

The Language Teacher

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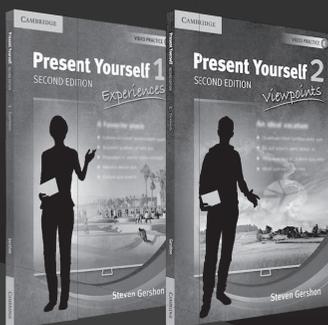
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Welcome to the first issue of 2015! We at *The Language Teacher* trust everyone had a fantastic New Years with family and friends, and have had a strong start on those slippery resolutions. Ours at the *TLT* is to continue bringing you the best research, practical classroom ideas, and resources that JALT has to offer in one accessible journal. As we enter the year of the sheep, this first issue of 2015 is anything but sheepish, and as you can plainly see, lacking in extraneous fluff.

To kick things off, we have three Feature Articles to whet your academic appetites. We begin with *Teaching Spoken English at Junior High School: A Comparison of TPR and PPP*, by **Christian Jones, Michelle Lees, Natalie Donohue, and Karen Smith**. We then proceed to **Masaya Kaneko**, with his article titled, *Vocabulary Size Required for the TOEFL iBT Listening Section*, and conclude our Featured Articles with **Catherine LeBlanc**, *Investigating High School Students' Self-Efficacy in Reading Circles*. Two articles from Readers' Forum also grace this issue for the curious intellect: *Developing Collaborative Learning when Teaching TOEFL iBT Classes*, by **Glenn Davies**, and **Robert Lowe's** *Cram Schools in Japan: The Need for Research*. In Book Reviews, **Edward Van Der Aar** offers first-hand insights into *Weaving it Together 1: Connecting Reading and Writing 3rd Edition*.

Continued over



TLT Editors at the Publications Board table at JALT2014 in Tsukuba



TLT Editors: Carol Begg, John Roberts
TLT Japanese-Language Editor: Toshiko Sugino

The My Share column brings us four excellent classroom ideas sure to foster creativity and discovery. **Shaun Iwasawa** introduces an effective method, incorporating the timeless game, rock-paper-scissors, to encourage conversations. **Dillon Hicks** uses discussion and video in order to draw attention to grammatical functions and to increase fluency. **Jin Ha Woo** utilizes student smartphones to develop business English research skills, and **Gary Wolff** motivates students through English songs.

At *TLT*, volunteers keep the operation running smoothly from the submission process, to your mailbox. We are always looking for the motivated and reliable to step up and help arm the readership with the latest ideas in language learning. If you just felt a tingle in your sense of service, and would like to contribute to the team of volunteers at *TLT*, check the call for volunteers notice in this issue and get in contact. We offer training and opportunities in copyediting, proofreading, column editing, submission reviewing, and cross training for those interested in the nuts-and-bolts of magazine production.

Finally, *TLT* is nothing without your voice and ideas. Send us your research, reviews, and successful classroom activities. Be sure to check our website on submission guidelines.

John Wolfgang Roberts, TLT Coeditor



Attendees at our "Getting Published in JALT" presentation at JALT2014 in Tsukuba

2015年新年号によろそ、*TLT*スタッフ一同、新年の誓いと共に、皆様のご家族や友人と素晴らしい新年を迎えられたと信じております。*TLT*はJALTの1つのまとまった機関誌として、優れた研究、実践的授業のアイデアを提供し、皆様の情報源となるよう、引き続き努力していくことを誓います。2015年は羊年ですが、今月号は羊のようにフワフワしたものではなく、かなり充実した内容だとおわかりになるでしょう。

今月号は良い刺激となる3つのFeatureで始まっています。1つ目はChristian Jones, Michelle Lees, Natalie Donohue, and Karen SmithによるTeaching Spoken English at Junior High School: A Comparison of TPR and PPPで、2つ目はMasaya KanekoのVocabulary Size Required for the TOEFL iBT Listening Sectionで、最後にCatherine LeBlancのInvestigating High School Students' Self-Efficacy in Reading Circlesとなっています。Reader's Forumとして、Glenn DaviesのDeveloping Collaborative Learning when Teaching TOEFL iBT Classes, Robert LoweのCram Schools in Japan: The Need for Researchが今月号を興味深いものになっています。Book ReviewではEdward Van Der AarがWeaving it Together 1: Connecting Reading and Writing 3rd Editionについて洞察力のある論評をしています。

My Share では、創造力と発見を促すような4つの素晴らしい授業のアイデアを紹介しています。Shaun Iwasawaはゲームと会話を結びつけた効果的な方法、Dillon Hicksは文法機能を注視し流暢さを高めるためにディスカッションとビデオを使い、Jin Ha Wooはビジネス英語研究能力を伸ばすために生徒のスマートフォンを利用し、Gary Wolffは英語の歌を使って生徒のやる気を促すというアイデアです。

*TLT*では投稿を受けてから刊行物をお届けする段階まで、ボランティアの皆さんが円滑な作業を行っています。編集部ではやる気があり信頼のおけるボランティアをいつも募集しています。もし多少なりともボランティアとして*TLT*のスタッフチームに貢献したい気持ちがおありでしたら、今月号のthe call for volunteers noticeをチェックしてご連絡ください。われわれの方でcopyediting, proofreading, column editing, submission reviewingなどの編集の仕事の訓練と機会を提供します。

言うまでもなく*TLT*は皆様の声やアイデアなしには成り立ちません。ご自分の研究や書評や成功したクラスのアクティビティをお送りください。投稿前に必ず*TLT*ウェブサイトにて投稿ガイドラインのご確認をお願いします。

(新年あけましておめでとうございます)

John Wolfgang Roberts, TLT Coeditor

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The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan.

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Teaching Spoken English at Junior High School: A Comparison of TPR and PPP

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This article reports on an experimental methods-comparison study, which was undertaken with beginner level junior high school students (aged 12 and 13) in Japan. The study aimed to investigate which type of teaching, Total Physical Response (TPR) or Present Practice Produce (PPP), was more effective in developing productive and receptive knowledge of a set of collocations. Results showed that both types of teaching had a significant impact upon the development of understanding and using the target language. However, there were no significant differences between the effectiveness of TPR and PPP, apart from a short-term benefit for PPP in terms of receptive knowledge. This shows that both types of teaching can have a positive impact upon learners of this age and level and that there is a need for further research to investigate the effectiveness of these communicative methodologies in this context.

本論は日本における初級レベルの中学生（12～13歳）を対象とした実験方法・比較研究を紹介したものである。本研究では、一連の連語の生産的・受容的知識を習得するために、Total Physical Response (TP-身体の動きを通して「聞くことの」の能力を発達させる方法)と、Present Practice Produce (PPP-教師が提示、学習者が練習・産出)のどちらの教授法がより効果的かを調査した。この2つの教授法は学習者の目標言語（英語）の理解や使用に重要な影響を与えるという結果がでた。しかし、受容知識におけるPPPの短期間の利点を除けば、両教授法に有意差はなかった。したがって、この2つの教授法はこの年齢と学習レベルの学習者には肯定的な効果をもたらすことを示しているため、これらのコミュニケーション教授法の効果を調査するさらなる研究が必要になるであろう。

In recent years the Japanese governmental body, Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT), has dictated reforms to its teachers in the hopes of ousting the long-standing traditional grammar-translation method and improving the communicative competence

of pupils. However, it is well-known that the implementation of these reforms at a classroom level is often difficult (e.g., Glasgow, 2012). Obstacles include the aforementioned established grammar translation, the focus on high-stake entrance exams which do not test pupils' communicative abilities, and practical problems such as how Japanese teachers and Assistant Language Teachers (ALTs) can best work together to implement these reforms. In addition, although there has been no shortage of opinion about the shortcomings of English language education in Japan and what the solutions are, there is a need for experimental studies or classroom research in general in order to offer teachers evidence-based models for successful communicative language teaching, which they can implement with confidence. This article aims to compare Total Physical Response (TPR) and Present Practice Produce (PPP) as two practical, classroom-based methods of achieving greater communicative competence with first-year junior high school pupils (aged 12-13 years old). Although the study is situated in a specific context, it is also felt that the results could be applicable to any situation where there is a desire to teach young learners English more communicatively, without recourse to grammar translation. We recognise that this is a method which has some clear benefits (Cook, 2010), but we feel it is less effective in helping young learners to speak English. In this study, TPR and PPP were compared to assess to what extent either were effective in aiding learners to understand and use a set of target collocations communicatively.

The two research questions considered in this study are as follows:

- RQ1: To what extent was either of the treatments (PPP or TPR) more effective than the other in terms of aiding learners to recognise the target collocations?
- RQ2: To what extent was either of the treatments (PPP or TPR) more effective than the other in terms of aiding learners to produce the target collocations?

Our hypotheses were that TPR should be more effective in fostering receptive knowledge, while PPP

would be more effective in developing the ability to produce the target collocations. If correct, we felt it would be possible to advocate the use of TPR in initial stages of learning and then for teachers and ALTs to use PPP to help learners gain confidence in producing language, as a model of a weak form of Communicative Language Teaching (CLT), where there is a clear emphasis on form.

TPR and PPP

This study examines two alternative ways of introducing and teaching spoken language, which we would hope teachers of English in Japan could use within their own classrooms.

Total Physical Response (TPR) was developed by Asher (1969) and is based on the suggestion that achieving proficiency in all four skills in foreign languages with limited teaching is overambitious. TPR works on the premise that if listening ability alone is intensely focussed on, the other skills will also improve, particularly with learners of low level proficiency. Asher believes language production will develop from comprehension (Asher, 1969) and therefore learners will speak when they are ready to speak. TPR aims to stimulate learning through physical movement. The basic principle is that the L2 is taught by giving commands that require the learner to physically move to complete. Asher (1969) also recommends that the L2 should be the sole medium of instruction.

PPP (Byrne, 1986) is generally considered as a way to teach language within a weak form of Communicative Language Teaching (CLT), where a form or forms are given a clear context and practised via communicative activities. Weaker forms of CLT take a “learn to communicate” approach and allow for explicit instruction of language and pre-communicative practice such as drilling, unlike the strong form where there is a “communicate to learn” approach with no explicit form focus. A lesson using PPP initially involves the *presentation* (showing language in context) and explicit explanation of new vocabulary or grammar, before learners *practise* the target language through drills and other controlled practice activities. Finally, the learners *produce* the language in order to develop fluency and confidence (Richards, 2006).

There are several studies that have produced evidence with regard to the effectiveness of TPR in a number of second languages and with a variety of learners (see Asher, 2009, for an overview of the research evidence). In a Japanese context, Watanabe and Kawabuchi (2008) assessed the effect that TPR had on long-term retention of 100 imperative sentences with Japanese first-year junior high school

pupils. Compared with a control group taught using a listen-repeat technique, the TPR group showed a significant increase in retention, both in the immediate and delayed post-tests. Additionally, they found that lower-ability pupils achieved higher retention in delayed post-test than higher-ability pupils. Therefore, Watanabe and Kawabuchi (2008) argue that using TPR can be effective in Japanese education, where there is limited teaching time.

PPP has often come under attack in a Western ELT context (see, for example, Lewis, 1993) as being an out-dated, behaviourist methodology, without a basis in second language acquisition theory. This is a rather exaggerated view as PPP has been found to be an effective form of explicit instruction. Yan-Ping (1991, p. 263), for instance, found that teaching Chinese learners grammatical forms through a PPP framework did have a positive effect on their acquisition of those forms, either through an explicit or an implicit statement of rules, leading her to suggest “form-based classroom instruction is conducive to the success of SLA, be it implicit or explicit.” In a study investigating learners of Japanese, Yoshimi (2001) also produced evidence that presentation and explicit explanation of discourse markers, followed by practice and corrective feedback, helped learners to use them within informal spoken narratives to a much greater extent than a control group given no explicit focus of the same items. More recently, Muranoi (2007, p. 76) has reviewed a number of studies investigating the effect of output practice and concludes that “results of empirical studies on the effects of output practice, especially those conducted in classroom situations, generally indicate that providing learners with opportunities for producing output in language use contexts is facilitative in developing learners’ interlanguage.”

Despite this evidence, relatively few studies have tested these ways of teaching in a Japanese context and, in particular, in the first stages of junior high school. In addition, many methods-comparison studies take a grammatical form as the main linguistic focus. This study aims to address these gaps by offering an evidence-based model for teaching lexis communicatively in the Japanese context that could be applied by teachers in class or may stimulate teachers’ own action research. TPR and PPP were chosen because we felt that they could be effective with learners at this age and at a beginner level. TPR is a way of teaching which could remove the pressure on learners not yet ready to speak and be an enjoyable way to learn. PPP is a way of teaching that could take learners through some new language step by step, building their confidence to use it productively.

Method

Participants

The participants were drawn from two intact classes in Oita prefecture in Japan and all pupils were at false beginner level, having received only initial English language tuition at elementary school, which provides pupils with a basic working vocabulary. Both classes were taught by one of the researchers as part of the JET programme. The initial sample size was 50 but due to some pupils missing one of the three tests, this was reduced to a final sample of 45: 22 in the TPR group and 23 in the PPP group. The mean age was 13 and there were 27 male and 23 female participants.

Study Design

The study followed an experimental design of pre-test, treatment, post-test, and delayed test. The language focus was on collocations related to cooking, such as “steam the rice.” These were chosen because we felt the collocations were appropriate for the level of proficiency of the learners, useful, and possible to teach using either TPR or PPP. Pupils were first given a productive and receptive pre-test (see Appendix A) prior to teaching the class. Following this they were each taught the same language using either TPR or PPP (see Appendix B for more details of lesson procedures) for the duration of one forty-minute class. We differentiated between the ways of teaching in the following manner: The lessons were staged similarly but in order to emphasise the receptive focus of TPR we have described above, TPR learners were not required to speak but had to show understanding of the target language through a series of comprehension activities, including the use of gesture and mime and sequencing activities. The PPP learners were presented with the collocations and then practised the language in both controlled and free activities, such as drilling and role-plays. Each class was followed by an immediate productive and receptive test (see Appendix A), which was also repeated after a delay of two weeks, with the order of questions altered to prevent pupils memorising the answers. There was no further instruction on the target items between the class and the delayed test. The results were analysed by looking at the gains made in each test by each group at each stage (from pre-post-test, from post-delayed test and from pre-delayed test), as it is considered that this can be attributed to the effect of the experimental teaching (Schmitt, 2010). The scores were calculated and then analysed for statistical significance using an independent samples t-test to compare the gains made by each group and a paired

samples t-test to calculate the effect within each individual group.

Results and Discussion

RQ1: To what extent was either of the treatments (PPP or TPR) more effective than the other in terms of aiding learners to recognise the target collocations?

The scores at the pre-test stage were low for both groups when assessing their receptive awareness of the targeted language ($M = 1.7391$ out of a maximum score of nine for the TPR group and $M = 1.2273$ out of a maximum score of nine for the PPP group), although, as we would expect, it was superior to their productive knowledge of the target items. The teaching had a clear impact on the receptive awareness of both groups, apart from the gains made from post- to delayed tests, as we can see in Tables 1 and 2 below. Table 1 shows the descriptive statistics for each group and Table 2 the gain scores, significance, and effect sizes, using Pearson’s correlation (r), as described in Field (2013). The measures of small, medium, and large effect sizes are taken from Cohen (1988).

Table 1. Receptive Test Results

Group	Pre-test scores	Post-test scores	Delayed test scores
TPR	$M = 1.7391$ $SD = 2.00493$	$M = 4.1304$ $SD = 3.24806$	$M = 4.000$ $SD = 3.10425$
PPP	$M = 1.2273$ $SD = 1.65944$	$M = 5.6818$ $SD = 2.35809$	$M = 4.9091$ $SD = 2.79300$

Table 2. Receptive Test Gain Scores

Group	Pre-post-test gains in receptive knowledge	Post- delayed test gains in receptive knowledge	Pre- delayed test gains in receptive knowledge
TPR	$M = 2.3913^*$ $SD = 3.51282$ $r = .57$	$M = -.1304$ $SD = 3.87655$ $r = .03$	$M = 2.2609^*$ $SD = 3.31960$ $r = .57$
PPP	$M = 4.4545^{**}$ $SD = 2.93951$ $r = .84$	$M = -.7727$ $SD = 3.54471$ $r = .21$	$M = 3.6818^{**}$ $SD = 2.99820$ $r = .78$

* = $p < .05$, ** = $p < .01$

$r = .10$ (small effect), $r = .30$ (medium effect), $r = .50$ (large effect)

These results show there was some attrition in receptive knowledge from post- to delayed tests and there was little effect at this stage but that at other stages (pre-post and pre-delayed test) both groups' scores improved significantly and the effect size was large.

When receptive gains were compared between groups for statistical significance using an independent samples t-test, the PPP group's score was found to be significantly better than in terms of the pre- to post-test scores ($p = .039$). This difference was found to have a medium size effect ($r = .31$), which suggests that PPP had a stronger short term effect upon receptive knowledge than TPR in this case.

RQ 2: To what extent was either of the treatments (PPP or TPR) more effective than the other in terms of aiding learners to produce the target collocations?

Table 3. Productive Test Scores

Group	Pre-test scores	Post-test scores	Delayed test scores
TPR	$M = .0435$ $SD = .20851$	$M = 2.7391$ $SD = 3.93374$	$M = 8.7836$ $SD = 10.09481$
PPP	$M = .5455$ $SD = .80043$	$M = 3.1818$ $SD = 3.48652$	$M = 9.1364$ $SD = 8.62055$

Table 4. Productive Test Gain Scores

Group	Pre- post-test gains in productive knowledge	Post- delayed test gains in productive knowledge	Pre- delayed test gains in productive knowledge
TPR	$M = 2.6957^*$ $SD = 3.97074$ $r = .57$	$M = 6.0435^*$ $SD = 10.70887$ $r = .49$	$M = 8.7391^{**}$ $SD = 10.14632$ $r = .66$
PPP	$M = 2.6364^{**}$ $SD = 3.170$ $r = .64$	$M = 5.9545^*$ $SD = 8.68758$ $r = .57$	$M = 8.5909^{**}$ $SD = 8.72140$ $r = .71$

*= $p < .05$, **= $p < .01$

$r = .10$ (small effect), $r = .30$ (medium effect), $r = .50$ (large effect)

The scores at the pre-test stage for both groups were very low ($M = .0435$ out of a maximum score of 27 for the TPR groups and $M = 0.5455$ out of a maximum score of 27 for the PPP group), suggesting that for all participants, using the targeted collocations was something they were able to do only

in a very limited capacity. As a result, there was a large improvement in the scores for both groups following class input. Table 3 shows the descriptive statistics for each group and Table 4 the gain scores, significance and effect sizes.

As we expected, the teaching clearly had an impact upon both groups and pleasingly, unlike receptive knowledge, this did not deteriorate over time, as the gains increased in the two weeks of delay from post- to delayed test. There was a large effect size shown at all stages, suggesting that the instruction had a stronger effect upon the learners' ability to produce the language. This shows that the class input can have a lasting effect upon the pupils' ability to produce target lexis and may be due to the relative ease of remembering collocations instead of grammatical formulas. Although the raw scores also show, somewhat surprisingly, that there was a slightly higher gain on productive knowledge scores by the TPR group, when the scores were compared, there was no statistically significant difference found between the two groups' scores.

Limitations

This study could be described as limited because of the small amount of input (one class) but we felt it was equivalent to many short treatments in instructed SLA research. In a review of studies of this type, Norris and Ortega (2000, 2001), for example, show that a large number studies of this type had a treatment time of two hours or less and that short term treatments tended to have longer lasting effect upon acquisition. We also felt that a single lesson treatment was something which other teachers and researcher could easily replicate.

The use of a paper test for production was also a limitation because it does not replicate spontaneous spoken performance in real time. While the ideal productive test would use an instrument such as an elicited role-play, this was not possible within the class time we had. Therefore, we decided the test type used was a practical compromise and one which we also felt other teachers in a similar situation could use.

Implications for Teaching

Contrary to expectations, TPR was not shown to be significantly better at developing receptive knowledge and PPP was not significantly better at developing productive knowledge. Both ways of teaching contributed to the development of understanding and ability to use the target language, with PPP having a significantly better impact upon recep-

tive knowledge in the short term. This was not an expected result and may have been due to a number of factors, including the relatively small sample size. PPP may have also been more similar to the teaching method used in the classes which the pupils take with their ALT, so the immediate impact was stronger. The results also suggest that both PPP and TPR can be effective as communicative ways to teach and have positive impacts upon understanding and producing language, which can be sustained over time.

As a way of achieving the goals of MEXT, PPP and TPR may be a useful way in for those teachers used to grammar translation. However, PPP may be easier, initially, to actualise in classrooms and less of a jump for teachers than either TPR or task-based learning, which may need extensive syllabus and materials development to assist with implementation. Sato (2010) also suggests that PPP may be suited to Japanese classrooms because in an environment with a scarcity of English input, practice of specific language forms is important.

While we would not wish in any way to suggest PPP is the answer to teaching communicatively in Japan, it would at least be a step forward, particularly with young learners of this age and level. Giving teachers and ALTs frameworks such as PPP to use could assist with this process.

Implications for Further Research

Given that the results of this study contradicted our own assumptions, it would be useful for others to replicate the study in similar contexts in Japan. If feasible, this could be undertaken with larger sample sizes to try to obtain more definitive results that could be generalised more widely. It would also be helpful, if possible, to amend or supplement the test used with an oral test, such as an elicited role-play. Learners could, for example, be asked to give spoken instructions to a friend about how to cook something.

Useful comparisons could also be made between PPP, TPR, and grammar translation to assess their impact upon receptive and productive knowledge of target language. We hypothesise that the predominant use of L2 in the classroom, which is a feature of both TPR and PPP, had an impact upon the results, but it would be helpful to prove this.

Conclusion

This study has attempted to show how a situated methods-comparison study can inform us about the relative effectiveness of two types of communicative teaching, TPR and PPP, when teaching spoken language to beginner level young learners. The

results show that while both were effective, PPP was marginally more effective in developing receptive knowledge in the short term. We suggest that the results could be developed as part of action research and through more extensive research projects.

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Appendices

Appendix A: *Sample productive test*, and Appendix B: *Lesson procedures* are also available in the online version of this article at <<http://jalt-publications.org/lt/>>.

Appendix A

Sample Productive test

Look at the pictures and fill in the gaps with the correct words for each picture in the text on the right. You have been given the first letter of the first word in each case.

1.	2.	To cook this dish, you need to 1) s _____ and then you need to 2) h _____
3.	4.	
5.	6.	Then you have to 4) c _____ and fry them for a few minutes. After that, 5) a _____
7.	8.	While the dish is cooking you need to 6) s _____ and 7) s _____.
9.		When it's ready 8) p _____ with the mixture and 9) g _____ on top before you eat it.

Sample Receptive test

Match the words on the left (1–4) with the words on the right (A–D) so that they describe what is happening in the pictures on the right. Write the answer next to the picture, e.g., 1B or 2C.

1. steam	A. the carrots	
2. chop	B. the mixture	
3. grate	C. the cheese	
4. stir	D. the rice	

Appendix B: Lesson procedures

PPP lesson plan

Lesson aim(s): By the end of the class students will be better able to tell an English speaking friend how to make tomato and sausage hotpot, using the following collocations: steam rice, chop the carrots/onions, add salt/stock/the tomatoes, slice the sausage, grate cheese, put the rice on the plate, stir the mixture, heat the oil, fry the sausage.

Brief class profile:

Assumed knowledge: Students are likely to have met some of the collocations in reading texts before but are unlikely to be able to use all of them in their productive language.

Materials required: Large flashcards with pictures of the food items on, regalia as appropriate, hotpot picture sequence.

Lesson sub-aim:

Class level: JH1

Anticipated problems: Some students may be much less familiar with this lexical area than others and a great deal of the lexis may be new to some learners.

Suggested solutions:

Careful concept checking at the input stage should ensure all students are clear about what the cooking collocations mean.

