

The Language Teacher

⟨jalt-publications.org/tlt⟩

September / October 2013
Volume 37, Number 5

ISSN 0289-7938
¥950

The Japan Association
for Language Teaching



JALT2013
*Learning is a
lifelong voyage*



October 25-28, 2013
Kobe International Conference
Center & International Exhibition Hall
jalt.org/conference

SIG Special Interest Issue . . .

- 3 *Eight of JALT's 27 Special Interest Groups are represented in articles from Judith Runnels, Reiko Yoshihara, Craig Manning, Caroline Ross, Yukiko Shimizu, Simon Bibby, Tara McIlroy, Peter Russell, Guy Smith, and Brian Strong*

Feature Articles . . .

- 32 *Harumi Kimura makes the case for iterative practice by analyzing learner feedback*

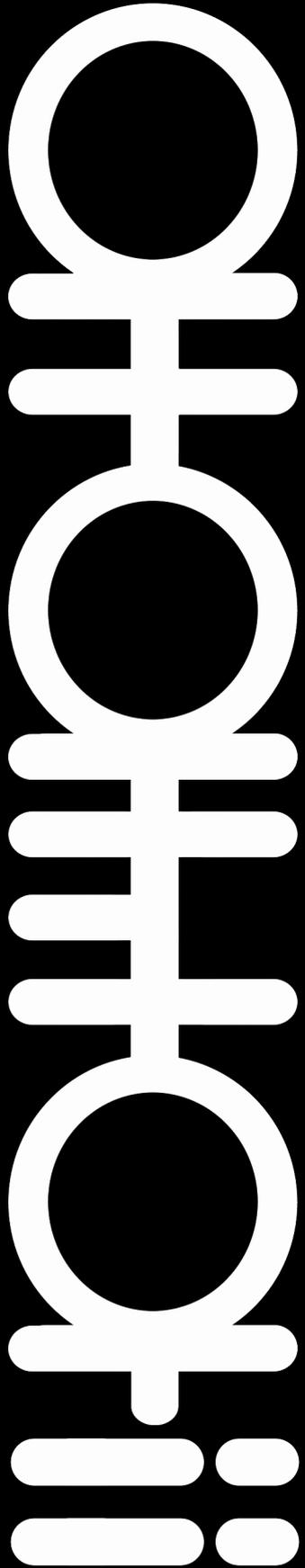
Readers' Forum . . .

- 39 *Mark Seilhamer discusses obstacles to Japan's entry into the global community of English speakers*
- 45 *Joseph Falout describes how prospecting—imagining your future self—can be used to increase the motivation of second language learners*
- 49 *Harumi Kimura reports from Interlanguage—40 years and later, a conference celebrating the 40th anniversary of Larry Selinker's hugely influential paper, Interlanguage*

Book Reviews . . .

- 56 *Takaaki Morioka examines Messages from the Globe: National Geographic Multi-media Reading Course*
- 57 *Loran Edwards reviews Listening Lounge*

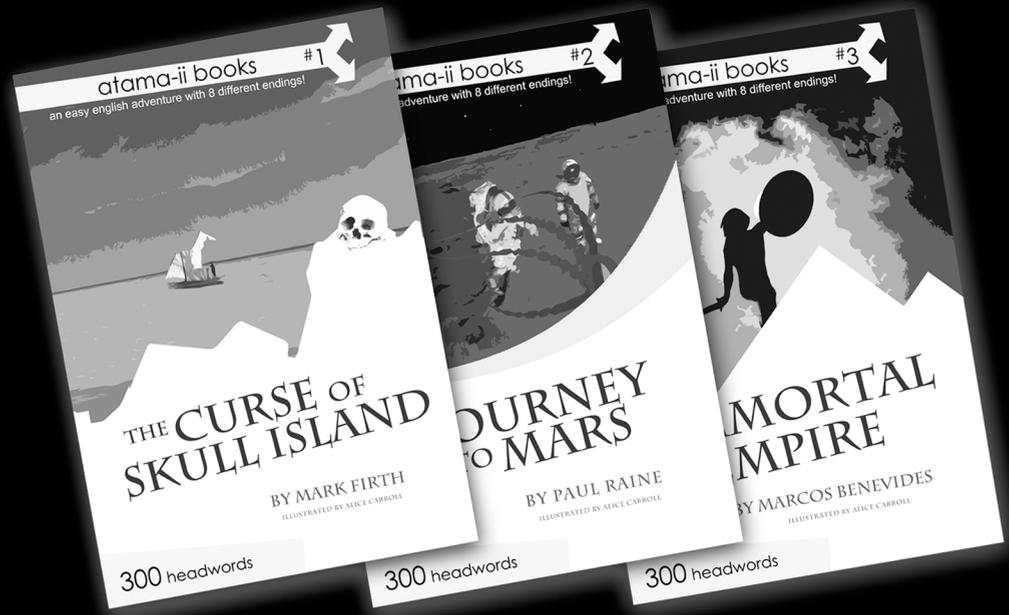
accent
argot
articulation
brogue
cant
communication
dialect
idiom
dictionary
discourse
double-speak
expression
gibberish
idiom
interchange
jargon
lexicon
lingua franca
palaver
parlance
patois
phrasology
prose
signal
slang
sound
speech
style
talk
terminology
tongue
utterance
verbalization
vocabulary
vocalization
voice
word
wording



atama-ii.com

atama-ii books

Launching January 2014 for Kindle and iBooks



A series of original multi-path stories,
illustrated in colour by Alice Carroll

and written by

Marcos Benevides (Series Editor),
Mark Firth, Lesley Ito, Ted O'Neill,
Paul Raine, Chris Valvona, and...

YOU?

(visit our website for manuscript submission information)

Support atama-ii on Kickstarter.com
during the month of September, and
get up to 50% off the eventual cover
price—and some really cool rewards!

CONTENTS

SIG Special Interest Issue

▶ Articles from Judith Runnels, Reiko Yoshihara, Craig Manning, Caroline Ross, Yukiko Shimizu, Simon Bibby, Tara McIlroy, Peter Russell, Guy Smith, and Brian Strong3

Feature Article

▶ A case for iterative practice: Learner voices32

Readers' Forum

▶ Obstacles to Japanese membership in the imagined global community of English users39
 ▶ Prospecting possible EFL selves45
 ▶ Conference report: Interlanguage—40 years and later49

Resources

▶ My Share51
 ▶ Book Reviews56
 ▶ Recently Received59
 ▶ TLT Wired60

JALT Focus

▶ JALT Notices63
 ▶ Showcase66
 ▶ Grassroots / Outreach67

Columns

▶ SIG News72
 ▶ Chapter Events80
 ▶ Chapter Reports84
 ▶ Job Information92
 ▶ Conference Calendar93
 ▶ Membership Information96
 ▶ Old Grammarians97
 ▶ Online Access Info1

In this month's issue . . .

My first formal introduction to JALT, beyond receiving *TLT* in the post every other month, came courtesy of the CUE (College and University Educators) SIG. After attending the *CUE 2011 Conference: Foreign Language Motivation in Japan*, I quickly became one of the almost one thousand JALT members who also join a Special Interest Group. In fact, I am a member of two SIGs. Being involved in one (or more) of the 27 SIGs is a great way to meet like-minded educators, to share, to collaborate and, if you want, to take your first steps into speaking, workshopping, or publishing.

SIGs have their own lifecycle. They are constantly evolving, with their membership and the progresses made in their respective fields. Some SIGs are large, encompassing a variety of interests. Others are more focussed, with a core of enthusiastic people. All are part of the JALT family and are always happy to have new members.

As a means of getting to know the SIGs, and their work, a little better, this *SIG Special Interest Issue* features previously or soon-to-be published papers from eight SIGs, written by 10 authors: **Judith Runnels** for FLP (Framework and Language Portfolio), **Reiko Yoshihara** for GALE (Gender Awareness in Language Education), **Craig Manning** for GILE (Global Issues in Language Education), there are two papers by **Caroline Ross** and **Yukiko Shimizu** for LD (Learner Development), **Simon Bibby** and **Tara McIlroy** for LiLT (Literature in Language Teaching), **Peter Russell** for PALE (Professionalism, Administration and Leadership in Education),

Continued over

JALT PUBLICATIONS ONLINE

<jalt-publications.org>

September/October 2013 online access

Material from all our publications produced in the last 12 months requires a password for access. These passwords change with each issue of *TLT* and are valid for a 3-month period. To access our archives:

[login: sep2013 / password: xuCHA6ap]



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



JALT2013

October 25-28, 2013

Kobe International Conference Center & International Exhibition Hall

jalt.org/conference

Guy Smith for TED (Teacher Education and Development), and **Brian Strong** for Vocabulary.

I will let the papers and their authors speak for themselves, giving some insight into the work and interests of each of these great groups. Hopefully these tidbits will whet your appetite and will encourage more JALT members to also become SIG members. There really is a SIG out there for everyone.

Carol Begg, TLT Associate Editor

私がTLT誌を2カ月ごとに受け取るだけではなく本格的にJALTに関わるようになったのは、CUE SIG (大学外国語研究部会)のおかげでした。SIG(Special Interest Group)に所属しているJALT会員は約千人いますが、私は“CUE 2011 Conference: Foreign Language Motivation in Japan”に参加した後すぐに、その1人となったのです。実は、私は2つのSIGグループのメンバーであります。27もあるSIGの1つ(または複数)に参加することは、同じ考えをもつ教育関係の方々との出会い、情報交換や共同研究をし、さらに望むなら、講演やワークショップ、出版への第一歩へとつながられる素晴らしい方法です。

各SIGは独自の発展を遂げています。会員も増え、それぞれの分野で絶えず進化を続けています。大規模で、多様な興味を広げているグループもあれば、熱心な方々を核として、もっと焦点を絞ったグループもあります。いずれもJALTファミリーの一部で、常に新しいメンバーを迎えることを楽しみにしております。

SIGとその研究内容をもっと知っていただくために、このSIG特集号では8つのSIGから10人の著者による既刊・近刊の論文を取り上げています。FLP(言語共通参照枠と言語ポートフォリオ研究部会)のJudith Runnels、GALE(ジェンダーと語学教育研究部会)のReiko Yoshihara、GILE(グローバル問題と言語教育研究部会)のCraig Manning、LD(学習者ディベロップメント研究部会)のCaroline RossとYukiko Shimizuによる2つの論文、LiLT(言語教育と文学研究部会)のSimon BibbyとTara McIlroy、PALE(教育におけるプロフェッショナルリズム、運営、リーダーシップ研究部会)のPeter Russel、TED(教師教育研究部会)のGuy Smith、そしてVocabulary(語彙学習研究部会)のBrian Strongによる論文が、それぞれ掲載されています。

各SIGの研究と関心分野について語るのには、これらの論文とその著者にお任せしたいと思います。少しずつ味見していただくことで皆様の食欲を刺激し、より多くのJALT会員がSIGにも加わってくださることを願っています。皆さんの興味に合ったSIGが必ずあるはずですよ。

Carol Begg, TLT Associate Editor

In addition to our special SIG content, we have our usual mix of academic papers and practical ideas for the classroom. In our Feature Article, **Harumi Kimura**, by analysing feedback from learners, makes the case for task repetition. Meanwhile, in Readers' Forum, **Mark Seilhamer**

discusses the difficulties some Japanese learners of English have in conceptualizing themselves as members of the global English-speaking community, **Joseph Falout** describes how prospecting—imagining your future self—can be used to increase the motivation of second language learners, and **Harumi Kimura** reports from a conference celebrating the 40th anniversary of Larry Selinker's hugely influential paper, *Interlanguage*.

My Share features some great activities to kick off the return to school: **Rory Rosszell** shares an interactive activity for reviewing self-selected vocabulary, **Chin-Wen Chien** describes using authentic materials in the classroom, **Jeremy McMahan** offers game-like practice with vox pops for speaking skills, and **Catherine Cheetham** shows how students can create their own reading reference tools such as personal dictionaries. Finally, in Book Reviews, **Takaaki Morioka** takes a look at *Messages from the Globe: National Geographic Multi-media Reading Course* and **Loran Edwards** reviews *Listening Lounge*.

As always, a big thank you to all the volunteers at TLT who worked so hard to make this issue possible! Happy reading everyone!

David Marsh, TLT Coeditor

本号ではSIGの特集に加え、いつもの学術論文や教室で使える実践例も掲載されています。Feature Articleでは、Harumi Kimuraが学習者からのフィードバックを分析し、タスクの反復について論証します。一方、Readers' Forumでは、Joseph Faloutが見通しを持つこと、つまり自分の将来像を想像することが、第2言語学習者の動機づけを高めるためにどう役立つかを説明します。さらにMark Seilhamerが、英語を学ぶ日本人が自分達を英語を話すグローバル社会の一員とみなす際にもつ問題を論じ、そしてHarumi Kimuraが、Larry Selinkerの大変影響力のある論文*Interlanguage*の出版40周年を祝う学会からレポートします。

My Shareでは、新学期の幕開けにふさわしい優れたアクティビティを取り上げています。まずRory Rosszellが、自分で選んだポキャプラーを見直す相互アクティビティを紹介し、Chin-Wen Chienが実在のものを教材として使う方法について述べ、Jeremy McMahanがスピーキング・スキル向上のために、街頭インタビュー形式のゲーム感覚の練習法を提案し、そしてCatherine Cheethamが、学生が個人辞書のような自分専用のリーディングの参考ツールを作る方法を示しています。最後にBook Reviewsでは、Takaaki Moriokaが*Messages from the Globe: National Geographic Multi-media Reading Course*を紹介し、Loran Edwardsが*Listening Lounge*の書評を行います。

いつものように、TLTの発行に熱心に取り組んでいただいたボランティアの方全員に感謝いたします。皆様どうぞ本誌をお楽しみください!

David Marsh, TLT Coeditor

Student ability, self-assessment, and teacher assessment on the CEFR-J's can-do statements

Judith Runnels

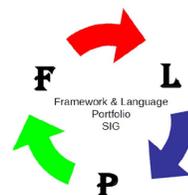
Hiroshima Bunkyo Women's University

The Common European Framework of Reference-Japan (CEFR-J), like its original counterpart, the CEFR, uses illustrative descriptors (can-do statements) that describe communicative competencies to measure learner proficiency and progress. Language learners are leveled in a CEFR-J category according to achievement on can-do statements gauged by self-assessment, an external rater (such as a teacher), or from external test scores. The CEFR-J, unlike the CEFR, currently lacks widely-available benchmarked performance samples for measuring student language proficiency, leaving administrations or teachers to estimate CEFR-J ability from test scores or from interactions with students. The current analysis measured ability scores from students and teachers on CEFR-J can-do statement achievement, comparing them to scores on an in-house designed placement test. Students' self-assessment ratings did not correlate with their test scores, teachers varied in severity when making ability estimates for the same students, and no consistent response patterning between students and teachers was found. The results highlight that norming raters, controlling for severity, and training students on self-assessment are likely all required if the CEFR-J is to be used for measuring language learning progress, especially until established guidelines for estimating ability are available for the CEFR-J. The limitations of using the CEFR-J as an assessment tool and the assumption that teachers can accurately estimate student ability are discussed.

ヨーロッパ言語共通参照枠 (CEFR) をベースに構築された CEFR-Japan (CEFR-J) は、学習者の到達度と伸びを測ることを目的に日本の教育機関で最近採用されるようになったシステムである。CEFR-J は、その基となった枠組みと同様に、段階的に上がる難易度を基にしたコミュニケーション能力を説明する descriptor (can-do という能力記述文: can-do statements) により構成されている。言語学習者はこの descriptor の到達度によってレベル分けされる。この評価は、学習者の自己評価、教師などの他の評価者による評価、外部試験の結果から導き出されるものである。これらの評価により、学習者の CEFR-J におけるレベルが分かり、標準的にできるであろうとされる能力が示されることになるが、それを使用する人や教師次第になっている部分もある。そこで、もしこのようなシステムを利用する目的が評価レベルの標準化ということであるなら、学習者、教師、そしてテスト評価の判断の間に高い一貫性が保たなければならない。本論での分析は、CEFR-J の descriptor についての学生と教師の能力判断の一貫性、そしてその判断が学内作成のプレイズメントテストの点数と一致するかを検証することを目的としている。学生と教師の判断には顕著な関係はみられず、学生の自己評価の結果はテストの点数と相関性がなかった。この結果により、もし CEFR-J が評価の標準化を目的に使用されるのであれば、規範的な評価者と自己評価についての学

SIG Spotlight: FLP SIG

The Framework & Language Portfolio (FLP) SIG wants to discuss the Common European Framework of Reference for Languages (CEFR) and European Language Portfolio (ELP), the related pedagogical implications, and their relevance for language education in Japan while carrying out projects and communicating the results. There is an emphasis on developing materials to support educators who would like to use these pedagogic tools. Our members hold fora at JALT conferences, participate in other events, and engage in research projects. See the FLP SIG Kaken Project <tinyurl.com/FLPKaken> for examples.



Alongside edited volumes, e.g., can-do statements in language education in Japan and beyond, the FLP SIG also publishes a newsletter two to three times a year. Members receive these once published, and back issues are available at the link above. Topics include updates on ongoing projects and events, and generally include a feature article. A summary of one such article is found in this edition.

生指導の必要性が重要になるといえる。評価のツールとして CEFR-J を使うこと限界、及び説明的な descriptor のシステムに本来備わる can-do 熟達度という概念に関する問題を議論する。

The Common European Framework of Reference (CEFR) describes the needs, goals, and outcomes of study for language programs and autonomous learners (Council of Europe [COE], 2001). Illustrative descriptors (can-do statements), in six levels of proficiency, describe communicative competencies in listening, reading, spoken production, spoken interaction, and writing (COE, 2001; North, 2000, 2007 & Schneider, 1998). It is argued that the CEFR “allow[s] progress to be measured at each stage of learning” (COE, 2001, p. 1) and provides sets of scales for standardized ability assessments (Little, 2005; North, 2007). Others note that can-

do statements alone do not provide sufficient criteria for proficiency evaluations (Fulcher, 2003, 2010; Weir, 2005).

Since measurements derived from can-do statements are used for measuring proficiency, some consistency between and across the judgments made by the different populations of users (i.e., students, teachers, or other raters) can be expected. Previous research, however, has suggested that teachers are incapable of making accurate judgments on their students' abilities (Béřešová, 2011; North & Jones, 2009), despite the fact that administrations continually require them to do so (Protheroe, 2009). Additionally, very few studies take a learner's self-assessment—one of the most important components for autonomous learning (Holec, 1979; Little, 2006)—into consideration.

The current study was therefore designed to examine judgments of achievement from teachers and students on can-do statements and their relationship with test scores. The can-do statements from the CEFR-Japan (CEFR-J), an alternate version of the CEFR tailored to meet the needs of Japanese learners of English in Japan, were used to measure this relationship (see Negishi, 2011; Negishi, Takada, & Tono, 2011; Tono & Negishi, 2012). Since the CEFR-J was developed at least partly for the purposes of standardized assessment, in order for it to be used as such, the perception or understanding between users of what is required to achieve each level should be somewhat consistent. It is therefore hypothesized that students' self-assessments, test scores, and teachers' assessments should mirror each other to some extent.

Methods

Participants

Participants were 296 first year university students in one of the ten classes streamed for ability by a placement test. Four classes (69 participants) were omitted, being either English majors or the highest scoring individuals on the placement test. Participants were unfamiliar with the CEFR-J and had no prior experience using can-do statements or conducting self-assessments.

Teacher participants consisted of seven native English-speaking staff members who had worked with the ten classes of students throughout one semester of study. All teachers were relatively familiar with the CEFR-J and its can-do statements.

Instruments

Participants indicated the extent of their agreement on a 5-point Likert scale (from *Strongly Disagree* to *Strongly Agree*) to all 50 randomly ordered Japanese can-do statements from the CEFR-J's A sub-levels (A1.1, A1.2, A1.3, A2.1 and A2.2; TUFs Tonolab, 2012).

Teacher participants responded to the same 50 randomly ordered can-do statements in English, indicating to what extent they believed that 80% of their students could perform the can-do statement. Eighty percent was chosen as this threshold is frequently used in domain or criterion-referenced testing as an indication of mastery (North, 2007), and is used as a guideline for teachers to estimate student ability and select appropriately targeted classroom materials (Protheroe, 2009).

The assessment used to control for ability and measure the relationship between ability and self-assessment scores was an in-house designed reading and listening test developed for the purposes of streaming students into leveled classes (Runnels, 2013). It had been administered three months prior to the can-do survey and it should therefore be noted that any gains or losses in proficiency between the times the test and the survey were administered have not been taken into account.

Procedure

Mean achievement ratings on listening and reading can-do statements for all students in each class were compared to the teachers' rating for the class on each skill. It should be noted here that the scores are not expected to match exactly, but if the CEFR-J is to function as intended, similar response patterns between groups are predicted. However, there are significant issues with comparing teacher ratings on an entire group to mean ratings from a group of individuals, although this is precisely what frequently happens in institutions (Protheroe, 2009). Ideally, teachers would rate individuals, but not only was this deemed unreasonably time-consuming, judging students individually has not been found to improve the accuracy of teachers' estimations (Béřešová, 2011).

Student can-do statement self-assessment scores were also correlated with their individual test scores to examine the relationship between self-assessment and ability. Although classes exhibited the same mean score overall, individuals making up the classes naturally varied in their

Table 1. Descriptive statistics for student and teacher ratings on can-do statements

	Mean (S.D.)		Range (Minimum – Maximum)	
	Teachers	Students	Teachers (Likert Scale Point Spread)	Students (Likert Scale Point Spread)
Listening	2.59 (0.44)	3.5 (0.15)	2.2 – 3.2 (1.0)	3.24 – 3.8 (0.56)
Reading	2.80 (0.55)	3.4 (0.17)	1.8 – 3.7 (1.9)	3.1 – 3.7 (0.6)
Overall	2.63 (0.52)	3.45 (0.16)		

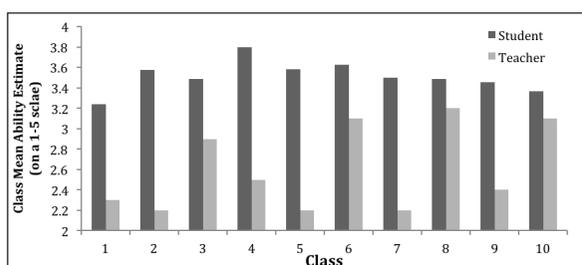


Figure 1. Mean ability estimates for each class on the CEFR-J's A1.1 – A2.2 listening can-dos.

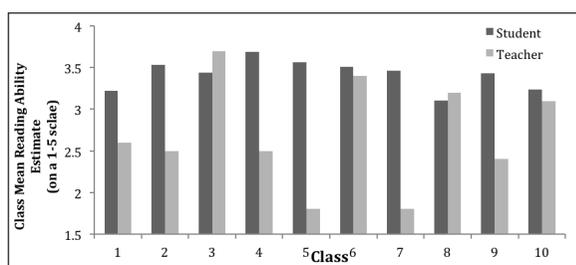


Figure 2. Mean ability estimates for each class on the CEFR-J's A1.1 – A2.2 reading can-dos.

test scores. Since administrations assume overall class abilities to be equal, within-class variance was not accounted for.

Results

Descriptive statistics for both the student and teacher surveys are shown in Table 1. Figures 1 and 2 show the results of the student and teacher surveys for listening and reading for each class.

Despite teachers giving a significantly lower mean achievement rating for students, both the standard deviation and the range of teacher responses are much larger than for the students' self-assessments (Table 1). Additionally, the correlation between students' test-scores and CEFR-J can-do self assessment scores were essentially nil ($r = .005$): Students' achievement ratings were similar across all classes but did not correlate with their test scores, whereas teachers' ratings differed both from students' judgments and from the ratings of other teachers.

Discussion

The results indicated no consistent relationship between teacher and student judgments on can-do statement achievement. Furthermore, the students' self-assessment scores did not correlate with test scores used to measure ability. Finally, there was little agreement between teachers on student ability. These results raise questions

about how can-do statements can be used for standardized assessment if there are such large discrepancies in understanding between teachers and between teachers and students. It also reiterates findings of previous research: There is little evidence to support the assumption that teachers can accurately estimate their students' ability.

These findings highlight several issues regarding self-assessment by Japanese learners, student ability assessment across teachers, and also between teachers and their classes. Regarding the former, Japanese survey-takers in general have been shown to both gravitate toward selecting neutral responses (Dörnyei & Taguchi, 2010) and, for self-assessment surveys in particular, be subject to Japanese cultural factors related to modesty (Matsuno, 2009; Takada & Lampkin, 1996). Japanese students, therefore, likely require significant training in using CEFR-J can-do statements for meaningful self-assessments. In fact, Japanese institutions should perhaps aim to emphasize this in their language programs (there are many resources available for this: Blanche & Merino, 1989; Glover, 2011; Gonzales, 2009; Holec, 1979; Little, 2006; Rolheiser & Ross, 2013; Zhou, 2009).

In terms of the inconsistent judgments on student ability from teachers, this can be attributed to rater-reliability and a lack of controls for rater severity. Without adjustments for rater severity, raw judgment ratings cannot be

directly compared to each other (Wright, 1998) and institutions would be remiss in doing so. Rater training (or norming), which might consist of familiarization to the CEFR-J and the use of can-do statements, followed by workshops on how to create, localize, align, and use can-do statements would ensure higher reliability (Elder, Barkhuizen, Knoch, & von Randow, 2007; Weigle, 1998; Woehr & Huffcutt, 1994) (also see Harsch & Martin, 2012 for CEFR-based rater training). In fact, the COE (2003) offers DVDs of sample performances, illustrating requirements at each CEFR level for English and French, although these resources do not yet exist for the CEFR-J (North, 2007).

The findings presented here also have implications for the usage of the CEFR-J at an institutional level, particularly regarding curriculum planning and materials selection. The current study illustrates disagreement between teachers about students' language ability. The selection of materials or tasks deemed appropriately targeted to students' abilities would thus differ depending on the teacher, and students may not agree that the selected materials are suitable for them. To address this, a tool such as DIALANG (Alderson & Huhta, 2005), which provides proficiency estimates of level based on performance derived from the CEFR's can-do statement-tasks, might be beneficial to both teacher and student users of the CEFR-J in estimating level.

The present findings, though preliminary due to limitations, emphasize nonetheless that a more thorough investigation of the relationship between learner self-assessment, language ability, and assessment by external raters is required for the CEFR-J. If replication studies (ideally with can-do surveys and placement tests being administered at the same time) also show that, despite training, students make more lenient ability judgments than teachers, teachers continue to exhibit substantial ranges of severity in their judgments after adjustments, and that either of these tendencies is inconsistent both within or across groups, the consequences for the CEFR-J are significant. Findings such as these would question how, in its existing form, the CEFR-J can be used as a tool for the assessment of (or for) learning, and administrations should be cautious about making major decisions without further research.

References

- Béresová, J. (2011). The impact of the Common European Framework of Reference on teaching and testing in Central and Eastern European context. *Synergies Europe*, 6, 177-190.
- Blanche, P., & Merino, B. (1989). Self-assessment of foreign-language skills: Implications for teachers and researchers. *Language Learning*, 39(3), 313-338.
- Council of Europe [COE]. (2001). *The Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge, UK: Cambridge University Press.
- COE. (2003). *Relating language examinations to the Common European Framework of References for languages: Learning, teaching, assessment: Preliminary pilot manual*. Strasbourg, France: COE, Language Policy Division.
- Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration, and processing*. New York: Routledge.
- Elder, C., Barkhuizen, G., Knoch, U., & von Randow, J. (2007). Evaluating rater responses to an online training program for L2 writing assessment. *Language Testing*, 24(1), 37-64.
- Fulcher, G. (2010). The reification of the Common European Framework of Reference (CEFR) and effect-driven testing. *Advances in Research on Language Acquisition and Teaching: Selected Papers*, 15-26.
- Glover, P. (2011). Using CEFR level descriptors to raise university students' awareness of their speaking skills. *Language Awareness*, 20(2), 121-133.
- Gonzalez, J. A. (2009). Promoting student autonomy through the use of the European Language Portfolio. *ELT Journal*, 63(4), 373-382.
- Harsch, C., & Martin, G. (2012). Adapting CEF-descriptors for rating purposes: Validation by a combined rater training and scale revision approach. *Assessing Writing*, 17(4), 228-250.
- Holec, H. (1979). *Autonomy and foreign language learning*. Strasbourg, France: Council of Europe.
- Little, D. (2005). The Common European Framework and the European Language Portfolio: involving learners and their judgments in the assessment process. *Language Testing*, 22(3), 321-336.
- Little, D. (2006). The Common European Framework of Reference for Languages: Content, purpose, origin, reception and impact. *Language Teaching*, 39, 167-190.

- Matsuno, S. (2009). Self-, peer-, and teacher-assessments in Japanese university EFL writing. *Language Testing*, 26(1), 75-100.
- Negishi, M. (2011). CEFR-J Kaihatsu no Keii [The Development Process of the CEFR-J]. *ARCLE Review*, 5(3), 37-52.
- Negishi, M., Takada, T., & Tono, Y. (2011) A progress report on the development of the CEFR-J. Paper presented at the 4th Association of Language Testers in Europe International Conference Retrieved from <alte.org/2011/presentations/pdf/negishi.pdf>
- North, B. (2000). *The development of a common framework scale of language proficiency*. New York: Peter Lang.
- North, B. (2007). The CEFR Common Reference Levels: Validated reference points and local strategies. *Language Policy Forum Report*, 19-29.
- North, B., & Jones, N. (2009). *Relating language examinations to the Common European Framework of Reference for languages: Learning, teaching, assessment (CEFR) further material on maintaining standards across languages, contexts and administrations by exploiting teacher judgment and IRT Scaling*. Strasbourg, France: Council of Europe.
- North, B., & Schneider, G. (1998): Scaling descriptors for language proficiency scales. *Language Testing*, 15(2), 217-262.
- Protheroe, N. (2009). Improving teaching and learning with data-based decisions: Asking the right questions and acting on the answers. Retrieved from <www.lesn.appstate.edu/olson/RES5080/Components/Articles_used_in_5080/Pruthero%20Improving_teaching_and_learning_with_databased_decisions.pdf>
- Rolheiser, C., & Ross, J. (2013). Student self-evaluation: What research says and what practice shows. Retrieved from <cdl.org/resource-library/articles/self_eval.php>
- Runnels, J. (2013). Evaluation of a streaming instrument. *Kanda University of International Studies Journal*, 25, 119-131.
- TUFS Tonolab. (2012). CEFR based framework for ELT in Japan. Retrieved from <www.tufs.ac.jp/ts/personal/tonolab/cefr-j>
- Weigle, S. C. (1998). Using FACETS to model rater training effects. *Language Testing*, 15(2), 263-267.
- Weir, C. J. (2005). Limitations of the Common European Framework for developing comparable examinations and tests. *Language Testing*, 22(3), 281-300.
- Woehr, D., & Huffcutt, A. I. (1994). Rater training for performance appraisal: A quantitative review. *Journal of Occupational and Organizational Psychology*, 67(3), 189-205.
- Wright, B. D. (1998, September). How to convince your friend not to use raw scores. Paper presented at the COMET Meeting, Institute for Objective Measurement & MESA Psychometric Laboratory.

This article first appeared in the *Framework and Language Portfolio Newsletter*, 9, pp. 6-18. It has been shortened and edited for the current publication.

Judith Runnels was most recently a lecturer at Hiroshima Bunkyo Women's University. Her research interests include the CEFR-J and the assessment and evaluation of language placement and speaking tests. She has previous teaching experience in Canada, China, and Korea. She can be contacted at <judith.runnels@gmail.com>.



JALT Other Language Educators SIG
invites you to the
2nd JALT OLE SIG Conference
LanguageS PLUS

Language learning and teaching beyond the first foreign language

- Date: Oct. 12/13, 2013
- Venue: Chukyo University, Nagoya
- Info: <www.geocities.jp/dlinklist/ENG/OLEkon2013.html>

Early proposal submissions with the subject title **OLE2SIG** to the OLE Coordinator:
<reinelt.rudolf.my@ehime-u.ac.jp>
T/F 089-927-9359

Please inform teachers of languages other than English and Japanese of this opportunity

Learning and teaching gender and sexuality issues in the EFL classroom: Where students and teachers stand

Reiko Yoshihara
Nihon University

This paper explores the gap between teachers and students' attitudes toward learning about domestic violence and gay/lesbian issues in the EFL classrooms in a Japanese university. Results showed that students had positive feelings toward learning about domestic violence and gay/lesbian issues, whereas college instructors were sometimes hesitant or disliked teaching about these issues. Students had an intellectual curiosity toward these issues and indicated the connection between learning about these issues and personal growth. On the other hand, instructors showed a lack of confidence or anxiety about discussing these issues in their classrooms.

本論では、大学のEFL教室における、家庭内暴力と同性愛問題に対する学生と教師の意識の違いを研究した。結果として、学生はこれらのトピックを学ぶことに好意的であったのに対し、教師はその重要性を認識しながらも、あまり積極的には取り上げたくないという反応がみられた。学生はジェンダーやセクシュアリティの問題に対する知的好奇心を示し、学ぶことは自己成長につながると述べた。一方、教師はこれらの問題を教えることに対する不安や自信のなさを示した。

For decades, the use of sociopolitical issues, including gender and sexuality issues, as a topic in an ESL/EFL course has been debated in the field of TESOL (see Benesch, 1993, 2001; Santos, 1992, 2001). Critical and feminist ESL/EFL pedagogues have asserted that teaching about global issues, gender issues, and sexuality issues in ESL/EFL programs is important (for global issues, see Cates, 2002; Peaty, 2004; for gender issues, see Benesch, 1998; Saft & Ohara, 2004; Vandrick, 1995, 1998; Yoshihara, 2010; for sexuality issues, see Nelson, 1999, 2004; O'Mochain, 2006; Summerhawk, 1998). On the other hand, several ESL/EFL scholars criticized the use of these sociopolitical issues in the language classroom as indoctrination and argued that ESL/EFL teachers should focus on grammar, vocabulary, and rhetorical forms (Allison, 1994;

SIG Spotlight: GALE SIG

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 JALT groups and the community at large to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. We publish an annual online peer-reviewed academic journal as well as a newsletter. Please go to the website or contact one of the SIG officers for more information, <gale-sig.org>.

Reid, 1989; Santos, 1992, 2001; Smith, 1997). Along with critical and feminist pedagogues' assertions, I hold that teaching sociopolitical issues including gender and sexuality issues should not be criticized as indoctrination. Rather, critical and feminist teaching are both needed and appropriate in ESL/EFL settings for raising the consciousness of all students toward equality and social justice.

In this study, I narrow the focus to teaching about gender and sexuality issues in EFL college classrooms in Japan. I investigated students' and teachers' perceptions toward learning and teaching about these issues in the EFL classrooms.

Methods

Participants

In two EFL writing classes during the 2009 academic year and two in the 2010 academic year, 97 students (62 male, 35 female) who

majored in business at a private Japanese university participated in this study. All student participants were similar in terms of English language learning background. In terms of EFL college instructor participants, there were 33 (9 male, 24 female) teaching in the Kanto area. They were Japanese college English professors and instructors between the ages of 36 and 75. Their specialties varied among such fields as TESOL, English and American literature, cultural studies, and linguistics.

Materials and procedures

As a teacher-researcher, I taught four EFL writing classes at the college (two in 2009 and two in 2010). The course comprised six topics in theme-based language instruction: English learning, domestic violence, global warming, gay/lesbian issues, the rights of the child, and corporate social responsibility. To investigate students' topic preference and perception toward learning about gender and sexuality issues in the EFL classroom, I conducted an item questionnaire with a 6-point Likert scale as well as an open-ended questionnaire. Then, I chose 12 students for interviews. Follow-up interviews were conducted by email. To investigate instructors' topic preference and perception toward teaching about gender and sexuality issues in their classrooms, I made another item questionnaire with a 6-point Likert scale followed by an open-ended questionnaire. I chose 5 instructor participants for email or telephone interviews.

Results

Table 1 shows students' and instructors' topic preferences. I conducted a one-way ANOVA to explore if there was any significant difference between students and instructors.

Table 1. Means, standard deviation, and one-way analyses of variance (ANOVA) on topics: Students versus instructors

Topics	Students (N=97)		Instructors (N=33)		ANOVA	
	M	SD	M	SD	F(1,128)	η^2
English Learning	4.38	1.40	3.76	1.35	4.97	.04
Domestic Violence	4.85	1.16	3.18	1.29	48.03*	.27
Global Warming	4.66	1.23	3.91	1.33	8.77*	.06
Gay/Lesbian Issues	4.57	1.35	3.21	1.43	24.18*	.16
The Rights of the Child	4.92	1.07	4.09	1.28	13.29*	.09
Corporate Social Responsibility	4.96	1.28	4.24	1.37	7.42*	.06

Note. η^2 = effect size. * $p < .01$.

Statistical comparison of students' and instructors' preferences on topics

Students' and instructors' topic preferences refer to how much students like to learn about these six topics and how much instructors want to teach these same topics. The ANOVA shows that there were significant differences between students and instructors on domestic violence ($p = .000$), global warming ($p = .004$), gay/lesbian issues ($p = .000$), the rights of the child ($p = .000$), and corporate social responsibility ($p = .007$). However, the most significant mean differences were between students and instructors on domestic violence (1.67, $p < .005$) and gay/lesbian issues (1.36, $p < .005$).

Students' perceptions toward learning about gender and sexuality issues

In open-ended questionnaires and interviews, many students expressed positive feelings toward learning about gender and sexuality issues. Several students showed intellectual curiosity and awareness about domestic violence and gay/lesbian issues in the open-ended questionnaires. They commented that they had no opportunity to learn about these issues in other classes, so they were glad to learn about these issues in the English classroom. Even in interviews, several students mentioned that domestic violence and gay/lesbian issues were not discussed in high school textbooks, so they had not learned about these issues before. One male student mentioned, in an interview, that he wanted to learn about something new and interesting. Thus, gender and sexuality issues stimulated the intellectual curiosity of students.

