感情へと拡張する。次に、ワークショップ参加者に、自分自身や学生たちの言語学習（あるいは他の知的プロジェクト）における努力への、ecology的な影響の例を話し合ってもらう。最後に、言語研究におけるecology of effortをこれから研究していく上で、 何が欠けているか、そして何を付け加えられるかを問うために、動機づけと態度に関するアンケートから、いくつかの代表的な項目について検討する。

Why is it that sometimes neither we nor our students can make ourselves study an L2 effectively or work consistently on other challenging long-term projects? In this workshop I explore the notion of "ecology of effort" (Casanave, 2012), and its connection to, and departure from, more traditional concepts of motivation and attitude. Ecology of effort describes the many interrelated contextual and emotional factors which relates to our desire to invest effort in any activity in life that is difficult and challenging, such as studying a language or working on high-stakes academic writing projects (e.g., theses, publications). I see desire or willingness to invest effort as different from motivation and attitude as traditionally discussed: Our motivation and attitude might be fairly positive, but we still might not be able to make ourselves devote effort to a challenging activity.

Understanding idiosyncrasies of desire to invest effort

My curiosity about this topic was triggered when, in investigating my own fluctuating desires to invest effort in self-study of Japanese while living in Japan, I realized that some of my fluctuations had little to do with how I felt about Japanese language and culture or with my overall desired goals of modest survival, conversational competence, and curiosity about how grammar and syntax worked. I was sometimes beset by shifting moods and emotions, environmental discomforts such as air and noise pollution, conflicts at work, and sleep problems, and could do little productive study or work at those times. At the time, it felt like I had lost

motivation for Japanese study (Casanave, 2012). I wondered, too, about some of my troubled and moody university students in Japan—students who were often absent or who seemed depressed. Later, I (re)read some of the literature on attitude and motivation, only to find that there were no routine discussions of fatigue, health, and mood, and that I could not respond honestly to many of the language-culture-activity-related items on questionnaires with more than "it depends."

I am not the first to observe that idiosyncratic factors, including those connected to emotions, cannot be captured in questionnaires (Schumann, 1997). Ushioda (2009) pointed out that questionnaires provide abstractions and generalizations about groups of people which, although useful for certain purposes, cannot uncover how fluctuating contextual factors interact with more stable attitudes and motivations in the lives of individuals. Van Lier, who was a champion of an ecological perspective in educational linguistics, highlighted the importance of context, stating that context cannot be reduced, pushed aside, or put into the background: It is central (2002, p. 144). But he and others seem to conceptualize context as external to the individual. In contrast, my fluctuating desires to invest effort in language study and academic writing also seemed related to my emotions and state of well-being, as influenced by both internal and external forces. Context, I came to realize, includes one's internal mental and bodily "environments," which are inseparable from one's immediate surroundings.

Important concepts

The term "ecology" is a relational term, beginning with German biologist Ernst Haeckel's use of it "to refer to the totality of relationships of an organism with all other organisms with which it comes into contact" (van Lier, 2000, p. 251). The concept of ecology in this relational sense has been used in psychology (Heft, 2001), linguistics (van Dam & Leather, 2003), and applied fields like second language acquisition (SLA), language socialization, and language teaching (Kramsch, 2002, 2009; Tudor, 2003; van Lier, 2004). Views of SLA as situated and embodied (Atkinson, 2010) and deeply sociocultural (Lantolf & Thorne, 2006) can likewise be considered ecological from this relational perspective, as can a dynamic complex systems and emergent approach to SLA (de Bot, Lowie, & Verspoor, 2007; Larsen-Freeman, 1997; Larsen-Freeman & Cameron,

2008). Of special interest to me at the moment is the work in neurobiology by Antonio Damasio (1994, 1999, 2012), who has built his vision of mind and consciousness on a concept that might be called ecological as well. From his decades of work as a neurologist, Damasio makes a biological and neurological—not just philosophical—argument for the inseparability of mind and body, as Schumann (1997; Schumann & Wood, 2004) did in applied linguistics. He has demonstrated experimentally the complex and inseparable neural and chemical interrelationships that link the brain, the body, the mind, and emotion, with all of these relationships taking place reciprocally in a physical external and neural-chemical internal environment.

In all these disciplines, ecology refers to the reciprocal interactions and relationships between organisms and what is around them (e.g., other organisms, external environments, and layers of contexts). For Damasio, the relationships include the biological microcontexts of neural and hormonal systems, that is the microcontexts of the body's and brain's own processes, as they interact with both external environmental influences and images from consciousness.

These sources have spurred my curiosity about the many influences, external and internal, on a person's investment of effort in challenging tasks such as study of second languages or the construction of academic papers. Hence, I refer to the ecology of effort as those microcontextual interrelationships among bodily and mental functions and the immediate environment that influence a person's decision to invest effort in difficult tasks. Were this vision to be represented graphically, it would be a nested, 3-D spherical model, with the biological self in the center, but blendings and blurrings, not boundaries, between layers (cf. Bronfenbrenner, 1979). In my current view of ecology of effort, this vision of nested ecosystems includes not only the interrelated aspects of our surroundings, but our internal states as well at the very center: health, mood, fatigue, emotion, and energy.

Emotion, the embodied self, and the ecology of effort

We can all recognize the energizing or enervating influences in our lives of emotions. Emotion has come to be recognized as central to language learning and teaching and multilingual identity (Benesch, 2012; Dewaele, 2005; Kramsch, 2009; Pavlenko, 2005; Schumann, 1997). Kramsch

(2009), drawing on work by Damasio, gave examples of various kinds of emotions experienced by adult and university language learners that affected their learning. They reflected learners' emotional reactions to foreign sounds, words, people, and settings. We can all think of comparable examples.

However, some emotions may not be linked with language-related issues but still influence the learning experience. If I or one of my students has not slept well, or is suffering from some illness or hormonal imbalance, it may be difficult to muster the desire and energy to do anything difficult at all. Likewise, if we are experiencing conflicts at work or in our personal lives, the resulting distress—felt quite physically—may hinder our concentration on language study or writing. Dreary weather or air pollution can trigger mood changes, and lack of sunlight in winter can cause seasonal affective disorder (SAD) in some people: The ensuing depression, a chemical phenomenon, makes it difficult to devote effort to any challenging activity. In short, the biological basis of emotions suggests that our occasional inability to exert effort in challenging tasks might not be just a matter of not trying hard enough, not having enough motivation, or disliking a foreign language. It could be a matter of body chemistry and neural activity triggered by interrelated internal and external factors that might not even be related to the tasks at hand.

Studying ecology of effort: Why we need something more than motivation and attitude surveys

As language educators, by examining how various forces in the microcontexts of our own lives influence our desire to invest effort in difficult tasks, we are better posed to understand both ourselves and students in ways not possible via surveys of motivation and attitude. Many typical survey items, as well as much interview data, are not able to uncover individual idiosyncrasies that characterize the micro-ecological worlds of our daily lives. In my own case, I cannot accurately respond to the Likert-scale item "I enjoy meeting foreigners" unless I consider the conditions under which I might meet someone: my own state of energy, fatigue, or health; the "foreigner's" gender, age, or appearance; my preoccupations or not with work or personal conflicts, to name a few. But we can observe closely on a daily basis our own and our students' behaviors, body postures, face, and eyes for clues as to

emotional states, as Damasio's work in neuro-biology has confirmed. We can reflect in writing or drawing possible influences on our desires to invest effort in difficult activities. We can write and read retrospective memoirs and journals of remembered influences on desires to invest effort in language study. Some of Schumann's (1997) most interesting examples of emotion in language learning, as well examples in more recent publications, are taken from diary and journal studies and autobiographies (Casanave, 2012; Kaplan, 1993; Kinginger, 2004; Ogulnick, 1998; Simon-Maeda, 2011). By engaging in these micro-ecological reflections along with our students, we stand to gain understanding and agency in our pursuit of challenging goals.

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Collocation and phraseology in the classroom

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EFL/ESL teachers are often encouraged to regard collocations as arbitrary groupings of words. It is often argued that they exist in the language just like idioms and phrasal verbs exist. The only thing the teacher can do is to make his or her learners aware of collocations, encourage them to read more, and keep lists of the collocations they encounter together with their meanings. My research shows that there are a number of factors, such as the precise meaning of a particular word, or the way that we use a word figuratively, which influence our choice of collocates. There are often subtle differences which are reflected in their collocational behaviour. The research shows that, contrary to current EFL/ESL methodology, many aspects of collocation can be, and perhaps should be, explained.

EFL/ESLの教師は、コロケーションとは単語を恣意的にグループ化したものだとみなす傾向がある。イディオムや群動詞が存在するように、コロケーションも言語の中に存在するとよく主張されている。教える側が唯一出来ることは、コロケーションについて学習者に気づかせ、彼らがもっと読書をし、そこで出会うコロケーションのリストを、その意味と共に持ち続けるよう奨励することである。研究では、私たちのコロケーションの選択に影響を及ぼすものには、特定の語の正確な意味や、ある単語を比喩的に使用する方法など、多くの要因があることが分かった。学習者の態度には、しばしば微妙な違いが反映される。研究結果は、現在のEFL/ESLの教授法に反して、コロケーションの多くの側面は説明可能であり、また、説明されるべきであることを示している。

The subject of collocation has received considerable attention in the field of language teaching over recent years. A number of authors (Lewis, 1993, 1997, 2000; McCarthy, 1990; Nation, 2001; Thornbury, 2002) have represented collocations as being either partially or fully arbitrary and several studies (Benson, 1989; Nesselhauf 2003, 2005; Smadja & McKeown, 1991) have even used arbitrariness as part of their definition of what constitutes a collocation. Lewis claims that "collocation is an arbitrary linguistic phenomenon" (Lewis, 1997, p. 32) and, as a consequence, teachers are urged not to attempt to explain collocations to their learners.

If collocations are simply arbitrary combinations of words, it means that the foreign language learner has little option but to memorise large numbers of collocations with very little in the way of explanation or any other help in memorising them. The learner is liable to be-

come very dependent on a dictionary, checking whether a particular combination is acceptable or not before using it in his or her work. If, on the other hand, there is some sort of explanation as to why a particular word is frequently found in the company of one or more others, it means that the language learner is able to understand how and why a particular combination is frequently used by native speakers. Instead of trying to remember large numbers of collocations, the learner would be able to produce some of these combinations by using his or her understanding of the linguistic features and processes which influenced the way they were formed.

More recently there have been a few publications (Crowther, Dignen, & Lea, 2002; McCarthy & O'Dell, 2005) which have taken this position and have presented collocations in such a way that students can begin to understand why one particular word should frequently be found in the company of another. Unfortunately, there is very little research so far to support this position. The purpose of my own research (Walker, 2008, 2011a, 2011b) is to establish whether collocation is, as Lewis (1997) claims, "an arbitrary linguistic phenomenon" or whether it is influenced by a range of different linguistic features and processes. In order to do this, I have used a corpus-based methodology to investigate the collocational behaviour of groups of semantically related nouns and verbs taken from the domain of business English.

Table 1. Business English nouns and verbs

Group One	*issue, aspect, factor*
Group Two	*aim, objective, target, goal*
Group Three	*RUN, HEAD, MANAGE, in charge of, responsible for, responsibility for*
Group Four	*system, process, procedure*

Note. Table 1 shows the groups of items which were selected for study. Capitals are used to indicate that reference is being made to all members of the lemma. For example, the verb *RUN* has been written in capitals in order to show that all forms of the lemma were studied (i.e., *run, ran, runs,* & *running*).

The results of this corpus-based study show that much of the collocational behaviour exhibited by these lexical items can be explained

by examining some of the linguistic features and processes which influence the way collocations are formed. These include the semantics of the individual items themselves, the use of metaphor, semantic prosody, and the tendency for many of the selected items to be part of larger phraseological units.

For example, the data from the corpus show that *target* and *goal* are more frequently associated with verbs such as *SET, HIT, MISS, REACH* and *MEET*.

Table 2. SET, HIT, MISS, REACH, and MEET Collocations

	aim freq.	objective freq.	target freq.	goal freq.
SET	1	7	331	134
HIT	2	1	76	125
MEET	6	6	76	16
REACH	1	7	51	41
MISS	1	1	12	13

Note. Table 2 contains data taken from the Bank of English corpus (450 million words). The figures show how the verbs *SET, HIT, MISS, MEET,* and *REACH* occur far more frequently with *target* and *goal*. The freq. column shows raw frequency (e.g., the combination *SET + target* occurred 331 times in the corpus).

An arrow will hit or miss its target, the object of the game of football is to score a goal, and under normal circumstances it is clear whether a goal has been scored and whether the target has been hit. These are just some of the features which are carried over from the literal to the metaphoric senses of *target* and *goal*. Both items are perceived as being more precise and measurable than either *aim* or *objective*, which is why they are more frequently associated with verbs such as *SET, HIT, MISS,* and *REACH* as these examples taken from the corpus serve to illustrate.

```
1 unresolved about how to reach the
  stated goal of a $50 billion deficit

2 the public eye if its to reach its
  sales target of more than three-an

3 a wild card. He added: `I set myself a
  goal to leave this place feel

4 authors. John Rogers has set himself
  the target of writing A History o
```

```
5 se as they strive to meet the
  government target of doubling the
  number
6 he president is still meeting his
  stated goal of reducing the deficit
```

If some collocations can be explained, it will help to make the process of learning collocations more meaningful and therefore more memorable. In many cases learners can be given an explanation or, better still, by using carefully selected corpus data in the classroom they can be provided with an opportunity to discover the explanation for themselves. Contemporary ELT course books usually contain many grammatical exercises which are designed so that the learners are able to derive the rule from the results of the exercise, and current methodology encourages learners to deduce the rules for themselves. There is no reason why many of the exercises which present or practise collocations cannot be designed in the same way. Learners would be asked to complete the collocational exercise and speculate as to the reason why, for example, verbs such as *SET*, *REACH,* and *MEET* are more frequently associated with *target* and *goal* rather than with *aim* or *objective* (Table 2).

A corpus is basically a resource for researchers and is not really designed for classroom use. However, in my experience, corpus data can be used quite successfully with language learners as long as the data have been carefully selected and presented, and the learning activities and any accompanying material are well structured. It would be possible, for example, to design a lesson which had the aim of heightening the learners' awareness of how the collocational behaviour of some words can be influenced by the use of metaphor.

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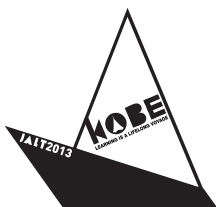
Adult learners and a different way of teaching

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As predicted, Japanese adults are returning to school in ever increasing numbers. Since English is one of their favorite subjects, you might get a few of them in your university, conversation school, or community center classes. These adults might be ready to study, but are you ready to teach them? Research has found that traditional teaching methods do not work well with adults because their learning styles are so different. Adults are often characterized as being non-dependent learners, who prefer self-directed learning methods such as personalized projects, discussion activities, and reflective learning tasks. They are motivated more by personal payoff than external factors like grades. Because of these differences, Malcolm Knowles (1980) has developed a different pedagogy for them called Andragogy.

以前からの予想通り、大人になってから学び直す日本人が益々増えている。英語は人気科目の1つなので、大学や語学学校、カルチャーセンターにもそんな学生が来るだろう。これらの成人学生たちは勉強の準備ができている。しかし教える側の受け入れ準備はどうだろうか。研究によると、伝統的な語学教授法は、成人学生の学習スタイルとはあまりにも違っているので、成人学生にはあまり効果がない。成人学生は、個人向け学習課題、ディスカッション、内省的学習タスクなどの自律学習を好む特徴があり、成績などの外的要因よりも個人的な成果によって動機づけられる。このような違いから、Malcolm Knowles (1980)は、成人教育学と呼ばれる独特の教授法を開発した。

"Okay, class, open your books to page 67. There will be a test on Friday, so let's master these verbs today. Okay, ready? Repeat."

It's a typical English class. It could be in a junior high school, a college, or a company. It is what we do, and while maybe not reflecting the latest methodologies or grammars, this kind of approach is still the bread and butter of the EFL classroom. In fact, this is exactly the kind of class I taught at Matsushita Electric during my first five years in Japan. The students were men, and since we taught them in the evening after a long workday, the classes were drab. Monotone repetition, molasses drills, motivation to move the hands forward on the clock. Those poor tired businessmen, what an effort they made.

Since the classes were long, we took fifteen-minute breaks, during which they had to speak English. As soon as the break started, it was like we had just fed them pure oxygen. Everyone perked up and the drones started talking. It wasn't unusual for a break to go on 30 minutes or even an hour, but being young, we felt guilty when they did since we were "not doing our jobs." We even felt a little indignant when our peers spent too much time around the coffee machine. After all, real leaning meant drilling in our carefully worked out audiolingual syllabus, not "chatting."

How I laugh at the way I was in those days. How little I knew that it was probably during the breaks that real language learning was occurring. At least, that is what a massive body of research on adults tells us: adults learn best when the learning is connected to their lives, connected to their problems, and left in their control. In fact, a whole separate pedagogy exists for adults, and if it were used, the teacher talk might sound like this instead:

"Okay, hopefully, you have examples of English from your jobs to discuss, but before we break into groups, I would like each of you to make a progress report on the project you set up. Some of you wrote, 'Friday' as a deadline in your learning contracts." (taken from *Acting Adult in the English Classroom*, Kelly, 2004)

Adults, defined as people 25 or older, are coming back to school. The number of full-time adults in US colleges has reached 38% (NCES, 2011). While this is still 19 times the 2% in Japan (McNiell, 2010), the number is growing. The universities themselves, with help from the Ministry of Education, are accomodating the trend by offering special admissions procedures, extension classes, and part-time attendance, but tuition costs and employers are still the major barriers Japanese adults must negotiate. They must almost always pay the 4-5 million yen college tuition themselves, and few companies have policies that allow workers to take time off to go back to school. Worse, most job providers do not

even look at older graduates. Instead they prefer younger, less expensive, and more pliable ones.

In addition to those offered by colleges, we can see a rise in adult classes offered by prefectural culture centers, city offices, or even self-organized groups in community centers. Whatever the case, the number of Japanese adults studying something, such as English, is increasing, and by my estimates the number should greatly increase in the next twenty years (Kelly, 1998).

The queston is, are you as a teacher ready for them? Or are you like I was when I started teaching, trying to force them into a traditional pedagogy that barely works with younger students and research has shown fails miserably with adults (Cross, 1981; Knowles, Holton & Swanson, 1998)? In order to prepare for their arrival, knowing how adults learn differently is the way to start.

The main difference between adults and younger students is the way they learn. In simple terms, their brains are different, and so our means of delivering education must be different as well. The first of the two main differences has to do with less plasticity and more prior learning. Simply speaking, adult heads are more filled with prior learning from a broad array of life experiences. Whether prior learning or natural aging makes their brains less plastic is unclear, but the result is that their thinking tends to be more fixed than children and stuck in certain grooves. As a result, for an adult to learn something new takes far more energy, as explained below.

Learning can be characterized as taking place through three different processes: accretion, tuning, and restructuring (Knowles et al., 1998, p. 140). Accretion refers to the learning of information that has little effect on existing schema, in other words, new learning. It is more common with children. Tuning involves incremental change to existing schema, without really replacing them, and is more common with teen and adult learners. Restructuring, on the other hand, involves the implanting and integration of new schema, often by destroying the old. It is difficult for adults to discard mental models that they have been using comfortably for years, so this kind of learning requires more time and energy.

Mental models, similar to schema, are "deeply held internal images of how the world works, images that limit learners to familiar ways of thinking and acting" (Senge, 1990, cited in Knowles et al, 1998, p. 141). These mental models allow adults to complete routine tasks efficiently, but also cause them to resist new learning that requires restructuring. To facilitate such learning, adults need to challenge and evaluate their existing mental models, which is the basis for reflective learning. According to information processing theory, prior knowledge is also an attentional filter, since learners pay more attention to learning that fits what they already know. Indeed, the "unlearning process can be as important as the learning process" (p. 144).

Therefore, adults tend to learn best when they can discuss the topic and connect it to existing knowledge, especially for topics they have experience with. Task-based learning, group discussion, and reflective learning are the most useful techniques. Teacher-centered lectures can also work, but only when the information is new or must be learned in a preset format.

The second main difference with adults is psychological. Adults are self-directed in life, and so, prefer to be self-directed in their studies. Unlike children, they are non-dependent learners who seek knowledge for specific reasons to solve real life problems. As a result, they are motivated more by personal payoff than external motivators, such as grades. As such, they are more likely to sign up for a course titled "Writing Better Business Letters" than "Composition 1," and, since they study for specific goals, they prefer practical, hands-on training to study of theory.

Self-directing adults hate to be treated like children and they learn best when assignments are flexibly organized around basic criteria that allow personalization. Generally, instructors should manage the processes, not the content. Unfortunately, however, adults are not always aware of their need to be self-directing, and often expect to be treated like children, reverting back to the classroom norm of their childhood. An adult instructor, then, must be ready to facilitate their transition to self-directedness.

As explained at the start of this article, I used to be a teacher who controlled everything to the detriment of my students. I changed, as I hope some of you have. Malcolm Knowles also went through a transformation that led him to develop a pedagogy for adults called "Andragogy." He described his transformation as follows:

> "My self-concept had changed from teacher to facilitator of learning. I saw my role shifting from content transmitter to process manager and—only secondarily—content resource.

In the second place, I experienced myself as adopting a different system of psychic rewards. I had replaced getting my rewards from controlling students with getting my rewards from releasing students. And I found the latter rewards much more satisfying.

Finally, I found myself performing a different set of functions that required a different set of skills. Instead of performing the function of content planner and transmitter, which required primarily presentation skills, I was performing the function of process designer and manager, which required relationship building, needs assessment, involvement of students in planning, linking students to learning resources, and encouraging student initiative.

I have never been tempted since then to revert to the role of teacher." (Knowles, et al., 1998, p. 253).

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Nova Southeastern University is sponsoring one of the graduates from their doctoral program, **Curtis Kelly** (EDD). A long-time teacher in Japan, Curtis has published over 30 books including *Writing from Within* (Cambridge), *Significant Scribbles* (Longman), and *Active Skills for Communication* (Cengage). He is a frequent presenter at JALT, where he often talks about factors of learning, plasticity, why dopamine is the Holy Grail of teaching, and other topics from neuroscience. His life goal is to reduce the suffering of language study.

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Interview with Daniela Papi

GILE SIG

Jennie Roloff Rothman

Jennie Roloff Rothman: Can you tell us a little bit about PEPY and the work you are part of in Cambodia?

Daniela Papi: Sure! PEPY is a hybrid organization: PEPY Cambodia is the education and youth leadership arm of our work, and PEPY Tours is a development education travel company. Both organizations are based in Siem Reap Province, in northwest Cambodia. We started PEPY in 2005, and I lived there for six years, having learned an

incredible amount along the way–about assumptions we had gotten wrong when we started, about Cambodian culture, and about starting something up! I'm now still involved with PEPY Tours and am a member of the board of PEPY Cambodia, where I am delighted that we have a fabulous Cambodian Executive Director and leadership team.

JRR: What does PEPY stand for?

DP: When we founded PEPY, our plan had been to teach about the relationship between the environment and our health, so PEPY was named for "Protect the Earth. Protect Yourself." Later we shifted more towards youth leadership and broader educational goals, but since the team in Cambodia voted to keep the name PEPY, we needed a new acronym that fit what we did! It is sort of a stretch, but PEPY now stands for "Promoting Education, emPowering Youth!"

JRR: You started PEPY while you were here in Japan right? Could you explain more about your and PEPY's connection with Japan?

DP: Indeed! I started PEPY while I was living in Hamamatsu-shi in Shizuoka-ken. Actually, my relationship with Cambodia started even before that, in my first of three years in Japan, when I lived in a small town called Haruno-cho. I taught in a very small high school, and in addition to normal English classes, I also taught a course each week called the "international class," and I was able to create the curriculum. We focused on community service in our own area, but also on learning about issues around the world. I traveled to Cambodia during my first winter break, and when I came back, I tried to bring that experience back into the classroom with me. My students watched The Killing Fields, and wrote letters to Dith Pran (the real person whose life was portrayed as the main character in the movie, who was still alive at the time). Dith Pran wrote us back, which was fantastic for my students. This whole experience got me very eager to go back to Cambodia and I planned a bike trip that summer across the region. No, I'm not a "biker." I didn't even own a bike at the time! But some friends had done a similar ride the year before and loved it, and I wanted to follow suit. Then I decided to stay in Japan another year, and then another year. In the meantime, I joined BEE Japan, an annual bike trip from Hokkaido down to the tip of Kyushu (though I was only about to join for ½ of the trip). That was the first time I traveled by bike, and really started to love the idea of traveling on two wheels!

By the time I really did put a stake in the ground and set a date for my Cambodia bike trip, a handful of other friends were keen to join as well, so 6 of us, mostly English teachers in Japan, set off to Cambodia with our bikes in 2005. We decided we wanted to fund more than just the educational bike trip, and spent nearly a year raising funds to build a school.

JRR: I remember attending PEPY fundraising events when I was a JET in 2005 and it seemed like there were monthly activities to support the school. What kind of links between ALTs/teachers in Japan and PEPY still exist today?

DP: You remember correctly! Even before that first bike ride, we did so many fundraising events in Japan, and the communities that supported us were fantastic! We did scavenger hunts to Tokyo, spoke at community centers, organized book sales, clothing sales, concerts—you name it! So many people helped us to raise funds for that first school, and many others! Actually, for the first few years, the vast majority of people who came along on our volunteer trips were ALTs in Japan, as well as some Japanese friends. There are still a number of residents of Japan who come out to Cambodia with us each year, either with PEPY Tours, or as interns in our office, sometimes working on the communications team or other times volunteering as an English teacher for the PEPY staff. For a number of years, there has also been a series of Japan-based bike rides, where groups of ALTs and their friends organize local biking events and raise funds to support PEPY's work. We've been so grateful and lucky to have the support of so many great people in Japan!

JRR: In your blog, Lessons I Learned <lessonsilearned.org> you say that you started an education NGO "by accident" and that you made some big shifts in the focus of the organization since starting them. Can you give us a look into what some of those changes were (without giving away too much of your presentation)?

DP: Indeed, we did make some big shifts—which were necessary, but we hadn't realized at first. When we raised funds to build that first school, we hadn't realized something we should have already known: Schools don't teach kids. People do. The same goes for giving away books, bikes, and school supplies—all of which we were focusing on at first. PEPY Cambodia had started out by focusing on "things" but we eventually shifted our model away from giving things away and started focusing on investing time in people.

We made a similarly big pivot at PEPY Tours as well. PEPY Tours started out as a voluntourism company where you could come to Cambodia for a week or two, volunteer, and go home feeling proud to have done your part. We all did feel proud about that work until we started to realize that we were promoting an example of moral imperialism—promoting an idea that foreigners could come in and teach before learning about the place, the people, and the culture. We shifted PEPY Tours out of volunteering and into a "learning service" model.

JRR: What do you mean by "learning service?"

DP: Well, in North America, when taking students on volunteer trips, many people, especially in the academic context, have shifted to calling these trips "service learning" trips. The idea was that you learn through service. One of the main lessons I realized during my time in Cambodia is that we have to learn before we can help. It's backwards to say, "we go abroad and serve and then we learn from that" as often our "serving" is wasteful, or as is happening in many cases, causing a lot more harm than good. If we are using developing countries as our testing ground for volunteer projects we're not qualified to do, or do not learn enough to make responsible choices with our time and money, then we're not serving anyone. We use the term "learning service" as a way to promote the idea that we have to learn before we can help.

So, rather than offering trips where you can "save the world in a week," like we were essentially offering before, we now say come travel with us, get angry, get interested, and LEARN, and then you can go on doing the world serving for the other 358 days of the year, and the rest of your life, by changing the way you give, travel, and live after you leave us. Our trips are development education focused—so learning about development issues, articles on your bed at night, debates about charity models, etc. That means people often leave with more questions than answers, but that is okay! We believe that global citizenship and giving back is a life-long pursuit, and can be a catalyst and accelerator, but is a means, not an end.

JRR: Is "learning service" a concept you hope others will use?

DP: Yes! I'm co-authoring a book with three others on the topic right now. (You can see it and some videos at <learningservice.info>.) Our hope is to get more and more students, universities, and parents speaking about the putting learning first. The other three key concepts of the book are thorough research before volunteering, a humble and mindful approach to your actions, and learning/serving as a life-long process.

JRR: How can language teachers (in Japan) get involved with PEPY or support these learning service activities?

DP: I assume many of the people who are reading this are teachers, and they probably already do a great job of adding development lessons into their teaching. If anyone is interested in more ideas for lessons or articles, they can visit the PEPY Tours website and our "PEPY Reader" where we post related articles or watch the <learningservice.info> video series that might be of interest to teachers who are taking students abroad. We have teaching materials about Cambodia which teachers can use in the classroom if they reach out to us!

We take a few volunteers each year for 6-month placements in Cambodia, generally working in our communications team, but for experienced English teachers, there are sometimes opportunities to work as an English teacher with the PEPY staff. And of course, there are opportunities for anyone of all ages to join a PEPY Tour or organize a trip with a group of students.

JRR: "Voluntourism" has seen a major increase in popularity over the last few years. What do you think is so appealing to travelers, especially younger travelers, which seem to be the majority of those involved with PEPY? What are the benefits of this for language teachers and learners?

DP: Some people identify the 2004 tsunami as a turning point for voluntourism, as so many people were compelled to volunteer, and so many celebrities were shown doing the same on TV. Other natural disasters over the subsequent years (in Louisiana, Indonesia, Haiti, etc.) have all contributed to the hero-fication of volunteers through the media. Additionally, many schools and educational programs are now requiring international service of their students, making volunteer travel more of an obligation for some, with many university students seeing it as a way to build their resumés.

The growth pattern is circular, as more and more people are requiring/requesting volunteer travel, then more money is going into this space, and as more money has gone in, more and more

enterprising companies have sprung up. Volunteering abroad is now very big business, with some of the bigger companies bringing in tens of millions of dollars of revenue, sparking thousands of other companies to move into the space all over the world. This demand means there are more options to choose from, and makes it even harder to figure out which volunteer programs are the most responsible.