Lesson duration:

40 minutes

STAGE	ACTIVITY AIM(S) & ACTIVITY (Teacher Activity & Student Activity)
Warm up	Teacher describes famous Japanese dish – students in pairs/small groups must decide what the dish is – e.g., sushi, curry rice, etc. Points given for the first team to guess the food. Award a winner and wrap up. Aim: To (re) introduce the topic of food. To get students thinking in English and working together. Teacher asks class if anyone in the group cooks at home and if so, what they cook. Elicits answers. Teacher states aim of class – “Today we’re going to learn to explain basically how to cook something” – in an English speaking friend. Aim: To activate any language students have about cooking. To focus them on the topic of today’s class. Teacher states aim of class, allows SS to say that the class has a clear aim. T gives students handout 1 with cooking nouns on it (garlic, salt, stock, etc.) on it. SS match a noun to the picture. Practice with drilling, pointing to nouns, or bingo. T gives to handout 2 with verbs (e.g., pour, fry) checks meaning through mime and drawing. Practice with drilling, penmanship or bingo. T gives handout 3 with verbs to match to collocations and pictures (e.g., chop……the vegetables). Practice with drilling, line race, or bingo.
Lead in	Aim: To activate any language students have about cooking. To focus them on the topic of today’s class. Teacher states aim of class, allows SS to say that the class has a clear aim. T gives students handout 1 with cooking nouns on it (garlic, salt, stock, etc.) on it. SS match a noun to the picture. Practice with drilling, pointing to nouns, or bingo. T gives to handout 2 with verbs (e.g., pour, fry) checks meaning through mime and drawing. Practice with drilling, penmanship or bingo. T gives handout 3 with verbs to match to collocations and pictures (e.g., chop……the vegetables). Practice with drilling, line race, or bingo.
Vocabulary input and controlled practice	Aim: To input collocations used in recipe instructions, to activate SS’ knowledge of this area and check meaning and form. Give SS cards of how to

STAGE	ACTIVITY AIM(S) & ACTIVITY (Teacher Activity & Student Activity)
Listening practice	Aim: To listen to the recipe instructions, to activate SS’ knowledge of this area and check meaning and form. Give SS a set of picture cards which show how to make sausage and tomato hotpot in a sequence. The cards are not in the correct order. T tells students to listen. She is going to tell a friend on the phone, how to make sushi. SS listen and put cards in the correct sequence.
Wrap up and review	Aim: To give some simple listening practice. If time, get some feedback on the last task and using cards, review the vocabulary. Aim: To close the lesson, showing what has been learnt.

STAGE	ACTIVITY AIM(S) & ACTIVITY (Teacher Activity & Student Activity)
Wrap up and review	Aim: To give some simple listening practice. If time, get some feedback on the last task and using cards, review the vocabulary. Aim: To close the lesson, showing what has been learnt.
Lesson sub-aim:	Class level: JH1
Anticipated problems:	Some students may be much less familiar with this lexical area than others and a great deal of the lexis may be new to some learners.
Suggested solutions:	Careful concept checking at the input stage should ensure all students are clear about what the cooking collocations mean.
Lesson duration:	40 minutes



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Vocabulary Size Required for the TOEFL iBT Listening Section

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The aim of the present study is to estimate the vocabulary size target for the Listening Section of the TOEFL Internet-based Test (iBT). The lexical frequency levels of the listening passages from 5 real past tests were determined with the use of Nation's (2006) word-family lists. It was found that the first 3,000 word families plus proper nouns and marginal words yielded 95% coverage of the texts, and that it took the most frequent 6,000 word families to reach 98% coverage. Comparing the results of the present study with those reported in Kaneko's (2014) study, the Listening Section of the TOEFL iBT appears to require only half as large vocabulary size as the Reading Section. Pedagogical and research implications are discussed in detail.

本論の目的は、TOEFL iBTリスニングセクションの目標語彙サイズを測定することである。5つのTOEFL iBT過去試験問題を対象に、Nation (2006)のワードファミリーリストを用いて語彙頻度レベルを決定した。固有名詞など理解に影響を与えない語を含めた場合、最も頻度の高い3千語で文中の単語の95%、6千語で98%をカバーした。また、Kaneko (2014)の研究結果と比較すると、TOEFL iBTリスニング問題に求められる語彙サイズは、リーディング問題に求められる語彙サイズの半分で十分であることが示唆される。教育上および研究上の含意についても詳細に論じる。

A recent proposal made by the Japanese government has pushed some Japanese learners of English to consider taking the Test of English as a Foreign Language (TOEFL). The proposal was made by the education reform panel of the ruling Liberal Democratic Party of Japan (Yoshida, 2013). According to the proposal, all public and national universities in Japan should use the TOEFL test instead of the National Center Test, which has been used by all national and public universities in Japan since 1990, to help determine admission. Subsequently, it was decided that additional points are given to applicants for national public servants commencing from fiscal 2015 depending on their TOEFL test scores. Concerning the replacement of the National Center Test with the TOEFL, the decision remains pending. However, in response to the government's push for the TOEFL, several local governments have urged students to take the TOEFL

test. For instance, the local government of Yokohama in Kanagawa Prefecture has decided to make all grade 11 students at eight designated public high schools in the city take the TOEFL test, with the test fee being paid by the city (Okada, 2014). In addition, Osaka city announced on November 11, 2013, that it is going to recruit special TOEFL lecturers called Super English Teachers to help high school students in the city prepare for the test.

However, some cast doubt on the use of the TOEFL test as a measurement of English proficiency levels of Japanese learners of English. In a newspaper article appearing in the *Asahi Shimbun* (Tonedachi, 2013), Erikawa argues that a vocabulary beyond the 10,000-word frequency level frequently appears in the TOEFL test. Citing Ishida's (2004) work, Erikawa claims that even the most frequent 10,000 lemmas on the Standard Vocabulary List (SVL), which was compiled by a Japanese publisher named ALC (n.d.), could account for only around 86% of the running words in several TOEFL practice tests. Sato (2013) also maintains that a vocabulary ranging from the 15,000 to 30,000-word frequency level is necessary for the TOEFL although he does not specify the source of the lexical size requirement.

A vocabulary beyond the 10,000-word frequency level is far beyond the minimum vocabulary size requirement for Japanese senior high school students. According to the current course of study guidelines made by the Ministry of Education, Culture, Sports, Science, and Technology (2009), high school students are supposed to acquire 3,000 word families through six-year English education at junior and senior high schools although which 3,000 words should be learned and the rationale for the vocabulary size target are not specified. Considering the claims made by Erikawa and Sato, the TOEFL test seems to be too demanding for Japanese high school students in terms of the lexical size requirement as they suggest.

However, a more recent study suggests that a vocabulary beyond the 10,000-word frequency level may not be necessary for the TOEFL test. Chujo and Oghigian (2009) estimated the vocabulary level

of two versions of the TOEFL test: TOEFL Paper-based Test (PBT) and Internet-based Test (iBT). The vocabulary appearing in an official TOEFL iBT practice test and six PBT practice tests was examined with the use of the lemma-based SVL (ALC, n.d.) and Nation's (2006) word-family lists. It was found that the most frequent 6,242 lemmas or 5,000 word families were needed to account for 95% of the running words in the six practice tests for the TOEFL PBT. They also found that the top 4,719 lemmas or 4,000 word families provided 95% coverage for the iBT practice test. These findings suggest that a vocabulary beyond the 10,000 frequency level is not necessary for the TOEFL test.

However, it should be noted that there is a methodological issue with Ishida's (2004) and Chujo and Oghigian's (2009) studies. They combined texts from different sections of the practice TOEFL tests into one corpus and calculated coverage figures for the mixed text. However, coverage figures derived from combined written and spoken texts can be misleading as research has revealed that spoken text employs greater use of high-frequency vocabulary than written text (e.g., McCarthy & Carter, 1997; Nation, 2006; Schonell et al., 1956). In order to estimate an accurate vocabulary size target for the TOEFL test, written and spoken texts should be separated. Also, in past text-coverage studies on the TOEFL test, *practice* tests were examined. However, analyses of authentic past tests should yield more accurate estimates. Since research has not explored the issue of whether the vocabulary level of official practice tests for the TOEFL iBT is similar to that of authentic tests, vocabulary size estimates derived from real past tests should be more reasonable. Addressing the methodological issue and the limitation, Kaneko (2014) examined the vocabulary appearing in reading passages from five past TOEFL iBTs (Educational Testing Service, 2013) using Nation's (2006) word-family lists. It was found that the most frequent 6,000 word families provided 95% coverage for the reading passages. He suggests that unless 98% coverage or more is desired, a vocabulary beyond the 10,000-word frequency level is not necessary for the reading section of the TOEFL iBT. Concerning the vocabulary size target for the listening section, however, there are no published studies available which address the two aforementioned issues.

Considering all the issues mentioned above, we have not yet reached the answer to the question of whether a vocabulary beyond the 10,000-word frequency level is required for the TOEFL test. Kaneko's (2014) findings suggest that a vocabulary below the 6,000-word frequency level should be sufficient

for the listening section of the TOEFL test but this has not been fully explored.

There are three research questions in the present study: (1) to estimate the vocabulary size target for the listening section of the TOEFL iBT, (2) to answer the question of whether a vocabulary beyond the 10,000-word frequency level is necessary for TOEFL, and (3) to assess whether the vocabulary required for the listening section of the TOEFL iBT is beyond the vocabulary level of high school students.

Methodology

Materials

In the present study, spoken words appearing in listening passages from five past TOEFL iBTs (Educational Testing Service, 2013) were examined. Each listening test contains six passages; thus a total of 30 passages were analyzed with the RANGE program (Heatley, Nation, & Coxhead, 2002). Before analyzing the passages with RANGE, several modifications were made. First, contractions involving *'d* (represents either *had* or *would*) and *'s* (*has* or *is*) were split into their separate components (e.g., *I'd = I + would* or *I + had*) because RANGE cannot recognize such differences. Second, connected speech such as *kinda*, *y'know*, and *dunno* was also modified to the original separate word items. Without making these modifications, RANGE may categorize some words as words beyond a vocabulary of the 14,000-word frequency level. For instance, if *dunno* remains intact in the text, RANGE would regard it as a word outside the most frequent 14,000 words although all the separate components of *dunno* (i.e., *do + not + know*) are in fact the 1,000 word level. After making these modifications, the spoken words appearing in the listening passages were examined with RANGE. There were 20,953 tokens in total, and the average number of tokens for each test was 4,190.6. The average length per passage was 698.4 words.

Nation's Word-Family Lists

In order to ensure a meaningful comparison between findings of the present study and those reported in past text-coverage studies on the TOEFL test, the word lists used in the present study first need to be clarified. The lexical frequency level of the listening passages was measured with the use of Nation's (2006) word-family lists derived from the British National Corpus (BNC). The main rationale for the adoption of Nation's lists was that it enables findings of the present study to be comparable to those of past text-coverage studies on the TOEFL test. Except for Hirai's (2000) study,

in which West's General Service List (1953) and the University Word List (Xue & Nation, 1984) were used, word lists derived from the BNC were used in past-published text-coverage studies on the TOEFL test. Ishida (2004) and Chujo and Oghigian (2009) used the Standard Vocabulary List (SVL), which was compiled using the BNC. Mizumoto (2006) used the JACET 8,000 word list (Ishikawa et al., 2003), which was also derived from the BNC. In Kaneko's (2014) and Chujo and Oghigian's (2009) studies, Nation's (2006) word-family lists were used to measure the vocabulary level of the TOEFL iBT. It should be noted here that word lists compiled from American-English corpora such as the Corpus of Contemporary American English (COCA) (Davies, 2008) should yield better coverage counts since the TOEFL is based on American English. However, the use of American-English-based word lists would not ensure a meaningful comparison between findings of the present study and those derived from past text-coverage studies on the TOEFL. Therefore, Nation's BNC-based word-family lists were used.

Text Coverage and Adequate Comprehension

Research has demonstrated that text coverage, or the amount of known words in a text, affects listening comprehension in L1 (Van Zeeland & Schmitt, 2013) and in L2 (Bonk, 2000; Stahr, 2009; Van Zeeland & Schmitt, 2013). Van Zeeland and Schmitt

found that the higher text coverage became, the better comprehension the participants achieved. In other words, a target coverage figure largely depends on a desired comprehension level.

The present study assumed 95% coverage as the target and that it allows adequate comprehension to occur in the listening section, which is in line with Chujo and Oghigian (2009). Research on L2 listening comprehension conducted by Van Zeeland and Schmitt (2013) showed that 95% coverage provided an average comprehension score of 76.5%. This comprehension level is considered to be advanced for the TOEFL iBT. According to the score scale for the listening section of the TOEFL iBT, 22 points or higher out of the maximum possible score of 30 points (i.e., 73% or more) is classified as *high*: the top out of the three score ranges. Achievement of the most advanced level should be considered adequate for the listening section of the TOEFL iBT.

Results

Table 1 illustrates cumulative coverage figures on each TOEFL iBT listening test using Nation's word-family lists. For coverage figures obtained by each frequency band, the most frequent 1,000 word families yielded an average of 85.09% coverage (*SD* = 1.34). The next most frequent 1,000 word families produced a mean of 6.62% additional coverage (*SD*

Table 1. Cumulative Coverage Figures on the Listening Passages from Five Past TOEFL iBTs by Nation's BNC Word-family Lists

Word Family	Test 1	Test 2	Test 3	Test 4	Test 5	Mean
Proper nouns	0.68	0.51	0.66	0.21	0.33	0.47
Marginal words	1.56	1.18	1.76	1.26	0.92	1.33
1,000	88.26	84.21	87.02	86.12	86.53	86.42
2,000	95.53	90.66	92.31	93	93.77	93.05
3,000	96.82	92.87	95.19	94.4	95.74	95
4,000	98.28	95.23	96.43	96.69	97.31	96.78
5,000	98.84	95.88	97.34	97.36	98.16	97.51
6,000	99.33	96.7	98.09	98.15	98.63	98.18
7,000	99.45	96.96	98.56	98.29	98.89	98.43
8,000	99.6	97.54	98.72	98.55	99.08	98.69
9,000	99.65	97.73	99.07	98.69	99.25	98.87
10,000	99.67	98.4	99.21	98.86	99.42	99.11
11,000	99.77	98.52	99.26	98.91	99.54	99.2
12,000	99.77	98.71	99.45	99.43	99.66	99.4
13,000	99.79	99	99.64	99.48	99.71	99.52
14,000	99.81	99.19	99.66	99.53	99.71	99.58
Not in the lists	100	99.98*	100.01*	100.01*	99.99*	99.99*

Note. Totals of percentages are not 100 because of rounding.

= 0.81), and the third most frequent 1,000 word families 1.95% (*SD* = 0.64). The fourth 1,000 word families yielded an average of 1.78% coverage (*SD* = 0.5). From the fifth most frequent 1,000 word families onwards, each frequency band produced less than 1% coverage. As Figure 1 depicts, text coverage figures obtained by each 1,000-word family rapidly declined as vocabulary became less frequent. Concerning words outside Nation's BNC lists, an average of 17.6 tokens were found in each passage, which constituted 0.41% coverage of the tokens on average. Most words outside Nation's lists were closely related to the topic of each passage. Therefore, the meaning of these low-frequency words can be guessed from the context. Proper nouns appearing in the listening passages constituted an average of 0.47% of the tokens. Marginal words such as exclamations and hesitation procedure consisted of 0.85% of the total running words on average. If the present study includes the coverage figures for proper nouns and marginal words in the cumulative coverage totals, as past text-coverage studies on spoken discourse did (Nation, 2006; Webb & Rodgers, 2009a, 2009b), then the most frequent 2,000 word families would provide 93% coverage for the listening passages. With a vocabulary of the most frequent 3,000 word families plus proper nouns and marginal words, 95% of the tokens were covered.

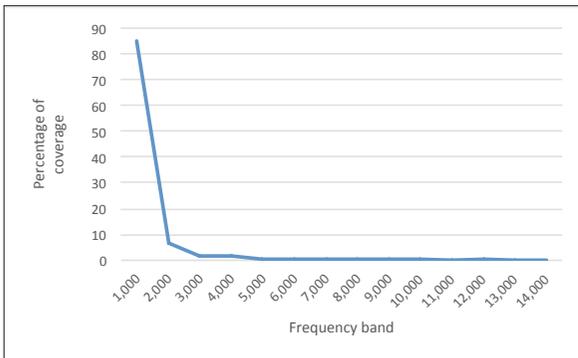


Figure 1. Average Coverage Figures on Combined Five TOEFL iBT Listening Tests by Each 1,000 Word Families on Nation's BNC Lists

Discussion

To summarize, the most frequent 3,000 word families plus proper nouns and marginal words provided 95% coverage for the listening passages. Table 2 compares mean cumulative coverage figures on the combined listening passages from the five past TOEFL iBTs with those on reading passages, as reported in Kaneko's study (2014). The results

clearly demonstrate that the lexical level of the listening section is lower than that of the reading section as expected. Thus, it is highly likely that a vocabulary at the 6,000-word frequency level is sufficient for the reading and listening sections of the TOEFL iBT, indicating that a vocabulary beyond the 10,000-word frequency level is not necessarily required. Regarding the third research question, findings of the present study suggest that the lexical requirement of the listening section of the TOEFL iBT is not beyond the level of high school students. Pedagogical implications, limitations of the present study, and future research suggestions are discussed in detail in the following section.

Table 2. Average Cumulative Coverage Figures on the Listening and Reading Passages from Five Past TOEFL iBTs by Nation's BNC Word Family Lists

Word Family	Coverage on the listening passages	Coverage on the reading passages*
Proper nouns	0.47	2.37**
Marginal words	1.33	N/A
1,000	86.42	73.43
2,000	93.05	84.2
3,000	95	88.51
4,000	96.78	91.56
5,000	97.51	93.81
6,000	98.18	95.09
7,000	98.43	96.04
8,000	98.69	96.9
9,000	98.87	97.34
10,000	99.11	97.8
11,000	99.2	97.99
12,000	99.4	98.26
13,000	99.52	98.6
14,000	99.58	98.92
Not in the lists	99.99***	99.99***

Note. Adapted from "Is the Vocabulary Level of the Reading Section of the TOEFL Internet-Based Test Beyond the Lexical Level of Japanese Senior High School Students?" by M. Kaneko, 2014, Vocabulary Learning and Instruction. 2.37% includes proper nouns and defined words. Totals of percentages are not 100 because of rounding.

Pedagogical Implications

The first pedagogical implication is that students should be able to recognize the most frequent 3,000 word families aurally. As pointed out by Nishino and Watanabe (2008), most of the classroom time

at high schools in Japan tends to be devoted to improving reading proficiency. Instead, classroom practitioners should compensate for the lack of aural input by having students engage in extensive listening. Published graded readers often include audio CDs and using such resources can be a good option. Teachers can also provide aural input using websites. For instance, by creating an account at Extensive Reading Central (Waring & Browne, 2012), audio recordings of over 1,000 graded readers are available for free. Students can increase the amount of aural input by listening to those simplified listening materials.

Once students are used to listening to simplified listening materials, authentic listening materials should be incorporated because lack of exposure to common spoken language features such as contractions and connected speech may lead to poor listening comprehension. As Webb and Rodgers (2009b) suggest, knowing the written forms of individual word items does not necessarily ensure that contractions or connected speech are known. In fact, Bonk's (2000) study showed that nearly a quarter of the Japanese EFL subjects in his study were unable to comprehend connected speech appearing in the study although all the separate components were familiar to the participants. This suggests that contractions and connected speech may impair L2 listening comprehension. Thus, classroom practitioners should create opportunities for students to learn and strengthen the knowledge of contractions and connected speech. Concerning connected speech appearing in the listening passages from the five past TOEFL iBTs, *y'know*, *gonna*, and *kinda* appeared in three tests out of the five (range 3), *wanna*, *dunno*, and *gotta* in two tests (range 2), and *how'd*, *sorta*, and *outta* in one test (range 1).

The other pedagogical implication is that test takers of the TOEFL need to listen to much longer texts than those on the National Center Test. As mentioned earlier, the average number of tokens for the listening section of the five past TOEFL iBTs was 4,190 while the mean running words in the listening section from the 2006–2011 National Center Tests were 1,719 (Kaneko, 2012). TOEFL test takers are required to listen to passages whose tokens are more than twice as long as those in the Center Test. This clearly indicates the importance of ensuring much more aural input to prepare for the TOEFL test.

Limitations and Suggestions for Further Research

One limitation with the present study was that it was not able to calculate the coverage figures by multi-word units such as phrasal verbs and idioms

because, as Nation acknowledges, the RANGE program cannot recognize multi-word units (2006).

The other limitation was that the corpus used for compiling Nation's word-family lists, the BNC, may not be the most appropriate for exploring the vocabulary of the TOEFL, considering the fact that some common spoken American English words such as *goof*, may not be included on Nation's BNC lists. As Nation (2004) acknowledges, the BNC is mainly written and in British English. Using Nation's (2012) newly created word-family lists based on the BNC and the COCA might lead to better coverage figures although use of the COCA/BNC lists would not ensure a meaningful comparison between results derived using the COCA/BNC lists and those in past TOEFL text-coverage studies.

Finally, it should be noted that the findings of the present study should be considered tentative because research investigating the effects of text coverage on comprehension in spoken discourse is in its infancy. Only a few studies are available so far (Bonk, 2000; Stahr, 2009; Van Zeeland & Schmitt, 2013) and findings are not consistent. We need more studies to be conducted before the findings of the present study can be properly evaluated. Yet, the findings seem to provide the answer to research questions 2 and 3: A vocabulary beyond the 10,000-word frequency level is not necessary for the reading and listening sections of the TOEFL iBT, and the vocabulary required for the listening section is within the level of high school students unless 98% coverage or more is desired. If future research investigating how text coverage influences listening comprehension supports that a lower text coverage figure, say 90%, is sufficient in spoken discourse as Van Zeeland and Schmitt (2013) suggested, then the most frequent 2,000 word families may suffice to comprehend listening passages in the TOEFL iBT.

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Investigating High School Students' Self-Efficacy in Reading Circles

Catherine LeBlanc

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The purpose of this quasi-experimental longitudinal study is to investigate the effects of EFL reading circles on Japanese high school students' reading self-efficacy and reading anxiety. The participants ($N = 316$), first-year students at a Japanese coeducational high school, participated in regular reading circles over the course of one academic year. Quantitative data were collected through questionnaires measuring reading self-efficacy, reading anxiety, and attitudes towards reading circles. A repeated-measures analysis of variance (ANOVA) was performed to evaluate changes in reading self-efficacy and anxiety. Reading self-efficacy was shown to improve significantly over the course of the academic year, while reading anxiety significantly decreased. Reasons for these changes are discussed.

この特定の被験者に対する継続的実験研究の目的は、日本の高校生
の英文読解に対する自己効力感と不安感に、EFLリーディングサークルが
どのような効果をもたらすかについて調査することである。316人の被験
者は日本の男女共学の高校一年生であり、1年間を通して定期的にリー
ディングサークルに参加した。定量的データは、読解における自己効力感、
不安感、そしてリーディングサークルに対する態度を測る質問票から集計
されたものである。読解に対する自己効力感と不安感の変化を評価する
ために反復測定分散分析 (ANOVA) が行われた。1年の間に、読解に対す
る自己効力感は有意に向上し、不安感も有意に減少した。本論では、こ
ういった変化の理由についても論じている。

A great deal of research in reading motivation and English as a Foreign Language (EFL) supports the development of reading programs, yet they are not commonplace in Japanese high schools. Despite the push from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) to include programs reflecting principals in Communicative Language Teaching (CLT) (Tahira, 2012), many reading programs in high schools remain rooted in more traditional teaching methods, such as direct translation of texts or intensive reading for the purpose of preparing for university entrance examinations.

The reading treatment in this study, regular reading circles as part of first-year communication classes in a Japanese high school, was implemented as a way to address the lack of consistency between

national education guidelines and in-class activities. It was also a way of operationalizing the school's mandate to include more leadership training and autonomy through cooperative learning. Therefore, the purpose of this study was to investigate the students' motivational and behavioral changes towards reading as a result of introducing reading circles in the class.

Literature Review

Reading Circles in Language Education

Reading circles, also referred to as literature circles, were first adapted in language arts classrooms in the United States. Daniels (2002) describes reading circles as "small, peer-led discussion groups whose members have chosen to read the same story, poem, article or book" (p. 1). Structured as a cooperative learning activity, students interact and discuss from the viewpoint of their individual role within the group. Initial guidelines introduced by Daniels (2002) promoted student autonomy in leading discussions and advised teachers to become facilitators in the classroom. This approach allows students to develop their interpretive skills in reading and their ability to approach texts from different perspectives while encouraging conversations about reading materials. In adapting the activity for EFL students in Japanese universities, Furr (2007) proposed modifying Daniels' guidelines for EFL learners, specifying that teachers should select reading materials so as to better match students' reading levels and that post-reading circle discussions can involve some language teaching activities to clarify parts of the story or facilitate discussion in the L2.

The roles in reading circles help learners explore different perspectives in reading text. Although there are variations in how to perform or divide these roles, the reading circles in this study were comprised of five roles: the discussion leader, the summarizer, the connector, the word master, and the passage person (Furr, 2007). The discussion leader directs the group discussion and makes sure

that each member participates. The summarizer outlines characters and events in a short summary. The connector recalls personal connections in the story or relates it to social or world events. The word master chooses five words in the text and explains their meaning in the context of the story. The passage person selects three passages, explains reasons for choosing them, and asks other members a few questions about the selected passages. The preparation and performance of these roles are supported with role sheets.