Also, students became more aware of their own misconceptions by learning about gender

and sexuality issues. As for domestic violence, several students previously held misconceptions and had adopted victim-blaming attitudes. They assumed that domestic violence occurs only in low-income families, that battered women might be at fault because they stayed in a violent relationship, and that domestic violence is very rare. However, after they learned about domestic violence, they realized the misconceptions and changed their perceptions toward those who were/had been battered. As for gay/lesbian issues, some students confessed that they had a prejudice against gays and lesbians. Then, some made comments, "By learning about gay/lesbian issues, I changed my perception towards gays and lesbians" and "I learned about gay/lesbian issues in this class by reading materials and watching videos, and wanted to understand them more than before" (From open-ended questionnaires). They became aware of their own prejudices and changed perceptions toward sexual minorities as a result of their classroom experiences. Learning about gender and sexuality issues led students to awareness of these issues, personal growth, and open-mindedness.

Instructors' perceptions toward teaching gender and sexuality issues

According to the responses to open-ended questionnaires, many were positive about using social, cultural, and global issues as topics in an EFL class. One instructor commented that she wanted students to learn about others and other countries and cultures in the EFL classrooms. Another instructor mentioned that social and cultural issues should be introduced in an EFL classroom to enrich students' education and mind. However, one female instructor, while acknowledging the importance of introducing social issues, human rights, and global issues, expressed a concern about possible indoctrination by mentioning, "We try not to indoctrinate students and should be careful about introducing these issues" (From an open-ended questionaire).

Several instructors agreed that it would be important to bring gender and sexuality issues into an ESL/EFL classroom but expressed some hesitation, or even opposition toward introducing domestic violence or gay/lesbian issues. They mentioned that they did not have sufficient knowledge of these issues, so they preferred not to introduce them in their classrooms. In a telephone interview, one female instructor said

that she did not have enough materials about gay/lesbian issues, so she was not confident in teaching the issues. On the other hand, another female EFL instructor who was positive about teaching about domestic violence and gay/lesbian issues said that she had knowledge and information about these issues, so she was confident in discussing them with students (from an email communication). Thus, it seems that for teachers the amount of knowledge and information about the topic affects the decision-making process regarding a decision to teach gender issues.

Another issue that prevents instructors from introducing gender and sexuality issues is anxiety over unexpected consequences. In email communications, one male instructor had expressed a concern about the risk of a violation of privacy and the possibility of disclosure of sexual orientation in his classroom. In a telephone interview, another female instructor said that if one of her students confessed unexpectedly that he/she was gay/lesbian, she would not know how to deal with it. Thus, teachers seemed to worry about the unexpected consequences of discussing delicate topics in their classrooms.

Conclusion

This study revealed the gaps between students and teachers regarding their attitudes toward learning about and teaching gender and sexuality issues in an EFL classroom. While students were interested in learning about gender and sexuality issues, EFL instructors were less keen to use these topics in their language classrooms. For EFL instructors, teaching domestic violence and gay/lesbian issues is fairly challenging in their classrooms and creates a feeling of anxiety for some teachers. However, I believe that it is important for ESL/EFL instructors to teach about gender equality and social justice in the classrooms because what happens in the classroom is not separated from what happens in our society. Teaching about gender and sexuality issues evokes insights, enriches students' educational experience, and may even change their lives. It may lead to personal and, from there, to social change. The language classroom should not be regarded as an apolitical site, but rather a site for consciousness-raising and personal and social change.

References

- Allison, D. (1994). Comments on Sarah Benesch's "ESL, ideology, and the politics of pragmatism": A reader reacts. *TESOL Quarterly*, 28, 618-623.
- Benesch, S. (1993). ESL ideology, and the politics of pragmatism. *TESOL Quarterly*, 27, 705-717.
- Benesch, S. (1998). Anorexia: A feminist EAP curriculum. In T. Smoke (Ed.), *Adult ESL: Politics, pedagogy, and participation in classroom and community programs* (pp. 101-114). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Benesch, S. (2001). *Critical English for academic purposes: Theory, politics, and practice*. New York, NY: Routledge.
- Cates, K. (2002). Teaching for a better world: Global issues and language education. *Human Rights Education in Asian Schools*, 5, 41-52.
- Nelson, C. (1999). Sexual identities in ESL: Queer theory and classroom inquiry. *TESOL Quarterly*, 33, 371-391.
- Nelson, C. (2004). Beyond straight grammar: Using lesbian/gay themes to explore cultural meanings. In B. Norton & A. Pavlenko (Eds.), *Gender and English language learners* (pp. 15-28). Alexandria, VA: Teachers of English to Speakers of Other Languages.
- O'Mochain, R. (2006). Discussing gender and sexuality in a context-appropriate way: Queer narratives in an EFL college classroom in Japan. *Journal of Language, Identity, and Education*, 5(1), 51-66.
- Peaty, D. (2004). Global issues in EFL: Education or indoctrination? *The Language Teacher*, 28(8), 15-18.
- Reid, J. (1989). English as a second language composition in higher education: The expectations of the academic audience. In D. M. Johnson & D. H. Roen (Eds.), *Richness in writing: Empowering ESL students* (pp. 220-234). New York: Longman.
- Saft, S., & Ohara, Y. (2004). Promoting critical reflection about gender in EFL classes at a Japanese university. In B. Norton & A. Pavlenko (Eds.), *Gender and English language learners* (pp. 143-154). Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Santos, T. (1992). Ideology in composition: L1 and ESL. *Journal of Second Language Writing*, 1, 1-15.
- Santos, T. (2001). The place of politics in second language writing. In T. Silva & P. K. Matsuda (Eds.), *On second language writing* (pp. 161-190). Mahwah, NJ: Erlbaum.
- Smith, J. (1997). Students' goals, gatekeeping, and some questions of ethics. *College English*, 59, 299-320.
- Summerhawk, B. (1998). From closet to classroom: Gay issues in ESL/EFL. *The Language Teacher*, 22(5), 21-23.
- Vandrick, S. (1995). Teaching and practicing feminism in the university ESL class. *TESOL Journal*, 4(3), 4-6.
- Vandrick, S. (1998). Promoting gender equity in the postsecondary ESL class. In T. Smoke (Ed.), *Adult ESL: Politics, pedagogy, and participation in classroom and community programs* (pp. 73-88). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Yoshihara, R. (2010). Teaching women's issues in an EFL classroom: What do students learn? *Eibeibunka*, 40, 229-242.

This essay first appeared in *Journal and Proceedings of the Gender Awareness in Language Education (Special Interest Group of the Japan Association for Language Teaching)*, 4, pp. 5-20. For this publication, it was shortened and edited.

Reiko Yoshihara is an Associate Professor in the College of Commerce at Nihon University in Japan. Her research interests include feminist pedagogy in education, feminist teaching in ESL/EFL classes, and teachers' cognition.



JALT Tokyo Chapter – Language Teaching Policy & Planning Lecture & Workshop Series, October 2013 – January 2014

Lecture speakers include Penny Ur, Sandra Mackay, and Kensaku Yoshida

Chapter members will lead workshops and discussion sessions. The series kicks off October 23 with Penny Ur's "Teaching Large, Heterogeneous Classes." All events will be held at Sophia University, Yotsuya campus. See <tokyojalt.org> for more information.

Learning to create sustainable change

Craig Manning

University of Shimane

This paper presents a seven-step framework to assist students to independently select real-world issues, learn about them, and teach each other using English. These steps have been designed and refined to greatly enhance the chances of success. Students select an issue, identify the sources, set SMART goals to change the source of the problem, recruit help, learn from more experienced groups, take action, and follow up.

本論では学生に役立つ7つのステップを紹介する。学生が実社会で直面する問題を自律的に選び、その課題に関して学び、お互いに英語を使って教え合う。このステップは、成功するためのチャンスをより高めるために考案されている。学生は課題を設定し、問題点を明確にし、SMARTゴールを設定し、周りの人々と積極的に関わり合い、自分達より豊富な経験を持つグループから学び、継続性を持って行動することで、問題を解決する。

Before you read this article, please think about your students' educational experiences and answer the following questions:

- Do your students learn about real-world problems at school?
- Do your students research and discuss to find educated, multifaceted approaches to tackle problems in a realistic manner based on a sense of social responsibility, not just towards their local communities, but as part of a global community?
- Do your students then implement these solutions to create sustainable change? Do they take action to address the sources of the problems to improve the situation, instead of sitting idly on their brilliant solutions?

If you answered, "No" to any of these questions, please keep reading.

When students learn about problems and even go so far as to outline realistic solutions, how useful will their education be if they never learn to implement a plan? One of the best things about a language classroom is that, with appropriate scaffolding, students can learn a language while doing almost anything. The rest of this article will introduce a seven-step framework,

SIG Spotlight: GILE SIG

JALT's Global Issues in Language Education Special Interest Group (GILE SIG)



aims to promote global awareness, international understanding, and action to solve world problems through content-based language teaching, drawing from fields such as global education, peace education, environmental education, and human rights education. The SIG produces a quarterly newsletter, organizes presentations for local, national, and international conferences, and maintains contacts with groups ranging from Amnesty International to Educators for Social Responsibility to UNESCO. Contact us for a sample newsletter, or for more information about our SIG's work in "teaching for a better world."

- Website: <gilesig.org>
- Facebook: <facebook.com/gilesig.org>
- Email: <kcates@rstu.jp>

presented at the JALT2011 conference, to enable your students to take the initiative in identifying, understanding, and solving problems in a realistic and sustainable manner while learning a language.

A framework overview

Step 1: Choose a problem

Have students form groups of four. Ask them to think of a problem that they want to solve. For example, a group of my students were concerned that not all children in Asia are able to go to school. If your students have difficulty choosing a problem, ask them to review statistics on the UN's Resources for Speakers (2013). The statistics listed on this site relate to problems faced by many people around the world.

Step 2: Map the sources of the problem

Have each group research and create a mind map (Illumine Training, n.d.). Each branch of the

map should list a source of the problem with examples. Addressing the sources of a problem is essential for creating sustainable change. It is important for students to be able to identify these at this stage. To help struggling groups identify sources of problems, ask pointed questions, such as “Why?” Once students complete their mind map, it is recommended to have them focus on one source of the problem, within a limited area. This will make subsequent tasks less overwhelming and greatly improve the chances for success.

The following, for example, outlines the contents of part of a possible mind-map that students might create on the topic of children’s education in Vietnam. The actual mind map would be structured with circles connected with lines instead of numerals and letters.

Sample Mind Map (extract)

1. Education levels amongst ethnic minority children in Vietnam are very low.
 - a. Children spend their time supporting their families instead of going to school.
 - i. They often fetch water.
 1. The seasonal rivers often run dry and they have to go farther and farther to get water.
 2. The water is not always potable.

Step 3: Set goals

Introduce SMART goals. A SMART goal is

- S** pecific
- M** easurable
- A** ttainable
- R** ealistic / **R** elevant
- T** ime oriented

(Amnesty International, 2008, p. 7)

An example of a SMART goal my students set is to organize charity events in Japan over the next four months to raise 15,000 yen. This money will be used to build one well at an elementary school in rural Vietnam, allowing children to attend school and to support their families. Encourage students to make many SMART sub-goals as well. To meet their goals, ask students to contribute their time, energy, and ideas. This will test their ingenuity and give them experience planning and implementing a business action

plan. By gathering money and/or supplies from the community, the students become representatives of all those who contribute. It is a fun way for students to build a stronger local community.

Step 4: Build a team

Students should ask friends and community members to join them, making sure everyone involved shares a common vision. This will keep the group working together and prevent possible disagreements. A written goal, displayed publicly on posters or a blog, may be a convenient method to facilitate clear communication.

Step 5: Collaborate with others

Encourage your students to work with other groups. They are probably not the only ones who want to improve the situation. For example, my students contacted the *Ethnic Minorities Outreach* NPO. This group has a Japan chapter that organizes the construction of wells at schools and works with local priests and social workers in rural Vietnam to distribute aid directly to those in need.

Step 6: Take action

Challenge your students to educate others and work to change the sources of the problems chosen in Step 1. You may choose to support your students in their efforts, but be mindful to let them lead. For example, a group of my students collected unwanted used goods and sold them at local festivals. They held charity concerts and a charity soccer tournament. They also made curry rice to sell to hungry soccer players at the tournament. At each event, they educated participants about their project. As a result, they earned 180,000 yen (\$2,300) in about two months. Of that, they used 45,000 yen (\$570) to build three wells, providing clean and reliable water to approximately 300 Vietnamese families. The students decided to use the rest for aid following severe floods in Vietnam. This activity inspired ten students to pay their own way to Vietnam to distribute the aid they provided as part of an Ethnic Minorities Outreach NPO trip. Two years later, six of these students are planning a return trip to Vietnam. This is no longer part of a class. They are recruiting younger students and training them in how to create sustainable change as a club activity. They are earning money faster than before and continuing to study the challenges facing Vietnam to determine how to best use the money they raise.

Step 7: Follow up

Have students report progress and celebrate their successes. To give these activities a language-learning focus, assign presentations after each step and a written portfolio to document their efforts. Collaborating with an English-speaking group, through the use of a blog, may also be worth investigating.

Embedding language learning tasks

There are many ways to implement this general framework. I've experimented quite a lot and found that each time it generates excellent language-learning opportunities. It leads groups of students to independently select real-world issues, learn about them, and teach each other using English. It harnesses students' intrinsic motivation and introduces vocabulary relevant to the topics that they are passionate about. Student-centered, task-based learning activities provide opportunities for extensive informal language practice. With multiple groups studying different global issues, information gaps are naturally created. This is ideal for cooperative learning and peer teaching within a communicative language class. The content knowledge that students generate continually grows and is perfect for formal speeches. On the other hand, researching and planning using English within their groups provides many chances for informal language use. This combination of activities creates a nice balance for practicing both formal and informal language.

Conclusion

The framework introduced here allows students to improve their language abilities in an enjoy-

able way. In addition, students develop their abilities to learn autonomously, to work as part of a team, to create and carry out a plan of action, and to confidently speak in public. These are all necessary abilities for your students to become not only global citizens, but also leaders in the global community. If you have any questions or want to know more, please don't hesitate to contact me.

References

- Amnesty International. (2008). *Activist Toolkit*. Retrieved from <amnestyusa.org/get-involved/lead-in-your-community/activist-tools>
- Illumine Training (n.d.). *How to make a mind map*. Retrieved from <mind-mapping.co.uk/make-mind-map.htm>
- United Nations (2013). *Resources for speakers on global issues. Resources for speakers*. Retrieved from <un.org/en/globalissues/briefingpapers/index.shtml>

This paper first appeared in *Global Issues in Language Education Newsletter Issue #84, July, 2012 (Special Interest Group of the Japan Association for Language Teaching)*, pp. 12-13. For this publication, it was edited.

Craig Manning is a lecturer at the University of Shimane. His research interests currently include communities of learning and peer support. He can be reached at <c-manning@u-shimane.ac.jp>.



Hiroshima JALT2013 Mini-Conference & Book Fair

Co-sponsored by the SDD (Speech, Drama, and Debate) & CT (Critical Thinking) SIGS

Call for Papers

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

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

and state: • 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 online submission and further details about how to submit a proposal, please visit our website <hiroshima-jalt.org>

Positive self-perception of Japanese language learners in groups

Caroline Ross

Nakamura Junior & Senior High School

It is common to hear that Japanese students are not successful at learning English, but self-identification as part of a linguistically inept group negatively impacts language learning. The existing strength of the Japanese group can be used to increase self-directed learning, which can help to shift students' perception to a more positive self-awareness. This paper describes how we can position students in a language-learning group with both individual and social obligations, in order to achieve this goal.

日本人学生は英語学習で良い結果を出せないとよく言われるが、自分が言語習得に不向きな集団に属すると考えることは、言語学習にマイナスの影響を及ぼす。しかし、日本人学生の自己認識を前向きに変えるのに役立つ自己管理学習(self-directed learning)を推進するために、日本人が集団として持つ本来の強みを利用できると考える。本論では、この目的を達成するため、学生に個人的・社会的責任を持たせる言語学習のグループを作る方法を述べる。

As a teenager I played the violin in Colchester Youth Chamber Orchestra, conducted by George Reynolds, a professional Scottish trumpeter. A master of warm strictness, he was the only conductor I knew who insisted that all sections mastered basic breathing techniques. He conducted entire movements with the orchestra miming, and said, "When you take your seats, you are the best orchestra in the world. Behave like it." So we sat with our backs straight, attentively awaiting his signal. Unsurprisingly, we were not the greatest orchestra in the world, but we were pretty good nevertheless, once performing in London's Royal Festival Hall.

Why this nostalgic story?

In France, many French people informed me that, "the French aren't good at English." In Japan too, I hear a similar chorus about the Japanese, from teachers, colleagues, and friends.

SIG Spotlight: LD SIG



The Learner Development SIG <ld-sig.org> is celebrating its 20th anniversary this year with an exciting and innovative conference November 23-24, 2013 at Gakushuin University, Tokyo. We hope you will join us! We are a network of over 200 members with an interest in developing and researching practices that aim to support autonomous learning and teaching (among other things!). We offer chances to get connected with other teachers, students, and researchers through our newsletter *Learning Learning*, online resources, local area get-togethers in Hiroshima, the Kansai and the greater Tokyo area, as well as forums at different JALT conferences. Our current research-based publication projects include *Learner Development: Different Cases, Different Interests and Collaborative Learning in Learner Development*. We also provide conference and research grants for SIG members, as well as SIG membership grants, not to mention SIG subscriptions for teachers and students interested in joining the LD SIG and JALT <ld-sig.org/join>

However, I have met numerous Japanese with fantastic English communication skills. Self-identification with a supposedly linguistically inept group negatively impacts language learning in Japan (and France). Reality and perception are not distinct but are complementary and engaged in an evolving symbiotic jig. Shifting perception towards "I am Japanese and we are good at languages" will therefore positively affect reality. Before they say a word, the Japanese are the best English speakers in the world.

Japanese students are familiar with working in groups (Lewis, 1991; Poole, 2010). School sports festivals demonstrate what a group of students—united towards a common goal—can achieve. From fabricating costumes, to creating props

and choreographing a dance for two hundred students, the result is a stunning spectacle of originality and collaboration. I propose that we should harness the existing strength of the Japanese group (Matsumoto, 1960) and use it towards achieving ambitious learning goals. When a group is formed there is a general swell towards conformity and harmony (Mizutani, 1992) although individuals maintain personal “inner” motives (Doi, 1973). These two elements are interdependent and may or may not be recognised as distinct (Doi, 1985). Individuals can influence group goals and activities, while lateral relations stemming from the individual’s role within the group can encourage self-identification as part of a group that can accomplish demanding language goals.

Individuals have unique roles within an orchestra, some more prominent (percussion) than others (strings). Responsibilities vary from supportive, to leading, to solo, to waiting-attentively-for-your-entry. Never did I see a conductor ask a violinist to perform alone in front of the orchestra, although this did occur in sectional rehearsals. The orchestra’s goals of harmony and synchronisation showcase individual talent only as part of the group. Musicians know when they are exposed; there is no avoiding the practice required. Other parts are more hidden and some minor mistakes can go unnoticed. Likewise, membership in a language-learning group creates a genuine need to do your homework, or at least the bare minimum on which teammates will be relying.

Orchestras have a conductor, but our conductor—George—often left his podium so that we were forced to listen and communicate together. I wanted to increase self-directed learning as I left the podium during summer vacation, so I decided to trial a system, positioning students as a language-learning group. The procedure is outlined below.

Materials

Calendar for August

1. Numbered activities in four categories; reading, writing, speaking, and listening. For example, *Listening: 13: Listening to news*
2. Numbered resources, corresponding to the activity numbers above. For example, 13 = <voanews.com/learningenglish/home>
3. Spreadsheet to record study time, by skill, with a brief description of activity. The four

skills are colour-coded. The weekly total per skill, weekly sum total, and monthly grand total study time are automatically calculated.

Procedure

1. Considering existing commitments, students individually decide how much time to allot to independent English study.
2. Students calculate their total planned study time per week and write this on the calendar.
3. Weekly deadlines are established and a monitor is nominated for each week.
4. Students must email the monitor (a) total study time for each skill, (b) total study time for the week, and (c) the percentage this represents of their planned study (a student planning on studying ten hours who studies eight, notes 80%).
5. The monitor contacts anyone who is late sending this information. He or she writes a report of the group’s achievements and emails it to members of the group and the teacher(s). This includes (a) the group’s sum total of study time for each skill, (b) the group’s grand total study time, (c) the average percentage goal achieved and (d) the student who attained the highest percentage of their planned study time

The spreadsheet shows students if they are studying a suitably balanced diet, while the resources page provides choice, minimizing time wasted looking for resources. Social obligations are created between group members since a student who fails to complete her target hours lowers the group percentage average. Receiving the group’s total study hours may inspire further collective achievement, potentially motivating students to achieve a new group best. Making students explicitly aware of how much time they spend studying nudges the trajectory of perception towards “mastering English takes dedicated practice”. Working as a group, students can begin to experience that they can become the best English speakers in the world.

References

- Doi, T. (1973). *The anatomy of dependence*. Tokyo, New York, San Francisco: Kodansha International.
- Doi, T. (1985). *The anatomy of self: The individual versus society*. Tokyo, New York, San Francisco: Kodansha International.

- Lewis, C. (1991). Nursery schools: The transition from home to school. In B. Finkelstein, A. Imamura, & J. Tobin (Eds.), *Transcending stereotypes—Discovering Japanese culture and education* (pp. 81-95). Yarmouth, Maine: Inter-cultural Press.
- Matsumoto, Y. S. (1960). Contemporary Japan—The individual and the group. *Transactions of the American Philosophical Society*, 50(1), 1-62.
- Mizutani, O. (1992). *Spoken language in Japanese life*. Tokyo: The Japan Times Ltd.
- Poole, G. S. (2010). *Japanese professor: An ethnography of a university faculty*. Rotterdam: Sense Publishers.

This essay first appeared in the newsletter of the Learner Development Special Interest Group of the Japan Association for Language Teaching. For this publication it was shortened and edited. 2012. *Learning Learning*, 19(3). Retrieved from <ldsig.org/LL/19three/19-3toc.html>.

Caroline Ross teaches English at Nakamura Junior and Senior High School for Girls. Her interests include developing the concept of sustainable education.



Autonomous learning: How can I help my students foster it?

Yukiko Shimuzu

St. Hilda's school, Tokyo

Japanese high school students are not usually given the opportunity to take charge of their own learning in large mixed level classes, but are required to take many exams while at the same time developing their English competence. This gives the students a negative attitude towards English. On the other hand, when they are placed in situations where they need to communicate with people from abroad, they use English as much as possible in order to make themselves understood. This paper describes such students' attitudes towards English and their learning environment and also considers ways to improve their autonomy.

日本の高校のクラスは一般に生徒数が多く、個々の能力にも開きがあるとされている。また、生徒自ら選択し学ぶ機会が十分に与えられているとは言いがたく、いつも小テストや定期考査などの試験に追われているのが実情で、それが英語学習態度にもよくない影響を与えている。その一方で、英語を使って意思伝達を図りたいという姿勢は随所に見られ、そこで得られた成功体験が前向きな学習態度につながっている。本論では、そのような生徒の前向きな英語学習態度をどのようにクラスでの自律的な英語学習に活かせるかについて考察する。

The English classes in my school are organised according to a curriculum and syllabus in order to help develop the students' language competence. Following the introduction of the new curriculum by the

Ministry of Education, Culture, Sports, Science and Technology in Japan (MEXT), the school syllabus has changed and new teaching methods and activities have been introduced in order to provide the students with more exposure to English in the classroom.

Traditionally, the Japanese English classroom is teacher-centered, each class normally consisting of 35 to 45 students of mixed competence. Teachers tend to be perplexed at how to deal with such groups and find these conditions taxing. Within a limited number of class periods, students are required to read English newspapers, books, and MEXT-authorized English course books, and also to increase their knowledge of grammatical rules and apply them to their practice of English conversation or essay writing. This may be why some students feel that it's difficult to keep up with the classes. They are also required to take numerous weekly mini-tests and term examinations, whose marks directly affect their grades. The results of these tests tend to influence the students' attitudes towards English. Those with poor results have negative attitudes towards English, asking why they have to study English even though they are Japanese and don't have to use English in their daily lives.

However, the students do like to use English when they communicate with people from over-

seas. When I took some of the students to the tourist district of Asakusa in Tokyo to interview foreign tourists in English, all of them tried to make full use of what they had learned in their classes in order to communicate. This experience boosted their confidence and they realized that what they had learned in English classes was really meaningful. As a result of our trip, some of the students developed a more positive attitude towards English, some saying they intended to increase their contact with English pop culture and read books and newspapers.

Connecting such positive feelings of students to their current classes is something I would like to explore further. However, it is not a simple matter to construct these “perfect conditions” to improve students’ motivation, as McCombs and Pope (1994) assume. Studies have shown that learners cannot foster autonomy in isolation, but need social interaction with a teacher and other learners in the classroom. Little (1999), has said that teachers should provide learners with group work, so they are able to gain motivation from frequently exchanging ideas with other group members. Dam (1999) has mentioned that the teacher’s involvement produces powerful effects on learners taking responsibility for the whole process, from choosing their goals to assessing their own motivation. According to Ushioda (2012), it is beneficial to create an environment where learners can learn a language by means of interaction with the teacher and other learners and where they can be praised or encouraged by the teacher. Thinking of these studies in relation to my own classes, it may be necessary for me to create the kind of classroom environment where the students can socialize and shape their motivation, and where I can support and encourage the students wherever I can by giving them opportunities to take responsibility for their own learning. But are these measures really enough? What else do I have to do to improve my classes?

I have returned to graduate school to study English language teaching in more depth. Studying while working as a full-time teacher and taking care of two boys is quite challenging, but I find time to read, which broadens my horizons and enables me to look at my classes from different perspectives. As I read books on English language teaching and recall my 16 years of teaching at a private girl’s school, I think it more necessary for teachers to help learners voluntarily study and utilize English outside the classroom. So I have become a member of the Learner Development SIG. I am very grateful

that I have been given the opportunity to study learner development and to make improvements to my classes.

References

- Dam, L. (1999). How to develop autonomy in a school context: How to get teachers to change their practice. In C. Edelhoff & R. Weskamp (Eds.), *Autonomes fremdsprachenlernen* (pp. 113-133). Ismaning, Germany: Hueber.
- Little, D. (1999). Autonomy in second language learning: Some theoretical perspectives and their practical implications. In C. Edelhoff & R. Weskamp (Eds.), *Autonomes fremdsprachenlernen* (pp. 22-36). Ismaning, Germany: Hueber.
- McCombs, B. L., & Pope, J. E. (1994). *Motivating hard to reach students*. Washington, DC: American Psychological Association.
- Ushioda, E. (24 March, 2012). Motivation and autonomy in language learning: Theoretical and pedagogical interactions (Open lecture). Tokyo: Temple University Japan.

This essay first appeared in *Language Learning (Learner Development-Special Interest Group of the Japan Association for Language Teaching)*, 19(3), pp. 16-17. For this publication, it was shortened and edited.

Yukiko Shimizu has been teaching English at a private junior and senior high school in Tokyo for 16 years. She has an MA in linguistics and is currently studying English language teaching in more depth as a distance MA student at the University of Birmingham.



On JALT2012 Making a Difference

The 2012 Conference Proceedings is now available to JALT members online!

Over 70 papers offering information and ideas to support and motivate you in your learning, teaching, and research.

[<jalt-publications.org/proceedings>](http://jalt-publications.org/proceedings)

Literature in language teaching: What, why, and how

Simon Bibby and Tara
McIlroy

Literature in Language Teaching SIG

This short article first offers a quick overview of both theory and practice and then presents some straightforward practical suggestions for how to use literature in language classrooms. Finally, summaries are provided of articles in the first two issues of our peer-reviewed journal.

本論では、まず表題のテーマの理論と実践をまとめる。次に、授業でどのように文学を使用するかについて、わかりやすく実践的な提案を示す。最後に、我々の論文審査付きの研究教育雑誌の創刊号と第2号の論文についてのまとめを掲載する。

What is literature in language teaching, and why should teachers use it?

There are a good many reasons for teachers to use literature in the language classroom. For a range of readings see Brumfit and Carter (1986) for an introduction, Sage (1975) for a how-to guide that manages to be both well-researched and directly practical, and Hall (2005) for an overview of research trends. The likely benefits can be usefully considered in relation to Carter and Long's (1991) three models of why teachers use literature: *the cultural model*, *the language model*, and *the personal growth model*.

The cultural model

Literature is "one of the most obvious and valuable means of attaining cultural insights" (Scott, 1964, p. 490). Scott strongly advocates the use of literature as a cultural *way in*. Literature can be viewed as a product of historical and social circumstance, as a representative and revealing artifact. Texts can thus be used to engage and motivate learners and provide more ready and deeper connections with target cultures (Lazar, 1993). In the EFL class, a selection of texts may thus be employed as an integral part of a cultural course, to aid intercultural understanding, or the cultural analysis may conversely be derived from the chosen text(s).

SIG Spotlight: LiLT SIG

The Literature in Language Teaching (LiLT) SIG was set up to encourage and promote the use of literature in the language classroom. Our diverse membership includes teachers at various levels teaching language through film, creative writing, poetry, the short story, classic literature, literature in translation and world literature. We also welcome interest from educators interested in cultural studies, politics through literature, language learning, and applications of literary texts in different contexts. LiLT SIG activities include sponsoring literature/language experts to spread the good word of literature use across Japan, co-sponsoring conferences, working with other groups to promote effective pedagogical practice, publishing a bi-annual journal. The next volume of *The Journal of Literature in Language Teaching* (Volume 2, Issue 2) will be available from October 2013.

The language model

The focus of the language model is psycholinguistic. Teachers may choose to focus on how language is used within a given text. A literary text may be used to provide exemplars of particular grammatical points and/or lexical items. More ambitiously, teachers may ask students to engage in stylistic analysis of the text, though this may be best reserved for more advanced students. Among the suggested benefits of the language model are the expansion of vocabulary; increased reading fluency; enhanced interpretive and inferential skills (due to dealing with texts of increased complexity and sophistication); and exposure to a greater variety of language (lexis and syntax) due to the use of ungraded, authentic texts (Widdowson, 1979).

The personal growth model

The personal growth model offers a more student-centered approach to literature study. The purpose is to use literature as a vehicle to educate, to promote critical awareness, and to have students assess, evaluate, and discuss issues within the text and provoked by the text. Examples could include reader-response activi-

ties (Rosenblatt, 1938) that personalize the reading experience, or reactions to a text that help connect reading to students' lives (Showalter, 2003). This model is used in different contexts, but is particularly well suited to the developing language learner reflecting on development through childhood and adolescence, and thus is particularly suited to the high school and undergraduate university classroom.

How to choose literature: Establishing criteria

The key element in determining the success or otherwise of literature use in the language classroom is the choice of literary work. If the language is too difficult, or the subject matter too culturally distant, learning gains may be minimal (McKay, 1982). What are the possible solutions?

Certainly, graded readers are one option for teachers in a variety of contexts and there use is addressed elsewhere, but teachers may also choose to use literature *as is*, neither written for language students, nor diluted. How can teachers seek to evaluate whether a text may be suitable? We suggest some useful, readily applicable criteria below:

Relevance and accessibility

As with any language-learning course planning, a needs analysis is recommended for considering ways to integrate a literary theme. But don't be afraid to challenge students with more involved, weightier topics. Have your students reach far beyond the standard ESL/EFL textbook fare, the steady yet stultifying topics of free time, family, friends, etc. Entice, engage, and enthrall them in reading and discussing topics that mean something to them. Let's teach up rather than dumb down to students subjected to admass, perpetual SMS, and general short-termism.

Regarding length, if the book is too long students may simply be scared off and so teachers should make reasonable assessments of ability in order to select texts. Possessing a working knowledge of the local literature and applying the wants and needs of students to the planning of the course of study can make for a potent use of literary texts for successful language teaching.

Genre and narrative structure

A fundamental choice is whether to use multiple extracts, short stories, poems, or drama in a course, or to focus on one or more lengthier texts. Additionally, the use of literature in translation

is another option available to teachers of English. In using shorter extracts, teachers may consider connecting within an overriding theme or series of themes when submitting a course proposal.

Balance between action and description

This of course does depend on how the teacher chooses to use the text, the students' majors, and the level of students, but L2 readers may struggle upon being confronted with an excess of colorful description and, alas, quite possibly just give up on the text. A suitable balance between description and action is thus something to bear in mind when choosing texts.

Syntactic and lexical accessibility

As with selecting any text for classroom use, the difficulty level should be anticipated by the instructor and materials developed accordingly. Lexical difficulty can be gauged using a variety of methods. One example suitable for readily available copyright-free literary texts is the frequency analysis available at <extutor.ca>. With this information, teachers can prepare materials confident in the knowledge that they have assessed the difficulty level for students.

Multimodal and multimedia representations

Viewing the film version of a class text is likely to support understanding, particularly of lengthier narratives. Similarly, graphic novels, audio recordings, theatre productions, and shorts on YouTube can all assist students. Comparing versions can be a beneficial class activity, considering why a film director may have chosen to omit scenes, to amend the story, to change the focus, to exclude certain characters, or even change the ending. This should only be tried after reading, as the film version is often different, sometimes very different. While it may also defeat the object of reading and creating mind's eye meaning with the language if this is pre-created, pre-visualised, and pre-digested. Watching the film can be assigned as homework, after reading, to be discussed in class.

What do you like as a teacher?

Finally, if the teacher radiates boredom, it is unlikely that students will be enthused. So, teach what you like to read (within reasonable realms of syntactical and lexical access), and you are likely to be more energetic, and your enthusiasm for the text will communicate itself to students. "This

is great stuff. This matters. Reading this matters. Reading matters." Reading certainly does matter.

LiLT SIG views and directions

Thus far in the LiLT SIG's short time as part of the JALT community, a glimpse into the broad and varied interests of our members has been provided by the initial contributions to our publication, the *Journal of Literature in Language Teaching*. Now a biannual publication, Vol. 2 will have two issues in 2013 particularly focusing on Literature in ELT (*Issue 1*) and Literature in Japan (*Issue 2*). The journal can be found at <lilt.jalt.org>. In *Volume One*, Simon Bibby introduced literature in an overview essay (from which this is an offshoot) and continuing this, Atsushi Iida provided a critical review of literary reading and writing. Patrick Judge asserted the value of television series as literary texts, a theme he followed up this year describing how he uses the series *Battlestar Galactica* within EAP classes. Creativity and post-colonial criticism have received attention from Cameron Smith and Neil Addison in their articles, both expanding and challenging our views of text types in use. Regarding poetry, Tara McIlroy discussed the issues of text choice and activities teachers use for poetry classes. Jane Joritz-Nakagawa discussed her experiences as both a poet and as a teacher who uses poetry in her classes. She gave an extensive list of useful poetry sources. Interviews, research summaries and a conference report variously featured from Wendy Nakanishi, Kayo Ozawa, Jane Joritz-Nakagawa, Donna Tatsuki, Lori Zenuk-Nishide and Frances Shiobara, all of whom have vast experience within language classrooms in Japan. We all hope that through publishing the work of our SIG members in the journal and promoting the activities of LiLT SIG and of kindred groups throughout Japan, a positive contribution to the world of literature in language teaching can be made.

References

- Bibby, S. & Brooks, G. (Eds.) (2013). Literature in ELT. *Journal of Literature in Language Teaching*, 2(1). Retrieved from <lilt.jalt.org>
- Bibby, S. & Brooks, G. (Eds.) (in press) *Literature in Japan*. *Journal of Literature in Language Teaching*, 2(2). Retrieved from <lilt.jalt.org>
- Brumfit, C. J., & Carter, R. A. (1986). *Literature and language teaching*. Oxford, UK: Oxford University Press.
- Carter, R., & Long, M. (1991). *Teaching literature*. Harlow, UK: Longman.

Carter, R., & Nash. W. (1983). *Language and literariness*. *Prose Studies*, 6(2), 124-141.

- Compleat Lextutor. (n.d.) *Vocabprofile*. <lextutor.ca>
- Hall, G. (2005). *Literature in language education*. London, UK: Palgrave Macmillan.
- Collie, J. and S. Slater (1987). *Literature in the language classroom*. Cambridge, UK: Cambridge University Press.
- Lazar, G. (1993). *Literature and language teaching*. Cambridge, UK: Cambridge University Press.
- McKay, S. (1982). Literature in the ESL classroom. *TESOL Quarterly*, 16(4), 529-536.
- Rosenblatt, L. M. (1938). *Literature as exploration*. New York, NY: Modern Language Association.
- Sage, G. (1975). *Incorporating literature in ESL instruction*. Upper Saddle River, NJ: Prentice Hall.
- Scott, C. T. (1964). Literature and the ESL program. *The Modern Language Journal*, 48, 489-493.
- Showalter, E. (2003). *Teaching literature*. Oxford, UK: Wiley-Blackwell.
- Widdowson, H. (1979). *Explorations in applied linguistics*. Oxford, UK: Oxford University Press.

This piece first appeared in *The Journal of Literature in Language Teaching*, 1, pp. 5-10. It was shortened and edited for this publication.

Simon Bibby founded the Literature in Language Teaching SIG in 2011. He was using literature in classes, looked around for a relevant JALT group to discuss with like-minded folk, but couldn't find one. So he decided to start up a new SIG, and here we are. In addition to being a qualified school teacher, he has an MA in Educational Technology and is currently a doctoral candidate.



Tara McIlroy has an MA in Applied Linguistics from Victoria University in Wellington, NZ and is a PhD candidate at the University of Birmingham, UK. She has been teaching English literature and EFL for over 10 years. Her interests include literary reading, investigating uses of creative texts and uses of world literature in the language classroom.



Peer observation helping professional development

Peter Russell

Visiting Faculty, Asia University

This paper sets out the author's ideas of how peer observation can be a useful tool for teachers of English as a Second Language (ESL), especially when teaching as part of a large faculty. He will demonstrate how observing other teachers' classes can stimulate and improve the professional development of the observing instructors. He will argue that the simple act of observing other methods of teaching need not be in any way a challenge to the teachers' positions but rather, a helpful and encouraging element in the career of the instructor.

本論では、教師同士の授業を観察することが、特に大きな学部の中で ESLを教える教師にとって役立つ手段となることを述べる。他の教師の授業を観察することで、観察している教師の専門的な成長が見られる。授業を観察することがその教師の負担になることはなく、むしろ教育者としてのキャリアにとって強みになることを論じる。

This paper will set out my ideas of how peer observation can be a useful tool for teachers of English as a Foreign Language (EFL), especially when teaching as part of a large faculty. I will demonstrate how observing other teachers' classes can stimulate and improve the professional development of the observing instructors, and argue that the simple act of observing other methods of teaching need not be in any way a challenge to the teachers' positions but rather, a helpful and encouraging element in the career of the instructor.

