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Welcome to the July/August 2016 issue of *TLT*. Most of us are currently in the middle of our semesters and gearing up for the summer break. We hope that classes wrap up nicely and that the coming weeks are a time of relaxation and creative rejuvenation.

We here at *TLT* would like to take this time to express our thoughts and well-wishes to the people in Kumamoto, who suffered severe earthquakes on April 14 and 16. We hope residents and volunteers remain safe and healthy during this important time of rebuilding.

This month's Feature Article brings us *An Edited Version of the First Eight 1,000-Word Frequency Bands of the Japanese-English Version of the Vocabulary Size Test*, by **Stuart McLean, Tomoko Ishii, Tim Stoeckel, Phil Bennett, and Yuko Matsumoto**, in which the authors discuss the quality and shortcomings of the Vocabulary Size Test. In our Readers' Forum, **Jeff Mehring** and **Regan Thomson** explore various study skills to help improve memory storage and retrieval strength, and ways of incorporating them in the classroom, in *Brain-Friendly Learning Tips for Long-term Retention and Recall*.

Last, but certainly not least, our Praxis section is a wealth of classroom-oriented ideas, tips, and advice. We at *TLT* endeavor to bring you the best content, in quality and variety, which is reflective of the range, diversity, and exploratory nature of our readership.

As always, we appreciate the hard work and dedication of all our volunteers at *TLT*. Currently, *TLT* is looking for volunteers to work on the production team as copyeditors and proofreaders. Training is provided, and opportunities often arise for editor positions. If you are interested, please contact us at <tlt-editor@jalt-publications.org>. We look forward to hearing from you. In the meantime, Happy Reading!

John Roberts
TLT Editor

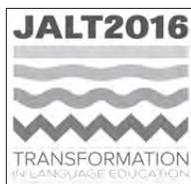
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Continued over



42nd Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition
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TLT Editor: John Roberts
TLT Japanese-Language Editor: Toshiko Sugino

TLT2016年7・8月号へようこそ。皆様の大方は前期の最中で、夏休みに向けて調子を上げていることでしょう。授業が順調に終わり、皆さまがその後の数週間をゆったり、かつ創造的に元気を回復する時間をお過ごしになりますよう期待しております。

また、この場をお借りして、4月14日・16日の地震で被災された熊本の方々にお見舞いを申し上げます。住民の方々やボランティアの人々が大事な再建の時期に安全に過ごされ、健康でいらっしやることを願っております。

本号のFeature Articleでは、Stuart McLean, Tomoko Ishii, Tim Stoeckel, Phil Bennett, Yuko MatsumotoがAn Edited Version of the First Eight 1,000-Word Frequency Bands of the Japanese-English Version of the Vocabulary Size Testの中で、語彙サイズテストの良い点と欠点について論議しています。Readers' Forumでは、Jeff MehringとRegan Thomsonが、Brain-Friendly Learning Tips for Long-term Retention and Recallの中で、記憶の保持力・回復力を向上させるための様々な学習スキルを研究し、それらを授業に導入する方法にも触れています。

最後に、JALT Praxisには、授業用のアイデアや助言がたくさん用意されています。広範囲で多様な分野で活躍され、また探究心にあふれたTLTの読者の皆様を対象にした質・量ともに最良な内容を掲載しております。

いつもと同様、今回もTLTのボランティアの皆様の献身的な仕事ぶりに感謝いたします。現在、TLTでは、プロダクションチームのボランティア会員を募集しております。編集作業用の研修もあり、さらに、編集長になる機会もあります。ご興味がおありでしたら、tlt-editor@jalt-publications.orgまでお知らせください。お便りをお待ちしています。それでは、ぜひTLT今月号をお楽しみください。

John Roberts
TLT Editor

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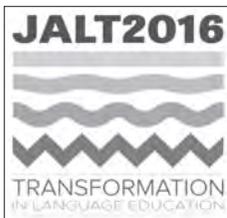
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An Edited Version of the First Eight 1,000-Word Frequency Bands of the Japanese-English Version of the Vocabulary Size Test

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範囲を超える精査が殆どされていないため、更なる検証を重ねる事には意義がある (Nguyen & Nation, 2011)。本論文は、日本語版 VST の最初の8000語レベルの単語出現頻度帯について、測定の一次元性と正確さの向上を目的に改訂を試み、その結果をまとめたものである。改訂作業においては、(a) 音による推測が容易なカタカナ語を選択肢から排除し、(b) 各選択肢の品詞を統一し、(c) 各選択肢の長さの均衡をとった。