Research in L1 and ESL reading circles have reported positive results in advancing reading skills and reading level and in improving the classroom environment by increasing cooperation amongst the students, peer-learning, reading confidence, and self-efficacy (Kim, 2004; McElvain, 2010). Much of the research in the EFL context has focused on learners' reactions towards the activity (Mark, 2007; Williams, 2011). One study reported some benefits of reading circles as a means to developing reading fluency, increasing vocabulary knowledge, and improving speaking skills through the participants' self-evaluation (Shelton-Strong, 2012).

Reading Self-Efficacy and Anxiety

Self-efficacy has received attention most prominently in educational psychology. Bandura first developed his theory of self-efficacy (1977) and defined perceived self-efficacy as, "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 2002, p. 94). The theory suggests that perceived self-efficacy has an effect on behaviour by directly regulating four major processes: cognitive, motivational, affective, and selection processes. Specifically, individuals who have highly perceived self-efficacy in achieving a task are more likely to initiate and regulate the required behaviour for successfully completing the given task. If problems occur in engaging in the behaviour, highly efficacious people persevere to overcome these problems and can manage stress and anxiety more efficiently in situations threatening the achievement of their goals by eliminating negative thought patterns leading to avoidant behaviour. In decision-making, individuals' self-perceived ability has a direct and indirect influence on whether to engage in a given task. Thus, learners with the same cognitive ability and skills set might behave very differently depending on their perceived self-efficacy (Bandura, 1989, 1993).

Research in this area has demonstrated the important implications of self-efficacy theory in academic settings where learners' perceived self-efficacy has a direct and indirect effect on academic achievement (Caprara et al., 2008). Studies in EFL and perceived reading self-efficacy have observed a strong correlation between learners' reading self-efficacy and their use of reading strategies (Li & Wang, 2010). In a longitudinal study, Burrows (2012) reported positive effects of reading strategy training and extensive reading on learners' self-efficacy. Other veins of self-efficacy research have examined its relationship to anxiety, an important factor in many EFL motivation theories. Unlike self-efficacy, anxiety is mostly debilitating in task performance. A significant negative correlation between the two has been observed in a variety of academic domains (Woodrow, 2011), and both can predict academic proficiency. However in foreign language learning, the effects of self-efficacy and anxiety on proficiency may vary depending on the linguistic skill (Mills, Pajares & Herron, 2006).

To address the lack of empirical research investigating the effects of reading circles on EFL learners' reading self-efficacy and reading anxiety, the following three research questions were investigated:

- What are the effects of reading circles on students' reading self-efficacy?
- What are the effects of reading circles on students' reading anxiety?
- What are the students' attitudes towards reading circles?

Method

Participants

The study was conducted with first-year students at a Japanese coeducational high school ($N = 316$) in an English oral communication course. Although the students' proficiency and motivation for learning English varied, the school's curriculum focuses on preparing students for academic studies in post-secondary education.

Materials

Participants were assigned two teacher-selected graded reader books of short stories for the school year. The graded readers were from two publishing companies, and according to the Extensive Reading Foundation Graded Reader Level Scale (http://www.robwaring.org/er/scale/ERF_levels.htm), both are Elementary-level readers. Participants were given role sheets to assist them in preparing and performing tasks for the reading circle.

Instruments

Two sets of questionnaires were used in the study. The first questionnaire, Reading Self-Efficacy and Anxiety Questionnaire (Appendix A), consisted of 28 items. The first 18 items addressed participants' perceived reading self-efficacy (adapted from Burrows, 2012). Participants were asked to evaluate their perceived ability to complete specific reading tasks on a 6-point Likert scale ranging from 1 (*I cannot do it at all*) to 6 (*I can definitely do it*). The following 10 items addressed reading anxiety. These items were statements expressing negative feelings in reading English text. Participants responded to the statements on a 6-point Likert scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*) (adapted from *Foreign Language Reading Anxiety Survey*, [Saito, Horwitz, & Garza, 1999]). The Reading Self-Efficacy and Anxiety Questionnaire was piloted with a group of 160 students in the previous school year and validated using the Rasch rating-scale model.

A second questionnaire measured the participants' reactions toward reading circles. The questionnaire had 13 items evaluated on a 6-point Likert scale (1 = *strongly disagree* to 6 = *strongly agree*) and eight open-ended questions (adapted from Williams, 2011), which participants answered in Japanese.

Both questionnaires were translated from English into Japanese, and back translated into English to verify consistency.

Procedure

The reading circle activities and data collection took place in the participants' oral communication class taught by a Japanese teacher of English (JTE) and an assistant language teacher (ALT). Each class consisted of 20 students, 18 intact classes. The participating teachers (six JTE, two ALT) were given two orientation sessions to familiarize themselves with the goals and procedures for the reading circles and data collection.

The Reading Self-Efficacy and Anxiety Questionnaire was administered in the second oral communication class followed by an orientation session. Groups were formed at the teachers' discretion and materials were distributed. Reading and preparation for reading circles were assigned as homework. In their first reading circle meeting, teachers reviewed the tasks for each role and gave discussion leaders a performance checklist including linguistic cues to help facilitate group discussion. The same procedure was repeated a total of eight times over the course of one academic year. The schedule of activities is summarized in Table 1.

Table 1. Schedule of Data Collection and Reading Circle Meetings

	First Semester (April-September)	Second Semester (October-February)
Activity	<ul style="list-style-type: none"> • First data collection • Orientation • Meetings 1-4 • Second data collection 	<ul style="list-style-type: none"> • Meetings 5-8 • Third data collection

Results

Reading Self-Efficacy and Anxiety

Table 2 shows the means and standard deviations for reading self-efficacy and reading anxiety for each interval. The means for reading self-efficacy increased between each interval whereas those for reading anxiety decreased between times 1 and 2 and increased again between times 2 and 3.

Table 2. Reading Self-Efficacy and Reading Anxiety Means for each Interval (N = 316)

	Time 1		Time 2		Time 3	
	M	SD	M	SD	M	SD
SE	47.10*	6.71	48.15*	6.48	48.58*	7.37
ANX	50.84*	3.11	50.28*	3.20	50.44	3.40

Note. SE = Self-efficacy, ANX = Anxiety. The statistics are based on Rasch person measures.

**p* < .05

Repeated-measures analyses of variance (ANOVA) were performed to investigate changes in reading self-efficacy and reading anxiety. Mauchly's test indicated that the assumption of sphericity was not met, $\chi^2(2) = 33.35, p < .0001$, therefore the degrees of freedom were corrected using Huynh-Feldt estimates ($\epsilon = .91$). The results indicated a significant increase in reading self-efficacy between times 1 and 2, and times 1 and 3, $F(2, 576) = 11.5, p < .05$, but the increase was insignificant between times 2 and 3 ($p = .15$). As for reading anxiety, there was a significant drop between times 1 and 2, and times 1 and 3, $F(2, 619) = 7.6, p < .05$, but no significant change between times 2 and 3.

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Attitudes towards reading circles

The means from the questionnaire evaluating attitudes towards reading circles are shown in Table 3. The questionnaire was administered during the second interval, thus only results for times 2 and 3 are reported.

Table 3. Means for Attitudes Towards Reading Circles Items (N = 316)

	Time 1		Time 2		Time 3	
	M	SD	M	SD	M	SD
Items 1-7	-	-	50.67	11.35	49.07	13.83
Items 8-13	-	-	54.14	11.48	53.14	12.63

Note. Items 1-7 = perceived enjoyment of reading circles; Items 8-13 = perceived usefulness of reading circles.

Results from a one-way analysis of variance (ANOVA) show slight decreases in the means for both sets of items; however, neither was significant (items 1-7, $p = .11$, items 8-13, $p = .30$). Although participants perceived the activity as useful, their level of enjoyment did not change significantly over the academic year.

Discussion and Limitations

The increase in reading self-efficacy and decrease in reading anxiety over one academic year can be explained considering sources of self-efficacy and the task structure. Sources of self-efficacy come from mastery or success experiences, vicarious experiences, social persuasion, and somatic (i.e., association of physical signs of anxiety to ability, for example experiencing *having butterflies*) and emotional states (i.e., recalling past memories of success or failure) (Bandura, 1977). The first three sources of self-efficacy are accounted for in reading circles.

First, the most influential source of efficacy is mastery experiences (Bandura, 1977). The formation of mastery experiences is embedded in the activity's structure. In a reading circle, students are exposed to the process of reading and interpretation of text through direct experience as opposed to a teacher-led class during which the text is dissected and presented to students. In this study, students may not have experienced immediate success in interpreting and discussing the text, but by overcoming this failure through individual and group effort, they experienced mastery in performing the reading

tasks. Individually, students read the text, considered what points to highlight in discussion, and reread some parts. In the open-ended questions on the attitudes questionnaire, participants reported that reading circles helped them with in-depth understanding of the text with comments such as “[reading circles are an] ideal way to comprehend the content [of the story]” <Student 12> or “I think it is good that in addition to reading English text and coming to understand it on my own, I had to be able to talk and write about the content” <Student 78>. In groups, students then revisited the text through summary, comprehension questions, and discussion questions. This type of scaffolding activity guides learners through the steps in performing the task successfully and steadily removes the teacher from the position of expert (Woodrow, 2011). Many comments acknowledged this aspect of the reading circles (e.g., “By talking in groups, I could understand the content [of the story]” <Student 136>). Thus, compared to a more traditional reading class, students had opportunities to interact with the text meaningfully through repeated practice and review using all four skills.

Secondly, another source of efficacy comes from vicarious experiences. One's perceived efficacy in a given task can be increased by observing another individual perform the same task successfully. By working in small groups and as a whole class in post-reading circle discussions, students could witness peers performing the tasks and listen to other students' contributions outside of their group. From the students' comments (e.g., “I could understand better because there were various opinions and the story could be seen from different angles” <Student 234>; “It was troublesome sometimes, but because there are other team members, I thought I should try my best” <Student 303>), it seems that observing other group members helped some participants in their comprehension and sustained their motivation to participate. Bandura (1977) explained that diversified modeling is more beneficial to self-efficacy than a single model. If students of various abilities successfully complete reading circle tasks, observing students have a sound reason to believe that they can also perform the tasks and may feel less anxious about their own performance.

Third, social persuasion and words of encouragement from teachers and peers can help increase one's perceived efficacy. Participant teachers in the study were instructed to keep a positive atmosphere in class and give positive feedback to creative or insightful comments. In addition, discussion leaders in each group had a list of phrases to help direct the discussion, including phrases showing encour-

agement to other members. Social persuasion in the classroom may have also helped relieve anxiety by creating a tolerant environment. This aspect of the activity was illuminated by the numerous comments reporting the enjoyment of interacting with peers (e.g., "It was fun because of the positive atmosphere" <Student 427>). However, results from the questionnaire investigating participants' perceived enjoyment showed a slight decrease over time; therefore, more qualitative data could shed light into what aspects of the activity are motivating or taxing for high school learners.

Participants' reading anxiety decreased over one academic year. As the students became successful in completing the reading circle tasks, the threat of performing general reading tasks became less affecting. This idea is particularly relevant to this group of learners who might have had expectations and a sense of uncertainty about the type of learning they would encounter in high school. In the attitudes questionnaire, many students expressed concern about their ability to read in English and were anxious about being able to do the tasks. This uncertainty was reflected in comments like "I was anxious about being able to do it myself" <Student 132> or "I felt that junior high school and high school are very different" <Student 340>. However, the same students reported that in comparison to other classroom activities, reading circles had helped them overcome these insecurities (e.g., "I could read stories in depth" <Student 132>; "Since it is possible to consult with people in my group, I could make more new discoveries than when I work alone" <Student 340>).

Although insignificant, the results do show a slight increase in both self-efficacy and anxiety in the last interval. This shift may be explained by some of the study's limitations. First, although the program spanned one academic year and all groups had a total of eight reading circle sessions, the meetings took place rather sporadically in the second semester due to the school's two-week rotating timetable. Therefore, studies looking at time-lapse between group meetings could give insight into the effects of cooperative class activities on changing levels of self-efficacy and anxiety.

Secondly, due to institutional constraints, a control group could not be introduced in the study. As is the case in many public schools, all students must follow the curriculum set by the English department for required courses, and no special treatment can be given to a group of students. This dilemma introduces validity issues for generalization of results; however, it does reflect the reality of assessing the implementation of specialized programs in a

real classroom environment. Teachers involved in the program were inquisitive of its effects and wanted to understand them through a principled research framework. Thus, a methodology following the Action Research (AR) model, including more in-class observations and reflection by teachers and participants may have better suited the realities of the research environment. Nonetheless, empirical studies investigating EFL reading circles and its effects will hopefully add to the growing discussion of their use in classrooms.

Conclusion

The study presented in this article reports the positive effects on Japanese high school learners' reading self-efficacy and anxiety as a result of a yearlong program implementing reading circles. Task repetition and cooperative performance in the circles helped improve students' perceived reading efficacy over the course of an academic year while reading anxiety decreased. Further statistical analysis of questionnaire items could clarify what types of reading tasks benefit most from transferability. Future research from both practical and empirical perspectives, exploring regularity and time-lapse between reading circles, and reading circle's task structure and demand could help researchers and practitioners understand the role of reading circles in EFL classrooms.

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Appendix A

Reading Self-efficacy and Anxiety Questionnaire (English version)

Please use the following scale (1–6) to answer the questions. Choose the number that best describes how sure you are that you can perform each of the English reading tasks below. All of the items refer to reading in English.

1	2	3	4	5	6
I cannot do it at all.	I probably cannot do it.	Maybe I cannot do it.	Maybe I can do it.	I probably can do it.	I can definitely do it.

1	Read and understand the specific details of a pre-school children’s book written in English.	1 2 3 4 5 6
2	Read and understand the days of the week on a calendar written in English.	1 2 3 4 5 6
3	Read and understand the names of the months on a calendar written in English.	1 2 3 4 5 6
4	Read and understand the plot of a 20-page comic book written for English-speaking junior high or high school students.	1 2 3 4 5 6
5	Read and understand the lyrics of a song written in English.	1 2 3 4 5 6
6	Read and understand the directions (written in English) on how to use a new electronic dictionary.	1 2 3 4 5 6
7	Read and understand the specific details of a letter from an American pen-pal discussing what he did over his summer vacation.	1 2 3 4 5 6

8	Read and understand the English subtitles in an American movie.	1 2 3 4 5 6
9	Read and understand the specific details of a one-page magazine article written in English related to one of your hobbies (i.e., fashion, sports, music, movies).	1 2 3 4 5 6
10	Read and understand the main point of a front-page article in a newspaper published in an English-speaking country.	1 2 3 4 5 6
11	Read and understand the items on a menu written in English at a fast-food restaurant.	1 2 3 4 5 6
12	Read and understand the main point of an article in a newspaper published in an English speaking country that is written about a famous person you know.	1 2 3 4 5 6
13	Read and understand the specific details (ex: time, place) of a party invitation written in English.	1 2 3 4 5 6
14	Read and understand the main ideas of an academic essay written in English related to your favorite school subject.	1 2 3 4 5 6
15	Read and understand the rules to play a boardgame written in English.	1 2 3 4 5 6
16	Read and understand the main ideas in a novel (~120 pages) written for English-speaking adults.	1 2 3 4 5 6
17	Read and understand the specific details of a paragraph written in an English high school textbook.	1 2 3 4 5 6
18	Read and understand the specific details in a short story (5 pages) written for English-speaking adults.	1 2 3 4 5 6

Note. Adapted from Burrows (2012)

Please use the following scale (1-6) to answer the questions. Choose the number that best describes how you feel about reading in English.

1	2	3	4	5	6
strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree

19	I get upset when I'm not sure whether I understand what I am reading in English.	1 2 3 4 5 6
20	When reading English, I often understand the words but still can't quite understand what the author is saying.	1 2 3 4 5 6
21	I feel intimidated whenever I see a whole page of English in front of me.	1 2 3 4 5 6
22	I am nervous when I am reading a passage in English when I am not familiar with the topic.	1 2 3 4 5 6
23	I get upset whenever I encounter unknown grammar when reading English.	1 2 3 4 5 6
24	It bothers me to encounter words I can't pronounce while reading English.	1 2 3 4 5 6
25	I usually end up translating word by word when I'm reading English.	1 2 3 4 5 6
26	The hardest part of learning English is learning to read.	1 2 3 4 5 6
27	I don't mind reading to myself, but I feel very uncomfortable when I have to read aloud.	1 2 3 4 5 6
28	You have to know so much about English history and culture in order to read English.	1 2 3 4 5 6

Note. Adapted from FLRAS (Saito, Horwitz, & Garza, 1999)

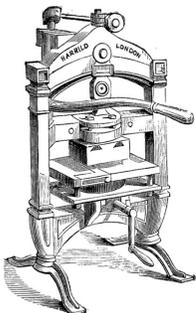
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Developing Collaborative Learning When Teaching TOEFL iBT Classes

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This article focuses on the use of Collaborative Learning (CL) activities in group TOEFL iBT classes. Use of CL activities can help learners to develop communication skills that are beneficial when taking the exam, and not usually available in traditional lecture and review test-based classes. The goal of CL is for students to help each other succeed academically (Candlin et al., 2010), and to help students to provide each other with the opportunity for success (Slavin, 1980). The essay focuses on three specific CL activities that can be used with grouped TOEFL iBT students to meet the demands of a group curriculum, while simultaneously enhancing individual skills for the test.

本論は、TOEFL iBTのグループ学習における協働学習(CL)の活用法に注目したものである。協働学習の活用は、学習者がコミュニケーション能力を伸ばす有益な手法だが、従来の講義形式やテスト解説を主とする授業では取り入れられていない。協働学習が目指すのは、学生が互いに助け合いアカデミックな分野における成功を修めること (Candlin et al., 2010)、そして成功のために平等な機会を与えることである (Slavin, 1980)。本論では、学習者の個別能力強化と、TOEFL iBTの授業カリキュラムに適した、グループ学習における3つの具体的な活用法を考察する。

The TOEFL iBT is not a team sport. Yet for a variety of reasons, TOEFL iBT students often work together in the classroom in the hope that individual needs will somehow be addressed by the group. Although this approach may seem problematic for exam preparation, it can have a very positive impact upon individual student development. This essay looks at the benefits of Collaborative Learning (CL) on the individual needs of iBT test takers and offers three practical CL activities that can be used in the TOEFL iBT classroom. The goal of CL is for students to help each other succeed academically (Candlin et al., 2010), and to help students provide each other with the opportunity for success (Slavin, 1980). The activities described here provide that opportunity. They focus on the use of groups to develop the types of communication targeted in the iBT test, while simultaneously supporting individual learner development for success on the test.

Collaborative Learning (CL)

Collaborative Learning is generally defined by its use of organized activities that promote learning through socially-structured exchanges of information between learners in groups, and where each learner is held accountable for his or her own learning, and is motivated to increase the learning of others (Candlin et al., 2003). CL activities are used to engage students actively in the learning process through inquiry and discussion with their peers in small groups (Davidson and Worsham, 1992). To achieve more than simply putting people in groups and asking them to work together, CL activities are based on five basic principles: (a) positive interdependence, (b) individual accountability, (c) equal participation, (d) simultaneous interaction, and (e) group processing (Candlin et al., 2003). The combination of these principles in task design promotes peer interaction and cooperation for studying academic subjects (Tuan, 2010). Each learner in a CL group actively takes part, contributes their ideas and knowledge, and creates groups that both academically and personally support each member (Candlin et al., 2003). It is expected that students working in these types of activities will be able to work with their peers and develop well-rounded language skills.

CL and the TOEFL iBT

The TOEFL iBT examines the test taker's ability to use English effectively in academic settings (ETS, 2013a). CL activities ensure that learners are experiencing a wide variety of communicative acts in the classroom: acts that link directly to the types of skills being examined in the TOEFL iBT. The iBT test itself is designed to reflect how language is really used with integrated tasks that combine more than one skill, just as in real academic settings (ETS, 2013a). It makes sense then to attempt to create the same kinds of integrated tasks when teaching the iBT. Evaluation checklists used during the iBT speaking section, refer to the importance of sustained and clear speech, or the need to sustain

responses (ETS, 2013b). These types of language skills are likely to be more effectively developed in group discussions and pair work, as opposed to the more traditional lecture-based approach.

Through the use of CL activities we can offer a learning environment where each student has the chance to be exposed to a variety of cognitively complex ideas, thus helping them to produce higher cognitive levels (Candlin et al., 2003). Slavin (1980) describes the learning outcomes and rewards of collaborative learning activities as ones that may be more effective than traditional techniques. Without the use of group activities and tasks, we revert to the world of lecture and discussion, whereas more meaningful and lasting learning occurs through personal, active engagement (Barkley et al., 2005). The advantages of collaborative learning for actively engaging students are clear when compared with more traditional methods—such as lecture and large-group discussions—in which only a few students typically can, or do, participate (Dick, 1991).

CL activities bring learners together as a team; Teams that can then work towards common learning goals in the curriculum and benefit as a result. “Cooperative learning is also said to generate higher order thinking skills, improve attitudes toward the subject, develop academic peer norms, heighten self-esteem, and increase time on task” (Candlin et al., 2003, p. 340). In iBT classes I have taught over the past year I have seen initial hesitancy towards group activities in class (established through student learning preferences stated on initial class surveys), develop over the semester into positive peer support and enthusiasm towards team activities. Learners have commented when giving feedback on the class itself that the group/pair work activities helped to build up their confidence to tackle the test itself. The benefits then to learners on an individual level can be substantial. “Research has found out that cooperative learning strategies enhance students’ academic achievement. In 67 studies of the achievement impacts of cooperative learning, 61% found greater achievement in cooperative than in traditionally taught control groups” (Tuan, 2010, p. 67). This kind of time on task seems especially appropriate for the speaking and listening elements of the test. Interactive group activities enable the learners to better understand how to respond and interact in the speaking elements of the test. CL tasks then offer learners the chance to group process information, exchange thinking, and explain how they reach a conclusion or arrive at an answer (Davidson & Worrsham, 1992).

Consider also the wealth of knowledge and experience that may already be in your classroom. Fre-

quently, TOEFL class groupings will present teachers with a wide variety of strengths and weaknesses in terms of language skills, alongside an equally wide variety of experiences, both with the test itself and with previous TOEFL classes. Realizing that our students are not exactly *blank slates* can be of great benefit to teachers when planning effective CL activities. Most learners assume that it will only be possible to learn from the teacher, and not from the group (Tuan, 2010). Therefore, it is important to be clear about the benefits of the activities and point out the ways in which the activities and group exposure are going to help them to personally improve. Research on CL in the classroom reveals generally positive effects. Dick (1991) identified 122 achievement studies in which a positive correlation was found between cooperative methods and student achievement. Davidson and Worsham (1992) also commented that group activities such as peer editing on individual writing helps to clarify learner thinking, can motivate them during each phase of the process, can improve the final product, and ensure success for all students.

Naturally CL is not the perfect answer to teaching groups or iBT teaching itself, but can be a useful tool for teachers in classroom planning for group environments where students are focused on individual performance and achievement. Perhaps CL can be seen to serve not as a replacement for lecture, discussion, or other traditional methods, but rather as a useful complement (Barkley et al., 2005). CL activities can help us to achieve some learning goals, but not all. Although the use of these kinds of activities is the underlying recommendation of this essay, it is important to note that not all learners will respond in the same way to their use. Some students will simply not like the idea.

[H]igh-ability learners complain about being held back by their slower teammates; low-ability learners complain about being discounted or ignored in group sessions; and resentments emerge when some team members fail to pull their weight. The teachers who used to experiment with Collaborative Learning in their classrooms became discouraged and reverted to the traditional teacher-centred teaching paradigm. (Tuan, 2010, p. 64)

Individual student needs and learning preferences clearly need to be taken into consideration as their use, or over-use, may have an adverse effect on individual motivation or performance. Just how and how often the activities are used will be important to overall success. Tuan (2010) warns of introducing these kinds of activities in a sudden manner. It

may be necessary to introduce the activities as part of a syllabus rather than as the whole, and to again make their benefits clear at the outset of a course to manage expectations effectively.