My first proposal is that we, as teachers, should always take steps to improve our teaching methods. I propose that we interrogate our teaching profession—through peer observation—not like a pupil, but like a judge. We can do this by reflecting on what we see both in those observations, and then again through post observation meetings with our fellow colleagues.

Peer observations can make any class more effective for students through enriching the experience of instructors while, at the same time, aiding the professional development of the teachers involved. Helping achieve better lessons

SIG Spotlight: PALE SIG

全国語学教育学会
The Japan Association for Language Teaching (JALT)
PALE 特別分科会
"Professionalism, Administration and Leadership in Education"
Special Interest Group (SIG)

The JALT PALE SIG's mission starts in raising awareness about issues that affect language teachers inside as well as outside the classroom, through PALE Newsletter and website < jalt.org/groups/PALE > .

PALE also has an online forum for teachers to connect with one another about important issues that arise and affect foreign teachers in Japan.

PALE welcomes submissions on the following broad range of topics which include professional development and evaluation, sociological trends in education, professional ethics, politics and philosophy of education, administration and management, employment conditions, leadership dynamics, legal issues and human rights, comparative education, globalization and foreign language teaching, curriculum design, implementation and maintenance, and the demands societies place on educators.

Potential contributors to the PALE newsletter are invited to contact the publications officer, Brooks Slaybaugh at < slaybaugh05446@yahoo.com > .

while at the same time improving teachers' professionalism is something all institutes of learning can approve of.

If we open a dictionary the definition of *profession* is pretty straightforward;

"A vocation or calling especially one that involves some branch of advanced learning or science"
(Thompson, D. 1995).

There can be genuine professional development through peer observations. Our teaching values will change the more interaction we have with different teachers and their classes. If we admit that, as teachers, we gain valuable insight into teaching through attending conferences and seminars, which are, at best, a semi-annual occurrence, then surely it must be to our benefit

to have a more regular opportunity of engaging with our fellow colleagues that we work with on a daily basis. If the theory that going to conferences and subscribing to ESL journals is good for professional development, then surely we can say the same for peer observations. Surely this is one way to inspire personal change.

Attending conferences and such, we must, obviously, take things on trust from the presenters regarding their experiences. Presumably though we are still somewhat sceptical; it is impossible to investigate everything personally. Checking everything would take far too long. The growth of EFL experience depends on being able to build on the work done by others. Peer observations would seem ideal in this regard. I think it much easier to believe what we see with our own eyes; we can revise our opinions in the light of what we see before us. This is a much stronger learning experience than merely accepting information verbatim from journals, books, and conferences.

In the standard, accepted concept of peer observation, teachers (i) meet to discuss what will happen during the observation, (ii) observe each other in their classrooms as they teach, and (iii) hold a post observation meeting to share opinions. It is a three-part cycle: pre-observation discussions, an observation, and then post-observation feedback (Wilkinson, 2001, p. 25).

Taking the fear out of the peer observation process is a worthy and necessary objective. It should be voluntary, ideally it should be reciprocal, and thirdly the observing teacher should reflect and focus on what he/she has learned from the lesson, rather than offering suggestions to the observed. This, I think, is the principal difference between my proposal and the standard, accepted definition of peer observation. By putting the onus on the observing teacher the instructor giving the lesson has nothing to fear in any post lesson discussions. During the observation, the observer's job is not to decide if the teacher is teaching well or not but rather what they, as observers, can learn and implement for their own classes.

My proposal here is that the observed teacher can decide that he/she does not want any information garnered by the observer. The process should be completely open and transparent with nothing being done to make either party uncomfortable.

After the observation comes valuable post-observation feedback. Here I think it best if the

observer merely facilitates the teacher's exploration of any questions that arise—and hopefully finding some answers, if asked. I think it quite permissible that the observing teacher use what he/she has seen to reflect only on his/her own lessons. The observed and not the observer should determine the direction and pace of these discussions; to use a rather American phrase, the observed teacher should feel a sense of ownership of the process.

Feedback, if indeed asked for, should be based firmly on the actual events in the classroom, and not on the observer's opinion of appropriate teaching practice.

The potential of peer observation as a reflective professional development tool, a personal low-tech way of incorporating reflective practice into day-to-day classroom teaching, has long been underestimated.

As stated earlier, teachers of English may enhance their professional competence by participating in professional development programs such as workshops, seminars, and conferences. These programs however seem less than adequate. Firstly, such programs are rare, and so not all teachers of English get the opportunity to participate in them. Secondly, the approach of these programs is based on the *applied science* model according to which experts convey findings of scientific knowledge and experimentation to classroom teachers, and it is up to the teachers to put this *received knowledge* into practice. Surely a more reflective approach, through peer observation, makes the *knowledge* more accessible to practice for the teacher and easier to understand for the students. Indeed if peer observation poses questions as to what exactly the role of the teacher is in the classroom, this can be no bad thing.

"The whole notion of teacher as disseminator of knowledge is now turned on its head. While in the old scenario, the teacher was the boss, in the new scenario, the teacher becomes facilitator. The teachers, who employ knowledge in the classroom, do not funnel information into their student's heads. The teacher is no longer the sage on the stage, but the guide on the side becoming less central to the learning process." (Akhtar Siddiqui, 2002, p.13) The teacher is considered as a *researcher* (Stenhouse, 1975), a *reflective practitioner* (Schon, 1983), a *decision maker* (Reagon, 1993), and even as a *strategist* (ibid, p. 189).

In this fast changing global scenario, peer observation is a useful tool in becoming a better

instructor. It is a pretty simple process because it is teacher-initiated and teacher-directed: it involves teachers observing colleagues, collecting data about their classrooms and their roles within them, and using the data as a basis for their own self-evaluation (Richards and Lockhart, 1994). Through observation the observer constructs his/her own theories of teaching, drawing on knowledge, skills, training and experience, as well as all that is learned from the classes observed.

We have seen how professional development can progress through peer observation. These observations do not need to be in any way confrontational. I suggest in fact the very opposite—they should be used by the observing teacher as an opportunity to reflect on his/her own classes and, in this way, experience is gained. It's a win-win scenario. The observing teacher gains insights that would otherwise not be available while the teacher can gain feedback if that is what she/he desires. There is no pressure from, or on either side.

In conclusion then we can see how peer observation helps the professional development of those teaching in a profession that is pretty solitary once that classroom door closes. The sharing of experience and knowledge through peer observation is an ideal opportunity to open up the classroom and take the mystique away from what goes on there; it dilutes the idea of a teacher disseminating *wisdom* from the top. If we have indeed become *facilitators*, facilitating students on their quest to learn, surely we should equally be facilitators towards our fellow colleagues on their own quest in search of experience and knowledge. When a great lesson is observed it is, I think, the duty of the observer to try to implement the energy and intelligence of that instruction. Salutary to observe: but better still to emulate.

References

- Akhtar Siddiqui, M. (2002). *Faculty development for excellence in higher education*. Madrasa India: University News.
- Reagon, T. (1993). Educating the reflective practitioner: The contribution of philosophy of education. *Journal of Research and Development in Education*, 26(4), 189-196.
- Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Schon, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

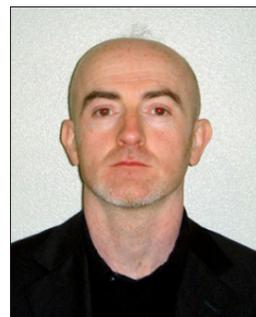
Stenhouse, L. (1975). *An introduction to curriculum research and development*, London: Heinemann Educational.

Thompson, D. (Ed.). (1995). *Oxford English Dictionary* (9th ed.) London: Oxford University Press.

Wilkinson, R. (2001, September). What's the good of an EAP/ESP professional? *IATEFL ESP SIG Newsletter*, 20, 25-30.

This essay first appeared in the PALE Newsletter (Special Interest Group of the Japan Association for Language Teaching) XII vol. 1, pp. 2-9. For this publication, it was revised.

Peter Russell is a native of Limerick, Ireland and has a BA and MA in French, from the University of Limerick, as well as a PGCE in French and German from the University of Christchurch (United Kingdom). He has worked in Germany, Belgium, France, Australia, Turkey and the United States before first coming to Japan in 1999. Married to Mayumi, with two children, Erika and Mike, he lives in Sugunami-ku, Tokyo. Hobbies are swimming and watching Irish rugby teams take on, and beat the world. He can be contacted at <prussell@asia-u.ac.jp>.



Raising Bilingual Children in Japan

JALT2013, Kobe Convention Center, Portopia Kobe

The JALT Bilingualism SIG and Kobe JALT Chapter present a talk on the basics of raising children in two or more languages in Japan. Join speaker Mary Nobuoka, Bilingualism SIG coordinator, in Kobe on Sunday, October 27, 2013 from 11:30 in the Tsutsuji room.

Creating basic motivational conditions in the JHS classroom: self esteem, sense of place and purpose

Guy Smith

Komazawa University

Why are some teachers able to construct unified and calm learning groups while other equally dedicated ones struggle to do so? In the context of the EFL Japanese Junior High School, this article looks at a case study of one successful teacher and her facility in rapidly creating unified learner groups. Her strategies create individuals who display strong situational self-regulation skills in willingly accepting class group needs, thus creating a classroom environment which offers all participants a fair, productive, and supportive foundation for learning progress.

なぜある教師が落ち着いたあるクラスを構成出来る一方で、他の教師はそこで苦しむ事になるのか？本稿では、まとまりのあるクラスを作る、ある中学校教諭のストラテジーを紹介する。そこでは、クラスが求めるニーズ、すなわち公平で生産的かつ効果的に学べる環境、を自ずと受け入れる自己抑制力のある個を生み出している。

Second language learning (L2) motivational studies have been moving towards more socially situated approaches focusing on dynamic and evolving relationships between individuals, groups, and environments (Dörnyei & Ushioda, 2011). The complexity of investigating social and individual components of L2 learner motivation in their L2 studies has resulted in more situated approaches viewing learner motivation through contextual micro-perspectives (Dörnyei, 2003), e.g., teacher personality, task motivation, and group specific motivational components as they develop in time, for example evolving classroom cohesion.

Five years of EFL co-teaching with Japanese teachers in public Junior High Schools in the Kanto region let me experience teaching with over 50 teachers. It mystified me as to why while nearly all teachers demonstrated caring personalities with sincere interest in their students' welfare, some teachers were effective in rapidly building cohesive and calm learning environments, while many others struggled with

SIG Spotlight: TED SIG

Teacher Education & Development SIG is a network of foreign language instructors dedicated to becoming better teachers by exploring educational practices and helping others teach more effectively. Active since 1993, TED members teach at all levels of education. TED's annual conference, EFL Teacher Journeys, and its publication, Explorations in Teacher Education, an on-line journal and newsletter, are devoted to providing teachers with forums for discussing their research into teaching practices and offering advice for professionals at various stages of their teaching journeys.

disruptive and sometimes demotivated classrooms. Why were some teachers so continually successful?

The rewards of working with teenagers attract many energetic and dedicated educators. However, motivating this age-group to adhere to group norms allowing the teacher to maximize classroom time can be tricky and patience testing. Teacher A, with 30 years of teaching experience, employs effective initial management strategies in building unity with learners who present serious challenges in classroom management. I was able to observe her classroom over a period of five years with more than ten learning groups, demonstrating the effectiveness and practicality of her strategies.

A Framework for Discussion

Self Determination Theory (Deci & Ryan, 1985) is a motivational and personality macro-theory which sees the extent to which behavior towards growth is self-determined, affects adversely or favorably, the intensity and persistence of motivation. Self-determined behavior can be promoted and encouraged by people perceiving psychological needs as being fulfilled. Rochester University researchers Edward Deci and Richard

Ryan and Deci (2002) have detailed 3 key needs in the theory; competence, relatedness, and autonomy. (For an investigation of SDT in the Japanese context, see Honda and Sakyu, 2005).

1. Competence refers to the perception that we are acting effectively.
2. Relatedness refers to the need to be connected.
3. Autonomy refers to our desire to be in charge of and responsible for our own actions.

The SDT framework will allow us to define and investigate links between Teacher A's natural classroom strategy and her subsequent success in classroom management.

Strategies

Competence 1. Success

According to SDT, people need to feel effective. Teacher A includes some assessment in every lesson. Assessment activities are quick reviews of lesson points. For example, from today's class of the letters A to G, students are required to write these letters five times in a five-minute period. Grading is decided solely by completing the activity. The teacher circulates, encouraging and helping any students in need. Not surprisingly, all students receive an "A" grade. Such assessment focusing on concrete and visible success continues for two or three weeks. Students perceiving themselves as effective learners will be vital in fostering a commitment to co-operate with the group needs.

Dörnyei and Ushioda (2011) number 3 elements improving the chances our students will be successful:

- offering sufficient preparation and assistance
- making sure exactly what success involves
- removing serious obstacles to success

Relatedness 1. A sense of purpose

Teacher A nearly always starts out lessons with a rationale of how or why today's learning may be useful. Simple activities such as learning numbers are given a context, for example, noting down a telephone number. Paul Nation (2009) in *Teaching ESL/EFL Listening and Speaking* comments, "The main focus should be on language that the learners can use quickly for their purposes rather than on too much grammar explanation" (p. 19). Littlejohn (2008) further points out, "At the very least then, we can say it

is the responsibility of the teacher to explain why it is useful to do a particular activity and how that activity relates to the wider goal of learning the language" (p.4).

I observed few teachers (including myself) consistently giving students a reason or context for learning to aid directed student motivation. Many teachers seemed to rely upon beliefs that students' should listen to and follow the teacher's instructions. Many young EFL learners without clear goals become demotivated, one crucial problem can be an ineffective teaching style (Kikuchi and Sakai, 2009).

Relatedness 2. Caring, respect, and tolerance

Teacher A has a problematic student in one of her classes. In one class, this student raised his hand three times in five minutes claiming he "did not understand the activity." Teacher A remains calm praising the student, saying the student has raised a question other students may want to ask but hesitate to do so. The teacher always asks him by name to be quiet, and thanks him when he makes an effort to do so.

This student comes to follow lines of acceptable behavior, and becomes a positive contributor to class. A potentially disruptive student has been assimilated as a valued member, not sidelined or ignored. Importantly, "relatedness is deeply associated with a student feeling that the teacher genuinely likes, respects and values him or her" (Niemeic, 2009, p.139) and teacher behaviors play a vital role in class cohesion. Teacher A demonstrates it is important a caring attitude emerge in practical strategies and behaviors all students can *relate to* and *clearly recognize*.

Discussion

Few things are less disheartening than facing 3 years of teaching a disruptive and demotivated group. Dörnyei (2003) identifies cohesion and acceptance of group norms in the classroom as a vital part of creating basic motivational conditions for learner progress. By focusing on developing individual self-esteem and sense of place, teachers can acquire the willing consent of students to accept group norms.

In my 5 years of team teaching, I observed many teachers new to teaching struggle to create unified groups with young learners. Lack of practical strategy in creating unity often led to shouting at disruptive students, or punishments fostering dislike for the teacher. Teacher A's

strategies offer practical and concrete guiding principles for new teachers wondering how to create positive group unity.

In summary, teachers in the Japanese JHS context may have more success in early stage group forming by, paradoxically, focusing on classroom strategies that foster individual perceptions of self-esteem, place and purpose within the group by

- Focusing on perceived student competence (Can I be an effective learner, here in this classroom with this group?)
- Increasing sense of purpose in context (Why am I learning/doing this?)
- Building a strong and visible relationship with the teacher (Is the teacher's concern and respect for me and the class real, and being expressed in a tangible manner?)
- Emphasizing each individual's place (Do I have a role to play in the group?)

Sometimes sadly, our enjoyment of teaching is severely diminished by frustratingly non-cooperative classrooms and students. While real classroom teaching will always be emotional and stressful, it should also be satisfying. Teacher A shows us that we can, through proactive and practical strategies, create positive and successful classrooms which promote student growth and also support and build our enthusiasm for teaching and keep alive the vision of having a positive impact on the lives of our students.

References

- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-determination in Human Behavior*. New York: Plenum.
- Ryan, R. M., & Deci, E. L. (2002). An overview of self-determination theory. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 3-33). Rochester, NY: University of Rochester Press.
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. In Z. Dörnyei (Ed.), *Attitudes, orientations and motivations in language learning* (pp. 3-32). Oxford: Blackwell.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation*. Harlow, Longman.
- Honda, K. & Sakyu, M. (2005). The Concurrent and Construct Validity of Intrinsic/Extrinsic Motivation in Japanese EFL Learners: A Self Determination Perspective. 大阪教育大学教科教育学会『教科教育学論集』[Osaka Kyouiku

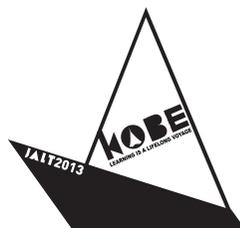
University Research Group for Curriculum and Education "Articles on Learning and Curriculum Development"] 4, 41-54.

- Kikuchi, K., & Sakai, H. (2009). Japanese Learners' Demotivation to Study English: A Survey Study. *JALT Journal*, 31(2), 183-204.
- Littlejohn, A. (2008). The Tip of the Iceberg: Factors affecting Learner Motivation. *RELC*, 39(2), 214-225. Retrieved December 11, 2011 from <andrewlittlejohn.net/website/docs/iceberg.pdf>
- Niemiec, C. P., & Ryan, M. R. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and Research in Education*, 7(2), 133-144.
- Nation, I. S. P. & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. Routledge, New York.

This essay first appeared in *Explorations in Teacher Education (Teacher Education and Development Special Interest Group of the Japan Association for Language Teaching)*, Volume 20, Issue 3, pp. 3-10. For this publication, it was shortened and edited.

Guy Smith holds an M.A. in TESOL from the University of Technology in Sydney. He teaches at private universities in the Tokyo area. His research interests focus on social psychology in educational contexts. When not trying to figure out how to keep some students a little

quieter and persuade others to participate, he enjoys practicing Okinawa style karate. He can be contacted at <guyantony607@gmail.com>.



JALT2013

October 25-28, 2013

Kobe International
Conference Center &
International Exhibition Hall

<jalt.org/conference>

A cognitive semantic approach to L2 learning of phrasal verbs

Brian Strong

University of Victoria PhD
candidate

This quasi-experimental study investigated the contributions of a paired-associate learning method and a semantic analysis method for enhancing Japanese EFL learners' knowledge of phrasal verbs. In addition, since dual coding theory argues that basic image schemas of the orientation of particles create opportunities for deeper memory traces, a third treatment was included. It consisted of a semantic analysis along with basic pictures showing the direction of a trajectory in relation to a landmark. The results of the three treatments revealed participants who received the semantic analysis and those who received the semantic analysis plus basic pictures treatment outperformed the paired-associate group on the test. Based on the initial findings, it appears a semantic analysis approach is an effective teaching method that should be used to help learners overcome the confusion experienced when using phrasal verbs.

本論では準実験的研究法を使用し、日本人英語学習者の句動詞に関する語彙知識強化における、対連合学習法 (Paired-Associate Learning Method) と意味論的分析学習法 (Semantic Analysis Method) の貢献度を調査した。さらに、二重符号化理論 (Dual Coding Theory) に基づく主張、すなわち、方向性を示す副詞不変化詞の基本的イメージスキーマによってより深い記憶定着の機会が与えられるという論に基づき、第3の方法を設定した。これは、意味論的分析と共に、目標物と関係づけられた移動軌跡の方向性を示すイメージを与えるものである。以上3種類の方法を行った後、事後テストと遅延事後テストにおいて語彙記憶の保持を測定した結果、意味論的分析を受けた群および、意味論的分析に加えイメージを与えられた被験者群で、対連合学習法の被験者群を上回る結果が示された。この初期調査の結果、意味論的分析が、学習者が句動詞を使用する際に経験する混同を克服する助けとなる効果的な教授法であることが示唆された。

Erman and Warren (2009, p. 50) suggest that 55% of any text will consist of formulaic language. This estimate may be reasonably accurate considering that corpus linguistics researchers are finding patterns of idiomatic sequences used repeatedly throughout corpora. The idea that language use is largely formulaic and language acquisition involves a great deal of formulaicity is becoming a prevalent view in many fields of research. This paper very briefly reviews an experiment on teaching and learning phrasal verbs, which form a subset of formulaic language. The motivations for this experiment

SIG Spotlight: Vocab SIG

The JALT Vocabulary SIG provides a venue for the discussion and research into second language vocabulary acquisition and assessment, particularly as they pertain to language education in Japan. Its activities include holding an annual symposium, attracting some of the biggest names in vocabulary research worldwide, as well as producing two publications; an annual journal entitled Vocabulary Learning and Instruction (VLI), and a bi-annual bulletin titled Vocabulary Education and Research Bulletin (VERB). The articles range from theoretical frameworks to pedagogy, providing a wonderful mix of theory and teaching applications, all while maintaining a central focus on vocabulary. In addition, the SIG contains some of the wordiest members you are likely to meet, who are always up for a good time and discussion on (non)vocabulary-related concepts and ideas. Contact the SIG at <jaltvocab@gmail.com> for more information.

center on the fact that phrasal verbs remain largely problematic for many Japanese learners of English and that this is partly attributable to the little attention given to teaching phrasal verbs in the classroom.

Learning phrasal verbs is an enduring source of difficulty for many Japanese learners of English. The confusion may be largely attributable to the fact that English lexicalizes orientational schemas differently from Japanese. That is, English encodes orientational spatial senses in particles whereas Japanese encodes these senses in the verb itself (Yasuda, 2010, p. 251). Learners unaware of the special constructional contribution of particles and prepositions to the main verb may believe that phrasal verbs are arbitrary idiomatic expressions and regard rote memorization as the main strategy of learning phrasal verbs (Side, 1990). Farsani, Moïnzadeh, and Tavakoli (2012) point out that this misconception has also led teachers and textbook writers to promote memorization strategies of learning phrasal verbs.

It appears that for many Japanese learners of English, the chief strategy for learning phrasal verbs is through rote memorization, where L1

translations accompany target phrasal verbs. This piecemeal approach makes learning phrasal verbs a daunting task and tends to result in many learners underusing or incorrectly using phrasal verbs. An alternative strategy proposes raising learners' awareness of the orientational senses of prepositions and particles. This approach reflects cognitive linguistic principles of embodied cognition that highlight the fact that prepositions and particles have extended meanings that trace back to our experiences with our bodies, the environment, and the interaction between them (Lakoff & Johnson, 1980).

Aims and methods

The aim of this quasi-experimental study was to investigate three methods of learning phrasal verbs. The 77 participants in this study were second-year Japanese science majors learning English as part of a compulsory 2-year program at a Japanese university. Prior to the experiment, all the participants had spent at least seven years learning English and, to ensure they were reasonably equally proficient in English, their TOEIC scores were collected, analyzed, and outliers were eliminated. In addition, a vocabulary test was administered to assess the participants' vocabulary breadth. Using Schmitt et al.'s (2001) Version 2 of the Vocabulary Levels Test indicated that the participants had receptive knowledge of a large number of the 2,000 most frequent word families ($M=23.96/30$), with a weaker grasp of words occurring at the 3,000-word level ($M=19.57/30$) and at the 5,000-word level ($M=15.36/30$). Based on the results, it was determined that the participants had a low-intermediate level of English that allows them to have a functional but limited proficiency. The frequencies of all the words occurring on the test were analyzed using VocabProfile <lexutor.ca>. The results showed that over 96% of the words occurred within the 2000 frequency band of the BNC. The remainder of the words tended to be proper nouns or Japanese cognates. Thus, it is assumed that the participants would be familiar with nearly all of the words on the test.

This study focused its investigation on the particles *up*, *down*, *out* and *off*. For every particle, four verbs were selected, amounting to 16 phrasal verbs used for the treatment. The four particles were chosen for two reasons: (1) they are considered the most frequently occurring particles (Rudzka-Ostyn, 2003); and (2) the duration of the treatment was scheduled for 10 minutes only.

The participants were placed into three groups and each group received a different approach to learning the 16 phrasal verbs. Considering paired-associate learning is one of the most effective methods of learning single word items, it was hypothesized that it would also facilitate phrasal verb learning. The paired-associate learning group received a single sheet of paper in which the 16 phrasal verbs were presented in an L2-L1 format and were listed alphabetically. The treatment lasted 10 minutes and the 26 participants were instructed to ask the teacher if they had any questions about the items anytime during the treatment.

In a number of cognitive linguistics studies, a semantic analysis approach has contributed to participants learning multiword units. In this study, a semantic analysis of the contribution of the four particles was conducted for duration of 5 minutes. During this time, 24 participants received brief semantic instruction regarding the meaning of the four particles and how their prototypical meanings contribute to the meaning of the main verb. They were also encouraged to think about how these particles would be used in contexts. The semantic instruction encouraged the participants to understand the semantic relationship between the verb-particle constructions rather than to view the phrasal verbs as a single unit. The semantic analysis group received a single sheet of paper in which the phrasal verbs were grouped according to the particles and their prototypical meanings were provided such as *up* means to "move to a higher location." The remaining 5 minutes of the 10-minute treatment were devoted to independent review and study of the materials.

Dual coding theory states that pairing semantic information with a mental representation creates an additional pathway for recollecting information (Boers, Piriz, & Eyckmans, 2009). To investigate the effects of pairing a schematic image of the prototypical meanings of the four particles along with a semantic analysis, 27 participants received the same material as the semantic analysis group with the addition of basic schema pictures and the semantic instruction made frequent reference to the pictures. The instruction lasted 5 minutes and the participants spent the remaining 5 minutes in independent review and study of the materials. Based on the above three methods of learning phrasal verbs, the following hypotheses were formulated:

1. The three groups will score equally well on the 32 exposed phrasal verbs.
2. The three groups will score differently on the 32 unexposed phrasal verbs.

The phrasal verbs were embedded in short contextual sentences except a blank space appeared in place of the particle. The participants were to select the correct particle from a list of the four target particles and if they did not know they were instructed to check the *I don't know* option. The particle gap-fill test taps into participants receptive knowledge of verb + particle combinations. Two sentences were created for each of the exposed phrasal verbs, resulting in 32 questions for the 16 exposed phrasal verbs. To investigate whether the participants would be able to apply learning from the treatment to new phrasal verbs with the same particle, an additional 16 unexposed phrasal verbs were included and two sentences were created for each of the 16 unexposed phrasal verbs, amounting to 32 questions. In total, the test consisted of 64 questions for 16 (16x2=32) exposed and 16 (16x2=32) unexposed phrasal verbs. The questions were randomly organized on the test.

Results

The results of the test can be found in Tables 1 and 2. Since the data do not violate assumptions of ANOVA, it was run on the test scores of the unexposed and exposed phrasal verbs for the three experimental groups to answer the hypotheses. To answer the first hypothesis, a one-way ANOVA revealed the scores did not differ across the three groups, $F(2, 74) = .893, p = .414$. Since there are no reported statistical differences on the scores, no post hoc tests were followed up. To answer the second hypothesis, a one-way ANOVA revealed the scores differed significantly across the three groups, $F(2, 74) = 16.445, p = .001, \eta_p^2 = .368$. Fisher's LSD post hoc tests revealed that the paired-associate group's score was lower than the semantic analysis group's ($p < .001$) and lower than the semantic analysis + image schema group's ($p = .001$). However, there was no statistically significant difference between scores for the semantic analysis group and the semantic analysis + image schema group ($p < .656$).

Discussion and conclusion

The results indicate that the three experimental groups scored equally well on the 32 exposed

phrasal verbs, suggesting that all three treatments were equally effective at enhancing the 77 participants' familiarity with the target phrasal verbs. However, for the 32 unexposed phrasal verbs, the results show that the semantic analysis group and the semantic analysis + image schema group scored equally well while the paired-associate group scored lower. This may indicate that paired-associate learning is an effective approach in linking form and meaning of a holistic unit, but is limited by its strength for phrasal verbs that seem to require a semantic analysis of their component words. On the other hand, the semantic analysis and semantic analysis + image schema groups focused on learning the prototypical meanings of the particles and the results seem to suggest that they were successful at applying a semantic analysis to the unexposed phrasal verbs. Although the inclusion of image schema did not contribute to learning gains for the semantic analysis + image schema group on the test, its impact on long-term retention needs to be explored. Overall, based on the effect size, and considering the time on task was the same across the groups, it seems more worthwhile for teachers to include a semantic analysis to teaching phrasal verbs than including the use of pictures.

Table 1. Exposed phrasal verb gap fill test scores

Groups	Posttest		
	N	Mean	SD
Paired-associate group	26	23.73	3.7
Semantic analysis group	24	25.08	3.3
Semantic analysis + image schema group	27	24.23	4.2

Table 2. Unexposed phrasal verb gap fill test scores

Groups	Posttest		
	N	Mean	SD
Paired-associate group	26	15.50	3.4
Semantic analysis group	24	19.71	2.8
Semantic analysis + image schema group	27	20.11	3.3

References

- Boers, F., Piriz, A. M. P., & Eyckmans, J. (2009). Does pictorial elucidation foster recollection of idioms? *Language Teaching Research*, 13(4), 367–382. doi:10.1177/1362168809341505
- Erman, B., & Warren, B. (2009). The idiom principle and the open choice principle. *Text & Talk*, 20(1), 29–62. doi:10.1515/text.1.2000.20.1.29
- Farsani, H. M., Moinzadeh, A., & Tavakoli, M. (2012). Mnemonic effectiveness of CL-motivated picture-elucidation tasks in foreign learners' acquisition of English phrasal verbs. *Theory and Practice in Language Studies*, 2(3), 498–509. doi:10.4304/tpls.2.3.498-509
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: The University of Chicago. doi:10.3115/1118975.1118976
- Rudzka-Ostyn, B. (2003). *Word power: phrasal verbs and compounds*. Berling: Walter De Gruyter GmbH & Co.
- Schmitt, N., Schmitt, D., & Clapham, C. (2001). Developing and exploring the behaviour of two new versions of the Vocabulary Levels Test. *Language Testing*, 18(1), 55–88. doi:10.1177/026553220101800103
- Side, R. (1990). Phrasal verbs: Sorting them out. *ELT Journal*, 44, 144–152. doi:10.1093/elt/44.2.144

Yasuda, S. (2010). Learning phrasal verbs through conceptual metaphors: A case of Japanese EFL learners. *TESOL Quarterly*, 44(2), 250–273. doi:10.5054/tq.2010.219945

This essay first appeared in *Vocabulary Education & Research Bulletin* (Special Interest Group of the Japan Association for Language Teaching) 2(1), pp. 4-6. It was revised for this publication.

Brian Strong had been teaching English in Japan for over thirteen years and was an Instructor of English as a Foreign Language at Kwansei Gakuin University. He is currently a PhD student at Victoria University of Wellington, where he is researching optimizing approaches to L2 instructed multiword unit acquisition. Brian looks forward to any feedback on his study. To contact him please email at <strongbp@me.com>.



Learner Development SIG's 20th Anniversary Conference • LD SIG 創設20周年記念大会

Exploring Learner Development: Practices, Pedagogies, Puzzles, and Research

- Gakushuin University, Tokyo • 東京の学習院大学
- November 23-24 • 11月23～24日
- Conference speakers include Naoko Aoki, Richard Smith, Kensaku Yoshida and Phil Benson • 青木直子氏、リチャード・スミス氏、吉田研作氏、そしてフィル・ベンソン氏をお招きしています。
- Early bird registration closes on September 30. More information: <ldsigconference2013.org> • 早期申込割引期間は9月30日に締め切ります。詳しい情報については、<ldsigconference2013.org>をご覧ください。

Exploring Learner Development
LD
20



A case for iterative practice: Learner voices

Harumi Kimura

Miyagi Gakuin Women's University

What is the status of task repetition in English oral communication classrooms? Proponents of communicative language teaching (CLT) value learners' involvement in meaningful, enjoyable, and real (or quasi-real) communication and encourage students to practice language in student-student interaction. Most notably, in task-based language teaching (TBLT), learners carry out specific tasks with "less-structured input" and engage in "less-constrained practice" of language (Hughes, 2011, p. 151). The trends clearly show that both teachers and researchers have come to believe that practicing communication in interaction, or in negotiation of meaning inherent in interaction, promotes L2 oral/aural language development. DeKeyser (2007) expressed the need simply and nicely as follows: "a large amount of practice is required" (p. 293). However, empirical studies on repetition of the same or similar activities or tasks are rather rare.

This seems a little odd because practice entails repetition in our daily life. Did you not practice riding a bicycle for hours, days, or weeks? Small children practice using cutlery at every meal. Swimmers are not born as swimmers—they become good swimmers after long hours of practice. Why do language-teaching practitioners avoid deliberate, repetitive practice? Do they think that people will think of them as lazy or incompetent teachers if they repeat the same activities or tasks? For example, why do L2 researchers who are concerned with proceduralization and automatization not investigate the issue in relation to designing tasks or planning lessons and courses? Researchers informed about socio-cultural theories of SLA have also not explored the benefits/downsides of task repetition, even though they are concerned with the social nature of student-student interaction and effective scaffolding among learners. There seems to be a discrepancy between SLA and other types of activities when it comes to learning to be fully competent in specific skills (Beglar & Nemoto, 2012).

In this paper, I explore the affective reactions of L2 learners of English who are engaged in iterative tasks. The data are focused essays in the preliminary study and interviews in the main study.

The term "practice" has not been popular in language classrooms since behaviourism went out of fashion. In this paper, however, I examined learners' feedback on task repetition in order to promote the idea as an aid while learning to communicate in another language. Sixty Japanese students of English reflected on their classroom practice of oral interaction and produced focused essays on it. In the subsequent main study, to investigate further one of the most common themes identified in the students' essays, task repetition, I interviewed three students and asked them what they thought of the iterative, interactive tasks I regularly employed in class. Their interview data provided support for repeated practice with more enjoyment, higher involvement, higher self-esteem, and lower anxiety. Repeated practice was supported not just by learning gains, as past research had demonstrated, but also by affective gains as this group of learners made a case for it.

「練習」は行動主義の衰退に伴って語学の授業では人気を失ってしまったようだが、学習者は繰り返すことをどのように考えているだろうか。本論では、まず60人の学習者にオーラル・コミュニケーションの授業で行う「繰り返し練習」について意見を求め、その後3人にインタビューを行った。学習者は、繰り返して練習することの楽しさ、参加度・自尊心の向上、逆に不安感の軽減などを挙げ、気持ちの面でも繰り返しが効果を持つことを語った。

Based on these data sets, I argue for recycling the same or similar tasks for building confidence and developing fluency in less stressful settings.

Literature review

Cognitive gains

Some researchers have investigated the cognitive effects of task repetition (Arevart & Nation, 1991; Bygate, 1996, 2001; Lynch & Maclean, 2001). For example, Bygate (1996), by investigating two oral performances of one learner with an interval of three days, examined whether repeating the same story-telling task made a positive difference in learner production. The learner viewed a short extract of a cartoon and narrated the story. Her second performance, although required unexpectedly, demonstrated improvement in accuracy. For example, she chose more appropriate words and expressions and used more inflected verb forms as well as more lexical verbs compared with her more frequent use of copula verbs in the first performance. These results were likely to indicate that she was better at monitoring the choice of expressions or grammatical features. The researcher concluded that the first performance played the role of conceptualizing and rehearsing ideas for her second performance.

With regard to the fluency-development effects of immediate repetition, Arevart and Nation (1991) examined 20 adult learners' improvement using the 4/3/2 technique, and they found a significant increase in the speed of delivery and a significant decrease in the frequency of hesitation. In this technique, students deliver the same narrative on a meaningful topic for three different partners in less and less time. The researchers demonstrated that fluency is trainable by letting learners immediately repeat the task under time pressure.

Lynch and Maclean (2001) explored immediate task repetition with different partners in an interactive task and found that learners improved in accuracy on grammar, pronunciation, and vocabulary when performing a *poster carousel* task. Seven pairs of learners made a poster on a different research article and displayed their posters on the walls. At the following poster session, one of each pair took the role of a visitor who asked questions about each poster for 3 minutes, then moved to another poster and repeated the procedure. The other served as a host who took questions in front of their poster. In the second round, they changed roles and did the

same. Through repeating six times as a host and another six times as a visitor, learners improved their language abilities, although their improvement was not uniform: Different learners became better in different areas. Furthermore, learners themselves thought that they had improved. It is also notable that they developed the ability to self-correct, which seems to demonstrate that learners monitor their own online performance, a sign of higher-level use of their cognitive capacity. In general, the results indicated that repetition helped improve learners' interactive oral performance and metacognitive strategies.

Affective gains?

The overall results of these studies supported pedagogical applications of task repetition, either immediate or after an interval, with favourable cognitive outcomes, but they provided little information about affective outcomes. As far as I know, Lynch and Maclean (2001) has been the only study to examine learners' perception of repetitive employment of the same task. How did the language learners / participants of the study perceive task repetition? Did they agree with the idea of practicing by repeating the same (or similar) tasks, or did they become bored even though their language production showed signs of language development? After decades of SLA research, researchers know that affect, or emotions, of language learners can act like a filter that can significantly influence language use and language learning (Dulay & Burt, 1977). In a comprehensive model of willingness to communicate by MacIntyre (2007), for example, both situational variables such as *desire to communicate with a specific person* and *state communicative self-confidence* and more stable variables such as *interpersonal motivation* and *intergroup attitudes*, are thought to influence learners' desire to initiate communication in L2. While cognitive outcomes alone demonstrated in the past studies on task repetition, teachers might not be fully reassured that task repetition is an effective and motivating procedure and thus be willing to incorporate it in their pedagogical repertoire.

In recommending employment of task recycling, Helgesen (2003) provided an array of pedagogical applications and asked whether and how students become convinced that task repetition is useful. His tentative answer was as follows:

My experience tells me that, once you call the learners' attention to how much easier the task

was the second time, and how much more clearly they could share their ideas, the students don't take much convincing. They know their own progress when they see it. (p. 6)

Based on the past studies reviewed above (e.g., Bygate, 1996) and the insightful suggestions for teachers (Helgesen, 2003), in my communication classes I make frequent use of repetition. (I use *Scraps* for my textbook; Cullen & Mulvey, 2009.) In *repeated interview*, two students ask each other several pre-set questions and some additional original or follow-up questions on a topic such as hometown, music, books, travel, and food. Then, after a while, they exchange roles as interviewer and interviewee. The students repeat the procedure with different partners several times. In *repeated presentation*, students give presentations to different listeners. Repeated presentation is similar to the poster carousel but different in that the speakers first narrate on their topics while showing an A4-size paper with photos and drawings that help their presentation visually, and then they take questions from the listener. Another difference is that the presenter can have more than one listener in one session.