The Monolingual VST

The Vocabulary Size Test (VST) (Nation & Beglar, 2007) was developed to provide estimates of the number of words that foreign or second language learners can recognize in a written format. Various monolingual forms of the VST exist, all of which are based on a frequency count of word families derived from the British National Corpus (BNC; Nation, 2006). The first twelve 1,000-word lists of the BNC were revised using word family range and frequency figures from the 10-million token spoken section of the BNC, the remaining 1,000 word lists bands are based on the entire 100-million token BNC. The most well-known version of the VST is the original 140-item version, developed to provide a comprehensive measure of vocabulary size from the first to the fourteenth 1,000-word families of English. More recently, two parallel 100-item forms covering the first 20,000-word families have also become available. For learners of low or intermediate proficiency, abbreviated forms have been used. In his validation study of the test, Beglar (2010) used an 80-item version measuring knowledge of the first eight 1,000-word bands with intermediate level students and a 40-item version measuring knowledge of the first four 1,000-word bands with low proficiency learners. This was because using lower frequency bands with these learners would have increased the chances of overestimating vocabulary size due to guessing. Examples of words from lower frequency bands are *fens*, *cranney*, *aperitif*, *soliloquy*, *talons* and *erythrocyte* at the ninth, tenth, eleventh, twelfth, thirteen and fourteenth 1,000-word bands, respectfully.

This paper provides and explains the criteria by which the first eight 1,000-word frequency bands of the Japanese bilingual Vocabulary Size Test (VST) were revised. The VST (Nation & Beglar, 2007) was designed as a measure of vocabulary size for language learners. It was originally produced and validated in a monolingual format, but in recent years several bilingual versions have also been made. These variants may yield more accurate results, because they avoid conflating vocabulary knowledge with ability to decode answer choices in the L2. However, they have received little scrutiny beyond initial piloting and may therefore benefit from further examination and refinement (Nguyen & Nation, 2011). This paper describes the revision of the first eight 1,000-word frequency bands of the Japanese bilingual VST with the goal of increasing the test's unidimensionality and accuracy. The revisions (a) removed English loanwords from the answer choices to prevent examinees from correctly responding through phonological matching alone, (b) ensured that the parts of speech of each answer choice were identical, and (c) matched the lengths of answer choices.

本論文は、日本語版2ヶ国語 Vocabulary Size Test (VST) における最初の8000語レベルまでの改訂された単語出現頻度帯の基準を説明したものである。VST (Nation and Beglar, 2007) は言語学習者の語彙サイズを計測するために作られたもので、当初は英語のみで制作されていたが、近年様々な言語対応の版も作られている。これらの版では、英語の読解力に左右されることなくテストを受けられ、より正確な結果が得られることが予想される。しかしながら、それらの版は初期のパイロットテストの

Elgort (2013) also took the position that it is not always optimal to estimate vocabulary size using the entire instrument. McLean, Hogg, and Kramer (2014) and McLean, Kramer, and Stewart (2015) provided insight into appropriate test length in the Japanese context. These researchers collected VST scores from Japanese university students and, based on subsequent retrospective interviews and statistical analysis, posited that the vocabulary sizes of most of these learners were overestimated when using the results from the first eight 1,000-word frequency bands. It may be concluded that for accurate estimates of vocabulary size from all but the most able of Japanese university students, utilization of bands beyond the first 8,000 words is best avoided. For this reason, we have limited the scope of our revisions of the Japanese VST to the first eight sections of the test.

Bilingual Versions of the VST

A number of bilingual versions of the VST have been developed, including Russian, Korean, Vietnamese, Mandarin, Persian, and Japanese. In these variants, each question stem is presented in English while the answer choices are presented in the learners' L1. Here is an example from the Japanese bilingual VST:

see: They saw it.

- a. 切った (cut)
- b. 待った (waited for)
- c. 見た (saw)
- d. 始めた (started)

Studies of the Vietnamese, Persian, and Russian versions of the VST have found that each provides reliable results, generally separating participants according to overall proficiency, and that the difficulty of items forms a continuum based on frequency (Elgort, 2013; Karami, 2012; Nguyen & Nation, 2011).

Relative Benefits and Limitations of Monolingual and Bilingual Versions of the VST Unidimensionality

A fundamental purpose of test design is to create instruments which yield unidimensional results. In other words, test makers hope to isolate and measure a single target construct to the greatest degree possible. Bilingual tests play a key role in this. Elgort (2013), Karami (2012) and Nguyen and Nation (2011) argue that bilingual tests more accurately estimate vocabulary sizes of examinees with limited knowl-

edge of grammar and syntax. The monolingual versions of the VST include relative clauses (e.g., 'argued against the facts that supported it') and adjective/noun/verb phrases (e.g., 'full of energy'). Karami (2012) states:

Complex grammatical knowledge as well as good reading skills are required on the part of the test takers to get the item right. It poses a problem for monolingual vocabulary size tests as these tests cannot be claimed to be tests of pure vocabulary knowledge. Other factors, such as grammatical knowledge and reading ability, contaminate the measurement (p. 55).