Classroom Activities

Activity 1: Group Voting Tools

The first activity described here involves the development of group consensus in listening section practice for the TOEFL iBT. Multi-choice listening questions are given to groups to review and discuss after listening to set conversations/lectures from practice tests. The goal of the activity is for each group to reach an agreement and present their answers for each question to the entire class. If answers differ from group to group then debates between groups can be developed and expanded upon. The voting tools (*Appendix 1*) are designed to be printed, cut out, and attached to sticks for students to hold up when voting for a specific multi-choice answer. They are used so that each group reports their answer simultaneously, ensuring that no last minute hedging or answer avoidance occurs. The activity focuses on group processing of notes made during listening, equal participation in discussion and response, a positive interdependence within the group on the answers selected, and simultaneous interaction. The learners will also be able to utilize information from any debate in regards to correct answers, and increase awareness of the types of information other learners are reporting from the listening.

- Step 1: The listening exercise is set and students are instructed to make their notes and select an answer while listening to the listening questions set as normal.
- Step 2: Students are placed into groups of 3–4 and instructed to discuss and compare their answers to the questions. They must agree on the correct answers together.
- Step 3: Groups raise their voting tool simultaneously to report their selected answers.
- Step 4: The instructor tallies the votes and invites groups that differ to rationalize their choice, opening the class up to debate before reviewing the correct answers.

The application of these tools has been very successful in the group iBT classes I teach. The voting tools themselves are almost identical to the types of tools commonly used in Japanese television quiz and variety shows. They have helped put learners at ease and limited the need for long explanations on how to use them. Stu-

dents have commented that the debates and discussions resulting from the use of these tools has helped them practice giving and supporting their opinions, which in turn, has helped when taking the speaking parts of the iBT test.

Activity 2: Group Evaluation and Feedback Charts

This activity allows students to collaborate and cooperate on TOEFL iBT speaking practice questions. Pairs or small groups are instructed as to the use of the speech evaluation checklist tool (*Appendix 2*) to give positive and supportive feedback on speaking practice. This CL activity develops positive interdependence between learners, ensures equal participation, simultaneous interaction, and individual accountability for the feedback given. The activity also improves awareness of the types of responses TOEFL iBT testers are looking for.

- Step 1: The teacher reviews the speaking criteria as noted on the checklist and explains how they are used.
- Step 2: Students are given a speaking task (e.g., Personal experience question).
- Step 3: Students are given the set time to prepare (e.g., 15 seconds).
- Step 4: Students pair up and make their speeches (e.g., timed at 45 seconds).
- Step 5: Students that are listening check the elements they hear and give feedback as appropriate.
- Step 6: (Optional) The teacher reviews with the whole class the kinds of feedback being given and what he/she overheard.

The students I have taught have tended to be a little wary of giving each other feedback in class. There is always hesitation as they do not want to give anyone negative feedback that might impact upon the overall mood and atmosphere of the class. For that reason the checklists are designed to focus on the positives, the things that the students have done well. This needs to be stressed when introducing them for use. Once the charts have been used a number of times, students generally slip into the habit of praising each other for what was included, and leaving the rest unsaid, or to be covered by the teacher. Student feedback on the use of these tools has been positive, with many commenting that they like the structured focus that it gives to their speaking tasks, and that it helps to make pair work and time working without direct teacher instruction more meaningful.

Activity 3: Pair to Group to Class – TOEFL iBT Speaking Section

In this activity, students work in ever increasing group sizes to discuss, debate, and agree on how they would answer set TOEFL iBT speaking questions. Each time the groups combine, students are able to repeat their responses, gain further feedback, re-formulate wording as necessary, and develop their response as a group. The CL activity involves group processing and interdependence when working on agreed responses, individual accountability, and high levels of participation. This activity also offers practice with the kind of logical processing required in the answers they must give during the iBT test.

- Step 1: Students pair up and are set the same speaking question. They are given the allotted time to prepare individually, then must present their speeches to each other.
- Step 2: Students then discuss their presentations and work together to create one version of their answer.
- Step 3: The groups are expanded/combined with others and each pair presents their previous versions to the new group.
- Step 4: Students then discuss their presentations and work together to create one version of their answer.
- Step 5: The groups are expanded/combined once more and each part of the new group presents their previous versions to the new group.
- Step 6: Each large group presents their answer to the class.

Student feedback on the use of this type of activity has also been very positive. Students that have been lower in confidence with the speaking element of the iBT test have benefitted from working with more experienced and confident speakers. As they create the answers as a group, they tend to have more confidence in their responses than when they do this individually.

Conclusion

The TOEFL iBT evaluates individual performance in reading, writing, listening, and speaking. However, test makers do not comment on how these skills should be taught. Although TOEFL iBT is a test of individual ability, more and more teachers are experimenting with group preparation. Group classes do not necessarily mean that individual performance cannot be targeted or improved upon, and CL based activities are one tool that we as

teachers can use to develop individual performance. CL activities actually enhance the overall abilities of our learners and match skills that the iBT test itself targets. Using them in class situations such as these can help teachers to manage groups, offer variety in task approach, and offer meaningful practice that benefits each individual learner in the class. Naturally, the techniques suggested here represent only a small sample of the wide variety of CL techniques that could be employed in a TOEFL iBT class, or indeed in any group learning situation.

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Cram Schools in Japan: The Need for Research

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The private *juku* (cram school) industry is an enormously profitable and influential area of education in Japan, including in the specific field of English language teaching (ELT). However, while much research has been carried out in other areas of ELT in Japan, *juku* have largely escaped the attention of researchers. This paper attempts to argue the need for more research into English language education as it is practiced in *juku*. The article first situates *juku* within the Japanese education system, and then illustrates the extent to which *juku* have been under-researched when compared to other ELT contexts in Japan. The author advocates the need for more research into ELT to be carried out in *juku*, and finally suggests some areas into which this research could be conducted.

学習塾産業は大きなビジネスであり、日本の英語教育に大きな影響を与えている。ところが、高校や大学などでの英語教育に関する研究は多くなされていないが、学習塾での英語教育の研究はされていない。本論では、初めに、学習塾の現状を説明し、次に、どれだけ学習塾の英語教育の研究が不足しているか説明する。最後に、学習塾の英語教育の研究の必要性を訴え、より多くの研究がこの分野で行われるべきであると論じる。

English language teaching in Japan is carried out in many different contexts. Mandatory English education takes place for all children from elementary school to the end of high school, and in addition, students who continue to study at the tertiary level are often expected to complete courses of foreign language education. Alongside the state school and tertiary educational systems, there is also a large private market for English language education, which manifests in many different types of institutions; two of the most common being *eikaiwa* (English conversation schools) and *juku* (cram schools). English is not the only subject taught in *juku*, as they are cram schools designed to help students cram for exams and get into universities, and so they teach many different subjects (maths, Japanese, etc.) However, as I shall demonstrate below, English is a very commonly taught subject.

English education in Japanese elementary schools, high schools, junior colleges, and universities has

been the subject of considerable amounts of research. Studies have been carried out in these contexts regarding educational policy (see Hashimoto, 2009; Yonezawa, Akiba, & Hiouchi, 2009), teaching methodologies (see Gorsuch, 2001; Nishino & Watanabe, 2008), classroom policies on language use (see Hashimoto, 2013; Yphantides, 2013), teaching materials (see Yamanaka, 2006; Mineshima, 2008; Sano, Iida, & Harvey, 2009), teacher and student perspectives (see O'Donnell, 2008; McKenzie, 2008; Rudolph and Igarashi, 2012), teacher identities (see Butler, 2007; Nagatomo, 2012) and many other areas. As a result, much is known about English education in these settings, providing views on each context at different magnifications, from the overall structure of the institution to the details of classroom teaching and interaction. The *eikaiwa* sector has not drawn as much academic interest, but still a substantial body of research exists concerning the motivations of *eikaiwa* students (Seargeant, 2009; Kubota, 2011), the professionalism of schools (Bossae, 2003), the professional lives of teachers (Nagatomo, 2013) and the ideologies surrounding the industry (Seargeant, 2009).

Despite the intense interest in English language education in Japan, however, the private *juku* sector has not been subject to nearly the same level of scrutiny as either the state school, tertiary sector, or the private *eikaiwa* industry. In this article, I will attempt to make the case that more research needs to be carried out into ELT in *juku* schools. I will discuss the prevalence and importance of *juku* schools, analyse the amount of research carried out when compared to other sectors of ELT in Japan, and discuss some of the possible reasons for *juku* being under-researched. Finally, I will suggest some areas in which research could be conducted.

Juku: Context, Prevalence, and Importance

Bray (2007) uses the term *shadow education* to describe the unregulated global industry of private

tutoring, and notes that in the context of Japan *juku* are by far the most common and popular form of this. *Juku* are private cram schools, in which teaching takes place on many different subjects either one-to-one or in small classes. Most *juku* teaching is carried out after school hours for the purposes of supplementing the students' education and providing support for students in preparation for their university entrance exams. *Juku* are not licensed as schools and Iwata (2006) notes that because of this "the teaching staffs [sic] in *juku* schools need no license" (p. 2). This means that *juku* teachers are usually not trained or qualified, although some *juku* teachers may be postgraduate students with teaching qualifications. Indeed, many *juku* teachers are university students themselves, hired part-time for reasons of cost-saving and because they are familiar with the university entrance exams for which the students are preparing. Therefore, there is no official or external oversight of any aspect of *juku*, be it in terms of teaching methodology, teaching materials, or anything else. This is a particularly jarring revelation when considering the prevalence of *juku* in Japan.

The *juku* sector is very large, and very influential. Dierkes (2008; 2010; Cited in Cook, 2013, p. 403.) has claimed that there are roughly 50,000 *juku* in Japan, and Pettersen (1993) and Roesgaard (2006) have both noted that the *juku* business brings in billions of yen in profits each year. These high figures are explained by the large customer base to which *juku* cater. Bray and Lykins (2012) state that 15.9% of elementary school children in Japan attend *juku*, and the levels of attendance gradually increase to the point where, in the third year of junior high school, 62.5% of students are regularly attending *juku* for tutoring after school (cited in Cook, 2013, p.403). Bray (2007) notes that roughly 70% of all Japanese students will attend *juku* at some point of their school life, and that this number has increased dramatically over the past few decades; more than doubling between 1976 and 1993 (p. 23). The increase in student attendance between elementary school and senior high school can largely be attributed to the wish to perform well on university entrance exams. While students may be concerned with studying various subject areas, depending on the course they wish to enter, Gilfert (1999) notes that most university faculties include English as a required subject. This makes English one of the most commonly taught subjects in *juku*.

It is clear that there is a huge amount of students studying English in *juku*, largely for the purpose of improving their university entrance exam scores, and sometimes just to improve their knowledge of

the language (O'Donnell, 2003). It is therefore surprising that, as I shall demonstrate in the following section, *juku* are generally under-researched.

Research into *Juku*

Bray (2007) notes that globally, private education is a huge business, but one "which so far has received little attention by researchers" (p. 18). Similarly, despite the prominence of *juku*, there has been very little research into them, particularly from ELT researchers.

It is not the case that no research into *juku* exists at all. Indeed, a small number of papers and books have been published. However, these studies are from fields as far apart as psychology (O'Neil and Fukumura, 1992) and Japanese studies (Rohlen, 1980), with many focusing on Japanese education or general education (Harnisch, 1994; Russel, 1997; Roesgaard, 2006). These pieces of research have great value in terms of putting the *juku* system in context, and analyzing its social status and utility. However, there are very few articles which focus directly on ELT, which is surprising given: a) the amount of English taught in *juku*, and b) the level of research carried out in other ELT contexts in Japan.

Of those papers which do focus on ELT, a handful of studies have been published exploring things such as methodology, student experiences, and teaching materials. Takigawa (2005) investigated the effects of communicative tasks on grammatical form uptake in *juku* schools, finding evidence that the adoption of communicative methodologies in *juku* could help improve students' language skills. Lieske (2004) looked at attitudes towards English among university students who had previously attended *juku*, concluding that they do not have a detrimental effect on attitudes towards English. O'Donnell (2003) found that students differ in the reasons given for attending *juku*, with some attending purely to pass exams, and some seeking to improve their overall English proficiency. Lowe (2013) analysed *juku* teaching materials in terms of gender representations, concluding that they featured problematic and stereotypical representations of females. It seems from this research that there are several areas of study into *juku* schools that could be informative and useful. However, in the ELT literature *juku* are very rarely mentioned in any context other than their relationship to university entrance exams. Despite the research potential of *juku*, in the next section I will provide some data to highlight the extent to which *juku* have been under-represented in ELT research when compared to other educational contexts in Japan.

The Scale of the Problem

In order to illustrate the extent to which research into English education in *juku* has been neglected, this section presents some data comparing the amount of published research on *juku* to the other sectors discussed earlier; elementary school, high school, university/junior college, and *eikaiwa*.

This data was collected from the Japan Association of Language Teaching (JALT) publications archive. The purpose of collecting this data was to illustrate the point made in this article - that *juku* are comparatively under researched - rather than to provide solid figures on the total amount of ELT research carried out in each of these sectors. As such, I chose to focus on one organisation which I felt would be most likely to represent the balance of research in the field. JALT is the largest language teaching organization in Japan, and therefore data taken from JALT publications is likely to be representative of the major concerns of researchers in the country. Similarly, I chose to focus on the largest research publication in the organization, the *JALT Journal*, as I felt this would give a representative sample of research that has been produced in the Japanese context. JALT was chosen over other large language teaching organisations in Japan such as the Japan Association of College English Teachers (JACET), because these organisations have a specific institutional research focus (colleges and universities in the case of JACET).

Papers were analysed from all issues of the *JALT Journal* between 1979 and 2014, and were classified into five categories based on the context in which the research was carried out: elementary school, high school, university/junior college, *eikaiwa* (usually referred to as some variation of private schools for adults in the literature), and *juku*. Universities and junior colleges were combined into one category as they are both post-secondary institutions. A paper was considered to belong to these categories if it focused on any of the following areas of the context in question: participants (either teachers or students), materials, methodology, assessment, motivation, policy, or instructional principles. Papers which discussed two or more contexts (as in a comparative study) were counted in both categories. In order to avoid ambiguity, studies were not included in the category if they took place outside of Japan, such as university students studying abroad. The data is presented in Table 1.

From this it is clear that, when compared to other areas of research interest, *juku* have received almost no attention from researchers in the field of ELT. Universities, junior colleges, and high schools have all been significantly researched over the past three

and a half decades, with university-based research being by far the most prominent. *Eikaiwa* have received only a little attention, with three pieces of research being carried out. Elementary schools are also under-represented; however this is probably due to the fact that elementary schools only recently began to feature mandatory English education. While elementary schools and *eikaiwa* received only a small percentage of research attention, they still featured more in the literature than *juku*, which were only prominently featured in one piece of research, and even this research was largely about the attitudes of university students towards English (O'Donnell, 2003). The point of this analysis was not to claim that no research into *juku* exists in the field of ELT at all—as described earlier, a few papers have been published on the topic—however it does show that *juku* are underrepresented when compared to other contexts in Japan in which English education is taking place. In the next section I will propose and discuss some of the reasons why this may be the case.

Table 1. Papers Published in Different Contexts in the *JALT Journal*

Elementary School	High School	University/Junior college	<i>Eikaiwa</i>	<i>Juku</i>
5	42	83	3	1

Why No Research?

There are several reasons why research may not have been carried out in *juku*. I shall provide some of these reasons below and, where necessary, argue why these objections are not valid.

Researchers Do Not Work in Juku

It is often the case that researchers focus on contexts which are easily accessible to them, and most researchers are employed at universities. This seems like one likely explanation for the fact that the balance of research tilts strongly towards universities. This is certainly a good explanation for why *juku* have largely escaped the attention of researchers; however this fact does not provide any reason why research should not be carried out in *juku* schools.

Juku Are Difficult to Access

Unlike state schools and universities which are often open to having research carried out in them, *juku* are private businesses which are not licensed nor subject to professional oversight. As such, they

may be resistant to having research carried out by people from outside of the company, as they may feel there is little benefit to doing so, or that the presence of researchers may actively disrupt or negatively represent their business. This problem may also be echoed in the concerns of parents, who could object to their children being the subjects of research and raise concerns about privacy and about strangers carrying out research with minors. These are serious concerns, and could cause difficulties for researchers trying to access *juku* for research purposes. However, these difficulties are similar to those encountered in much of the social science research, and making the effort to seek permission to conduct research in *juku* may provide rewarding new knowledge.

Juku Are Designed Only for Exam Preparation

With two major practical concerns already discussed, a final reason for the under-researching of *juku* may be a lack of motivation on the part of researchers to investigate these institutions. Researchers may feel that *juku* have a limited educational role—to serve as supplementary to regular education and aid students in passing their university entrance exams. As such, research into these schools would be limited and there would be less opportunity for researchers to pursue their own research interests than in other settings. This seems to be a good reason as to why these schools have not have been heavily featured in research.

However, this ignores the possible benefits that such research could have. As discussed earlier in this paper, research into *juku* has produced interesting and promising results in the areas of methodology (Takigawa, 2005), student perceptions (Lieske, 2004), and materials design (Lowe, 2013). More research carried out in the context of *juku* schools could help to improve the learning environment of these schools for students, and help them achieve their learning goals even if their learning goals are limited to exam preparation. In addition, research by O'Donnell (2003) suggested that many students attend *juku* in order to improve their English proficiency rather than just to pass exams, and as such there may be more opportunity for improvement in teaching and learning than is readily apparent.

It is possible that research into *juku* would not necessarily lead to changes in practice or to an uptake in recommendations by the schools in question. This would not be unusual, as there is rarely a clear and direct path by which research leads to better practice. However, this does not reduce the fact that research into *juku* has the potential to generate valuable and important insights and knowledge.

While the reasons outlined above help us to understand why there is currently a lack of research into *juku*, and identify some of the possible challenges of carrying out such research, they do not seem to provide a serious rationale for not carrying out such research in the future. In the next section I will discuss some of the possible paths future research may take.

Future Directions for Research

In the sections above, I have made a case for more ELT research being carried out in the *juku*. The question remains, however, of what form this research may take. When considering this question it would be instructive to look at the kind of research carried out in other contexts in Japan. In the introduction to this paper, I noted some areas which research has focused on in other contexts. In the following section I shall suggest which would be useful to research in *juku*, and provide some commentary explaining these choices. I believe that four key areas for *juku* research to investigate are:

- methodology
- teacher education and training
- teaching materials
- student and teacher perspectives

As research from Takigawa (2005) has hinted, studies into the methodology used in *juku* may be instrumental in increasing the effectiveness of teaching and retention of information among students. While the learning aims of these schools may be limited, research into methodology and classroom instruction could help students to achieve these aims more successfully, and thus be a valuable area of research.

As noted earlier, most teachers working in *juku* are not trained or licensed, and so their approaches to teaching may not reflect current trends in classroom practice. A focus on how teachers are prepared by their schools (if at all) would be interesting, and may help to inform in-service teacher education.

A study by Lowe (2013) found evidence of problematic gender bias in materials used in a *juku*. More research into this area would be needed to discover if this kind of issue is widespread, but it would certainly be of interest to researchers if potentially problematic material was being used during English education in *juku*.

As *juku* are focused largely (though not solely) on the teaching of grammar for the purposes of passing university entrance exams, there is a possibility that this may contribute to students having negative

attitudes towards future language study. Negative experiences have been shown to influence negative future attitudes towards language study (Kimura, Nakata, and Okumura, 2001), and therefore research into whether this was the case would be extremely helpful.

These are some possible areas that research into juku could focus on. However, it is possible that more avenues of research could open in the future. These preliminary suggestions should at least provide some directions for initial research and pilot studies to take.

Conclusion

In this paper I have argued the need for more research into ELT in juku. I have reviewed the literature showing that juku are extremely prevalent in Japan, with roughly 70% of Japanese children attending them during their schooling. I have also argued that many, if not most, of these children will study English in juku. Despite the prominence of the the industry, I have demonstrated that juku are underrepresented in ELT research in Japan, and discussed some of the possible reasons for this. Finally, I have laid out some areas that research into juku could take.

As an industry which is such a prominent part of English education in Japan, it is surprising that so little research has been carried out into juku, and I hope this paper has gone some way toward demonstrating the need for more research into this context to be produced in the future.

Acknowledgements

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Jonathan Reingold

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 the guidelines on our website below).

Email: <my-share@jalt-publications.org> Web: <<http://jalt-publications.org/lt/departments/myshare>>

Happy New Year and welcome to another installation of My Share! We are kicking off 2015 with a piece from Shaun Iwasawa, who shows us how to facilitate pair conversation practice with clock-like precision and efficiency. Following that, Dillon Hicks explains how to turn an interesting short movie into a fun way to practice listening comprehension and the grammatical elements of storytelling. Next up, Jin Ha Woo promotes English-language online research skills by having students role-play as office workers planning a corporate get-away for potential clients. Last up to bat, Gary Wolff helps us energize the classroom and cover a more artistic side of spoken English by breaking down songs into a series of bite-sized mini-activities. We hope you'll try out these innovative lesson ideas in your own classrooms and start off the New Year with a bang. And to all of you with a brilliant lesson plan gathering dust on your mental shelf, make it this year's resolution to put it down on paper and send it our way.

A More Effective Way to Induce Conversation

Shaun Iwasawa

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Quick Guide

- » **Keywords:** Speaking, question comprehension, follow-up questions
- » **Learner English level:** Middle school to university level
- » **Learner maturity:** Middle school to high school
- » **Preparation time:** 0-20 minutes
- » **Activity time:** 10-25 minutes
- » **Materials:** Questions and follow-up question cards

A common problem associated with free speaking activities is keeping students on-task and using the target language. This activity keeps students focused through rotation, clearly outlined task goals

and, of course, rock-paper-scissors. It can be adjusted to any level and geared toward specific grammar points or vocabulary.

Preparation

Step 1: Choose a topic, grammar point, or vocabulary words.

Step 2: For higher level or energetic students, decide on a topic and have students yell out questions based on the topic. Write these on the board. For students for whom this would be difficult, prepare cards with questions and follow-up questions. Avoid yes-no questions.

Procedure

Step 1: Arrange the desks in a row or rows in the room and have students pair off before standing on either side of each desk. Having students stand keeps the activity flowing smoothly. If you have made cards, give each pair a card.

Step 3: Have students play rock-paper-scissors. The winner chooses a question from the board or reads the question card aloud.

Step 4: The partner gives an answer using a complete sentence.

Step 5: Instruct students to rotate and repeat the activity with their new partner.

Step 6: After the first round, introduce the follow-up questions. Depending on the level of the class and how long you want to run the activity, students can simply ask the winner the question or the winner can require the loser to provide further information. For instance, if a student asks, "What is your favorite food?" and the answer is, "Ramen," a follow-up question might be, "What flavor ramen do you like?" The one asked the question should then reciprocate.

Conclusion

This activity keeps students focused through structure, physical movement, and high-paced pair rotation. A further advantage is that it can be

adjusted to any level or be structured to review a specific grammar point or vocabulary. It is easy to prepare and can be used as a warm-up or 20-25 minute activity.

Supported Dictation: The Combination of Discussion, Autonomy, and Video

Dillon Hicks

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Quick Guide

- » **Key words:** Dictation, repetition, fluency, interaction, discussion
- » **Learner English level:** Novice - High and above (ACTFL scale)
- » **Learner maturity:** Junior high school or higher
- » **Preparation time:** 20-30 minutes
- » **Activity time:** 30-40 minutes
- » **Materials:** A video clip, preferably a 5-7 minute complete story without dialogue, such as animated short films produced by Pixar studios (e.g., *Presto*, *For the Birds*, *Geri's Game*, etc.). A short narrative that describes what is happening in the video. A classroom with video capabilities to show the completed narrative and the video. Lastly, a worksheet to guide discussion (see Appendix B for an example worksheet).

Learners complete a dictation from verbal input, group discussion, and video. The primary purpose is to draw learners' attention to grammatical functions and deepen fluency through discussion and video. Students will mainly use listening and writing skills, in addition to speaking for interactive portions of the activity.

Preparation

Step 1: Locate a suitable video (YouTube and Vimeo offer a wide selection) and divide it into two to three minute segments. It is important to choose something that the students find relevant and have interest in. Next, create a narrative for each seg-

ment that is appropriate to the level of your learners (an example can be found in Appendix A). Choose appropriate target language, vocabulary, sentence length, and overall script length.

Step 2: Prepare a laptop and projector to show the video to students.

Step 3: Print copies of the worksheet that will be used to guide dictation (an example can be found in Appendix B).

Procedures

Step 1: Lead in with brainstorming about childhood stories or the video's setting and storyline.

Step 2: Introduce the story. Tell students that they will transcribe the narrative in full.

Step 3: Distribute the worksheet to students

Step 4: Read the narrative to the students at a natural pace with natural pausing. Students only listen. Once finished, elicit words that the students understood and write them on the board.

Step 5: Read again while students take notes. Students will only be able to write short phrases. After the reading finishes, students will compare notes and hypotheses concerning the content of the story in pairs.