What do the learners think of these and other classroom tasks that take advantage of repetition? In the preliminary study (July 2012), in which 60 students in my communication classes (two intact groups of 30 non-English major, first-year university students) wrote focused essays on communication activities, 57 of them (95.0%) chose repeated interview and repeated presentation as their favourite activities. I coded their essays and found four notable themes: (1) enjoyment/excitement, (2) involvement/engagement, (3) self-esteem/confidence, and (4) anxiety/embarrassment. Categories were coded as they emerged from the data (Howitt & Cramer, 2000) and a colleague checked the coding. Typical statements in each category are listed below.

1. Enjoyment/excitement
It was fun.
I enjoyed it a lot.
2. Involvement/engagement
I was immersed in the task.
I was absorbed in interaction.
3. Self-esteem/confidence
I could do it, I thought.
I was proud of what little improvement I achieved.

4. Anxiety/embarrassment
I was less anxious.
I didn't have time for embarrassment because I was into the interaction.

The purpose of the main study is therefore to investigate in more detail the four themes in affective outcomes of iterative task employment.

Methods

Participants

The three interviewees for this study were chosen among the 60 students in the preliminary study for more input based on their notable responses in their essays: Kiyoka for enjoyment/excitement and involvement/engagement, Kazumi for self-esteem/confidence, and Nami for anxiety/embarrassment. However, all three referred to the other themes as well in their responses.

Interview procedure

Participants were interviewed individually in my office for about half an hour each during lunch breaks on separate days in September 2012. I interviewed them in Japanese, transcribed the recordings, and translated them into English. (My colleague read the transcriptions for verification).

Each interview was conducted in order to let each participant expand on the statements in their essays and talk about some of the memorable moments that occurred during the classroom interactions. At the beginning of the interview, I read the parts of their essays that interested me, and I requested that they talk more about those particular statements. Then, I asked them to describe their learning experiences along with their affective reactions.

Results and discussion

Enjoyment/excitement

The students seemed to have developed interests and experienced joy in sharing information about themselves and learning about others when engaging in the repeated interview and repeated presentation tasks. In the preliminary study, eight students (13%) specifically wrote that they enjoyed the days of repeated presentation most, where that was all they did in one class, with different partners, with different

roles as presenters and listeners, and with some refinements in their language and the way they presented. One student, Kazumi, referred to this as follows:

I read some books and comic books my friends in class introduced in their presentation. Their presentations made me think that I'd like to read the books they recommended. They said, "Try it," and I did (laugh). One was the book I was interested in but haven't read yet, and others were entirely new.

The repeated interview and repeated presentation tasks provided a safe space to express themselves and to get to know each other. The visual aid helped the presenters to describe their themes, helped the listeners to understand what the presenters had to say, and helped both to maintain their motivation to engage in interaction. The joy was in communicating who they are, even though (or perhaps precisely because) their L2 ability was limited, which suggests that self-exploration through L2 tasks indicates a fruitful area for more investigation (Motohashi, 2012).

Involvement/engagement

In her essay, Kiyoka referred to the benefits of communicating genuine out-of-class experiences and interests in order to become engaged in L2 learning tasks. She did not feel that repeating the same information was either painstaking or boring because she was sharing with her classmates what she had to say about herself. Every time she talked, she had a new listener who showed genuine interest in her talk. Her use of the word "genuine" interested me, so I asked her for an interview. In her interview, she said that attention was on what was said rather than on how well or badly it was said. However, I was worried that students might think repetition was boring, and so I asked Kiyoka about boredom.

Kiyoka: Every time I did it, I was engaged.

Interviewer: Haven't you experienced this kind of exchange of personal information in high school?

Kiyoka: No, not really. No.

Interviewer: Wasn't it boring? We went on doing it, on and on.

Kiyoka: Well, as a presenter I sometimes thought, "Not again!" You know, it's not easy (to communicate in English). However, my classmates

were always good listeners. They nodded, showed genuine interest in my talk, and encouraged me, which made me think, "Okay, I'll do it again. I'll do it better."

Interviewer: What about your role as a listener?

Kiyoka: I never got bored. I was interested in their visual aids and talk.

Attentive listeners seemed to motivate the presenters to communicate in the L2, which indicates that this *listener* variable should be more extensively explored both in terms of repetition and in relation to willingness to communicate (MacIntyre, 2007). Kiyoka also said that she forgot about time passing, which is one of the hallmarks of flow, the optimal experience of life, where people get completely immersed in the performance and learning (Csikszentmihalyi, 1990). Her remark seems to indicate that task repetition did not create boredom.

Self-esteem/confidence

In her essay, Kazumi emphasized the importance of repetition in relation to confidence building because her own improvement was observable to her as she repeated. I wanted her to elaborate on the improvement of her English communication skills, so I interviewed her. She said that *confidence* might not be the best word because it is too big a word, but she felt better about herself after repeating her presentation a few times. The more she repeated, she said, the more prepared she became. She knew what to say next, and this knowledge eased her cognitive load, so she felt reassured and confident. She also noticed that her classmates seemed to be less and less hesitant as they repeated.

Kazumi: Everybody got better with less hesitation. Everybody became livelier and more confident. We appreciated our work. It's mutual.

Interviewer: What do you mean by "mutual?"

Kazumi: Our appreciation (of each other's contribution).

Another participant, Nami, also mentioned that she appreciated their mutual respect and that the appreciation and respect helped her keep going with confidence. One theory of self-esteem, socio-meter theory (Leary, Tambor,

Terdal, & Downs, 1995), states that self-esteem entails the need for respect from others, and it serves as a gauge of interpersonal relationships. When communicating in English through repeated interview and repeated presentation, Kazumi seems to have developed higher self-esteem thanks to support from her classmates, and repeated practice contributed to the positive beliefs in their capacity to perform the interactive task.

Anxiety/embarrassment

Twenty-one students (35%) reported in their focused essay that they experienced a gradual decrease in anxiety and embarrassment, which is a predictable and favourable outcome of repeated practice. In her essay, Nami wrote that her mind-set shifted from feeling anxious and embarrassed in talking about herself to creating a new image about herself. Many other students wrote that they were anxious at the beginning because the task was challenging but that the anxiety gradually faded away to some extent when they repeated it. However, Nami was the only participant who described her experience as if she were speaking her lines in a play, so I chose her as a third interviewee. In her interview, she said that when answering questions or presenting she felt as if she was acting out herself because she was actually repeating almost the same things, which does not often happen in our everyday conversation in L1. She said somebody new was coming out because what she could say in English was limited when she had more to say in her L1.

Interviewer: Weren't you talking about yourself?

Nami: Yes, I was, but it's just part of me, not all about me.

Interviewer: So...

Nami: So?

Interviewer: So, are you *not* happy about talking about just part of you?

Nami: It's okay because it's *part* of me, but what I could say was limited and I repeated the same things, so it was like acting or like playing a game.

Identities are an emerging topic of significance in SLA (e.g., Dörnyei & Ushioda, 2009), and the topic is beyond the scope of this paper, but

taking language practice as a game (Murphey, 1998) might be a useful strategy even for adult learners. This is an aspect that deserves an investigation in relation to useful practice. Games are inherently repeatable and fun for players to repeat.

Concluding remarks

In this paper, I examined students' feedback on doing the same task more than once. Here, the task was not considered by the students to be mechanical or monotonous repetition without specific contexts or without agency involved, but rather they saw it as meaningful interaction situated in a classroom context involving unique individuals. They are learning English, but they are living their lives as college students in and outside of classrooms. Their language might have been primitive, but their language use in interaction was truly communicative. Thus, the repeated tasks constituted a socially organized learning activity, and their experience was rich in meaning: They seemed to be personally enjoying the repeated practice. It is noteworthy that their developing interpersonal relationships nurtured their favourable affective outcomes. Larsen-Freeman (2003) calls for task iteration for the purpose of designing effective activities that can take advantage of positive repetition effects on language development. This paper did not examine cognitive language development, so the next logical step is to investigate both cognitive and affective outcomes in a single longitudinal study.

References

- Areavart, S., & Nation, I. S. P. (1991). Fluency improvement in a second language. *RELC Journal*, 22(2), 84-94.
- Beglar, D., & Nemoto, T. (2012). *Expertise and the teaching of speaking*. Paper presented at JALT2012 38th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition.
- Bygate, M. (1996). Effects of task repetition: Appraising the developing language of learners. In J. Willis & D. Willis (Eds.), *Challenge and change in language teaching* (pp. 136-146). Oxford: Heinemann.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper Perennial.

- Cullen, B., & Mulvey, S. (2009). *Scraps*. Nagoya, Japan: Perceptia Press.
- DeKeyser, R. M. (Ed.). (2007). *Practice in a second language: Perspectives from applied linguistics and cognitive psychology*. New York: Cambridge University Press.
- Dörnyei, Z., & Ushioda, E. (Eds.). (2009). *Motivation, language identity and the L2 self*. Bristol: Multilingual Matters.
- Dulay, H., & Burt, M. (1977). Remarks on creativity in language acquisition. In M. Burt, H. Dulay, & M. Finocchiaro (Eds.), *Viewpoints on English as a second language* (pp. 95-126). New York: Regents.
- Helgesen, M. (2003). Bringing task recycling to the classroom. *The English Connection*, 7(3), 1-8.
- Howitt, D., & Cramer, D. (2010). *Introduction to research methods in psychology*. Harlow, England: Pearson.
- Hughes, R. (2011). *Teaching and researching speaking*. Harlow: Pearson.
- Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Boston: Thomson/Heinle.
- Leary, M. R., Tambor, E. S., Terdal, S. K., & Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. *Journal of Personality and Social Psychology*, 68(3), 518-530.

- MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal*, 91(4), 564-576.
- Motohashi, E. (2012). Moving beyond self introductions to sharing self exploration and expression. *The Language Teacher*, 36(6), 27-31.
- Murphey, T. (1998). *Language hungry!* Tokyo: MacMillan Language House.

Harumi Kimura works for Miyagi Gakuin Women's University, Sendai, Japan. She earned her doctorate from Temple University. She studied L2 listening anxiety in her doctoral study, and her academic interests range from learner psychology to cooperative learning. She recently coauthored a book with Dr. G. M. Jacobs, *Cooperative Learning and Teaching*, in English Language Teacher Development Series (2013, Alexandria, VA: TESOL). She enjoys hiking and trekking in her free time. She can be contacted at <kharumi@mgu.ac.jp>.



Recently joined JALT Associate Member: Phonologics



Phonologics has developed a cost-effective, real-time automated intelligibility scoring tool for a wide range of applications in commercial businesses, educational institutions, and foreign and domestic government agencies, as well as for use

by individuals. Phonologics' flagship product is our Automated Pronunciation Screening Test (APST).

APST is a system designed to measure intelligibility based upon audio recordings of specific words and sentences. By intelligibility, we mean the ability to be understood by untrained American English listeners. This software was designed with the help of speech coaches and linguists to provide empirical measurement of the major components determining an individual's understandability to native speakers of American English.

This test does not replace a language coach. It is a screening tool that provides assessment of a non-native American English speaker's intelligibility and can also give feedback to language instructors about which areas may be particularly

weak for a given student. The test can be used as a one-time assessment of a speaker or in a before and after environment where it can serve as an additional evaluation measure when determining a student's relative improvement in intelligibility.

Phonologicsは、発音の分かりやすさを自動的に測ることができるプログラムを開発しました。この費用効果が高い、リアルタイムのプログラムは、ビジネスの場、教育機関、国内国外の政府機関はもちろん、個人でも使っていただけます。Phonologicsの主力商品であるこのプログラムを、私たちはAPST（自動発音スクリーニングテスト）と呼んでいます。

APSTは、選ばれた語や文の録音をもとに、話し手の発音がどれだけ分かりやすいかを測るためにデザインされたシステムです。私たちは、「分かりやすさ」という言葉を、「外国人の発音に慣れていないアメリカ英語話者にどのぐらい分かってもらえるか」という意味で使っています。スピーチコーチや言語学者の協力を得て作られたこのソフトウェアは、アメリカ英語の母語話者にとっての分かりやすさを決定する主な要素を、実地経験に基づいて測定します。

このテストは、言語教育に取って代わるものではありません。これは、アメリカ英語を母語としない人の英語の分かりやすさを測るプログラムであり、また、英語教師に対して学習者の特に弱い分野を示すことができるシステムでもあります。一度きりのアセスメントとして使うことも可能ですし、学習者が分かりやすさにおいてどのぐらい進歩したかを相対的に測るための評価方法として使うこともできます。

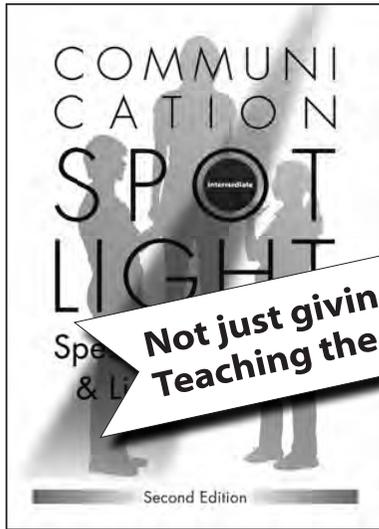
Communication Spotlight: Speaking Strategies & Listening Skills

2nd Edition

by Alastair Graham-Marr

Now in 4 levels!

For college level students +



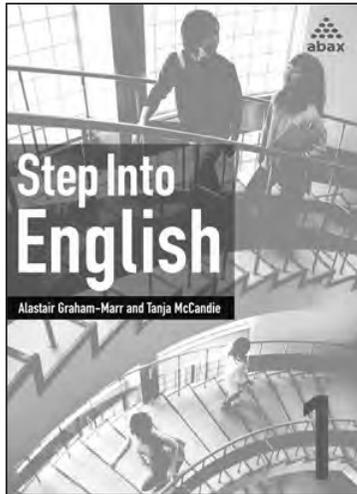
Not just giving practice (though there's plenty of that). Teaching the hows of speaking, the hows of listening.

- **Intermediate**
(978-1-896942-67-4)
- **Pre-Intermediate**
(978-1-896942-66-7)
- **High Beginner**
(978-1-896942-65-0)
- **Starter**
(978-1-896942-64-3)



Step Into English

by Alastair Graham-Marr and Tanja McCandie



- Gaining confidence in speaking and listening. A two-level series for junior high and high school students.
- Show your students how to listen!
- Patterned practice to get your students talking right away!
- Includes an appendix of extra activities and a picture dictionary.

Unit 7 When's your birthday?

Warning-Up
Look at the list of months. Look at the list of days. Write in the missing months and days.

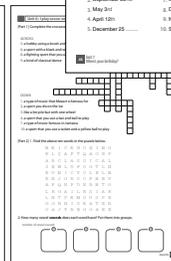
January	Monday
February	Tuesday
March	Wednesday
April	Thursday
May	Friday
June	Saturday
July	Sunday
August	
September	
October	
November	
December	

Warning-Up
Look at the questions below. Answer the questions.

- What days are weekdays?
- What days are on the weekend?
- What month is your birthday?
- What month is New Year's Day?
- What day is it today?
- What day was it yesterday?
- What day is it tomorrow?

Look at the dates. Look at the examples, number 1 to 4. Complete the dates using G, A, J, or H.

October 10	February 18	July 15
September 20	March 28	December 25
May 31	November 11	August 12
April 10	December 31	September 1
December 25	October 1	



- 1 (978-1-896942-44-5)
- 2 (978-1-896942-59-9)



For more information: www.abax.co.jp
or write us at sales@abax.co.jp

Obstacles to Japanese membership in the imagined global community of English users

Although Japanese English learners are well aware of the potential of English as a means to communicate with the world, this remains an abstract concept for most, who have limited English interaction outside the classroom and continue to associate the language primarily with the people and cultures of traditionally English-speaking countries. Japanese university students, furthermore, tend to have less experience with international online English communication than their counterparts in many other countries. In this article, the author discusses several factors that contribute to the difficulty many Japanese students have conceptualizing themselves as members of an imagined global community of English users: the Japanese discourses of *Nihonjinron* and *kokusaiika*, the Japanese translation and publishing industries, and a preference for domestic social networking websites. He concludes by advocating increased employment of international Internet exchange projects in Japanese English as a foreign language (EFL) classrooms as the best hope for facilitating membership in the imagined global community of English users.

日本人の英語学習者たちは、世界中の人々とのコミュニケーションをとる手段としての英語の可能性をよく理解しているが、教室以外で英語を使用することがあまりなく、多くの人々は英語を主に伝統的な英語圏の国の人々や文化に連想づけ、英語は抽象的な概念にとどまっている。さらに、日本の大学生は他の多くの国の大学生より英語による国際的なオンラインコミュニケーションをした経験が少ない傾向にある。本論では、多くの日本人に英語ユーザーとして自分自身を仮想国際社会の一員と見ることを難しくしているいくつかの要因を述べる。(例えば、日本人論と国際化という日本語の言説、日本の翻訳、出版業界、日本国内のソーシャルネットワーキングサイトを好む傾向など。) 国際的なインターネット交流プロジェクトは、日本のEFLクラスで使用することによって日本人の英語ユーザーが仮想国際社会の一員となりうる最善の希望的方法であると締めくくる。

Mark Fifer Seilhamer

Nanyang Technological University

Gone are the days when it could be assumed that the primary purpose of learning English was to communicate with speakers from Britain, Australasia, and North America (BANA countries). Today the English language functions as the world's lingua franca and belongs to all of its users—not just speakers from a handful of Anglo cultures. English is now a shared resource, and in recent years, several researchers (Csizér & Dörnyei, 2005; Lamb, 2004; Ryan, 2006; Yashima, 2002) have argued that young people are increasingly associating English not with the people and cultures of BANA countries, but instead with an international global culture and community. Attempting to explain what motivates the legion of English learners in English as a foreign language (EFL) contexts who may have no interest in BANA countries and cultures, Ryan (2006) proposes that what compels many to expend considerable efforts learning the language is a sense of membership in an imagined global community of English users—imagined because, like Anderson's (1991) observation about national communities, members of a global community of English users “will never know most of their fellow-members, meet them, or even hear from them, yet in the minds of each lives the image of their communion” (p. 6). This imagined global community is one in which, as citizens of the world, Japanese learners of English are already at least legitimate charter members.

Despite Yashima's (2002) observation that "English seems to represent something vaguer and larger than the American community in the minds of young Japanese learners" (p. 57), from my experience as a language teacher in Japan, it seems to me that most Japanese learners of English, like those in Matsuda's (2003) study, continue to associate the language with the people and cultures of BANA countries—an orientation reinforced by Japanese English language teaching (ELT) textbooks (see Matsuda, 2002) and the JET Programme's overwhelming preference for using assistant language teachers (ALTs) from BANA countries. Furthermore, it seems to me that Japanese English learners (with some exceptions, of course) tend to have great difficulty conceptualizing themselves as members of an imagined global community of English users. While they are very much aware of the potential of English as a means to communicate with the world, for most of them, this remains a rather abstract notion. In this article, I will discuss a few reasons for this. I will refrain, however, from discussing the manner in which English is taught and learned in Japanese schools. Although this does undoubtedly play a large role in preventing Japanese students from embracing membership in an imagined global community of English users, ELT literature is filled with exhaustive discussions of how the instruction students typically receive in Japanese schools produces individuals so fearful of making mistakes that they are not capable of functional English communication (e.g., Martin, 2004). Needless to say, if one is petrified of communicating out of a fear of one's English production not being 100% correct, conceptualizing oneself as a member of a community of English users would be very difficult indeed. I will focus my discussion here instead on some factors that have received less attention in the ELT literature: the Japanese discourses of *Nihonjinron* and *kokusaika*, the Japanese translation and publishing industries, and a Japanese preference for domestic social networking services. Each of these, I feel, plays a substantial role in insulating Japanese learners of English from the outside world, reifying in their minds the "us and them" dichotomy that others all non-Japanese and renders Japanese membership in an imagined global community a rather incomprehensible concept.

Nihonjinron and *Kokusaika* discourses

One reason that Japanese learners of English might find it difficult to have a sense of mem-

bership in an imagined global community of English users is the prevalence of two particular discourses in Japanese society—the discourses of *Nihonjinron* (stressing Japanese uniqueness) and *Kokusaika* (internationalization). These discourses, working in tandem, send complementary messages to the Japanese people, causing them to view themselves as possessing a uniqueness that precludes full membership in any non-domestic community.

Nihonjinron, which literally translated means *theories about the Japanese*, refers to a vast body of texts and rhetoric, which have been propagated for centuries, but achieved widespread popularity in the 1960s and 70s as the world sought an explanation for Japan's economic growth (Kubota, 1998). Astutely described by Scalise (2003) as a "melding of blissful ignorance, dogmatic arrogance, utopian idealism, and pop psychology" (p. 9), *Nihonjinron* discourse is highly nationalistic, promoting the cultural and genetic distinctiveness of the Japanese people. Despite constant attacks by critics (e.g., Dale, 1986; Lie, 2000, 2001), it continues to be omnipresent and highly influential. As Lie (2000) observes, "In spite of the manifest limitations of *Nihonjinron* writings, many of the books are eagerly read by Japanese seeking knowledge of themselves and their culture . . . *Nihonjinron* provides a ready-made repository of propositions about Japanese society" (pp. 86–87).

Two common *Nihonjinron* themes are the geographical fact that Japan is an island nation and the country's long stretch of isolation, commonly referred to as the *Sakoku* period (1640–1853), during which Japan was closed in an attempt to protect its culture from the threat of Western influence. The extent to which the country's island status and history contributed to the Japanese image of themselves as ever so unique or whether this mindset has come about largely due to incessant exposure to *Nihonjinron* discourse is hotly debated (see Lie, 2000, 2001), but an isolationist mindset has clearly permeated the Japanese psyche. As Sergeant (2005) comments, "Japan perhaps considers itself as an island nation clearly separated from an international mainland" (p. 310).

The term *kokusaika* is generally translated as *internationalization*, but the particular variety of internationalization advocated in Japanese *kokusaika* discourse is by no means a hearty embrace of the outside world. Instead, *kokusaika* policies were grudgingly adopted in the 1980s in an attempt to alleviate tensions with

an international community that was upset over trade imbalances. These policies and the *kokusaika* discourse that accompanied them did indeed promote increased international understanding through English language education and foreign exchange, but amidst expressed commitment to these efforts was an ever-present focus on “adding a Japanese perspective to the international order, spreading Japanese values, culture, and history, and helping people see the world through Japanese eyes” (Burgess, 2004, para. 22). Through *kokusaika* discourse, Japan has thus managed to tinge its internationalization efforts with the *Nihonjinron* discourse of Japanese distinctiveness in a process that Seargeant (2005) describes as “recasting the concept of internationalization according to specific Japanese needs, of presenting an internationalist image to the international community while still managing to adhere to a nationalist or even isolationist agenda” (p. 313).

The Japanese translation and publishing industries

In recent years, the declining numbers of Japanese students studying abroad has received a great deal of media attention, with some commentators (e.g., Kakuchi, 2012) contrasting these dwindling numbers with those of South Korea, which has far more students studying overseas than Japan does despite its smaller population, and some (e.g., Whipp, 2011) attributing the decline to a growing reluctance by Japanese youth to venture outside their comfort zone. One particular comfort that I feel contributes to Japanese young people seeming far more content to restrict themselves to domestic interactions than their counterparts in some similar EFL contexts is Japan’s efficient and well-developed translation industry, which enables Japanese students to access almost any piece of reading material they might desire in Japanese, making even interaction with English texts almost never a necessity. As one Japanese blogger (Ezoe, 2011) discussing lack of English ability among Japanese computer programmers explains, “Almost all English programming books are translated to Japanese. It’s not just books. Standards, documents and every interesting text in the internet are translated” (para. 6). Fouser (2011) contrasts the Japanese translation industry with that of Korea, reporting that “Important books, particularly bestsellers, are translated into Japanese very quickly. But more than speed, the number of books translated into Japanese is much greater” (para. 14). While

Korea’s comparative lack of works translated into Korean does not necessarily imply that Koreans read more in English than Japanese do, the study abroad statistics at least do suggest a greater desire to be able to do so.

It is not just Japan’s translation industry, however, that contributes to Japanese youth having no pressing need to obtain information in English. The Japanese publishing industry in general is incredibly comprehensive, offering not only translations of works originating in foreign languages, but also an immense amount of homegrown output. While being able to read *manga* serves as a big motivation for many of its enthusiasts throughout the world to learn Japanese and English, the Japanese, of course, have a constant supply in their own language readily available at any convenience store. And while it’s perhaps the most prominent and profitable segment of the Japanese publishing market, *manga* only represents a fraction of the Japanese that gets published in print and on the Internet. As Guest (2006) points out, “there is copious information available in Japanese about every possible subject. Got a passion for Islamic pottery? A hankering for breeding bloodhounds? Look no further! It’s all available without leaving the mother tongue!” (para. 14).

The Japanese preference for domestic social networking services

This last obstacle that I will discuss here is one that may well prove to become less of an obstacle in the months and years to come. The world of social networking in Japan and elsewhere, after all, is in continuous flux. When *Facebook* launched its Japanese interface in 2008, it failed to attract many users, largely due to the immense popularity of its already established domestic competitor *Mixi*. According to Tsuchimoto (2012), *Mixi* had 26,230,000 users in December 2011. That’s 20.6% of the Japanese population, far outnumbering *Facebook*’s 4.9% of the population during the same period (socialbakers, 2012).

Facebook’s underdog status seemed to change last year with many users abandoning *Mixi*, and by the end of 2012, *Facebook* could boast 17.2 million users in Japan (Stuart, 2013)—almost 13.5% of the population. This newfound popularity, however, may be short-lived, as a new social networking player, *LINE*, recently became the most used social networking site in Japan, with over 41 million Japanese users as of June 2013—many of whom appear to be migrating away from

Facebook, which has seen a 19.5% decrease in user numbers in just five months (Stuart, 2013).

Although it is a subsidiary of a South Korean company, *LINE*'s developer, NHN Japan, has created a truly homegrown product tailored to Japanese tastes. In addition to focusing their attention on smartphones (which are the only PCs for many Japanese), *LINE* has capitalized on the popularity of emoticons in Japan, taking the concept one step further by offering a huge array of "stamps"—*LINE*'s own cuddly characters expressing every emotion imaginable. Conversations with my former students in Japan have brought to my attention yet another *LINE* feature that appeals to the Japanese: In contrast to *Facebook*'s focus on self-presentation to a large extended network, *LINE*'s emphasis is on chatting and relationships with individual *LINE* "friends." This, my former students tell me, is far more in line with Japanese societal norms and preferences. NHN Japan's CEO, in fact, admits that it was a closed network that *LINE* developers were striving to create, reporting, "We wanted a more closed private and friendly communication tool" (quoted in Nakata, 2013, para. 6).

It is, of course, completely understandable that the Japanese would want to use services that the majority of their friends are also using and are most in keeping with societal norms. These preferences, however, serve to further insulate them from the outside world. While *Facebook* users are very likely to encounter those of other nationalities, at least through friends of friends, *Mixi* users are almost entirely Japanese, and *LINE*, despite phenomenal growth in other countries besides Japan, utilizes a closed system in which users are unlikely to be exposed to posts or conversations beyond the group of "friends" they already have.

Conclusion

The factors discussed here are, of course, inter-related. Clear distinctions of "us and them" promoted by *Nihonjinron* and *kokusaika* discourses encourage reliance on the Japanese translation/publishing industries and a preference for *LINE* over *Facebook*. Young people in Japan need to start conceptualizing themselves as members of an imagined global community of English users, for co-membership with non-Japanese in any community—even an imagined one—will help to eradicate the boundaries that *Nihonjinron* and *kokusaika* discourses induce between individuals. Language teachers, I believe, have a role to

play in helping students embrace international community membership. In my opinion, online exchange projects between Japanese students and groups of English learners in other countries offer the best hope for the sort of self-conceptualization transformations I have in mind, for it is through the personal connections such projects facilitate that the "us and them" divisions can potentially be shattered.

In 2011, students in my writing classes at a Japanese university participated in such a project with a group of English learners at a Taiwanese university, and although many of my students still did seem to regard themselves as the ever so unique Japanese interacting *with* an international community rather than *in* the community as part of it, they nevertheless gained valuable English as a lingua franca communication experience and friendships that, in many cases, will likely endure. Quite a few of my students did not have *Facebook* accounts prior to their participation in this project (which used a *Moodle* platform), but at the urging of their Taiwanese forum-mates, some of them opened *Facebook* accounts and took their communication private. In an end of the semester survey, one student reported, "Actually, we contacted by *Facebook*, and now we still contact by it . . . She became my important friend." This is the sort of personal connection that is at least a good first step toward this student conceptualizing herself as a member of the imagined global community of English users, which could in turn bring about feelings of English ownership, a sense of agency in her use of English, and ultimately (perhaps) a decline in the privilege granted to BANA Englishes.

Japan can ill afford maintaining the wall separating it from the rest of the world, and in recent months, Japanese politicians seem to be going out of their way to actively reinforce this wall with inflammatory rhetoric. For the sake of peace and prosperity, it is now all the more crucial that Japanese learners/users of English, the segment of the population for whom engagement with the outside world is most feasible, counter such rhetoric by forming bonds of solidarity with the international community. For this to happen on a large scale requires changes in how they conceptualize themselves, Japan, and the world.

References

- Anderson, B. (1991). *Imagined communities: Reflections on the origin and spread of nationalism* (Revised edition). London: Verso.

- Burgess, C. (2004, April 19). Maintaining identities: Discourses of homogeneity in a rapidly globalizing Japan. *Electronic Journal of Contemporary Japanese Studies*, Article 1. Retrieved from <japanesestudies.org.uk/articles/Burgess.html>
- Csizér, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *Modern Language Journal*, 89(1), 19–36.
- Dale, P. (1986). *The myth of Japanese uniqueness*. London: Croom Helm.
- Ezoe, R. (2011, April 28). Japanese programmers don't know English. *Ezoe Ryou no Burogu*. Retrieved from <cpplover.blogspot.sg/2011/04/japanese-programmers-dont-know-English.html>
- Fouser, R. J. (2011, November 21). Korea's translation problem. *The Korea Times*. Retrieved from <koreatimes.co.kr/www/news/opinion/2013/01/314_99215.html>
- Guest, M. (2006, March 22). Why are Japanese poor at English? *The Star Online*. Retrieved from <thestar.com.my/lifestyle/story.asp?file=/2006/3/22/lifefocus/13589475&sec=lifefocus>
- Kakuchi, S. (2012, September 23). Alarm at decline in numbers opting to study abroad. *University World News Global Edition*, 240. Retrieved from <www.universityworldnews.com/article.php?story=20120903190416265>
- Kubota, R. (1998). Ideologies of English in Japan. *World Englishes*, 17(3), 295–306.
- Lamb, M. (2004). Integrative motivation in a globalizing world. *System*, 32(1), 3–19.
- Lie, J. (2000). The discourse of Japaneseness. In M. Douglass & G. S. Roberts (Eds.), *Japan and global migration: Foreign workers and the advent of a multicultural society* (pp. 70-90). London & New York: Routledge.
- Lie, J. (2001). *Multi-ethnic Japan*. Cambridge, MA: Harvard University Press.
- Martin, A. (2004). The “katakana effect” and teaching English in Japan. *English Today*, 20(1), 50–55.
- Matsuda, A. (2002). Representation of users and uses of English in beginning Japanese EFL textbooks. *JALT Journal*, 24(2), 80–98.
- Matsuda, A. (2003). The ownership of English in Japanese secondary schools. *World Englishes*, 22(4), 483–496.
- Nakata, H. (2013, February 22). Already a huge hit, Line aims for SNS market. *The Japan Times*. Retrieved from <japantimes.co.jp/news/2013/02/22/business/already-a-huge-hit-line-aims-for-sns-market/>
- Ryan, S. (2006). Language learning motivation within the context of globalization: An L2 self within an imagined global community. *Critical Inquiry in Language Studies: An International Journal*, 3(1), 23–45.
- Scalise, P. J. (2003, February 28). To be or not to be . . . Japanese: That is the conundrum. *Asian Wall Street Journal*, p. 9. Retrieved from <japan-review.net/review_lie_and_befu.htm>
- Seargeant, P. (2005). Globalization and reconfigured English in Japan. *World Englishes*, 24(3), 309–319.
- Socialbakers (2012). Japan's Facebook statistics. Retrieved from <socialbakers.com/facebook-statistics/japan>
- Stuart, J. (2013, June 4). Facebook users in Japan losing interest and heading for the exits. *Rocket News 24*. Retrieved from <en.rocketnews24.com/2013/06/04/facebook-users-in-japan-losing-interest-and-heading-for-the-exits>
- Tsuchimoto, M. (2012, February 3). Mixi gyouseki happyou, kusen suru mo apuri kakin wa oohabazouka [Mixi financial report, hard fight but huge application profit increase]. Retrieved from <gamebusiness.jp/article.php?id=5364>
- Whipp, L. (2011, February 4). Overseas study loses lure for Japan's young. *Financial Times*. Retrieved from <ft.com/cms/s/0/c875ea5e-307a-11e0-8d80-00144feabdc0.html>
- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *Modern Language Journal*, 86(1), 54–66.

Mark Fifer Seilhamer is presently a postdoctoral fellow in the Division of Linguistics and Multilingual Studies at Nanyang Technological University in Singapore. He previously taught English in Nagoya and in Kaohsiung, Taiwan. He can be contacted at <mseilhamer@ntu.edu.sg>.



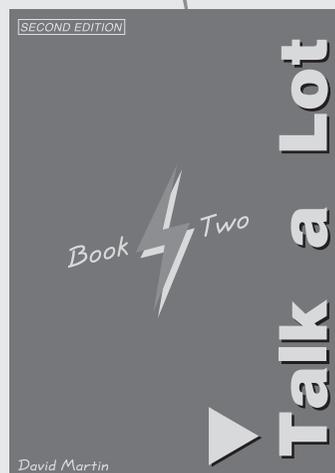
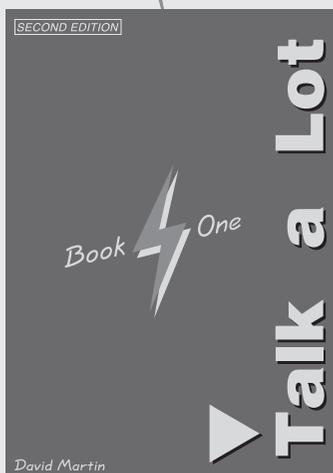
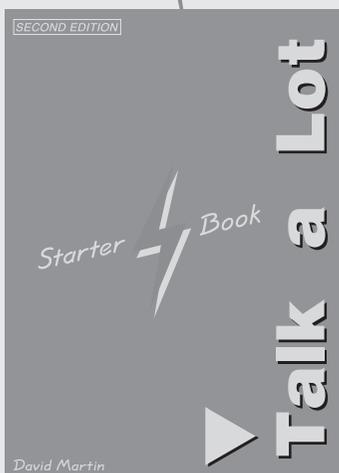
STILL THE BEST!

Talk a Lot

beginner

false-beginner

low-intermediate



★ **Quite simply the best conversation course available for Japanese students.**

EFL Press

• I-10-19 Kita, Okegawa City, Saitama 363-0011 • Tel/Fax: (048) 772-7724 • website: www.EFLPress.com

Prospecting possible EFL selves

Joseph Falout
Nihon University

Many recent investigations in second language (L2) motivation are based on *possible selves theory* and the related *L2 motivational self system*. Classroom applications of these theories imply encouraging students of English as a foreign language (EFL) to envision themselves using English in the future. Imagining how one might feel in a future situation is known as *prospection*, as opposed to directing thinking toward the past in *retrospection*. Following research from experimental social psychology, this paper first describes some of the brain's functions behind prospecting. Then it identifies four potential weaknesses of prospecting that may negatively influence motivation and learning related to the use of possible selves pedagogies. Implications are considered for avoiding these pitfalls in order to promote effective teaching methods based on possible selves theory by encouraging students to look deeply, honestly, and meaningfully into their future using English.

近年の第2言語 (L2) 学習の動機づけの研究の多くが、「可能自己理論 (possible selves theory)」及びそれに関連する「L2 動機づけ自己システム (L2 motivational self system)」に基づいている。これらの理論を教育現場で適用すると、外国語としての英語を学ぶ学生に、自身が将来英語を使用しているところを想像するように促すことになる。自分が未来のある状況でどのように感じるかを想像するのは「予測 (prospection)」という言葉で知られており、これは「回顧 (retrospection)」と対を成す概念である。本論はまず実験社会心理学の研究を概観し、続いて「予測」の背後にある脳の働きの解明を試みる。さらに「予測」の潜在的な4つの弱点を明らかにするが、これらは教育における可能自己の使用に関連する動機づけや学習にマイナスの影響を及ぼす可能性があるものである。学生が将来の英語使用に向けて深く、真摯で、意味深い眼差しを向けるように促すことによって、可能自己に基づいた効果的な指導法を促進するために、このような危険性を回避する可能性を考察する。

Asking students to imagine themselves using English in the future is becoming a main theme in motivation research and application across the field of second language (L2) acquisition, including English as a foreign language (EFL) education in Japan. This paper describes some of the current theories from motivational psychology, practices in EFL classrooms, and pitfalls to avoid for promoting effective teaching methods, especially when prompting students to imagine what it might feel like using English in their future.

Learner motivation

Possible selves theory (Markus & Nurius, 1986) explains that the ways people imagine themselves in the future can motivate them into action in the present. Inspired by this theory, Dörnyei (2009) constructed the theoretical framework of the *L2 motivational self system*. The first of its three components is the *Ideal L2 Self*, a vision students might have of themselves using English fluently in the future. The *Ought-to L2 Self* stems from avoiding a possible negative future outcome, like a student receiving a bad grade, and heading toward something that has been dictated as valuable by authority figures, like a student passing a school entrance exam. The third component is the *L2 Learning Experience*, which relates how students' pasts influence their motivational metacognitive development. This includes how students were taught and how they interacted with their peers. Students display different ways and abilities of imagining these L2 selves, and teachers can try to help them learn by fostering ways and abilities to visualize these future self guides (Dörnyei & Chan, in press).

Possible selves theory informs other frameworks of L2 motivation. For example, *present communities of imagining* (Murphey, Falout, Fukada, & Fukuda, 2012) explains the connectivity of past, present, and future self images related to using English. These three evolving motivational self-beliefs co-construct each other, as our self-identities of who we were in the past and who we will become in the future ever influence how we perceive ourselves in the present. They are also influenced by the people we interact with or think about, real or imagined, such as the students and teachers in classrooms or the authors we read, because the imagination is socially dynamic. Students can reimagine these motivational self-beliefs in a way that integrates them, which is adaptive for better learning.