In terms of English language teaching, it is one of the most popular forms of volunteer travel. Most of people going on these types of trips are not trained teachers, so the readers of this piece are in a really good position to support a shift towards more sustainable approaches to this work. Many schools and orphanages have a rotating door of visiting volunteers, with little or no curriculum, and students learning head-shoulders-knees-and-toes week after week by different visiting teachers. My recommendation for trained English teachers looking to volunteer is to use their time in capacity building and more sustainable support for this work, rather than contributing to the episodic education cycle of programs led by visiting volunteers. This could mean volunteering to help improve or design a continuous curriculum, training teachers, rather than students directly, so that you can improve the ongoing education being offered after you have gone, etc. The *most* important part though, is educating yourself before you go, so that you don't end up giving your time to an organization that is causing harm or putting children in danger.

JRR: It sounds like not everyone has a positive experience when traveling overseas on volunteer trips? Are there any tips you can give language teachers and learners to make the most of their opportunities?

DP: There are many negative impacts of this growth in volunteer travel, both for the travelers themselves and for the communities they are meant to be "serving." The area of negative impact I find more egregious is when it comes to harming children through our good intentions. Visit <www.orphanages.no> to learn more about the problem of orphanage tourism and the negative impacts that the growth in international volunteering at orphanages is causing.

I recommend that people look out and avoid:

- any organization selling "pity"—if they are showing pitiful pictures of children or describing "extreme poverty" and then selling people an experience to make a big difference, you might want to check the sincerity of their work, as the most respectful organizations would not exploit people for their marketing.

- any volunteer sending organization that offers trips in many, many countries all over the world. It is hard enough to follow up on and verify the impact of volunteer travel in one or two places, let alone twenty. Some of the biggest organizations put trips on their website that they haven't even visited and do very little due diligence on.

- any organization recruiting you to volunteer for a short period in an orphanage or children's home to work directly with children (unless you are a trained professional and they are recruiting for a specific position training local people).

- any organization that is recruiting people to work with children and does not require a thorough background check.

- any organization that is willing to put you, as a foreigner, in a place you have never been or with a language you do not speak, in a high position of authority rather than in a support or learning role.

The positions I recommend looking for are ones that either:

- directly match your skills, so ones where you are applying for a specific job, internship, or volunteer role that has a job description which matches your skills.

- allow you to use your skills to build local capacity in an area of expertise that you have, rather than creating a dependency. For example, if you are a trained English teacher, look for positions where you are supporting the training and learning of local English teachers if possible, as that will allow your skills to have a longer-term impact.

- put you in a position of support for local leadership and allows you to learn. Through that learning and support process, you might later find areas where you can add more value, just like you would in any job. Putting yourself in a position of absorbing information and building relationships first, will allow you to have more clarity around how you can add value in the future.

JRR: Well Daniela, been truly a pleasure catching up with you, thank you so much. I'm thrilled to hear about all the progress PEPY has made and

can't wait to hear about future successes! All of us in JALT are looking forward to your featured speaker presentation in October.

DP: Thanks so much! I am looking forward to it as well. It has been a few years since I have returned to Japan, and I miss it tremendously. I look forward to meeting with teachers, and hopefully helping some of them who are interested in bringing more development education into their classroom!

Daniela Papi worked as an English teacher in Shizuoka-ken, Japan, and while there, she organized a bike trip across Cambodia to build a school. That trip turned into the foundation of a youth leadership and education organization, PEPY, and a development education travel company PEPY Tours. Daniela spent the next six years living in Cambodia and is now a leading advocate in the shift from service to learning travel. Last year, she went on to Oxford to get her MBA through the Skoll Scholarship for Social Entrepreneurship is now co-authoring a book on "Learning Service."

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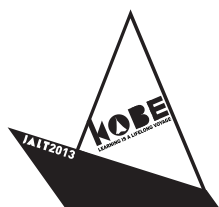
Five elements of a learning conducive environment

David Harrington
Language Solutions Japan

When something approaching the sum total of all human knowledge and the answer to nearly every question imaginable is literally at our fingertips with the single click of a computer button why should students still physically attend classes? What does the classroom experience provide that cannot be obtained elsewhere with far greater convenience and at less expense? The answer lies in the human interaction that constitutes that classroom experience. The potential for successful learning is multiplied many times over when certain basic psychological needs such as belonging and connecting are satisfied within the safe confines of the classroom. The social nature of language and the primacy of spoken communication over reading and writing make that live interaction all the more important in our language classrooms. This workshop will focus on the changing role and importance of the classroom experience in learning and on very practical ways to improve the classroom experience for both student and teacher.

文字通りコンピュータのボタンをクリックする私たちの指先ひとつで、人類のほとんどの知識に接することができ、私たちが想像できるほとんどの質問の答えがわかるとき、なぜ学生たちはいまだに授業に出席しなければならないのだろうか。教室での経験は、はるかに便利であまり費用もかからない他の場所では入手できない、何を提供してくれるのだろうか。この答えは、教室での経験を形成している人間同士のインタラクションである。属したい、つながりたいという基本的な心理的欲求が教室の安

全な空間で満たされるとき、学習の成功への可能性は何倍にもなる。言語は元来社会的性質を持つものであり、読み書きよりも口頭コミュニケーション主体なので、語学教室における生のインタラクションがとても大切なものとなっている。このワークショップでは、学習における教室経験の変わりつつある役割や重要性に注目し、学生と教師の両方の教室経験を向上させる実践的な方法に焦点を当てる。

On a winter's day in a deep and dark December, the alarm clock rings. Wednesday morning, 6:00 am, Makoto Ishiijima wakes and gazes from her window to the streets below at the freshly fallen silent shroud of snow. (My apologies to Simon and Garfunkel.) She must get up. She has English class at 9:00. Why should Makoto climb out from under the nice warm covers of her futon, get dressed and spend 90 minutes on a train packed with hundreds of eye avoiding strangers just to attend YOUR class . . . or any class for that matter? What unique value does being in your classroom provide that cannot be obtained elsewhere with far greater convenience and at less expense (Shpancer, 2004)?

It certainly is not the material, the content, the facts and figures, the dates and data. The classroom really hasn't been about delivering content since the invention of the printing press. Remem-

ber the line from the bar scene in the movie *Good Will Hunting* with Matt Damon. Matt's character, with a wicked good Boston accent, tells the Harvard grad student, " . . . . you dropped a hundred and fifty grand on a &#$%'n education you coulda got for a dollah fifty in late chahges at the public library." Information is readily available, we no longer need to attend school to gain access to it, and these days especially, the information is out there, . . . oh is it out there. It is estimated that Google has over 45 billion pages of information indexed. According to Bowker, the company in the U.S. who issues book ISBN numbers, there were approximately 3 million new books published in the United States alone in 2011. There is no shortage of information.

It is not that the typical classroom situation is the best delivery system for information. Some teachers may be great orators, but it is nearly impossible for mere mortal teachers giving a traditional lecture to compete with books, the Internet, or television for straight up delivery of factual information.

If the classroom is not about delivering content, there must be something else. Seventeen year old Jeff Bliss, the Duncanville, Texas high school student who became a YouTube viral sensation knew this when he schooled his history teacher saying, "If you would just get up and teach them instead of handing them a frickin' packet, yo."

So if teaching is no longer about delivering content then what is it about? What can teachers in a classroom still do best? They can create an environment that is uniquely and irreplaceably conducive to learning. Albert Einstein knew this when he said, "I never teach my pupils; I only attempt to provide the conditions in which they can learn."

What constitutes such an environment? How do we create such conditions? Let's look at five elements of a learning conducive environment; connection, interaction, inspiration, guidance, and confidence.

Connection

The first element of a learning conducive environment is connection, that sense of belonging, of being part of something bigger than oneself. Belonging is a fundamental psychological need that must be satisfied before learning can take place (Glasser, 1986). "Hungry students think of food, lonely students look for friends" (p. 20). Students are unable to access higher functions when they are seeking to satisfy more fundamental physiological or psychological needs. Goodenow (1993) found that students achieved more, were better motivated, had higher expectations of success, and believed in the value of their academic work when working in and for the group. We are not rocks and we are not islands. Connection is a necessary condition for learning.

Interaction

The second element is interaction. Knowledge is seldom used in isolation. The interaction between the students helps them learn to deal with knowledge within the context of dealing with people. In the right classroom environment there is the opportunity to bounce ideas off of one another and to share information with each other. There also arises the need to explain, to convince, to negotiate, to debate and to cajole others into seeing what we are seeing, a process that often forces us to clarify our own thoughts as we attempt to communicate them. If there is no need to come together to manipulate the information then there is no need for the classroom. Listening, reading, and copying down notes can all be done alone. The classroom is the place for interaction. There is inherently something in the sharing that adds to the experience. It is why we go to a concert when the CD version of the music is cleaner and clearer. We have a need to interact and share the experience with others. It is why students in distance learning programs create local study groups. It is why students taking large lecture courses break down into smaller more manageable study circles. Interaction requires students to be responsible to the group for learning. To some degree, and sometimes to a large degree, the students don't really care about what the teacher thinks, but they do care about what their peers think. The sheer joy of learning and discovery like all good things, a beautiful sunset or a delicious meal, are all so much better when shared.

Guidance

The Internet may have all the answers but where do you turn when you need help with the questions? Guidance is the third element of a great classroom experience. We all have access to the information but sometimes we just don't know where it is hiding. A guide shows you where to look but not what to see. Try reading this . . . check out this website… if you liked that, then you will really like… recommendations

and suggestions are the guide's tools. Having a guide with us combats that deep fear we have of getting stuck. That is why companies have help lines and technical support desks. When we are lost, really lost, we can be confident that the guide will come through and rescue us. That encourages us to take more risks to seek out deeper questions. The teacher may take the role of the guide in the classroom but other times it is students that are the best guides. Guidance is a key to converting the classroom from a content delivery system to an experience creator or as Alison King coined back in 1993, moving "From the sage on the stage to the guide on the side."

Inspiration

Inspiration is the fourth element of a great classroom experience. There is a famous quote from writer William A. Ward, "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." It is a great quote… a very inspirational quote but just what is this thing called inspiration? Inspiration is simply getting someone to believe that doing something is possible. It is getting someone to believe in their own ability to accomplish something. No book, no computer, no website has ever done that. It is what teachers in classrooms do everyday. Teachers believe in students enough that they are able to convince that student of their own ability to succeed. Sometimes we just need a cheering section to get us past our own self-doubt and get us to believe in our own ability. That is inspiration.

Confidence

Confidence is the fifth element of a learning conducive environment. Student confidence comes from being able to trial risky ideas in a safe environment, to test out recently acquired knowledge in an atmosphere of minimal consequence. Confidence comes when we drive out fear. It comes in creating an atmosphere that values the questions over the answers. Great comfort and confidence overcomes self-doubt, "Um… Is this right?", when we are able in the confines of the classroom to confirm that others have come to the same conclusion, "Yes, this is right." Confidence comes from confirming that we are not alone and that others are having the same struggles and difficulties that we are having. That confidence then gives us the courage to take on ever greater, ever more difficult academic challenges.

Conclusion

The teachers in the classroom are not going to disappear as long as they continue to create the conditions and environment most conducive to learning. Here we have discussed the elements that create a conducive learning environment. In the featured speaker workshop we will explore practical techniques for creating and enhancing connection, interaction, guidance, inspiration, and confidence that lead to a great classroom experience.

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David Harrington has lived, studied, and taught in Japan most of his life. He has been involved in English language teaching for nearly 30 years, having taught students of almost every age and circumstance from preschoolers to graduate students. David taught at Ferris Women's University, Showa Women's University, Tokai University, and Tamagawa University. He was a founder of The English Resource, IPI, Abax, and Compass Japan and has co-authored several books including Discover Debate, Speaking of Speech, and Performance. David currently teaches at the International Academy of English in fabulous Las Vegas. He is sponsored by Language Solutions.

Grammaring: a personal odyssey perspective

Elka Todeva
SIT Graduate Institute

In the spirit of experiential learning, workshop participants will *go grammaring* with several core features and structures in English: tenses, articles, the passive voice, and conditionals. Processing these experiences, participants will be able to identify key features of grammaring as a type of language teaching that artfully combines genuine communication with engaging and intellectually stimulating focus-on-form, thus expediting and facilitating learning. The workshop also offers an exploration of the history, scope, and evolution of the concept of grammaring which is full of untapped potential. The aim is for participants to see grammaring as a teaching philosophy where one puts a premium on learner agency and learner engagement. Grammar should not be perceived as a baffling system of structures and rules, but rather as a liberating force. This force frees the students from their dependence on context and moves them beyond the commonly witnessed learning plateauing that comes with insufficient attention to form.

このワークショップでは、経験学習の観点から、時制、冠詞、受動態、仮定法など英語の核となる表現を使ってgrammaringを経験する。この経験を通して、参加者は、grammaringの特徴をフォーカス・オン・フォームに注目を集め、知的に刺激し、本物のコミュニケーションと結びつけることで、学習を手助けし、促進する言語教育法の1つとして、認識できるようになるだろう。さらに、未開発で可能性に満ちたgrammaringの概念の歴史と領域、発展についても探る。ワークショップの目標は、grammaringとは学習者の活動と参加にプレミアムを与える教育原理であると、参加者に認識してもらうことである。また、文法は構造と規則の不可解なシステムではなく、学生を文脈への依存から解放する力であり、言語形式を軽視することで起こりがちな学習の停滞を超えさせるものであることを、参加者に認識してもらいたい。

odyssey - Noun, from the Greek Ὀδύσσεια, Odysseia
- a long and eventful or adventurous journey
- an intellectual or spiritual quest

Since time immemorial people have gone on journeys and voyages looking for wealth, adventures, and for their true selves. Seekers from Siddhārtha to Marco Polo and captain Ahab fascinate us and we all empathize with Odysseus, Sindbad the Sailor, and Frodo Baggins on their arduous travels. These journeys were long and challenging but they offered the traveler rewards that often resulted in much more than just personal fulfillment.

In many respects, a teacher's quest for better teaching and more effective learning is not unlike these heroes' journeys. Our paths are often uneven, with twists and turns, and many distractions along the way. Just like travelers, we teachers benefit from the wisdom of those we meet on our real and virtual journeys. We gather stores of knowledge received as gifts from learned men only to discard some of them as, with time, we realize that these gifts offer us and our students little comfort and are sources of more pain than gain.

As a language educator, a lover of languages, and a perennial language learner, all my professional life I have been on a quest for finding an easier, faster, and more enjoyable way of learning languages. This quest has taken me on journeys far from the familiar though extraordinarily varied terrain of Applied Linguistics and language pedagogy to the lands of cognitive and developmental psychology, the social sciences and neurosciences, to kyudo and taichi, which have all offered me helpful insights into the intricacies and complexities of human learning.

Like most language teachers, I explored various approaches to teaching that allowed me to practice constructive eclecticism in an informed, principled, and pedagogically sound way. I experimented with various lesson planning and curriculum design models gravitating towards the ones where the conditions of learning are in alignment with the conditions of language use. I came to look at errors as useful hypothesis testing rather than an indication of failure. With time, I developed a rich array of techniques for offering corrective feedback which facilitated noticing without inhibiting the learner; I engaged my students in a way that worked on developing both their accuracy and fluency right from the very beginning. I planned multimodal activities in order to accommodate all learning styles. I put a premium on learner discovery but also maintained enough teacher presence to reassure

students accustomed to more teacher centered experiences. I employed rich scaffolding mechanisms such as aesthetically pleasing wall visuals containing essential vocabulary and grammar snippets and I tried to exercise what some call *cognitive load management*, which allows students to be more adventurous in their language production. I engaged my students in contrastive intra- and interlinguistic explorations, knowing that the only way to fully understand something is to understand what it is not: e.g., no Japanese learner of English can fully understand the meaning of the word *clock* until it is juxtaposed with *watch* given that, like many other languages, Japanese has one word that covers both, *tokei*. I consistently tried to foster both cognitive and emotional engagement, as my students and I conducted lively focus-on-form, couched in genuine communicative exchanges. I paid close attention to what topics the students were interested in and artfully helped them to uncover powerful grammatical patterns that were naturally embedded in these topics. For example, by looking at the FIFA World Cup Final qualifying teams, one can start to see patterns in the way articles are used with geographical names in English. Brazil, England, Italy, Cameroon, and most other countries take the zero article, while countries whose names end in 's' or have composite names with a common noun in them take the: the Netherlands, the Philippines, the United Kingdom, the United Arab Emirates. Sharing information about holidays from each student's culture generates natural present simple tense form input; showing one's Facebook pictures to classmates invariably triggers multiple instances of the progressive.

On most days I was happy with my language teaching, first EFL and later ESL. More importantly, I was happy with my students' learning. It was not until Diane Larsen-Freeman (1995) introduced the term *grammaring* that I finally had a word that seemed to capture the essence of what I had been doing in class and the essence of my teaching philosophy. It conveyed a kind of dynamism and excitement one associates with activities like skiing, surfing, swimming or snowboarding. Like these *ing*-words, grammaring suggested something fun, while at the same time implying an experience requiring maximum mental alertness.

The more I reflected on my conceptualization and practice of grammaring, and shared my insights in graduate classes and teacher training workshops, the more I saw the importance of emphasizing that grammaring requires a complete re-thinking of grammar. Through various awareness-raising activities, both teachers and students need to start seeing grammar not just as a system of structures and rules but as a wonderfully economical, meaning-making device and an important identity-negotiation tool.

With this awareness one stops looking at grammar as a burden and starts investing in it as a critically important component of language. Practicing *grammar as choice*, one develops a better sense of how things fit together in a language and of the range of grammatical expressions one can choose from to best express one's thoughts and feelings in a nuanced and maximally appropriate way. A way that is appropriate not only with regard to meaning but also with regard to the type of personality we want to project in a particular context. Because of the choices and power that grammar gives us, Widdowson (1990) called grammar a liberating force. Grammar frees speakers from their dependence on context and moves them beyond the commonly witnessed learning plateauing that comes with insufficient attention to or poorly designed and executed form.

In the spirit of experiential learning, participants in my JALT workshop will go grammaring with several core features and structures in English: tenses, articles, the passive voice, and conditionals. Processing these experiences, participants will be able to identify key features of grammaring as a type of language teaching that artfully combines genuine communication and meaningful sharing with engaging focus-on-form which expedites and facilitates learning. The workshop will also offer an exploration of the history, scope, and evolution of the concept of grammaring which is full of untapped potential.

Space constraints do not allow a fuller description of grammaring here. Several last thoughts, however. Grammaring includes consistent focus-on-form but it is quite different from the more traditional presentation-practice-use (P-P-U) model. Typically it flips the P-P-U model on its head starting with use, which allows both the teacher and the students to notice the gap in their production abilities, which stimulates greater student investment and allows for more fine-tuned lessons to unfold. Language production comes early but it is well scaffolded. The students maintain ownership of language from the beginning. In the initial use stage, corrective feedback and an opportunity to hear

the correct form are offered, primarily through recasting, aimed at information expansion or clarification. Lesson units follow a *whole—part (focus-on-form)—whole* format. The teacher has a provisional syllabus in mind containing core grammatical elements that give learners of a particular proficiency level maximum communicative mileage. These syllabi, however, lack the rigidity of a traditional structural syllabus. They also have some distinctive organizational and content-related features that will be explored during my workshop.

I will close by mentioning Odysseus again, as a kind of proto-traveler, pointing out that the journey he embarked upon was not to some far-off lands. All the adventures and challenges he experienced were part of his journey going back home, where he sees his native Ithaca with new eyes, as if seeing it for the first time. In my own journey as a language educator, my goal has been to find a place in teaching and learning that feels like home. Grammaring is one type of learning and teaching practice that gives me a sense of being at home.

All teachers and students perhaps want a similar homely experience for the language classes they teach or take. Each class, with its community of learners, creates such a feeling of comfort and fulfillment to varying degrees of success. In the global world we all live in, we also have a shared home. To live in it comfortably and efficiently we, native and non-native speakers alike, need new linguistic and communication skills. Grammaring and plurilinguistic pedagogy, with its consistent tapping into the rich prior linguistic and cultural knowledge of the learners,

offer much promise as two important paths that can take us there.

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TOEIC® for lower levels: Challenges and solutions
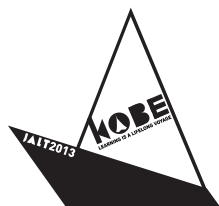
Grant Trew
Oxford University Press

The TOEIC® can be extremely challenging for lower-level learners. Not only for the students, who struggle to get the scores they need, but also for teachers who aim to help them. This workshop will look at the specific challenges these learners face and highlight the major problems inherent in the majority of current preparation materials. Finally it will present practical

techniques for teachers to help lower-level students overcome these challenges and get the scores they need.

TOEIC®は初級レベルの学習者には非常に難しい。スコアを上げるのに学生だけが苦労しているのではなく、指導者も学生を助けるのに苦労している。このワークショップでは、学習者が直面する具体的な困難に目を向け、現行の対策用教材の主な問題点に注目する。最後に、初級レベルの学生がこれらの困難を克服し、スコアを上げるのに役立つ実践的な指導技術を紹介する。

Since its introduction more than thirty years ago, the Test of English for International Communication (TOEIC®) has steadily increased in popularity, with more than 6 million students taking the test in 120 countries.

In 2010 interest in the TOEIC® peaked as Rakuten, a major Japanese internet retailer, announced that from 2012 all of their company's internal communication would be conducted in English and that they would use the TOEIC® as the primary means for assessing employee proficiency. It was announced that TOEIC® scores in the 600 to 750 range would be required for promotion (Matsutani, 2010). This equates to B1 on the Common European Framework of Reference, or CEFR (Tannenbaum & Wylie, 2010) or roughly low to mid-intermediate level.

Unfortunately, a significant percentage of Japanese workers are not capable of attaining these scores. ETS data (2010) suggests average scores in Japan in fields such as retail sales, vehicle and manufacturing are around TOEIC® 450 – 460, while fields such as finance, securities and real estate are around the 550 range. For learners looking to boost their scores by 100-150, test preparation courses that promise to help students raise their scores are a common option.

These lower-level students often find preparing for the TOEIC® to be a serious challenge, however. The reality is that for students not at a strong intermediate level the test material is just too difficult for them to handle comfortably. The reason for this is that the TOEIC® is designed to assess a broad range of ability from elementary to advance. Roughly a third of the items will be suitable for lower-level learners (<550 TOEIC®), another third targets intermediate ability (~550 – 780) and the final third aims to assess upper-intermediate to advanced-level students (~780+). This means that for a student who is currently in the 450-500 range, more than two thirds of the test are beyond their level of ability.

Lower-level students often find such courses to be difficult, frustrating and very demotivating. Similarly, teachers with lower-level classes often find these difficult to plan and manage effec-tively. The most obvious solution to this problem is to use course materials that match the level of the students, and this is exactly the approach taken by majority of publishers. These materials tailor the questions to match the level of the learner. They use shorter listening and reading passages and reduce the range of vocabulary to avoid overwhelming the learners. In addition, they often slow down the listening stimuli to give students of the target level a better chance of understanding. On the whole, these books are successful in their aim of making the lessons a more comfortable and less demotivating experience. Lessons flow smoothly, students get a feeling of success, and teachers can effectively plan and manage their classes. The steadily increasing scores on the tailored practices tests can also boost student confidence significantly.

On the surface this appears to be an ideal solution. There is, however, a serious problem with this approach, which only manifests itself when the students go to take the actual test. For many learners the difference in difficulty between the material they have studied with and the real test often comes as a profound shock. The longer and very natural listening stimuli of Parts 3 and 4 of the test can prove both overwhelming and largely incomprehensible. The very lengthy reading practices can prove impossible to handle in the available time by students who have never had to deal with passages of that length.

The end result does not show the type of score gains they registered on the simplified practice tests, and in many cases student scores can actually go down from previous test attempts. The reason for this is that the TOEIC® is only capable of registering significant gains in overall ability. In a large scale study conducted in Japan (Saegusa, 1985) it was estimated that a test taker hoping to raise his score from 550 to 650 would require about 250 hours of English study or roughly 2.5 hours per point gained. So, for example, a student taking a 30 hour prep course would therefore be looking at around a 10 point score gain (TOEIC® scores increase in 5 point increments).

Unfortunately, the TOEIC® is not capable of measuring fine gains. ETS (2007) reports that the Standard Error of Measurement for the TOEIC® is +/- 25 points. This means that for a student who improved their ability by 10 points, their reported TOEIC® score could actually go down. The effect this has on student confidence and morale is obvious.

In my years of teaching and administering TOEIC® programs I have seen a huge number of students who were very disappointed or even angry about their negligible (or possibly negative) progress after spending considerable time and money on lessons. After years of having to respond to this type of reaction, I came to the conclusion that using simplified materials doesn't provide sufficient benefit to students to warrant their use. In fact, I would hazard that using simplified resources actually does more harm than good, due to the effect on their confidence and the counterproductive time management habits they can develop when practicing with simplified materials.

For most low-level students, a far better option (for all concerned) is that they be encouraged to take general English classes to improve their general language ability and range of vocabulary before moving to a test-specific course. Unfortunately, there are always a considerable number of students who require a certain score by their company or institution in order to secure a job, promotion, or section transfer. It is very likely that the 2010 Rakuten announcement will result in an increase in the numbers of such students, especially if other companies follow Rakuten's example.

The question then is what can be done for the lower-level students who really need to improve their scores in the short term. Are they restricted to either taking expensive, time consuming, and not very effective courses using simplified materials, or struggling through a frustrating course of study using materials that are far too difficult?

I would like to propose a possible third option that can avoid the pitfalls of the former, without the pain of the latter. This approach is based on a number of basic principles, specifically:

1. *Students need to be exposed to and trained to deal with the level of questions found on the real TOEIC®*
   If students are going to be able to cope with the challenges of the actual test they must get used to handling the longer listening and reading passages and to dealing with the level and range of vocabulary. One way of doing this is to give students regular practice with short 'mini-tests' that reflect the actual *TOEIC®* test format, at the end of each unit of study.

2. *Strategy and language development activities can be close to the student's level*
   Although students definitely need regular exposure to the real test difficulty, the practice activities used to build up to these 'mini-tests' can be close to the students' actual level. Teachers can start a study unit with activities close to the students' level, and then systematically build up their abilities using a series of language skill developing activities. This will then gradually increase in difficulty and length until later in the unit or course where activities will approach levels close to that of the real test.

3. *An effective course of study needs to deal with phonological issues*
   The natural speed, rhythm, and intonation of the TOEIC® listening stimuli can pose significant problems for lower-level students. Helping students overcome these problems must be a major goal if scores on the listening section are to be improved.

4. *Test-taking strategies are essential to help students achieve their maximum score*
   Language is not the only challenge posed by the TOEIC®. The design of the test, the way the information on it is presented, and especially the timing elements can cause students to significantly underperform. In order to overcome these factors, students should be provided with effective strategies to help them deal with the tasks and information load more effectively.

In this featured speaker workshop I will demonstrate practical examples of these principals and provide participants with techniques that they can use to assist their lower-level learners to improve their scores.

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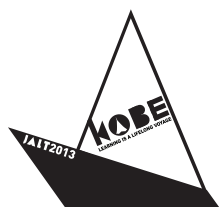
Dogme: Hype, evolution, or intelligent design?

Scott Thornbury
Kobe JALT/The New School

Dogme ELT has been criticised on various grounds, including the claim that it was deliberately engineered as an exercise in self-promotion. While I would argue that the history of Dogme belies such a claim, the healthy debate that Dogme has generated has compelled its advocates to articulate its basic principles and, if it really is a method, to define its methodology retrospectively.

Dogme ELTは、自己宣伝の練習として意図的に考案されている等の様々な理由で批判されている。Dogmeの歴史を見ればそのような主張は矛盾しているというのが私の意見だが、一方で、Dogmeが生み出してきた健康的な論争は、その提唱者に基本原理を明確にすることを求めてきた。もしそれが本当にmethodと呼べるものであるなら、さかのぼってその方法論を定義することが求められている。

The Urban Dictionary (2013) defines *hype as:*

A fad. A clever marketing strategy [in] which a product is advertized as the thing everyone must have, to the point where people begin to feel they need to consume it.

A teacher, academic, and writer re-posted an article I had written about Dogme ELT (Thornbury, 2000) on his blog, and added this by way of commentary:

I congratulate Scott for this initiative, and maybe it's done a bit to change teaching practice. But I can't help thinking it's a bit of well-orchestrated hype. Scott makes a living, partly, from selling books used in classrooms, and partly from jetting round the world talking about Dogme; is there not a contradiction there? And anyway, the whole Dogme thing is, in my opinion, vastly overblown. The idea that we should all go back to "a room with a few chairs, a blackboard, a teacher, and some students, and where learning was jointly constructed out of the talk that evolved in that simplest, and most prototypical of situations" is both romantic and simplistic. As usual, Scott over-eggs the pud. If he weren't so happy doing what he's doing, I bet he'd easily get a job in politics as a Spin Supremo!

That Dogme is "well-orchestrated hype" is a criticism that has been made almost since its

inception. As is the claim that it represents an act of hypocrisy on the part of its originators. Since to attempt to refute the second claim is a waste of breath (a hypocrite would deny he was a hypocrite, wouldn't he!), I'll just address the first, i.e., that Dogme is "well-orchestrated hype."

Actually, the fairly rapid uptake of the term Dogme was neither well orchestrated, nor, arguably, due to hype. In the article that the blogger refers to, no attempt was made to apply the name Dogme to an approach—to *brand* it, in other words. All that the article did was use the analogy of the Dogme film movement (anti-Hollywood, low-tech, local film-making) and suggest that, in the interest of foregrounding real communication in the classroom, English language teaching needed to shed itself of an over-dependence on imported materials and aids. That was all. It was a fairly timid and, dare I say it, uncontroversial position to take. Nor was it startlingly original. A number of scholars, notably Dick Allwright (1981), had been arguing for the need for learning materials, as opposed to teaching materials, at least two decades before the advent of Dogme, while progressive education has a long history of rejecting the imposition of officially mandated textbooks (see Thornbury, in press).