Step 6: Remind students that it is their responsibility to understand the content and complete the dictation. In this final reading, the students are allowed to use pre-taught phrases to control the teacher. For example, as the teacher reads, the students can interject with "Could you speak more slowly?", "Could you repeat number ##?" or "How do you spell _____?" Once you reach the end of the story, reading is finished.

Step 7: Display the narrative script on the projector. Students check their scripts against the model. Differences should be marked in red to draw the students' attention to common errors.

Step 8: Ask students some comprehension questions to confirm they understand the story. Follow up with some inference questions about what they think will happen next. Time should be made for discussion before taking answers.

Step 9: Lastly, present the video to the students. The teacher may decide to narrate the video as it plays.

Step 10: Have students complete the follow-up questions on the worksheet and discuss them in plenary.

Alternative Activities and Alterations

As a fluency development activity, students can also try to narrate the story in pairs as the video plays. Over several rounds, the speed of the video could be increased for an additional challenge.

Conclusions

With the inclusion of technology, group work, clear goals, and a degree of autonomy (controlling the teacher), it has been my experience that this activity intrinsically motivates students to focus on meaning and listening fluency, while maintaining the attention to linguistic form that is inherent in dictation activities. Also, using multiple segments over several classes can be useful for providing opportunities for discussion through the use of inference and review.

Using Smartphones for Business English Tasks

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Quick Guide

- » **Keywords:** Business English, educational technology, smartphone, group work, motivation
- » **Learner English level:** Low-intermediate to advanced
- » **Learner maturity:** University
- » **Preparation time:** 5-10 minutes
- » **Activity time:** 20 minutes
- » **Materials:** Smartphones, white board/chalk board or PowerPoint

Students use smartphones to conduct daily research in their native language. Teachers can incorporate smartphone research in business English tasks to familiarize students with conducting research in English. This allows students to break their translation habits and increase their English reading skills. Students will also be further motivated to use English as they encounter useful online information in English.

Preparation

Step 1: Write on the whiteboard/chalkboard or create a PowerPoint with a simplified definition of *corporate entertainment* and a business situation where students would need to find three places, in their respective cities, to take foreign clients.

Step 2: Prepare an example place and travel websites to which students can refer.

Procedure

Step 1: Briefly review the meaning of *corporate entertainment*. Explain that students will use their smartphones to find three places to take their foreign clients. Emphasize that they are trying to persuade their foreign clients to collaborate with them on a major international project.

Step 2: Demonstrate how you found your example place and recommend any travel websites to which students can refer.

Step 3: Divide students into groups of three to four. Have them begin their smartphone research and emphasize that the research should be conducted in English.

Step 4: In 10 minutes (may vary depending on proficiency level), have students report on their three places and explain why they recommend these places.

Conclusion

The unlimited availability of online information allows teachers to adapt this activity to other topics in their classes. For example, students can plan a course schedule for a study abroad activity or find recipes for a holiday dinner activity. Students can share their information in an informal presentation or discussion. Teachers can also use smartphone applications innovatively to have students share their information in a brief summary e-mail or by posting pictures with captions on an online class forum.

Using smartphone research will lead students to recognize the value of smartphones as a tool to further their English education. Smartphones are steadily becoming an integral part of students' daily lives as well as their future academic and work career. Teachers have an opportunity to teach students how to mindfully use their smartphones to enhance their English education. When smartphones are used consistently in class activities, students will become self-motivated and discover new ways of using their smartphones to learn English.

The Motivating Magic of Songs in the EFL Classroom

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Quick Guide

- » **Keywords:** Songs, motivation, EFL, lyrics, reductions
- » **Learner English level:** High-beginner and above
- » **Learner maturity:** High school and above
- » **Preparation time:** 15-20 minutes
- » **Activity time:** 30-40 minutes
- » **Materials:** English-language song, audio source for the song, lyrics, music video, textbook (optional), tablet PC with karaoke application (optional)

The link between music and language acquisition has been established by scholars across academic fields. It quickly becomes clear that students are motivated to learn English by listening to and singing English-language songs, so it is no surprise EFL professionals have long made good use of music in their classrooms. Whether improving students' listening or helping them to learn new vocabulary, grammar, idioms, or colloquial English, the pedagogical options for using music in the classroom are virtually limitless.

Preparation

Step 1: Choose easy, short, and well-known songs under 4 minutes. Ballads and movie themes work well, but be sure they are not too difficult for students to sing. As much as students *love* listening to *A Whole New World* from *Aladdin*, it is almost impossible for them to sing along.

Step 2: Print out lyrics, which can be found online, from the CD jacket, a songbook, or a textbook. *Songlyrics.com* probably contains every English song on the planet and features a pop-up audio player, allowing you to listen to the song while you sing or read along.

Step 3: Make a gap-fill exercise from the song lyrics. In some textbooks, there is a cloze exercise already provided for each song (see Appendix). For some

songs, the first letter of the deleted words is given to assist lower-level students.

Step 4: In the previous class, assign the song on the class webpage as homework and ask students to become familiar with the lyrics and tune beforehand.

Procedure

Step 1: Briefly discuss the artist's background and history of the song.

Step 2: Play the song and ask students to listen only for the emotions and mood they feel. To maximize the emotive impact, I ask students to close their eyes and try not to listen to the lyrics yet, instead focusing on the melody, instruments, and singer's voice.

Step 3: Project the gap-fill exercise onto a screen or onto student monitors and ask students to write down the missing words as you play the song twice.

Step 4: Show the missing words and ask students to check their answers.

Step 5: Briefly discuss the meaning of the lyrics and any difficult vocabulary or idioms. Explain reduced forms, such as *gonna*, *wanna*, *doncha*, and *whadd-aya*, which are common in songs.

Step 6: Read the lyrics aloud, pausing at the end of each line. Ask students to repeat after you in choral response. This is a good time to emphasize correct rhythm and stress patterns, as well as to focus on any words that are difficult to pronounce.

Step 7: Everyone sings the song! Encourage students to try and match the singer's tempo, rhythm, and intonation. Not everyone is crazy about singing. For less enthusiastic students, I suggest requesting that they simply say the words as the rest of us sing.

Step 8: Encourage students to sing the English songs they have learned in class the next time they sing karaoke with their family or friends.

Conclusion

Although more complex lesson plans can incorporate activities like dictation, sequencing lyric strips, musical bingo, and original lyrics rewriting, I have found that keeping musical lessons short and fun keeps students eagerly looking forward to learning through music. I have also observed that fun music lessons can also have a spill-over effect of increasing student interest in other classroom activities and motivation for learning English in general. Music has the added benefit of helping them learn about foreign culture as well.



Robert Taferner

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.

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This month's column features Edward Van Der Aar's review of *Weaving it Together 1*.

Weaving it Together 1: Connecting Reading and Writing 3rd Edition

[Milada Broukal. Boston: Heinlein, 2010.
(Included: Audio CD) pp. viii+190. ¥3,610.
ISBN: 978-1-4240-5603-3.]

Reviewed by Edward Van Der Aar,
Okazaki Women's University

Weaving it Together 1 is part of a four-book series which aims to improve both students' second language writing and reading abilities through a combination of individual and co-operative learning exercises. At the heart of the textbook lies the central premise that: "... reading and writing are interwoven and inextricable skills" (p. 4). This text is suitable for lower intermediate ESL or EFL students in a high school, college, or university.

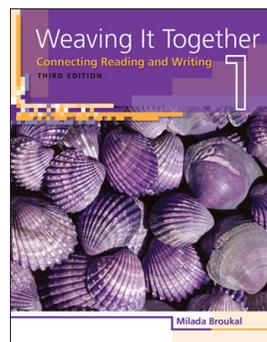
The pedagogical approach at the core of the text, where explicit writing practice is coupled with extensive reading, is reflective of current first and second language literacy research (Ferris & Hedgcock, 2013). The textbook is clearly structured, engaging, and systematic in its reading to writing approach. All four books in the series consist of eight thematic units, each of which is separated into two chapters. The chapters share the same theme, for example *Unit 5 Food* has chapters titled, *For the Love of Chocolate* and *Coffee: The World's Most Popular Drink*. Each chapter contains eight activities presented in the same order and to be completed in generally the same way. The majority of the lesson focus is split somewhat evenly between reading and writing activities, with speaking activities taking a limited role.

Students begin each chapter working with a piece of text after a brief pre-reading activity which

generally involves an introduction to the topic and some group discussion. The passages presented are approximately 300 words in length, and whilst graded compared to native materials, were challenging for my lower intermediate classes. Each passage contains a grammatical structure which later forms the focus of the writing section. In the reading stage students can see how the structure functions rhetorically and linguistically. This reading to writing approach takes advantage of the complimentary nature of the two skills, allowing students to draw on what they learn here as readers when they transition to being writers.

Following the text, students begin the transition from reading to writing by working through vocabulary building exercises. These activities help give a clearer understanding of the text and topic. They varied across chapters helping to maintain student interest. Some students commented that owing to the exercises they could more easily draw upon the new words in the later writing activities. This made them feel like they had achieved tangible progress. Following the vocabulary exercises, there are reading comprehension questions which encourage responses written in full sentences. I found this step invaluable as it gave students much needed writing practice at the sentence level. Following the writing sections two sets of questions are given to allow students a chance to discuss the topic in more detail in groups. These questions generated lively discussion and some students' writing contained ideas that they developed in the discussion. The last half of each chapter is devoted to writing.

The writing section of each chapter starts with a concise description of a grammar point, such as the comparative forms of adjectives. The explanation is quite clear, however, if your students are unfamiliar with grammatical terms in English, the explanation does require an investment of class time. After the



explanation there are exercises which focus on practicing the grammar point, generally giving learners many opportunities to write full sentences. Both the functions and the forms of the grammar points are familiar to the student from their inclusion in the reading passage. Their explicit practice allows for meaningful writing activities to be undertaken confidently. After the grammar practice activities, students are prompted to write freely. In the earlier chapters at the sentences level, progressing to paragraphs in the later units.

There are almost no drawbacks to the text, other than two slightly problematic areas. The level of difficulty of the introductory text and discussion questions was a concern. My students, Japanese 1st year university students who are not English majors, were often unable to answer the critical thinking questions satisfactorily, though all other activities presented no problems. Seeing as the text is not aimed at improving oral ability this is a

minor obstacle, but it did interrupt lesson flow. The second issue relates to the purposeful layout of the text. Writing skills learned in earlier chapters are applied and improved upon in later ones as the text progresses. Studying units out of order or omitting any chapters would increase the difficulty of writing activities in later chapters.

Instructors looking for an engaging text which allows students to improve through each unit, without feeling overwhelmed, would be pleased with this choice. All exercises and activities have been well thought out, leading to an easy to use and accessible text for both instructor and student.

Reference

Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice* (3rd ed.). New York: Routledge.

Resources • Recently Received

Steve Fukuda

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

AFP: World News Report 2—Shishido, M., Allen, B., & Takahashi, M. Tokyo: Seibido, 2014. [16-unit integrated skills text designed with up-to-date AFP video material incl. student DVD, teacher's manual, classroom DVD and CD, and Linguaporta access].

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[RESOURCES] OUTSIDE THE BOX



Adam Lebowitz

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

Email: <outside-the-box@jalt-publications.org> Web: <<http://jalt-publications.org/tlt/departments/outside-the-box>>

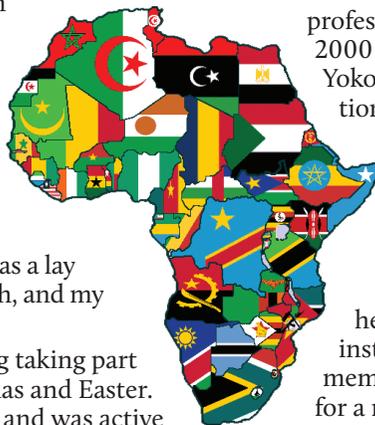
In Part 2 of *U of Tsukuba instructor Sam Nfor's life story*, he describes the interest in theatre that brought him here. Drama informs not only his approach to ESL, but is integral to his life. The take-away: Personal commitments should always underlie our pedagogical choices. Our students deserve nothing less.

To the Land of the Rising Sun: My Journey

Sam Nfor

My journey from Cameroon to Nihon is a unique one. Theatre, which has informed my life for as long as I can remember, brought me to this country. Initially, I was exposed by the religiosity of my parents, who got me active in children's Sunday school activities from an early age. My late father was a lay preacher in our local Baptist church, and my mother is a church elder.

I developed my interest in acting taking part in religious plays to mark Christmas and Easter. I joined a high school drama club, and was active in the University of Yaoundé theater troupe as an undergraduate. While working on my Master's degree in Theater Arts, I became artistic director of the Gong Theatre, a semi-professional troupe I created with friends.



Upon graduation, I decided to go professional. With friends, I toured the country doing performances based on students' examination syllabi reinforcing through theatre their classroom learning. Also, we were involved with consciousness raising and mobilization on issues like governance, democracy, human rights, rights of women and girls, and certain harmful aspects of traditional culture. We also addressed crises of corruption and embezzlement.

As expected, sponsorship was rare and the theatre-going public in Cameroon timid. I taught high school literature as a side job. I also worked on the organizing committee of the annual Cameroon International Theatre festival that brought together professionals worldwide. There in August 2000 I met Japanese stage designer Odagiri Yoko of The Japan Center of the International Theatre Institute who directed a stage design workshop. She recommended me to The Agency of Cultural Affairs and I won a one-year fellowship to study Noh and Kyogen in 2001.

I have since played leading stage roles here and used drama activities in English instruction. Two major successes are memorable: taking 10 actors to Cameroon for a multi-cultural performance in 2005 on a Japan Foundation grant, and singing the Cameroon national anthem solo at the National Stadium in Tokyo before a friendly soccer match. I plan to continue to live here and exploit the many opportunities available.



Edo Forsythe

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.

Email: <tlt-wired@jalt-publications.org> Web: <<http://jalt-publications.org/tlt/departments/wired>>

Using Send to Dropbox to Submit Audio Recordings from Mobile Phones

Richard Hawking

<rhawking@obirin.ac.jp>

J. F. Oberlin University

Teachers often require students to submit work in digital formats such as sending email attachments, uploading to a learning management system (LMS), sharing via a cloud-storage service, or even handing in a USB memory stick. However, students often must complete several steps to submit their work, and teachers must then complete several steps to organize the files. This can be a burden to people who are not tech-savvy or are very busy.

This article will introduce a method that is extremely easy to use, and is particularly applicable to voice recordings created on students' mobile devices. The workflow explained here focuses on recording and submitting voice recordings using mobile phones, but the key web service which enables it, Send to Dropbox, can be used to submit any digital work from any mobile device or computer, with the proviso that the files are not too large to be sent by email.

About Send to Dropbox

Send to Dropbox <<https://sendtodropbox.com>> is a free service (a pro account is also available) that provides a special email address which saves any email attachments sent to that address immediately to a folder in one's Dropbox. You do not receive the email, just the attachment, though you can also configure the service to receive any text in an email as a text file. Of course the teacher needs to have a Dropbox account, but the students do not—they simply need to send their work as an attachment to the @sendtodropbox email address. Files appear automatically in a folder in your Dropbox, with no additional steps required. Sharing the public link to

the folder with your students provides them with immediate access to their files. This allows them to do listening activities or peer-assessment tasks without any further intervention from the teacher.

A free account provides a single @sendtodropbox email address, which is automatically created and cannot be changed. A pro account allows unlimited, changeable email addresses.

Figures 1 through 4 show how to configure Send to Dropbox to create folders for the audio files based on the email address and email subject lines, but the best way to familiarize yourself with the functionality and settings of the service is to create a free account and experiment.

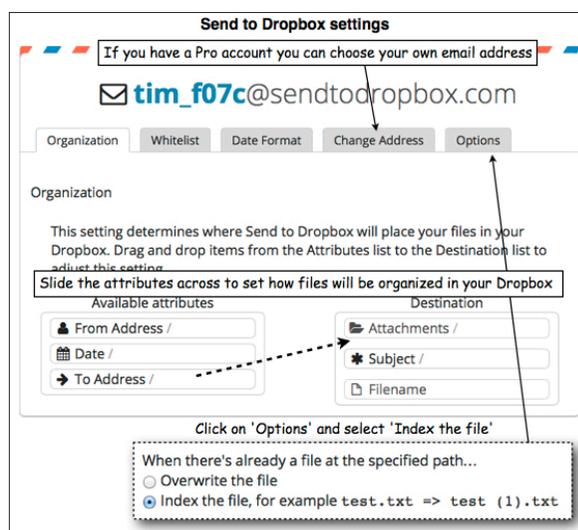


Figure 1. Send to Dropbox settings.

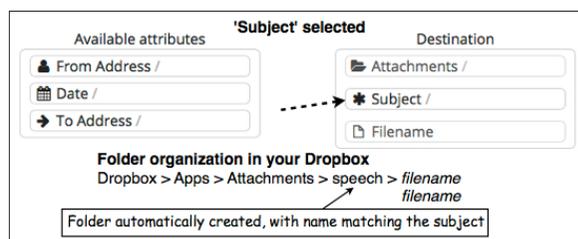


Figure 2. Selecting the email subject as the destination folder.

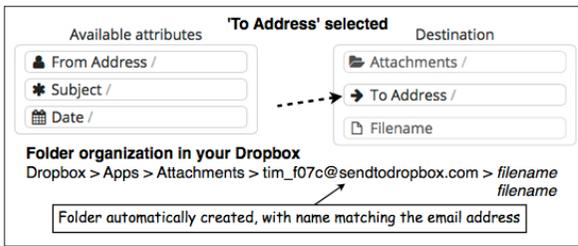


Figure 3. Selecting the Send to Dropbox email address as the destination folder.

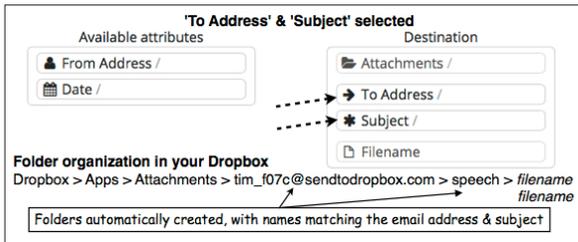


Figure 4. Selecting both the Send to Dropbox email address and the email subject, to create destination subfolders.

Mobile device recording apps

Before beginning, ensure that your students have a suitable audio recording app on their mobile device. Recommended apps should meet the following criteria:

- are free or already on the device,
- are easy to use,
- allow for renaming of files,
- allow for emailing of files, and
- record in a suitable file format (small file size, with wide playback compatibility).

The most suitable formats are m4a, mp3 and mp4. Other formats are likely to generate files that are too large for emailing, or will have compatibility issues when attempting playback.

At the time of writing this article, these apps meet all the requirements:

iOS

- Voice Memos (Apple’s pre-installed app)
- Recordium Free <<http://goo.gl/S5dC7V>> (records as mp4 at good quality)

Android

- H-Q MP3 Free <<http://goo.gl/WMZvUg>>

It is important to remember that mobile device operating systems and apps are constantly chang-

ing, so teachers should thoroughly research apps before recommending them to students.

Beginning the activity and setting a recording task

It is a good idea to do a test-run with your class, before setting any formal recording tasks. Have students quickly check to see if they already have a suitable app, and ask them to install one if they do not. Have the students record a simple “Hello, my name’s ...” message. They should rename the audio file and send it to the @sendtodropbox email address. Encourage students to ask each other for assistance. Open up the Dropbox folder on your own mobile device or classroom PC, and check to see which files are missing, or which students encountered problems. It is far easier to deal with problems and mistakes at this stage, rather than after assigning a formal task. Displaying the Dropbox folder to the class will help students understand how the system works, and they are usually impressed by how quickly they can access each other’s work.

Of course the tasks assigned will depend on the curriculum being followed and on the language level and interests of your students; but I have found the best tasks to be ones which encourage students to be creative, whilst also focusing on pronunciation, intonation, rhythm, speed, fluency, and language accuracy. It is even better if students’ recordings can be used to facilitate follow-up listening and productive tasks, as students are more likely to produce higher-quality work if they know it will be heard and judged by their peers.

If a suitable task does not immediately spring to mind, the *Voice Recording in ELT* <<http://english-voices.weebly.com>> website has numerous suggestions for recording and listening tasks, along with links and tips to help teachers incorporate voice recording into their lessons.

As an initial task I recommend asking students to record a self-introduction speech, as it draws on personal information and does not require a lot of contextualizing and setting-up. The resulting recordings will lend themselves to follow-up listening and speaking activities, and will help you learn about your students—not only about their backgrounds and interests, but also their language levels and speaking skills.

If possible, help students understand the task by providing them with an exemplar, and spend some time helping them to brainstorm and organize their ideas into an outline of their speech. Teachers should also give them some advice on how to produce good-quality audio recordings, and readers are

welcome to use or adapt the tip list at <<http://goo.gl/MKGGK9H>>. Students can be given the freedom to decide if they want to write their scripts out in full, or to depend on notes and outlines while recording, but one should keep their own students' abilities and learning-styles in mind when setting the task.

Let your students know how long their recording should be (for this task, a 2:30 ~ 4:00 minute guideline is suitable for a mixed-ability class), and tell them the submission deadline.

Recording and sending

Stress that the goal is to produce the best-quality recording (content, language, and voice), and that to do this it will be necessary to record a number of times before producing work good enough to submit. This process of recording/listening/re-recording is just as important as submitting a finished product, as it enables students to recognize their strengths and weaknesses, and hopefully to become more independent learners, able to self-correct and improve.

Ask students to start each recording by saying their name, as this will enable the teacher to swiftly deal with files that are not named appropriately (full name + name of task).

After sending the file to the @sendtodropbox email address, students should wait a few minutes, and then access the public link to the Dropbox folder to check that their file arrived safely. It is a good idea to include the email address and public link on a handout used to introduce the task, or the link could be posted on an LMS or class website.

Follow-up activities and assessment

Teachers can start assessing the work as soon as it begins to arrive using whichever grading criteria is deemed appropriate. Having the files waiting in a single Dropbox folder helps to speed-up the assessment process.

However, in addition to assessing the students' proficiency, the recordings should be used for follow-up activities, and for self and peer-assessment. The nature of the activities will obviously depend on the recording task; but for the self-introduction speech, the students can listen to their classmates' recordings, writing memo notes and questions they want to ask to get more information. Then, they can interview other students, asking the questions they had written. This activity provides extra listening and speaking practice, and by collecting and checking their notebooks, the teacher can assess and help improve the students' note-taking and question-writing skills.

To facilitate self and peer-assessment, as homework, I require students to listen more closely to their own recording and to the recordings of some of their peers. Then they must complete a worksheet while focusing on pronunciation, intonation, vocabulary, and grammar. The following week the students are counseled individually, and there is often a high correlation between my assessment and their self-assessment. I also distribute anonymous peer-assessment slips, so they can see how their classmates rated their work. Examples of the self and peer-assessment worksheet are at <<http://goo.gl/WyFyAo>>.

Flexibility

The self-introduction speech task was spread over three class-meetings:

- Class 1: Introduce the task/listen to exemplars/record and send a test run (Homework: to record and send the file)
- Class 2: Listening, note-taking, question-writing/speaking activity (Homework: complete the self and peer-assessment worksheet)
- Class 3: Individual counseling and feedback

The smoothness of the Send to Dropbox + Dropbox public link process helps it accommodate a wide variety of tasks, timeframes, and workflows. Recording can be done in-class or as homework. Files can be accessed directly from the Dropbox folder, or they can be uploaded to an LMS. Listening can be done as homework or in class, and can be done directly on mobile devices or on a computer.

A recently conducted activity used Send to Dropbox to help students record chain-stories, working collaboratively to write and record short chapters. All recording and listening was done in the classroom using mobile phones, and after 90 minutes they had produced some impressive work. Though they could have worked collaboratively using an LMS as a hub, or uploaded and shared work through Google Drive, it would have been more complicated and time-consuming, and it is possible that the tools would have got in the way of the task.

The simplicity of Send to Dropbox + Dropbox public link has helped me incorporate more voice recording into my classes, giving the students more opportunities to work on their speaking and listening skills. I hope you will find it equally useful. Please feel free to contact the author at the address above if you have any questions about using Send to Dropbox, or about setting voice-recording tasks.



Malcolm Swanson

This column serves to provide our membership with important information and notices regarding the organization. It also offers our national directors a means to communicate with all JALT members. Contributors are requested to submit notices and announcements for JALT Notices by the 15th of the month, one and a half months prior to publication.