Likewise, students can develop their motivations and learning behaviors as a reciprocal reaction when imagining how others might assist them in learning English. This process is termed *reciprocal idealizing*, in which students first imagine what *Ideal L2 Classmates* might do to help them, such as teaching vocabulary or listening without laughing at mistakes (Murphey, Falout, Fukada, & Fukuda, in progress). Then imagining what others might do for one spurs one into action. Simply put, reciprocal idealizing happens when students realize, *What I might hope from others for myself, I can do for them.*

Visualizing L2 use in a future or hypothetical situation is rapidly becoming adopted in L2 motivation theory and research, as illustrated by these few examples. But how does imagining a future self prepare students? What might be some of the pitfalls teachers can avoid with visualization techniques in the L2 classroom? Findings from social psychology studies based on *prospection* (Gilbert & Wilson, 2007) can provide some clues.

Prospection is a way of looking forward by simulating events for ourselves. Conversely, *retrospection* is looking back at what was experienced. Prospection happens when imagining what our future feelings will be in a certain event, a process also known as *prefeeling*, or *affective forecasting* (Wilson & Gilbert, 2003), deriving from our memories. Gilbert and Wilson (2007) elucidate:

Mental simulation is the means by which the brain discovers what it already knows. When faced with decisions about future events, the cortex generates simulation, briefly tricking subcortical systems into believing that these events are unfolding in the present and then taking note of the feelings these systems produce. The cortex is interested in feelings because they encode the wisdom that our species has acquired over millennia about the adaptive significance of the events we are perceiving. (p. 1354)

But prefeelings may not represent actual feelings when the event finally occurs. Gilbert and Wilson (2007) explain the limitations of prospection:

This method is ingenious but imperfect. The cortex attempts to trick the rest of the brain by impersonating a sensory system. It simulates future events to find out what subcortical structures know, but try as it might, the cortex cannot generate simulations that have

all the richness and reality of genuine perceptions . . . Compared to sensory perceptions, mental simulations are more cardboard cut-outs of reality. (p. 1354)

In other words, until actually living in specific situations, we cannot fully understand and appreciate how we will feel. So our imagined feelings can fall short of depicting our real feelings in the future, particularly in a way that can inhibit early preparation for and latter adaptation to challenging future situations. Gilbert and Wilson (2007) identify four types of potential inaccuracies when simulating the future: (1) Overestimating or underestimating, (2) omitting full details, (3) abbreviating, and (4) prospecting from immediate context and conditions. The following sections describe each of these four types of deficiencies in prospecting and suggest implications for EFL learning with visualizing possible selves.

Overestimating or underestimating

People tend to remember their most unusual or most recent experiences. So when prospecting, they often use unrepresentative memories to imagine what might happen to them in the next similar situation. For example, if asked to imagine missing a train, people usually recall their worst experience missing a train and use that as a basis for prefeeling the next time it happens, an affective forecast which is likely an overestimation of the actual pain that will be felt in the future when missing a train (Gilbert & Wilson, 2007).

One implication for the classroom might be preventing or mitigating worst-case experiences, such as embarrassment in front of the classroom due to public berating from the teacher, boredom with lessons due to lack of variety, and depersonalization from the teacher and other students due to isolating classroom management practices. These can become past experiences that trigger and prolong learner demotivation in the future (Falout, 2013). Another crucial demotivator in EFL learning is the loss of self-confidence (Falout, Elwood, & Hood, 2009; Sahragard & Alimorad, 2013). Teachers might prevent its incidence by using plenty of scaffolding that prepares students to complete tasks successfully.

Students can have different triggers for demotivation, so what might be fine with one student might not be fine with another. Since there may be no way to avoid the ups and downs of learning something as difficult as using a foreign

language, teachers might help students understand that learning struggles are natural and that they might even embrace ups and downs as the pathway toward improvement (Murphey, 2006). This forms a mindset called *incremental thinking* (Dweck, 2000). Incremental thinking creates openness to unknown possibilities as beneficial to personal growth, and with it students can anticipate and accept a wide range of both positive and negative experiences as they prefeel their future with English. Then they may be less likely to fall into the traps of overestimating or underestimating their actual future feelings.

Omitting full details

When prospecting a future event, people don't always imagine all the details but just focus on the defining features of the event, a process called *essentializing*. Focusing only on the wonderful aspects of a future event sets people up for a letdown when it finally occurs. Or oppositely, focusing only on the worst aspects before something happens can result in feeling better about it when it really happens. An example is imagining going to the theater next week by focusing on a brilliant performance of the actors on the stage, but neglecting to imagine parking the car, waiting outside in the ticket line, and trying to find the seat. Thus the evening becomes less pleasant than imagined (Gilbert & Wilson, 2007).

Depicting only ideal or vague futures cannot inform students enough about the myriad and complex situations waiting ahead. Across one semester, Sampson (2012) asked his students to individually visualize a plethora of possible selves, both successful and failed selves, and to draw a timeline from their present self to their best possible futures regarding English. Then collaboratively they brainstormed potential troubles along these timelines and courses of action they might take to get around these obstacles. At the end of the semester students realized these activities helped them to develop motivational metacognitive strategies. Moreover, they could start to envision a fuller picture of what they might feel using English in the future. This afforded a potentially more accurate prognostication of their future feelings than if they were left to essentialize only Ideal L2 Selves, giving students less chances of future letdowns and more chances of reacting adaptively to difficulties.

Abbreviating

Abbreviating a future situation involves incompletely playing out the full scenario in our minds. We thus tend to focus our imaginations on the initial parts and most emotional aspects of an experience, overlooking the more typical pleasures or pains when events run their course and we follow through on our adaptations to them. For example, when imagining winning the lottery or becoming a paraplegic, people focus on the earliest moments, neglecting to consider the potential highs and lows, the adaptations and frustrations, of the latter moments. Therefore they are not as prepared as they could be, which slows their adaptive abilities when the time comes (Gilbert & Wilson, 2007).

People who have already lived through something might describe their struggles and adaptations to others who might be anticipating something similar. For example, Kaneko (2013) provided symposia of role models, Japanese professionals speaking about their use of English in international work environments, for EFL university science and engineering students. Regardless of type and level of initial motivations, some of the students reformulated their L2 selves positively toward learning, while forming more realistic perspectives of their futures and a higher sense of purpose in their English studies.

Students may dread the day they will be expected to use English, and that day might even be now in the language classroom. They prefeel nothing further than the anxiety they associate with encountering English. Reticent students can be greatly encouraged to take chances and participate by watching *coping models*, which can be other students, the teacher, a classroom guest, or even someone in a video clip. Coping models at first show similar fears as reticent students, and then they gradually gain confidence and competence through learning strategies and persistence in an activity (Schunk, Pintrich, & Meece, 2008). Watching models of adaptation might help students to find courage to imagine getting over their struggles and follow through toward their best possible futures regarding English.

Prospecting from immediate contexts and conditions

People tend to prefeel future events based on their immediate external contexts and internal conditions. For example, people who haven't yet eaten dinner expect that spaghetti for the next morning's breakfast would be more delicious

than expected by people who have just finished their dinner. We don't always realize that our present conditions have much influence on our simulations of the future (Gilbert & Wilson, 2007).

The culture of EFL learning in Japan seems to leave students with empty contexts and conditions: English is a paper-and-pencil, test-oriented school subject in which "the teacher's lectures, the students' note-taking, and the learning purpose severs English from it's role as an interpersonal medium, and brings division, discontinuity, and detachment" (Falout, 2013, p. 145). Students are then disconnected from each other, their teacher, and their own L2 selves. When taken apart in this way, students often lack the experience and social base that inspires and enriches their prospecting of possible EFL selves. Therefore students' conditions hinge upon the *social crux*, which is "the sustained connections between people through mutual engagements of imagination that sparks communities into learning and action" (Falout, 2013, p. 133). Connecting meaningfully with each other helps students make purposeful simulations of their future for learning right here and now.

Motivating with prospecting

Possible selves theory and the related L2 motivational self system imply using a pedagogy of motivational self images. These images can prompt EFL students into working harder at their learning with a fuller appreciation and wider perspective of English and themselves through retrospection and prospecting. In this way, prospecting possible EFL selves opens students to more than simply learning language but also to life's lessons.

Prospecting involves thinking of how one would feel in a future situation. Because one is not really facing the situation, actually feeling it beforehand is not completely possible. Therefore prospecting can limit one's preparation for future events. Teachers might employ steps to avoid such limitations by encouraging their students to think incrementally, brainstorm potential obstacles toward their goals with contingencies to get around them, watch social models of adaptation, and engage themselves through the social crux. Prospecting possible EFL selves is a powerful means to encourage students to look deeply, honestly, and meaningfully into their future using English.

Acknowledgements

Much gratitude to Yoshifumi Fukada, Tetsuya Fukuda, and Tim Murphey for imagining, learning, and idealizing together.

References

- Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9–42). Bristol, UK: Multilingual Matters.
- Dörnyei, Z., & Chan, L. (in press). Motivation and vision: An analysis of future L2 self images, sensory styles, and imagery capacity across two target languages. *Language Learning*.
- Dweck, C. S. (2000). *Self theories: Their role in motivation, personality, and development*. Philadelphia: Psychology Press.
- Falout, J. (2013). The social crux: Motivational transformations of EFL students in Japan. In T. Coverdale-Jones (Ed.), *Transnational higher education in the Asian context* (pp. 132–148). Basingstoke, UK: Palgrave Macmillan.
- Falout, J., Elwood, J., & Hood, M. (2009). Demotivation: Affective states and learning outcomes. *System*, 37(3), 403–417.
- Gilbert, D. T., & Wilson, T. D. (2007). Prospection: Experiencing the future. *Science*, 317, 1351–1354.
- Kaneko, E. (2013). On the motivation of science majors learning English as a foreign language: A case study from Japan. *OnCUE Journal*, 6(2), 3–26.
- Markus, H., & Nurius, P. (1986). *Possible selves*. *American Psychologist*, 41(9), 954–969.
- Murphey, T. (2006). *Language Hungry! An introduction to language learning fun and self-esteem*. London: Helbling Languages.
- Murphey, T., Falout, J., Fukada, Y., & Fukuda, T. (2012). Group dynamics: Collaborative agency in present communities of imagination. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory and practice* (pp. 220–238). Basingstoke, UK: Palgrave Macmillan.
- Murphey, T., Falout, J., Fukuda, T., & Fukada, Y. (in progress). Socio-dynamic motivating through idealizing classmates.
- Sampson, R. (2012). The language-learning self, self-enhancement activities, and self perceptual change. *Language Teaching Research*, 16(3), 317–335.

Sahragard, R., & Alimorad, Z. (2013). Demotivating factors affecting Iranian high school students' English learning. In M. Cortazzi & L. Jin (Eds.), *Researching cultures of learning: International perspectives on language learning and education* (pp. 308–327). Basingstoke, UK: Palgrave Macmillan.

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research, and applications* (3rd ed.). Upper Saddle River, NJ: Pearson.

Wilson, T. D., & Gilbert, D. T. (2003). Affective forecasting. *Advances in Experimental Social Psychology*, 35, 345–411.

Joseph Falout researches, publishes, and presents internationally about educational psychology of language learning and teaching, with an interest toward pedagogical applications. He edits for the *OnCUE Journal*, published by the JALT College and University Educators Special Interest Group (CUE SIG), and the *Asian EFL Journal*. He can be contacted at <researchdigest@gmail.com>.



The Language Teacher • CONFERENCE REPORT | 49

Interlanguage: 40 years and later

Harumi Kimura

Miyagi Gakuin Women's University

Interlanguage: 40 Years and Later, which was held from October 5 to 7, 2012 at the Cowin Center of Teachers College, Columbia University, was organized by the Roundtable in Second Language Studies to celebrate the 40th anniversary of the *Interlanguage Hypothesis*. Ten renowned researchers shared their thoughts on the hypothesis, explored the issues, and updated the ideas. They included Elaine Tarone, Terence Odlin, Zhao-Hong Han, Silvina Montrul, Lourdes Ortega, Kathleen Boadovi-Harlig, Susan Gass, Charlene Polio, Bill VanPatten, and Diane Larsen-Freeman. Speakers had 60 minutes to give their talks, which were followed by 30- to 45-minute question-and-answer sessions. At the end, Larry Selinker, who coined the term *interlanguage*, gave the concluding speech.

Some of the speakers have personal connections with Larry Selinker. They addressed him as Larry and shared personal anecdotes with the audience. For example, Elaine Tarone recounted how the idea that learner language is systematic was originally developed by Selinker and his students: Discussions and arguments were going on in classes, in hallways, in coffee shops, and even at parties. He scribbled notes on pieces of paper sometimes—with other pieces of paper taped to them! The article was like a collage. We can see how those talks and thoughts came into that one paper just by taking a look at the number of personal communications cited in the original paper. Diane Larsen-Freeman recalled her teacher, H. D. Brown, waving the journal and saying enthusiastically that this paper might change the field. She added that he was right.

All the speakers did their homework—that is, re-reading Selinker's 1972 article—and picked up key issues and discussed them in light of their own research interests. They agreed that some of the ideas presented in the paper were revolutionary back then and that they are still with us:

separation of teaching and learning, description before explanation, fossilization, relevant data, meaningful performance, three parallel linguistic systems—the learner’s native language, interlanguage, and the native-speaker baseline for the target language—as well as linguistically relevant units of a psychology of SLA, among other things. I cannot cover all of these issues in this short report, and I hope we will see all the talks in print sometime soon.

This anniversary meeting also highlighted a big theoretical and philosophical divide among researchers and in the field itself. Some speakers such as Lourdes Ortega and Diane Larsen-Freeman strongly contested the idea of the native speaker target as the successful end state of L2 learning. They argued that this normative view of L2 learning has been given undue weight and has established—inappropriately—a monolingual bias. If we take a usage-based approach, for example, theoretically there should be no fossilization or an end state because language is always changing: The telic view of L2 learning using native speaker competence as a yardstick should be abandoned. Therefore, different kinds of success should be possible in SLA. On the other hand, some of the other speakers used such terms as “native-speaker baselines” and “native-like behaviors” and implied that L2 performance deviates from the L1 norm. These researchers are investigating learner language in relation to how and why it deviates.

Despite this divide, differences of opinion and discussions were welcomed at the conference, just as they were 40 years ago when Selinker and his students started working on the theoretical construct. At the end of the talk by Diane Larsen-Freeman, who perceives language as basically an organic entity that is nurtured and developed implicitly in a discourse community, Elaine Tarone asked her for her view on the following: The yardstick is operational in intensive ESL programs at some level as gatekeeping, and this is for the sake of learners’ interests. Explicit form-focused teaching is necessary at some point because tests are part of the political reality. Tarone thinks that teachers have two functions—teaching for the test and promoting learning. Another participant also referred to the pressure that secondary school teachers face. In other words, they need to teach for the tests because students are evaluated based on the tests and teachers are evaluated based on their students’ performance on the tests. In response, Larsen-Freeman showed understanding with regard to

all of these comments, but she still maintained that it is a fiction to think of languages just in terms of rules that learners either do or do not learn.

Some speakers made pragmatic suggestions for further development of the idea. Elaine Tarone, for example, proposed exploration of the written performance of L2 learners and teacher training to establish a better understanding of learner perspectives. Larry Selinker himself called for semantically coded corpora for the sake of a more sophisticated description of learner language. In his futuristic view as well as in his original view, description should come before explanation. Interlanguage is a hypothesis, not a theory, and as such it invites an array of thoughts and future directions. Thus, while this conference is now over, the debate will continue, and I’m sure it will help our field to move further ahead.

Interlanguage: 40 Years and Later was unusual in several ways. First, the topic was set, and all the talks were focused on one, and only one, issue. Second, ample time was reserved for questions and answers. The organizers initially offered three ways to submit questions: using a microphone, filling out a question slip, and submitting questions electronically. In the end, participants preferred asking questions directly using a microphone. It seemed as though they wanted to exploit the opportunity of the here and now, and one participant even shared some poems he had written about the talks. Third, participants and speakers did not have to be running around to get to the room they wished to be in. All of the talks were in the same main room, and speakers and participants developed a sense of community during the three days by experiencing the same presentations together.

On a less positive note, there was no question-and-answer session for the long-awaited talk by Larry Selinker. In spite of the extended time for questions and answers after each talk, more time probably should have been allocated for synergistic, productive talks among attendees with diverse views on the Interlanguage Hypothesis. Both the speakers and participants might want to start discussions and arguments on the issue in their own communities, just as Larry Selinker and his students used to do. This Teachers’ College Roundtable is a biannual event, and I am definitely looking forward to what they will plan for the next event.



TLT RESOURCES

MY SHARE

...with Chris Wharton &
Donny Anderson

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>).

Please send submissions to <my-share@jalt-publications.org>.



MY SHARE ONLINE: A linked index of My Share articles can be found at:

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

An interactive activity for reviewing self-selected vocabulary

Rory Rosszell

Meiji University

<rory@kisc.meiji.ac.jp>

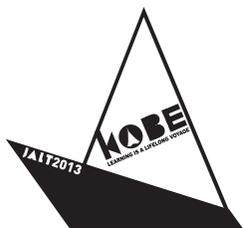
Quick Guide

- **Keywords:** Productive vocabulary, meaning, usage, self-selected, review
- **Learner English level:** Beginner and above
- **Learner maturity:** Junior high and above
- **Preparation time:** 5 minutes
- **Activity time:** 30-45 minutes (at the university level)
- **Materials:** VKS worksheet (Appendix A), and a vocabulary notebook or worksheet (e.g., Appendix B)

Welcome back! We trust you had a nice summer break and are ready to head back into the classroom. In this edition of My Share, we hope to arm you with some activities you can use to get a leg up this fall. First, Rory Rosszell describes an interactive way to review student-selected vocabulary. Next, Chin-Wen Chien finds a creative way to bring authentic recipes into the language classroom. Jeremy McMahon uses *vox populi* to provide game-like speaking practice in our third offering. Finally, Catherine Cheetham encourages the use of personal dictionaries to provide students with the tools they need to improve their reading. We hope these activities will help you put your best foot forward as you reenter the classroom.

Although the Vocabulary Knowledge Scale (VKS; Wesche & Paribakht, 1996) was developed as a research instrument to measure degrees of knowledge of vocabulary items, for the following activity it was molded into a pedagogic tool that 1) raises learners' awareness of the extent of their knowledge of particular words, and 2) enables them to develop that knowledge—both receptive and productive.

With the goal of developing enough knowledge of word meanings and usage to begin using them in their EAP classes, students in my classes carefully select five words from the textbook and complete a worksheet (see Appendix B) for homework each week. They then use the VKS worksheet in-class (see below, and Appendix A) to review their self-selected words. The worksheet was adapted from Brown (2008) although for this activity it was designed for self-selected rather than teacher-assigned vocabulary.



JALT2013

October 25-28, 2013

Kobe International
Conference Center &
International Exhibition Hall

<jalt.org/conference>

Preparation

Step 1: Have students bring their vocabulary worksheets/notebooks to class.

Step 2: Copy and distribute the VKS worksheet.

Step 3: Explain the steps involved in the activity.

Procedure

Step 1: Students get out the vocabulary entries that they created over the past 2-3 weeks, select 10 words that they feel they need to review, and write the words and their parts of speech on the VKS worksheet.

Step 2: Students get into pairs and exchange VKS worksheets (with the 10 words listed). They study their partners' words, not their own words. (Overlap between their lists is not unusual because they select words from the same sections of the textbook).

Step 3: Students reflect on each of the 10 words, and depending on the level of their knowledge, put a check in the appropriate column (A-D).

Step 4: Students write an original sentence using each word for which they checked Column A.

Step 5: Students consult their partners (the experts who have recently studied the words) about the meanings and usages of the words for which they checked columns B-D, and write original sentences for those words as well.

Step 6: The teacher walks around the room encouraging students to consult each other (not their dictionaries!), offering help, and giving immediate feedback on whether the original sentences make the meanings of the target words clear and demonstrate correct usage. Finally, students file their sheets and use them for reference and study.

Conclusion

Potential complications include students forgetting to bring their file or worksheets to class. The solution is to have them select 10 words from the textbook, rather than their worksheets. Students may try to copy sentences from their partners' vocabulary worksheets. To discourage this, explain the value of writing original sentences and discourage such behavior as you walk around the room. For students who work very slowly, this activity can take a long time to complete. You can stop the activity at a specified time and encourage the slower students to complete the activity at home. In sum, I find this activity effective because it is well-received, provides

teachers and students with a measure of learning and highlights areas of difficulty, reinforces awareness of the need for productive skills, and provides review of words that would otherwise often be forgotten.

References

- Brown, D. (2008). Using a modified version of the Vocabulary Knowledge Scale to aid vocabulary development. *The Language Teacher*, 32(12), 15-16. Retrieved from <jalt-publications.org/tlt/issues/2008-12_32.12>
- Wesche, M., & Paribakht, S. (1996). Assessing L2 vocabulary knowledge: Depth versus breadth. *Canadian Modern Language Review*, 53, 13-40.

Appendices

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

From junk to treasure: Using authentic materials in language classrooms

Chin-Wen Chien

National Hsinchu University of Education

<chinwenc@ms24.hinet.net>

Quick guide

- **Keywords:** Authentic, recipe
- **Learner English level:** Beginner
- **Learner maturity:** Adult
- **Preparation time:** 1 minute
- **Activity time:** 40 minutes
- **Materials:** Recipes

Crawford (2002) suggests that effective language teaching materials should be realistic and authentic. Language in the teaching materials must

be functional and contextualized so that learners can engage in purposeful use of language. Such materials need to be flexible enough to cater to individual and contextual differences.

Most people open their mailboxes and find they are stuffed with junk such as menus, catalogues, or advertisements. However, instead of throwing these away, teachers can save them as classroom materials. This junk can be turned into treasure and become authentic and effective teaching material in language classrooms. Recipes attached to food advertisements are good examples. Language learners can learn different types of food ingredients, measurements, cooking verbs, cooking utensils, and dishes from these recipes. The following lesson plan is designed based on recipes.

Preparation

Step 1: Give each student a recipe or ask students to bring one.

Procedure

Step 1: Ask students first to independently scan through their own recipe and identify the components of the recipe (e.g., ingredients, cooking verbs). Ask that students work in pairs to share their findings.

Step 2: Ask students to share the components of the recipes to the whole class. Ask students to use different color markers to highlight the components of a sample recipe. Color ingredients in red, cooking verbs in orange, measurements in yellow, utensils in green, and procedures in blue. Explain these vocabulary words.

Step 3: Make a poster dividing the above categories (ingredients, cooking verbs, measurements, utensils, and procedures) into five columns. Divide students into groups of five. Have students search through their recipes for words that correspond to the different categories. Ask students to write these vocabulary words in the correct column on the poster. Go through the vocabulary words students wrote on the poster and explain these words.

Step 4: Put students into pairs. Give each student a recipe. A sample can be found in the appendix. Students cannot show their recipe to their partner. One student shares the information on his recipe. The other student tries to write down what he hears. Once students are finished, they can check the answers by looking at each other's recipe. Go through the recipe and explain some words.

Conclusion

Recipes can be authentic English teaching materials because EFL learners can learn the target language and culture. Recipes are often free, and teachers can get them from food advertisements in their mailboxes or from the grocery stores.

Reference

Crawford, J. (2002). The role of materials in the language classroom: Finding the balance. In J. Richards & W. A. Renandya (Eds). *Methodology in language teaching* (pp. 80-92). New York: NY: Cambridge University Press.

Appendix

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

Vox pops for speaking skills

Jeremy McMahon

Momoyama Gakuin University

<jermymcmahon@gmail.com>

Quick guide

- **Keywords:** Interviewing, hesitation devices, pause fillers
- **Learner English level:** Pre-intermediate and up
- **Learner maturity:** University
- **Preparation time:** 10 minutes
- **Activity time:** 90 minutes
- **Materials:** Whiteboard, markers, Internet, projector

This set of activities can be used to enhance students' use of hesitation devices (e.g., um, ah) and pause fillers (e.g., like, you know). It enables students to practice listening and detection of such utterances and then attempt to reproduce them in a semi-authentic setting. It also encourages the development of discussion questions on a wide range of topics.

Preparation

Set up a projector and PC with Internet. Use YouTube to locate a video of vox pops. A search for vox pops international produces many class-friendly videos with questions like “What is your favourite TV show?”

Procedure

Step 1: Tell the students they will practice speaking skills for when they are asked a question and need time to think of a response, and when they want to show that, despite pausing, they have not finished their turn speaking. It is a good idea to elicit and write on the board expressions they would use in Japanese in such situations (e.g., *eto*, *ano*, *nandake*, etc.) for students not following the topic. Ask if they know any English phrases like these and again write them on the board. If students are having trouble, have them ask you, “What did you do last weekend?” and stand there thinking in silence to show how unnatural this is. Then ask what you could say instead.

Step 2: Once you have listed about six common utterances on the board, play a video where the objective is to listen carefully to the answers people give, and try to detect the use of any of the words listed. If a student hears a word, they raise their hand, pause the video, and they say which utterance was used. If they heard correctly, they score a point. It is a good idea to replay the video part in question so all students can hear it. Once the video is finished, the student with the most points is the winner.

Step 3: Pair the students. Have them ask each other, “What did you do last weekend?” They can use utterances from the board to answer without any silent gaps. It is a good idea to model a good response first.

Step 4: The main part of the lesson is the Vox Pops Game. All students write a question that demands more than a one-word response. Tell them to think of recent news events, social issues, or a recently discussed class topic if that helps. Give an example like: “What are you doing to save energy this summer?” Once students have their questions, stand them in a circle with yourself in the centre, microphone (marker) in hand. You will be the first street reporter. The student circle must rotate. Close your eyes and at some point shout, “Stop!” Grab the student in front of you and ask them a question. They must answer using the devices they have been practicing. Once they have answered, they join you in the middle as another reporter.

Step 5: Start again. This time both of you grab a student and ask your questions. After the selected students reply, everyone else votes who gave the better response, based on length of response, use of devices, and lack of pauses. The winner then becomes a reporter, and you sit down. The idea is that students need to give a better answer than their opponent to get out of the circle and become a reporter. They will ask their question as a reporter (two rounds) before they can sit. Students who cannot give decent responses remain in the circle until they can. As the numbers dwindle and more students exit the game, it becomes a growing challenge for those remaining.

Conclusion

This game can be repeated many times in one class allowing all the students to get numerous turns as reporters and interviewees. By the end of the lesson, students should be beginning to grasp the concepts of buying time and holding the floor so that they will be able to answer more naturally in unexpected situations.

Student-created reading reference tools

Catherine Cheetham

Tokai University

<catherine_cheetham@yahoo.ca>

Quick guide

- **Key words:** Peer work, vocabulary, reading, translation
- **Learner English level:** Beginners and above
- **Learner maturity:** High school and above
- **Preparation time:** 20 minutes
- **Activity time:** 30 to 60 minutes for each part of the activity depending on the length or difficulty of the selected reading
- **Materials:** Required reading, personal dictionary worksheet, blank A4 paper, story strips, and matching translation worksheet

When testing demands difficult or advanced reading passages, demotivation often sets in. Reading a text hardly resonates with learners who often struggle to answer comprehension questions. When understanding is minimal, teachers too often resort to verbal translation, or learners painstakingly take it upon themselves to translate the whole reading. It is impossible to discredit the need for or reliance on the native language, but how it is incorporated into the classroom needs to be beneficial to the learner. By effectively applying the right tools and support with student-created dictionaries and peer-supported translations, students are able to gain confidence and meet the challenges of required readings.

Preparation

Step 1: Choose a reading or passage from the required textbook. Compile a vocabulary list of about 20 words from the reading. Prepare a personal dictionary worksheet (Appendix A) for each student.

Step 2: Copy, divide, and cut-up the chosen reading into sections of three to four sentences to create story strips (Appendix B). In addition, give each strip a random number. Prepare two sets of the story strips. For each story strip, prepare a blank A4 paper marked with the same number as the strip.

Step 3: Format a matching translation worksheet (Appendix C) that divides the reading into sections just like the story strips while maintaining the correct textual order. Provide spaces or boxes for each section so students can later number the sections.

Procedure

Part 1

Step 1: Write the selected vocabulary from the reading on the board. Give each student a copy of the personal dictionary (Appendix A). Arrange students in groups. Assign each group a set of four to five words to define in Japanese and reference within the text. Instruct students to find the target word within the text and use their dictionaries to find the Japanese meaning.

Step 2: Have groups write the meaning and textual reference (the original sentence from the text) on the board to share with the rest of the class. As a class, check the meaning and understanding of the words. Have each student copy the information from the board into their personal dictionary.

Step 3: Have students complete their personal dictionary individually by providing their own sentence for each entry. At this point, it is advisable for students to close their textbook, dictionaries, and devices to compose a truly original sentence.

Part 2

Step 1: Divide the class into groups of two to three students. Provide each group with a story strip (Appendix B) and corresponding numbered A4 paper. Ensure that two groups sitting at opposite ends of the classroom have the same story strip. Have groups translate their story strip. Encourage students to use their personal dictionary (Appendix A) when translating.

Step 2: Have groups translating the same story strip meet to compare and discuss their translations. Following the collaboration, have groups make necessary corrections or rewrites. Have students turn in one final copy of the translation to check.

Step 3: Give each student a matching translation worksheet (Appendix C). Place a copy of each A4 translation sheet (no duplications) at the front of the classroom. Have students come to the front of the classroom to match the translations to the corresponding worksheet passages and number the worksheet sections accordingly.

Step 4: Compile and paste the student translations together to make a complete translation. Make a copy for each student.

Conclusion

After using this process, my students are more confident and prepared. The translation that they have produced generates not only discussion, but also a classroom environment of peer learning and support. Furthermore, students have less need to check their electronic dictionaries and devices throughout the remainder of the unit. The reference tools that they have created as a class are useful study aids.

Appendices

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



TLT RESOURCES

BOOK REVIEWS

...with Robert Taferner

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



If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received column, or consider suggesting an alternative book that would be helpful to our membership.

BOOK REVIEWS ONLINE: A linked index of Book Reviews can be found at:

<jalt-publications.org/tlt/departments/book-reviews>

This month's column features Takaaki Morioka's evaluation of *Messages from the Globe* and Loran Edwards' evaluation of *Listening Lounge*.

Messages from the Globe: National Geographic Multi-media Reading Course

[Miwako Yamashina, Mitsuru Yokoyama, & Yasuko Okino. Tokyo: CENGAGE Learning, 2011. pp. 111. ¥2,300 (including DVD and teacher's CDs). ISBN: 978-4-86312-187-4.]

Reviewed by Takaaki Morioka, Osaka University of Commerce

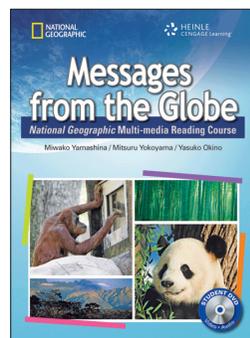
Messages from the Globe is a textbook that is recommended for beginner to low- intermediate students at Japanese high schools and universities as a means to foster reading fluency. The content of the textbook is based on stories from *National Geographic*, which allows the learners to

study English while also learning about issues relating to nature and animals from around the world. While the textbook places an emphasis on building reading skills, the other three skills: listening, writing, and speaking are also covered. There are 14 units which include pre-reading, reading and post-reading activities. One DVD and two CDs accompany the textbook. Since the content of the DVD and CDs is similar, I highly recommend using the DVD if possible so that the learners can experience the stories through both images and sound. In this review I will address the main reading activities.

In one type of pre-reading activity, the learners watch a video related to the unit. This pre-reading activity also asks the learners to write down what they feel is interesting about the topic while watching or after watching the video. Next, the learners work in pairs or groups, and discuss what they have learned. These activities of watching and discussing equip the learners with knowledge and experience which provides necessary schema to make the readings easier to grasp.

Another type of pre-reading activity focuses on vocabulary. There are two types of vocabulary exercises; matching a new word with its meaning, and matching a picture with its written form. Knowing 98% of the surrounding vocabulary is optimal for effectively guessing unknown words from context (Nation, 2001, p. 2). Thus learning new vocabulary before reading is important. However, vocabulary that learners study in the previous units is not recycled in the following units. Therefore, I get students to use vocabulary cards so that they can study the vocabulary through frequent repetition until they reach automaticity with the new vocabulary.

There are two readings in each unit, with most of the readings between 150-200 words. Thus the textbook is best used for intensive study. However, the readings can also be used for fluency practice. According to Levelt (1989), speech is



normally produced at a rate of about two to three words per second. Learners may set this speech rate as a goal and practice how fast they can read within a given time.

There are also several types of post-reading activities such as dictation, review, and summary. These activities use the same stories from the DVD and CDs which the learners utilize in the pre-reading activities. This will lead to the learners hearing the same story several times, which may bore them, so it would be sensible to not try all of the activities at one time.

For the last activity, the students are asked to think critically and evaluate the stories. This activity can be done in pairs or groups, and the learners can share their feelings about the current topic in the lesson. The four skills are practiced along with critical thinking, and ideas that the learners form in pairs or groups foster deeper interactions with the text. Reading ability will be developed best in association with writing, listening, and speaking activities (Brown, 2007, p. 357). Evaluating stories in such a manner requires deep cognitive processes which could benefit long term memory and recall.

A survey with a Likert-scale was conducted to find out the students' and teachers' reactions to the textbook. The participants in the survey included 27 students and 4 teachers. The data from the survey suggests that 13 students liked the textbook, while another 13 students thought that the textbook was acceptable. Only one student did not like the textbook. All the teachers found the textbook to be user friendly. A majority of students and teachers felt that it was beneficial in that it helped students learn about environmental issues, and they also liked the textbook because it included many colorful pictures. On the other hand, some students prefer topics related to more everyday issues, while one teacher found that the textbook did not provide an adequate amount of readings and new vocabulary for the learners.

Introducing rules, generalizations, and specific strategies should only be viewed as a starting point for reading development (Grabe & Stoller, 2002, p. 70). Having huge amounts of input is the key to language acquisition, and activities such as reading circles, and teachers giving learners readings on similar topics are solutions that can expose learners to even more vocabulary and make up for the lack of vocabulary in the textbook.

Other than these points mentioned above, the textbook was found to be useful for developing reading fluency for low-intermediate students. The textbook is colorful and intellectually stimulating, and the many activities are theoretically based. However, as one teacher pointed out, the learners are not exposed to enough new vocabulary.

References

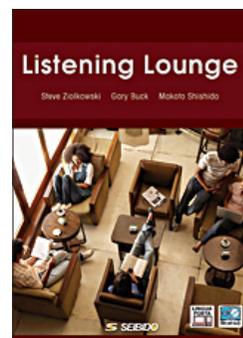
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading*. Harlow, UK: Pearson Education.
- Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. Cambridge, MA: MIT Press.
- Nation, P. (2001). *Learning vocabulary in another Language*. Cambridge: Cambridge University Press.

Listening Lounge

[Steve Ziolkowski, Gary Buck and Makoto Shishido, Seibido. 2011. pp. vii + 132. Included: CD. ¥2,200. ISBN: 978-4-7919-3091-3.]

Reviewed by Loran Edwards, JALT Material Writers and Task-Based Learning SIGs

Listening Lounge is a listening textbook written for beginning to pre-intermediate level Japanese university students. Each student book includes two self-study CDs and a separate set of teacher CDs. The teacher's book contains all of the scripts for the listening activities in Japanese and English. The textbook is comprised of 20 units of new material with four review units. Each unit is five pages long and follows a set format of eight different sections that focus on a variety of listening and speaking skills that cover a range of useful topics such as: self-introductions, making/accepting invitations and past experiences.



This makes it easy to divide the semester into content lessons. For example, I designed a lesson on traveling that included activities from Unit 9: *Past Experiences*, Unit 10: *Traveling*, and Unit 22: *Transportation*. Although there seems to be some progression in terms of difficulty, I did not find it critical to follow the units in order as the skills practiced are not linked together from unit to unit.

Listening Lounge has been written following the principles found in task-based learning. Each unit is carefully structured to follow a task sequence of: introduction, discussion, listening task, focus on form, and report (Willis, 2007). As is important in task-based learning, the topics of each unit reflect real life and many of the activities are authentic for various situations (Ellis, 2003). As Skehan (1996) also notes, for an activity to be a task, meaning must be primary and task completion, with a clear outcome, is a priority. Each unit and the tasks they include have been designed to meet both of these requirements. I found the best part to be that the main listening sections are a combination of two or three tasks using the same recording. This gives students the opportunity to really focus the language being presented and use it in a variety of ways.

Unit 7: *Daily Routines* is a good, representative unit. It begins with the *Start It Off: Grammar and Vocabulary* sections, which have students match phrases, such as “make breakfast” and “have a lecture” with corresponding pictures. It then asks students to talk about their daily routines with a partner using the previously mentioned phrases and adjectives of frequency. This is followed by the first *Listening Practice* in which students circle phrases they hear as a woman describes her daily routine. The students then listen to the same speech again and complete a cloze activity. This is followed by the *Get It Right* section, which includes three more listening tasks. These focus on more specific skills such as listening for false starts in which the speaker interrupts the flow of speech to restart his or her utterance.

This brings us to *Listening Lounge*'s most unique task sequence. Research has shown that listening tasks often provoke anxiety in students and that “listening once only at normal speed” can be problematic for lower level students

(East & King, 2012, p. 209). East and King found that by scaffolding a listening segment, by first slowing it down by 20% and then gradually increasing it to normal speed, students gained proficiency and confidence. *Listening Lounge* effectively puts this idea into practice. In the *Speed It Up* section, students listen to the same recording three times, once at slow speed, once at medium speed and once at normal speed, completing a variety of tasks each time.

The unit then winds down with one more recording in the *Fill It Out* section, which reviews one of the earlier tasks. And finally, students are asked to go online in the *Go For It!* section in order to expand on the topic just studied and use the knowledge in a real-world format. The fact that there are so many tasks in each unit makes it easy to pick and choose what skills fit the needs of the students.

Unfortunately, I did not ask the students in a formal survey what they thought of this book and the listening tasks, however, positive course evaluations, active participation in class and high-attendance rates would indicate that they enjoyed the activities. Also, one student did mention that her TOEFL listening score had increased significantly since the beginning of the semester, so, I take that as a positive sign.