Nevertheless, that article did strike a chord among a small, but growing, band of like-minded practitioners, and sowed the seeds for a discussion that quite quickly gravitated online, and became the Dogme ELT discussion group. For quite a while, this was the only forum where Dogme's principles, antecedents, and practices were aired, debated, rejected, and embraced. Inevitably, perhaps, the name became attached to a cluster of teaching practices that foregrounded learner-generated content, a process syllabus, and, by extension, the rejection of published materials. None of this discussion was intentionally orchestrated with a view to fabricating a method: in fact, from its outset the notion of method was regarded with deep suspicion, on the grounds that methods are top-down structures, while Dogme-style teaching is, in principle, driven from the bottom up, since both the syllabus and the lesson content is supposed to be generated out of local and immediate concerns.

The fact that, over the succeeding years, Dogme attracted so much attention must have owed as much to a fairly widespread frustration with current teaching materials and syllabi as it did to any *clever marketing strategy*. It was less an idea whose time had come than an idea that had been around for a good long while but which was perhaps in need of validation. Giving it a name conferred a measure of authentication. Teachers were able to say, *Well, that's what I have always done, but it's good to know that I'm not alone*.

At the same time, this act of naming also attracted a fair amount of (often heated) debate, some constructive, and some less so. The charge of hypocrisy was frequently levelled: the irony was not lost on some critics that recent technological innovations, such as social media, were put to good use by Dogme proponents to promote, among other things, low-tech classroom teaching. More often, though, criticisms of Dogme have revolved around its unsuitability in specific contexts (e.g., large classes of adolescents with non-native speaker teachers, or the teaching of academic writing at university level, or exam preparation classes).

More seriously, to my mind, has been the charge that a focus on emergent language (rather than on language items that have been preselected in the form of a syllabus) runs the risk of simply recycling what learners can already do, without *upping the ante*, as it were. That is to say, without the persistent *push* to complexify their mental grammar and to extend their mental lexicon, there is a danger that learners remain forever in a state of suspended animation. To mitigate this effect requires the considerable dexterity of teachers, arguably, since they not only have to work with the *raw material* of the learners' output, but they have to transmute this *base metal into pure gold*. The ability to do so assumes a degree of experience and language competence that might simply be beyond the reach of many teachers.

Criticisms like these have had the positive effect of encouraging proponents of Dogme to justify their beliefs, recount (and account for) their classroom practices, and—by a process of back formation—retrospectively articulate the *method* that Dogme was never intended to be. That is to say, rather than having been deliberately orchestrated or authored, Dogme has been very much an emergent and co-constructed phenomenon: a case, not of *intelligent design*, but of natural selection.

So, what might the elements of this *method* be? Using the framework provided by Richards and Schmidt (2002, p. 330) this is how Dogme would seem to position itself with respect to the following attributes of a method:

1. *The nature of language:* Language is a resource for making meaning and is realised as discourse, either written or spoken, which is constructed from elements of varying degrees of conventionality (words, collocations, verb patterns etc).

2. *The nature of second language learning:* Learning occurs when these elements are enlisted in discourse for the purposes of making meaning, and shaped and refined in response to implicit or explicit feedback and instruction.

3. *Goals of teaching:* Teachers need to enable learners to become resourceful and self-directed language users, by providing the optimal conditions for discourse creation, and the linguistic means for doing this.

4. *The type of syllabus to use:* An emergent syllabus (of lexis, constructions, genres etc.) that evolves as a (negotiated) response to the learners' developing needs and abilities.

5. *The role of teachers, learners, and instructional materials*: The teacher motivates and scaffolds interactions between learners, providing instruction at the point of need, using materials contributed or accessed principally by the learners themselves.

6. *The activities, techniques, and procedures to be used:* These are not prescribed, but would need to be consistent with the above goals, contextually appropriate, and mutually agreed. They are likely to share features with the practices of task-based instruction or whole-language learning.

Having outlined the components of a Dogme *method*, I would also want to add a *health warning* to the effect that any attempt to define a method runs the risk of constraining its potential effectiveness by limiting its generalizability to a wide range of contexts. Moreover, methods are only as good as the *sense of plausibility* (to use Prabhu's [1990] phrase) that they evoke. If the Dogme *method* seems to you "both simplisitic and romantic" (as my blogging friend claims), and hence lacks plausibility, then you might be well advised to ignore it!

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A Grassroots Event

Nakasendo 2013

The 6th Annual Nakasendo English Conference (NEC 2103)

- Date: Sunday, July 7 2013
- Time: 10:00-17:00 (Registration and Poster Sessions from 9:00)
- Place: Toyo University, Hakusan (Main) Campus, Building 6
- Web: nakasendoconference.org

Some of the JALT-affiliated organizations participating:

- *Chapters: Gunma, Ibaraki, Omiya*
- *SIGs: GALE, CALL, FLP, JHS, Bilingualism, Pragmatics*

Estimating the reading vocabulary-size goal required for the Tokyo University entrance examination

Masaya Kaneko

Tokyo Denki University

The main aim of the present study is to estimate a reading vocabulary-size goal for the Tokyo University entrance examination. This is done by examining how large a vocabulary is required to gain adequate comprehension of the reading passages in the past nine entrance examinations for Tokyo University. As many educators and researchers have noted, university entrance examinations in Japan have been criticized due to the requirement of much larger vocabulary size than the actual vocabulary size expected of Japanese high school students (Hasegawa, 2003; Hasegawa, Chujo, & Nishigaki, 2006; Kikuchi, 2006; Matsuo, 2000).

Traditionally, researchers (Chujo & Hasegawa, 2004; Hasegawa, 2003; Matsuo, 2000; Tani, 2008) have tried to examine this issue by comparing the vocabulary in textbooks for junior high school and senior high school students, which have been approved by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT), and the vocabulary of university entrance examinations. However, these studies have not specified how large a vocabulary is required for university entrance examinations. So far, only two studies estimating a lexical size target for university entrance examinations are available (Chujo, 2004; Hasegawa et al., 2006). Chujo (2004) examined the 2002 entrance examinations of 10 private universities and three national universities using her own lemmatized word lists made from the British National Corpus (BNC). Hasegawa et al. (2006) estimated how large a vocabulary was required to reach 95% text coverage in the 1988, 1998, and 2004 entrance examinations for eight Japanese national universities and eight private universities using the BNC. Chujo (2004) found that around

The present study aims to estimate the reading vocabulary-size goal for the Tokyo University entrance examination. This study builds upon Chujo's study (2004) with two differences in its methodology. First, the present study uses updated research findings on text coverage: 98% text coverage (Hu & Nation, 2000; Laufer & Ravenhorst-Kalovski, 2010; Schmitt, Jiang, & Grabe, 2011) rather than 95% text coverage. Second, Nation's fourteen 1,000 word-family lists made from the British National Corpus (2006) and the 2,570 word items on the General Service List (West, 1953) and the Academic Word List (Coxhead, 2000) are used instead of Chujo's BNC lemmatized high frequency word lists (Chujo, 2004). Assuming that proper nouns are easily understood from context, the results suggest that 4,000 to 5,000 word families should be the lexical size target.

本論の目的は、東京大学英語入学試験問題の読解に必要な語彙サイズを調査することである。本研究はChujo（2004）の研究を発展させたものだが、読解に必要な語彙のカバー率を95％ではなく98％とし、また、見出し語化された使用頻度が高い語彙リストではなく、NationのBNCリストやGeneral Service List, Academic Word Listにあるワードファミリーを用いた語彙リストを採択したという2つの相違点がある。読解問題の固有名詞が文脈から容易に理解できると仮定するならば、東京大学英語入学試験問題の読解には、4,000から5,000ワードファミリーが必要であるということを本研究の結果が示唆している。

3,500 lemmas were required to reach 95% text coverage in the 2002 Tokyo University entrance examination. Hasegawa et al. (2006) estimated the overall vocabulary size for all the eighteen universities, however they did not specify the vocabulary size required for each university.

The present study builds upon Chujo's study (2004) with an exclusive focus on the reading passages for the Tokyo University entrance examination. Classroom practitioners at high schools in Japan often prepare their students for entrance examinations, and are therefore likely to pay a lot of attention to reading comprehension on the basis that most university entrance examinations are reading-based (Kikuchi, 2006; Nishino & Watanabe, 2008).

In terms of the research methodology, there are two differences in the present study. First, the present study uses updated research findings on text coverage: 98% text coverage (Hu & Nation, 2000; Laufer & Ravenhorst-Kalovski, 2010; Schmitt, Jiang, & Grabe, 2011) rather than 95% text coverage. Second, Nation's fourteen 1,000 word-family lists made from the BNC (Nation, 2006) and the 2,570 word items on West's (1953) General Service List (GSL) and Coxhead's (2000) Academic Word List (AWL) are used in the present study while Chujo used her own lemmatized high frequency BNC word lists (2004). In addition, the present study examines nine years of test samples in order to increase reliability of the outcome while only one test sample was examined in Chujo's study (2004).

Methodology

Text coverage

Nation defines text coverage as "the percentage of running words in the text known by the readers" (Nation, 2006, p. 61). For instance, 95% text coverage means that 95% of the words in a text are known to the readers.

Chujo applied 95% text coverage to her study (2004). Laufer (1989) originally came up with the 95% figure by exploring how much vocabulary was required for the participants to achieve a score of 55% on a reading comprehension test in her study. However, in a recent study, Schmitt, Jiang, and Grabe challenged the traditional 95% text coverage theory claiming that "the comprehension criterion of 55% seems to be very modest, and most language users would probably hope for better understanding than this" (2011, p. 27). In fact, a score of 55% may not be

sufficient for students to pass the Tokyo University entrance examination. The lowest passing scores of the 2011 test were from 59% (for Science 1) to 71.4% (for Science 3) depending on majors. Considering this fact, 98% text coverage seems more appropriate as Schmitt et al. (2011) suggest that "If one supposes that most teachers and learners aspire to more than 60% comprehension, vocabulary coverage nearing 98% is probably necessary" (p .39).

The unit of counting

In order to provide an accurate estimate of text coverage figures for the Tokyo University entrance examination, the unit of counting needs to be taken into account. As Schmitt notes, "Different ways of counting lexical items will lead to vastly different results" (2010, p. 188). Chujo used lemma forms in her study (2004). For instance, the base word form of the verb *analyze* and the grammatical inflections such as *analyzed, analyzing, analyzes* are counted as one item because these four forms are so closely related.

The present study, however, uses a different unit of counting: word families. Word families include the base form, its inflections, and derivatives such as *analysis*, *analytical*, *analytically*, and *analytic*. The rationale behind adopting word family is that prospective students for Tokyo University are considered to have acquired a fairly advanced English proficiency. Only the applicants who are able to attain a satisfactory score on the National Center Test (the average was 87% in 2011), are eligible to take the entrance examination of Tokyo University. Thus, it is natural to consider that these students have mastered, or at least know, some members of a family. This previously acquired knowledge of a word family can be easily adapted to other families. As Nation notes, "when reading and listening, a learner who knows at least one of the members of a family well could understand other family members by using knowledge of the most common and regular of the English word-building devices" (2006, p. 67).

RANGE

The computer program called RANGE was designed by Nation and Coxhead and programmed by Heatley (2002). The program is freely available from Paul Nation's website (Nation, n.d.). RANGE provides text coverage by certain word lists.

Using RANGE, the present study addresses the following two research questions:

1. How much vocabulary of the reading passages for the Tokyo University entrance examination can be covered by the 2,570 word families on the GSL (West, 1953) plus the AWL (Coxhead, 2000)?

2. How large a vocabulary is required to gain 98% text coverage using Nation's BNC fourteen 1,000 word-family lists (2006)?

Materials

Contrary to the entrance examinations for most of the private universities in Japan, which usually administer different tests for different departments, Tokyo University uses the same test regardless of students' majors. Twenty-eight reading passages from the past nine entrance examinations for Tokyo University administered from 2003 to 2011 are examined in the present study. Specifically, reading passages from Part 1 and Part 5 of the tests are the main focus in this study. Part 1 consists of two different readings. Thus, three different reading passages were extracted from each test except for the 2011 entrance examination. The 2011 test contains three different reading passages in Part 1. Therefore, the total number of reading passages to be analyzed is 28, not 27.

The tests were derived from a CD-ROM called *Xam* (2011). The CD-ROM provides past university entrance examinations of Japan in various formats including PDF, Microsoft Word, and text. The text files are used in the present study because the RANGE program requires text files.

With regard to the proper nouns in the text, all of them were deleted manually in order to make the outcome of the present study comparable to Chujo's (2004).

Results

A total of 28 reading passages from Part 1 and 5 of the past nine entrance examinations of Tokyo University administered from 2003 to 2011 is examined with RANGE. The texts consist of 17,909 tokens.

Figure 1 provides the text coverage by the 2,570 word items on the GSL (West, 1953) plus the AWL (Coxhead, 2000). The mean with the standard deviation in parentheses for the 2003 through 2011 tests was 95.29% (0.98). The findings are significant because the 2,570 words on the GSL and AWL provided better coverage

than the 3,098 words in the *New Horizon* and *Unicorn* textbooks, the most widely used MEXT-approved English textbook series for junior high and senior high school students (Hasegawa et al., 2006). Hasegawa et al. (2006) found that the combination of the two textbook series provides 93.9% text coverage of the 2004 Tokyo University entrance examination. Thus, teaching the words on the GSL and AWL may be more efficient in preparing students for the entrance examination.
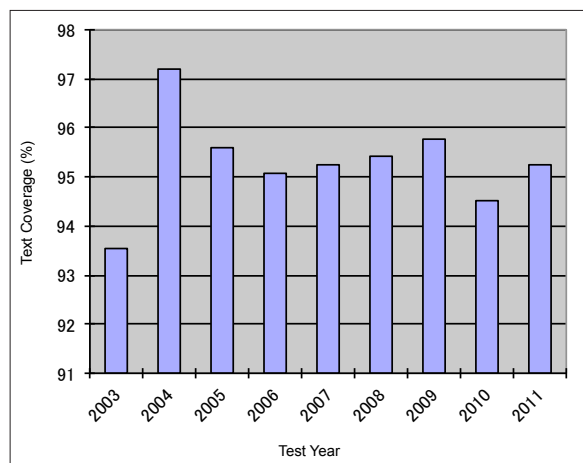
Figure 1. Text coverage for the reading passages on the 2003 through 2011 Tokyo University entrance examinations by the GSL plus AWL. The GSL represents General Service List (West, 1953). The AWL represents Academic Word List (Coxhead, 2000).

Figure 2 summarizes the vocabulary size required to reach 98% text coverage for 2003 to 2011 entrance examinations. Four thousand word families suffice to reach 98% text coverage for six out of the nine tests. It is also noted that significantly larger size of vocabulary is required for the 2003 and 2010 tests. The primary reason is the unusually high frequency of occurences of topical words. One of the passages in the 2003 test is about how surfing has had an influence on the Hawaiian culture. Therefore, the word family *surf*, which is listed in the 9,000 word family level, occurs very frequently: 23 times. This accounts for 1.29%. Similarly, *asteroid* from the 11,000 word family level occurs 16 times in the 2010 test. If we exclude those two words, 4,000 to 5,000 word families would be sufficient to reach 98% text coverage.

Figure 2. Vocabulary size required to reach 98% text coverage for the reading passages in the 2003 through 2011 Tokyo University entrance examinations by BNC Fourteen 1,000 Word-Family Lists (Nation, 2006). BNC represents British National Corpus.

Table 1 provides the coverage figures required to reach 98% text coverage for all 28 reading passages. With a vocabulary of 5,000 word families and assuming that proper nouns do not interfere with reading comprehension, 98.62% of the tokens would be familiar to the reader. According to Schmitt et al., this is the necessary vocabulary coverage if more than 60% comprehension is desired (2011).

Table 1. Average coverage figures required to reach 98% for the reading passages in the 2003 through 2011 Tokyo University entrance examinations by BNC Fourteen 1,000 Word-Family Lists

Word family	Text coverage (proper nouns included)	Cumulative coverage
1st 1,000	85.33%	85.33%
2nd 1,000	8.34%	93.67%
3rd 1,000	2.57	96.24%
4th 1,000	1.64%	97.88%
5th 1,000	0.74%	98.62%

Note. BNC represents British National Corpus.

Discussion

Limitations

Since the RANGE program is used in the present study, the same problems which are discussed in Nation's study (2006) need to be considered. First, as Nation acknowledges, "RANGE cannot count multi-word units" (2006, p. 66). Phrasal verbs should be best considered as units, however, the RANGE program simply counts them as separate words. Regarding this issue, Nation argues that the number of truly opaque phrases in English is limited, and that they are infrequent (2006). These multi-word units need to be considered for productive purposes, however, this is not a major issue for the receptive purposes of reading and listening studies (Nation, 2006).

Second, RANGE cannot differentiate homographs (Nation, 2006). For instance, the noun *bear* and the verb *bear* are spelled the same but they are different in meaning and grammar. The word occurs four times in total in the reading passages, however, RANGE cannot distinguish if it is a noun or verb.

Other than the two methodological drawbacks mentioned above, one important issue needs to be considered. That is how to deal with proper nouns. As Brown (2010) points out, the treatment of proper nouns varies in text coverage studies. Chujo (2004), for instance, deleted all the proper nouns in the text. Nation (2006), on the other hand, left the proper nouns in the text, calculated the coverage figure for them, and then incorporated the coverage into base word lists. These different ways of treating proper nouns may lead to a different result as can be seen in Table 2. Table 2 illustrates how large a vocabulary is required to reach 98% text coverage of the reading passages in the 2004 Tokyo University entrance examination using the two methods mentioned above. If we follow Chujo's procedure (2004), 4,000 word families suffices to reach 98% text coverage. In contrast, 5,000 word families are required in Nation's procedure (2006). As this example shows, different ways of treating proper nouns may lead to a different result. Researchers and teachers should bear that in mind; otherwise accurate comparisons cannot be made.

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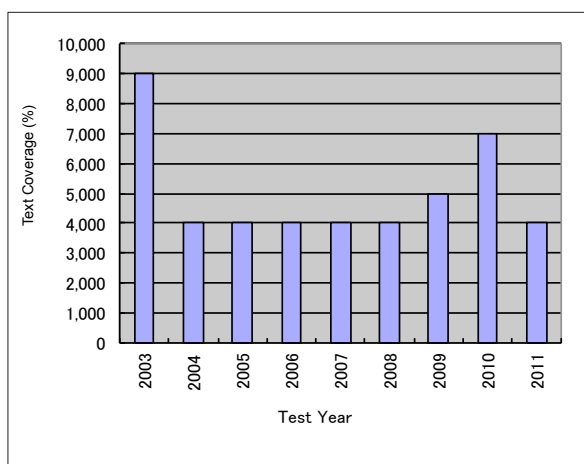Table 2. How large a vocabulary is required to reach 98% text coverage for the reading passages in the 2004 Tokyo University entrance examination by BNC Fourteen 1,000 Word-Family Lists obtained through two different approaches to the treatment of proper nouns

Word family	Proper nouns deleted from text	Proper nouns left, incorporated into data
1,000	87.25%	86.18%
2,000	95.43%	94.4%
3,000	97.82%	96.78%
4,000	98.58%	97.56%
5,000	99.39%	98.82%

Note. BNC represents British National Corpus.

Conclusion and implications

Assuming that 98% text coverage is required to gain adequate comprehension of the reading passages for the Tokyo University entrance examination and that the proper nouns do not interfere with reading comprehension, 4,000 to 5,000 word families would be the reading vocabulary-size goal, rather than 3,500 lemmas calculated by Chujo using the 95% coverage criterion (2004). The results of the present study have several pedagogical implications.

First, if students and teachers assume 5,000 word families as the lexical size target for the Tokyo University entrance examination, then students would need to learn not only the inflections of new words but also other related words for those new words. As mentioned earlier, the unit of counting used in the present study is the word family. The level of the word family is set at Level 6 of Bauer and Nation's scale (1993). Level 6 includes 12 affixes such as *–able*, *-ee*, *-ic*, *-ify*, *-ion*, *-ist*, *-ition*, *-ive*, *-th*, *-y*, *pre-*, and *re-* as well as the other 79 affixes found in Levels 2 to 5. Thus, the 5,000 word-family goal is appropriate for proficient learners who know various affixes of the English language. It should be noted that 5,000 word families and 5,000 words are significantly different in number. In fact, the 5,000 word families made from the BNC entail 20,445 individual word forms (Nation, 2006).

The second pedagogical implication is that students would need to learn word families from the 4th and 5th frequency bands although sources of input of these levels of vocabulary are quite limited. As Chujo found in her study (2004), even

the combination of the most widely used Japanese English textbook series for junior high school and advanced-level senior high school students provides only 3,200 words. Also, most of the published series of graded readers cannot provide input for 4,000 word-family or higher level of vocabulary (Schmitt & Schmitt, 2012).

One way to help students achieve the 5,000 word-family goal is to teach the words on the BNC word list and then strengthen their new knowledge by having them engage in extensive reading of mid-frequency readers. There are three levels of mid-frequency readers available: 4,000, 6,000, and 8,000. The vocabulary of each reading is well controlled for the readers to gain 98% text coverage. Both the word lists and readers can be downloaded for free from Paul Nation's website.

The other option is to use computer software such as WordEngine (Cihi, Browne, & Culligan, 2012). WordEngine provides various courses to help with such test preparation as TOEIC, TOEFL, Eiken, IELTS, and entrance examinations. The entrance examination preparation course is designed to help students reach a 7,435-word level. Using this software costs a little, however students will see a lot of benefits over traditional vocabulary books. First of all, most of the activities are timed, so users can build fluency. Second, aural recognition of the target words is required. Many vocabulary books are accompanied by audio CDs, however comprehension is not usually required in such CDs. This software is a highly motivating tool for word study.

Lastly, the outcome of the present study should not be interpreted as the need to focus on 4,000 to 5,000 word family level vocabulary as the top priority. As the results suggest, the most frequent 1,000 word families account for the majority of the tokens. Classroom practitioners should first focus on high-frequency words until students can develop a good command of them. Teachers should then move on to either the words on the AWL or higher levels of words on Nation's BNC fourteen 1,000 word-family lists.

It should also be noted here that knowing 5,000 word families cannot always ensure a high score on the test because various types of test questions such as cloze and reordering missing sentences as well as simple comprehension questions are involved.

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Self-regulated learning: Goal setting and self-monitoring

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E ven at an early age, students have their own ideas about school, studying, and their role as learners. As young students gain experience their ideas about learning change and develop, sometimes in positive ways and sometimes in negative ways. The most successful learners take responsibility for their learning. They set realistic goals and work to achieve their goals, overcoming difficulties as necessary.

Self-Regulated Learning (SRL) describes students' use of strategies to achieve learning objectives and their continuous regulation and adjustment of such strategies to ensure success. Self-regulated learners can accurately assess their own knowledge and skill level. They take the initiative to find and master essential information. They figure out how to learn successfully, even when faced with obstacles, and they take responsibility for the results of their effort (Zimmerman, 1990).

Upon examining research in SRL, I've found that self-regulation is not limited to cognitive strategies such as the memorization techniques and problem-solving skills which often come to mind when considering SRL, but also includes goal setting and monitoring one's own progress. These are global and fundamental self-regulatory functions, in that they are applicable to all areas of learning, and form the foundation for a healthy metacognitive approach to learning. This paper will examine the SRL strategies of goal setting, language learning strategy usage, and self-monitoring, and provide instructors with some practical ideas to help students use these techniques to become more autonomous learners.

Goal setting

Several studies have shown a significant relationship between goal setting and positive student outcomes—such as higher grade point averages, increased self-confidence, and a greater sense of learner autonomy.

Morisano, Hirsh, Peterson, Pihl, & Shore (2010) carried out research in which university students, who were struggling in their studies, showed significant academic improvement. Students completed a web-based program designed to lead them through a process of reflection on

The focus of this article is Self-Regulated Learning (SRL). Students who can effectively use strategies to regulate their own learning tend to show higher academic achievement, make greater effort to resolve problems, overcome obstacles in understanding and show greater motivation to learn (Zimmerman, 1990). Although there are a wide variety of ways in which students self-regulate, this essay focuses on three specific types of SRL: goal setting, language learning strategy usage, and self-monitoring. It examines research in each of the three categories and discusses some practical implications for teachers.

本論は、自己調整学習（SRL：Self-Regulated Learning）に焦点を当てたものである。自分の学習を調整するストラテジーを効果的に用いる学生は、より優れた学習成果を示し、問題解決により努力し、理解への障害を克服し、より明確な学習動機を持つ傾向がみられる（Zimmerman, 1990）。学生の自己調整の方法は幅広く多岐に富んでいるが、本論ではSRLの特定の3 つの型（目標設定、言語学習ストラテジーの用い方、セルフ・モニタリング）に焦点を当てた。この3種類についての各研究結果を調査し、更に教師に役立つ指導方法についても考察する。

short and long term goals. They were also asked to consider what strategies they might use to accomplish those goals. Students were asked to write about their ideal future, then specify goals that would lead to their ideal future, evaluate the achievability of these goals, consider strategies to realize these goals, consider possible obstacles to reaching their goals and how they might overcome these obstacles, and to set benchmarks so that they could monitor their progress towards achieving the goals they had set for themselves. The experimental group showed significant GPA increases post treatment, compared with the control group. A higher proportion of students from the goal-setting group also maintained a full course load the semester following the treatment.

Sim (2007) worked with a group of ESL students in an English language and study skills university preparation program in Australia. The study had students in the experimental group self-monitor by writing out a weekly report in which they reflected on their use of English outside of class. Students also filled out a worksheet in which they outlined goals for the week and how they would achieve these goals. They were also encouraged to list any strategies they could think of that would help them increase their goal's achievability. At the end of the course, students in all groups were given a questionnaire intended to measure their attitudes towards learning. Students who outlined their goals and considered strategies that might help them achieve those goals showed a significant increase in strength and level of beliefs about the importance of autonomy in learning. Self-confidence was also shown to be positively affected by these weekly reflection reports.

Relationship between goal setting, self-efficacy and motivation

As students set goals, they become more conscious of their own strengths and weaknesses; moreover their approach to learning becomes more reflective. They judge their ability to succeed at accomplishing these goals and adjust their effort, studying strategies, and affective regulation accordingly. Once they see that goals can really be achieved, feelings of self-efficacy become stronger and motivation increases as a result.

Zimmerman (1990) highlighted the reciprocal relationship between goal setting and self-efficacy. Students who set goals effectively can see their progress more tangibly, thereby increasing their sense of self-efficacy. This in turn leads them to set more challenging goals. According to Zimmerman, "An important aspect of theories of self-regulated learning is that student learning and motivation are treated as interdependent processes that cannot be fully understood apart from each other" (p. 3).

If students have confidence in their ability to complete a given task, they will persevere in the face of difficulties and find ways to regulate their learning to achieve their goals. If, however, they feel overwhelmed at the outset, it is natural that motivation will be low, and increasing motivation becomes much more challenging. It is therefore of the utmost importance that teachers encourage students in such a way that cultivates a strong sense of self-efficacy. Tasks need to be chosen that are appropriate for students' ability levels. Students should feel that course goals as well as goals they have set for themselves are accessible and achievable.

Language learning strategies

A number of studies have shown that when L2 students are taught how to use language-learning strategies effectively, such strategies are used more frequently and language competence improves as a result.

In a study by Zhang (2012), Chinese university students studying English as a foreign language were given 15 weeks of listening strategy training. The training focused on metacognitive, cognitive, and social affective strategies, and included self-monitoring and motivation regulation. At the end of the course they were tested on three listening tasks (a story, a news report, and a scientific story) and finally they were given a questionnaire to check frequency of strategy usage. Results showed that students who received the language learning strategy training outperformed the comparison group. Students in the experimental group also reported higher frequency of listening strategy usage on the post course questionnaire.

Birjandi and Rahimi (2012) confirmed the effectiveness of metacognitive strategy instruction. In their study, English translation and literature students in Iran were given listening strategy instruction, which focused on planning, comprehension monitoring, performance evaluation, and socio-affective and linguistic strategies. The students participated in six sessions of 45 minutes. Birjandi used the listening section of

the TOEFL and a series of oral texts on a variety of topics to measure outcomes and compare groups. Students in the experimental group outperformed the control group after completing the metacognitive strategy instruction.

Mizumoto and Takeuchi (2009) studied the effectiveness of explicit Vocabulary Learning Strategy (VLS) instruction. The students were all humanities majors from two different private universities located in Japan. The explicit strategy instruction was implemented in a TOEIC preparation course over a period of four months. The following strategies were taught: consciously previewing, using imagery to remember new words, grouping related words, attempting to use new words, using notes and cards, self-testing of new vocabulary, setting a goal to remember a specific number of words, mnemonics, and word associations. Instructors introduced and modeled the target strategy. Students discussed each strategy with classmates and thought of possible applications. Then time was given to practice using the target strategy. To evaluate the effectiveness of the instruction, Mizumoto and Takeuchi had students write study logs pertaining to strategy usage. They also interviewed students who participated in the study. Students were given review quizzes on the previous lesson's target vocabulary. Finally, students took a vocabulary test and answered a questionnaire about strategy usage.

Students in the experimental groups showed improved vocabulary test scores compared with the control group. The students, who reported low or moderate use of vocabulary learning strategies before the course, reported an increase of strategy usage after the treatment. It also became evident during interviews with learners in the experimental group that explicit instruction of VLSs resulted in an increase in intrinsic motivation.

Goal setting and language learning strategies in the classroom

Paris and Newman (1990) have suggested that effective SRL instruction promotes active participation and collaboration. They also recommended SRL instruction that provokes students to change their theories about learning. I find that small group discussions about goals and language-learning strategies is a great way to encourage students to cultivate metacognitive thinking and help them continue to develop a sense of responsibility as learners.

Students collaborate to discover strategies that will enhance learning and help them reach their goals. This also gives me a chance to identify and address any misconceptions students may have and introduce strategies students have not yet considered.

Sometime around the beginning of the semester, I talk to students as a class about the importance of self-regulation and strategies they might use to become successful learners. During the initial introduction students write out some short and long term goals concerning English communication. Then each week I write an aspect of language learning on the board (e.g., vocabulary, grammar, motivation, listening). Students brainstorm in small groups specific goals for the language skill of the week and strategies they might use to achieve those goals. This leads to a class discussion, during which I write key ideas on the board. I don't take too much class time during this activity, just 15-20 minutes per week. By the end of the term, students have thought of many learning strategies they can apply both inside and outside of the classroom to reach their goals.