Email: <jalt-focus@jalt-publications.org> Web: <<http://jalt-publications.org/lt/departments/jalt-focus>>

Welcome to the New JALT Board of Directors

It does not seem possible that it is 2015 and the start of my 3rd year on the Board of Directors. Getting to work with the previous Board and this new Board is the kind of professional, but also personal, development that keeps me involved with JALT. Recent Directors Oana Cusen, Nathan Furuya, Buzz Green, and Roehl Sybing will all be taking a well-earned break, but we couldn't have done it without them. As much as we'll miss them, I'm sure they will also miss the work we did together these past two years and more.

We're a new Board with some fresh and some returning faces. Looking forward to two more great years of JALT.

Ted O'Neill, Director of Public Relations

Fred Carruth, Director of Membership: I am excited at the prospect of joining the Board although somewhat daunted by the challenges. Thanks so much to Buzz Green. I have enjoyed working with her these past years. I have (metaphorically) big shoes to fill.

Steve Cornwell, Director of Program: As we begin the new year, we are looking forward to JALT2015 at Granship in Shizuoka. It has been six years since we have been in Shizuoka and many JALT members are ready to return, hoping to catch a glimpse of Mt. Fuji. The conference team is working to make the conference as memorable as JALT2014 in Tsukuba was. Ah, JALT2014! What fond memories we have of a beautiful facility with Associate Members spread throughout the building from first floor to fourth, of a full three days of quality presentations, four if you count the Technology in Teaching workshops on Friday afternoon, and a wide range of social events including, but not limited to, the OUP Welcome Reception and Best of JALT Party. And the plenaries were interesting, entertaining, and educating. For up-to-date conference information, friend the JALT International Conference on Facebook, follow @JALTConference on Twitter, and stop by JALT homepage regularly: <<http://jalt.org/conference>>. Please search YouTube for "JALT2014" to subscribe to our new channel.

Nate French, Director of Records: I am really looking forward to being a member of the board. There are so many things to learn, but a big thank you to Roehl for doing such a great job before me and for helping me transition into this position. I believe that we have a lot of challenges in front of us, but I think that if we can work together we'll be able to do great things.

Aleda Krause, Auditor: A new year. A new JALT position—auditor. I'm looking forward to being on the Board again and helping steer the JALT ship into new waters. Caroline will be a hard auditor to follow, but fortunately she'll be around to help me. Thank you in advance for all the help you are all going to give me!

Kevin Ryan, Director of Treasury: I am happy to give Oana a break in Treasury duties, and realize after the conference how well she has streamlined the financial dimension of JALT. She will be a tough act to follow. I am looking forward to working with the other Board Members and the officers on the EBM, as well as the regular members, to get through this financially difficult time. We all have our work cut out for us.

Richmond Stroupe, Vice President: The next two years will present many challenges for JALT, but always with challenges come opportunities. I am excited about the possibilities that are ahead for our association, and I am so pleased to be working with the other professionals and friends who are board members, and the countless other volunteers around the country who dedicate untold numbers of hours and amounts of energy to local, regional and national programming, publications and social events. Much appreciation and gratitude to Nathan for trying to get me ready to take on this responsibility, and for being there for guidance in the months ahead!



Nov. 20–23, 2015

Shizuoka Convention & Arts Center "GRANSHIP", Shizuoka City, JAPAN

*Call for Presentations open until Feb 15, 2015



Mitchell Fryer

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.

Email: <showcase@jalt-publications.org> Web: <<http://jalt-publications.org/tlt/departments/showcase-members-profile>>

From this issue, Mitchell Fryer will be taking over as editor of the Showcase column. I have really enjoyed serving as editor of Showcase for the last three years, and I would like to thank all of my authors for their contributions, and the TLT team for their support over the years. I hope Mitchell gets as much out of editing the column as I have. (Kristen Sullivan, former editor of Showcase).

Mitchell Fryer

G'day everyone. My name is Mitchell, and I'm happy to be taking over from Kristen as the editor of Showcase. I'm sure you'll all agree Kristen has done a wonderful job over the past three years. I'm looking forward to introducing various people within JALT, their experiences, and the projects that they have been involved with in the upcoming issues. In this issue, I will start by introducing myself and how my experiences with Study Abroad (SA) have shaped my life both personally and professionally.

I first came to Japan in November, 1998, on what I thought was going to be a six month SA visit. Like many other people who travel abroad with the intent to learn and experience a new culture, I planned to engage myself in some formal language and cultural study before returning home to Australia. At that time I had not the slightest inkling of how SA would become such an important and central part of my life both personally and professionally. Fifteen years later I'm still here, married and with a young family and with SA an important part of my life through my involvement in high school and university level academic and sporting SA as well as my own family's sojourns abroad.

I met my wife as a result of her SA to New Zealand. After spending four years of tertiary study in the North Island and becoming a huge rugby fan, she returned to Japan. We met through mutual friends who played and were involved in rugby and SA and soon realised we had so much in common as a result of living and studying abroad. It was the passion we share for learning languages and experiencing new places and cultures as well as our similar experiences that brought us together and that guide our educational goals for our seven-year-

old daughter. As a family we enjoy traveling abroad every year to pursue these goals.

After spending my first five years in Japan teaching at *jukus*, kindergartens, elementary schools and junior colleges I received an offer to work at Shigakukan High School, a new coeducational school that was looking to start a SA program to New Zealand. It was a great experience being involved in getting the program off and running and helping the students to achieve their dreams and goals. The program sends students individually to various schools in the Auckland/Hawkes Bay area for one year and has continued to grow and become a well-known high-school SA program in the Nagoya area. Many of my former students now work in jobs using both English and the skills they acquired during their time abroad.

After moving on from Shigakukan High School I began working part-time at other high schools and universities in Nagoya while I completed my Master's Degree. I began my Masters in Applied Linguistics at Macquarie University in 2010 and I chose to incorporate SA into my MA thesis by investigating self-theory (Markus & Nurius, 1986) and the contextual elements relating to SA and their influence on the participants' L2 self systems (Dörnyei, 2005). It was also at this time that I was very fortunate to have a chance to teach something I'm very passionate about: rugby. I coached at high schools and universities and through coaching I was able to encourage many players to study English more extensively. Several of my players went on rugby SA to Australia and New Zealand to improve both their English and rugby skills and to chase their future dreams. Once again I was involved in SA, this time through rugby and it is being recognised as an international sport that both promotes and requires language learning.

More recently I have been involved in the SA program at Aichi Gakuin University (AGU) in the Faculty of Letters. I began at AGU in 2011 and I've been enjoying my classes in the Global English department incorporating SA preparation type lessons and discussions in my oral communication and cultural understanding lectures. In addition, I

am also very passionate about the Oceania lectures, as these focus on my home, Australia. These classes give me the opportunity to discuss with students about their experiences in Australia and with SA in general, and it is very interesting for me to see the ongoing influence their time abroad has on their learning and lives.

SA continues to be a major part of my life, both for my family as we strive to reach our biliteracy goals, and in my work where I am involved in preparing students for SA and through my involvement in attempting to improve the experiences for students through various ongoing studies. I am currently exploring the contextual elements that influence SA experiences and learning. My aim is to identify how these elements influence the self of SA students in addition to the role, importance, and perceived benefits of self-theory for students involved in SA. Through my own unique journey and experiences I have been able to pass on to my family

and to my students the benefits of SA as well as the important and wonderful role it can play in their lives to help them find their direction forward.

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Mitchell Fryer has been involved in EFL in Japan at the secondary and tertiary levels for 10 years. He holds both an MA in Education and an MA in Applied Linguistics and is currently a PhD candidate at Macquarie University. His research aims to identify and understand the role of self-theory for SA students and the contextual factors that both facilitate and lead to changes in L2 motivation.

[JALT FOCUS] GRASSROOTS OUTREACH



David McMurray

Grassroots Outreach (GO) is 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 GO editor invites 750-word reports, essays, and interviews about grassroots movements going on inside and outside of Japan that can change the way second languages are learned.

Email: <go@jalt-publications.org> Web: <<http://jalt-publications.org/tlt/departments/grassroots-outreach>>

Haiku in Death and Rebirth

David McMurray

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There is a limit to the number of syllables allowed in the creation of haiku, yet the meaning expressed by this shortest poem in the world can be vast and timeless. It is fitting, therefore, that the first winner of the scholarship to honor a president of JALT who passed away while serving in office chose to speak about haiku. Two other presidents who have died also had close ties to this form of literature. Originally composed in Japanese, the literary form is penned in 56 languages today. It is so popular that a former minister of education suggested that haiku should be listed as a UNESCO intangible cultural heritage (Nojima, 2014).

Kevin Michael Cleary served as president of JALT from 2010 until he died January 16, 2014 at the age of 51. Having traveled extensively in Europe, North America, and Asia to fulfill his duties as president of JALT, it seems appropriate that the first winner of the scholarship that bears his name was invited from the Philippines. It was prescient that Milagros Carreon Laurel chose to speak on haiku as the inaugural Kevin Cleary Invited Speaker to the JALT International Conference. The professor at the Department of English and Comparative Literature of the University of the Philippines decided to talk on *Haiku as Life, Life as Haiku*, noting that greater student mobility has turned the 21st century Asian classroom into a multicultural setting where students can share cultural treasures such as haiku. Laurel (2000) suggests that haiku allows for occasions to reflect, and these meditative qualities enhance intercultural communication. Laurel (2014) claims that the succinct form of literature engages students “in both creative and critical thinking and expression—skills that language learners must develop to become effective participants in conversations that transcend borders.”

Gene Van Troyer was a former president of JALT (1996-2000) who died July 17, 2009 of cancer at the age of 58. He often introduced himself as a poet and science fiction writer, though he worked as an English teacher in Gifu and Okinawa. Van Troyer's (2007) science fiction poems were composed of haiku-like stanzas. This is the third stanza of "Falling Astronauts."

*Shall we fall forever? The Earth
falls forever, night skies snared
with starlight! She is never lost.*

Van Troyer (2007) sub-titled his poem "Dancing on the great void," a haiku sequence.

*What is it, this dream
turning in me like the clouds
blazing with moonbeams?*

Shigeo Imamura coined the name "Japan Association for Language Teaching" while serving as JALT president from 1991 to 1993. He taught English at Himeji Dokkyo University until he passed away on December 24, 1998 at the age of 76. Imamura's (2001) posthumously published memoirs contain references to learning haiku while he was an elementary school student and to translation work as an associate professor at Ehime University in Matsuyama from 1962-63. Notes from the editor (Imamura, 2001, p. 170) cite Keene (1984, p.106) on how the writer Soseki Natsume commemorated his association with his colleague Masaoka Shiki with a haiku he captioned, *Hearing in London the News of Shiki's Death*.

*See how it hovers
In these streets of yellow fog
A human shadow*

Akito Arima, a veteran haikuist and former education minister, guided poets, academics, and students from Russia, England, Canada and Japan on a haiku walk during the 29th National Cultural Festival held in Akita. The following haiku is translated from the haikuist's original in Japanese: *rakugoka no shi ga katasumi no fuyu no rai*.

*Obituary
storyteller's name
winter thunder*

The president of the Haiku International Association lectured an audience at the Akita International University in an effort to convince them that haiku

should be added to UNESCO's Intangible Cultural Heritage list. Arima reassured students in the audience that haiku can be composed by everyone, from the man in the street to the likes of Swedish poet Tomas Tranströmer, the Nobel laureate of literature in 2011, who penned this haiku:

*Hear the swish of rain,
to reach right into it
I whisper a secret.*

By stressing that haiku can deepen mutual understanding between those people who read or compose it, he garnered support for his idea that haiku can help make the world peaceful: *fuyu fukaku haka horu mono wa teishosu*. Translated by Miyashita and Gurga (Arima, 2000), this poem embellishes the idea that haiku is a grassroots opportunity for students to keep the world's treasures alive. In its own quiet way, haiku does reach out across borders to different cultures.

*Deep winter—
the gravedigger sings
in a low voice*

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[Photo by McMurray (2014, Oct. 25): A former education minister flanked by members of haiku clubs.]



Jennie Roloff-Rothman

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.

Email: <sig-news@jalt-publications.org> Web: <<http://jalt-publications.org/tlt/departments/sig-news>>

PanSIG2015 in Kobe

Exciting news! PanSIG2015 will be held at Kobe City University of Foreign Studies on 16-17 May 2015. The theme is *Narratives: Raising the Happiness Quotient*. See the website for guidelines for submitting proposals. If you are interested in joining the conference team, please contact the conference chairs, Donna Tatsuki or Donna Fujimoto, at <pansig2015chair@gmail.com>.

Bilingualism

Bilingualism SIG provides support to families raising children in two or more languages in Japan. Our newsletter *Bilingual Japan* provides practical information about bilingual parenting as well as academic and theoretical issues. We also publish an annual journal and monograph. The SIG sometimes holds events with JALT chapters. For more information, visit our website: <<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通用する英語教育の発展を目的に持ち、結成されました。連携体制を組み、最善の教育方法を共有することにより、英語教育に携わるインストラクターの皆様のお手伝いを致します。

College & University Educators

CUE hosted a number of activities at the JALT International Conference in Tsukuba, including the SIG Forum, "Conversations with the self: Reflective practice and teacher development," the CUE SIG AGM and Claire Kramsch's talk for the joint CUE-TED SIG forum: "Why conversation needs borders." CUE is preparing to launch a monthly newsletter to complement the *OnCUE Journal* with regular news and updates. CUE members are invited to contribute news and other items. It is our hope that the newsletter will better help us to communicate with our members and add to the benefit of membership.

Computer Assisted Language Learning

The JALT CALL SIG is in the midst of preparations for the JALTCALL 2015 Conference. The conference will be held from 5-7 June at Kyushu Sangyo University in Fukuoka. The theme for the conference will be *Language Learning Technologies and Learner Autonomy*. Ema Ushioda, a specialist in language learner autonomy and CALL curriculum design, has generously agreed to be one of our featured speakers. We will release more information about the other featured speakers, the call

for proposals, and other conference details as our planning progresses. This information will be made available via social media and on our website: <<http://jaltcall.org>>. We hope to see many of you at JALTCALL 2015 next summer.

Critical Thinking

We are ALWAYS looking for new input from teachers interested in critical thinking! We invite your ideas about the theory and teaching practices regarding critical thinking. Whether it's a classroom idea, a reflection, or a full research paper, we hope to hear from you! Think about writing for our quarterly newsletter, *CT Scan*, or our SIG website today. All submissions are welcome at <ctscan.editor@gmail.com>. For more information, visit us at <<http://jaltcriticalthinking.org>>.

Extensive Reading

The JALT ER SIG exists to help promote Extensive Reading (ER) in Japan. Via our website, our newsletter, the *ERJ Journal*, and presentations throughout Japan we aim to help teachers set up and make the most of their ER programs.

The ER SIG welcome submissions to our two publications, the *ERJ (Extensive Reading in Japan)* and the *JER (Journal of Extensive Reading)*. Members receive printed versions of the *ERJ* twice a year, and both publications are available electronically via our website for free. Please see our website <<http://ersig.org>> for submission guidelines, how to become a member, and much more.

Framework & Language Portfolio

Reports:

The FLP SIG contributed presentations and workshops on CEFR and portfolio-related topics – featuring the two current JSPS Grant-in-Aid (*kaken* projects) – at the following international conferences:

- AILA World Congress 2014, Brisbane, Australia: *One World – Many Languages*
- 9th JALT THT SIG Conference, Hue University of Foreign Languages, Aug 2014, Vietnam
- CercleS, Sep 2014 in Fribourg, Switzerland
- 5th International Symposium on European Languages in East Asia, Oct 2014, Taipei, Taiwan: *Crises, Changes, and Chances: The European Conundrum*

The second *kaken* project: "Critical, constructive assessment of CEFR-based language teaching in Japan and beyond" has been accepted (first project ongoing). We would like to get more members involved, to have a solid base for research and acceptance.

Ongoing work:

Survey—Help needed. Please take the survey at: <<http://tinyurl.com/CEFRinJapan-survey>>, spread the news and help us collect data. Thank you very much for your help and support!

At the JALT2014 Conference in Tsukuba, the FLP-SIG held a well-attended forum: “CEFR-based Language Teaching: Critical Assessment”, and the SIG’s AGM. There were also other fascinating related presentations:

- Language Portfolio for Young Learners (Ishikawa, Saito, and Nagasawa)
- Facilitating Self- and Peer-Assessment (Mazzarelli)

For further details see our homepage: <<http://sites.google.com/site/flpsig/home>>

Gender Awareness in Language Education

All JALT members are encouraged to consider attending future GALE forums and events and read GALE publications so as to encounter a range of perspectives about gender issues, teaching, and learning.

We also have a Facebook page, an online discussion list for all members, and an executive discussion list for officers and any GALE member who would like to take an active role in, or know more about, GALE business.

For more information about GALE, visit our website at <<http://gale-sig.org/website>>. If you have any questions about joining GALE, please send a message to <coordinator@gale-sig.org>.

Global Issues in Language Education

GILE 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 the SIG’s work in “teaching for a better world.” For more information, please visit <<http://gilesig.org>>, our Facebook page <<http://facebook.com/gilesig.org>>, or contact Kip Cates <kcates@rstu.jp>.

Japanese as a Second Language

The mission of the Japanese as a Second Language Special Interest Group (JSL SIG) is to serve as a resource for promoting JSL/JFL teaching, learning, and research. We welcome JSL/JFL teachers, learners, and researchers to join and take an active role in our SIG. Would you like to make a contribution to our SIG newsletter by sending your article? We are accepting articles, book reviews, JSL announcements, conference reports and reviews, interviews, lesson plans, student essays, and so forth from JSL SIG members and their students and colleagues. Write your article either in Japanese or English and send it to <jsl@jalt.org>.

Junior & Senior High School

The JSHS SIG is now on Facebook! If you are a JSHS SIG member, then come and check out our exclusive group at <<http://facebook.com/groups/jshsig>>. 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 <<http://facebook.com/JSHSSIG>>, so anyone can have a look. Click “like” and our news will be your news! Everyone is welcome!

Learner Development

The Learner Development SIG is a friendly network of more than 200 members who are interested in exploring researching practices that help develop autonomous learning and teaching.

We organize forums at conferences and local get-togethers in Tokyo and Hiroshima. We publish research and accounts of practice in our regular newsletter and in two newly published e-books, and are launching an annual journal on key research issues this year. We are active in outreach projects in Tohoku and with education-related NGOs around Japan. We offer grants for membership, subscription, research, conferences, and outreach projects. For more information visit: <<http://ld-sig.org>>

学習者ディベロプメント研究部会は200名以上の会員から組織され、オートノミーのある学習とその教育の実践について探究・研究しています。主な活動は、

- 学会でのフォーラムと東京や広島での地域別集会の開催
- ニュースレターや2冊の新刊電子書籍、及び今年予定される年刊誌の発行
- 東北においてや教育関連NGOとのアウトリーチ活動
- 会費、研究、学会参加、アウトリーチ活動等への助成金支給、などです。

詳細は <<http://ld-sig.org>> をご覧下さい。

Lifelong Language Learning

The topic of the LLL-SIG’s Forum at JALT2014 was “Finding what motivates adult learners.” An enthusiastic audience attended this talk, given by a distinguished line-up of three speakers: Deborah Bollinger and Joseph Dias of Aoyama Gakuin University, and Kathleen Yamane of Nara University.

Deborah Bollinger explored factors that motivate a particular group of older adult learners (in their 50s-70s) who have continued to improve their written and spoken English proficiency over a period of more than 20 years.

Next, Kathleen Yamane discussed her experiences teaching three-day “schooling” courses for correspondence students—most of whom had been away from English for decades—enrolled in a degree program in Cultural Properties.

Lastly, Joseph Dias and Deborah Bollinger reported on an investigation they conducted on attitudes toward plagiarism among university students and implications for lifelong learning. The presenters found that the problem of plagiarism cannot be resolved simply by devising the “perfect” plagiarism policy or pedagogy, as it is necessary to be constantly vigilant and adjust to changes over time.

The LLL-SIG invites your participation through our website <<http://jalt.org/lifelong>>, newsletter, and at various SIG conferences and events—including the Pan-SIG. Our Facebook page can be accessed at <<http://facebook.com/jaltLLL>>.

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 with cultural studies, politics through literature, language learning, and applications of literary texts in different contexts. We are always interested in volunteers to help out with things such as events planning, reading and proofing for our journal, and helping the SIG grow. If you are thinking about getting involved we welcome you to contact us!

Thank you to everyone involved in the JALT forum at Tsukuba, and to everyone who helped the weekend be an excellent opportunity for networking. Upcoming events this year include PanSIG2015 in Kobe, which links together the ideas of storytelling and happiness. We welcome suggestions on possible lit-themed events for future conferences also.

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

Materials Writers

The MW SIG shares information on ways to create better language learning materials, covering a wide range of issues from practical advice on style to copyright law and publishing practices, including self-publication. Our newsletter *Between the Keys* is published three to four times a year and we have a discussion forum and mailing list. Our website is <<http://materialswriters.org>>. To contact us, email <mw@jalt.org>.

Mind, Brain, & Education

The Mind, Brain, and Education (BRAIN) SIG is a forum for language educators and researchers to share insights in neuroscience. We hope to be a driving force in bringing relevant new discoveries in psychology, cognitive neuroscience, and neurolinguistics to language teaching in Japan.

Neuroscience is changing many parts of the world, but not ours. It is disturbing how slowly new findings are coming into the language classroom. We feel that if we wait for findings in neuroscience to percolate through linguistics and the other academic fields not directly related to our profession, we will miss too many opportunities to improve our practices. Therefore, we plan to learn as much as we can and teach each other. Since only a few of us are neuroscientists, we will have to (a) maintain standards of rigor in the work we do, (b) reach out to neuroscientists and psychologists abroad to inform us, and (c) remain appropriately humble about our own work. At this point, our primary goal is not to conduct our own research, but rather to study what others have discovered and consider the implications for our classroom practices.

Other Language Educators

OLE has put all materials made available by authors of OLE-related presentations in the last few years on the coordinator's page at Ehime University for everyone to use. Visit <<http://web.iess.ehime-u.ac.jp/katudouhoukoku.html>> for more.

OLE held two days full of OLE-related events at JALT2014 in Tsukuba. The program schedule, as well as the long and short abstracts, are all in *OLE NL 70* available from the coordinator at <reinel.rudolf.my@ehime-u.ac.jp>.

Pragmatics

Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in the act of communication.

Pragmatic Resources Series—Call for papers (deadline: 1 Jun 2015): *Back to Basics: Filling the Gaps in Pragmatics Teaching Materials*. Editors: Donna Tatsuki & Donna Fujimoto

The teaching of pragmatics to language learners has been advocated because of empirically demonstrated needs and benefits (Bardovi-Harlig, 1996, 1999; Bardovi-Harlig, 2003; Kasper & Schmidt, 1996; Kasper & Rose, 1999). Furthermore, language textbooks rarely include pragmatic information and teacher manuals generally fail to offer any supplements (Vellenga, 2004). Over the past decade, efforts have been made to collect and publish pedagogical guides and materials for use by language teachers. A recent cataloguing and analysis (Tatsuki, forthcoming) of pragmatic topics addressed by several prominent pedagogical collections indicates that directive and expressive speech acts (especially requests, apologies, compliments, refusals, and suggestions/advice-giving) are the most common topics for teaching materials/lesson plans. Awareness-raising activities are the next most frequent. The areas underrepresented by teaching materials include deixis, commissive speech acts, and other topics such as implicature/explicature.

The proposed volume aims to rectify this situation and fill the pedagogical gaps. Papers dealing with the following topics will especially be sought:

- deixis (personal, spatial, temporal, social, discourse)
- commissive speech acts (promising, warning, threatening, guaranteeing, inviting, offering, swearing, volunteering)
- implicature/explicature
- taboo language
- lying, deception
- assessment
- context
- conversation (turn-taking, sequence organization, etc.)
- structure (codes/styles, non-verbal, sound/prosody, morphology, clause/sentence, suprasentential utterance building, genres, rhetoric, signs/symbols, etc/)
- relevance
- intentionality
- development

Prospective authors are encouraged to contact the editors with other suggestions for rare/underrepresented topics. For information on manuscript formats contact Donna Tatsuki <dhtatsuki@gmail.com>.

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 <<http://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

At JALT2014 we had a great Speech, Drama, and Debate Forum/Poster Session/Meet & Greet reception as well as many interesting individual presentations. New officers elected at our AGM will be announced in the next issue.

Something new—we plan to publish an activities book, so if you have ideas for teaching speech, drama, debate, or oral interpretation, or would like to be an editor of the book, send inquiries to the SDD contact email address on the official JALT SDD page or <sdd@jalt.org>. The format will be the same as the My Share articles in *The Language Teacher*.