The authors have put a lot of research into designing this book and for teachers looking for a good listening textbook that offers a wide variety of tasks and activities to choose from, I feel *Listening Lounge* is a good choice.

References

- East, M., & King, C. (2012). L2 Learners' engagement with high stakes listening tests: Does technology have a beneficial role to play? *CALICO Journal*, 29(2), 208-223.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 39-60.
- Willis, D. (2007). *Accuracy, fluency, and autonomous learning: A three way distinction*. Retrieved from <www.willis-elt.co.uk/books.html>

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

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>

* *Business Encounters*. Critchley, M. P. Tokyo: Nan'un-do, 2013. [16-unit task-based learning course preparing students for business communication incl. student book w/ mini TOEIC and unit assessments, listening transcripts, and teacher's edition].

* *The ELT Daily Journal*. Houston, H. Charleston, SC: Anthimeria Press, 2013. [Professional development journal for ELT instructors incl. classroom ideas, suggestions, activities, and tips].

* *English Listening for ESL Students*. Rice, J. Toronto, Canada: Connect School of Languages Inc., 2013. [3-book interactive iBook multimedia series available on iTunes and designed for the classroom setting or for self-study req. iBooks 3.0 or iOS 5.1 or later]

! *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].

! *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].

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].

* *Skillful (Macmillan Academic Skills Series)*. Various authors, Tokyo: Macmillan, 2013. [Two 5-level courses focused on developing academic study skills incl. student books w/ digibook access, excerpts from *The Study Skills Handbook*, academic keyword list, and teacher's books].

* *A Taste of English: Food and Fiction*. Minami, F. W., Taguchi, S., & Motoyama, F. Tokyo: Asahi Press. [14-chapter course book centered on excerpts from popular literary works in connection with food incl. student book w/ downloadable audio files and instructor's manual].

! *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].

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

TLT WIRED

...with Edo Forsythe

To contact the editor:
<ttt-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>

have been used to motivate students to participate in rich discussions.

Guardian Eyewitness (free)

Eyewitness provides evocative images from around the world in a range of themes. It is updated daily with a new photograph and the previous 100 images are also available. Eyewitness features a zoom function, offering the option to pinch and zoom on a section of a picture. This provides the option to partially show a picture, have students speculate about what is in the remainder of it, and have reactionary discussion as the image is revealed. Images can be saved in a favorites section, which is useful for organizing images for later use. This app has provided a springboard for rich discussions on a wide variety of topics from sports to politics to entertainment.

Promoting interaction using photograph apps

Chris Fitzgerald

Meisei University

<chrisfits84@hotmail.com>

Many language schools and universities offer students a space to participate in free conversation in their target language with other students and teachers. English teachers in Meisei University's English Language Lounge provide students from all majors with a place to practice speaking in a comfortable environment. The students are motivated language learners, but their levels vary widely and the conversation groups form with a mix of proficiency levels. Teachers aim to increase student talking time and the following photograph-based apps have been employed to achieve this aim. The apps listed below are available from the iTunes App Store, though these and other similar applications are available on non-Apple devices. The list is by no means conclusive, nor should the apps be limited to the teaching methods stated; but these apps

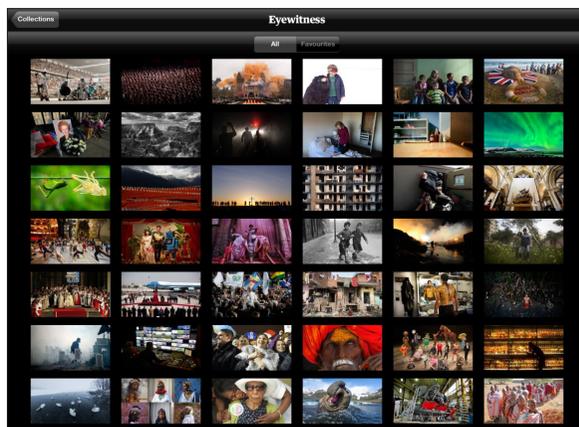


Figure 1. Screenshot of Guardian Eyewitness thumbnails of available pictures

Telegraph Pictures (free)

Telegraph Pictures provides up to fourteen images daily while storing the photographs from the previous two weeks, giving access to 150 to 200 photographs at any given time. By providing so many images a day, it gives a selection of up to date pictures presenting a source of conversation on current topics. This lends itself well to the option of handing the device to students, asking them to choose an image from that day's photographs which they would like to discuss. This puts the student at the center of the discussion

giving teachers freedom to step back and peripherally guide the content of the conversation. This can be very empowering for students, giving them the opportunity to invest from the beginning and take ownership of the conversation.



Figure 2. Screenshot of the Telegraph Pictures gallery

National Geographic Today (free)

This app from National Geographic takes full advantage of high-resolution screens available on recent models of portable devices. It is also updated daily with photographs, videos, and news articles. One particularly impressive image is displayed every day as the featured photo. Photograph galleries provide collections of images on themes such as cities or countries, or photographs based around a certain color. This app looks particularly stunning when first opened.

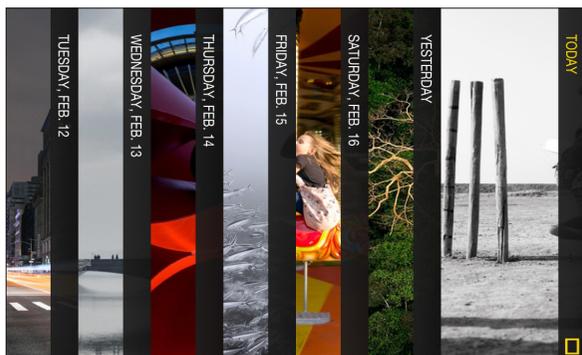


Figure 3. Screenshot of NatGeo Today's homescreen showing slices of daily images.

The home screen offers a slice of the featured photo from every day of the week, and opens fully when touched. This renders an opportunity to have students choose a picture based on the slice and direct their conversation from the chosen image. It is a beautifully organized interface which glides through the week's images as the user slides their finger across the screen. This can be a fun way for students to choose an image based on what they can identify as they quickly slide across the screen.

POWER Platon (\$7.99)

The photographs in this app are portraits of over one-hundred world leaders. The app also includes a short text biography of each leader, an audio excerpt of the photographer talking about his experience with each subject, and an interactive world map with the leader's name and portrait displayed after selecting a country on the map.

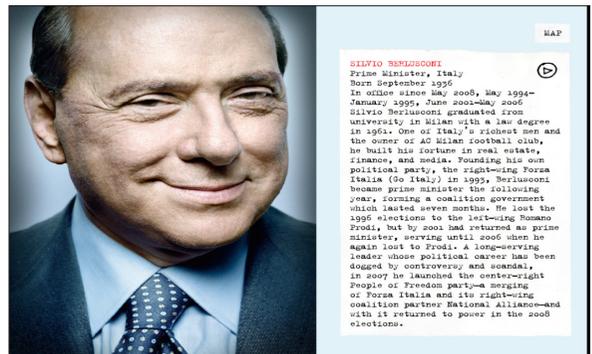


Figure 4. A screenshot of portrait from Platon Power with a biography and links to an interactive map and audio from the photographer.

The following steps have been used to facilitate discussion based on the topic of first impressions.

1. Before opening the app, elicit adjectives for describing people. If the students are comfortable with each other, they can describe their first impressions of each other.
2. Show some of the portraits and elicit more adjectives or apply the already produced adjectives to the portraits.
3. Ask the students for a common link between these people. Students should come to the conclusion that the subjects are leaders.

4. Students listen to the photographer's first impressions of the leaders and compare them to their own. Use expressions such as *don't judge a book by its cover* and *first impressions can be deceiving*.
5. Direct the conversation based on the students' level, perhaps asking students which of the previously discussed adjectives they would expect in a leader.

Fotopedia (Free)

Fotopedia has a range of photograph apps focusing on topics such as nature, heritage, women, and a variety of countries and cities. These apps are notable for their great amount of photographs. Choosing a topic can engage students and focus their thoughts. As a task to direct students, before opening a Fotopedia app that focuses on a particular country, they could be asked what they expect to see in photographs of that country. This often reveals students' preconceptions of a country leading into a conversation about stereotypes. It can also be interesting to ask students what they believe are stereotypes which foreigners have of Japan before opening the Japan app to see how the photographs match their ideas of stereotypes applicable to their country.

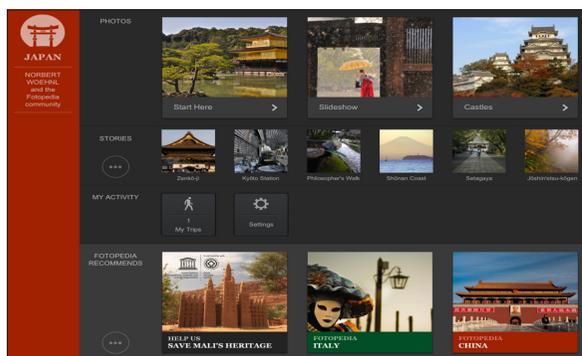


Figure 5. Screenshot of Fotopedia Japan's homescreen

Conclusion

iPad and other tablet devices provide a range of education apps which can be utilised by teachers; thousands of these can be found in the education section of the iTunes App Store. However, some of the most stimulating apps are non-education apps which, with a little creativity, can be integrated into the language classroom

to supplement existing course material or provide a foundation to start from.

Editor's Note: This edition's column has some great suggestions for using apps to stimulate communications among your students. To learn more of the best of CALL methods, be sure to join the CALL SIG Forum at JALT2013. Without a doubt, the CALL SIG Forum will give you the spark you need to keep your classroom *Wired!*

References

Fotopedia Japan. (2011). Fotonauts Inc. (Version 2.3.1) [Mobile application software]. Retrieved from <itunes.apple.com>

Guardian Eyewitness. (2013). Guardian News and Media Limited (Version 1.2.4) [Mobile application software]. Retrieved from <itunes.apple.com>

National Geographic Today. (2012). National Geographic Society. (Version 1.1) [Mobile application software]. Retrieved from <itunes.apple.com>

POWER Platon. (2011). David Maloney. (Version 1.0.6) [Mobile application software]. Retrieved from <itunes.apple.com>

Telegraph Pictures for iPad. (2011). Telegraph Media Group Ltd. (Version 1.1) [Mobile application software]. Retrieved from <itunes.apple.com>

Chris Fitzgerald graduated from the MA in English Language Teaching at the University of Limerick in 2010. He is currently a full-time lecturer at Meisei University International Studies Department where his main research interests are CALL and learner autonomy.

Is your membership due for renewal?

Check the label on the envelope this TLT came in for your renewal date, then go to <jalt.org/main/membership> and follow the easy instructions to renew. Help us to help you! Renew early!



JALT FOCUS

JALT NOTICES

...with Malcolm Swanson

To contact the editor:
[<jalt-focus@jalt-publications.org>](mailto: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/tt/departments/jalt-focus>](http://jalt-publications.org/tt/departments/jalt-focus)

JALT National Officers, 2012–2013

Our elected national officers work with the JALT Executive Board to administer NPO JALT. They can be contacted at [<jalt.org/main/contact>](mailto:jalt.org/main/contact).

- ▶ President: Kevin Cleary
- ▶ Vice President: Nathan Furuya
- ▶ Auditor: Caroline Lloyd
- ▶ Director of Treasury: Oana Cusen
- ▶ Director of Records: Roehl Sybing
- ▶ Director of Program: Steve Cornwell
- ▶ Director of Membership: Buzz Green
- ▶ Director of Public Relations: Ted O'Neill

Update from the Board of Directors

The Board of Directors and the JALT Publications Board held a weekend retreat on 8-9 June 2013 at Kochi University. This annual retreat is crucial to getting our heads up above the day-to-day tasks of keeping JALT running and planning for the long-term. This year was especially useful because both groups were able to meet at the same time. While each board conducted business separately most of the weekend, we did exchange information, plans, and proposals. This

kind of joint retreat is especially important for the Publications Board because all of the editors work on their own and coordinate online. Email, videoconferencing, and even good old fashioned phone calls, are wonderful, but sometimes you just can't beat the discussion and ideas that germinate during a weekend together face-to-face.

One of those ideas was that the workings of JALT should be more visible in the pages of *TLT*. In the coming year, you can look forward to an introduction of the hardworking JALT Central Office staff, reports on plans and meetings, and direct communication from members of the Board of Directors. So, to get things started, here is a short conversation between Ted O'Neill, Director of Public Relations, and Steve Cornwell, Director of Program.

Ted: Steve, I'll start right away with the last line of that introduction. Before joining the board, I had an idea that roles were very strictly defined. JALT members may think so too. Other education organizations just have generic "members of the board" without publicly stated responsibilities. How would you describe the way board members work together?

Steve: Having served on two boards now I have been really impressed with the give and take and the supportive nature of the board members both personally and for JALT. I like that the board members do not "take positions" but rather really try to consider issues from all sides and also consider the varied constituencies within JALT before coming up with a slate of possible actions.

Ted: Right. Representing all of JALT or the whole Board of Directors sometimes means putting my own preferences aside in favor of a consensus that includes everyone. I think our "all for one" approach means we can all pitch in and share in the creative work that is fun and rewarding. I've really enjoyed being part of the Pre-Conference Planning Committee for the first time and trying to help make JALT2013 and 2014 the best they can be. How does that all come together?

Steve: A lot of JALT members don't know the number of people that are involved in planning and running the conference. Nor are they

familiar with a lot of the behind the scenes work such as preparing the handbook, setting up the publishers' exhibition area, organizing social events, and even making sure there are good presentations to attend. Related to presentations, recently there was an email discussion on EBM-Net among the Executive Board members about how proposals move through the "conference system" to become a presentation.

Ted: I can say as someone who has been both accepted and rejected by various conferences (including JALT national and group events) it can seem a bit mysterious. I've sometimes found myself sitting in a presentation wondering "How did *that* get in, when my 'wonderful one hour workshop proposal' didn't?"

Steve: Although it does not make anyone feel better, being "rejected" does not mean the proposal was bad--it just means that it was not rated as highly as the accepted ones by the reading committee. TLJ readers should know that the readers can only rate proposals. Unfortunately, proposals and actual presentations can be very different. In the past, we've considered evaluating presentations but that proved impractical.

Ted: Who are the readers? And, how do they join the committee?

Steve: The committee is comprised of volunteers. The volunteers nominate themselves and indicate which type of abstracts they are comfortable in reading. Most volunteers have supplied a resume including their history of presentations or simply a verification that they have presented multiples times in the language teaching field. We always welcome new qualified readers. Interested JALT members should contact Paul Stapleton at <paulstapleton@gmail.com> for more information.

Ted: Thanks, Steve. The conference is just around the corner, but I hope it isn't too soon to say *Otsukaresama!*

JALT Mission Statement

Hello everyone! I hope that you are enjoying a bit of a break from regular duties, and I also hope you are planning to join us in October in Kobe at the annual JALT Conference!

At this time, it is my great pleasure to introduce the just-adopted JALT mission statement (English version):

"JALT promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate."

As you can see, at its core this statement asserts that JALT promotes excellence in language education, a worthy goal indeed. Further, it explains that we do this by bringing like-minded people together so they can help each other improve themselves and develop their abilities.

For 39 years JALT did not have a mission statement, although we had a fairly clear idea of who we were and what our purpose was. Now that we have crystallized our thinking about our mission, I believe our next 39 years and more will be even more successful.

I am also very proud to introduce Wayne Malcolm, the chair of the Mission Statement Committee, who shepherded the mission statement through discussions at administrative meetings and led the committee's extensive online collaboration. Wayne can let us know more about how the mission statement was made and why it is so important for us to have. Take it away, Wayne!

Wayne: Thank you, Kevin, and greetings to all! I'm really glad to have this opportunity to explain a bit about how the mission statement came about and why we have one. In essence, our mission statement defines what JALT is, and why JALT exists. A mission statement is not just a bunch of words that might look good on a banner or T-shirt, or might sound catchy as a sound bite. No, a mission statement is a tool that, when used properly, can guide an organization through decision making ventures and strategic planning efforts. A sound mission statement is something an organization keeps going back to in times of prosperity and crisis. It is a source to draw on for inspiration and steadfastness.

Of course any mission statement is only as good as the effort that was put into creating it. In our case, this English language mission statement (a Japanese version is currently in the process of being drafted) is the result of 19 months of hard work and dedication by the committee members in particular, and the JALT Executive Board, which is made of Chapter and SIG representatives and national officers, as a whole.

Starting from when Kevin posted a message to the Executive Board mailing list on November

30, 2011, asking for volunteers to help draft a mission statement, and commencing with a formal motion at the June 2013 Executive Board Meeting in Kyoto, the draft mission statements exhibited many forms and lengths. As this was a fully democratic and transparent process, this sort of effort and dedication were to be expected. Ideas were presented, discussed, and debated until the final version was accepted by a unanimous vote of approval by the Executive Board.

There may be some who think mission statements are not necessary as long as the people leading the organization are sound, and they may be right, but even sound people can lose focus or be left without the appropriate expressions. Consider the simple, or not so simple, task of actually articulating what JALT is. Imagine trying to convey the essence of something for which you feel a great deal of passion. Do the right words come to mind immediately? It is likely that you need to reflect a lot before you can choose the best way to communicate what it is about the source of your passion that is so important to you.

Those of us who volunteer for JALT spend a lot of our personal time making sure our chapters, SIGs, and the national organization operate to the utmost level of excellence. Our mission statement is the embodiment, and an articulation, of that passion. Using it we can communicate to others, and to ourselves, why JALT exists and why we devote our time and energy to keep JALT going in the best manner possible.

The professional ambition of those affiliated with JALT is expressed in the language “promotes excellence in language teaching, learning, and research.” Furthermore, this mission statement is meant to sound, and to be, inclusive. Specifically, JALT “provides opportunities for those involved in language education to meet, share, and collaborate.” With these words we show that JALT does not want to limit itself to any specific area of the language learning community, but rather is ready to include all who wish to help others promote excellence in language education.

I would also like to note that the mission statement shows that we are not at all willing to rest on our laurels, but instead strive to make the communities of practice we exist in environments of constant high-level sustainability by reaching for excellence in all they do. Our mission statement is a means to support these worthy processes of continuous improvement.

Again, many thanks to all who worked on the JALT mission statement committee or gave us

feedback, and to the entire Executive Board for giving us the time to discuss the drafts and valuable input. I really appreciated the opportunity to work with everyone on this project, and look forward to continuing to help JALT do its great work and fulfill its mission.

Kevin: And many thanks to you, too, Wayne! I would just like to mention that the mission statement really comes alive when viewed in context on jalt.org, as the photos, publications, and listings of meetings and other activities sponsored by our chapters and SIGs epitomize the way we meet, share, and collaborate as we make every effort to achieve excellence in language education. Of course, if you can make it to our conference in Kobe you will also have a great chance to see the JALT mission statement in action.

Do you have any ideas on how JALT can better accomplish its mission? If so, please send a message to feedback@jalt.org. Thank you again, Wayne and all, and see you in Kobe!

Position available

TLT Associate Editor

The Language Teacher is seeking a qualified candidate for the position of Associate Editor, with future advancement to the position of Coeditor. Applicants must be JALT members and must have the knowledge, skills, and leadership qualities to oversee the production of a regularly published academic publication. Previous experience in publications, especially at an editorial level, is an asset. Knowledge of JALT publications is desirable. Applicants must also have regular access to a computer with email and word processing capabilities.

Job details

This post requires several hours of concentrated work every week editing articles, scheduling and overseeing production, and liaising with the Publications Board. Applicants should be prepared to make a minimum three-year commitment with an extension possible. The assumption of duties is tentatively scheduled for early 2014. Applicants should submit a curriculum vitae (including details of publication background and published works), a cover letter, and a statement of purpose indicating why they would like to become Associate Editor (and later advance to Coeditor) of *The Language Teacher*, to: Darren Lingley, JALT Publications Board Chair, at pubchair@jalt-publications.org. This position will remain open until filled.



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>

In this edition of Showcase, Sanae Kawamoto shares her journey from a beginner adult learner of conversational English to a successful teacher, school owner, and ELT author.

Sanae Kawamoto

I think almost all Japanese people are interested in English but just say to themselves, "Oh, I want to speak English someday," or negatively think, "It's too late for me to start now." But it's not true. It is never too late to enrich your life and improve yourself. I like to tell this to people, and encourage Japanese learners of English to never give up.

As for myself, well, I couldn't speak English at all—not even a word. As you know, most Japanese people study English in school, but when it comes to speaking it, few can express themselves well. Of course, I was no different. So, at the age of 32, I decided to try to learn English again, which was quite a late start.

Once I had decided to learn English I wanted to enroll in an English conversation school, but I was a homemaker and full-time mother and couldn't afford the time or the tuition. So I learned through an NHK radio English conversation program and went to an English study group at a community hall once a week.

I listened to the NHK radio program and studied every day. Slowly I became accustomed to hearing myself speak English. Slowly but surely my vocabulary and comprehension improved and my confidence rose. Within several years I felt I had advanced to the point where I was able to teach English to children, and started with a few classes a week at my home. Over the next few years I started to teach adults as well.

I successfully learned English by listening and repeating what I heard over and over again. I also used dictation. My study method was very simple: listening, shadowing, and dictation. Now I use these learning patterns with almost all my adult students. They have to listen to English every day and practice it before they come to class at my school.



I tell them: "Studying every day is the key. If you really would like to improve your English, you have to practice every day even if it's five or ten minutes. There is no magician at any English conversation school who can wave a magic wand over you and give you the ability to speak English. You have to count on yourself. YOU are the only person who can improve your English."

For me, learning is a collaborative experience between the student and teacher. The goal of the lesson is to facilitate learning in a way that is fun, positive, and free from stress. I don't expect perfection from my students. I encourage them to feel comfortable in making their best effort and when they make mistakes, to learn from them.

The result will be the ability to converse in everyday English in an easy and natural manner. But above all, the fundamental principle in my lessons and classrooms is that the only way you can learn to speak a language is to actually speak it.

After eight years of teaching in my home,

working with instructional material published in English, and participating in conversation groups, I decided to take a giant step and open my own school. This was not an easy decision, but I felt it was a natural progression of my goal to expand my personal and professional horizons.

I had always valued workbooks and study guides as integral parts of a holistic approach to learning. As I grew as a teacher, I felt I had gained enough insight and experience to add to the literature in the field. I began by writing articles and essays and expanded to books, six of which have been published so far. I have been very fortunate in my career to have been noticed and recognized in a variety of publications for my teaching and writing efforts.

For me, the old adage that “by teaching I’ll be taught” is most certainly true. Every student, every lesson, and every opportunity I have to share my learning philosophy is another building block in my desire to keep learning and developing my English ability. I have learned that even modest beginnings can lead to rewarding and fulfilling outcomes, and it is a lesson applicable to every facet of life.

Sanae Kawamoto is the owner of two English conversation schools called *English Time* <www.englishtime-sanae.com>. She also works as an English language teacher at Waseda University’s open college and as a corporate language trainer. She is the author of numerous books on learning conversational English. She can be contacted at <sanae@englishtime-sanae.com>.



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>

In this issue of Grassroots Outreach, Robert O’Mochain initiates a debate in response to suggestions made by Howard Brown and Melodie Cook in our inaugural issue regarding unscrupulous journal solicitations. Also, Jim McKinley introduces a teaching methodology from Columbia University that he claims can develop the critical thinking, problem solving, and teamwork skills of students in Japan. A language teacher for more than 15 years, McKinley admits that although he has tried out a number of pedagogical approaches, none have been more successful than the one he recently came across.

A response to Brown and Cook on “Unscrupulous journal solicitations”

Robert O’Mochain

Rikkyo University

Brown and Cook (2013) have written a timely article that will alert many readers to the nega-

tive aspects of unscrupulous publishing. It also underlines a shared commitment to professional standards of scholarship in the academic community. However, the impression left by the article is that more needs to be said on the subject. The publishing companies in question are said to be “unscrupulous” and “predatory” (Beall, 2012), with publications that will lower standards of research in the academic community. Scholars who refer to articles published with these journals will be rejected by interview panels, denied work, and rightly so. Perhaps it even follows that we should condemn any individual scholar who resorts to unscrupulous publishers. Instead of condemnation, however, academic communities might be better served by debating some of the serious issues that have been raised in the article. A mature debate would allow scholars with expertise in relevant fields to shed some light on a host of pertinent questions.

A level playing field?

Why does a large demand for publication venues exist and where does the demand come from? If we look at EFL/ESL academia on a global scale, can we speak of a level playing field? Research articles from particular geographic regions are under-represented in high-status journals (which themselves require relatively large sums of money to be accessed, money which is not available to many educational institutions in some parts of Asia, Africa, the Middle East, and elsewhere). Speech communities in these regions may have varieties of English or patterns of written composition that seem incongruous by the standards of “center”, rather than “periphery” speech communities (Phillipson, 2009). Does it follow that such article submissions cannot report on valuable issues or explore helpful themes? Even within these same “inner circle” locales, we can point to significant inequalities in institutions of language education, a two-tier system composed of those who produce theory and those who are to consume it (Pennycook, 2001). The former are typically male, middle-class, married (legally), urban, fully-able, tenured university employees with access to a wide range of old boy professional networks plus material and symbolic resources that facilitate multiple publications. This contrasts with the actual conditions of the latter, ordinary language teachers in university and college classrooms, the grassroots of the EFL/ESL habitat.

We should also consider the criteria used by university hiring panels, which often fail to

reflect principles of equality (Hayes, 2012). Are these panels reinforcing another two-tier system, favoring high-status publications (international journals that are expensive to purchase or to access online) over low-status publications which do not help candidates gain an interview, even if one interview might be all they need to show their suitability for the post? Couldn't an interview panel judge an applicant's published articles on their own merits, without pre-judging publication venues? That would make life more demanding for interview panels, but it might also help them find the best person for the position much more often. This could promote conditions of higher-quality scholarship, pedagogy, and justice in EFL/ESL academia worldwide.

TLT, as well as publishing Brown and Cook's article, published job advice (Miller, 2013), underlining the critical need to publish or perish if one is to gain job positions with financial and temporal security. Isn't there something of a contradiction here?

One of the merits of the Grassroots Outreach column is that it can show awareness of the actual life conditions of educators and the inequalities they experience. It would be lamentable if no further debate followed the Brown and Cook article. Yes, academic standards in publications are extremely important and need to be maintained. It is also possible, as Beall (2012, p. 179) argues, that opportunistic publishing will “corrupt the open access movement.” But it is also true that institutionalized biases such as racism, sexism, language imperialism, class elitism, and homophobia (Ó Móchain, 2010) have been corrupting academia and language education for decades, if not centuries. This type of corruption deserves more attention than is currently the case. Let us first ask *why* large numbers of aspiring academics are seeking publication with unscrupulous publishers. What does this tell us about changes that need to be made, not only in the actual life conditions of part-time teaching staff, but also in the criteria that are being used to hold-back scholars who seek deserved advancement in their careers?

References

- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489, 179.
- Brown, H., & Cook, M. (2013). Unscrupulous journal solicitations: What they are, what they do, and how you can protect yourself. *The Language Teacher*, 37(3), 48-50.

- Hayes, B. E. (2012). Institutional change in gendered recruitment patterns in Japanese academia: Tempered radical or subversive? *GALE Journal*, 5, 5-22.
- Miller, R. (2013). Publishing options to enhance your CV. *The Language Teacher*, 37(3), 72-73.
- Ó'Móchain, R. (2010). *Challenging masculinism: Narratives from within education in Japan*. Berlin: Lambert Academic Publishing.
- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Phillipson, R. (2009). *Linguistic imperialism continued*. Hyderabad, India: Orient Blackswan Private.

Reacting to the past: a CLIL pedagogy

Jim McKinley
Sophia University

Maintaining relevance and inspiring students to learn are ongoing struggles for educators anywhere. In our increasingly globalized, internationalized, and technologically advanced educational contexts, teachers are faced now more than ever with the task of getting students to not only pay attention in the classroom, but to engage, think critically, lead, problem-solve, and otherwise become more developed individuals. Communicative learning has been an important development in language education in Japan, but now we need to do something with this communicative atmosphere students have come to expect. Language education in particular can benefit immensely as students communicate more through an increasing focus on Content and Language Integrated Learning (CLIL). The pedagogy is called Reacting to the Past (RTTP) and it is now in use in all sections of our public speaking course in the Faculty of Liberal Arts at Sophia University.

RTTP is an educational approach that uses content to get students to engage in debates and research and to prepare papers and speeches, in a way that allows students to develop skills in critical thinking, problem solving, and teamwork. These skills match up with the three core skills (called *shakaijin kisoryoku* in Japanese) for working adults promoted by the Ministry of Economy, Trade & Industry (METI). The idea is

that these skills are what the world is looking for from university graduates. The skills are:

- Action: the ability to move forward and stay engaged, to get up when you fall down. This includes taking initiative, motivating others, and achieving goals.
- Thinking: the ability to question and think problems through. This includes identifying problems, planning, and creative thinking.
- Teamwork: the ability to work with other people in pursuit of a common goal. This includes communication, listening, flexibility, awareness, cooperation, and stress control (Reed, 2010).

RTTP was developed by academics looking to improve these skills at Barnard College, Columbia University in New York, and quickly spread to more than 300 colleges and universities. Students participate in roles with detailed character descriptions based on real historical figures. Through the game format, they give speeches and participate in debates based on actual historical events. It is an opportunity for students to be at the center of the action, have fun, and potentially rewrite history! In an EFL context, this pedagogy is essentially a CLIL approach that language teachers can use to shift a focus to content.

In this article, I share my experience using this pedagogy, as well as the experience of Darla Cornett, a budding educator and research assistant on the education innovation grant project. We both share the same enthusiasm and encourage like-minded language teachers to take advantage of RTTP in their classes.

Darla

My career as an educator is still in its infancy, but I have been fortunate enough to have already witnessed what I can confidently say will be some of the most memorable moments of my teaching career. I watched a grieving widow mercilessly berate one of her late husband's detractors, heard the sorrowful yet power-laced last poem written by the victim of a villainous assassination plot, and witnessed the development of an intricate revenge plot aimed at restoring the honor a group of dedicated men felt their fallen master deserved. And all of this action took place inside the classroom. It was all the result of the new pedagogy—RTTP—in which students have competing goals and outcomes that they want to see occur, adding an element of competition to the learning that can pique the interest of even those less academically inclined.

RTTP was initially developed as a method to teach history. How then, does this pedagogy apply to language teachers? One of the greatest assets of RTTP is its adaptability. At Sophia University RTTP is used in both history and language courses. All RTTP games can be adapted to teachers' own class goals. For instance, each game comes with a set of required readings for all students so that everyone will be on an equal playing field. However, the focus of the class remains up to the teacher. The textbook for *The Threshold of Democracy: Athens in 403 B.C.* could be as easily adapted for a political science course about the different types of governments as it could be for a language course emphasizing speechmaking and the ability to construct a strong argument.

An additional benefit for language instructors is that all RTTP games combine elements of research, writing, and speaking. In the class in which I used RTTP, students were required to give a speech in class on a pre-assigned topic; the points made in their speech had to be supported by sources, and the culmination of the class was a paper that incorporated all the previously completed work. While students normally dread writing a paper, especially if that paper is not in their native language, these students were enthusiastic about the chance to discuss the issues they confronted during the class in their final papers and most had no trouble settling on a paper topic based on the RTTP experience (in some cases, if a student had not been able to meet pre-assigned objectives, there was a special interest in continuing the argument in writing).

The class that used RTTP featured a mixture of about one-third native and two-thirds non-native English speakers. Before we began the RTTP portion of the course, the most frequently asked question from the non-native students concerned their ability to participate fully due to their self-perceived lack of English skills. As all of the students have goals they are supposed to try to achieve, they were made to work together and adapt their communication techniques to accomplish their objectives. This served as a valuable lesson for the less confident non-native students as they learned that they could, indeed, work well with native speakers to achieve a goal. It was also an introduction to the reality of globalization for the native speakers; they learned that there are many varieties of English that exist in the world, each as valid as their own, and that they needed to learn to adjust their own language abilities if they wanted to communicate

effectively. In the end, all of the students were communicating with each other without fear or hesitation.

Jim

The public speaking course in my faculty was coming under fire and considered for deletion from our curriculum as it was regarded as irrelevant and lacking academic integrity and practical value. The traditional course required students to prepare and deliver extemporaneous speeches of various genres, which is a skill that certainly holds great value to us as classroom teachers, but for our students, beyond the opportunity of facing any existing stage fright issues, the course was mostly just boring. Students reviewed the same old skills-focused course content like outlines, thesis statements, and reference lists, which didn't go astray, but hardly inspired the students. They spent most of the course time listening to their classmates' speeches and making trivial comments on feedback sheets. Evaluations were, year after year, indicative that students weren't getting much out of the course at all.

The core curriculum in my faculty is designed to prepare students for completing their entire undergraduate studies in English. Students take a few English composition courses, a course in academic literacy, and the public speaking course. Critical thinking skills were dealt with successfully in the composition and literacy courses, but what about problem solving and teamwork skills? This is where public speaking should have come in. Students should be working together in pairs or small groups, or as a whole class team to debate and solve problems. When I learned of RTTP, it was an obvious solution. Having read up about the pedagogy, I chose the game *Threshold of Democracy: Athens in 403 B.C.* since it captured the origins of public speaking as we understand it, requiring students to reenact Athenian assemblies by giving speeches and participating in debates.

When we stated the game module in class, the students were very hesitant. They had never experienced anything like it in their studies before. They were nervous about the particular content, having no background knowledge of ancient Greece. The first few classes were made up of opportunities for the students to familiarize themselves with the context – they read from *The Republic* and the readings in the game booklet. They worked in groups to respond to discussion questions I created. I also provided

them with some alternative readings to make the content easier to grasp. They quickly settled into the idea that over the next few weeks they would be transported to ancient Greece to take on the role of an Athenian man who would be a part of the decision-making team to figure out how to rebuild after the Spartan destruction of Athens in the Peloponnesian War.

When the first Assembly day came, the students reveled. They completely took over. I sat back, watched, and assessed the performance. The speeches were oddly much more natural than the previous ones in the course, considering they were delivered in character. The subsequent debates were heated and well-supported with ideas from readings not assigned; the students had gone and done their own research as well. They wanted to win, and they weren't afraid of the work that it took to do that. The shy students had studied diligently so that they could speak with confidence and win the debates with factual evidence. The confident speakers took notice of these efforts on the first day and came back with better evidence for the later debates. They strategized and negotiated terms with each other not only in the preparation classes, but outside class as well. They did excellent work with their speech outlines and reference lists, and were able to engage and maneuver through the complex dynamics of the debates. At the end of the course, I received some of the most enthusiastic responses in evaluations I had ever seen:

"...one of the most stimulating and fascinating academic experience I have ever had in my university life."

"Overall, it was very fun and educational experience, not only for speech but historically

as well. The chance to slip into a role and act out a different person's character was fun and I would like to do it again."

"Overall, this debate style turned out to be the best experience for me in my classes at Sophia, allowing everyone to utilize their critical-thinking skills to analyze and build up their own character's personalities and characteristics."

The RTTP pedagogy saved our public speaking course. The evaluations changed the minds of the curriculum committee members and a number of them even expressed interest in teaching one of the course sections themselves! I hope to adapt some of the other games for our learners in the very near future – perhaps we will try to save Galileo, or scrutinize Confucianism with the Wanli emperor. Whatever we decide, I know the students will be able to hone and develop skills they really need, not just in their university studies, but as adults entering their working lives after they graduate.

In conclusion, finding ways to get students to use English in a way that allows them to gain the critical thinking, problem solving, and teamwork skills they need for their studies and after they graduate is of utmost importance. RTTP is just one recommendation, but we see it as launching a revolution in innovative education that offers English language educators in Japan an opportunity to make significant advancements when they are needed the most.

Reference

Reed, W. (2010). The Blueprint of 21st Century Employability. *Daijob HR Club*. Retrieved from <hrclub.daijob.com/hrclub/?p=815>



Jim McKinley and colleagues at a Tokyo JALT meeting to discuss CLIL



TLT COLUMN

SIG NEWS

...with Jennie Roloff-Rothman

To contact the editor:
[<sig-news@jalt-publications.org>](mailto: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>](http://jalt-publications.org/tlt/departments/sig-news)

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>](http://jalt.org/main/groups).

PanSIG2014 in Miyazaki, 10-11 May, 2014

The 13th Annual PanSIG conference will be held at Miyazaki Municipal University [<miyazaki-mu.ac.jp>](http://miyazaki-mu.ac.jp) on 10-11 May, 2014. If you'd like to be part of the conference team, please contact Hugh Nicoll or Joe Tomei at [<pansig2014@gmail.com>](mailto:pansig2014@gmail.com).

Bilingualism

[🔍] bilingualism, biculturalism, international families, child-raising, identity] [📖] *Bilingual Japan*—3x year, Journal—1x year] [🗣️] forums, panels] [✉️]

Join Bilingualism SIG at JALT2013 in Kobe in October and discuss *Issues, Opportunities, and Experiences of Returnees*.

Japanese returnee students' unique life experience sometimes sets them apart from their social and academic Japanese peers, and can influence subsequent school and career choices, social standing, and identity. A panel of two returnees (now adults) and two high school teachers

of returnees will discuss issues related to L1 maintenance while abroad, L2 maintenance upon return to Japan, reintegration issues, systems abroad to maintain Japanese grade-level academics, and practical advice.

This forum will be of interest not only to families with returnees, but also any families who are raising children in two or more languages in Japan and would like to know more about educational options/experiences and language acquisition.

Be sure to stop by the Bilingualism table to say hello and to see our latest newsletter! See you there! For more information visit [<bsig.org>](http://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適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]

CUE continues its 20th anniversary celebrations this year sponsoring various events and speakers for its members living all over Japan. The next event will be the joint ESP symposium with Japan Advanced Institute of Science and Technology (JAIST), September 7, at JAIST in Nomi city, Ishikawa. Presentations by John Adamson, Theron Muller, Iida Atsushi and Matthew Apple. For this and other upcoming events, visit our website: [<jaltcue-sig.org/events>](http://jaltcue-sig.org/events).

The JALT International Conference in Kobe is just around the corner. CUE is sponsoring Christine Pearson Casanave for a featured speaker Workshop, titled "Ecology of Effort: Motivation and Effort." She will also be participating in our

SIG Forum which we will again be holding in conjunction with Teacher Education and Development (TED) SIG. Also be sure to pop by our CUE desk for a chat. We look forward to seeing you at this wonderful event!