This should be combined with a more in-depth focus on language learning strategies students can use for each language skill. For example, during the week when we consider listening goals and strategies, I might explain the idea of inference and prepare an activity in which students practice inferring meaning from context. It is important that any explicit strategy instruction includes concrete examples and that students are given the opportunity to practice and apply the target strategy.

Self-monitoring

Studies have shown that learning is greatly enhanced when students take the time to monitor their own effort and progress.

A study of college students in a statistics class done by Lan, Bradley, and Parr (1993) showed that students who monitored their learning and level of self-efficacy performed better on the four regular course examinations. This was an experimental study in which students in the control group simply took the course as usual with no specific emphasis on self-monitoring. Students in the experimental group, on the other hand, filled out a worksheet to monitor their SRL usage. This worksheet also prompted them to consider the degree to which they felt a sense of self-efficacy in understanding the statistical concepts covered

in the course. The self-monitoring worksheet, given at regular intervals through the semester, in a sense indirectly taught the students how to go about monitoring their learning. The worksheet asked students to record the amount of time spent on activities needed to master each statistical concept (e.g., the time spent attending lectures, reading the textbook, completing assignments, participating in group discussion, receiving tutoring), and the number of times they engaged in each activity (Lan, Bradley, & Parr, 1993). Students in the self-monitoring group performed better than students in the control groups on each course examination. Students who monitored their SRL usage also expressed appreciation for the process (though initially they felt it would be cumbersome) because they felt it enhanced their learning.

Self-monitoring in the classroom

As Zhang (2012) points out, it is important for teachers to encourage students to reflect on their own learning, including their strengths and weaknesses, with the goal of increasing learner autonomy.

In order to provoke this kind of reflection and encourage self-monitoring, I have students fill out a self-evaluation form at various intervals throughout the school year (see Appendix), similar to the worksheet/questionnaire used by Sim (2007) and Morisano et al. (2010). Students reflect on areas that they have done well in, and think about areas that need improvement. Students are asked to rate their performance on a scale of one to ten for various categories such as effort, vocabulary, grammar, listening, and pronunciation. They are then asked to assess their performance in class and write a short paragraph in self-evaluation. The next section asks students to write out some goals. They write specifically what area they'd like to work on and they're given space to write out steps they might take to accomplish their goals.

Finally, I like to take time mid-semester to meet with students individually to go over their progress in light of the goals they set for themselves. We look at the goals they set at the beginning of the semester (e.g., understand movies in English without looking at subtitles), and I then ask the students if they feel they've made progress in this area. We also look at test results, homework assignments, and classroom performance. At this point I can add comments about areas they have identified as needing improvement. When

students are unable to think of specific steps they might take to reach the goals they have come up with, I might add my own suggestions to help them to achieve those goals.

I find this worksheet is a great way to foster metacognitive thinking. It compels students to set concrete goals. It also makes my mid-term student-teacher meeting more productive. The combination of self-evaluation and teacher feedback reinforces other class activities and explicit instruction about self-regulation given previously in the semester.

Explicit instruction considerations

Garavalia and Grelder (2002) examined to what degree students accurately perceived their own self-regulatory skill usage and how explicit strategy instruction influenced this perception. In their study self-regulation was divided into "Typical Study Strategies" (frequently taking and studying class notes) and "Task Preparation Strategies" (rereading notes and text in preparation for a class meeting and rereading the text prior to an exam or another task). The results showed that, even when the advantages of self-regulation are pointed out explicitly, students were often slow to implement such strategies in their own study habits.

As Garavalia and Grelder's research makes evident, simply highlighting the advantages of self-regulation and implicit strategy instruction is not enough. Studies that have shown positive results (see Birjandi and Rahimi, 2012; Lan et al., 1993; Mizumoto and Takeuchi, 2009; Morisono et al., 2010; Sim, 2007; Zhang, 2012) combine instruction with activities in which students not only learn about, but actively engage in goal setting, language strategy usage, and self-monitoring. SRL strategies should first be introduced and modeled by the teacher. Subsequently, students should be given the opportunity to practice and apply each strategy in a variety of contexts, so they can see the potential benefits for themselves. It is not enough that students outwardly use SRL in obedience to teachers' instruction, they need to internalize SLR usage and, as a result, their theories about learning should develop and be modified in the process (Paris and Newman, 1990).

I also believe that SRL strategy instruction is most effective when given in the context of self-set goals and followed up by giving students the means to actively monitor their own progress (as in the study by Morisano et al., 2010). It is most

productive to give students classroom activities, exercises and prompts in which they are asked to set goals, to encourage students to consider strategies that enhance learning in light of these goals, and then to have students monitor their effort and progress. This combination will have a much greater impact on academic achievement than explicit instruction alone. These activities can be implemented on a regular basis throughout the course.

Conclusion

SRL strategies greatly enhance students' learning potential. Setting realistic but challenging goals and monitoring progress result in a greater sense of self-efficacy and a higher level of motivation in learning. Motivation is a key factor in ensuring academic success. As educators, we should make every attempt to help students develop these strategies.

Students need to be made aware of the importance of SRL strategies. The very act of questioning and discussing goals and learning strategies with peers and monitoring progress towards reaching their goals may result in a change in and development of greater self-regulation and, as a result, greater academic achievement. We can help students develop a sense of self-confidence by encouraging self-monitoring and goal setting, as well as providing the support necessary to help them reach their goals. As students gain a sense of responsibility and control in their own learning, they will become more effective learners and more successful in their studies.

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Appendix

The appendix for this article, *Student Self-Evaluation Worksheet*, is available from our website <jalt-publications.org/tlt>
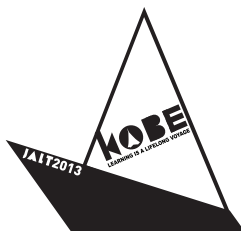
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Teacher burnout in Japanese higher education

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In this brief paper, teacher burnout in Japanese higher education is described. In particular, faculty burnout, work-related stressors, and career fit are described. A case of a typical full-time contract English teacher is used to illustrate burnout within the current Japanese higher education context. The paper concludes with a number of practical suggestions for both contract teachers and university leadership.

本論では、日本の高等教育における教員の燃え尽き（バーンアウト）について考察する。特に、大学教員のバーンアウト、仕事関連のストレスの要因、そして職業への適合について論じる。典型的な専任契約教員の例を用いて、高等教育の現場における教員のバーンアウトについて詳述する。結論では、契約教員及び大学首脳部に対していくつかの実践的な提案を行う。

As of May 1, 2012, there were 783 private, public, and state-run universities in Japan (Aoki, 2012). Generally speaking, there are three levels of teaching faculty members at most institutions: tenured, full-time contract, and part-time. Naturally, the duties and responsibilities, along with remuneration, vary greatly with each type of position. Part-time teachers' primary responsibility is teaching, while full-time contract and tenured teachers have additional duties such as office hours, curriculum/materials development, and committee work.

In recent years, the ranks of full-time contract teachers have swelled. Typically, the length of these contracts is between one and four years. As a result of recent legislation, it is unlikely that longer contracts (including renewals or extensions) will be offered in the future because of tenure implications (see Rivers, 2013). A December 2012 search of the Japan Research Career Information Network (JREC-IN) < jrecin.jst.go.jp> for full-time contract English teaching positions found a number of openings in various regions of the country. A sample of these postings can be seen in the Appendix. All of these positions were one-year contracts, with between two and four extensions possible, effectively making the duration of these contracts between three and five years. These positions are given titles such as "Contract English Instructor" or "Non-Tenured Associate Professor" to distinguish them from the other levels of faculty members.

A typical contract teacher

To illustrate the teaching conditions faced by contract teachers, the case of a single full-time contract teacher (a composite based on the author's acquaintances) will be used. In the 1990s, James arrived in Japan on The Japan Exchange and Teaching Programme (JET Programme) as an assistant language teacher (ALT). Like many recent university graduates, James had not determined his long-term goals and his career aspirations. Although James enjoyed his life and work in Japan, he had no intention of staying long term, nor did he plan on becoming a career educator. However, during his second year of teaching as an ALT, James came to the realization that he truly enjoyed teaching and helping others learn. In order to advance in his teaching career, James completed a master's degree while continuing to work full-time as an ALT. Upon completion, he was able to make the transition from the lower secondary level to higher education by obtaining a full-time contract position at a medium-sized private university in Tokyo.

At first glance, it would appear that James has a successful career in higher education. Unfortunately, this is not entirely true. In his early 40s, he has completed a number of limited-term contract positions at several universities during the past decade. He has remained committed to professional development and is an active member of several domestic professional organizations. Also, he regularly publishes and presents both domestically and internationally. Despite his commitment and efforts, James has not been able to advance in his career and he is still working as a full-time contract teacher. This lack of advancement in itself is not a problem, but he is beginning to have a sense of urgency because only a year and a half remain on his contract and he will soon be forced to find a new position. As a married man with two small children, James is reluctant to relocate his family every three to five years because of the instability it creates. As a result, James is looking for a tenured position to be able to provide stability for his family. Although James may not be aware of it yet, he may be experiencing the onset of faculty burnout.

Burnout

The *Merriam-Webster Dictionary* gives a broad definition of burnout as "exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration" (Burnout, 2011). Minter (2009) describes faculty burnout as a "lack of desire and motivation to achieve a balance among professorial responsibilities in the areas of: teaching, scholarship, service, and student care-giving and peer relationships" (p. 1), and "when one experiences detachment (especially from students, staff, peers and clients) and a loss of satisfaction or sense of accomplishment" (p. 1). Despite rates of burnout in higher education being approximately half that of the general workforce (Lackritz, 2004), it is a serious issue that warrants attention. Minter (2009) calls the higher education environment a "breeding ground for burnout" (p. 2) for several reasons:

- Information about work-related stress and burnout is not readily available.
- Unlike most occupations in which low performers are dealt with quickly, low performers in higher education are "tolerated" for longer periods of time (p. 3), and the tenure system ensures that even marginal tenured professors are "well protected by the establishment" (p. 3). These underperforming individuals can cause additional stress for their colleagues.

- University educators are also at risk because of the stress created by maintaining relationships with a large number of people such as students, staff, and administrators (Lackritz, 2004).

To deal with burnout, teachers have a number of coping mechanisms. When faced with exhaustion, one tries to create an emotional and cognitive distance from work (Maslach, Schaufeli, & Leiter, 2001). To do this, one may become increasingly cynical and negative towards others (Watts & Robertson, 2011). They may consider people as impersonal objects to create emotional distance. For example, they may use derogatory labels for students, have distant attitudes, use physical distancing, and experience psychological withdrawal (Maslach et al., 2001).

Faculty burnout gradually progresses through three stages over time. The three stages are *stress arousal*, *energy conservation*, and *exhaustion* (Minter, 2009). Returning to the case of James, it is quite possible that he is in the first stage of faculty burnout, stress arousal. He is beginning to feel stress and frustration as the result of job instability created by limited-term contracts. Although he was able to transition from being an ALT to a full-time university instructor, he has been unable to advance by obtaining a tenured position, despite meeting all of the required qualifications such as years of teaching experience and a number of academic publications. Quite simply put, James is acutely aware of "the joyless quest for promotion and tenure" (Perlmutter, 2007).

In addition to beginning to feel stress and frustration, James is starting to feel detachment, particularly from other faculty members in his department. Although he is a full-time instructor, he is acutely aware of both the subtle and overt distinctions that are continually made of the three ranks of faculty members at his university. An obvious example is the department meetings which are for only tenured faculty members. Despite having made a substantial commitment in terms of time and energy to his university, James is not involved in any decisions which have a direct impact on him and his students.

Work-related stressors

In academia, there are a seemingly countless number of stressors that can lead to burnout: salary, institutional policies, administrative expectations, and institutional bureaucracy (Minter, 2009). Additional stressors are ill-equipped students and heavy course loads (Watts & Robertson, 2011).

Back to the case of James, the biggest work related stressors are financial in nature. Although he receives a modest income as a full-time contract instructor, he does not receive annual bonuses nor does he qualify for a severance package upon retirement. Unlike his tenured colleagues, he also does not receive a research budget to cover professional development expenses such as academic conferences and professional associations.

There are a number of institutional policies that are sources of frustration. A full-time contract teacher's primary responsibility is teaching, so limited assistance is provided for those who wish to develop themselves professionally. James has a modest discretionary fund, which is intended for materials development and cannot be used for memberships in professional organizations, nor can it be used to attend academic conferences. Another policy concerns his working hours. His contract specifies that he must be on campus 38 hours and 45 minutes each week. This is a striking contrast to part-time teachers, who are only on campus when they have classes, and many tenured professors, who are not on campus when they do not have classes or meetings.

In addition to his teaching responsibilities, James has a wide range of other duties such as materials development, student interview tests, and special classes. He is required to maintain office hours and is expected to be available to complete a variety of tasks when needed. Although it is not specified in the terms of his contract, there is the perception that he is always available to complete proofreading, editing, and rewriting tasks for colleagues in other departments.

Even in the classroom, stressors abound for James. One stressor is ill-equipped students. As a result of the low birthrate in Japan, lower ranked universities are struggling to meet their enrolment quotas. This has forced many universities to accept students that are not suited for higher education. About this shortcoming in academic ability, educational writer Taiji Yamauchi observed, "There are university students who don't know how to multiply" (Aoki, 2012, para. 4).

In addition to classes filled with ill-equipped students, James has a relatively heavy course load. He is required to teach ten 90-minute courses each week. Unfortunately, James has little input into the course offerings that he teaches. He only teaches large compulsory classes for freshmen and sophomores and does not teach seminar courses like his tenured colleagues. Even more frustrating is the fact that all major aspects of his courses (textbook, syllabus, and evaluation methods) have been set by the administration. Further adding to the workload is the wide range of courses that he is teaching.

Career fit

In academia, faculty members are expected to make contributions in a number of areas such as teaching, scholarship, service, and student-caregiving (Minter, 2009). Naturally, keeping everything in balance can be challenging. Career fit is defined as "the extent to which an individual is able to focus their effort on the aspect of work that they find most meaningful" (Shanafelt et al., 2009, p. 990). In a large-scale study of 465 faculty physicians, it was found that time spent on personally meaningful activities significantly reduced burnout (Shanafelt et al., 2009). Although this study focused on faculty physicians, there are possible implications for all faculty members in higher education. Faculty members who are able to spend time on personally meaningful activities (e.g., scholarship, service) are less likely to suffer from burnout.

Returning to James, his current position does not allow him to focus his efforts on personally meaningful activities. Although tenured faculty are expected to make contributions in a number of areas, a full-time contract teacher's primary responsibility is to teach compulsory freshmen and sophomore classes. Despite his commitment to scholarship, his institution does not give him formal opportunities to be involved in research initiatives.

Coping with burnout

For teachers

When faced with burnout, Coombe (2008) suggests that most teachers react to burnout in three ways. The most extreme reaction is ending their teaching careers. Another reaction is downshifting by changing roles or relinquishing duties. The third and final reaction is changing their self-identities as teachers by changing their focus. Coombe gives a personal example of changing her self-identity by becoming more involved with TESOL Arabia (Coombe, 2008).

Before finding oneself mired in a state of burnout, one needs to occasionally think about the symptoms of burnout. The renowned Mayo Clinic has a short list of questions to assess if an individual is at risk. Examples of these questions are: "Have you become cynical or critical at work?", "Do you lack the energy to be consist-

ently productive?", and "Are you troubled by unexplained headaches, backaches or other physical complaints?" (Job Burnout, 2010).

Although these general warning signs of burnout are useful, awareness of the three stages is needed. In the stress arousal stage, there are physiological and psychological symptoms such as irritability, anxiety, headaches, and stomach problems (Three Stages, n.d.). In the energy conservation stage, one tries to alleviate stress. Some symptoms of this stage are procrastination, fatigue, social withdrawal, and substance abuse (Three Stages, n.d.). In Stage 3, exhaustion, many become aware that they have a problem. Symptoms include chronic depression, chronic stomach or bowel problems, and chronic mental or physical fatigue (Three Stages, n.d.). Fortunately, burnout progresses sequentially through the three stages and preventative measures can be taken at any time.

In the case of James, in addition to being aware of the warning signs and stages of burnout, the best course of action would be for him to address the factors which lead to faculty burnout. In particular, he should work on redefining his self-identity as a teacher. Although it appears that he does not have chances to become involved at his institution, opportunities are available to him. Instead of waiting to be invited to join existing research projects, James could initiate a classroom research project and disseminate his findings in the institution's *kiyo*. This may help him overcome the common perception that language teachers are inferior to faculty members in other departments (Ferguson & Donno, 2003) and provide an impetus for interdisciplinary collaboration with his colleagues.

Also, James is not limited to collaboration with colleagues at his institution. Many professional organizations provide not only opportunities for professional development, but also outlets for publications and presentations. He can also make contacts with Japanese teachers by participating in reading circles and *kenkyukai* (Tomei, 1999). In addition to the structured networks provided by professional organizations, social media allows professionals from around the world to form informal personal learning networks (PLNs).

Finally, James cannot overlook the importance of socialization. By socializing with both full-time and part-time colleagues, he can share his concerns and also his successes with like-minded individuals. Not only would this help combat his feelings of isolation and marginalization, but it would also generate a sense of solidarity with his colleagues.

For university leadership

Faculty burnout should be a concern to university leadership because it has "detrimental effects on student experience and attainment, and the success of the institution as a whole" (Gillespie et al., 2001, as cited in Watts & Robertson, 2011, p. 35). By continuing to turn a blind eye to burnout, universities are providing a disservice to both their faculty members and their students.

As Lackritz (2004) suggests, universities could be proactive and take preventative measures. Information could be made readily available about the stages of faculty burnout and the underlying stressors. In addition, distributing a self-administered version of a faculty burnout questionnaire such as the *Maslach Burnout Inventory-Educators Survey* (Maslach et al., 2001) or the *Burnout Cycle Inventory* (Minter, 2009) would help raise awareness of the seriousness of the issue. As a result of raised awareness, faculty members will be in a better position to recognize the underlying stressors if they emerge and take preventative measures.

In addition to raising awareness of stressors, actions can be taken in an attempt to reduce them. Although it may not be possible to reduce financial stressors, it is possible to alleviate some of the classroom-related stressors. For example, instead of giving only compulsory freshmen classes to the full-time instructors, opportunities to teach upper year elective classes that are personally and professionally meaningful should be given. The problem of ill-equipped students can be addressed by general curriculum reform such as making adjustments to the syllabi and materials. Everyday work stressors such as paperwork can also be reduced by providing a "concise and clear package" of necessary documents and instructions (Tomei, 1999).

Lastly, career fit should also be addressed. When faculty members are hired, attempts should be made to match work responsibilities with their personal interests. For example, a faculty member that has a keen interest in scholarship will certainly suffer from burnout if the position does not provide research opportunities. Ideally, career fit should be addressed on a regular basis because the needs and interests of faculty members change with the progression of time.

Conclusion

In conclusion, faculty burnout is an issue that must not be overlooked by individuals or university leadership. Teachers need to know the warning signs and the stages of burnout and

some preventative measures that they can take. They also need to realize that their colleagues may be struggling with similar issues which can be alleviated or even eliminated when as a group, rather than as individuals, action is taken. At the institutional level, by addressing work-related stressors and career fit, university leadership can reduce faculty burnout and in the process make the university a better place for both students and faculty members.

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Appendix: *Sample of full-time contract positions advertised on JREC-IN, December 2012*

	Institution type	Position title	Contract length	Number of classes	Other duties
Institution A	private	Full-time contract English instructor	1 year, renewable 4 times	10	• office hours • oral interviews • committee meetings • attend university events • monthly department meetings
Institution B	private	Contract English instructor	1 year, renewable 2 times	10	• various administrative functions and duties as requested
Institution C	public	English instructor	1 year, renewable 2 times	9	• 3 office hours • teaching materials development • other duties
Institution D	national	Non-tenured associate professor	3 years, not renewable	12	• curriculum development • materials development • special classes

Vocabulary acquisition, input, and extensive reading: A conversation

John P. Racine
Dokkyo University

Marcos Benevides
J. F. Oberlin University

Alastair Graham-Marr
Tokyo University of Science

David Coulson
University of Niigata Prefecture

Charles Browne
Meiji Gakuin University

Joseph Poulshock
Tokyo Christian University

Rob Waring
Notre Dame Seishin University

J ALT member Joseph Poulshock recently posted a video entitled "How do humans acquire language?" to the extensive reading (ER) website BeeOasis.com. In it, he describes his Acquire Language by Understanding Messages (ALBUM) theory, by which he means that the comprehension of input—for example, through ER—is the best way to acquire a second language.

The video prompted an online discussion in which a number of JALT members exchanged ideas about the acquisition of vocabulary, the role of ER in the acquisition of various aspects of word knowledge, and the relative importance of input to the language acquisition process. An abbreviated version of this conversation is presented here.

Racine: I've seen Joseph's video. But I can't say that I agree with the notion that ER is the most efficient means of acquiring vocabulary.

Benevides: It depends on what you mean by "efficient". If you want your students to memorize a long list of new words quickly, say to improve a TOEIC score next month, then ER isn't the way to go. However, to develop and retain a strong vocabulary over time—say a year and longer—the student who is doing ER will certainly outperform the one who is not. I don't see that the video says anything controversial. What exactly are you disagreeing with?

Racine: I'm reacting to the way Joseph draws a parallel between ER and Krashen's (Krashen & Terrell, 1983) Input Hypothesis. Most ER proponents are not saying that "input only" is the most effective method for language gains. Much of the learning is actually done in supplementary activities, raising awareness, etc. It's an empirical question as to how much of the ER and how much of the intensive study lead to the best gains.

It's not necessarily the case that the ER student will outperform the non-reader a year later either. Elgort (2011) has shown that intensive study with word cards does lead to implicit knowledge and productive use. If I study word cards for an hour each night and you just read, I think my vocabulary will show greater gains a year from now than yours will. Either way, it

would be very difficult to draw strong conclusions from that kind of study. Many confounding factors would crop up along the way.

Anyway, don't get me wrong, I think there are many good reasons for ER to be included in any well-balanced reading program. I just don't think *efficient* vocabulary learning is one of its selling points.

Benevides: I think most ER proponents would agree that ER plus some kind of instruction is effective, but may still argue that ER is the most important. For instance, ER surely helps readers to develop a facility in guessing unknown meanings of known words from their context, as well as a broader knowledge of collocates—neither of which are often included in assessments of vocabulary learning "efficiency".

Graham-Marr: I don't agree with Joseph's ALBUM theory either. It implies a "sufficiency" condition that isn't justified by the research. Krashen (2002a) claims that comprehensible input (CI) is a necessary and sufficient condition for second language acquisition and that output has no role to play in the process. For a small minority of learners CI has been documented as sufficient, but for most people "noticing" leads to greater acquisition and that is enhanced by output.

Coulson: Many undergraduate students in Japan do not have vocabulary greater in size than five or six thousand words and probably a lot less than that (e.g., Barrow, Nakanishi, & Ishino, 1999; Shillaw, 1995). On the other hand, some of my very fluent overseas graduate students typically have a much larger vocabulary size. There is a clear *qualitative* difference for these students in terms of both receptive and productive skills. So I think our students could usefully learn an additional X-thousand words, both filling in gaps in their semantic networks and adding low-frequency and academic vocabulary items. Explicit learning of supplementary vocabulary is one of the major predictors of future expert users of the language. I view ER as vital in consolidating high-frequency vocabulary and related syntax, and absolutely essential for decoding and fluency training in reading English. But as for building an expert vocabulary…? That comes down to motivation. Words lists, essentially, are effective.

Racine: I agree with David that the real vocabulary gains are usually made through intensive

study. And I don't think the idea that ER aids long-term consolidation in memory more so than intensive vocabulary study methods is borne out in the literature. So many conditions have to be met: reading materials have to be in the 95 to 98% lexical comprehension range (Hsueh-Chao & Nation, 2000; Laufer, 1989), you have to meet the unknown words six to eight times to be learned at all (e.g., Horst, Cobb, & Meara, 1998; Waring & Takaki, 2003), you have to see the words again at optimally spaced intervals to retain them (see Ebbinghaus, 1885/1964), etc.

Browne: I'm not sure why anyone would think there is anything incompatible about ER and learning new words via flashcards. Like John said, there is ample empirical research showing that the direct study of English via flashcards is a fast and efficient way to increase word knowledge of unknown words. The *Word Engine* system I helped to develop, is based on research (Browne & Culligan, 2008) that shows that despite knowledge of hundreds of very low-frequency words, average Japanese EFL learners have huge gaps in their knowledge of core high-frequency words such as those in the GSL (General Service List; West, 1953). Identifying these words and then systematically targeting these words through flashcard learning is a very useful way to dramatically increase their coverage of the high-frequency (or special purpose) vocabulary words that they need. Does this give them full knowledge of the 18 aspects of word knowledge identified by Paul Nation (2001, Chapter 2; see also Browne, 2012)? Of course not. This is where ER is a fantastic complement to flashcard learning.

Though the pace of learning new words via ER is extremely slow compared to flashcards, there are so many benefits of ER. First off, it contextualizes the words they are studying, giving collocational and other information in naturally occurring contexts. Second, it gets Japanese students to actually read and to read A LOT. As you know, one of the main thrusts of secondary English education in Japan is to force students to "read" (i.e., translate) texts so far above their level that it has disastrous effects on their confidence and motivation (Browne, 1996, 1998). ER is great for building confidence and motivation and great for the slow-track learning and contextualizing of new vocabulary. But it is NOT good at what flashcards are great at—the rapid acquisition of (usually receptive) knowledge on a large number of targeted high-frequency or special purpose vocabulary words. In other words, ER

and flashcard learning can and should be done in conjunction with each other since they are so complementary.

Graham-Marr: While I agree with what Charles just said, there are some who proclaim that intensive study—flashcards included—is NOT effective and that anything that takes time away from CI (i.e., comprehensible input, time taken away from understanding messages) is time that is lost. This position is, as Charles has mentioned, not in line with current research, but it IS the position held by Krashen and some of his followers like Joseph. ER is great. I'm a huge promoter of it, but it's not sufficient in and of itself.

Poulshock: But Krashen also wrote: "comprehension is a necessary, but not a sufficient condition for language acquisition. Other conditions must be met: an open attitude, or low affective filter," (Krashen, 2002b, p. 395) etc. At the same time, I think he does argue for the supremacy of CI. So that raises a question, what's the best balance between input and output? In my video, I say that we need more input than output. So the ALBUM Theory provides a guiding principle for learners: read and listen to as many enjoyable, interesting, informative, and comprehensible messages as you can. Is that so controversial?

Racine: No, there is nothing controversial—and certainly nothing detrimental!—in having our students take in as much enjoyable and interesting reading/listening materials as possible. My critique was simply about learning efficiency.

Charles, I don't think anyone believes word cards and ER are incompatible. Yes, ER ideally provides contextual/collocational information that increases depth of word knowledge, but even this can be provided through intensive study. My point about efficient vocabulary acquisition also applies to these other aspects of word knowledge. For example: Even if our students know the word *fear*, they may have to encounter the phrase *for fear of* as many as 15 times before they acquire that particular usage (Webb, Newton, & Chang, 2013). If it was on the word card—or "collocation card"—it may very well be acquired sooner.

Waring: Yes, there are different types of word knowledge, some of which can be learned intentionally (spelling and colligations, for example). But some can't be learned intentionally: the sense of what words sound good together, a sense of whether a word or phrase is used more in the US or the UK, a sense of a word's frequency in English, its pragmatic use, etc. These latter ones tend to be picked up from exposure. We can analyze texts to find this out, but of course most people don't do this. They build up this sense over a lifetime. So when people say *X* is best for vocabulary learning, I ask, what knowledge types are you talking about? Some activities would be good for learning spellings, but useless for picking up a sense of collocation. Criticizing ER for slower uptake rates for new words than intentional learning misses the point because that's not the main reason people read extensively. The aim is to build fluency and have the language wash over you in a subconscious way. We all know we say *blonde hair*, not *blonde car*, but we can't say *why* we know or *how* we know. It's that sense of language that ER helps to build. When reading, you may notice something you didn't notice before. You can add that to your knowledge, but that's not the main intention. That's why it's called *incidental* learning. I feel it's a straw man argument to criticize ER for not doing everything. Would we criticize a Ferrari for not being able to carry cement?

Racine: I agree that discourse-level aspects of language might very well be acquired more easily through long reading passages. My point was that acquisition is unlikely without consciousness-raising, focus-on-form or some other type of noticing activity—not to mention output, as Alastair suggested. ER is excellent exposure to a wide variety of language forms, but I can't help but see the parallels between some of the claims people are making about ER now and what Krashen was saying about "input only" back in the day. I don't believe that learning an L2 occurs via the same process that children acquire an L1, i.e., through mere exposure. But I do agree that building up a sense of a language over a lifetime is an excellent goal so we should get our students reading and listening to as much as possible, as soon as possible. I am not criticizing ER for all the good it does. I was only criticizing false claims about it. In other words, don't get rid of your Lotus just because you can't fit a Great Dane in it.

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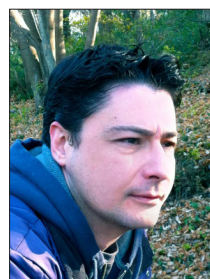
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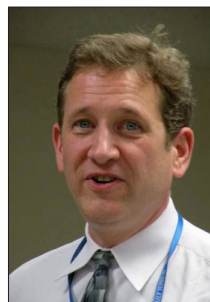
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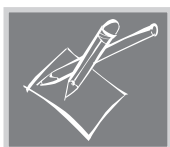
TLT RESOURCES
MY SHARE

…with Donny Anderson & Chris Wharton

To contact the editors: <my-share@jalt-publications.org>

We welcome submissions for the My Share column. Submissions should be up to 700 words describing a successful technique or lesson plan you have used which can be replicated by readers, and should conform to the My Share format (see <jalt-publications.org/tlt/departments/myshare/guidelines>).
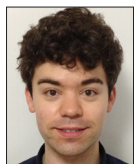
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MY SHARE ONLINE: A linked index of My Share articles can be found at:

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Salutations and welcome to another edition of *My Share*. We hope you have found ways to beat the heat as the dog days of summer set in and the temperatures rise. This month's *My Share* offering is certain to pique your interest in spite of the heat. John Spiri forwards an activity to help students practice responding rapidly to questions, Mark Swanson facilitates short student-researched presentations given across a school term, Kazuko Namba helps students hone their descriptive writing skills, and Nathan Ducker provides an idea for encouraging the development of group unity and subsequently providing closure as a course draws to an end. So, pour yourself a cold drink and take a few minutes out to pore over this cool collection.