We are preparing the second issue of our peer-reviewed journal, *Mask & Gavel*. Please consider submitting an article. See <<http://sites.google.com/site/speechdramaanddebatepublicsite/home>> to download some of the back issues.

Our most exciting project for 2014 was the first annual JOESC (Japan Online English Speech Contest). We had a wonderful selection of entries, and the winners will be announced in the next issue.

Please consider submitting a proposal on speech, drama, or debate to PanSIG2015. See the online Call for Papers.

Finally, we are happy to provide speakers to chapters/events. Send inquiries to the SDD contact email address on the official JALT SDD page or <sdd@jalt.org>.

Study Abroad

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

当研究部会は、留学や異文化教育に関して議論し、また支援できる場を提供しています。当部会のニュースレター“Ryuugaku”への皆様からの投稿をお待ちしております。新役員の募集をしております。詳細は新ウェブサイトを<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, Colin Thompson, at <tbltinasia@gmail.com>.

Teacher Education & Development

The Teacher Education and Development (TED) SIG is a network for those who want to help themselves and others become better teachers. TED SIG had a big presence at JALT2014, including sponsoring one of the plenary speakers, Prof. Thomas Farrell. Our joint forum with CUE SIG was enjoyed by a lot of members. It was also great that so many members were able to meet up, hang out, and chat at the TED SIG desk throughout the conference. If you missed the action, check out TED's website for some of the highlights: <<http://jalt.org/ted>>.

The end of the conference and the beginning of the new year heralds more frenetic activity as the officers start to think about organizing the next Teachers' Journeys Conference, TED SIG's annual mini-conference. Please get in touch with us if there is a particular speaker you would like to hear.

Also, don't forget about TED SIG's journal *Explorations in Teacher Education*. The journal welcomes stimulating articles across the field. Submission guidelines for articles can be found on the website. You can also stay in touch with us via Facebook or Google+ or by following @tedsig on Twitter.

Teachers Helping Teachers

The THT SIG gave presentations about our upcoming events for 2015 at the JALT2014 National Conference. These include Vietnam (8-9 Aug), Kyrgyzstan, and Bangladesh (Sep). Please contact us at <htjalt@gmail.com> if you are interested in participating next year. In addition to these, we sponsor the THT Laos program which is organized by Chris Ruddenklau. He can be con-

tacted at <tthlaos2012@gmail.com>. Our newsletter is available at <http://tth-japan.org/newsletters/10_14.pdf>.

We have a new slate of officers who have agreed to take on the JALT positions and this slate was approved at the National Conference AGM.

Teaching Children

We would like to offer a heartfelt thanks to all those who joined us at JALT Junior in Tsukuba this year. The conference was an outstanding success and we were honored to have so many excellent presenters and a wonderfully enthusiastic audience for them. A special thanks to all those volunteers who gave so generously of their time (and patience); without such selflessness (and effortless) crisis control, JALT Jr. would not have been as, well, utterly awesome as it truly was.

We are in the process of enriching our online and social media presence and we will keep you updated of our progress via our regular e-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 <<http://tcsig.jalt.org>> or the TCSIG Facebook page <<http://facebook.com/pages/JALT-Teaching-Children-SIG>>.

Testing & Evaluation

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

Vocabulary

Thank you to everyone who participated in the JALT2014 SIG events. We held our AGM and had our SIG Forum with poster presentations from SIG members.

We are now on our way to the 2015 Vocabulary Symposium!

- Date: 20 Jun 2015
- Location: Kyushu Sangyo University
- Featured Discussants: Dr. Stewart Webb and Dr. Rie Koizume

To submit a poster presentation (deadline 30 Mar) please follow the link from the symposium web page. You can also see our publications page for more info about our latest SIG publications.

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. <<http://jaltvocab.weebly.com>>.

[JALT FOCUS] CHAPTER EVENTS



Gary Wolff

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

Email: <chap-events@jalt-publications.org> Web: <<http://jalt.org/events>>.

GIFU—*Tailoring digital music material for the EFL classroom* by Steve Quasha, Sugiyama Jogakuen University. One major challenge for teachers using music in EFL classes is choosing appropriate material to both stimulate student interest while serving as a worthwhile linguistic activity. In this workshop, the presenter will introduce a four skills approach utilizing a smartphone app that helps make music more comprehensible. Additionally, participants will learn about extension activities for songs that support cooperative learning. *Sat 17 Jan, 19:00-21:00; JR Gifu Station, Juroku Plaza; One-day members ¥1,000, 1st visit free.*

GIFU—*Characteristics and uses of teacher personal narratives in the language classroom* by Suzanne Bonn, Aston University. Do you share personal stories with students in the classroom? Based on PhD research, Bonn will discuss the characteristics and uses of what she terms teacher personal narratives (TPNs). She will share significant research findings that may affect the way language teachers instruct at all levels of education. Lastly, participants will have opportunities to share their TPN experiences and consider how to effectively incorporate TPNs into the classroom. *Sat 21 Feb, 19:00-21:00; JR Gifu Station, Heartful-Square-2F (East-Wing); One-day members ¥1,000.*

HIROSHIMA—*Teaching English to junior high school students* by Allan Antonio and others, Higashi Hiroshima City Board of Education, followed by My share and book reports. First, for about 40 minutes, Antonio and his colleagues will explain about teaching basic English skills to junior high school students. Next, several local members will give short talks about good ideas for the language classroom and interesting books which they have read. *Sun 18 Jan, 15:00-17:00; Peace Park, 3F Conference Room; <<http://hiroshima-jalt.org>>; Non-members ¥500, students ¥200.*

HIROSHIMA—*TOEIC teaching workshop* by Miles Craven, First Press ELT. Participants will learn about skills and strategies which students need in order to do well on the TOEIC. Also, we will look closely at each part of the test to see exactly what is being tested. Miles Craven is a world-renowned writer of EFL materials. *Sun 22 Feb, 15:00-17:00; Peace Park, 3F Conference Room; <<http://hiroshima-jalt.org>>; Non-members ¥500, students ¥200.*

HOKKAIDO—*Understanding bilingualism* by Tim Greer, Kobe University, with Barry Ratzliff and Shannon Koga, Hokkaido International School. All are welcome to join us as we consider what it means to be bilingual. Ratzliff and Koga will begin with a talk on bilingualism in education. Next, an interactive Q&A panel will feature Ratzliff, Koga, and Greer, who will welcome audience questions. After a short intermission, Greer will give a talk on bilingual identity in interaction, drawing from conversational analysis. Participants may come and go between presentations. *Sun 25 Jan, 14:00-17:00; Saporo International Communications Plaza; For details, see <<http://jalthokkaido.net>>; Free.*

IWATE—*Using popular culture to create interesting English classes* by Jason Hill, Hachimantai City Board of Education. Creating motivation in the English classroom is a challenging proposition in Japanese schools. To get enthusiasm for English back in classrooms, Hill has been injecting more popular culture into his classes and finding success. He will talk about his conclusions and then have a small workshop to discuss how we can spice up our English classrooms and make learning more enjoyable and productive. *Sun 22 Feb, 13:30-16:00; Morioka, AIINA, Room 602; Non-members ¥1,000, full-time students ¥500.*

KITAKYUSHU—*Gamification* by Mark Yong, Kyushu Sangyou University. The presentation will describe what exactly a game is and why they are fun. In particular, there will be a look at self-determination theory and motivation. There will also be a discussion on game design and how this can be applied to any activity through the process of gamification. In the final part, Yong will show how he applied gamification to a university level TEFL classroom and discuss his preliminary results. *Sat 10 Jan, 18:30-20:30; Wel-Tobata; Non-members ¥1,000.*

KITAKYUSHU—*Gains in extensive reading* by J. Lake and Bill Pellowe. This presentation explains the benefits of developing autonomous readers through an extensive reading (ER) program. Students and teachers used an ER module for an open-source student response system. Data will be presented to show how ER leads to gains in reading speed, reading motivation, and a positive reading identity. *Sat 14 Feb, 18:30-20:30; Wel-Tobata; Non-members ¥1,000.*

MATSUYAMA—*My share: Five practical activities to increase student engagement* by various speakers. This workshop will present five activities that can be used to increase student engagement. Facilitators will give a short introduction of their activity, along with any materials/handouts that participants might find necessary. Finally, breakout sessions will be held to assist participants in adapting the activities for their needs. *Sun 11 Jan, 14:15-16:20; M33, Aidai Muse, Ehime University, <<http://www.ehime-u.ac.jp/english/access/johoku/cge.html>>; One-day members ¥1,000.*

MATSUYAMA—*Improving students' communication ability: A how-to* by Mutsuko Nagasaki, Ehime University, and Gerardine McCrohan, Kagawa University. Japanese L2 students often have difficulty communicating in English. This presentation offers concrete advice on mitigating this problem. Nagasaki will discuss rehearsal and show how it can improve spoken fluency. Then, McCrohan will introduce communication strategies and outline teaching activities to help students navigate linguistic deficiencies. *Sun 15 Feb, 14:15-16:20; M33, Aidai Muse, Ehime University, <<http://www.ehime-u.ac.jp/english/access/johoku/cge.html>>; One-day members ¥1,000.*

NAGOYA—*Haiku and second language writers (Part 1); Writing for communicative purposes (Part 2)* by Atsushi Iida, Gunma University. The two presentations will aim to describe

the issue of foreign language (FL) writing in Japan and explore how Japanese students can learn to write in English. The presenter will discuss how composing haiku can facilitate their development of voices and will show some activities for use in the EFL classroom. *Sun 18 Jan, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 1, <<http://nic-nagoya.or.jp/en/e/about-us/access-hours>>; One-day members ¥1,000, 1st visit free.*

OKAYAMA—First: Visual language retention by Susan Meiki. This presentation will explore design-dependent visual perception retention rates in PowerPoint presentations, and will report data on the intracultural and intercultural differences in retention rates among Japanese and American university students. Second: The “Stop, start, continue” method of feedback by tertiary students by Peter Burden. This method of qualitative feedback was piloted at two universities, and findings show that richer, more in-depth informative data was gained which may encourage teachers to improve and develop their teaching. *Sat 10 Jan, 15:00-17:00; NDSU, Logos Hall, Room 7-2; Non-members ¥500.*

SENDAI—Skills and strategies in the ELT classroom by Miles Craven. First hour: A look at where the current focus comes from and ways teachers can approach “teaching” skills and strategies. Focusing mainly on listening/speaking skills/strategies, he’ll use examples of materials from various publishers. Second hour: mind maps. It’s a really useful technique, which encompasses several skills. Finally, TOEIC skills and strategies by Miles Craven. Following on from above, we’ll focus on TOEIC and look at skills and strategies needed there. *Sun 25 Jan, 14:00-17:00. Visit <<http://jaltsendai.org>> for details. Free for everyone thanks to Nellies and First Press ELT sponsorship.*

SENDAI—The Neuroscience of language and learning by Curtis Kelly. This 2-day event will have sessions including Learning 101, the real purpose of teaching, and a My share which will involve local members with Kelly moderating. After the Saturday event, Kelly and a group of workshop participants will head to the famous Akiu Grand Hotel for a special Off to the Onsen evening event. *Sat 28 Feb - Sun 1 Mar; Complete*

details for this event can be found at <<http://jaltsendai.org>>; Workshop fee ¥3,000 for members, ¥5,000 for 2-day members. Optional onsen fee ¥15,000, including round-trip transportation, 2 meals, and shared accommodation.

SHINSHU—Shinshu JALT Winter Retreat 2015 (with optional skiing): Promoting English language education. Join us for a day of presentations and collaboration on Saturday, February 14, 2015, followed by an optional day of skiing on Sunday, February 15 in beautiful Nagano, Japan at Togakushi Resort. This one-day conference is cosponsored by Shinshu JALT and MASH Collaboration. Our headlining speakers are **Theron Muller** and **Takashi Miura**. *Sat 14 Feb, 10:00–16:00; Venue: Seisen Jogakuin College, Nagano, Japan; For more info, see <<http://JALT.org>> event page or our homepage: <<http://mashcollaboration.com/shinshu-winter-retreat>>; Non-members ¥2,000, JALT members ¥1,000.*

YOKOHAMA—Listening and speaking in secondary school by Mariko Fujita, Keio Shonan Fujisawa High School, and Ethel Ogane, Tamagawa University. These presentations will explore how listening and speaking are taught in Japanese high schools. The talks will include introductions and histories of methodologies as well as demonstrations and practical applications for the classroom. Participants will have the opportunity to share their own experiences and ideas as a way to connect theory with practice. *Sun 18 Jan, 13:00-16:30; Kanagawa Kokaido Hall, <http://kanagawa-kokaido.jp/map/map_top.html>; Non-members ¥1,000, first-timers free.*

YOKOHAMA—Weaving Nation’s four strands into a syllabus by Terry Yearley, Keio Senior High School. This presentation will focus on the practical application for syllabus design of Nation’s book *What Should Every EFL Teacher Know?* The presentation will begin by describing the role in syllabuses of the four strands (meaning-focused input, meaning-focused output, language-focused learning, and fluency development). Yearley will then explain how he used the strands to design a senior high school syllabus, and share the problems and unexpected occurrences encountered. Finally, participants will discuss their experiences designing syllabuses. *Sat 21 Feb; Time & location: TBA; For more info: <<http://yojalt.org>>.*

[JALT FOCUS] CHAPTER REPORTS



Tom Mahler

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.

Email: <chap-reports@jalt-publications.org> Web: <<http://jalt-publications.org/tlt/departments/chapter-reports>>

AKITA: September—Using TED talks to facilitate large group discussions by Carlos Budding and Cherie Brown, Aki-ta International University. The purpose of the presentation/workshop was to show participants a method for helping students increase motivation and focus their English ability, as well as develop lifelong skills. The presenters demonstrated the steps they use to connect TED videos to classroom curriculum. The presentation started with a series of questions to activate the schema of the participants. Following a description of the classroom curriculum, the presenters showed their state-of-the-art use of TED videos in their classrooms.

They give their students a set of rubrics, so even when they get stuck, they can refer to these strategies to help make pertinent statements. The workshop participants experienced authentic discussion activities and the session concluded with a lively question and answer session.

Reported by Mamoru “Bobby” Takahashi

GIFU: September—Mind and body: Active learning and teaching strategies by Marco Brazil. A large audience of Gifu JALT members was treated to a not only energetic but also informative presentation/workshop. The presenter expressed

his belief that “learning is a constant process of discovery.” Furthermore, children learn through doing, which stimulates the brain. Moreover they enjoy active learning which they find engaging and fun, in turn making them eager to learn. In contrast extended periods of sitting can increase fatigue and reduce concentration. He demonstrated several interesting classroom-tested games and activities which have engaged his students. Throughout the presentation, the presenter referred to different pedagogical practices, such as jazz chants, to substantiate the thesis of the workshop.

During the post-presentation discussion at the local izakaya, it was generally agreed that although the presentation was directed at teaching children, there were several techniques that could be used or extended for use in higher level classrooms.

Reported by Brent Simmonds

GIFU: October—Dictation and internet media: Activities integrating old and new by Mark Rebeck. Rebeck began his presentation by noting that many of us have far from fond memories of dictation at school. However, when done well in the EFL classroom, dictation can help develop all four language skills in an integrated way, unite the class, engage students, and quickly and efficiently provide the teacher feedback as to student progress. Dictation can be slotted into existing lessons to complement a whole range of activities.

Some of the activities presented include sentence dictation (which can introduce the grammar point for the lesson), board-race dictation (where two students compete to write down the dictation on the whiteboard, with other students writing at their desks), catch the discrepancy (when pairs each have a written passage with a handful of discrepancies that they read to each other), and detective dictation (when the teacher inserts some nonsense words into a serious dictation).

Rebeck made use of a variety of media as the source of dictation activities, including TV commercials, movie trailers, public awareness broadcasts, and self-help videos. Participants left the presentation with a selection of practical, engaging dictation activities to use in class.

Reported by Paul Wicking

GUNMA: September—Vocabulary improvement techniques: Implementing self-regulated learning in junior high school by Miyuki Akamatsu and Sachiko Maruoka. One of the great difficulties we have as language teachers is our limited information regarding our students’ individual language learning methods. In this presentation Akamatsu and Maruoka dealt with student use of meta-cognitive strategies in self-regulated vocabulary learning, concentrating on the use of these strategies in increasing language learning motivation. To start, Gunma JALT attendees worked in pairs to discuss the situations of their students in regard to vocabulary study. Akamatsu and Maruoka then presented the methods and results of their survey of junior high school students on their cognitive learning strategies, self-efficacy, and their motivational strategies towards learning English. The correlations between learning strategies and motivation produced some interesting results. Not only did the introduction of meta-cognitive strategies increase student motivation, student anxiety also decreased. Accordingly, Akamatsu and Maruoka recommended introducing learners to meta-cognitive language learning strategies, even young learners such as junior high school students. In the discussion that followed their presentation, Gunma JALT attendees commented

on their own situations and offered ideas as to how future research might be implemented.

Reported by John Larson

GUNMA: October—Text reconstruction exercises for language-based critical thinking instruction by David Gann. The main focus of this workshop was the use of multi-media-based text-reconstruction exercises that Gann has been producing since 2010. He has presented and published across Japan on their implementation and on the language learning theory that supports their use. Until now however, these exercises have been best described as “Under Construction,” being piloted and repeatedly redrafted over the last two-and-a-half years. They are now ready for public viewing and widespread use by any interested language teachers. Gunma JALT was proud and delighted to bear witness to their unveiling. Attendees gained a hit-the-ground-running knowledge of how to teach basic critical thinking skills through a course design that is fun and engaging while fostering autonomy through a student-centered flipped classroom style.

Reported by John Larson

HAMAMATSU: September—Discussion and debate on English education in Japan A by Kensaku Yoshida and Dan Frost. On September 20, Professor Kensaku Yoshida and Dan Frost discussed the question of how much English can be used to teach English in Japanese primary and secondary schools to a packed room of JTEs, ALTs, and other interested parties. Yoshida argued that it is possible to use English only in beginning level classes, from primary through the first year or so of junior high, but that as language becomes more abstract, the scaffolding of Japanese becomes necessary for learners. Frost countered that even if that were true, the textbooks used in primary and first year junior high are heavily dependent on Japanese from the beginning. Moreover first year junior high textbooks start teaching grammatical terms in Japanese, showing that there is a set policy to teach English by using Japanese, rather than English. Yoshida further argued for the sensible use of Japanese language in the classroom, especially when explanations risk taking over the objective of a task, and for developing English as a Lingua Franca so that students are expressing English in their own way rather than adhering to a native speaker ideal. Frost said Yoshida’s view sounded reasonable, but that having an open-ended policy of using Japanese whenever it seemed necessary might inhibit the full use of English, leaving learners ultimately dependent on L1 in the end. Yoshida was on the Central Education Committee responsible for creating the Course of Study 2009. Its aims, in theory, have been implemented in Japanese high schools as of 2013.

Reported by Dan Frost and Sue Sullivan

HIROSHIMA: September—Everything you wanted to know about the Japanese university entrance exam by Melodie Cook. Cook discussed her research into perceptions of the university entrance exam held by non-Japanese teachers working in Japanese universities. She contrasted perceptions that the exam should be a valid and reliable language test that tests English ability with the perception that in reality its purpose is to provide revenue, increase or maintain the status of the university, and, in the case of universities in the top and middle tiers, to select the most intelligent students. Non-Japanese teachers who want to change the exam often meet with resistance from their Japanese colleagues. Cook suggested this is partly because the Japanese teachers see no reason to change the exam as to test language ability is not an aim. She also used Japanese business management

style to explain that the need for consensus and the age- and experience-based hierarchy have a part to play in such resistance. She concluded that recruiting like-minded colleagues was paramount to implement change but also suggested that teachers be aware of the real purposes of the exam.

Reported by Carla Wilson

HIROSHIMA: October—National conference sneak preview. Eleanor Carson (Teacher L1 use and EFL learner attitudes over time) talked about her research into Japanese students' preferences for the use of Japanese in the classroom. Her research has shown an inverse correlation between proficiency and preference for the use of L1, and that preferences change over the duration of a semester. Jack Bower, Arthur Rutson-Griffiths, and Richard Sugg (Developing CEFR A2 Tests of Listening and Reading) discussed the development and implementation of tests benchmarked to CEFR A2 level for diagnostic and summative use with students of general English courses at Bunkyo English Communication Center (Hiroshima Bunkyo Women's University). Eleanor Kane gave a poster presentation (Story-Telling for Intercultural Communication) outlining a project with American college students where Japanese students presented well-known folk tales via a video link to American students. The American students adapted the stories into plays for use in US elementary schools and performed the plays via video link back to the Japanese students. Yukari Rutson-Griffiths (Towards a More Colorful Self-AccessBLE Center) gave a poster presentation explaining her attempts to make a learning center more accessible to students by providing a welcoming environment and many small-scale opportunities to use English. Finally, Joe Lauer (Podcasts to Help Low-Level Learners of English) talked about podcasts for English learners and in particular Hiroshima University's podcast for low level learners that allows students to shadow what is said, as well as providing Japanese support.

Reported by Carla Wilson

HOKKAIDO: July—Creating creative classes by Rob Olson, Tomakomai Komazawa University. Olson led a workshop on how to introduce, encourage, and sustain creativity in English language classrooms. The workshop began with a brief overview of the concepts behind creative lessons, followed by an extensive and interactive tutorial focused on implementation. A strong takeaway from the conceptual overview was the notion that creative classes may utilize materials that are simple, humorous or otherwise novel, in order to realize learning structures or classroom management functions that are in fact quite complex. During the tutorial phase of the workshop, Olson introduced the concept of CDEF; creative materials should be Cheap, Durable/Duplicable, Easy (to make), and Fast. Olson gave several examples of how CDEF materials can be created and used, including one game using paper cups purchasable at the 100 yen store that drew considerable laughter from the audience. At this point, he challenged attendees to consider the robust learning opportunities generated by such easily set up games. Olson's point was well taken; teachable moments are rich and varied, regardless of the simplicity of the materials that generate them. There is much to be said for managing classrooms and teaching vocabulary using such pictures and games for they have the power to put learners at ease. Olson gave participants at this workshop both the concepts, and the basic tools to do just that.

Reported by Joseph Tomasine

IWATE: October—Content-focused language instruction by Brent A. Jones, Konan University. Over the past few years, content-based instruction has become an increasingly popular topic in language education, especially at the secondary and post-secondary level. On October 26, 2014, Iwate JALT welcomed Jones, director of Language Programs for both the Management Course and Study Abroad Course at Konan University, Hirao School of Management. Jones was gracious enough to give us a couple of hours of his time and explain how he has implemented content-based learning in his school. Jones is in a unique position, having started a new curriculum at Konan University and monitored its progress.

Jones shared with us some of the challenges of getting a content-focused curriculum started, as well as its benefits. He stressed that the content itself takes priority over language, as students will be motivated to learn the English skills they need while they complete their projects. Jones also spoke of reading that students can explore to further change and develop their L2 language skills. We'd like to thank Jones again for coming to Iwate.

Reported by Jason Hill

KITAKYUSHU: September—What can younger learners teach us? by Zack Robertson. Robertson explained the cognitive development stages of young English language learners (YELLs) acquiring their first language, then the differences in language learning and acquisition processes between children and adults. He ran us through various physiological and neurological, psychological and cognitive, and sociolinguistic patterns that are emerging currently in the fields of SLA, psycholinguistics, and sociolinguistics, noting that individual variation resists compartmentalization, which may prejudice our teaching approaches.

While language development is better viewed as a continuum rather than defined through rigid age brackets, other considerations such as the critical period hypothesis and puberty (both influenced by possibility versus effort) and the reticular activating system's effect on intrinsic, extrinsic, integrative, and instrumental motivation. While YELLs tend to look to their teachers to provide these and often fail to negotiate meaning, older learners tend to display a wider variety of learning strategies in their language acquisition and are simply better at finding ways to supplement formal study.

Following this intensive input was a quiz, "Who is better at what?" We answered whether children or adults were likely to be more successful at specified language learning tasks. Robertson then had us review further by discussing in small groups where we see and how we might use the presented concepts in our teaching practice.

Reported by Dave Pite

KITAKYUSHU: October—Making money online by Todd Beuckens. Beuckens loves teaching English as a foreign language, appears passionate about his hobby, entrepreneurship, and shared lots of information with us from his years of experience. He showed us the basics of starting an online business—from finding something lacking in the vast TEFL field ("How many here have had to work with a textbook they hated?"), to filling that niche, then getting the project operating, getting people to use it, and monetizing it. He credits his initial motivation for online publishing to a student who kept demanding more resources. His thriving online Elllo (English Listening Lesson Library Online) was completely free for three years, until it started attracting sponsors.