To help make you just a little more 'tech-savvy,' help is at hand at the end of this year. On December 1st, CUE is sponsoring a Technology Workshop at Keisen University. There will be free practical hands-on technology workshops by Edo Forsythe, Daniel Beck and Germain Mesureur.

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 [📱] [🗣️]

For 20 years, the JALT CALL SIG has been bringing teachers together to tackle the challenge of using technology in the classroom. Through conferences and publications, the SIG supports teachers and researchers that are interested in using computers and technology. In addition to the conference, JALT CALL SIG is also involved with publishing members' research. Glenn Stockwell has developed the *JALTCALL Journal* into an internationally recognized publication with Associate Editors on three continents, and a stellar group of researchers on the review board. The *Journal* is always open to well written, research-oriented work, which is published both in paper and on the web. Archives of the *JALTCALL Journal* are available at <journal.jaltcall.org/jcarchives.html>. Under development and in search of collaborators, a new online publication of practical issues for Digital Mobile Language Learning (DMLL) will aim at disseminating information and giving careful consideration to issues through a blog, an online magazine, and eventually a repository of research. Contact Kevin Ryan at <digimobilanglearn@gmail.com>. In addition the JALTCALL forum at Kobe will be "CALL SIG: Technology and Best Practices in Language Learning" continuing the theme of our conference this year. If you could not make it to Matsumoto be sure to check out the forum.

Critical Thinking

[🔗] critical thinking [📖] CT Scan—3x year

On May 18, David Gann presented at a joint forum on critical thinking and creativity in cooperation with members of the LILT and SDD SIGs. The title of his presentation was "Critical Thinking and Creativity in a Framework of General Thinking Skills." The following week on May 25 at the NEAR conference in Niigata, Nicholas Bufton and David Gann gave a presentation on their novel use of online text reconstruction exercises for scaffolding argumentative competence.

The JALT Critical Thinking SIG is excited to be taking part in Hiroshima JALT's annual mini-conference! This year's event will be held in Hiroshima on Sunday, December 1, and we are looking for eager presenters who would like to share ideas on critical thinking in language education. If you are interested in presenting with the Critical Thinking SIG, email us at <ctscan.editor@gmail.com> for more information. We hope to see you there!

The second annual Critical Thinking SIG Forum will be hosted at JALT2013. Brian Cullen of the Nagoya Institute of Technology, Peter Quinn of Takushoku University and Paul W. L. Lai of Nagoya University will be providing an exciting series of presentations on critical thinking. In addition, Nicholas Bufton and David Gann will also be in Kobe to give a 60-minute workshop presentation on the how-to's of producing online text reconstruction exercises for scaffolding competence in argumentative and academic writing.

Please consider writing for a future issue of *CT Scan*. Full research article: 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. Commentary: 500-2,000 words, detailing personal observations meant to provoke discussion within our membership regarding critical thinking in language education. All submissions are welcome at <ctscan.editor@gmail.com>. We recommend adhering to *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 JALT ER SIG exists to help promote Extensive Reading (ER) in Japan. Through our website, biannual newsletter *Extensive Reading in Japan*, online *Journal of Extensive Reading*, regular e-newsletter, grant programs and presentations throughout Japan we aim to help teachers set up and make the most of their ER programs. For more details and resources, please visit <ersig.org>.

The ER SIG at JALT2013

Be sure to join us for our events. We are putting on the annual Extensive Reading Colloquium, with several individual presentations under this year's theme: Learner and Instructor Insights. We expect this event to be immediately followed by our Annual General Meeting and our annual Great Book Giveaway, where you can get samples of some of the great materials available for doing ER. Check the conference schedule for more details.

We also are trying a new event. Come join us for the Book Exchange Party at JALT2013. Bring a book or books that you'd like to exchange. Discuss books and get something to read on the way home from the conference or after you get back! Everyone walks out the door with at least one book they didn't walk in with! Details such as time, location, and how to be sure of a spot at this event can be found on our website and Facebook page.

The ER Seminar at your school

Interested in hosting a great Extensive Reading event? Will your location support about a dozen concurrent presentations all day on a Sunday, or perhaps on Saturday and Sunday? Does it have a large meeting hall suitable for plenary sessions and another large area well suited to a materials exhibition? Are you willing to be the site chair? If so, you have got the most basic requirements covered. If you are potentially interested in hosting the seminar, please contact <er@jalt.org> for more information.

Other upcoming ER Events

Second World Congress of Extensive Reading, September 13-15 at Yonsei University, Seoul

Framework & Language Portfolio

[🎧 curriculum-planning, assessment, language education reform, Common European Framework of Reference (CEFR), European Language Portfolio (ELP)] [📖 newsletter] [🗓 seminar, workshops, materials development] [🇯🇵] [🗣]

Watch out for the FLP SIG Forum & AGM at the upcoming conference in Kobe. The SIG forum, CEFR-informed classroom materials, will begin with an explanation of a government / Kaken-funded research project, conducted by FLP SIG members, that will research and develop CEFR-informed materials and textbooks. We will outline the current development of the project, and potential applications for classrooms in Japan. After a wide-ranging discussion, possible future participation in the project by interested parties will also be discussed.

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, our newsletter *Can do statements language education in Japan and beyond* and to download the bilingual Language Portfolio for Japanese University.

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 at JALT2013

We are excited to hold the GALE Forum, again this year, the title of which is *Gender: A lifelong learning experience!* The forum includes three panelists: Shane Doyle, Kim Bradford-Watts, and Michi Saki who will discuss issues relating to how we balance our work lives and our family lives in Japan. Participation from the audience welcomed!

We are also proud to announce that Sarah Mulvey is the recipient of GALE's Best of JALT2012 award for her paper entitled: "A re-examination of gender stereotypes in the Japanese classroom (Leggy Keiko)."

All GALE members are welcome to attend our annual general meeting to discuss important

issues surrounding our SIG. In addition, GALE will have a table with copies of our recent newsletters and journals. Be sure to stop by our table to say hello and relax a while. New members and old members are all welcome!

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 email <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 is planning a dynamic program for this year's JALT2013 conference in Kobe. We are excited to be sponsoring UK activist Daniela Papi as a JALT featured speaker. Daniela worked as an assistant language teacher through the JET program in Japan; then set up her own development NGO in Cambodia. Her sessions will focus on volunteerism and service learning. Make sure to also catch our annual SIG Forum and GILE business meeting. GILE promotes global awareness and international understanding aimed at "teaching for a better world." 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 <facebook.com/gilesig.org> 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] [📧] [🗣️]

The JSHS SIG is now on Facebook! If you are a JSHS SIG member, then come and check out our exclusive group at <facebook.com/groups/jsh-sig>. Whether you want to ask a question, help someone out or just share something, this is the place for junior and senior high school teachers to be. We also have a public page at <www.facebook.com/JSHSSIG> so anyone can have a look, click 'like' and our news will be your news! Everybody is welcome!

Show us what you've got! This year's SIG Forum at the JALT2013 Conference offers 90 minutes of shares from junior / senior high school teachers, for junior / senior high school teachers! With so many shares from people in your field, we can almost guarantee something of interest to everybody. Time will be made at the end of the Forum for participant and presenter group discussion so please join us if you are free. We look forward to seeing you in October!

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) <ld-sig.org> は、オートノミーのある学習と教授を発展させるための実践を探求・研究することに主な関心がある約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。神戸で開催されるJALT2013でLD SIGは数名のプレゼンターとインタラクティブなフォーラムを行います。次年度の目標と計画について話し合うLD SIG 年次総会とともに、このフォーラムへの参加をお待ちしています。LD SIGの懇親会へも是非いらしてください!

また、2日間のLD SIG 創設20周年記念大会、Exploring Learner Development: Practices, Pedagogies, Puzzles and Research を11月23～24日に東京の学習院大学において主催しますので、どうぞお見逃しなく。招待講演者・特別講演者として、青木直子氏、リチャード・スミス氏、吉田研作氏、そしてフィル・ベンソン氏をお招きしています。この特別な大会は生徒、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。是非、ご参加ください。なお、早期申込割引期間は9月30日に締め切ります。詳しい情報については、<ldsigconference2013.org>をご覧ください。

The Learner Development SIG <ld-sig.org> is a lively and friendly network of around 200 members who are principally interested in exploring and researching practices that help develop autonomous learning and teaching. At JALT2013 in Kobe the SIG will be holding a multi-presenter and interactive forum entitled “Transitions in the Lives of Learners and Teachers.” You are warmly invited to join us for the forum, as well as for our Annual General Meeting when we will discuss goals and plans for the coming year. We hope you can make it to the LD SIG party too!

Not to be missed either is the SIG’s 20th anniversary two-day conference, *Exploring Learner Development: Practices, Pedagogies, Puzzles and Research*, at Gakushuin University, Tokyo, November 23-24. Conference speakers include Naoko Aoki, Richard Smith, Kensaku Yoshida and Phil Benson. Please join us for this special occasion when 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. Early bird registration closes on September 30. For more information please visit: <ldsconference2013.org>.

Lifelong Language Learning

[🎧: lifelong learning, older adult learners, fulfillment] [📖: Told You So!—3x year (online)] [🗳️: PanSIG, teaching contest, national & mini-conferences] [📅] [🗣️]

The JALT2013 theme “Learning is a Lifelong Voyage.” We are pleased that the focus of the conference this year matches our SIG’s perennial focus and interest.

We are planning a particularly engaging SIG forum at the conference on the sub-theme “Lifelong Language Learning & Community Involvement.” Three presenters will speak about various ways to nurture a lifelong orientation to language learning through connections with others around them and to the outside community. Andrew Reimann will describe how cultural awareness can be enhanced through critical incidents, which help students feel closer to “the other” as they venture outside the safe confines of the university campus. The second speaker, Joseph Poulshock, will describe how he draws out the life stories of students and encourages them to be facilitators of storytelling themselves. Joseph Dias will show how to make the most of guest speakers as bridges to the community.

More detailed descriptions of the three elements of the LLL-SIG forum at JALT2013.

Raising Cultural Awareness through Critical Incidents

(Andrew Reimann, Associate Professor, Faculty of International Studies, Utsunomiya University) This presentation will describe activities which engage students with interesting and relevant content, provide opportunities for reflection, critical thinking, evaluation and self-exploration. Critical incidents build communication skills and a sense of curiosity, motivating and enabling students to extend their inquiry and interests out into the community. A predominantly student-centered activity, much of the information and questions are generated in class, steering the lesson toward students’ goals while teachers assume the roles of facilitators, guides and mentors.

Story is Life

(Joseph Poulshock, Professor, Tokyo Christian University) This part of the forum describes ideas and activities that can help learners and teachers find and create the “grammar of story” in (a) the books they read and the films they see; (b) in the goals, dreams, and ambitions that they have for life, and (c) in the way they communicate their own life stories and how they listen to, evoke, and draw out the life stories of others—both inside and outside the classroom.

Guest speakers as bridges to the community

(Joseph Dias, Professor, Aoyama Gakuin University) Carefully chosen guest speakers in ESL/EFL classes can provide a bridge to the community. The presenter will explain how guest speaker engagements can be arranged for individual and pooled classes, and how the most can be made of the events through well-designed preparatory activities, readings, and tasks. Speakers from such organizations as Doctors of the World, Second Harvest and the Tokyo English Life Line, as well as a film director and musician, will be used as examples.

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 JALT National Conference, where an annual LLL-SIG forum is held. We also conduct a Mini Conference every autumn. This year’s Mini Conference is tentatively scheduled for the first weekend in November, 2nd and 3rd, in Tokyo.

Anyone wishing to give a presentation there should contact the LLL-SIG program chair, Joseph Dias, at <getumwhiletheylast@gmail.com>.

Our Facebook page can be accessed at <facebook.com/jaltLLL>. As of this writing, we have nearly 171 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.

Literature in Language Teaching

LiLT SIG members engage with literature through film, creative writing, poetry, the short story, classic literature and world literature as well as literature in translation. We welcome interest from those working in cultural studies, politics through literature, language learning and applications of literary texts in different contexts. We are flexible, we are inclusive, and we are friendly - we invite you to join us!

Upcoming!

JALT2013 LiLT Forum. The forum will be on the theme of “literature and the stories of our lives” and we will have an eclectic mix of presentations from SIG members, talking about texts for use in class, stories of learning about literature and using creative writing with students to the choices of reading material that we have made. We look forward to meeting you at JALT2013 to share ideas about literature there.

LiLT SIG Logo design - help required! Please get in touch if you could help us with this project.

All important guidelines and information for contributors are available on our website <liltsig.org>. To join the SIG, tick Literature in Language Teaching when renewing your SIG membership.

Materials Writers

[🗨️] materials development, textbook writing, publishers and publishing, self-publication, technology] [📖 *Between the Keys*—3x year] [🌐 JALT national conference events] [📧] [🗨️]

We are planning to have opportunities for members to meet at JALT and other casual venues. Please check our website for more information <www.materialswriters.org>. Meet old/new members and stay active!

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 has issued its newsletter 67 with information and interleaved flyers in 5 languages on its second conference at Chukyo University in Nagoya, 12-13 October. Information can be found at: <geocities.jp/dlinklist/ENG/OLEkon2013.html>, as well as the final schedule for OLE at JALT2013 in Kobe, October 26-27, including all event/presenter abstracts. For more information please contact <reinelt.rudolf.my@ehime-u.ac.jp> <T/F 089-927-9359>. Please inform learners and teachers of languages other than English of these opportunities.

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 language users, in particular, 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.

The Pragmatics SIG is in the process of creating a library of humorous comics and videos that highlight pragmatic matters in everyday conversation. Look for some new videos on our website <pragsig.org> this summer!

Professionalism, Administration, and Leadership in Education

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

The PALE SIG stands for Administration, Management, & Employment. It researches a wide variety of matters concerning trends in education, job stability, discrimination, and curriculum design.

This year, the PALE SIG is proud to announce Don Hinkelman of Sapporo Gakuin University as its featured speaker for the PALE SIG Forum

at JALT2013. The title of his talk is: "Power Relationships of Technology, Staffing, and Intellectual Property in EFL Programs." Here is a short summary: As technology-based learning environments evolve within university EFL programs, issues of power with the privileging of electronic technologies become pronounced. Blended learning, or the principled mix of online and classroom-based activities, challenges the bias towards electronic tools within newly emerging, hybrid learning environments. A five-year qualitative study of two institutions in Japan examined the role of power in relation to the design of these environments. A research team analyzed ethnographic and action research data using postmodern, critical, and ecological perspectives on technology, to explore hegemony in facility planning (online vs. face-to-face), control of materials development (publisher-based vs. teacher-based authorship), and development of software designs (proprietary ownership vs. distributed teacher initiatives). Results of the study reveal three significant changes in power: 1) the construction of classrooms shifted from single-purpose CALL laboratories to blended face-to-face/online spaces, 2) the production of teaching materials emphasized locally-authored multimedia materials with a decreasing reliance on mass market course books, and 3) the design of software modules was controlled by teaching teams for rapid customization. Overall, the process of innovation in institutional programs required a collaborative management culture to be appropriate and sustainable in university contexts.

In addition to the PALE SIG Forum will also be the PALE SIG Annual General Meeting. This is where employment and professional issues that relate to language teachers, whatever the institution, will be discussed. PALE also has a long history of raising awareness and combating discrimination of all kinds in the work place and beyond. Everyone who would like to find out more is welcome to attend.

In any case, see you at the PALE SIG Table and PALE related presentations and posters at JALT2013.

For more information, please check our website <jalt.org/groups/PALE>.

School Owners

Please consider signing up for our newsletter! The sign-up form to the 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, and Debate SIG will be active at JALT2013 in Kobe with a wide variety of helpful presentations. Two events there we would like to highlight are 1) the Speech, Drama, and Debate SIG forum, which focuses on practical advice on how to run Readers Theatre, Speech, Drama, & Debate events and activities in your school and class. This forum is geared to beginners up to advanced practitioners, and is open to all; and 2) the Speech, Drama, & Debate SIG Annual General Meeting where we will introduce the officers, give reports on the year's activities, discuss future activities, and vote on a new slate of officers. Any SDD SIG member is eligible for nomination to an officer position. This meeting is open to all. Also, look for information coming soon on the SDD SIG co-sponsored Hiroshima mini-conference on December 1.

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, *Ryuu-gaku*, 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。当部会のニューズレター“Ryugaku”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 discussion, and academic study 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. We are looking forward to seeing you at JALT2013 for our forum and annual general meeting.

Thank you for your participation in the 2013 EFL Teacher Journeys conference which was co-sponsored by TED and The Teachers College Columbia University Japan Alumni Association. Further information from this year's 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] [📧] [🗣️]

The THT SIG sponsored presentation will be "Developing Student Centred Learning" with four members of the THT SIG discussing the development of student centred teaching techniques as used by NNS and NS language teachers in both Japan and in Laos. Hope to see you there!

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] [📧] [🗣️]

We are eagerly counting down the days to next month's JALT Junior Conference where, in conjunction with the JSHS SIG, we will host over 60 presentations. Our plenary speaker this year is

Dr. Caroline Linse, a renowned expert in the field of young learner English. She will also be giving a more practically-oriented presentation on the most effective ways of getting parents involved in their children's English language learning.

After the success of last year's forum we are again focusing this year on showcasing a stimulating range of practical, easy to use activities you can effortlessly try with your students. The title of the forum, Fun activities you can use on a Monday, says it all really, so bring your best games, activities or ideas along and join Eric Kane and Mari Nakamura in sharing them with everyone.

But wait, there's more! What is particularly impressive about this year's conference presentations is the diversity of topics covered. There are presentations on how to use stories as effective teaching tools, how to teach to the "different intelligences," practical workshops on how to incorporate knowledge about neuroscience and language learning into designing classroom activities, using the Cambridge YLE test, how to make effective use of classroom materials, how to incorporate music and movement, and how to make original communicative games and activities, just to mention a few.

And there's still more. On the Sunday we will have our AGM and we would like as many of you as possible to attend. We are keen to expand the number of officers helping out with the SIG as well as to bring fresh perspectives and ideas to our group. As the AGM will be held at lunchtime we will also have some 'light refreshments' for attendees (there's talk of doughnuts). In addition, we will also be holding a raffle with some excellent prizes on offer. So do please make some time on Sunday to come along and join us.

A more detailed overview of the conference along with an interview with Dr. Linse will be published in the next edition of the TLC newsletter.

As always, 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 pro-

ject 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 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.



TLT COLUMN

CHAPTER EVENTS

...with Gary Wolff

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



Each of JALT's 36 active chapters sponsor 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>.



FUKUI—Communication skills for student motivation by **Robert Peacock**. The presenter will look at the listening and speaking skills students need to become confident and fluent speakers of English. Through practical classroom activities, he will explore some ways to motivate students to speak about universal and engaging topics, and help them develop explicit critical thinking skills. These activities will help create clearer learning outcomes for classes. Peacock will also introduce high-interest topics that can

make class content relevant to students and support academic success. *Sun 6 Oct, 13:30-15:30; Open University of Japan Fukui Campus, AOSSA, 7F; <jaltfukui.org>; Non-members ¥1,000, non-member students ¥500.*

FUKUOKA—2013 Fukuoka JALT one-day conference and ordinary general meeting. This year we are offering 10 presentation slots, each lasting 45 minutes. There is no specific theme for this event; presentations on any aspect of language teaching and learning are welcome. In particular, we welcome submissions from presenters whose papers have been accepted for the JALT2013 Conference, since many of our local members are unable to make the trip to Kobe. Further details are available on our website, <fukuokajalt.org>, or follow us on Facebook or Twitter. *Sun 29 Sep, 10:00-17:00; Seinan Community Center; Non-members ¥1,000.*

GIFU—Workshop: Introduction to using iPads in the language classroom by **Paul Daniels**, Kochi University of Technology, and **Tom Gorham**, Teiko Jr/Sr High School. Are you interested in using Apple's revolutionary technology in your classes, but don't know where to start? Join us for an introduction as to how iPads can enhance your language teaching. We'll show you practical ways that iPads are being used in secondary schools and universities. *Sat 28 Sep, 19:00-21:00; JR Gifu Station, Heartful Square - 2F (East Wing); One-day members ¥1,000 yen, 1st visit free.*

HAMAMATSU AND TOYOHASHI—*Grammar or speaking? Or both?* An evening/retreat with **Scott Thornbury**, New School, New York. Can you learn to speak without grammar? Can you learn grammar without speaking? Is there a special grammar of speech? What is the best way to learn speaking? In this workshop, the presenter will address these questions and demonstrate ways that speaking and grammar can be integrated. *Evening programs: Thu 31 Oct, 18:30-21:00; Retreat: Thu 31 Oct & Fri 1 Nov; Hotel Kuretake, Maisaka, <kts-the-ocean.com> (for dinner and overnight stay options, see our website: <hamajalt.org>); Non-members ¥1,000.*

HIROSHIMA—*CEFR-J workshop* by **Fergus O'Dwyer**, Osaka University, and **Annie Semmelroth** and **Azusa Kodate**, both from Hiroshima Bunkyo Women's University. The Common European Framework of Reference for Languages (CEFR) tries to provide a high-quality method for the teaching of second languages (L2) and the assessment of L2 ability. The recently drawn up CEFR-J is likely to have a major influence in Japan. This extended meeting will deal with the principles behind CEFR-J as well as its classroom implementation. *Sun 29 Sep, 14:30-17:30; Hiroshima Peace Park 3F Conference Room; <hiroshima-jalt.org>; Non-members ¥1,000.*

HIROSHIMA—*JALT2013 conference sneak preview* by a few Hiroshima area teachers-researchers. To whet your appetite for the JALT2013 Conference in Kobe, Oct. 25-28, a few Hiroshima area speakers will give special previews of their JALT2013 presentations. These will surely be high-quality and exciting, so don't miss them. [We will also host Scott Thornbury's "Grammar or speaking" workshop referenced above on Tues. Oct. 29. Please visit our website for more details.] *Sun 20 Oct, 15:00-17:00; Hiroshima Peace Park 3F Conference Room; <hiroshima-jalt.org>; Non-members ¥500, students ¥200.*

HOKKAIDO—*2013 JALT Hokkaido conference*. Keynote speaker: **John Fanselow**, Columbia University. Keynote title: "Huh? Oh. Aha! – Differences between learning through rote memorization and predicting." Second keynote speaker: **Chuck Sandy**. Second keynote title: "The Heart of Education." *Sun 29 Sep, 9:30-17:30; Hokusei Gakuen University; <www.hokusei.ac.jp/en/access.html>; Non-JALT members: ¥1,000 for pre-registered, ¥2,000 for non-registered.*

IBARAKI—*Older students as both teachers and learners* by **Tadashi Ishida**. The presenter will discuss possible reasons older Japanese learners have for being interested in studying English. He will also report on his activities to help them study English by exploring certain aspects of Japanese culture and discussing a program that matches up foreign visitors with volunteer Japanese tour guides. Second presentation: *English rakugo and English teaching* by **Tatsuya Sudo**. The presenter will talk about *rakugo* and English *rakugo*, its meaning and history, how he got involved in the world of *rakugo*, and his English *rakugo* classes. *Sat 5 Oct, 13:00-17:00; Tsukuba Gakuin University; <ibarakijalt.blogspot.com>.*

KITAKYUSHU—*Doing data analysis: Some tools and techniques* by **Paul Collett** and **Trevor Holster**. The first presenter will introduce the R statistical package to show how it can be used for different types of data analysis, as well as consider some of the substantive issues and critiques related to statistical analysis. The second presenter will introduce the Rasch measurement model, which assumes probabilistic patterns rather than machine-like deterministic patterns of success and failure. The Rasch analysis will be demonstrated using data from a multiple-choice vocabulary test and from judged ratings of classroom presentations. *Sat 14 Sep, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; Non-members ¥1,000.*

KITAKYUSHU—*Practical neuroELT for kids and adults* by **Robert S. Murphy** and **Ai Murphy**. A practical, theoretical, and fun presentation! What does neuroscience have to offer to EFL teachers? Find out fascinating new developments in neuroscience that have been translated into practical classroom pedagogy. The presentation will be divided into three parts: (a) discussion of the newest neuroELT findings from our neuroELT lab at the University of Kitakyushu; (b) hands-on demonstration of highly effective neuroELT activities for child and adult classrooms; and (c) time for creating your own action plan. *Sat 12 Oct, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; Non-members ¥1,000.*

KOBE—Kobe JALT is pleased to co-sponsor Osaka Tech Day with Osaka JALT. Submissions for presentations should be sent to <tdp.osakajalt.org> by September 1. *Sat 28 Sep, 9:30-17:00; Otemae University Itami Campus; Members ¥1,000, day members ¥2,000.*

KOBE—Kobe JALT is pleased to host **Mary Nobuoka**, the coordinator of the JALT Bilingualism SIG, for a presentation on “Raising Bilingual Children in Japan,” concurrent with the JALT2013 Conference. This special presentation will be open to the public and conference registration is not required. *Date and time TBA and available at the conference website: <jalt.org/conference/jalt2013/jalt2013-schedule>*.

KOBE—Kobe JALT is pleased to host **Scott Thornbury, Penny Ur, and Rubina Khan** for a presentation in Kobe. *Wed 30 Oct; Time and location TBA; Please see <kobejalt.org> for details.*

KYOTO—*Younger learners event.* The end of summer brings with it thoughts of the new semester. Many teachers will be coming to Japan for the first time as assistant language teachers (ALTs) and might be wondering what to expect. With this thought in mind, Kyoto JALT is pleased to present an event that focuses on elementary to high school teaching contexts. At this event, we hope to offer help and advice for new teachers, and to provide fresh ideas for the seasoned veterans too. *Sat 21 Sep, 14:00-17:00; Campus Plaza Kyoto; See <kyotojalt.org> for further information; One-day members ¥500.*

MATSUYAMA—*Conversations in class: Creating a pragmatically-based conversation textbook* by **Stephen Richmond**, Kyoto Gakuen University. *Conversations in Class* is a textbook which was developed to encourage Japanese learners to actively participate in unscripted interactions in the English language classroom. The presenter will explain the basic rationale for the material in the textbook, how it can be adapted to suit various levels and situations, and ideas for assessment. *Sun 13 Oct, 14:15-16:20; Shinonome High School Kinenkan 4F; <www.shinonome.ac.jp/site/highschool/access.html>; One-day members ¥1,000.*

NAGOYA—*Workshop: Introduction to using iPads in the language classroom* by Paul Daniels, Kochi University of Technology, & Tom Gorham, Teikyo Jr/Sr High School. Are you interested in using Apple’s revolutionary technology in your classes, but don’t know where to start? Join us for an introduction as to how iPads can enhance your language teaching. We’ll show you practical ways that iPads are being used in secondary schools and universities. *Sun 29 Sep, 13:30-*

16:00; Nagoya International Center, 3F, Lecture Room 2; <nic-nagoya.or.jp/en/e/about-us/access-hours>; One-day members ¥1,000, 1st visit free.

OKAYAMA—*Chapter barbecue.* More details to follow by email and on the Okayama JALT Facebook and Google sites. *Sat 21 Sep.*

OKAYAMA—*Designing independent listening projects* by **Caleb Prichard**. This presentation discusses several ways to organize listening projects and have students share their work, including high-tech and low-tech options. Student preferences and variables will also be examined. Second presentation: *Ukiyo-Eigo: An interdisciplinary approach to art and EFL* by **Tom Fast**. The best way to learn art and English is through action. Local high school students studied traditional Japanese art in English, then produced their own beautiful drawings, writing, and conversation. *Sat 12 Oct, 15:00-17:00; NDSU at Logos Hall; Non-members ¥500.*

OSAKA—*Tech day plus 2013.* After a year’s break, *Tech Day Plus* is back! Started as a casual get together back in 2005, *Tech Day* has grown to become one of our best loved events of the year. Our goal is to share ideas on a wide range of tech and non-tech related topics that language teachers and learners can use either in or out of the classroom. This year we’re teaming up with Kobe JALT and holding it at Otemae University in Itami (about 15 minutes west of Umeda). *Sat 28 Sep, 9:30-17:30; Check <jalt.org/events/osaka-chapter/13-09-28> and <tdp.osakajalt.org> for updated details.*

SENDAI—*Curiosity to competency: Intercultural activities for the language classroom* by **Jon Dujmovich**. When it comes to incorporating cultural elements in language lessons, there is usually very little consideration given to the learners’ developmental stage of intercultural competency or sensitivity. In this workshop, the presenter will demonstrate and discuss how to incorporate culture-based activities into the language classroom according to the learners’ intercultural developmental stage and other factors. The presenter will provide opportunities to experiment with ideas and present activities that can be immediately applied to the classroom. *Sun 29 Sep; Details at <jaltsendai.org>; Free for members, 1 day membership ¥1,000.*

SENDAI—Mind & body, grammar, discourse, & learning. A weekend with Scott Thornbury.

We are delighted to announce a very special mini-conference with award-winning author, Scott Thornbury. Workshops will include: “The learning body,” “Is there discourse in this course?” and “Why are we still teaching grammar the wrong way?” Don’t miss this wonderful chance to explore contemporary concepts and theories affecting our profession. Following the Saturday presentations, we will be heading to Akiu Grand Hotel with Thornbury for further discussions, evening entertainment, onsen, and dinner (¥13,500 for shared accommodation). *Sat 2 Nov and Sun 3 Nov; Details at <jaltsendai.org>; Members ¥3,000.*



A weekend with **Scott Thornbury:**
*Mind & body,
grammar, discourse & learning.*



Nov. 2 & 3 • Sendai

7½ hours of workshops • only ¥3000 (JALT members)

Plus: Off to the *onsen* with Scott (Optional) + ¥13,500
includes meals, transportation to/from site, shared accommodation

www.JALTSendai.org/ST.html

allowing choices; descriptive English words (sentence, vowel, adjective, etc.); the phonetic alphabet; grammar learning via a color scheme; student dictionaries with all definitions in English; and native speaker stories. In this presentation, Frost will explain how and why he made the book. He will also comment on responses to the book from 360 public junior high students and 22 private conversation school students. *Sun 22 Sep, 13:30-16:00; Aichi University's Toyohashi campus, Building Five, Room 543; One-day members ¥1,000.*

SHINSHU—Rules, tools, and jewels for teaching young learners

by **Kim Horne**, followed by the Chapter AGM. Explore songs, chants, picture books, class management tips, and other activities that engage young learners with movement, music, interactive reading, drama, and more! Delve into the structure and strategies of an actual lesson designed to get students thinking, sharpen their senses, and build their self-confidence. *Sat 28 Sep, 17:00-20:00; Matsumoto City Tourist Information Office, 2F; <goo.gl/maps/es9s>; Donations appreciated.*

TOKYO AND WEST TOKYO—Teaching large, heterogeneous classes

by **Penny Ur**, Cambridge University Press. This lecture will be the launch for our professional development series on Language Curriculum Policy & Planning. In this talk, Professor Ur will be proposing and discussing a series of practical teaching principles, illustrated through practical procedures, that involve very little (or no) extra preparation, that can make our job teaching large heterogeneous classes easier, and that go some way towards bringing about more effective learning. *Wed 23 Oct, 18:00-19:30; Sophia University; <www.sophia.ac.jp/englinfo/access>; Non-members ¥1,000.*

TOYOHASHI—A new kind of English textbook for junior high

by **Dan Frost**. Frost has created a new kind of English textbook for Japanese junior high school students. Some features of this text include: all instructions in English; all dialogues

YAMAGATA—Colorado and its school curriculum

by **Jessica Giddens**, Yamagata Central High School. This talk will highlight educational and cultural issues in Colorado. How can the school systems in Japan and the United States learn from one another? What are the implications for second language learning? *Sat 7 Sep, 13:00-15:00; Kajo-kominkan; Non-members ¥1,000.*

YAMAGATA—EFL in elementary schools in Japan

by **Jerry Miller**, Yamagata University. This presentation will focus on the current state of English language activities in the 5th and 6th grades. The talk will focus not only on the broad goals from the Ministry of Education, but also on the attitudes, practices, and challenges faced by homeroom teachers. Recommendations for the classroom based on second language acquisition and ease of implementation will be put forth for discussion. *Sat 5 Oct, 13:30-15:30; Seibu-kominkan; Non-members ¥1,000.*

YOKOHAMA—JALT2013 conference preview

by various presenters. Presentations at this event will be given one month later at the JALT2013 conference. Members who are not traveling to Kobe can come and see some of the presentations which will be featured at the JALT2013 conference. Members who are traveling to Kobe can get a sneak peak at what Yokohama chapter's own will be presenting. *Sat 21 Sep, 13:00-16:45; Location TBA; One-day 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: June — Facilitating written feedback on students' writing by **Rachael Ruegg**, Akita International University. Teachers of writing may often wonder when, how, how much and how often to give feedback. Ruegg addressed two frequent questions raised by teachers; should teachers give feedback on every assignment? And is peer feedback useful? For over a one-year period Ruegg, as part of her research doctorate, conducted research on 71 Japanese students. Ruegg used the results of her research to give advice on how to facilitate written feedback on students' writing. The presentation was attended by several local high school teachers, so the question and answer period was most informative for the multiple perspectives it afforded.

Reported by Stephen Shucart

GIFU: May — Bridging the gap: Neuroscience and education by **Adam Jenkins**. Anyone who even takes an occasional glance through the literature concerning ELT will be aware how often the word "neuroscience" pops up. The premise for Jenkins' presentation was that there are vast untapped resources in the field of neuroscience that can enhance our language teaching methodology. One need not have a PhD in psychology to make sense of it, but if we make some effort to get up-to-date with research, our students will benefit.

Jenkins started his presentation by interfering with everyone's semantic networks via a memory test. Once those networks had been encroached upon, he went into some detail about how to (and how not to) teach vocabulary effectively. The common technique taught on most CELTA and TEFL courses is to teach vocabulary in semantic clusters. However, this has been shown to cause interference, so words take longer to learn. But is that such a bad thing? Jenkins contended that not all interference is detrimental to learning, as often it is an indication of a deeper level of processing.

All together, the participants were treated to some interesting ideas from the field of neuroscience, and encouraged to look for ways to bridge the gap between that and language education.

Reported by Paul Wicking

GIFU: June — Debate as an intellectual and physical activity by **David Kluge**. Kluge opened his presentation by asking participants to ponder what debate has in common with horseback riding. Answer: they are both often considered the domain of the 'elite'. However, Kluge argued that with the right coaching and instruction, even quite low level students are able to enjoy and actively participate in debating. Research by Dewar (2011) suggests that young native-speaker children who had been trained in debate grew considerably in logic and reasoning, as well as critical thinking skills such as the ability to make dual-perspective arguments.

Having grounded his approach in theory, Kluge then stripped off his shirt and trousers and taught us how to box. The glove bump, the jab, the guard, and the right hook are used as physical metaphors for the debate procedure, along with "The Rocky Pose" for when you win. Leading students through the physical act of boxing when teaching debate helps them to internalize procedural rules and speaker roles, as well as break down any barriers of shyness and self-consciousness through laughter. My personal summation of the presentation: "It's so crazy, it just might work."

Reported by Paul Wicking

GUNMA: May — *Cooperative learning and the changing role of the teacher in the new MEXT revisions* by **Joël Laurier**. MEXT's call for increased group work and English use in the newest revision of the *Course of Study* will certainly challenge teachers who favor more traditional, teacher-centered approaches. In his presentation, Laurier introduced some interactive, task-based activities that could help teachers bridge this gap. These activities, or rather the structures around which they are built, form the cornerstone of Cooperative Learning (CL), which can be thought of as a more dynamic form of group work. By working in groups to complete task activities, Gunma JALT attendees were shown how CL can increase active participation between students, build confidence for teachers, and deliver student-centered English lessons. Laurier's presentation style showed plainly that learning facilitators (née teachers) should guide the classroom with a gentle but firm hand. In CL, the teacher can be anyone in the classroom. The learning facilitator's job is "not so much to teach, but to make sure the learning is getting done."

Reported by John Larson

GUNMA: June — *Peace education in language teaching* by **Charles Kowalski**. This workshop explored ways of implementing peace education in EFL. It began with an overview of the concept of peace, and an introduction of a model of peace as a series of concentric circles - inner peace, peace in relationships, peace in society and peace in the world. Participants joined in sample activities at each of these levels, and took home a variety of materials and resources. Kowalski has taught content-based peace studies classes at Tokai University and Tokyo Keizai University, and conducted peace education workshops for language educators throughout Japan and other countries in Asia. He also plays a mean Irish whistle.

Reported by John Larson

HAMAMATSU: May — *Cambridge English language assessment: Practical, benchmarked, and learner friendly* by **Jim George**. George, from Luna International, Matsumoto city, informed the Hamamatsu JALT of the Cambridge testing process, particularly for children. The Cambridge system emphasizes a *can do* system, which highlights and works with children's existing knowledge and abilities. At lower levels, studying for the Cambridge exams can easily be worked into everyday classroom settings. Students enjoy their

lessons and also get authoritative recognition by taking part in the exams. This recognition is a confidence booster, which encourages students further in their English studies, and satisfies the need for official acknowledgement of progress made. The exams are activity-based and are offered at three levels: *Starters*, *Movers*, and *Flyers*. George runs training sessions within Japan for those wishing to become qualified examiners. Cambridge exams follow the Common European Framework (CEFR) benchmarks, and at higher levels, are equivalent in weight to IELTS and TOEFL in terms of gaining work in, or studying in, English.

Reported by Susan Sullivan

HAMAMATSU: June — *Drama in the EFL classroom* by **Staci Ali** and **John Wolfgang Roberts**. Drawing on the theories of Piaget and Vygotsky, among others, Staci Ali and John Wolfgang Roberts of Aichi University outlined how utilizing the natural capabilities of play aided L2 learners in acquiring their second or other language. Incorporating this theory of play within their separate classes, groups of students dedicated twenty minutes each week for five weeks towards developing dramatic plays that were then performed to the rest of the class. Ali and Roberts feel that negotiating play in the form of developing dramatic plays allow students to develop cognitively and socially. When creating abstract stories and ideas, the need to negotiate roles and determine the appropriate language, and aspects of language, including proxemics, arises. This student-driven output and input, means that the language used becomes an intrinsic part of the learners' acquisition. It also promotes autonomy. Within this preparation and production, students develop levels of appropriation, ownership and accuracy. Ali's method of implementation was more structured with the instructor providing some of the vocabulary and the roles to be undertaken. Roberts' method was more student-generated but still involved guidelines.