This month also marks the editorial debut of a new *My Share* duo. Donny Anderson hails from the United States and currently resides in Mie Prefecture, where he teaches English across the lifespan in area schools and other public venues

in addition to translation and interpreting work. Chris Wharton spent close to eight years in northern Japan teaching English to children and adults in a variety of contexts. He has since returned to his native Canada and is teaching EAP at a polytechnic.

We envisage that *My Share* will continue to serve as a collaborative community of practice for language educators in Japan and beyond. The activities and procedures published here contribute to the furtherance of innovative instruction and allow teachers access to sequences of work that have been piloted by their contemporaries in the field. It is a great honor and exciting prospect for us to work with language teachers and present their great ideas to the readership.

Random questions

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Quick guide

- **Keywords:** Listening, speaking, responding
- **Learner English level:** Any
- **Learner maturity level:** Elementary school to adult
- **Preparation time:** 20 minutes
- **Activity time:** 5-20 minutes, depending on class size
- **Materials:** One paper with random questions for teacher

The activity described below encourages students to listen attentively and improves their ability to respond to a question on the spot. Teachers may create their own questions or use or adapt those written by the author (See Appendix). Students do not prepare for the activity by previewing the topic or checking vocabulary beforehand. Instead, each student immediately answers a question from a wide range of topics, such as science, current events, personal experience, or trivia. Making the questions random adds an element of surprise and forces students to pay close attention. This activity is also an excellent opportunity for teacher-student interactions, ideally with all students listening intently to every exchange.

Preparation

Step 1: Compile a list of random questions or use one of the lists in the Appendix.

Step 2: Make sure the level of the questions is appropriate for your students. If using one of the lists provided here, revise the questions as needed.

Step 3: Make sure the total number of questions exceeds the total number of students in the class by at least a few. Make sure the questions cannot be answered with *yes* or *no*.

Procedure

Step 1: Ask all students to stand up.

Step 2: Explain that students may sit down after they answer a question. The chance to sit down is motivation to listen and participate. Having students sit after answering also ensures that one student doesn't answer repeatedly. A potential problem is that sitting students may no longer feel the need to listen, or worse, they may begin chatting with a classmate. Encourage sitting students to keep listening and allow them to whisper suggestions to standing students who are stuck and cannot answer.

Step 3: Ask questions from the list you have written or revised from the Appendix.

Step 4: Have students raise their hands to answer. I do not choose students who call out answers or make loud noises to get attention. When students accurately answer a question, ask them to sit down. When no one can answer a question, give hints and rephrase the questions as needed.

Step 5: Continue until all students are sitting.

Step 6: Repeat the process in a subsequent class. You can change most of the questions on a recently used list while keeping some particularly challenging but useful ones. For example, for three consecutive classes, I used, "Tell me something you are looking forward to." For other questions, I merely changed key words, for example asking the capital of Malaysia rather than France. Other questions were entirely new.

Step 7: After students become accustomed to the activity over the course of two or more weeks, ask them to stand and ask the teacher a question. You might want to give students a couple of minutes to write several unique questions. Although each student will only actually ask one question, writing several will prepare students should another student ask a question they had prepared.

Step 8: At the end of the semester, print three to four different random question handouts with answers provided in parentheses and make copies. In class, put students in groups of three to four and distribute one handout to each student. This can be done after Step 5 above to provide the students with an immediate review and give them a chance for more interaction sooner. In pairs or groups of three to four, students ask their entire set of questions. When finished and if time allows, students can add some of their own questions.

Conclusion

This activity is ideally used as a change of pace or a time filler as it is easy to prepare and fun for students. It also provides students with a nice break from typical thematic-based listening activities. Standing forces students to actively participate and also gives them a brief chance to stretch. The subsequent activities provide a review of the questions and answers while putting students in a more active role.

Appendix

The Appendix is available from the online version of this article at <jalt-publications.org/tlt/departments/myshare>.

Presentation skills: Let me tell you about a famous person

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Quick guide

- **Keywords:** Presentation skills, learner autonomy, speaking fluency
- **Learner English level:** Intermediate and above
- **Learner maturity:** University
- **Preparation time:** 20-30 minutes
- **Activity time:** 90 minutes
- **Materials:** Tape, rubric (Appendix A), worksheet (Appendix B)

This activity helps students improve their presentation skills and speaking fluency and promotes learner autonomy. Students research and present about famous people of their choice, based on a teacher-generated theme, on multiple occasions throughout the semester. Possible themes include: political leader, inventor, artist, philosopher, etc. The teacher chooses a different theme for each presentation session, during each of which all students present individually.

Preparation

Step 1: Tell students that they will all make several individual 3-minute presentations during the semester, each with a different focus on a famous person. Explain that they will have to find information about interesting people using the library and/or Internet and prepare picture printouts or drawings to be used as visual aids.

Step 2: Inform students that each presentation should be organized in the following order: biographical information, famous accomplishments, and relevance for us.

Step 3: Tell students that presentations will be 3 minutes followed by 1 minute of audience question time and that they will give their presentation three consecutive times to three different audiences to help develop fluency.

Step 4: Pass out the grading rubric (Appendix A) and tell students that the teacher will grade the following presentation skills on a scale of 1-3: eye contact, gestures, voice volume, and speaking fluency. Inform students that the teacher will walk around the classroom and grade presentation skills based on partial observations of each presenter.

Step 5: Explain that each presentation session will have different rounds, with one set of students presenting three consecutive times each round, separately, in different classroom locations while the remaining students sit near a presenter and listen. I find that four rounds—A, B, C, and D—work well, with one fourth of the class presenting simultaneously in each round. For example, a class of 20 students would have five presenters per round. Rounds with more simultaneous presenters may be difficult to grade.

Step 6: Tell students that they may look at notes only during audience question time. (As a variation, allow note cards during the presentation.)

Step 7: Tell students that the theme for the first session will be *inventor* and that all students will make this first presentation on <insert date>.

Step 8: Do a model presentation (recommended).

Procedure

Step 1: Pass out a worksheet for students to fill out during the presentations (Appendix B). On the worksheet, students will write down something interesting they learn from each presenter.

Step 2: Write the presentation skill criteria on the board as a reminder.

Step 3: Announce which students will present in round A (decided before class) and indicate where in the classroom they will present. Give those students tape to put up their picture(s) in their presentation space.

Step 4: Instruct audience members to arrange seats around each presenter in a semicircle and freely choose a seat near a presenter.

Step 5: Start the presentations. Move around to observe and grade presentation skills.

Step 6: After 3 minutes, stop the presentations and start audience question time. After approximately 1 minute, stop the question time.

Step 7: Instruct the audience members to stand up and find a new presenter to sit around.

Step 8: Repeat steps 5 and 6 until presenters in round A have given their presentations three times.

Step 9: Repeat the same process for rounds B, C, and D.

Step 10: Have students return to their seats and silently answer the peer and self-assessment questions on the worksheet (Appendix B).

Step 11: Have students discuss their answers with a classmate.

Step 12: Collect the peer and self-assessment worksheets and provide activity feedback and student grades.

Follow-up writing activity

Have students write a summary of a classmate's presentation, explaining why they like the famous person, or even a research paper about this person's life and achievements.

Conclusion

Students overwhelmingly enjoy this activity. Their presentation skills can improve considerably, and they become more confident English speakers.

Appendices

The appendices are available from the online version of this article at <jalt-publications.org/tlt/departments/myshare>.

Eyewitness accounts: Descriptive writing

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Quick guide

- **Keywords:** Paragraph writing, group composition, descriptive vocabulary, employing specific parts of speech
- **Learner English level:** High beginner to intermediate
- **Learner maturity level:** High school, university
- **Preparation time:** 10 minutes
- **Activity time:** 90 minutes (One class period)
- **Materials:** Three sheets of paper (A4 or B5) for each group

In this activity, students write a descriptive paragraph about a drawing of a thief. The objective of this activity is to learn how to describe a person accurately. For that purpose, students focus on the person's physical characteristics, clothing, possessions, etc. To determine the accuracy of their written descriptions, they pass their paragraph on to other students who redraw the thief based on the description. Then they compare the two drawings and decide whether their description is accurate.

Preparation

Make student copies of personal description vocabulary and a sample descriptive paragraph of a person. (See Appendix A.) Give these to students. Explain that they will use the vocabulary

to write similar paragraphs based on drawings, and go over essential paragraph features that you expect students to produce. (Among other resources, a Google search of *descriptive vocabulary* or *describing people* will produce lists of these words, e.g., speakingenglish.co.uk/vocab/describing_people.)

Procedure

Step 1: Divide the class into groups of four to five students and assign a number to each group.

Step 2: Pass out three sheets of paper to each group.

Step 3: Tell each group to draw a picture of an imaginary thief on the first sheet of paper and put their names and group number above it. While they are working, walk around to make sure the drawings are suitable for descriptive paragraphs, that is, they are neither too simple nor too complicated.

Step 4: Have each group write on the second sheet of paper a paragraph in which they describe the imaginary thief they have drawn. They should use at least 10 specific words from the vocabulary list and write their names and group number above the paragraph.

Step 5: Collect and keep the group drawings and then circulate the group paragraphs so that each group has a paragraph other than its own.

Step 6: Ask each group to draw the thief on the third sheet of paper, basing it on the description in the paragraph they have received. Above the new drawing, they should write their names and the original group's number plus an asterisk (e.g., 1*, 2*).

Step 7: Collect the paragraphs and the new drawings.

Step 8: Put up the original drawings and the new drawings in pairs on the blackboard (e.g., 1 and 1*, 2 and 2*).

Step 9: Have each group discuss the drawings and decide, as a group, which paired drawings resemble each other the most. (We assume that, the closer the resemblance, the more accurately the paragraph was written. Therefore, the winner should be the group whose paragraph inspired the most accurate drawing.)

Step 10: Return the paragraphs and paired drawings to the original groups (e.g., paragraph 1, drawings 1 and 1* to Group 1; paragraph 2, drawings 2 and 2* to Group 2) and have each group discuss how well they have described

the imaginary thief. Then have them rewrite the paragraphs to make them more accurate.

Variation

Alternatives to an imaginary thief include student descriptions of their neighborhood and map drawings and descriptions and drawings of a coffee shop.

Conclusion

This is a fun activity. Many students say this group work is the best in the course. Even the students with weak English writing ability are able to contribute some interesting ideas. There is always a lot of laughter as well as open exchanges of opinions. Thus working together, students are able to improve their writing as well as communicative skills.

Appendix

The Appendix is available from the online version of this article at <jalt-publications.org/tlt/departments/myshare>.

Group dynamics: Giving your course a beginning and end

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Quick guide

- **Keywords:** Group dynamics, classroom relationships, group closure
- **Learner English level:** Any
- **Learner maturity:** Any university class
- **Preparation time:** None
- **Activity time:** 90 minutes
- **Materials:** White board, magnets, note-taking paper

Dornyei and Murphy (2003) explain that good group dynamics enhance classroom learning, while poor classroom relations can block learning. To develop good classroom relations, they prescribe developing intermember acceptance through learning about each other as the class forms. Additionally, they explain that providing group closure at the end of a course can validate, support and reaffirm the development that has taken place during the course, while also reducing the stress students feel when leaving a class. This fun activity, which should take place in the second or third week of the semester when students have already shared information about themselves with each other, uses the same format and materials at the beginning and end of the course to achieve these goals.

Procedure

Step 1: Hand each student a blank piece of A4 paper. Tell them not to write their names on it.

Step 2: Allocate a predetermined topic and have students spend three minutes to draw on the A4 paper a personal picture in relation to the topic. For example, I use *my hometown* and students draw an important, fun, or famous place from their hometown. Strictly no lettering is allowed on the paper. Students must not let anyone else see their picture, which should remain anonymous.

Step 3: While students are drawing, on the board create a grid with enough boxes for each student's picture. Label the horizontal axis alphabetically and the vertical axis numerically.

Step 4: Collect the pictures, and assign students to a group (three or four members).

Step 5: As students form groups, randomly attach the pictures to the grid squares on the board.

Step 6: Give students 10 minutes to approach the board and look at the pictures (For larger classes you may need to stagger the groups). Caution students not to reveal which picture they drew. After 10 minutes, students return to their groups.

Step 7: Pre-teach discussion questions. For example: *What is the picture of?*, *Where is it?*, and *Who drew it?*

Step 8: Students discuss for 10 minutes who they think drew each picture.

Step 9: Have one team choose a picture, describe it, and identify the drawer. (To see who goes first, teams can volunteer or do *jan-ken*). To scaffold their responses, I write on the board: *This is a picture of xxx*, *This is xxx city*, and, *This picture was drawn by xxx*.

Step 10: If the guess is correct, give the team one point. Then take the picture down from the board. If the guess is incorrect, the picture remains on the board.

Step 11: Repeat steps 9 and 10 until all the pictures have been identified or 45 minutes elapse.

Step 12: Once the game has ended, store the pictures until the end of semester.

Step 13: At the end of the course, repeat this game with one change: once the original artist has been identified, return the picture to the artist.

Step 14: Familiarity with the game means it will not last as long the second time. Use the remaining time to have students write *thank you* and *goodbye* messages on the back of their classmates' pictures so that each student has a class souvenir.

Variations

A wide range of alternative function structures can be taught to help with the discussion phase of this activity. For example, with higher-level classes I review and encourage use of modal verbs for reasoning, such as *It must be…* and *It has to be…* With lower-level classes, we work on opinion structures: *I think it is…* and *I am sure it is…*

Conclusion

This is a fun activity that helps students bond in class. Revisiting students' personal pictures again at the end of the course helps students have closure on the class in a fun way.

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TLT RESOURCES
BOOK REVIEWS

…with Robert Taferner

To contact the editor:
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This month's column features Tyler Burden's evaluation of *English for Presentations*.

English for Presentations

Reviewed by Tyler Burden, Tokyo University of Agriculture and Technology

English for Presentations is one of the titles in the niche-filling Express Series by Oxford University Press; a selection of short courses designed to give business people a boost in areas of English deemed necessary for their career development. Other titles in the series include *English For Meetings, English for Emails* and even *English For Socializing*.

A large proportion of the material is intended for self-study or homework. It is targeted at EFL learners who are at an intermediate level and it follows a notional-functional syllabus whereby a "notion" is defined as a particular context in which people communicate and a "function" as a specific purpose for a speaker in a given context, White (1988, p. 75).

It is divided into six units dealing with different aspects of delivering presentations such as introducing your topic, giving structure to your talk, using visuals, and dealing with questions. Within each unit there are various recurring features. There is a *Starter* section that has warm-up activities and questions designed to raise awareness of the topic. There is an *Output* section at the end which has activities designed to promote discussion on the contents of the unit. There is also, at the end of each unit, a short presentation task intended to give students the opportunity to practice the specific features covered in that unit.

Sandwiched between these tasks there is a range of mainly accuracy-focused tasks such as gap-fills, multiple-choice activities and so on, together with various listening practice activities. It also comes with an interactive multiROM, which is aimed at giving students the opportunity to review what they have learnt from the textbook. It contains all the recordings for the listening activities as well as a further selection of accuracy-focused exercises.

I used this textbook for a graduate communication and presentations course with a group of intermediate-level students who were majoring in engineering. As the course progressed I was able to strike an effective balance between using the parts best suited to the classroom and setting other tasks as homework.

I found many sections could profitably be used either in or out of the classroom. For example, there are some categorization activities, which could be used to promote discussion and the commendably authentic listening activities had scope for use in the classroom, though it should be noted there is a transcript and an answer key at the back for those who wish to study at home.

One feature I liked was the evaluation checklist at the back, which encourages students to think about specific features of technique when they are watching their peers' presentations. I used this not just for peer feedback but also to have students evaluate and discuss professional presentations from the Internet, such as those available on the TED website <ted.com>.

Another feature I liked was the checklist insets, which give genuinely useful advice and helped provide structure for my students' presentations. Indeed, overall, I think one of the strengths of this text is the clear structure and linguistic support it gives students in each unit.

On the other hand, there are some clear drawbacks with this text. There is no teacher's book with supplementary activities that could be used to expand on the themes covered, and this book is not targeted at university students, or indeed Japanese students. It is a business English textbook and, as such, the language focuses on such themes as sales, marketing and so on with the attendant glossy photographs of dynamic-looking business people in office settings. This may not be particularly motivating for students who do not see themselves working in such settings in the future.

And finally, the multiROM is not very interactive. Rather than exploit the many audio and visual possibilities one might expect from a piece of computer software, it merely contains similar exercises to those presented in the textbook. Although it could be said that it does meet its aim of providing opportunity for review, it does not add much interest along the way.

That said, however, in the feedback I gathered at the end of the course it was clear that my students liked this textbook; some, even, have continued to make use of it as reference material after the course had finished. This may not be the best choice for everyone but if you want to add an extra component to your courses then this may be the right choice for you.

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JALT2013

October 25-28, 2013

Kobe International Conference Center & International Exhibition Hall

‹jalt.org/conference›

Recently Received

...with Steve Fukuda

<pub-review@jalt-publications.org>

A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to Steve Fukuda at the Publishers' Review Copies Liaison address listed on the Staff page on the inside cover of *TLT*.

RECENTLY RECEIVED ONLINE

An up-to-date index of books available for review can be found at:

<jalt-publications.org/tlt/departments/recently-received>

* = new listing; ! = final notice. Final notice items will be removed 31 July. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviewed in *TLT*)

Contact: Steve Fukuda
<pub-review@jalt-publications.org>

Helbling Essentials. Becker, L., & Frain, C. Crawly, UK: Helbling Languages, 2013. [Two 15-unit courses in business and tourism, respectively, providing basic levels of work-related language and communication skills incl. audio CD and downloadable online activities].

From Paragraph to Essay. Elwood, K., & Yoffe, L. Tokyo: Nan'un-do, 2013. [15-unit writing course with exercises on paragraph writing and construction of 5-paragraph essays incl. teacher's manual and audio CD].

* *Fun with English.* Lippincott, C. Tokyo: Nuway English Publishing, 2011. [3-level activity book series for young learners].

* *Globe Trotters: Practical English with Video*. Lieske, C. Tokyo: Cengage Learning, 2013. [13-unit course book focused on global topics and cultural understanding with speaking and listening exercises using National Geographic

videos incl. 2 review units, DVD with video scripts, and teacher's manual].

* *Guinness World Records series*. Kiggell, T. Tokyo: Macmillan Languagehouse, 2013. [6-book series for listening, speaking, and reading skills respectively for Japanese learners of English incl. MP3 audio files and teacher's manual].

! *Interactions: Listening/Speaking (6th edition)*. Various authors. New York: McGraw Hill, 2013. [5-level listening-speaking course incl. student books w/ audio CD, instructor's manual, class audio CDs, and online assessment materials].

* *My Home, My English Roots (vol. 1)*. Saito, Y. Tokyo: Shohakusha Publishing, 2013. [15-unit thematic course book with readings from 15 Japanese teachers of English supported with smartphone application].

Select Readings (2nd edition). Lee, L., & Gundersen, E. Oxford: Oxford University Press, 2011. [4-level reading course w/ 4 new chapters and Mini Oxford American Dictionary in each course incl. class audio CD, downloadable audio files, testing program CD-ROM, Oxford iTools CD-ROM, and Teachers resource CD-ROM].

Understanding English across Cultures. Honna, N., Takeshita, Y., & D'Angelo, J. Tokyo: Kinseido, 2012. [15-unit reading course book with a focus on English used in a global society and understanding the importance of learning English incl. student book w/ audio CD, teacher's manual, and Japanese translations of passages].

! *Writing Stories*. Wright, A., & Hill, D. A. Crawly, UK: Helbling Languages, 2008. [Teacher's resource book for lower-intermediate language level incl. short activities to assist students in developing story-writing skills].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Greg Rouault
<jj-reviews@jalt-publications.org>

* *Intercultural Language Teaching and Learning*. Liddicoat, A. J., & Scarino, A. Chichester, UK: Wiley-Blackwell, 2013.

TLT RESOURCES
OUTSIDE THE BOX

…with Adam Lebowitz

To contact the editor:
<outside-the-box@jalt-publications.org>

"Outside the Box" is a column that not only challenges the community to address a problem, but proposes a creative solution without concerns of being unrealistic. The focus is on originality and creativity, not rigor. More information on submissions can be found online, or contact the editor.

OUTSIDE THE BOX ONLINE:
A linked index of Outside the Box articles can be found at:

<jalt-publications.org/tlt/departments/outside-the-box>

Visited TLT's website recently?
<jalt-publications.org/tlt>

What you know will turn you on: Using erotica to test L2 reading comprehension

"We need emotional content," said Bruce Lee to a young acolyte at the beginning of *Enter the Dragon*. As a teenager, this line impressed me as much as his physical prowess. Not long thereafter I was reading classical Chinese erotic poetry from the Shījīng in translation and came across the description, "Her skin like congealed lard," meaning white, smooth, and flawless. As a metaphor it was a little unnerving, but palpable. Intrigued, I read the same line in the original: 膚如凝脂. Granted it was several hundred years old, but something was missing; it did not float

my boat. Other texts referred to a man's "lotus stalk," and I asked my girlfriend at the time if it did anything for her. Basically she responded, "no matter how it's sliced, it's still vegetable," which signaled the direction of our relationship.

Though off-point, my professor added a cogent insight. Back in the Golden Age of Gentleman Sinology, Oxbridge-educated scholars translated the classics into English; however, in erotica all the naughty bits would be turned into Latin. The reasoning was simple: If you were educated then you knew Latin from public school and would be above any base titillation. Elitism aside, this practice indicates the scholarly community at the time had some awareness of the emotional content of text.

Fast-forward two years, and I am in a used bookstore in Fukushima perusing questionable content. It was English, but some industrious student had filled the text with underlines and margin notes, indicating use as a reading textbook (I kick myself for not buying it). This makes sense: If extensive reading increases titillation over time, there must be an effect. This point was rammed home to me several years later while hurrying to catch a flight from Narita. I dashed into the airport bookstore and came across a small collection of banned short stories from the early post-war period. And when reading it on board soon after, I was actually "getting it" (which is saying something on an airplane). I realized then and there that I had somehow reached a (excuse the pun) peak in my *nihongo* reading comprehension, and finally achieved the emotional content so instructed by Master Lee in my callow, wimpy youth.

This backstory inspires me to propose a model for researching reading comprehension through emotional response to text. The experimental design would be as follows: For the null hypothesis (H_0), we could say L2 erotica does not arouse. To protect against Type II Error—not rejecting the false H_0—we need to establish not only that the subject can be aroused, but also that they can be aroused through text. To test the latter, the subject would read erotica in their L1 and the response observed. Arousal can be measured by brain or other anatomical response. Protecting against Type I Error—rejecting a true H_0—may be more challenging because we need to control for a scaffolding effect. That is, we need to make sure the subject has not read the target L2 erotica in translation; for example, if they have read a translated *Fifty Shades of Grey*, there may be some transfer through a memory of past arousal. This

happened to me once reading a translation of the *The Godfather* novel (from a section left out of the movie): the translation was so-so, but it got the job done. Results could then be correlated with a standard (non erotic) reading comprehension test.

Once the null hypothesis has been convincingly rejected within an acceptable margin of error through replication, and the effect size validated through systematic review and meta-analysis, work can proceed on a standardized L2 Erotic Base Ordinal Scale (LEBOS™). The LEBOS can be used to measure reading comprehension level in any language—LEBOS-JPN, LEBOS-CHI, LEBOS-KOR, etc.—for any subject above the age of consent and with a sense of humor, based on the assumption that there is a kind of universal appeal, skin lard aside, to erotic content; LEBOS-FRA may work particularly well. Since it is notoriously difficult to understand cultural humor (how many times have we heard, "It's OK, it's an American Joke"?), comic literature may only have limited specificity. For example, remember the Deathday Party in Harry Potter, Book 2? Matsuoka Yuko does a good job overall, but in that section something definitely gets lost in translation.

Please feel free to use this experimental design, on the condition that co-authorship is respected. Keep on testing, and if you can improve upon this model let us know at Outside The Box!

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Rowling, J.K. (2000). *Harry Potter and the Chamber of Secrets*. Scholastic Books.

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TLT RESOURCES
TLT WIRED

…with Edo Forsythe

To contact the editor:
<tlt-wired@jalt-publications.org>

In this column, we explore the issue of teachers and technology—not just as it relates to CALL solutions, but also to Internet, software, and hardware concerns that all teachers face.

We invite readers to submit articles on their areas of interest. Please contact the editor before submitting.

TLT WIRED ONLINE: A linked index of articles can be found at:

<jalt-publications.org/tlt/departments/wired>

Webinars for growth in the summer sun

Edo Forsythe
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JALTCALL 2013 has passed and I hope that you enjoyed our amazing conference at Shinshu University. For many of us, the spring semester is winding down and summer vacation is rapidly approaching. We will finally have some time to relax, recuperate, and renew ourselves in preparation for the fall semester. Summer vacation is often a time for teachers to take advantage of professional development opportunities, but for many, budgetary limits or time constraints mean that traveling to conferences or attending classes is not possible. Luckily, there are some options for professional development which do not require a lot of time or money, but allow educators to explore new areas or get up-to-date on their current research field: webinars.

A webinar is a professional development seminar broadcast via the Internet (i.e., web seminar). Webinars allow people to attend lectures from their home or office at a convenient time with little expense beyond the costs of a computer and Internet access. Many webinars are available for free and most are recorded for review later to cover material again or to watch at a more convenient time. Below are examples of different webinars available for foreign language educators, but this list is by no means comprehensive—webinars are becoming more and more common as a means of sharing information among professionals and increasing numbers of organizations are beginning to provide webinars as a means to support their members.

Perhaps the premier example of Internet-based professional development is the Virtual Round Table Web Conference <virtual-round-table.com> held every May. This event is a 3-day, online conference which offers virtual presentations about technology in language learning from presenters around the world. The keynote addresses and many of the presentations are recorded and are available on the conference homepage. Some of the presentations at the 2013 Virtual Round Table Web Conference were: How to Motivate Online Learners, Self-publishing your own Blended or Online Course, Digital Tools to Help Creative Language Use, Empowering English Language Learners with Useful Technology Tools, and dozens of others in a wide variety of topics related to CALL. Participation and access to recorded presentations are free and registration is available on the conference homepage.

Another collection of online presentations is provided by the TESOL CALL Interest Section (CALL-IS) on their website <call-is.org>. The CALL-IS hosts the Electronic Village at the annual TESOL International Convention highlighting CALL-related presentations and hardware and software demonstrations. The CALL-IS webcasts many of the Academic Sessions, Keynote, InterSection, and Mobile Apps for Education Showcase presentations as well as Electronic Village Fair Classics sessions. Recordings of these presentations are linked from the CALL-IS website.

Members of TESOL can also participate in free virtual seminars and online courses as part of the TESOL Professional Development program. These webinars and courses provide instruction in current practices in teaching English as a second or foreign language; upcoming webinar topics include teaching grammar, teaching students with learning challenges, language assessment, implications of brain research in English education, and using technology. There is a modest fee for non-TESOL members, but once a fee is paid by one educator, they can share the access information with others at their school for collaboration. Links to upcoming online courses and virtual seminars are available on the TESOL Attend & Learn site <www.tesol.org/attend-and-learn/online-courses-seminars>.

eSchool News is an excellent resource for current news and research, as well as webinars on the topics of educational technology. Signing up for their email updates allows timely notification of upcoming webinars. Some of the available webinar topics include using websites to improve student satisfaction, empowering learning, dealing with Bring Your Own Device (BYOD) initiatives, and technology integration. The eSchool News upcoming webinar list and archives are available at <www.eschoolnews.com/events/webinars>.

Other sites offering education-related webinars are listed below. Please visit the sites to see what webinars are available for viewing during summer vacation.

Pearson's Connections Learning Conferences and webinars on digital learning solutions: <connectionslearning.com/connections-learning/resource-library/conferences-and-webinars.aspx>.

Marzano Research Laboratory webinars on blended learning and technology integration: <marzanoresearch.com/Free_Resources/event_presentations_webinars.aspx>.

Buck Institute for Education's project-based learning (PBL) webinars: <bie.org/services/webinars>.

Summer vacation is a great time to relax and unwind after a hectic semester. It is also a wonderful opportunity to expand your knowledge by taking advantage of the vast selection of convenient and informative webinars available online for free. Please check out some of these great instructional programs and be sure to share your favorites with your colleagues. The information you gain will really help you and your students stay *Wired*!

JALT FOCUS
JALT NOTICES

…with Malcolm Swanson

To contact the editor:
<jalt-focus@jalt-publications.org>

Contributors are requested by the column editor to submit notices and announcements for JALT Focus by the 15th of the month, one and a half months prior to publication.

JALT FOCUS ONLINE: A listing of notices and news can be found at:

<jalt-publications.org/tlt/departments/jalt-focus>

Introduce a Friend Campaign

JALT is very pleased to announce our "Introduce a Friend Campaign" membership campaign for 2013.

Last year's *5-Year Membership Campaign* was very successful in bringing in new members, increasing the number of 5-year members, and garnering attention for JALT2012 in Hamamatsu. We hope our campaign for this year will work out just as well.

In a nutshell, our idea is that recommending a new member will give you and the new member each a chance for a JALT2013 conference waiver.

If you know someone who has never been a JALT member, or who has not been a member in the past five years and will thus be deemed "new", please ask them to join JALT and you will both be eligible for a conference waiver! This could be the ideal time for you to introduce a friend to your local chapter, our panoply of SIGs, or issues of *TLT* and *JALT Journal*.

For each new member that you introduce to JALT you will get a chance to win a 3-day pass to our Kobe conference in October <jalt.org/conference>. We will award two conference waivers to the recommenders.

The new members will also get the opportunity to win one of two 3-day conference passes that have been reserved for new, recommended members.

The campaign will start on April 16 and finish on September 30 2013. The winners will be drawn from a hat at JCO by our president.