Pointing out that starting a business was mostly about attending to all the details, Beuckens listed several use-

ful outsourcing services, elicited from the audience (and rewarded with cookies) lists of salable digital items under the headings of Ads, Products, and Services and then got us into groups to create and record language exercises which he will soon upload to the free site <<http://jaltkks.greatnow.com>>. Attracting the biggest turnout at our chapter in years this presentation gave a good picture of the time, effort, and dedication required to make a useful website.

Reported by Dave Pite

OKAYAMA: October — *Focus on Canada* by David Townsend and *Cognitive load and the competent teacher* by Jason Lowes. Townsend outlined a curriculum naming Canada as its content while actually encouraging university students to articulate their understanding of Japan, in preparation for studying abroad (Canada or anywhere). Townsend perceived a gap among culture-focused English textbooks, between those highlighting a target culture and those celebrating students' own. His course meshes these aims together, helping students learn to talk about Japan in the context of other cultures, mainly by drawing comparisons understandable to all involved. Units in the course included comparative perceptions of family, diversity, symbolism, etc.

Lowes defined cognitive load as the amount of non-automatic brainwork necessary to solve a problem. While much language learning research is interested in learners' cognitive load, Lowes chose to address that of teachers, in hopes of helping them function more effectively with coursework and students. Some ways to reduce cognitive load and be more efficient include: reducing distractions (for example empty stomach, disruptive students); knowing students well, developing "scripts" for different and changing classroom circumstances, and gradually transferring more responsibility for learning to students. These can avert cognitive overload and make one more attentive as a teacher.

Reported by Scott Gardner

OKINAWA: September — *JET/ALT workshop*. Okinawa JALT held a JET/ALT Workshop at Okinawa Christian University on Saturday, September 27. We had about ten people attend on what was a beautiful, sunny summer day, including three Japanese teachers of English from local junior high and high schools. During the event, George MacLean spoke about his experiences as an ALT, and emphasized the potential of electronic whiteboards to better present teaching materials. Fernando Kohatsu made a very interesting presentation about controlling students' use of definite and indefinite articles in Spanish. Justin Foster Sutherland presented a game that can be used to motivate students to answer questions in class and would be enjoyed by students of all ages. Finally, Tim Kelly spoke briefly about the importance of developing effective relations in team-teaching situations. Hopefully we will be able to attract ALTs and JETs to future meetings as summer draws to a close here on "Happy Island." Our next event, The World of Part-Time Teaching, will be on Sunday October 19th.

Reported by Meghan Kuckelman

TOKYO: September — *Global Englishes* by Dr. Galloway. Galloway, specialist in Global Englishes (GE) from the University of Edinburgh, presented on the growing importance of GE as a research paradigm that has important ramifications for English Language Teaching (ELT). Despite the increasing emphasis being placed on the pedagogical implications at the theoretical level, ELT remains largely unchanged. Proposals for change have also met severe criticism, and there is a lack of research at the practical level.

This presentation examined Global Englishes Language Teaching (GELT), which represents a move away from a focus on native English speaking norms, and a move toward an "English as a Lingua Franca" approach. In this approach, native (NES) and non-native (NNES) English speakers are placed on equal footing; the aim is to emancipate the NNES from the norms of a minority group of English users. However, an attachment to "standard" English, the prevalence of standardized language tests, and the continued recruitment of NESTs prevail as barriers. This presentation provided examples from the Japanese context that showcase how GE can be incorporated into the curriculum in different ways, although it is recognized that breaking away from the epistemic dependency of NE and the NES may not be such an easy task.

Reported by Sayaka Amano

TOKYO: September — *Pragmatics for language teachers* by Jerry Talandis Jr., Kimiko Koseki, and Donna Fujimoto. This general introduction to pragmatics was a three-part workshop covering both practice and research in the area of pragmatics and began with a useful and usable lay person's definition, which was followed by activities enabling participants to understand the concepts. In order for teachers to focus on what type of pragmatics to teach, "Three Golden Rules" of conversational strategies for students were explained. The presenter also spoke about how pragmatics is treated in conversation textbooks and recommended useful resources.

Part two argued teaching pragmatics is also important at the high school level. The tendency in many schools is to focus on grammatical accuracy, yet pragmatic failures may be much more problematic. Teachers and students should be made aware of the importance of pragmatics in communication because it is possible to offend others without even knowing it! The presenter shared lessons and materials based on speech acts such as compliments, refusals, apologies, and requests.

Finally, Conversation Analysis (CA) is perhaps the most effective methodological framework in research and this is a rigorous and highly detailed analysis of people's interactions. This session began with a general introduction to CA and then explained the differences between CA, discourse analysis, and other methodologies.

Reported by Sayaka Amano

JALT Apple Store



Don't forget, JALT membership brings added bonuses, such as discounted Apple products through the JALT Apple Store.

<jalt.org/apple>

JALT2015: Focus on the Learner 学習者に焦点をあてて Conference Co-chairs: Dexter Da Silva & Kay Irie 大会委員長:デクスタ ダシルバ & 入江 恵

Dexter: So, Kay, we talked a lot about the theme before making our final choice: "Focus on the learner." For me it means trying to transform our ideas and our teaching by directing our attention away from teaching and ourselves as teachers, and towards learning, our students, and ourselves as learners in the very broad sense. What does it mean for you?



Kay: I have a very similar idea, Dexter. JALT is primarily an organization for teachers - teaching professionals. We plan our lessons, develop tools and materials for teaching and assessing, and managing our classes. At times, we forget the ultimate goal of what we do is that our students learn. This is so basic and important, but we forget perhaps because we try so hard to teach well. We, teachers, advisers, material developers, and researchers need to learn, too. So for me, Focus on the Learner is a reminder to ourselves to get back to the basics. At the same time, we have learned and know a lot about the learner which we should be proud of and share with each other. And JALT is a great place to do it. By sharing what we know about the learner, we can also talk about what we want to learn and know more about. And we might find like-minded people to explore the issues together.



So Dexter, what sort of presentations and discussions would you like to see at the conference next year?

Dexter: Well, there are so many different possibilities that we've been talking about that it's difficult

to name a few. But I guess in general I'd like to see presentations on learning both inside and outside the classroom, in both common and unusual contexts, learning language as an academic subject, as a tool for interpersonal communication, as a means for cross-cultural understanding and world peace, and as a core aspect of our personal and social identities.

Kay: We also want to have some opportunities for students to take part in sharing what they know and their perspectives on learning, don't we? It will be great if we can create a special space for students to give presentations or discuss what they think and also "feel" about language learning and teaching.

What about speakers? We are working on developing an exciting lineup of speakers right now. What should be the criteria for selecting the speakers?

Dexter: Yes, Kay, there are so many people I'd love to see and to share with others. I guess I would highlight three criteria; variety, inspiration, and freshness - simply we need a variety of inspiring speakers who have fresh ideas, stories, perspectives to share with conference participants.

What about you, Kay? What other criteria do you think are important?

Kay: What you mentioned are all important. I particularly like the idea of having a variety in two ways. One way is, of course, in terms of diversity of human attributes that are visible such as gender, ethnic groups, and age. But it also means a variety of perspectives and ideas about the language learner. I think we should get speakers who have been working in different settings, studying about different aspects of the learners in research and who have experienced different ways of learning languages. So when we listen to them, we can deepen our understanding of the learner and learning and take new ideas home.

Actually, the same goes for all presentations, doesn't it? We would really like to encourage everyone to think about how they can share what they have learned about the language learners and questions they want to ask at Granship Shizuoka in November.

<http://jalt.org/conference>





Sadira Smith

Please find below a mix of linguistic, literary and cultural academic gatherings that will occur over the next few months. You can 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. Thus, 15 March would be the deadline for a June conference in Japan and a July conference overseas.

Email: <conferences@jalt-publications.org> <<http://jalt-publications.org/tlt/departments/conference-calendar>>

Upcoming Conferences

15-16 JAN 15—CUNY Phonology Forum: Conference on Multilingual Phonology. New York, NY, USA. The Forum is devoted to the discussion and pursuit of foundational questions in phonology. This year's topic explores formal, functional, experimental, and computational approaches to the topic of multilingual phonology, including acquisition and code-switching. Invited speaker is Ellen Broselow (Stony Brook U.). <<http://cunyphonologyforum.net>>

23-25 JAN 15—WSCLA/Workshop on Structure and Constituency in the Languages of the Americas. University of Arizona, USA. The conference brings together researchers studying the languages of North, Central, and South America in any area of formal linguistics (phonetics, phonology, morphology, syntax, semantics, and pragmatics). <<http://sites.google.com/site/wscla2015>>

5-7 FEB 15—ESBB/English Scholars Beyond Borders 2nd International Conference. Srinakharinwirot University, Bangkok, Thailand. A non-profit circle of international academics, the aim of ESBB conferences is to assemble English teachers and scholars from across the globe to expand metaphorical and epistemological horizons. Fees are \$200 for presenters, \$50 for student presenters based in Thailand and for attending without presenting. <<http://englishscholarsbeyondborders.org/conference>>

7-8 FEB 15—BLS41/Berkeley Linguistic Society 41st Annual Meeting. UC Berkeley, California, USA. Plenary speakers are Jessica Coon (McGill U.), William Croft (UNew Mexico), Jeff Mielke (North Carolina State), Christopher Potts (Stanford), Shobhana Chelliah (UNorth Texas), and Kofi Yakpo (UHong Kong). <<http://linguistics.berkeley.edu/bls>>

19-20 FEB 15—MIAM 2015/International Colloquium on Multilingualism and Interpreting in Settings of Globalisation: Asylum and Migration. Ghent University, Ghent, Belgium. Keynote speakers are Jan Blommaert (Tilburg U.), Moira Inghilleri (UMassAmherst), Stef Slembrouck (Ghent U.), and Cecilia Wadensjö (Stockholm U.). <<http://miam.ugent.be>>

19-21 FEB 15—GALANA 6/Generative Approaches to Language Acquisition - North America. University of Maryland College Park, Maryland, USA. This conference is an outlet for cutting edge work on language acquisition, relating results in first and second language acquisition to detailed hypotheses about developing grammatical representations. Invited speakers include Liliana Sanchez (Rutgers) and Antonella

Sorace (Edinburgh). As well, there will be a special session: "Learning in generative grammar: 50 years since the Evaluation Metric." <<http://sites.google.com/site/2015galana>>

21 FEB 15—12th Annual TALGS Conference. East Carolina University, Greenville, North Carolina, USA. Organized by the Linguistics and TESOL graduate students and faculty, TALGS aims to provide a serious but relaxed environment for graduate students and professionals working in TESL/TEFL/FL and a variety of applied linguistics fields to present their work, receive feedback, and network. <<http://ecu.edu/cs-cas/engl/talgs/index.cfm>>

20-21 FEB 15—5th Bremen Symposium on Language Teaching and Learning in Higher Education: Content & Diversity: New Challenges for Language Teaching and Learning in Higher Education. University of Bremen, Bremen, Germany. Keynote speaker is David Little, presenting "Constructive alignment and language learner autonomy: Two ways in which university language programmes can respond to the challenge of heterogeneous student populations." <<http://fremdsprachenzentrum-bremen.de/symposion>>

8-10 MAR 15—IICLL 2015/The IAFOR International Conference on Language Learning Conference. Dubai, United Arab Emirates. Discussion will be on the future of language learning. Keynote speakers are Christine Coombe (Dubai Men's College), Steve Cornwell (IAFOR International Director of Programme: Language Learning; Osaka Women's U.), and Stuart Picken (Chairman of IAFOR International Advisory Board). <<http://iafor.org/iafor/conferences/iicll2015>>

Calls for Papers, Posters, Presentations

ABSTRACT DEADLINE: 1 JAN 15 (FOR 30 APR-3 MAY 15)—2015 Asian Conference on Language Learning: Integrated Practices: Creating Experiences to Enhance Learning. Osaka. Individual, Poster, Virtual, Workshop, or Panel presentations accepted for review. <<http://iafor.org/iafor/acll2015-call-for-papers>>

ABSTRACT DEADLINE: 15 FEB 15 (FOR 25-27 JUN 15)—ASIALEX2015. China. Maximum 300 words. Papers presented will be published in the Proceedings, selected papers will be recommended to the refereed journal *Lexicography: Journal of AsiaLex*. <http://asialex2015.engl.polyu.edu.hk/?page_id=67>



Ultimately, language education revolves around the learner and learning. Our teaching philosophies, metaphors, and practices are based on our implicit or explicit theories of learning and learners' characteristics and needs. It is a basic principle, but is often forgotten in our busy day-to-day lives. At JALT's 41st international conference we will take the opportunity to focus our attention on and to celebrate what we have learned and wish to learn about, with, and as learners. We welcome submissions for innovative presentations that reflect the vast possibilities within and surrounding this topic. Please be aware that the Call for Proposals will be from 25 November until 15 February 2015. Acceptances will be announced mid-April 2015. Go to <<http://jalt.org/conference/jalt2015/call-proposals>> for information on how to submit your proposal.

[JALT FOCUS] THAT WAS JALT2014

Starting on November 21, JALT members began making their way to Tsukuba for the opening of JALT's 40th annual conference at Tsukuba International Congress Centre. For four days we enjoyed hundreds of presentations, plenaries, meetings, and workshops, as well as the social events and networking opportunities. Here are a few pictures of some of the many highlights.



Epochal Tsukuba, as the centre is called, turned out to be a superb venue, with ample space, easy access to all rooms, and a materials exhibition that flowed into all parts of the building.



[Photos: Jerry Talandis Jr.]



As usual, the JALT interns were there to assist—their pink shirts and cheerful greetings making everyone feel welcome.



The opening ceremony on Saturday began with a rousing video, followed by introductions of our main speakers and guests.



Following the opening, Claire Kramtsch spoke to the conference theme, discussing *Why Conversation Needs Borders*.



That evening, the *Best of JALT* reception was held, with awards, live music, food, and drink.



For those that survived the night, Thomas Farrell's plenary talk on *Reflecting on Practice* on Sunday provided a thought-provoking introduction to the rest of the conference.

If you missed JALT2014, be sure to submit a proposal for JALT2015 in Shizuoka.

ARTICLES

RESOURCES

JALT FOCUS

JALT PRACTICE



Michael Parrish

To list a position, please submit online or email the editor. Online submission is preferred. 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 column. All advertisements may be edited for length or content.

Email: <job-info@jalt-publications.org> Web: <jalt-publications.org/lt/departments/job-info-centre>.

Fall down seven times, get up eight

By the time of publication, the first round of the 2015 academic hiring season will be drawing to a close. I hope that those of you who sent in applications got a positive result, either in the form of an interview or a firm job offer. Congratulations! Unfortunately, the number of applicants always exceeds the number of positions and only a few people end up with a job. Nevertheless, there is still room for hope. It is often the case that for every job that is taken, another one opens up because the current job applicants will either be finishing their present contracts or quitting their jobs (part-time or full-time) in order to accept a new one. This means that in a few months' time a new round of jobs will begin being posted at those institutions losing staff (typically mid-December through early March), as information trickles down through the administrative bureaucracy. Sometimes the candidate chosen by a particular employer decides not to accept the job, or accepts tentatively, but reneges when a better opportunity comes along. In such cases, some institutions will go back to the list of candidates interviewed previously and offer the job to them rather than having to put out another job announcement.

So, a rejection letter is not always final.

This is an important point, a rejection letter is not a blanket condemnation of your skills and qualifications; it reflects a variety of specific and variable factors such as the pool of candidates, the needs of the university, the preferences (or biases) of the members of the search committee, and your skill set and experience at that time. Over time, all these factors will change. As the contract teaching merry-go-round continues spinning, it is very likely that you will apply to the same university in the future. With this in mind, it is important *how* you respond to rejection at both the application and interview stages. It might seem very satisfying to write a "poison-pen" letter to the search committee informing

them of the error of their decision, but ultimately it only makes you seem unprofessional and even less desirable as an employee. Although search committees change composition, institutions have long memories (yes, there are actual black lists) and it can be hard to escape a bad reputation. One alternative is to write that nasty e-mail, but send it to yourself. You can get your negative emotions out and then redirect your energy towards the next opportunity. Similarly, avoid grouching to colleagues about the person who did get the job. No matter how unqualified or lucky the person may seem to be, you will look more professional if you accept your loss gracefully. You may even pick up a "consolation prize" of additional *koma* (classes) at the same university or from someone who has to quit some jobs in order to take the new position.

A rejection letter can also be a chance for self-reflection and self-improvement. Examine whether your application package completely satisfied all the requirements in the job posting. Were your accompanying essays (for example, teaching philosophy, cover letter, model lesson, or syllabus) tailored to the specific program or university? Another way is ask the search committee or some of the panel members how you might have improved your application. Bear in mind that some institutions have ethical problems with such specific feedback on employment/hiring practices as it might provide an unfair advantage in future applications. A second option is to show your application materials to trusted colleagues, particularly those with hiring committee experience, and ask for an honest critique.

Remember, keep swinging! There is always another round.



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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
- 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

<<http://jalt.org>>

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- 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

<<http://jalt.org/conference>>

JALT Publications

- *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

<<http://jalt-publications.org>>

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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。

<<http://jalt.org/main/groups>>



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- 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

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Scott Gardner <old-grammarians@jalt-publications.org>

How English Pwned the World

Eons ago, when the earth was young, the great continents were combined in one undifferentiated landmass called Pannacotta. Over time this supercontinent underwent incontinence and split up. Among the fragments was an island thrown off into cold northern waters, which would someday comprise the land known as England. Nobody knew it at the time—nobody knew much of anything back then—but this tiny crumb of real estate would eventually be the home of a language that would dominate the world, and would be called ELF (English as a Lingua Franca). People would ultimately come to worship the great ELF and its acolytes...but I get ahead of myself.

Millennia passed. Civilizations rose, traffic signals went up, wars raged, Walmarts opened, and the dinosaurs disappeared. Meanwhile on the tiny, cold island of Great Britain, the locals began speaking in a distinctive tongue uniquely allowing them to express the same sentiment in an almost infinite number of ways—that sentiment being, “How do I get off this rock?” Britons’ efforts to answer this question led directly to the worldwide spread of English, like marmite on toast.

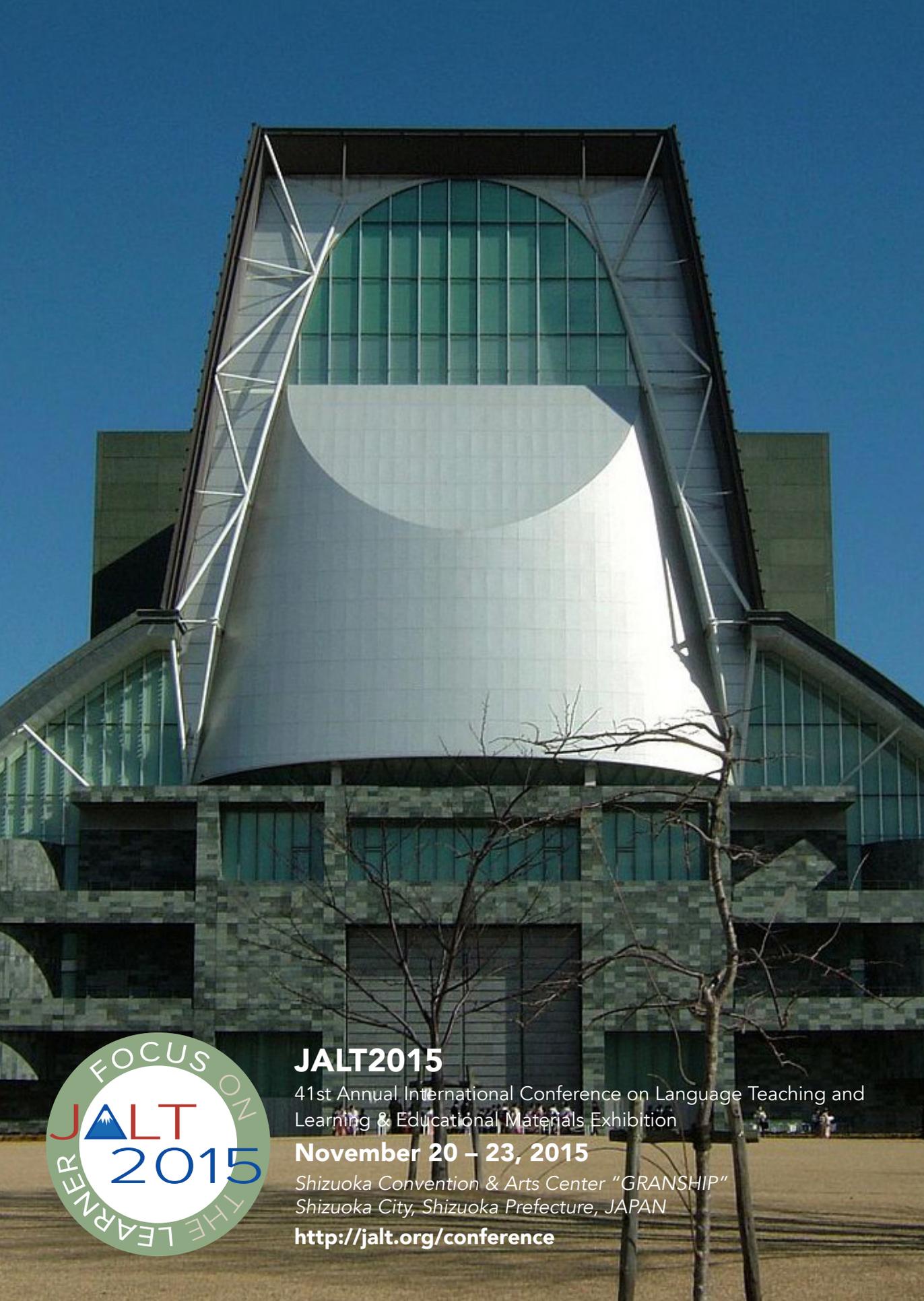
There are three main ways in which the historical Britons promulgated and diversified their language: global exploration, linguistic creativity, and the venting of suppressed resentment. Their exploratory spirit took them to every remote, dank corner of the earth, in the firm belief that, if it’s a corner, it ought to have a corner pub. Their creative, almost daily modifications of their language (e.g., latinizations, vowel shifts, rhyming slang, and nuanced variations in sincerity; see below) made it easier for them to continually renegotiate their influence with the local residents in these outlying areas. (“‘Colony’... er, ‘protectorate’... how does ‘commonwealth’ sound?”) And their penchant for veiled disgruntlement prompted them to tweak their language further, giving it its special ability to both praise and condemn at the same time, as in “I always feel more intelligent after reading your column.”

Let’s look at three banner carriers in the global onslaught of the English language: Sir Francis Drake, William Shakespeare, and Basil Fawlty.

Drake was famous for prowling the oceans, stealing hoards of vocabulary words from the Spanish and claiming them for Queen Elizabeth. Examples include *tobacco*, *daiquiri*, *conquistador*, and *cacafuego*. His *modus operandi* was to heave to alongside his quarry and allow all the tildes (~) on board to go free before commencing his assault. Drake’s ruthlessness at sea was supposedly due to childhood trauma he suffered when acquaintances continued calling him “Francis” although he wanted to be called “El Rufián.” Legend has it that, as a demonstration of the range of his influence, Drake hid a batch of toad-in-the-hole somewhere along the coast of California and offered a 20,000-peso reward to whoever could find it.

Shakespeare was notable for creating the most English words and phrases with naughty double meanings. Imagine—since I’m not going to explain them to you—what vile private practices the following phrases hint at: *gild the lily*, *hoist one’s petard*, *laughing stock*, *hobnob*, *hurly-burly*, *gnarled*, *blushing*, *seamy*...all of them contrived within the smutty globe of Shakespeare’s brain. English literature students the world over have seen that little glint in the eyes of teachers trying to explain what Hamlet meant to do with that “bare bodkin.”

Basil Fawlty (a fictional character) is purported by one linguist (also fictional) to have used the phrase *I beg your pardon* with 37 pragmatic variations, ranging from the deferential “I, with my coarse, untrained ears that might as well be stuffed with corn husks, was unable to articulate the cathedral-like sonorities of your mellifluous, regal voice” (i.e., “I didn’t hear what you said”), to far more abusive sentiments not printable here. (He could also throw out a mean “Is everything to your satisfaction?”) Compare this vast tonal spectrum—subtle but still discernable to many British English speakers—to the trifling two pragmatic shadings of the phrase *Excuse me* found in American usage: patently sincere and full-on sarcastic. (Think 1970s-era Steve Martin.) Perhaps the world-dominating language of the future will be the one that best conveys this original British subtlety via written online text. Yeah right.



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