Reported by Susan Sullivan

HIMEJI: May — *Keep kids happy, active and engaged* by **Catherine Littlehale-Oki**. The Himeji JALT chapter met for our second seminar-meeting of the year at the end of May. Our guest speaker for this session was Catherine Littlehale-Oki, who presented a workshop on teaching young learners. The majority of our members work in elementary schools, so this workshop was very popular and highly attended.

Littlehale-Oki began by introducing the series of textbooks which she co-authored, "Happy Valley," and demonstrated various techniques, activities and teaching points which could accompany the books. Vocabulary and awareness-raising activities were discussed and then practiced, with members applying Littlehale-Oki's ideas to their own contexts. While the activities generally were aimed at younger learners, they centrally focused on repetition, continuity and authentic language use to underpin the learning process.

We would like to thank Littlehale-Oki for her time, and we all look forward to putting the ideas discussed at the meeting into use!

Reported by David Lees

HIROSHIMA: May — Writing graded readers by Rob Waring. Educator, author and well-known presenter, Rob Waring, treated us to a passionate insight into how to write a graded reader. He guided us through the process of how graded readers are written, including the stages of pre-contract, development and manufacturing, issues surrounding the procedure of writing a series syllabus and the challenges that present themselves in making a wordlist. His message to any aspiring writer is 'Story, Story, Story!', in which the motives of concept, high stakes, great characters and setting, real conflict, and a satisfying and believable ending need to be ruminated over.

He touched on concerns regarding idiomatic language, onomatopoeia and cultural references as well as the various compliances and rules that publishers are restricted to. He also pointed out that graded readers cover a wide range of genres ranging from adaptations of classic literature to original stories, to factual materials such as biographies and reports. He concluded by saying that graded readers can be used in different ways, and understanding and grasping these ways is important for authors to consider when writing a successful reader.

Reported by Timothy J. Wilson

HIROSHIMA: June — Choice and Cooperation in the Children's Classroom by Chris Hunt. Chris Hunt of Wisemat English laments that school is too often "less about learning and more about what the teacher wants you to do". In his presentation, Hunt advocated the importance of offering choices to children in the classroom as a means of boosting their motivation to learn. For a little over two years he has centered his lessons around the principle of democratic education:

that students themselves – not only their teachers – should have a say in what happens in the classroom. He employs cooperative activities rather than competitive ones to further reinforce the concept of learning as a democratic, team effort. He makes exclusive use of cooperative learning structures based on the "P.I.E.S." principles, which stress that students should work together to achieve a positive outcome (Positive Interdependence), be able to perform as individuals when required (Individual Accountability), participate as equals (Equal Participation), and be engaged in activities simultaneously (Simultaneous Interaction).

Hunt demonstrated his system for having students choose their own activities. It aims for a balance between genuine choice for the children and flexibility and control for the teacher through the use of activity cards. In essence, the children create their own "ad-libbed" lessons, which are then moderated by the teacher. Overall, it was a very lively, informative presentation that contained an unusually large amount of audience participation, and it was met by smiles and laughter from all who attended.

Reported by Paul Jensen

HOKKAIDO: May — Listening activities in the classroom: Exercises for beginner to EAP students by Joshua Brook Antle. Joshua Brook Antle presented the advantages of extensive listening; where learners listen to large quantities of self-selected comprehensible input. He hypothesised that extensive listening would increase learners' reading speed. However, when putting this hypothesis to the test, he discovered that despite students volunteering for the study, motivation to do extensive listening outside of class time was difficult to realise. Many students who were initially motivated ended up not listening to enough material, making the expected positive effects of extensive listening difficult to measure while also highlighting the difficulty of motivating learners to do extensive listening. He then introduced many exercises that could be used in class to practise and improve listening skills. To give a few examples, there were sound perception exercises for beginners such as identifying word divisions, word ordering for intermediate learners, where learners listen to a story and re-order jumbled sentences to reflect the aural input, and summarising for more advanced learners where they listen to a text and then summarise it in their own words.

Reported by Haidee Thomson

IBARAKI: June — Our local chapter enjoyed an annual two-day mini-conference and had the pleasure of hearing five inspiring presentations. 1) *Academic reading skills for student success* by **Robert Peacock**. Defining critical thinking as the base of all the 21st century skills, Peacock introduced us to an ELT textbook called *Q: Skills for Success: Reading and Writing*, which is designed to promote critical engagement with current topics. He demonstrated some classroom activities from the textbook, which invite language learners to tackle challenging, thought-provoking questions, as well as informational ones. 2) *University students' views on an English program* by **Takeshi Kikuchi**. Kikuchi started to work as the coordinator of the common English program at his current university two years ago. Having heard a number of negative remarks about the program, he decided to conduct a program-wide survey to verify them. He shared the survey results and his subsequent analyses with us and explained one of the major changes he had made, which was to narrow down the program's focus to two language skills from the four previously used. 3) *Creative Writing in ELT: Organically grown stories* by **Clay Bussinger**. According to Bussinger, creative writing is often underappreciated in ELT even though it has various linguistic and even emotional benefits. Sharing some amazing works by his own students, he introduced us to several effective methods of teaching creative writing, including the one called "Mandala," which he has found to be especially valuable in bringing out students' latent creativity. 4) *Sherlock Holmes and the mystery of language learning* by **Jeroen Bode**. Bode looked at Sherlock Holmes stories through a variety of editions such as graded readers, facsimile edition, annotated edition etc. He believes that accommodating students' levels will facilitate students' understanding of the material, as well as their acquisition of English. In his classes, he uses stories of Sherlock Holmes, and sometimes uses supplemental books such as *The Scientific Holmes* and *The internet* in order to increase students' interest and to gather new necessary information. Students keep records on what they have learnt in their own notebook and do some research for their classroom projects. Through these activities, students learn vocabulary, language structure, and reading strategies. 5) *Let's get real-fun and useful English projects for the real world* by **Deborah Grow**. Grow introduced her classroom activity which focuses on real communication with "21st century skills." She guided students in making their own

TV commercials and video news programs. The purpose of doing these kinds of activities was to let students learn practical skills, which could be applied to the real business world after they graduate. As a result, the students learnt how to use technology effectively and how to convey their messages to other people in a better manner. Also, these activities inspired the students' imagination, which might lead them to be more creative in their thinking. As a result, their motivation was greatly increased.

Reported by Naomi Takagi & Rika Otsu

IWATE: February — *TOEIC instruction that makes students want to come back* by **Yurina Azuma**, Iwate University and Iwate Prefectural University and *Yes, it's possible: Communicative—Even fun—Methods for using literature in the EFL classroom* by **Bern Mulvey**, Iwate University. Tapping into her ten years of related teaching experience, Azuma shared multiple activities (including the use of movie excerpts, pronunciation drills and even music) that allow for effective TOEIC instruction in an interesting—even fun—atmosphere. Azuma explained how she had been asked by Iwate University to take over as the instructor of record for the various intensive, noncredit TOEIC courses. Before her, dropout rates over the ten-week period were typically over 60%. After she instituted her new curriculum, these rates dropped to under 20%, with very high student satisfaction reported in the end-of-session evaluations. As she explained, while creating a "fun" TOEIC classroom atmosphere can be challenging, doing so enables teachers to engage and maintain student interest, not to mention helps them to improve student English abilities in a variety of areas simultaneously.

Mulvey's presentation followed, in which he discussed tactics for using literature successfully in a "communicative" EFL classroom. Literature, when properly presented, provides one of the best sources of material for generating discussion, sparking student interest, improving student vocabulary levels, and broadening and deepening their cross-cultural understanding. Still, the use of original literary works in the EFL classroom remains rare in Japan, partly because of low student reading comprehension levels in the L2, but also because of how literature (including in the L1) is taught in this country. Mulvey provided specific examples of the culturally derived hurdles—e.g., the idea that textual meaning is not negotiated but "explained" and then memorized, that one (and

only one) correct interpretation of each work exists, with the teacher's role limited to dispensing this "knowledge" through lecture—that EFL instructors need to overcome when attempting to get students to discuss a literary work in class. He then followed this with concrete examples of how proper assignment scaffolding, combined with creative activities and the judicious selection of level-appropriate literary texts, enables literature to become the focus of real classroom discussion, as well as an ideal vehicle both for illustrating language use and for introducing differing cultural assumptions.

Reported by Bern Mulvey

IWATE: April — *Online tools for teaching and learning* by Christine Winskowski. Winskowski provided a thorough introduction to numerous, and very cool, online educational resources—several for teachers, several for students, and of course some for both. The online sites she shared included places to easily construct online lessons (e.g., Zunal, Rubistar, TED Ed Talks and Teacher Vision), online text-to-speech resources (e.g., imTranslator and EmbedPlus), whiteboards (A Web Whiteboard), and concept-mapping (Bubbl.us), as well as web resources for quiz construction and rubric construction. In all, over 30 websites were discussed, with Winskowski explaining the pros and cons of each in engaging, and very understandable, English.

Reported by Bern Mulvey

IWATE: May — *Curriculum changes in Japanese high school English education* by Cory Koby. In 2009 Japan's Ministry of Education, Culture, Sports, Science, and Technology (MEXT) introduced its once-in-a-decade reform to the 'Course of Study,' the final phase of which came into effect in April of this year. In a fast-paced yet clear (and often fascinating) presentation, Koby outlined the changes to the high school English language curriculum, paying particular attention to what is not changing. His discussion of the latter, especially his disclosure of empirical evidence highlighting the significant obstacles facing the implementation of MEXT's goal of TLEIE (Teaching and Learning English in English), led to a lively and extremely informative discussion!

Reported by Bern Mulvey

KITAKYUSHU: May — *Online reading and vocabulary environments- present and future*

by **Rob Waring.** Waring organized his presentation into three parts. In part one, he reviewed the current online reading environment, first noting how common reading online has become across many markets, while pointing out the plus and minus features of reading online. EFL learners, for example, often do not know enough high frequency words, and the online texts can be difficult to understand. One solution is graded readers, which are becoming more available online. These however, pose problems such as the cost involved for the user, as well as lack of adaptability to the learner.

In part two, Waring focused on online vocabulary learning. After reviewing concepts important to language learning, such as the form-meaning relationship of words and the deeper meaning of words, he introduced the Kitakyushu JALT attendees to different web sites devoted to different aspects of vocabulary learning. Again, good points as well as deficiencies were pointed out.

Waring offered his solution in part three. It is a non-profit web site that he is creating with Charlie Brown. The site addresses all the issues explained in the presentation. It is helpful for writers of extensive reading texts, or for anyone creating texts for use in classes. On the site, there are texts, leveled according to ER Foundation levels, and vocabulary learning and practice sections. One main point is the adaptability that this site provides. The content is free. Teachers as well as students will have a wealth of information available for learning, teaching and research. Waring concluded his presentation by encouraging submission of texts to the site.

Reported by Linda Joyce

KITAKYUSHU: June — *Decoding the L in JALT* by Michael Phillips. Introducing himself via "googlegangers" to kick off a light-hearted sampling of aspects of linguistics as an alternative to the usual microanalysis dictated by our profession, and by stepping back and looking at the big picture of what language really is, Phillips gave us a three-session approach to defining and understanding what language codes embody and represent, examining idiolects and language identity and challenging participant notions of correctness, acceptability and accommodation through diglossic issues.

Citing our students as examples, Phillips reminded us that knowing the language was more than just knowing the grammar and that agreement and systematic behavior regarding language use, as

well as appropriation and semantics, influence our using it differently from how they do.

Viewing a picture triggered different images in our brains; watching some movie clips highlighted different idiolects among speakers and the emerging dialects of non-standard English with various types of fillers employed, rife with modern slang for solidarity building. We then attempted to describe elements of our own idiolects, with their various accents and lexical items.

Finally, a discussion between standard and non-standard speakers of English—Noam Chomsky and Ali G—illustrated appropriation and marked language in an amusing way.

Reported by Dave Pite

KYOTO: June — *Teaching collocations and building word lists* by **Dr. Dongkwang Shin**. Shin, who works at the Korean Institute for Curriculum and Evaluation, made a case for how teachers can utilize the vast amount of online data to make word lists in his presentation on collocations.

Shin began by outlining what collocations are, a group of two or more words that occur frequently together, before making a case for teaching collocations; they are an efficient and data reliable way of instructing learners.

Shin introduced several different corpora, such as COCA and the British National Corpus, which offer authentic and contemporary examples of written and spoken English. He outlined a number of efficient methods of teaching collocations in the classroom from matching exercises to brainstorming collocations using node words, and finding the odd word. Shin even noted the value of simply bringing students' attention to collocations by noting them on the blackboard as they occur in texts.

Shin concluded his presentation by showing how teachers can make their own graded word lists using the free software RANGE developed by Paul Nation, under whose tutelage Shin obtained his PhD. While the software takes a bit of time to navigate Shin used it to show how to construct a unique word list and how to analyze and compile data rich information about student work.

Reported by JJ O'Donoghue

KYOTO: July — *Reflections on iPad collaboration in Japanese and Indonesian contexts* by **Roger Palmer**. This presentation talked about the affordances of iPads for language teachers, or

what tablet PCs enable us to do, or do differently. Palmer distinguished his approach from that of other iPad-oriented presentations in that he did not focus upon particular apps useful for language learning or teaching, but on what teachers and students are able to do with tablet PCs in the classroom, and how iPads can facilitate collaboration between teachers, even across cultures.

Following studies in multimodal discourse analysis, Palmer referred to iPads as “convergent devices,” tools that take previously disparate items – MP3 players, cameras, laptops, etc. – and put them together, and in doing so enable new kinds of behavior. Looking at the classroom context in particular, Palmer showed how using iPads broke down the barrier between instructional technology and students so that students could freely use the teacher's iPad to, for instance, perform collaborative shared writing activities, or play competitive games. He also showed how iPads could perform many of the functions of an interactive whiteboard, but at a much lower cost. As convergent technologies, he found that students in both the Indonesian and Japanese classrooms he looked at spent more time photographing activities in the classroom. The engagement iPads encouraged was confirmed in survey results from the Indonesian students, which were overwhelmingly positive, with many students expressing how much they enjoyed using iPads in class. Beyond classroom activities, teachers were also able to use iPads to easily make materials, incorporating realia from their homes, and could more readily take pictures of classroom activities to use for evaluation and later recycling.

The discussion resulting from Palmer's talk focused upon how teachers could better incorporate tablets into their classes, and the challenges faced by some schools in doing so. Palmer said that he found his Indonesian collaborator to be incredibly imaginative in her use of the iPad with her students, and strongly encouraged all of us to consider collaborating with teachers in different countries and cultures in order to enrich our understanding through exposure to different ways of teaching.

Reported by Thomas Amundrud

NAGASAKI: May — *A treasure chest of activities for young learners* by **Kim Horne**. In this lively and interactive workshop, Horne introduced and conducted a typical lesson aimed at young learners. Horne first gave a short introduction to the make-up and functioning

of the human brain, augmented by three easy-to-remember chants. She then led the group in a full range of interactive activities she has developed to engage, motivate, and help young learners retain new material through iterative use of structured activities. This included the systematic nature of her lesson planning, using excitement and emotion to engage and impress material upon young learners, the use of pictures to introduce new concepts, and the importance of task repetition.

Reported by Joel Hensley

NAGOYA: June — *Cultural and institutional obstacles that stand in the way of teaching communicative English in Japan* by **Robert Aspinall**. Born in a monolingual community with close bonds and dependence on their family, and learning through socialization, the role of the group and the norm of the classroom, Japanese students try not to be selfish or ostentatious. Most good senior high schools suffer a “wash-back” effect of university entrance exams. They say the study of communicative English is a “waste of time.” In some universities, foreign language class sizes are large with a wide range of motivation and aptitude. Middle or low-ranking private universities, not wanting to get a reputation for failing many students, are called ‘leisure land.’ Universities lack in quality control — professors grade their own courses with little or no outside checks. Further, many foreign language professors have little training in the appropriate methodologies, and focus on highly abstract or theoretical aspects of the subject. Aspinall’s possible solution is to teach English as a four-skill modern language from day one. His plan includes allowing for different English tracks in high school with advanced English only for a certain proportion of students, and to give a complete overhaul to the examination system, therefore ensuring the quality of English that is taught in university.

Reported by Kayoko Kato

OKAYAMA: May — *Caring about learners of nursing English: Adaptable vocabulary activities for ESP and beyond* by **Simon Capper**. Capper identified problems ESP students encounter: work/primary course study demands, lack of suitable materials, and vocabulary load. Capper then emphasized the importance of developing techniques relevant to ESP learners’ needs. For ESP to work well, students need a large general

vocabulary, support with technical words, an understanding of the role of discourse (organizing words), and strategies for independent vocabulary learning. Activities that repeat, review, reinforce and recycle vocabulary will lead to remembering. Capper next demonstrated effective vocabulary building activities which can also be adapted for general (non-ESP) courses.

In a second, shorter presentation Capper introduced the 4th JALT “Teachers Helping Teachers” SIG Kyrgyzstan in 2012. Capper was part of the Kyrgyzstan seminar which saw eight Japan-based teachers make 35 presentations to around 100 faculty members of universities in Bishkek, the capital city of Kyrgyzstan. Capper spoke of the benefits for participants; publishing, presenting at an international conference, experiencing an adventure with purpose, expanding your network of friends and discovering new opportunities.

Reported by Anton Potgieter

OKAYAMA: June — *Reflections on peer assessment of oral presentations* by **David Townsend** and *Tabletop role-playing games (RPGs) and EFL* by **Magnus Kuwahara Magnusson**. Townsend described taking over a communicative class requiring students to perform three presentations and receive peer assessment. He developed an assessment scheme comprising of 30% students’ peer grades and 70% his own assessment. Five core presentation skills were evaluated: posture, eye contact, voice, gestures, and understandability. Several classes were dedicated to increasing students’ specific presentation skills. His findings included positive backwash in terms of students’ performance and improvement due to peer feedback (of varying quality). Although students’ peer assessments had remarkable deviations, the overall average correlated highly with his own assessment.

In Magnusson’s presentation, he defined RPG EFL activities as highly interactive stories created collaboratively by a Game Master (or GM, often the teacher) who provides a scenario, rules and dice; and groups of 5-7 students who venture to complete an objective as fictional characters, using English with each other and the GM. To improve RPG efficiency for EFL contexts, Magnusson noted that students must: be familiar with the genre (basic cultural understanding), have minimal rules, and be given objectives achievable within the timeframe of the class.

Reported by Louis Lafleur

OMIYA: June — *Sainokuni 2013*. JALT Omiya / Saitama ETJ held their annual joint event, Sainokuni, in Saitama City. Four presenters shared their ideas on a variety of topics. **Miori Shimada** presented on how to create catchy songs for young learners in ESL classrooms using familiar melodies. Attendees tried writing their own lyrics to fit specific language goals in this interactive workshop. **Saori Kaji** shared her ideas for fun, visually stimulating and engaging activities for young ESL learners. Participants also shared their own activity ideas. **Tyson Rode** shared his thoughts on the effectiveness of content-based instruction (CBI) in an immersion classroom. Participants pondered his message while making a mess through an interactive science experiment. **Fumie Kakuchi** presented her impressions of the mandatory implementation of Foreign Language Activities in public elementary schools and its benefits.

Reported by Rob Rowland

SHINSHU: June — *Japanese students studying abroad* by **Laurel Luth**. Luth introduced the English Language Institute (ELI) at the University of Hawaii at Hilo (UH Hilo), discussed some of the cultures represented at the university and provided advice as to what Japanese students should pay attention to when preparing to study abroad. UH Hilo has over 4,100 students and offers excursions every weekend to surrounding places of interest. ELI is one of only 104 accredited ESL programs in the USA. The student to professor ratio is eighteen to one. Those with TOEIC scores of over 500 are free to study as they choose. Students live in a dormitory with students not from their own country. They also have “host families” with whom they do not live but share various activities together. UH Hilo also offers a TESOL program. The advice Luth offered as to how to prepare Japanese students for study abroad included having them: 1) learn how to send a formal email to faculty members, 2) become accustomed to more technology being used in the classroom and 3) being prepared to share their culture. After the program, students often choose to continue their studies at UH Hilo.

Reported by Mary Aruga

YOKOHAMA: May — *Appreciative inquiry activities and ideal classmates research* by **Tim Murphey**. In the May presentation, the results of a classroom-based questionnaire were presented

by Murphey. The results showed that a simple questionnaire about what ideal classmates would do, what the students’ classmates do, and what the students themselves do helped them become increasingly helpful classmates and motivated learners. The presenter further attributed the improved students’ selves and classroom environment to reciprocal idealizing through critical participatory looping where showing the students what they expect from each other motivated them to be ideal classmates.

He also mentioned that a balance of active and passive as well as inter- and intra-mental socially intelligent dynamic systems (SINDYS) are needed and finally introduced seven steps to improvising which could help teachers cope with unpredictable classroom situations and therefore to create a successful learning environment for students.

Reported by Katsuya Yokomoto

YOKOHAMA: June — *TOEFL iBT workshop* by **Kazuya Kito** and **Terry Yearley**. Members of the Yokohama Chapter participated in a TOEFL iBT workshop this June. The first half of the workshop was led by Terry Yearley. He began by explaining the origin and purpose of the test, followed by other factors such as the test’s structure, sequence of sections, the probable score requirements of the test takers, the differences between the independent and integrated tasks, using templates, and using practice tests. Then he focused on the Writing section of the test. He took a closer look at the challenges of preparing students to deal with the two writing tasks in the test, and the differences between writing a summary and writing an essay. The main points Yearley made were that since the TOEFL iBT is a computer-based test, teachers should try to simulate writing on a computer in the classroom, and that students should make the best use of the time allowed by doing the most important things first. The second half of the workshop focused on the speaking section of the test, led by Kazuya Kito. Kito started by introducing the general format of the speaking section. He then talked about how the speaking section of the test is rated and scored by focusing on the rubric used and listening to sample recordings of the tasks. The participants were then given a chance to both rate the sample recordings and participate in the tasks themselves.

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>. Online submission is preferred. Please place your ad in the body of the email. 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>.

Drops in language professional salaries in Japan: Not always good for either side

Recently there have been several concerns raised at various conferences, as well as emails by readers, on the seemingly falling remuneration rates being offered for new job positions (in both part-time and full time categories). While simple economics dictate that the supply and demand of a market finds equilibrium, it might be easy to extrapolate that some employers will attempt to maximize profit through attaining the lowest wages that are possible. But, as various factors

go into decisions people make when agreeing to work, employers should be cautioned that profit comes in many forms, and that they risk the loss of quality and professionalism with attempts to lower the remuneration offered to the lowest that they can get away with. To illustrate, I'll use two examples of full time and part-time employment offers.

The first example is a major university paying ¥300,000 per month for 12 classes per week (spread over 6 days). In this instance, the university hiring committee has requested that the teachers work at the university full time and do extra duties including contributing to the university in meetings. In other words, expecting the teachers to act like a professional part of the university. It behooves the university to attempt to treat professionals as professionals and not as employees who get paid the lowest that they can get away with. It is hardly surprising that there is a high turnover rate amongst the teaching staff as they find other positions and quickly leave the institution. One other thing that does happen is that there are potentially other hiring committees who are influenced by the ads that they see and assume that these working conditions are an acceptable industry level.

The second example is for a part-time position, looking for qualified TESOL (professionals) with an extremely low wage equivalent of ¥1,333 per hour. When taking transportation, preparation, and any other duties into account, the actual hourly rate is much lower. This is because unlike other part-time jobs, such as those with similar hourly wages at fast food restaurants, teaching jobs require work outside of the actual teaching contact time (in duties such as preparation, feedback/grading, and meetings). In addition, the teaching is rarely 8 hours at a time, (and if it is long hours, that in itself can be exhausting).

After having been both an employee on a poorly paying contract as well as having been on the policy-making side of the contract equation (deciding on what to offer a contract lecturer), I would have suggestions for both sides. Those in charge of hiring should consider that what is posted by others as a contract salary is just an offer for a position and not necessarily the best for their institution. It is one offer for employment

by an institution or individual, and not necessarily the industry norm, and by trying to lower the costs, it most likely will end up costing more in the long run. After all, it is often the students who pay the most in loss of teacher quality and professionalism. On the other side, for those unfortunate enough to be in need of work

and taking a position that pays inadequately, I always recommend that one act professionally and give enough notice when quitting after finding a better position. But, keep looking and believing that something better will come along, and as you search, keep strengthening your CV.



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>

25-28 OCT 13—JALT2013: 39th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition: *Learning is a lifelong voyage*. Kobe Convention Center, Kobe. <jalt.org/conference>

7-9 NOV 13—2013 International Symposium on Language, Linguistics, Literature, and Education. Rihga Royal Hotel, Osaka. <isllle.org>

27-29 NOV 13—IWPT 13th International Conference on Parsing Technologies. Nara. <acl.cs.qc.edu/iwpt2013>

30 NOV-1 DEC 13—Oita Text Forum Workshop 5, Matama-machi Concert Hall, Oita. Registration: Free. <oitatextforum.com/index.html>

7 DEC 13—Self-Regulation in Foreign Language Learning: *Shared perspectives*. Shimono-seki City University, Yamaguchi. Featured speakers are Garold Murray (Okayama) and Yoshiyuki Nakata (Hyogo U. of Teacher Education). <srl.shimonoseki-online.net>

Upcoming Conferences

JAPAN:

21 SEP 13—The 17th Japan Language Testing Association. Waseda University, Tokyo. Keynote speaker is Lyle F. Bachman (UCLA). <https://e-learning-service.net/jlta.ac/>

15-17 OCT 13—6th International Joint Conference on Natural Language Processing. Nagoya Congress Center, Nagoya. There is a pre-conference on 14 OCT as well as a post-conference workshop on 18 OCT. <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>

OVERSEAS:

12-13 OCT 13—21st KOTESOL 2013 International Conference. *Exploring the Road Less Traveled: From Practice to Theory*. Seoul, Korea. Plenary speakers are Thomas S.C. Farrell (Brock) and Dick Allwright. <koreatesol.org/IC2013>

1-3 NOV 13—38th Boston University Conference on Language Development. Boston, USA. Plenary speaker is Heather van der Lely (Harvard). <bu.edu/buclld>

7-8 NOV 13—2nd International Conference on Language Learning and Teaching. *Passing the Baton: Revitalising, Preserving and Sustaining Languages of the World*. Penang, Malaysia. Keynote speakers are Rod Ellis (UAuckland), Anna Lian (Charles Darwin), Saadiyah Darus (National U. of Malaysia). <icol2013.org>

8-10 NOV 13—American International Morphology Meeting 2. California, USA. Invited speaker is Johanna Nichols (UCBerkeley). <ling.ucsd.edu/aimm2/index.html>

15-16 NOV 13—Manchester Forum in Linguistics. Manchester, United Kingdom. Plenary speakers are Claire Nance (Lancaster), Chris Cummins (Universitat Bielefeld), Caitlin Light (UYork), and Josef Freuhwald (UEdinburgh). <mfilconf.wordpress.com>

15-16 NOV 13—Pragmatics meets semantics symposium. Brisbane, Australia. Invited speakers are Istvan Kecskes (SUNY Albany), Keith Allan (Monash), and Cliff Goddard (Griffith). <griffith.edu.au/humanities-languages/school-languages-linguistics/news-events/pragmatics-meets-semantics-symposium>

16 NOV 13—2013 Internatioanl Conference on Innovation in English Language Teaching and Research. Ho Chi Minh, Vietnam. Plenary speakers are Paul Nation (Victoria U of Wellington) and John Macalister (Victoria U of Wellington). <tesolhcm2013.com>

16-18 NOV 13—19th Conference of the International Association for World Englishes. Arizona, USA. Plenary speakers include Suzanne K. Hilgendorf (Simon Fraser), S.N.Sridhar (Stony Brook), and Terrence G. Wiley (Center for Applied Linguistics). <iawe.asu.edu>

20-22 NOV 13—Linguistic Society of New Zealand Conference. Canterbury, New Zealand. Plenary talk and workshop by Sasha Calhoun (Victoria U. of Wellington). <nzlingsoc.org/conferences/2013-conference>

21-24 NOV 13—27th Pacific Asia Conference on Language, Information, and Computation. Taipei, Taiwan. Keynote speakers are Alec Marantz (NYU), Junichi Tsujii (Microsoft Research Asia), Wen-Lian Hsu (Academia Sinica), Yukio Tono (Tokyo U of Foreign Studies), and Stephan Th. Gries (UCSantaBarbara). <paclic27.nccu.edu.tw>

22 NOV 13—First International Conference on English Language Teaching: *ELT in a Glo-*

balization Era. Taichung City, Taiwan. Plenary speaker is Greg Kessler (Ohio). <140.128.114.153/fldthu/main.php?site_id=2>

27-29 NOV 13—Applied Linguistics Associations of New Zealand and Australia Joint Conference 2013: *Knowing, Being, Doing in Applied Linguistics.* Wellington, New Zealand. Keynote presenters are Bonny Norton (UBritish-Columbia), Tonny Liddicoat (USouthAustralia), John Read (UAuckland), and Rodney Jones (City U of Hong Kong). <alanz2013.org.nz/about.html>

28-30 NOV 13—GloCALL2013 Conference. Da Nang, Vietnam. Plenary speakers are Greg Kessler (Ohio), Glenn Stockwell (Waseda), Andrew Lian (Suranaree U. of Technology), and Nguyen Ngoc Hung. <glocall.org>

2-4 DEC 13—4th New Zealand Discourse Conference. Auckland, New Zealand. Keynote speakers are Cindy Gallois (UQueensland), Adam Jaworski (UHongKong), and Allan Bell (Auckland U of Technology). <aut.ac.nz/research/research-institutes/icdc/conferences/NZDC4>

8-9 DEC 13—3rd International Conference on Languages, Literature and Linguistics. Sydney, Australia. <iclll.org>

12-13 DEC 13—5th International Conference on Language and Communication. Bangkok, Thailand. (See abstract deadline below.) Keynote speakers are Martin Conboy (USheffield), Serafin M. Coronel Molina (Indiana). <iclc.nida.ac.th/main/index.php/abstracts>

12-14 DEC 13—3rd International Conference of Applied Linguistics and Professional Practice: *Collaborating Across Disciplinary and Professional Boundaries.* Kuala Lumpur, Malaysia. <umconference.um.edu.my/ALAPP2013>

16-18 DEC 13—SemDial 2013: 17th Workshop on the Semantics and Pragmatics of Dialogue. Amsterdam, The Netherlands. Invited speakers include Danielle Matthews (USheffield), Matthew Stone (Rutgers), and Marc Swerts (Tilburg). <illc.uva.nl/semddial/dialdam>



25-28 OCT 13—JALT2013: 39th Annual International Conference on Language Teaching and Learning & Educational Materials Exposition: *Learning is a Lifelong Voyage,* Kobe International Conference Center & International Exhibition Hall. **Contact:** <jalt.org/conference>

27-28 DEC 13—**Confluence V.** Nagpur, India. Keynote speaker is Ishrat Suri. <confluenceindia.co.in>

2-5 JAN 14—**88th Annual Meeting of the Linguistic Society of America.** Minnesota, USA. Plenary speakers are Susan Goldin-Meadow (UChicago), and Richard Larson (Stony Brook). <linguisticsociety.org/event/lisa-2014-annual-meeting>

15-17 JAN 14—**CUNY Phonology Forum Conference on Weight in Phonology and Phonetics.** New York, USA. (See abstract deadline below.) <cunyphonologyforum.net/weightconf.php>

6-7 FEB 14—**IRG Conference: Negotiating Methodological Challenges in Linguistic Research.** Fribourg, Switzerland. Invited scholars are Johannes Kabatek (UTübingen), Gabriele Kasper (UHawaii), Elizabeth Lanza (UOslo), and Marilyn Martin-Jones (UBirmingham). <irg2014.org>

6-8 FEB 14—**HiSoN 2014: Historical Discourses on Language and Power.** Sheffield, United Kingdom. Keynote speakers are Anita Auer (Universiteit Utrecht), Nils Langer (UBristol), Sharon MacDonald (UYork), and Phil Withington (USheffield). <sheffield.ac.uk/english/hison>

22-23 FEB 14—**10th Annual CamTESOL Conference on English Language Teaching: English for Regional and International Integration.** Phnom Penh, Cambodia. This event includes the main conference and well as the Regional Research Symposium, to be held a day prior on 21 FEB 14. (See abstract deadline below.) <camtesol.org>

Calls for Papers, Posters, Presentations

ABSTRACT DEADLINE: 13 SEP 13 (FOR 15-17 JAN 14)—CUNY Phonology Forum Conference on Weight in Phology and Phonetics. 1 page

description, 1 page references/tables. <cunyphonologyforum.net/weightconf.php>

ABSTRACT DEADLINE: 13 SEP 13 (FOR 7-9 MAR 14)—Second Asia Pacific Corpus Linguistics Conference. Hong Kong. 300 words, including references. <engl.polyu.edu.hk/events/aplc2014/abstract.html>

ABSTRACT DEADLINE: 14 SEP 13 (FOR 22-24 FEB 14)—10th Annual CamTESOL Main Conference on English Language OR Regional Research Symposium. Cambodia. 180 words. <camtesol.org/2014-conference/call-for-papers/26-call-for-papers-guideline>

ABSTRACT DEADLINE FOR SYMPOSIUM OR POSTER: 15 SEP 13 (FOR 14-18 JUL 14)—13th Congress of the International Association for the Study of Child Language. The Netherlands. <iascl2014.org>

ABSTRACT DEADLINE: 1 OCT 13 (FOR 3-5 APR 14)—ATISA VII: *Where Theory and Practice Meet.* USA. 200-300 words, including references. <atisa.org/sites/default/files/Call_for_Papers_ATISA_2014.pdf>

ABSTRACT DEADLINE: 18 OCT 13 (FOR 12-13 DEC 13)—5th International Conference on Language and Communication. Thailand. 250 words. <iclc.nida.ac.th/main/index.php/abstracts>

PAPER AND PANEL ABSTRACT DEADLINE: 6 DEC 13 (FOR 9-10 JUN 14)—3rd Annual International Conference on Language, Literature, & Linguistics. Thailand. Maximum 10 pages for Paper, 200 words for Panel Abstract. <l3conference.org/ImportantDate.html>

ABSTRACT DEADLINE: 31 DEC 13 (FOR 17-19 JUN 14)—XXVI FILLM International Congress of FILLM: *Languages and Literatures Today.* China. 300 words. <film.org/ningbohome.html>

What is Nan-Kyu??

At the June EBM, a petition to reform the Kagoshima chapter was accepted. In the online discussion preceding the vote, members from the Miyazaki chapter and JALT members in the Kumamoto area discussed the possibility of a Minami-Kyushu or 'Nan-Kyu' chapter, made up of Miyazaki, Kagoshima and Kumamoto. The idea behind this is that it will lower the administrative burden for finding officers and allow the three areas to exchange speakers and more easily fulfil JALT chapter requirements. If you know of any JALT members or potential JALT members in the Miyazaki, Kagoshima and Kumamoto areas, please let them know about this development. If they want more information, please have them contact <satsuma.jalt@gmail.com>.



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.

JALT Central Office

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 JAPAN

JALT事務局: 〒110-0016東京都台東区台東1-37-9
アーバンエッジビル 5F

t: 03-3837-1630; f: 03-3837-1631; <jco@jalt.org>

Use attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing your membership application. Members are strongly encouraged to use the secure online sign-up page located at <<https://jalt.org/joining>> .



TLT COLUMN

OLD GRAMMARIANS

...by Scott Gardner

<old-grammarians@jalt-publications.org>

L'esprit de l'escalator

As a fervid student of Japan (more frozen crab vending machines per capita than any country on earth!), I have long sought to understand the conduct and habitat of the Japanese commuter. One example of this is the Kanto/Kansai escalator phenomenon. You may have heard about regional differences in escalator usage: Which side is for standing, and which side is for allowing self-important corporate poseurs to bound up the steps three at a time?

I still don't know exactly why Tokyoites and Osakans (and their respective ilk) choose to stand on opposing sides of the escalator. But people have tried to convince me that it's based on old Bushido chivalric codes from the time of the samurai. Something to do with sword placement, apparently. But did swordsmanship rules need to be so punctilious? How many Edo-era peasant uprisings broke out on the way up to the shinkansen platform?

Escalators may be convenient for travelers—military nobles and the rest of us—but they are not perfect. One of their most frustrating defects is steps and handrails that move at different speeds. They may in fact be designed this way intentionally. I suppose watching the security videos of unwitting, backward-tilting ascenders gives bored, deranged night watchmen something to pass the time. If it happens to you, your instinct of course, after the initial vertigo attack, is to just grab the rail higher up. But on a crowded escalator you must first wait until the person in front of you has done the same thing. Otherwise you'll put your hand right on top of hers, which threatens to escalate the situation (...sorry).

Handrail harassment sort of begs the question of whether you should be touching one in the first place. Imagine a harried commuter fiddling

with his cellphone and luggage as he sprints through the station. Where does he put his train tickets for temporary safekeeping? In his mouth. And as soon as he can, he removes them from his mouth, rolls them around in his hand, and inserts them in his pocket. Then where does his hand go next? You guessed it. The escalator handrail. Repeat this 200 times every five minutes or so in a busy train station. And now I'm supposed to touch the handrail too?

I still remember a lesson learned from a lovable family of jokesters at the airport who were apparently picking up grandma from her annual wintering in Palm Springs. They were descending the escalator, and had the whole thing to themselves, so the two kids naturally began "playing" on it, but not how you'd expect. First the girl, making sure that her parents were watching, raised the palm of her hand to her face, pretended to wipe her nose with it, then placed it squarely on the handrail. Meanwhile the brother, who was already at the bottom waiting, leaned over the looping end of the same handrail as if to put his tongue on it. The parents of course vocally disapproved, but in an appreciative way, like "We understand that your gross public cleanliness violations are just an attention-seeking ruse. We applaud your creativity." It was such a cute display of disgusting behavior that I felt like asking them if they had room in the car for one more besides grandma. I could have shown them my famous "inverted blowfish" on their windshield.

So where do I stand on this issue, besides right in the way at the bottom of the steps? I guess I could boycott escalators altogether if I don't like them. But then I'd have to take the elevator, right? Standing in a cable-suspended box with a handful of strangers, facing the door like everyone else, staring at the back of someone's head, wondering what to do with my hands. It rises dozens of meters over an empty concrete shaft, stops, and inevitably it's the person furthest back who wants to get off. Next time you step into an elevator, think about just how bizarre that whole ritual is. Then try doing it with your katana strapped on.