Entries should be made using one of these methods:

• The online application form will have a space for new members to write down the name of the JALT member that recommended them.

• The form that Membership Chairs use to inform JCO of members that join at an event will have a space for entry of the recommending member's name.

• Those that join by postal furikae will have to go to our website and fill in a form with the details of the new member and the introducer.

Here is the link: <jalt.org/joining/2013-furikae>.

JCO will keep a record of the new members and the introducers throughout the campaign.

Each time you introduce a new member you will have an additional chance for one of the "Recommender Conference Waivers". There are no restrictions on how many times your name can be entered into the drawing.

Benefits

• Increased membership opportunities for all chapters and SIGs.

• A chance to bring former members back into the fold.

• PR opportunities for all chapters and SIGs, as well as JALT.

• The chance to experience the Kobe conference, October 25-28 2013, "Learning is a Lifelong Voyage", at a very reasonable cost.

JALT2013 Plenary speakers

• Penny Ur (Sponsored by Cambridge University Press)

• Caroline Linse (Sponsored by JALT Junior)

• Kristin Sherman (Sponsored by Oxford University Press)

• Keith Folse (Sponsored by National Geographic Learning | Cengage Learning)

If you have any questions about this campaign, please don't hesitate to ask Chie Kobayashi or Buzz Green at <membership-office@jalt.org>.

KUIS Summer Seminar 2013: The 12th Conference on Language Teaching and Learning

Hosted by Research Institute for Communication & Department of English Education of Kansai University of International Studies

Co-sponsored by Osaka JALT, Kobe JALT, Cengage Learning, & Oxford University Press

• Details: Saturday, July 20, 2013, 10:00-17:30, Free
• Venue: Kansai University of International Studies, Amagasaki campus (5F), Hyogo
• Contact: Jonathan Aliponga: alipongaj0103@gmail.com

Plenary Speakers:

• Atsuko Takase (Kinki University, Osaka): *Improving students' English skills through extensive reading and listening activities*
• Hajime Narita (Osaka University): *English Education Appropriate for Japanese: Communication Based on Language Differences and Brain Processing*

JALT FOCUS SHOWCASE

…with Kristen Sullivan

To contact the editor:
<showcase@jalt-publications.org>

Showcase is a column where members are invited to introduce themselves to *TLT*'s readership in 750 words or less. Research interests, professional affiliations, current projects, and personal professional development are all appropriate content. Please address inquiries to the editor.

SHOWCASE ONLINE: A listing of Showcase articles can be found at:

<jalt-publications.org/tlt/departments/
showcase-members-profile>

n this issue of Showcase, coordinator Loran Edwards introduces the JALT Writer's Peer Support Group.

JALT Writer's Peer Support Group

I'm Loran Edwards and I have been a member of JALT since 2005 when I first came to Japan. Many JALT organizations have been sources of support for both my personal and professional life here in Japan. However, the most important JALT group for me has been a little-known organization called the JALT Writer's Peer Support Group (PSG).

I currently teach at Kansai Gaidai University in Hirakata, Osaka, but like many JALT members, I am a contract teacher with the end of my contract looming in the not too distant future. In the past year or so, I have come to realize how important publishing is in finding that next great (or even mediocre) job. I found myself looking at job applications and realizing my CV had some major holes in it—mainly that I had no publications. However, like many other teachers, my professional identity is teacher before writer; I have a master's degree, not a doctorate, and my grad school program was focused on teaching, not research. Although teachers are constantly experimenting with new ideas and conducting action research in the classroom, writing up the results for publication requires a completely different skill set that many of us don't yet have.

And that is where the PSG comes in. The PSG is a team of peer-readers (teachers in a variety of settings) who collaboratively assist writers to develop their manuscripts to a level ready for publishing. It is associated with JALT, but is available to help writers looking to publish with any publication. I first joined as one of these peer-readers in order to not only assist other writers, but also learn more about academic writing for myself and begin to build up my resume. After several years as a peer-reader, I decided to take the plunge and step into the role of Coordinator when the opportunity arose last December.

My PSG Philosophy

To find success in academic writing, whether you are an old hand or are just starting out, there are several obstacles that need to be overcome: the difficulty of developing a clean writing style, the inability to make a point clearly, or simply the fear of putting your ideas and beliefs on paper for others to read and discuss. It doesn't matter if you are working on your first paper or your twentieth, I feel having someone else read and review your work can always lead to valuable insights, which strengthens the paper in the end.

However, this also means you must entrust someone else with a little piece of yourself; I know I speak for many when I say sharing writing, with the intent of receiving feedback, is really hard! Writing is a process and any one paper may need several rewrites and reviews before it is ready to be submitted for publication.

The PSG team understands this so one of our main goals is to help writers manage that process. We will work with you to develop your

overall writing skills and provide feedback on areas that can use more development, more research, or in some cases, less information. We try very hard to guide writers in positive, constructive ways that will help them grow and improve as writers, no matter what their level of experience.

Before coming to Japan and joining the PSG, I worked at various writing centers in the U.S. that focused on providing constructive feedback and I really enjoyed working one-on-one with writers to develop their papers. Some of my most rewarding moments as an educator have been watching a paper develop into a really nice piece of writing, and seeing the writer's face when they realize, "I just wrote THAT!" As the new coordinator, I want to continue to help develop teachers as writers by creating more training materials for new reviewers and constructive guidelines for writers and reviewers to work through together.

As I said, the PSG is currently a small group, utilized by only a few writers each year, but along with the help of current members, I hope to build it up again. If you have a paper you would like peer-reviewed or are interested in joining the peer-reader team, check out our page on the JALT website at <jalt-publications.org/psg>. Also, look for PSG sponsored workshops at JALT2013 this fall. We hope to see you there!

Loran Edwards currently teaches at Kansai Gaidai University in Hirakata and became the coordinator for JALT's Writer's Peer Support Group (PSG) in December of 2012. She is the author of the textbook, *Working Together! Communicative Reading and Writing* (Cengage, 2011). She has been an active JALT member since coming to Japan in 2005.

JALT FOCUS
GRASSROOTS OUTREACH

…with David McMurray

To contact the editor:
<go@jalt-publications.org>

Grassroots, our popular *TLT* column about special events, groups, and homegrown resources within JALT has merged with Outreach, our international column that features stories from teachers and the learning groups they have formed around the world. The synergy of the merger has produced Grassroots Outreach, a place for essays and short reports that can motivate readers to take action and bring about positive change in our language teaching profession, here at home, as well as around the world. The editor of Grassroots Outreach warmly invites 750-word reports, essays, and interviews about events, groups, or resources that are organized inside or outside of JALT, and can be found inside or outside of Japan. Contributors may also submit articles in the form of interviews with language teachers based overseas who would not otherwise readily have access to a readership in Japan.

Find Grassroots Outreach articles online:

<jalt-publications.org/tlt/departments/outreach>

Glen Hill and Matthew Apple review an ESP (English for Special Purposes) symposium they enjoyed and give reasons why they recommend that readers of Grassroots Outreach should attend the next symposium.

The CUE ESP Symposium—Kansai 2012, hosted by the JALT CUE SIG (Japan Association for Language Teaching College and University Educators Special Interest Group) in collaboration with the JACET-Kansai ESP SIG (Japan Association of College English Teachers Kansai Chapter English for Special Purposes Special Interest Group), was held at the Nara Institute of Science and Technology (NAIST) in the Kansai Science City in Ikoma, Nara. The JALT CUE SIG hosted the symposium, which was organized by Cochairs Leigh McDowell and Steven Nishida. Encouraging many of their members to become involved, JACET-Kansai ESP SIG also helped to promote the event.

William Holden III will chair the second symposium on September 7, 2013 at the Japan Advanced Institute of Science and Technology (JAIST), a national postgraduate university located in the Ishikawa Science Park to the south of Kanazawa. According to Holden, the JAIST postgraduate institution where he teaches emphasizes EST (English for Science and Tech-

nology) and ESP programs. He therefore hopes to attract an audience of teachers from regional technical institutes, colleges of technology, and high schools with physical science tracks.

Review of the CUE ESP Symposium— Kansai 2012

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JALT CUE SIG and JACET Kansai ESP SIG co-hosted an English for Specific Purposes (ESP) Symposium on September 8, 2012, at Nara Institute of Science and Technology (NAIST). The symposium began with hour-long presentations by Professors Judy Noguchi (Mukogawa Women's University, School of Pharmacy and Pharmaceutical Sciences) and Laurence Anthony (Waseda University, Faculty of Science and Engineering). Both hold undergraduate degrees in a science field and an advanced degree in TEFL.

Noguchi's talk *Exploring ESP roots and applications* covered the long history of ESP and touched on the thoughts that various notable personalities in the field had contributed to its evolution. She spoke of her own involvement, too, and included a synopsis on the approach she has devised: PAIL (purpose, audience, information, language features), the "what" of an ESP genre that students need to recognize, and OCHA (observe, classify, hypothesize, apply), the "how" of strategies to learn English within various ESP fields (Noguchi, 1998, 2003). She concluded by mentioning the use of concordancing software, corpora, and collocations as supplemental devices for the specific needs of the classroom.

This led into Laurence Anthony's talk on *Advances in corpus-informed ESP research and teaching*. He described concepts of teaching students the differences between corpora of scientific

text versus the General Service List of words (West, 1953). Using the free AntConc concordance software (Anthony, 2005; <www.antlab.sci.waseda.ac.jp/antconc_index.html>), Anthony demonstrated how easily it can be used to show students the usefulness of such tools as they write in an ESP setting. Cautioning against teaching the word lists like GSL, he proposed that teachers use data-driven learning (Boulton, 2009 & 2010) to assist students in learning how to use English.

After these talks, attendees moved to a display of more than a dozen posters by native and non-native English speakers. Topics included teaching research article writing, needs analyses, global education for science and engineering majors, corpus linguistics and discourse analysis for business majors, developing an e-learning program, content-based instructions, and teaching ESP to secondary students.

Following the poster displays, Noguchi and Anthony hosted their own respective workshops in concurrent sessions. Noguchi's theme was *Identifying ESP Issues and Finding Solutions*. Most of the discussions centered on using portfolios in ESP courses for high school and college engineering majors. She showed detailed samples of the progression from junior high students. She also mentioned Waseda's Japanese-English Corpus of Presentations in Science and Engineering (JECPRESE) <www.jecprese.sci.waseda.ac.jp>, which has presentations on file available for analysis with corpora software. She also passed around several reference books, suggested the SRA Reading Laboratory <www.srareadinglabs.com> for non-fiction reading, and said that the website Science News for Kids <www.sciencenewsforkids.org> provides a good springboard for many ESP learners.

In his workshop, *A Practical Guide to Teaching ESP Using Data-Driven Learning (DDL) Tools and Techniques*, Anthony demonstrated various tools of AntConc, which he uses to help science students at Waseda University understand the language in their respective study fields. A key point was that students themselves should have individual copies of the program to be in control of their own learning. Students bring PDF files to class from journals in their majors; these are then converted into text files that the AntConc program uses to create a miniature corpus. By analyzing lexical items and bundles typically used by researchers, students can determine which words and phrases they should use in their writing.

The entire event concluded with a panel discussion with both speakers fielding questions on the podium and then joining everyone in

a group photo. Plenary speech slides, supplemental materials, and posters are available on the JALT CUE SIG website < jaltcue-sig.org/cueesp_poster_presentation>.

The CUE ESP Symposium will be held again at the Japan Advanced Institute of Science and Technology (JAIST), Kanazawa, on September 7, 2013. Please check the JALT CUE SIG website for updates.

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Photograph provided by Leigh McDowell: Participants at the ESP Symposium in 2012

TLT COLUMN SIG NEWS

…with Jennie Roloff-Rothman

To contact the editor:
<sig-news@jalt-publications.org>

JALT currently has 26 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication.

You can access SIG News online at:

<jalt-publications.org/tlt/departments/sig-news>

Extend yourself! Join a SIG!

SIGs at a glance

Key: [☼ = keywords] [⎙ = publications] [🕮 = other activities] [▤ = email list] [🗪 = online forum] **Note**: For SIG contacts & URLs, please see JALT's website <jalt.org/main/groups>.

Bilingualism

[☼ bilingualism, biculturality, international families, child-raising, identity] [⎙ *Bilingual Japan*—3x year, Journal—1x year] [🕮 forums, panels] [▤]

B-SIG provides support to families who are bringing up children in two or more languages in Japanese contexts. Our newsletter, *Bilingual Japan*, includes practical information about bilingual parenting, as well as academic and theoretical issues. To request a free inspection copy of our newsletter, email <york@notredame.ac.jp>. Further information can be found at <bsig.org>.

Business English

The JALT Business English SIG seeks to develop the discipline of teaching English, conducive to participation in the world business community. We aim to provide instructors in this field with a means of collaborating and sharing best teaching practices.

JALT Business English SIG は、世界のビジネス界に通用する英語教育の発展を目的に持ち、結成されました。連携体制を組み、最善の教育方法を共有することにより、英語教育に携わるインストラクターの皆様のお手伝いを致します。

College and University Educators

[💡 tertiary education, interdisciplinary collaboration, professional development, classroom research, innovative teaching] [📖 *On CUE* —2-3x year] [🎤 Annual SIG conference, regional events and workshops]

PanSIG: The PanSIG Conference, 18-19 May at Nanzan University, Nagoya was a convivial and productive event. CUE collaborated with Professionalism Administration and Leadership in Education (PALE) SIG and Gender Awareness in Language Education (GALE) SIG for the event. CUE thanks Diane Nagatomo, Robert Aspinall and Richard Miller who presented within our collaborative triumvirate. Additional thanks goes to local organizers and everyone involved in making this event such a success.

CUE/Vocabulary SIG Symposium: CUE and Vocabulary SIG enjoyed their first collaborative venture. The one-day symposium was held June 29th at Kyushu Sangyo University, and events included a variety of presentations and discussions with Paul Nation, Yo In'nami and Rob Waring.

Upcoming Events: Our next event will be an ESP Symposium organized by Japan Advanced Institute of Science and Technology (JAIST). It will be held September 7th, at JAIST in Nomi city, Ishikawa prefecture. For this and other upcoming events, do visit our website: <jaltcue.org/events>.

JALT2013 in Kobe is just around the corner, and CUE will sponsor Featured Speaker Christine Pearson Casanave. She will be speaking and participating in a variety of events including a Featured Speaker Workshop entitled "Ecology of Effort." Again this year we will hold a joint forum with Teacher Education and Development (TED); this year's theme is "Voyages in lifelong learning: Stories of impact." We hope you'll join

us for all the CUE events this year. Also be sure to stop by the CUE desk for a chat.

Contact us at <jaltcue-sig.org/officers> for further information. To join up go to <jalt.org/main/membership>. We look forward to hearing from and seeing you soon!

Computer Assisted Language Learning

[💡 technology, computer-assisted, wireless, online learning, self-access] [📖 *JALT CALL Journal Newsletter*—3x year] [🎤 Annual SIG conference, regional events and workshops] [📋] [💬]

The JALT CALL Conference has wrapped up for another year and as has become our tradition, in place of conference proceedings, there will be a special Post Conference *JALTCALL Journal* edition published in December 2013. Presenters from JALTCALL 2013 & the 6th ER Conference are invited to submit papers for the post conference special edition. The deadline for submission is July 31, 2013; guidelines for authors are available at <journal.jaltcall.org/jcjguidelines.html> and questions can be sent to Glenn Stockwell, the JCJ Editor, at <journal@jaltcall.org>.

Critical Thinking

[💡 critical thinking] [📖 *CT Scan*—3x year]

We are happy to announce the second Critical Thinking SIG Forum. "Exploring critical thinking in language education" will be held at JALT2013 in Kobe this October. This year's forum promises to be even better than our first, held last year to a crowded room of language educators interested in promoting critical thinking. Join our presenters this year—Paul Lai, Peter Quinn and Brian Cullen—as we discuss ideas to better foster critical thinking skills among language learners. We hope to see you in Kobe!

We're ALWAYS looking for new input from teachers interested in critical thinking themes! We invite your ideas about theory and teaching practices related to critical thinking. Whether it's a classroom idea, a reflection, or a full research paper, we want to hear from you! Please consider writing for a future issue of *CT Scan*. Full research articles: 1,500-3,000 words, detailing your research related to critical thinking in language education. Articles that connect theory to classroom practice are encouraged. Classroom reflections: 500-2,000 words, detailing classroom activities that have been used to teach or encourage critical thinking among language learners. Commentaries: 500-2,000 words, detailing

personal observations meant to create discussion within our membership with regards to critical thinking in language education. All submissions are welcome at <ctscan.editor@gmail.com>. For more information, visit us at <jaltcriticalthinking.org>. We recommend following JALT Journal style guidelines for your submission. Please refer to <jalt-publications.org/downloads/jaltstyle.pdf> for guidance.

Extensive Reading

[🔅 extensive reading, extensive listening] [📖 *ERJ*—3x year] [🎤 Annual ER Seminar]

The ER SIG aims to keep you informed about extensive reading. Whether you are new to ER or an old hand, please avail yourself of our resources. One way is our online presence. Check out our website at <ersig.org/drupal-ersig>. Here you can find news from the ER SIG, past issues of the *ERJ*, links to useful resources and publishers, event information and more. Please visit the site if you haven't already. "Friend" us on Facebook. Look for JALT ER SIG or use the link on our website. Follow us on Twitter <@ ERsigJALT>. Another way is our publications. Become a member of the SIG to receive the paper version of *Extensive Reading in Japan* in your post and periodic electronic newsletters in your inbox. Also, anyone can access the new online research journal, J*ournal of Extensive Reading*. For information on joining us or accessing these publications, go to the website.

Other upcoming ER Events

- Second World Congress of Extensive Reading, September 13-15 at Yonsei University, Seoul
- A conference following on from the First World Congress which was co-sponsored by the ER SIG. See the conference website for complete details <er-korea-2013.org>.

Also, please note, the ER SIG Annual General Meeting minutes, including the elected officers for 2013, are available as a PDF on the website at <ersig.org/drupal-ersig/reports>.

Framework & Language Portfolio

[🔅 curriculum-planning, assessment, language education reform, Common European Framework of Reference (CEFR), European Language Portfolio (ELP)] [📖 newsletter] [🎤 seminar, workshops, materials development] [📝] [💬]

This SIG seeks to discuss the CEFR and ELP, and other similar frameworks and their relevance

for Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogic tools. The SIG holds periodical seminars focusing on classroom use of the CEFR, among other things. Please refer to <sites.google.com/site/flpsig/home> and <flpsig@gmail.com> for more information, including details about the FLP SIG Kaken Project, *Can do statements: Language education in Japan and beyond* publication and download of the bilingual *Language Portfolio for Japanese University*.

About the The FLP SIG Kaken Project 2012-2014: Development of EAP Textbooks based on the CEFR and Learner/Teacher Autonomy Support Tools.

The principal purpose of this research is to develop English language integrated skills textbooks that suitably adapt and apply the principles and practices of the CEFR for the higher education context in Japan. Furthermore, in order to support learner and teacher autonomy and to support the classroom implementation of the text, we will aim to develop supplemental learning materials such as a language portfolio, and autonomy informed resources. You can find more information about related events and the project at <tinyurl.com/FLPKaken>. The plan for the immediate future is as follows: Once the basic details have been decided, we plan to make project teams to create two course books, with publication in April 2014. We outlined, to those who showed interest, how you can get involved in these project teams toward the end of 2012. If you would like more information or have any questions please contact <flpsig@gmail.com>.

Gender Awareness in Language Education

[🔅 gender awareness, gender roles, interaction/discourse analysis, critical thought, gender related/biased teaching aims] [📖 newsletter/online journal] [🎤 Gender conference, workshops] [📝] [💬]

GALE works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. We also network and collaborate with other groups to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. We have an ongoing call for papers for our academic journal, *The Journal and Proceedings of the Gender Awareness in Language Education Special Interest Group of JALT* (or *The GALE Journal*). Visit our

website at <gale-sig.org> or contact us for more details. Please e-mail <coordinator@gale-sig.org> for any GALE related inquiries.

Global Issues in Language Education

[🔆 global issues, global education, content-based language teaching, international understanding, world citizenship] [📖 *Global Issues in Language Education Newsletter*—4x year] [🔊 Sponsor of Peace as a Global Language (PGL) conference] [🗏] [💬]

Our Global Issues SIG held an exciting program at May's PanSIG conference in Nagoya. This featured a shared SIG forum with Learner Development and Pragmatics on topics such as social justice, the Fukushima disaster, the Model UN and service learning. Make sure to catch our GILE Featured Speaker, NGO activist Daniela Papi, at JALT2013 in Kobe. GILE promotes global awareness, international understanding, and action to solve world problems through content-based language teaching.

Contact us for a sample newsletter or for more information about the SIG's work in "teaching for a better world." Visit <gilesig.org>, our Facebook page or contact Kip Cates <kcates@rstu.jp>.

Japanese as a Second Language

[🔆 Japanese as a second language] [📖 日本語教育ニュースレター *Japanese as a Second Language Newsletter*—4x year] [🔊 AGM at the JALT conference] [🗏]

論文・記事大募集：JALT日本語教育学会では日本語教育論集の発行を計画しています。研究報告、学会発表報告論文、日本語教授・学習法に関する論文、ブック・レビューなど募集。日本語研究者、指導者、学習者の皆様応募お願いします。詳細は、Megumi Kawate-Mierzejewska ＜megumik@temple.edu＞まで。

*Call for Papers: *JALT Journal of Japanese Language Education*. Japanese as a second language researchers, teachers and learners are invited to submit articles, research reports, essays, and reviews. Please visit our website: <jalt.org/jsl>.

Junior and Senior High School

[🔆 curriculum, native speaker, JET programme, JTE, ALT, internationalization] [📖 *The School House*—3-4x year] [🔊 teacher development workshops & seminars, networking, open mics] [🗏]

Please visit our website for more information <juniorseniorhighsig.org/wordpress>.

Learner Development

[🔆 learner autonomy, critical approaches to teaching and learning, teacher/learner roles, learning processes, learning content, group dynamics] [📖 *Learning Learning*, 2x year; regular emailings to members; discussion list] [🔊 regular local area get-togethers; ongoing practitioner/action research & ebook projects; conference grants; research grants; forum at the annual JALT conference] [🗏]

学習者ディベロップメント研究部会(LD SIG)はオートノミーのある学習とティーチングを発展させるための実践を探求・研究することに関心のある約200 名が世界中から集まって組織する、活発でフレンドリーな研究部会です。私たちは、多様な教育現場でご活躍の皆様の参加を歓迎しています。小学校、中学校、 高校、通信教育、語学学校、大学で指導されている皆様、そして英語以外の言語を教えている教師の皆様も、どうぞご参加ください <ld-sig.org>。

１１月２３～２４日には、東京の学習院大学において、Exploring Learner Development: Practices, Pedagogies, Puzzles and Researchという2日間の学会を主催します。この特別なLD SIG20周年記念大会は生徒、教師、研究者、NGOがあらゆる形の(言語)教育における学習者ディベロップメントおよび学習者オートノミーについての様々な課題に共に取り組み、探究する場となる予定です。ぜひご参加ください。なお、早期申込割引期間は7月31日～9月30日です。詳しい情報については、<ldsigconference2013.org>をご覧ください。

The Learner Development SIG is a lively and friendly network of around 200 members who are interested in exploring and researching practices that help develop autonomous learning and teaching. We welcome the participation of teachers from diverse teaching contexts, including elementary school, junior high school, senior high school, distance learning, language school, university settings, and teachers teaching languages other than English. For more information please visit: <ld-sig.org>.

On November 23-24, the SIG will be hosting a two-day conference, Exploring Learner Development: Practices, Pedagogies, Puzzles and Research, at Gakushuin University, Tokyo. Please join us for this special 20th anniversary event in which students, teachers, researchers and NGOs will explore together a wide and challenging range of issues to do with learner development and learner autonomy in formal and non-formal (language) education. The pre-registration period is from July 31 to September 30. For more information please visit: <ldsigconference2013.org>.

Extend yourself! Join a SIG!

Lifelong Language Learning

[💡 lifelong learning, older adult learners, fulfillment] [📖 *Told You So!*—3x year (online)] [🗣 PanSIG, teaching contest, national & mini-conferences] [🗒] [💬]

With the ageing of Japan's population, it is now widely accepted that engagement in learning, including language learning, enables an active and healthy life. Therefore, a national organization is needed to distribute resources and information for those teaching languages to adult learners, and those nurturing students who will one day be adults who will have a lifelong perspective on language learning. We are that organization. The importance that JALT places on lifelong learning is reflected in the theme of JALT2013: Learning is a Lifelong Voyage.

The LLL-SIG invites those teaching languages to young, middle-aged, and older adults to share information through our website <jalt.org/lifelong/index.html>, newsletter, at various SIG conferences and events (including the PanSIG), and at the annual JALT conference, where an annual LLL-SIG forum is held.

We had a full line-up of fascinating presentations on the topic of lifelong language learning at the stupendous PanSIG Conference in Nagoya. They included:

- Enriching study abroad programs, by Marcus Otlowski
- Blended benefits: Computer to classroom to Cambodia, by Don Maybin
- English Rakugo and English teaching, by Tatsuya Sudo
- Learning sign language while reading newspapers, by Martin E. Pauly
- Older students as both teachers and learners, by Tadashi Ishida

Our Facebook page can be accessed at <facebook.com/jaltLLL>. As of this writing, we have nearly 155 likes and we always welcome more. If you "like" us, you will be able to find out about not only our SIG's events, but you can also get tips about lifelong language learning and teaching, and find out about opportunities and events in the community that stretch your capabilities and broaden your horizons, including volunteering possibilities.

In the past few years, we have received few submissions from our members for participation in the PanSIG Conference, the JALT International Conference's annual LLL-SIG forum, or our mini-Conferences. These are great opportunities for you to share the wealth and let others bathe in the brilliance of your experience and knowledge. We welcome you to be part of the programs that are vetted by our SIG's officers through an allocation of forum slots which our SIG is offered at the international and PanSIG conferences. This year we would love to have more presentations coming from the "grassroots." "Don't be shy; give it a try!" is our motto. The theme of our forum at JALT2013 will be "Lifelong Language Learning & Community Involvement."

Literature in Language Teaching

The Literature in Language Teaching SIG was created in 2011. Our diverse membership engages with literature through film, drama, creative writing, poetry, the short story, classic literature and world literature as well as literature in translation. We welcome those with an interest in cultural studies, politics through literature, language learning and applications of literary texts in different contexts.

Our focus for 2012 was to promote literature-themed events around Japan, including the hugely successful World Storytelling Conference in December in Kobe. In 2013 LiLT SIG is looking to continue this focus at the PanSIG and JALT2013 conferences this year. This year at the PanSIG, which encouraged closer cooperation between groups, we worked with the Critical Thinking (CT) and Speech, Drama & Debate (SDD) SIGs. In our shared forum, Jane Nakagawa and Tara McIlroy discussed the interrelationship of poetry, critical thinking, and speech, drama and debate, and spoke about selecting poetry for content-based classes. Additionally, Dawn Kobayashi (SDD) talked about creativity in language learning through drama and David Gann (CT) discussed critical thinking in ELT. This was followed by a general idea exchange on developing language proficiency through literature, speech, drama, debate and critical thinking. All are most welcome to come along to join the audience, and please, do join in our discussions too!

In 2013 *The Journal of Literature in Language Teaching* becomes biannual. The first issue of the second volume is now available on our website, <lilt.jalt.org>, published April 2013. The journal is double blind reviewed, it is academic, and it is high quality. And this time it is BIG. This mammoth issue, double the size of our inaugural publication, comprises five Feature Articles, a 'Literature in Practice' article (a new section, with a more practical focus) and a conference re-

port, so there is certainly plenty for you to read. Contributions contain discussions of poetry; of TV drama for EAP discussion classes; critical theory; students creating their own creative writing; technologies and reading; and a literary review of the field. Noting also the dramatic increase in the size of the Liberlit Conference this year (ten presenters in 2012, to twenty-four presenters this year) it is evident that ours is an increasingly active field in Japan.

All important guidelines and information for contributors are available on our website <lilt. jalt.org>. You can get in touch with us online through a newly established Yahoo group and Facebook. To join the SIG tick Literature in Language Teaching when renewing your SIG membership. We look forward to welcoming and meeting up with you soon!

Materials Writers

[💡 materials development, textbook writing, publishers and publishing, self-publication, technology] [📖 *Between the Keys*—3x year] [🎤 JALT national conference events] [📝] [💬]

The Materials Writers SIG now has a 'Members Profiles' section on its website where SIG members can post materials of their own creation for anyone to download. Even if you are not a member of the MW SIG, please check out the materials available at <materialswriters.org>. Also, if you are interested in posting your own materials on our website, please contact the MW SIG Coordinator at <mw@jalt.org>.

Other Language Educators

[💡 FLL beyond mother tongue, L3, multilingualism, second foreign language] [📖 *OLE Newsletter*—4-5x year] [🎤 Network with other FL groups, presence at conventions, provide information to companies, support job searches and research]

The OLE (Other Languages Educators) SIG will hold its second annual conference at Chukyo University in Nagoya, Oct. 12 & 13. Information / flyers (in various languages) are available at <www.geocities.jp/dlinklist/ENG/OLEkon2013. html>. Send proposals for presentations, workshops, and "my class" lessons etc. to <reinelt. rudolf.my@ehime-u.ac.jp> (T/F 089-927-9359) with the subject OLE2SIG before July 31st 2013. Please inform teachers of languages other than English of this opportunity.

Pragmatics

[💡 appropriate communication, co-construction of meaning, interaction, pragmatic strategies, social context] [📖 *Pragmatic Matters* (語用論事情) —3x year] [🎤 PanSIG and JALT conferences, Temple University Applied Linguistics Colloquium, seminars on pragmatics-related topics, other publications] [📝]

Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. Interested in learning more about Pragmatics? Looking for something fun and enriching for your classroom? Then check out the Pragmatic SIG's latest book, titled *Pragtivities: Bringing Pragmatics into the Classroom.* This book is a practical collection of lesson plans that incorporate pragmatics concepts into classroom activities. See the SIG website at <pragsig.org> for further details.

Professionalism, Administration, and Leadership in Education

[💡 professional development, ethics, legal issues, leadership dynamics, comparative education, societal demands on educators] [📖 *PALE Newsletter*]

PALE's mission starts from the recognition that language education does not take place in isolation from society or other fields of education. Issues of concern include curriculum design, implementation and maintenance, professional ethics, professional development and evaluation, administrative methodology, leadership dynamics, comparative education, sociological trends in education, employment problems, legal issues, and the demands that societies place on educators. PALE seeks to apprise teachers of research and trends in these issues by organizing conference presentations and through its journal, newsletter, listserv, and website <jalt.org/groups/PALE>.

School Owners

Please consider signing up for our newsletter! The sign-up form to SO SIG's free quarterly newsletter is now active on the SO SIG website <schoolowners.net>. To subscribe, visit the site and enter your email address. Subscribers receive articles, freebies and news on upcoming SO SIG events.

Speech, Drama, & Debate

The Speech, Drama, & Debate SIG (SDD SIG) has another exciting year planned. The focus in 2013 will be on speech and debate, as the focus in 2012 was on drama and oral interpretation. The SDD was a sponsoring SIG for the PanSIG Conference on May 18–19 at Nanzan University in Nagoya. SDD will also have a significant presence at JALT2013, and will sponsor or co-sponsor presentations, workshops, and conferences throughout the year. Volume 2 of *Mask & Gavel*, the peer-reviewed journal of SDD, will be out in October. If you are interested in submitting an article, contact us at <sdd@jalt.org>. For more information on the SDD SIG and to download Volume 1 of *Mask & Gavel*, see our public website: <sites.google.com/site/speechdramaanddebatepublicsite/home>.

Study Abroad

[☼ study abroad, pre-departure curriculum, setting up, receiving students, returnees] [📖 *Ryugaku*—3-4x year] [🎤 national and PanSIG conferences] [📋]

The Study Abroad SIG provides a supportive place for discussing areas of interest regarding study abroad and intercultural training. We welcome submissions for our newsletter, *Ryuugaku*, and we are looking for new officers to join the team. Visit our new website at <jalt-sa.org> or contact us at <studyabroadsig@gmail.com>.

　当研究部会は、留学や異文化教育に関して議論し、また支援できる場を提供しています。当部会のニュースレター"Ryuugaku"への皆様からの投稿をお待ちしております。新役員の募集をしております。詳細は新ウェブサイト<jalt-sa.org>へお問い合わせは、<studyabroadsig@gmail.com>へお願いします。

Task-Based Learning

The TBL SIG was created for teachers and other professionals who currently use or are interested in using task-based approaches in the classroom. It focuses, in particular, on issues related to task-based language teaching and learning in the Asian EFL context. The SIG serves as a useful forum for the exchange of practical teaching ideas, theoretical discussions, and academic studies of TBLT issues. Our journal, *OnTask*, focuses on both research and theory in the form of feature articles as well as more practical TBLT-informed lesson plans. Potential contributors to OnTask are invited to contact our publications officer, Julian Pigott at <julianpigott@gmail.com>.

Teacher Education & Development

[☼ action research, peer support, reflection and teacher development] [📖 *Explorations in Teacher Education*—4x year] [🎤 library, annual retreat or mini-conference, PanSIG sponsorship, sponsorship of a speaker at the JALT national conference] [📋] [💬]

The Teacher Education and Development (TED) SIG is a network for those who want to help themselves and others become better teachers.

Thank you for your participation in the EFL Teacher Journeys conference which was held in June 2013 and co-sponsored by TED and The Teachers College Columbia University Japan Alumni Association. Further information from the conference can be found at <sites.google.com/site/teacherjourneys>.

TED's newsletter *Explorations in Teacher Education* welcomes stimulating articles! You can find out more at <jalt.org/ted>. You can also stay in touch with us online by becoming a friend of our mascot, Ted Sig, on Facebook, or following <@tedsig> on Twitter or Google+.

Teachers Helping Teachers

[☼ teacher training, international education programs, language training, international outreach] [📖 *THT Journal*—1x year, *THT Newsletter*—4x year] [🎤 teacher training conferences/seminars in Bangladesh, Laos, Vietnam, and the Philippines, AGM at JALT national conference] [📋]

For participation in THT programs, we ask that you prepare two or three presentations and to be prepared to make the presentations a few times so all the event participants can see them. The emphasis is on practical classroom activities with the possibility of linking them up to current theory in ESL pedagogy.

THT-Bangladesh

The tentative dates for Bangladesh are the week of September 2–8. For more information, contact Steve Cornwall <ojcsteve@gmail.com>.

THT-Kyrgyzstan

The tentative dates for Kyrgyzstan are the week of September 9–13. For more information contact either Brent Jones <bjones_jp@yahoo.com> or Roger Palmer <roger@center.konan-u.ac.jp>.

THT-Laos

Not too early to plan! Scheduled for February–March 2014 with flexible dates. Contact Chris Ruddenklau <chrisruddenklau@yahoo.com> for more information.

Even if you have a vague plan and are interested, please contact the country director of the place you are interested in so we can keep you informed.

Teaching Children

[☀ children, elementary school, kindergarten, early childhood, play] [📖 *Teachers Learning with Children*, bilingual—4x year] [🎤 JALT Junior at national conference, regional bilingual 1-day conferences] [📝] [💬]

At the PANSIG Conference in May the TC SIG, in conjunction with the JHSH and Bilingualism SIGs, hosted a very interesting and stimulating forum on "Bilingual Children in English Classes in Japanese Schools." For those of you who could not attend the conference, we hope to have a podcast available of the talk on our homepage in the next few weeks.

Even though we are on the verge of the summer holidays and thoughts are no doubt turning to enjoying a well-earned break from teaching, we are nevertheless busy with preparations for JALT Junior this coming October in Kobe. More specific information on the conference will be detailed in the next issue of the TLT, but for now we are seeking volunteers to help us organize the conference. Despite its apparent professionalism, the JALT Junior Conference depends entirely on the hard work of numerous volunteers to make it the success it is, year after year. So please, let us know if you can spare some time to help the SIG either before or during the conference (or indeed, both). We would very much appreciate your help.

If you have any ideas, activities, advice or experiences you would like to share with your fellow teachers, please consider submitting them to some of our upcoming issues of the TLC Newsletter! Email your submissions to the editor at <editor@tcsig.jalt.org>. For more information about the Teaching Children SIG and all our activities, please visit our homepage <tcsig.jalt.org> or TCSIG Facebook page <facebook.com/pages/JALT-Teaching-Children-SIG>.

Testing & Evaluation

[☀ research, information, database on testing] [📖 *Shiken*—3x year] [🎤 PanSIG, JALT national conference] [📝] [💬]

The Testing and Evaluation SIG is concerned with all aspects of testing and evaluating language performance and language programs, and welcomes both experienced teachers and those new to this area who wish to learn more about it. Our interests encompass quantitative and qualitative approaches to language assessment, including alternatives to traditional testing such as peer and self-assessment, portfolios, and project evaluation. *Shiken*, our refereed newsletter, contains a variety of assessment-related articles, including research reports, interviews with prominent authors, book reviews, instructional columns on statistical analysis, Rasch measurement, and assessment literacy.

Vocabulary

The VOCAB SIG in partnership with the CUE SIG recently held its Second Annual Symposium on Vocabulary Instruction and Learning at Kyushu Sangyo University. Keynote discussants were Paul Nation and Yo' In' Nami. Atushi Mizumoto, Tomoko Ishii, Emilie Masson, Rachel Ruegg, Raymond Stubbe, Tim Stoeckel, Phil Bennet, David Coulson, and Wen-ta Tseng made presentations. You can look forward to the proceedings of the symposium, which will come out in the next issue of the VLI-Journal at <vli-journal.org>. The VOCAB SIG is also proud to announce that our membership has grown to 130 members since last year. We welcome new membership and look forward to this year's JALT2013 Conference. Poster presentations from the symposium can be viewed at this year's conference as well.

Hiroshima JALT 2013
Mini-Conference & Book Fair
Call for Papers

- **Conference Date: Sunday, Dec 1 2013**
- **Theme:** *Creativity & Collaboration*
- **Deadline for proposal submission: Sep 30**

Please be sure to include:

- *a title (up to 15 words)*
- *a 100-150 word abstract*
- *a 25-40 word biographical statement*
- *your name, affiliation & contact information*
- *the main content area(s)*
- *type of presentation (workshop, lecture, talk, demonstration, etc.)*
- *equipment needed (screen, projector, etc.)*
- *time required (30, 45 or 60 minutes, inc. Q & A)*

For further details about how to submit a proposal, please visit our website <hiroshima-jalt.org>.

TLT COLUMN
CHAPTER EVENTS

…with Gary Wolff

To contact the editor:
<chap-events@jalt-publications.org>

Each of JALT's 36 active chapters sponsors from 5 to 12 events every year. All JALT members may attend events at any chapter at member rates—usually free. Chapters, don't forget you can add your event anytime to the online JALT calendar at the URL shown below.

JALT EVENTS ONLINE: You can access all of JALT's events online at <jalt.org/events>.

GIFU—*New listening pedagogies* by **Andrew Blyth**, PhD candidate, University of Canberra. In the past, teachers have not *taught* listening, but *tested* it by playing a cassette or eliciting answers to comprehension questions—so "listening" was supposedly taught. ELT listening theory has moved on due to advances in cognitive science and pedagogical research. This presentation will firstly reintroduce basic ELT listening theory, and then cover significant new ideas in the field. Finally, practical demonstrations on how to teach listening will be given, including teaching pronunciation for listening, rhythm, and more. *Sat 20 Jul, 19:00-21:00; JR Gifu Station, Heartful Square - 2F (East Wing); One-day members ¥1,000, 1st visit free.*

HAMAMATSU—*Ready or not, here it comes! High school curriculum changes, 2013* by **Cory Koby**, Sendai Shirayuri Gakuen Jr./Sr. High School. The final phase of Japan's Ministry of Education's 10-year "Course of Study" mandates, introduced in 2009, have taken effect from April of this year. Changes in the high school English language curriculum (in particular what is NOT changing); teacher and student perceptions, practices, and empirical evidence

illustrating the obstacles to TLEIE (Teaching and Learning English in English); and challenges Japanese teachers face in trying to teach English in English will be discussed. *Sat 20 Jul, 18:30-21:00; Room 21 Create Hamamatsu; Members free, non-members ¥1,000.*

HIROSHIMA—*Cognitive development: What teachers should know about their students* by **Robert Murphy**, University of Kitakyushu. In this dynamic and interactive session, Murphy will discuss how brains "learn" in neuroscientific terms. All meeting attendants should be prepared for intensive pair work, exploring in real-time how research in cognitive development can be practically applied to classrooms for fantastic results. *Sun 21 Jul, 15:00-17:00; Peace Park, 3F Conference Room; For more details, see our homepage: <hiroshima-jalt.org>; Non-members ¥500, students ¥200.*

HOKKAIDO—*Teaching methods to improve communicative skills in Japanese high school students* by Yasuhito Imai, Ritsumeikan Keisho Junior and Senior High School, Ebetsu. English lessons in Japanese high schools need to not only give the students the ability to pass the entrance examinations of universities, but also to create students who can communicate with foreigners smoothly. What kinds of basic skills do they need? What types of teaching methods should English teachers allocate to train students to use English fluently when teaching English grammar, usage, and vocabulary? *Sun 28 Jul, 14:00-16:00; Hokkai Gakuen University; <hgu.jp/guide/toyohira_campus>; Non-members ¥500.*

KITAKYUSHU—Please note that Kitakyushu JALT will not be holding meetings in July and August. However, we may have a social event in July. Please check our website for more information: <jalt.org/chapters/kq>. Our next meeting will be held on September 14.

KYOTO—*Reflections on iPad collaboration in Japanese and Indonesian contexts* by **Roger Palmer**, Konan University, Hirao School of Management. The talk will discuss a study investigating the effects of new technologies on

pedagogy, and how reflecting with a colleague acts upon and changes teachers. Journal entries identified the convergence characteristics and "affordances" of the iPad as keys to foregrounding certain behavior and usage, with important ramifications for teacher identity and technology. *Sat 16 Jul, 15:00-16:30, Campus Plaza Kyoto; Non-members ¥500.*

MATSUYAMA—*L1 in the L2 classroom: Students and teachers speak out!* by **Eleanor Carson**, Hiroshima City University. What L1 support do students and teachers prefer in the EFL classroom, and is this affected by participants' L2 proficiency? This discussion will involve two studies. The first study: Participants' responses revealed an inverse relationship between their L2 proficiency and Japanese use. In the second study: Participants had a strong desire for L1 support for emotional reasons. Implications will be discussed. *Sun 14 Jul, 14:15-16:20; Shinonome High School Kinenkan 4F; One-day members ¥1,000.*

NAGOYA—*Wh's of our profession* by **Umida Ashurova**, Nanzan University. This workshop focuses on professional development in ELT by making distinctions between Teaching Knowledge (What to teach?) and Teaching Practice (How to teach?). It underlines current widespread attention on the former, and argues for the need to afford equal importance to the latter. Participants will reflect on their teaching using a SWOT (strengths, weaknesses, opportunities, and threats) analysis and learn several TP techniques that can lead to happier classrooms and greater job satisfaction. *Sun 7 Jul, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 1; <nic-nagoya.or.jp/en/e/about-us/access-hours>; One-day members ¥1,000, 1st visit free.*

OKAYAMA—*WordEngine vocabulary system—Case studies* by **Guy Cihi**, Lexxica R&D (Japan). The WordEngine e-learning system provides students with a personalized vocabulary supplement, and the V-Admin LMS provides teachers a way to assign, track, and grade their students' self-directed study. WordEngine operates on desktops, tablets, and smartphones and can be integrated into a classroom, or assigned as homework. The presenter will demonstrate the main aspects of WordEngine and introduce several case studies typifying how WordEngine supports learner outcomes. The presentation will be followed by Okayama JALT's annual beer garden party. *Sat 6 Jul, 15:00-17:00; Okayama University Language Education Center.*

OSAKA—*Summer seminar 2013: KUIS' 12th conference on language teaching and learning.* This annual conference to finish off the first semester on a fine note is hosted by the Research Institute for Communication and the Department of English Education of Kansai University of International Studies (KUIS) in Hyogo, and co-sponsored by both Osaka JALT and Kobe JALT. This year's featured speakers are **Atsuko Takase,** Kinki University: *Improving students' English skills through extensive reading and listening activities*, and **Hajime Narita,** Osaka University: *English education appropriate for Japanese: Communication based on language differences and brain processing.* There will also be poster presentations as well as a teaching materials display by OUP and snacks courtesy of Cengage. *Sat 20 Jul, 10:00-17:30; KUIS Amagasaki campus 5F; More details on our website: <osakajalt.org>; Free.*

SENDAI—*Tech in the classroom: A primer* by **Daniel Beck** of Tōyō Gakuen University. This workshop will focus on practical application of using technology in the classroom. Participants are encouraged to bring their questions and ideas. Novices will be able to discover some uses to apply immediately to their classes. Intermediate and advanced learners can share their ideas and even learn a new trick or two. Computer and mobile device applications will be featured, but not exclusively. Come along and join us and improve the ways you use technology in your classroom. *Sun 28 Jul; Venue and time: <jaltsendai.org>; 1 day membership ¥1,000.*

SENDAI—*TED talks: Learning opportunities* by local presenters. Following the success of last year's favorite TED Talks session, local members will share the most interesting and thought-provoking talks that have inspired them this year. Each talk will be followed by an audience discussion. Additionally, presenters will reveal how they have used TED Talks in the classroom. Spend the afternoon being motivated and inspired by this incredible selection of talks and learn how they can be utilized for professional growth and to support your students' language development. *Sun 25 Aug; Venue and time: <jaltsendai.org>; 1 day membership ¥1,000.*

SHINSHU—*The annual JALT Shinshu camping expedition*. Please book your own bungalow, or bring your own tent. Check the Events Calendar on the JALT website for further details. *Sat 13 - Sun 14 Jul; Oike Campgrounds, 大池キャンプ場:*

〒387-0023 長野県千曲市大字八幡大池２イー３７９, <*goo.gl/maps/pvyRH*>.

TOYOHASHI—*Ready or not, here it comes! High school curriculum changes 2013* by **Cory Koby.** In 2009, MEXT introduced its once-in-a-decade "Course of Study," the final phase of which will come into effect from April of this year. Koby will outline the changes to the high school English language curriculum, paying particular attention to what is NOT changing. He will also introduce evidence highlighting the tremendous obstacles facing the implementation of MEXT's TLEIE (Teaching and Learning English in English). *Sun 21 Jul, 9:30-12:00; Aichi University's Toyohashi campus, Building Five, Room 543; One-day members ¥1,000.*

YAMAGATA—*It's a small world after all - A time to reflect* by **Colette Reynolds Imai,** Kunori Gakuen Senior High School. The March 11, 2011 earthquake was tragic, but it gave us an opportunity to appreciate how fortunate we are. What did we do for others in neighboring prefectures? Did we become more charitable? Or were our reactions short-lived? Could Japan's recent disaster make us any more aware of the plight of others? Whereas happiness is every parent's wish for their child, has our striving for economic success made us a little too self-centered? *Sat 6 Jul, 13:30-15:30; Seibu-kominkan; Non-members ¥1,000.*

YAMAGATA—*Foreigners in Japan,* by **Derek Chin**, Yamagata Prefectural Government, International Section, CIR. This presentation will focus on both the positive and negative aspects of living in Japan from a foreign perspective. The speaker will highlight the cultural, linguistic, and social differences he comes to terms with on a daily basis. It is hoped that this talk will provide new insights that can be applied to the language classroom. The second half of the talk will be used for open discussion. *Sat 13 Jul, 13:30-15:30; Seibu-kominkan; Non-members ¥1,000.*

TLT COLUMN
CHAPTER REPORTS

…with Tom Mahler

To contact the editor:
<chap-reports@jalt-publications.org>

The Chapter Reports column is a forum for sharing with the *TLT* readership synopses of presentations held at JALT chapters around Japan. For more information on these speakers, please contact the chapter officers in the JALT Contacts section of this issue. For guidelines on contributions, see the Submissions page on our website.

You can access Chapter Reports online at:

<jalt-publications.org/tlt/departments/chapter-reports>

AKITA: April — *Online tools for teaching and learning* by **Christine Winskowski.** This presentation was a workshop conducted in the CALL Lab of the Honjo Campus of Akita Prefectural University. It consisted of a tour of the latest, and coolest online tools for teaching and learning—some of the tools were more for teachers, several of the tools were more for students, and, of course, some work well for both. The online sites included sites to easily construct online lessons, render text-to-speech, construct quizzes, construct rubrics, make graphic organizers, whiteboards, and mind mapping. The presenter guided everyone through the well-organized links and explained the purpose of each resource as well as providing ideas on how to incorporate them into creative lesson planning.

Reported by Stephen Shucart

GIFU: March — *Keeping kids happy, active and engaged* by **Catherine Littlehale Oki.** There were no kids present at the Gifu Chapter meeting in March, but all the grown-ups were certainly happy, active and engaged during Oki's presentation. The first half was spent leading us through her English book series "Happy Valley". Based on the VAK model, the series incorporates various activities that appeal to different learning styles, be they visual, auditory or kinesthetic. Oki also provided participants with a peek into her bag of tricks for making flashcards come alive in the classroom. Some of those flashcard activities included: "Stop" (kids say "stop" when

they see the correct flashcard), "Take it, bring it" (kids have to go and fetch the correct card) and "Slow reveal" (flashcards are slowly revealed to the class, who shout out the card name).

The second half of the presentation contained a lot of advice and practical tips for teaching kids; revolving around puppets, painting and piñatas. We learned that kids love to do dialogues with puppets; painting can be done well with vegetables; and decapitating a horse piñata will likely bring complaints from parents. The meeting ended with a reading of "The Happy Day" picture book, which was an apt conclusion to the event.

Reported by Paul Wicking

GIFU: April — *Here we are now, motivate us!* by **Andrew Boon.** Boon opened his presentation with a photograph of a lot of students sleeping at their desks, which he explained is the unfortunate reality of many classrooms in Japan. As educators, he said we need to be concerned with motivating our students through integration and instrumentally; to see the intrinsic value of what they are doing; to have a high need for achievement; to be willing to take risks; to have self-efficacy; to be goal-oriented; and to work as a cohesive unit. In order to achieve all these, Boon presented some tried and trusted techniques for motivating students, such as: the chalkboard relay, *kaiten sushi* speaking, a grammar drilling speed race and a student fashion show. Participants were encouraged to keep trying new ideas and trialing different methods in their classes, to help students feel relaxed, safe and willing to take risks in their language learning.

Reported by Paul Wicking

GUNMA: April — *First ever Gunma/Omiya my share collaboration – Part 2.* This spring Omiya and Gunma members teamed up to bring two months of great My Share action to our two chapters. April's meeting was on Gunma's home turf, Maebashi, where two Gunma members and three Omiya members gave short demonstrations of classroom activities, lesson plans, and etc. First, **Michelle Williams** (Gunma) spoke about VIPs—Visual Information Plans. Attendees learned how to help their students understand and master complex information. Next, **Atsushi Iida** (Gunma) discussed the use of *haiku* as a way of English language learning. Iida shared one of his writing activities in a first-year college English course, writing *haiku* as a reflection on an Extensive Reading (ER) book. After a quick snack break, **Robert Rowland** (Omiya) looked

at strategies for creating visually attractive icon based assessment systems that are appealing to younger learners. Next, **Masa Tsuneyasu** (Omiya) demonstrated various warm-up activities that she uses in her classes. Her lively workshop introduced various activities aimed at stimulating students' cognition and schemata. Last, **Ivan Botev** (Omiya) covered some of the ways other teachers and school staff can help incorporate an educational program built around collaborative lessons into the core curriculum.

Reported by John Larson

HOKKAIDO: March — *Extensive reading: Is it only for the university student or can young learners also join in?* by **Mary Virgil-Uchida,** ABC House owner. Extensive reading for children was the topic of the March 16 JALT Hokkaido Chapter meeting, held at L-Plaza, downtown Sapporo. The meeting went from 7:00-8:30pm and covered practical advice for building an extensive reading (ER) program for a children's school. Mary Virgil-Uchida, head teacher of ABC School, revealed her years of experience in helping young English learners develop reading and language skills. Initially, ER was only researched for university EFL programs, so Mary had to sift through some research for older learners that may no longer apply to younger learners. For example, Krashen recommends a good ER book should have 98% known words, but in Mary's experience for children, they need much more exposure to new words, perhaps in the realm of 80-90% known words is better, particularly with picture books to give context. Also she pointed out that listening and speaking activities need to be integrated with the reading program. Students can listen to a CD with the book (such as in the Oxford Learning Tree series) to help figure out unknown words and achieve better pronunciation. Kids love to be recorded, so she has them read aloud books (not always do silent reading) and record them. Even if the recordings are never watched, the recording process excites children and helps them focus. Incentive charts, verb conjugation charts, chants, poems, strip stories, and syllable study are other suggested activities to try. It was an exciting event for all sixteen JALT guests and members, including this university ER veteran, who learned that the principles of extensive reading (read for fun, self-select books, high level of known words) are a key to helping both children and adults to make the jump from casual learning to serious accomplishments in their active English level.

Reported by Don Hinkelman

HOKKAIDO: April — *What are the ten most effective vocabulary teaching activities?* by **Paul Nation,** LALS, Victoria University of Wellington, New Zealand. Nation gave a special presentation to over 80 attendees on vocabulary teaching activities. We learned that the best vocabulary activities are certain to result in useful learning, do not require a lot of work from the teacher, provide balance in a well-designed program, are simple, efficient and used often. Ten such activities were introduced and participants were challenged to identify which of Nation's four strands each activity fitted into (meaning focused input/meaning focused output/language focused learning/fluency development). Nation told a story about meeting someone who could read academic texts but struggled to speak, an example of what can happen when fluency development is neglected. He advocated teachers to provide fluency practice at every stage of learning. He describes fluency as making use of what you already know, therefore fluency activities use known words, at speed, with a focus on the message. Teachers were encouraged to discover their learners' known vocabulary through tests such as the vocabulary size test to ensure that materials and activities were set at appropriate levels for fluency practice. For example graded readers should be below learners' vocabulary level when used for speed reading. Vocabulary tests and graded readers are freely available from his website <victoria.ac.nz/lals/staff/paul-nation>. Activities where reading, speaking and writing are all on the same topic are recommended for creating familiarity with topics and vocabulary which is important when doing fluency activities. Also in order to encourage speed in fluency activities, learners can graph how many words they read or write in the time limit, visualizing their progress and aiming to go faster next time. For those interested in learning more about Nation's teaching methods check out his latest book *What Should Every EFL Teacher Know?(Nation, 2013).*

Reported by Haidee Thomson

KITAKYUSHU: March — *Between a rock and a hard place: What are our students doing on Facebook and You Tube?* by **Neil Millington.** To facilitate discussion on the current and potential use of social media in the language-learning classroom, Millington presented his research interspersed with opportunities to relate it to our own experience and situations. The aim of his study was to achieve a better understand-ing of the ways students are using Facebook, YouTube, Twitter and other sites; focus groups were utilized rather than individual interviews to get a truer, more candid picture of individual use patterns that might be exploited for language instruction.

After describing the history and growth of online communication, Millington suggested we consider the extent to which it should be encouraged as a supplementary educational tool during class time or included in teachers' personal networks. Other discussion topics focused on ways in which computer mediated communication was changing the language learning process including some common types of autonomous usage and popular topics, as well as the variation in the amount of English used between students at different ability and confidence levels. A developing cultural awareness of wired participants, world-wide musical trends, favorite videos, various food cultures and other discussion topics further illuminated possibilities for use of this new phenomenon of daily life in language teaching and learning.

Reported by Dave Pite

KITAKYUSHU: April — *Testing Interactional Speaking* by **Alun Roger.** Roger briefly touched on the history and evolution of this "small-talk" testing program; his immediate concern was training his audience in the step by step process of how to administer it—hoping for argument and disagreement from us to facilitate under-standing.

First clarifying the distinction between transactional and interactional speaking, Roger stressed the emphasis is upon the latter—to develop and maintain social bonds rather than simply exchange information successfully. In this mode speakers tend to jump from topic to topic quickly and frequently (high topic turnover) with conversational listening (confirmation and engagement) overlapping the conversation.

In small groups, we simulated a "norming" session, critical to the test's reliability, where we watched a couple of videos of paired student conversations, discussed how to rate them and then compared our results with the whole group. This "socialization period" develops inter-rater reliability and rater orientation. Step two is getting the students into the test room that has been set up to ensure they are accurately identified and scored. They talk together for eight to ten minutes, followed by quietly closing the test, and evaluation.

Our attempts at cooperative, relative ratings gave us a good taste of the criteria involved in this essential type of assessment.

Reported by Dave Pite

KYOTO: March — *My Share.* **1.** *How to keep students engaged in extensive reading activities* by **James Rogers.** In this presentation, Rogers made a case for use of authentic video in the EFL classroom. With speed being the main issue thwarting comprehension, the presenter introduced several ideas to help, such as use of subtitles and the VLC Player to slow down the tempo. **2.** *Writers' workshop method in the reading classroom* by **Kevin Stein.** In this interactive workshop, Stein discussed the subjective dimension of reading and addressed the problems learners may have in this area when reading in a foreign language. He guided members through several techniques to help students fill in the implicit parts of short stories, such as use of timelines and the creation of cause and effect statements. **3.** *Dr. Bloom meets Mr. Bean* by **Daniel J. Mills.** In this presentation, Mills demonstrated a prediction task he uses with a Mr. Bean video to help students further develop higher order thinking skills as outlined by Bloom's taxonomy. **4.** *Cubing: Six sides to a subject* by **Michael Sullivan.** The presenter discussed 'cubing', a pedagogical method to organize classroom activities around a theme that encourages thinking at all levels of Bloom's taxonomy and also takes into account learners' learning styles.

Reported by Gretchen Clark

NAGOYA: March — *Creative games for young learners* by **Bob Pensak.** Pensak introduced seven games with music, some props and two feats of magic to capture students' imagination and sense of wonder. Pensak introduced the idea that because movie soundtracks affect learner emotion games can have the same effect. Here is a list of the games: *Look Closely* for fifth graders, with music from the *Pink Panther*; *Indy Jones* with *Rider March*; *Circus Time* with *Entry of the Gladiators*; *Mission Impossible* with the *Theme from Mission Impossible* suitable for larger classes from elementary to junior high students; *Disco Shuffle* with *Saturday Night Fever* for elementary students and larger classes, *Fist Full of Flash Cards* with *Enter the Dragon*, and '*Pirates of the Caribbean*' for fourth graders and up with the theme from *Pirates of the Caribbean*. Pensak's game tips included: keeping it super simple; demonstrating rather than explaining; underplaying competition whilst emphasizing fun; try all facets of a game before

giving up; to leave learners wanting more. His final advice for us was to keep games to around five to ten minutes for younger students.

Reported by Kayoko Kato

NAGOYA: April — *Strategies for generating student motivation* by **Andrew Boon.** Motivation can be a decisive factor when undertaking a particular course of action. Motivation can be characterized by the desire to achieve an intended outcome and the reasons for action taken toward that achievement. An ideal class would be motivated through integrating learner preferences and desires to promote a deeper value of study. However, students should also be willing to take risks, be self-efficient and goal-oriented. Boon's first idea for motivation is to break the ice by using pantomime. To nurture group cohesion, Boon sees games as useful since competition is fun. One example Boon gave is to write as many items of clothing as you can and then give a fashion show, in which each group decides on their emcee and models, and then presents their fashion tastes. Students stand in two lines facing each other. A member of one side asks a simple question related to clothes. Their partner on the other side answers the question. Students change partners by changing position in the line like conveyor belt sushi. Self-evaluation is conducted for the last ten minutes of each class by using a self-reflection assessment exercise. Boon found that student attitudes changed by the next class and student motivation can be consciously increased through the use of creative techniques. Boon's final message was to try new experiments, and then observe, modify and reflect upon them.

Reported by Kayoko Kato

NARA: April — *Easy jazzy phonology for children* by **Mayuka Habbick**. Habbick started off with ten words: Monkey, Apple, Banana, Elephant, Carrot, Corn, Cat, Peach, and Cucumber and she had us divide them into certain categories. The simplest classification would be: Animals (Monkey, Elephant, and Cat); Vegetables (Corn, Carrot, and Cucumber); and Fruits (Apple, Banana, and Peach). So is that the correct answer? Well, not really. Phonological awareness goes this way: One-syllable words (Corn, Cat, and Peach); two-syllable words (Monkey, Apple, and Carrot); and three-syllable words (Banana, Elephant, and Cucumber). Habbick then led us to the jazzy world of phonology with the basic principal: 2-3-1; 2-3-1; 2-3; 2-3; and 2-3-1. This is the common syllable formation for a chant. Each number repre-

sents the number of syllables. A set (2-3-1) means a word of two syllables + a word of three syllables + a word of one syllable (e.g., Carrot – Cucumber – Corn). With this rule, all attendees created their own chants with particular themes and chanted to jazzy music. A lively atmosphere prevailed and helped to rejuvenate us, even carrying over to the get-together after the event.

Reported by Motoko Teraoka

OKAYAMA: January — *Active participation through student response systems* by **Bill Pellowe.** Pellowe presented two Student Response Systems to promote active attention by students: the Class Answer Paddle To Understand Responses system (CAPTUR), and the Mobile Audience Response System (MOARS). Each of the systems, in addition to facilitating student involvement, allows the teacher to evaluate student understanding.

The first system showcased was the decidedly low-tech CAPTUR system, which is a hand-held tool for presenting a response. Pellowe led the participants through a series of question forms demonstrating how the tool can effectively be employed to suit a wide variety of language targets or communicative functions.

The second system presented (MOARS) is a more high-tech response system which was running on iPod touch devices although it can also be used with iPhones and other mobile devices. Pellowe demonstrated how MOARS can be used as an in-class tool to create quizzes and surveys to encourage participation. He also showed how it can be used to conduct more formal assessment. More information on these systems (as well as free downloads) is available at <captur. me> and <moars.com>.

Reported by Jason Lowes

OMIYA: April — *First ever Gunma/Omiya my share collaboration – Part 2.* This spring Omiya and Gunma members teamed up to bring two months of great *My Share* action to our two chapters. April's meeting was on Gunma's home turf, Maebashi, where two Gunma members and three Omiya members gave short demonstrations of classroom activities and lesson plans. First, **Michelle Williams** (Gunma) spoke about VIPs—Visual Information Plans. Attendees learned how to help their students understand and master complex information. Next, **Atsushi Iida** (Gunma) discussed the use of haiku as a way of English language learning. Iida shared one of his writing activities in a first-year college English course: writing haiku as a reflection on an Extensive Reading (ER) book. After a short break, **Robert Rowland** (Omiya) looked at strategies for creating visually attractive icon based assessment systems that are appealing to young learners. Next, **Masa Tsuneyasu** (Omiya) demonstrated various warm-up activities that she uses in her classes. Her lively workshop introduced various activities aimed at stimulating students' cognitive engagement and developing schemata. Last, **Ivan Botev** (Omiya) covered some of the ways teachers and school staff can work together to incorporate an educational program built around collaborative lessons into a core curriculum.

Reported by John Larson

OSAKA: March — *What 3/11 means for the future of volunteering* by **Yuko Nishiyama.** On March 30, Osaka JALT and SIETAR-Kansai co-sponsored guest speaker Yuko Nishiyama, a local community activist, to give a presentation entitled, "What 3/11 means for the Future of Volunteering." A Fukushima native, Nishiyama told the story of how the triple disaster has affected her family and community, how the radiation crisis spurred her to activism, and what local volunteers can do to address the hardships of those evacuated.

Shortly after 3/11, Nishiyama left Fukushima city with her two-year-old daughter as radiation levels rose. Even today, ambient radiation there is higher than governmental limits allow for an adult x-ray technician working in a hospital. Children who remain, are particularly vulnerable to radiation's effects, and are limited to less than half an hour of outdoor play per day. Eventually settling in Kyoto, Nishiyama found over 700 fellow evacuees, nearly all mothers and children without local friends or family. Fathers have remained behind to earn a living. Inspired by the community's need for mutual support, Nishiyama founded *Minna no Te*, or "All hands together." Today *Minna no Te* sponsors a variety of programs, including a caravan service that reunites friends and family separated by the evacuation. Recently, they have launched *Minna no Café*, a tea house/community center that provides flexible part-time employment for evacuee mothers still caring for young children.

Nishiyama closed her talk with a plea for educators to support the organization and help provide English classes for evacuated children residing in Kyoto. For more information, please go to <minnanote.com> (Japanese only).

Reported by Stephen Dalton

OSAKA: April — *Back to school 2013* was our fourth annual spring mini-conference aimed at helping everyone start the new school year on a positive note. Held on Sunday, April 14, at Osaka Gakuin University (OGU), it was by all accounts a big success, with 38 presentations to over 80 attendees. ¥80,000 was raised and donated to *Minna no Te,* a non-governmental organization that supports Fukushima disaster victims.

The day started with a keynote speech by *Minna no Te* founder and Fukushima native Yuko Nishiyama and OGU Associate Professor Stephen Dalton, entitled *Two Years since 3/11: Where are we now in the healing process?* Subsequent concurrent sessions comprised topics from hands-on EFL classroom activities to the more research-oriented and esoteric, with computer skills presentations, social issues awareness sessions, and even an energizing line-dance session following our lunch break. Presenters included recent university graduates, teachers of kindergarten through university level, and several graduate students. OGU's International Chat Lounge <tinyurl.com/cdbooc6> was open for much of the day for the participants to freely sample a variety of language learning games and activities that have been popular and effective with many OGU students. Poster presentations by the volunteer organizations *Free the Children Japan*, and *Hato*, as well as by the General Union and teachers and researchers alike, added another lively dimension to the day's variety of activities. In addition to the many Kansai based participants, attendees came from as far as Kyushu, Shikoku, and even Gunma.

For a complete listing of presenters and presentations and a slide show of the day as well as archived info about our past years' *Back to School* events, please see <bts.osaka.org/>. And for more about Yuko Nishiyama and the *Minna no Te* organization, please see <deepkyoto.com/?p=7886>.

Reported by Ray Franklin and Bob Sanderson

SHINSHU: April—*Language cloud online learning management system* by **John Martyn;** *Turn it around: The flipped classroom* by **Robert Habbick.** Martyn began by describing various problems educators have had with using Learning Management Systems (LMS) until the present day, including their high cost and difficulties in hosting and management. He then proceeded to new trends in LMSs and how Language Cloud, an LMS now used at Sophia University, addresses these problems. First, it focuses on user experi-

ence; it is intuitive and products are improved based on the data collected. Second, its open application programming interface serves as a bridge between other applications, something which could not be done up to now. Third, it is mobile. Homework can be submitted on smart phones, for example. Finally, it is free of charge, with purchasable applications such as textbooks, tests or book chapters, making it easier for teachers to tailor content to students' needs. This system is constantly using input to make it more intuitive and therefore easier to use.

Drawing from the ideas of Michael Wesch of Kansas State University and the Kahn Academy, Habbick discussed ways in which online technology could be used to create a *flipped classroom*, one in which the students, rather than the teachers, can control their own learning. Factors to be considered in using such technology include how digitally ready the students, teachers and administrators are. The quality of the LMS used would also affect the success of the flipped classroom; it must be easy to use and facilitate independent student learning. Habbick demonstrated how *Let's Talk Online*, a companion to the Cambridge University Press *Let's Talk* series could be used as a self-study tool. In addition, webinars and services such as Skype could enable students to learn on their own, freeing up more time for actual communication in the classroom.

Reported by Mary Aruga

SHINSHU: May — *The 24th Suwako charity walk*. In this community outreach program, over 100 participants walked halfway around Lake Suwa while learning about the local environment and lake biosphere from Shinshu University professors and graduate students. After lunch, a forum was held featuring a presentation by **Ryutaro Toda** entitled *Water fleas that live on wakasagi in Lake Suwa* which included a discussion on the role of parasites. Special efforts were made to ensure enjoyment by all age groups. A bilingual quiz contest followed, concluding with a mini concert and sing-along led by **Chiemi Miyasaka**. Participants were then taken back to the starting point by boat, from which they could further observe the lake from an unusual vantage point. This event provided opportunities for people from all walks of life who are interested in learning and education to refresh themselves as well as to interact with and learn from each other.

Reported by Mary Aruga

TOKYO: March — *Organizing intensive English camps: Plans, ideas, & activities* by **Jerry Halvorsen**. This presentation demonstrated how intensive English camps can not only be a lot of fun, but educational, too. He explained, from the perspective of an intensive English camp organizer, that the purpose is to communicate in only or mostly English, and how this can lead to increased motivation on the part of the participants and a life-long interest in learning English. Topics covered included the following: why intensive English camps, activities, staff, follow up, selecting a venue, planning a menu, plan B, and budget.

Reported by Shunsuke Kuwayama

TOKYO: April — *Integrating technology in the classroom: Lessons from a university writing center* by **Gene Thompson**. This presentation focused on how the freely available LMS 'Language Cloud' is being used in his program to mediate classes and integrate the department's writing center into the learning environment. He began by briefly explaining the rationale for the adoption of Language Cloud, by consider-ing Puentedura's SAMR model for technology integration before outlining the different ways in which the LMS is being used to enhance the learning environment for students and teachers.

Reported by Shunsuke Kuwayama

YOKOHAMA: April — *Humor: Theory and implications for teaching* by **Ted Quock.** Quock's workshop explored the concept of intention vs. perception in humor. At first, the role of humor in the classroom was discussed, including the teaching of humor as an academic subject and both the intentional and incidental of humor in teaching. The focus then moved on to a definition of basic terms, beginning with humor itself. Topics and issues that arose were reaction to humor, humor density, target audience, and target of humor. Quock also introduced various humorous materials and situations. The audience was constantly involved in discussion of terminology and issues, and offered reactions to the materials introduced.

Reported by Tanya Erdelyi

TLT COLUMN
JOB INFORMATION

…with Richard Miller

<job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs> or email Richard Miller, Job Information Center Editor, <job-info@jalt-publications.org>. The notice should be received before the 15th of the month, two months before publication, and should contain the following information: location, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to *TLT*'s policy on discrimination. Any job advertisement that discriminates on the basis of gender, race, age, or nationality must be modified or will not be included in the JIC column. All advertisements may be edited for length or content.

Job Information Center Online

Recent job listings and links to other job-related websites can be viewed at <jalt-publications.org/tlt/departments/job-info-centre>.

Publishing textbooks to enhance your CV

In the last column, we explored ways of improving the weakest part of many job seekers' qualifications through publishing. While there are any number of ways that job-seeking educators could get published, this column will focus on taking lesson plans and ideas and turning them into strengths for your CV.

Most language teachers have lesson plans and ideas for textbooks, and (as outlined in the last column) nowadays it has never been easier to get writings into published books. If you have enough ideas, start on your own but there are benefits to collaboration with one or two other likeminded teachers: sharing ideas and the workload, as well as a larger market for the textbooks as each person uses them in his or her classes. The main thing is to start and keep at it. As one successful textbook

writer I spoke with advised: "Just start with the chapters and keep adding to it regularly and it'll come together surprisingly quickly."

Once you have the materials together, here are a few ways, but by no means the only ways, that you can go about getting your textbook published, aside from sending a proposal off to a large publishing house: Using a textbook publisher where you guarantee a certain number of copies over a set period of time. There are a number of publishers that provide this as a type of service and they can easily be found throughout Japan. Note that there is very little vetting or editing involved, so as with everything else be sure to carefully edit and put together a good product. Another way is to simply print them and attach an ISBN number; there are any number of companies that will print and bind books from 500 yen and up, depending on the number of copies ordered and the number of pages per copy. Be sure to register the book with an ISBN number, which can be purchased or obtained through the Materials Writers (MW) SIG.

While there are a number of reasons to publish a textbook, for job-seekers, the biggest value is in enhancing your CV and improving your job application package. Remember to get a dozen or so extra copies of the textbook that you can include in your employment application process. It is almost always helpful for a hiring committee to see a textbook that has been written and published by the job applicant as it helps articulate your pedagogical approaches and adds value to the application. In addition, ensure that it is added to your publications list, with the title, ISBN number, and publisher (APA style is always a good option).

A final word of caution: ensure that all of your work is original and well done. While ideas are not trademarked, never use any copy-written work or work that might belong to the institution that you were working at while it was being developed. In addition, copying and pasting (plagiarizing) other work would be detrimental to any candidate's chances for obvious reasons. Obtaining original illustrations can be easy by outsourcing to artists in countries such as the Philippines or online so there is no reason not to have your own original materials.

TLT COLUMN
CONFERENCE CALENDAR

…with Sadira Smith

To contact the editor:
<conferences@jalt-publications.org>

Below is a mix of linguistic, literary, and cultural academic gatherings. Please feel free to contact me with your own interesting listings <including a website address> by the 15th of the respective month—at least 3 months before a Japan-based conference, and 4 months before an overseas conference. So, 15 January would be the deadline for an April conference in Japan and a May conference overseas. Thank you for supporting JALT and happy travels!

You can access the Conference Calendar online at:

<jalt-publications.org/tlt/departments/ conference-calendar>

Hello all. Just two notes. Conference jargon uses the terms *plenary speaker*, *keynote speaker*, or both. They seem to be used interchangeably often, but it is my understanding that a plenary speaker addresses all attendants and may be is pulled from the organizing body, whereas a keynote is somewhat of a professional speaker, in the field of course, brought in to *introduce* the main theme or topic of a conference [usually] at the opening. Glenn Magee, one of our copyeditors, posed this question and so I think it's worth an exchange. If you have thoughts on this, please let us know. Also, no "U" in a school's name as in "(UWarwick)" for University of Warwick or (UTexas-Austin) for University of Texas at Austin, means "University" comes at the end of the school's name, with (Kyoto) = Kyoto University. Yes, it is true, that University of Oxford and Oxford University are both used to refer to the same place, but here it's much more important to know that Cambridge outranks both anyway (just kidding).

まあ、とにかく、みんなさんごゆっくりください、夏といえば。ぜひたのしんで、蝉とかトンボにぶつからないように（自転車に乗るときね。）

Upcoming Conferences

JAPAN:

10 JUL 13—TESOL Virtual: Using Technology to Promote Collaborative Classroom Practices. 10:30–12:00 pm ET. <tesol.org/attend-and-learn/online-courses-seminars>

20 JUL 13—Summer Seminar: KUIS 12th Conference on Language Teaching and Learning. Kansai University of International Studies, Hyogo. Plenary speakers are Atsuko Takase (Kinki) and Hajime Narita (Osaka). Co-sponsored by Osaka JALT. <osakajalt.org/home/2013/4/23/call-for-presentations-for-kuis-summer-seminar-on-july-20.html>

30 AUG-1 SEP 13—JACET's 52nd International Convention: *Collaboration and Revitalization in English Language Education*. Yoshida Campus of Kyoto University, Kyoto. Plenary speakers are Susan Bassnett (UWarwick), Ken Hyland (UHongKong), and Toru Iiyoshi (Kyoto). <jacet.org/2013convention>

7 SEP 13—CUE ESP Symposium 2013: *Getting Published in English: Opportunities and Obstacles*. Japan Advanced Institute of Science and Technology, Hokuriku. Plenary addressers are John Adamson (UNiigata) and Theron Muller (UToyama). <jaltcue-sig.org/cueesp_main>

14-19 OCT 13—6th International Joint Conference on Natural Language Processing. Nagoya Congress Center, Nagoya. <lang.cs.tut.ac.jp/ijcnlp2013>

23-27 OCT 13—The Fifth Asian Conference on Education: *Learning and Teaching in Changing Times*. Ramada Osaka Hotel, Osaka. Featured speakers are Svetlana Ter Minasova (Moscow State), Mary Stuart (ULincoln), and Keith Miller (UIllinois-Springfield). <ace.iafor.org>

25-28 OCT 13—39th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition: *Learning is a lifelong voyage*. Kobe Convention Center, Kobe. <jalt.org/conference>

OVERSEAS:

5-7 SEP 13—Multidisciplinary Approaches in Language Policy & Planning Conference, University of Calgary. Alberta, Canada. Plenary speakers are Denise Reaume (UToronto), Suzanne Romaine (UOxford), Selma Sonntag (Humboldt State). <educ.ucalgary.ca/lpp>

13-15 SEP 13—International conference on Education and Social Sciences. Singapore. (Details available from June 2013.) <iceass.org>

14-15 SEP 13—The 2nd Extensive Reading World Congress: *Extensive Reading: Lighting new ways to language learning*, Yonsei University. Seoul, South Korea. Plenary speakers are Keiko Koda (Carnegie Mellon) and Paul Nation (Victoria U of Wellington). Pre-conference workshops on 13 SEP 13. <er-korea-2013.org>

17-18 SEP 13—IEAS Conference on Language and Action, Institute of European and American Studies. Taipei City, Taiwan. Keynote speaker is Hans Kamp (Inst. for Natural Language Processing, UStuttgart / Department of Philosophy, UTexas-Austin). <ieasphilo.blogspot.tw>

20-21 SEP 13—5th Annual Pronunciation in Second Language Learning and Teaching Conference: *Pronunciation in the Language Teaching Curriculum*, Iowa State University. Iowa, USA. Plenary speaker is Lynda Yates (Macquarie). <pslltconference.com>

22-24 SEP 13—2nd Global Conference: *The Graphic Novel*, Mansfield College. Oxford, England. <inter-disciplinary.net/at-the-interface/education/the-graphic-novel/details>

23-26 SEP 13—PAN: *Uncovering Plagiarism, Authorship and Social Software Misuse.* Valencia, Spain. <pan.webis.de>. Part of CLEF Conference: *Information Access Evaluation meets Multilinguality, Multimodality, and Visualization* hosted by the Technical University of Valencia. <clef2013.org/index.php?page=Pages/keynotes.html>

25-27 SEP 13—English Australia: *It's Still About the Students,* Perth Convention Centre. Perth, Australia. Plenary speakers are Scott Thornbury (New School), Anne Burns (Aston / USouthWales), Jim Elliot (Curtin), and Andrew Lee. <englishaustralia.com.au>

29-30 SEP 13—3rd Language Arts and Linguistics Conference, Hong Kong Polytechnic University. Kowloon, Hong Kong**. (Program info not yet posted). <engl.polyu.edu.hk/events/lal3-2013/index.html>

4-6 OCT 13—16th Internatioanl INGED ELT Conference, Eylul University. Izmir, Turkey. Plenary speakers are Simon Borg, Gul Durmusoglu Kose, Aydan Ersoz, Jeremy Harmer, and Jim Scrivener. <inged.org.tr>

17-19 OCT 13—World Class Instructional Design and Assessment National Conference: *Language Learner Success: Building on Strengths*. Milwaukee, Wisconsin, USA. Invited keynote speakers are Kathy Escamilla (UColorado-Boulder), Michael Hinojosa, Gloria Ladson-Billings (UWisconsin-Madison), and Aida Walqui. <widaconference.us>

18-20 OCT 13—44th Meeting of the North East Linguistic Society, University of Connecticut. Connecticut, USA. Invited speakers are David Embick (UPenn), Colin Phillips (UMaryland), and Lisa Travis (McGill). <nels44.uconn.edu/program.html>

22-24 OCT 13—International Conference on Language, Linguistics, and Society, Universiti Malaysia Sabah. Sabah, Malaysia. Keynote speaker is John M. Swales (UMichigan). <iclalis2013.blogspot.com>

24-27 OCT 13—Semiotic Society of America: *Why Semiotics*, Crown Plaza Hotel. Dayton, Ohio. <semioticsocietyofamerica.org/index.php/ssa-meetings>

24-27 OCT 13—ANUPI International Conference: *Building bridges: Linking research and practice in ELT*. Huatulco, Oaxaca, Mexico. Plenary speakers are Kara McBride (UArizona) and Lesley Painter-Farrell. <anupi.org.mx/Ingles/CongHome.php>

31 OCT-2 NOV 13—32 Annual Second Language Research Forum: *The Natural Phenomenon of SLA: Complexity, Context and Communication*, Brigham Young University. Utah, USA. Plenary speakers include Diane Larsen-Freeman (UMichigan), Catherine Doughty (UMaryland), and Robert Dekeyser (UMaryland). <ce.byu.edu/cw/slrf/index.php>

1-3 NOV 13—38th Boston University Conference on Language Development. Boston, USA. Plenary speaker is Heather van der Lely (Harvard). <bu.edu/bucld>

7-8 NOV 13—2nd International Conference on Language Learning and Teaching. *Passing the Baton: Revitalising, Preserving and Sustaining Languages of the World*, Park Royal Hotel. Penang, Malaysia. Keynote speakers are Rod Ellis (UAuckland), Anna Lian (Charles Darwin), Dr. Saadiyah Darus (National U. of Malaysia). <icolt2013.org>

8-10 NOV 13—Phonology 2013, University of Massachusetts, Amherst. Massachusetts, USA. John McCarthy (UMass), Sharon Peperkamp (LSCP Paris), and Kevin Ryan (Harvard). <mandpnsf@linguist.umass.edu>

28 NOV-30 NOV 13—GloCALL 2013 Conference, University of Danang. Danang, Vietnam. Plenary speakers are Greg Kessler (Ohio), Glenn Stockwell (Waseda), Andrew Lian (Suranaree U. of Technology), and Nguyen Ngoc Hung. <glocall.org>

Calls for Papers, Posters, Presentations

PAPER DUE: 10 JULY 13 (FOR 6-7 DEC 13)—3rd International Conference on Languages, Literature and Linguistics. Australia. (Note: The range of topics of interest for this conference is quite extensive, so many of you might already have something that would be appropriate for submission.) <iclll.org/cfp.htm>

ABSTRACT DUE: 15 JUL 13 (FOR 7-8 DEC 13)—Self-Regulation in Foreign Language Learning Symposium. Yamaguchi. 150-200 words. <srl.shimonoseki-online.net>

ABSTRACT DUE: 26 JUL 13 (FOR 2-4 DEC 13)—4th New Zealand Discourse Conference. New Zealand. 300 word limit, 4 key-word limit. <aut.ac.nz/research/research-institutes/icdc/conferences/NZDC3>

ABSTRACT DUE: 31 JUL 13 (FOR 7-8 DEC 13)—16th Annual Conference of the Pragmatics Society of Japan. Tokyo. 500 words. <pragmatics.gr.jp/conference_e.html>

PROPOSAL DUE: 8 AUG 13 (FOR 27-30 MAR 14)—Association for Asian Studies Annual Conference. USA. Up to 400 words. <asian-studies.org/conference>

PROPOSAL DUE: 21 AUG 13 (FOR 22-25 MAR 14)—American Association for Applied Linguistics. USA. <aaal.org/displaycommon.cfm?an=1&subarticlebr=120>

PAPER DUE: 1 SEP 13 (FOR 27-19 NOV 13)—IWPT 13th International Conference on Parsing Technologies. Nara. <acl.cs.qc.edu/iwpt2013/callforpapers>

PAPER DUE: 10 SEP 13 (FOR 16-18 DEC 13)—SemDial 2013: 17th Workshop on the Semantics and Pragmatics of Dialogue. The Netherlands. <illc.uva.nl/semdial/dialdam>

ABSTRACT DUE: 18 OCT 13 (FOR 12-13 DEC 13)—5th International Conference on Language and Communication. Thailand. 250 word limit. <iclc.nida.ac.th/main/index.php/abstracts>

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

- a professional organization formed in 1976
  -1976年に設立された学術学会
- working to improve language learning and teaching, particularly in a Japanese context
  -語学の学習と教育の向上を図ることを目的としています
- over 3,000 members in Japan and overseas
  -国内外で約 3,000名の会員がいます

Annual international conference 年次国際大会

- 1,500 to 2,000 participants
  -毎年1,500名から2,000名が参加します
- hundreds of workshops and presentations
  -多数のワークショップや発表があります
- publishers' exhibition
  -出版社による教材展があります
- Job Information Centre
  -就職情報センターが設けられます

JALT publications include:

- *The Language Teacher*—our bimonthly publication - を隔月発行します
- *JALT Journal*—biannual research journal
  - を年2回発行します
- Annual Conference Proceedings
  - 年次国際大会の研究発表記録集を発行します
- SIG and chapter newsletters, anthologies, and conference proceedings
  - 分野別研究部会や支部も会報、アンソロジー、研究会発表記録集を発行します

Meetings and conferences sponsored by local chapters and special interest groups (SIGs) are held throughout Japan. Presentation and research areas include:

- Bilingualism
- CALL
- College and university education
- Cooperative learning
- Gender awareness in language education
- Global issues in language education
- Japanese as a second language
- Learner autonomy
- Pragmatics, pronunciation, second language acquisition
- Teaching children
- Lifelong language learning
- Testing and evaluation
- Materials development

支部及び分野別研究部会による例会や研究会は日本各地で開催され、以下の分野での発表や研究報告が行われます。バイリンガリズム、CALL、大学外国語教育、共同学習、ジェンダーと語学学習、グローバル問題、日本語教育、自主的学習、語用論・発音・第二言語習得、児童語学教育、生涯語学教育研究部会、試験と評価、教材開発。

JALT cooperates with domestic and international partners, including (JALTは以下の国内外の学会と提携しています):

- IATEFL—International Association of Teachers of English as a Foreign Language
- JACET—the Japan Association of College English Teachers
- PAC—the Pan Asian Conference consortium
- TESOL—Teachers of English to Speakers of Other Languages

Membership Categories 会員と会費

All members receive annual subscriptions to *The Language Teacher* and *JALT Journal*, and member discounts for meetings and conferences. 会員は*The Language Teacher*や*JALT Journal*等の出版物を購読出来、又例会や大会にも割引価格で参加出来ます。

- Regular 一般会員: ¥10,000
- Student rate (undergraduate/graduate in Japan) 学生会員（日本にある大学、大学院の学生）: ¥6,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員（同じ住所で登録する個人2名を対象とし、JALT出版物は2名に１部）: ¥17,000
- Group (5 or more) ¥6,500/person—one set of publications for each five members
  団体会員（５名以上を対象とし、JALT出版物は5名につき１部）:1名 ¥6,500

For more information please consult our website <jalt.org>, ask an officer at any JALT event, or contact JALT Central Office.

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OLD GRAMMARIANS

...by Scott Gardner
<old-grammarians@jalt-publications.org>

Go tell it on Space Mountain

I've never been to Tokyo Disneyland. Or Disney Sea, Air, Watershed, Continental Shelf, or any other Disney-appropriated Geographic Category existing on the archipelago of Japan. Oh, wait— I've been to Disney Store. Once I bought my wife some earphones with tiny mouse ears on them. Earphones with ears.

When I was a kid, though, I often went to Disneyland in California. Every five years or so Mom and Dad would load up the camper, hook it to our Volkswagen bus, and spend 15 hours driving us to a concrete "campground" just a few Tigger bounces away from that 70-city-block monarchy known as the Magic Kingdom.

Given the amount of time between trips, it should be no surprise that on each visit I preferred a different attraction. An early favorite was the *Wind in the Willows* ride, based on a children's book about subterranean creatures inexplicably called "voles." Later I favored the bobsleds, and still later the "mature" rides like the *Jungle Cruise* with its comical riverboat tour guides. For a while I actually believed that educating and entertaining captive crowds of young people in exotic locales seemed like a fulfilling career. (Of course as a foreign language teacher in the Japanese education system I've come a long way, baby.)

Some rides never deserved serious attention. One that was mercifully dismantled years ago was called *Mission to Mars*. (I think it's a pizza restaurant now.) The ride consisted of a round room with perhaps 150 seats all facing the center. On the floor and ceiling were two "windows" offering NASA-sponsored views of our imaginary space trip. The effect was enhanced as best it could be by vibrating chairs and air pressure control in the room.

This ride of course never fooled me. It was a prototype of what is becoming the norm at these theme parks: the *simulator* ride (or as I call it, the *still-in-its-packing-box* ride). Rather than build huge, high-maintenance contraptions like tower drops and log flumes, developers have learned it's cheaper to herd people into tarted-up warehouses with big screens and speakers, and then shake them around in sync with action films until somebody throws up. These rides are nothing more than glorified movie theaters, but I can appreciate developers' interest in wedging people into tight, stimulus-heavy spaces. Disneyland is a small world, after all.

I'm sure the management there are always looking for new ride ideas that will delight the public and justify yearly fee increases, so here are a few of mine:

Princess Diaries ride: 3D first-person video whisks us through dreary high school halls as jocks and cheerleaders frown and hiss at us. A regal old woman guides us to a mansion, where we experience fast-paced training montages of lessons in manners (holding a fork, walking with a book on the head, etc.), until finally we are on the staircase descending to a grand ballroom, bowing as the old woman places a crown on our heads and European royalty stand and applaud. Benefit: not necessary to see the film to understand exactly what's going on. Drawback: leaving the coronation to reemerge among the sweaty amusement park crowd can be depressing; that "crown" on your head is just the Goofy hat you've been wearing since you entered the park this morning.

Fantasia ride: We are ushered to seats in a large amphitheater and treated to 90 minutes of live classical music by talented local musicians. Drawback: extremely uninteresting for most visitors. Benefit: shortest line in the park.

Pulp Fiction ride: Small Chevrolet convertible replicas hold two riders. Molded into each "back seat" is one of three significant items from the movie: a brown briefcase, a dance contest trophy, or a dead body. A relatively tame roller coaster takes us through animatronic scenes of seedy southern California while occasional surprises fly at us from all angles (boxing gloves, adrenaline syringes, Tarantino cameo appearances, etc.). Esoteric 60s surf music plays throughout. Benefit: no one under 17 allowed. Drawback: they don't let 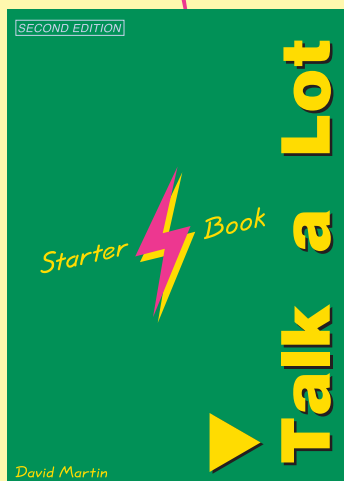you leave the ride until you've cleaned the car's interior.