Bilingual versions of the VST may also reduce the level of anxiety examinees experience while completing the test (Elgort, 2013). Further, through the perception of relative ease, examinees' self-efficacy specific to the task of completing a bilingual VST may increase. Our level of self-efficacy influences "whether certain (coping) behaviors will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences" (Bandura, 1977, p. 191).

Time Necessary to Complete the Test

Owing to students' faster L1 reading speed relative to their L2, and the fact that bilingual tests allow for shorter answer choices, the bilingual VST can be completed more quickly than the monolingual form. Karami (2012) states that "long distractors are unavoidable in monolingual tests to completely convey the meaning of more difficult words" (p. 56). Shorter answer choices in the bilingual format may reduce the degree to which fatigue influences VST scores, particularly among less able readers, as such learners often have difficulty concentrating for more than 20 minutes when conducting L2 reading (Day & Bamford, 1998).

The Utilization of Only High Frequency Words in Answer Options

In the monolingual VST, answer choices were written with a restricted set of vocabulary. The answer choices of items testing the first two 1,000-word frequency bands were written using only the first 1,000 words of West's (1953) General Service List (GSL), while items from the third 1,000-word band onward were written using only the GSL. This raises two issues. First, examinees with very limited lexical knowledge might not be able to demonstrate understanding of items testing the first 1,000 words if they lack knowledge of words used in the answer choices. Second, accurately representing the

meaning of target words with very limited vocabulary can be problematic. For example, *hikidashi*, the direct Japanese translation of *drawer*, represents a much more accurate representation of *drawer* than “sliding box,” the definition offered on a version of the monolingual test.

Revising the Bilingual Japanese VST

The bilingual Japanese version of the VST has been available for several years. However, in recent use of the test and subsequent review of the results we have identified several areas in need of revision. Below, we describe each of these and explain how we modified the instrument to address the issue. Two native speakers of Japanese with specializations in applied linguistics principally informed the collaborative process.

English Loanwords

Ten percent of the tested words in the first eight frequency bands of the VST exist as loanwords in Japanese (e.g., yogurt, palette). This is normal and unproblematic in itself. However, in the answer choices for such words, presenting the correct option in katakana may enable examinees to correctly respond through phonological matching alone. McLean, Hogg, and Kramer (2014) express a concern in this regard, suggesting that the presence of loanwords as answer choices might inflate estimates of vocabulary size. Addressing this problem by simply replacing katakana with paraphrases of the target word in only the correct answers might allow test-wise examinees to eliminate distractors which use katakana. In our revision of the test, we therefore discarded katakana English loanwords entirely from all answer choices.

When we replaced katakana answer choices, an alternative Japanese synonym was sometimes used. For instance, *paletto* (palette) was replaced with *enogu-ita*, which might not be used widely in daily Japanese language, but is easily understood and is clearly not a phonological representation of the target English word *palette*. Alternatively, we sometimes employed a brief description of the tested word. For example, in the case of *olive*, we changed the direct translation *oribu* into *shokuyo-no-mi*, meaning *edible fruit*.

Along with English-based loanwords, there were many words written using katakana that are not related to their English equivalent. For instance, following a common practice in Japanese language, many of the names of plants and animals were writ-

ten in katakana (e.g., *kani* for *crab*, *rakuda* for *camel*). We decided that such use of katakana would not be a problem as they are not phonological representations of English words and do not offer any clues when choosing the correct answer. This is consistent with recommendations by Elgort (2013) on loanwords in a bilingual Russian version of the VST.

Though we were able to replace all problematic correct answers represented in katakana words using one of the two approaches mentioned above, for a small number of distractors neither approach seemed possible because the loanwords in question were very widely used in Japanese and could not easily be expressed in other ways. In such cases, we chose to change the distractor itself. For instance, *swimming pool* could only be translated to the katakana forms *suimingu puuru* or *puuru*, both phonologically derived from English, and explaining it as “a place to swim” seemed awkward. We therefore employed the distractor *yuuenchi* (amusement park) instead. The original and edited item described is shown below:

Original VST item

pub: They went to the pub.

- 酒場 (a drinking place)
- 銀行 (bank)
- 商店街 (shopping promenade)
- 水泳プール (swimming pool)

Edited VST item

pub: They went to the pub.

- 酒場 (a drinking place)
- 銀行 (bank)
- 百貨店 (shopping promenade)
- 遊園地 (amusement park)

Similarly, the distractor *supai* (spy) could only be translated to *chohouin*, which is not so commonly used in daily Japanese and seemed problematic to be on the test. This distractor was therefore replaced by *kenkyusha* (researcher), which is another occupation that matches the other options in this item.

Part of Speech and Inflections

In the original bilingual version of the VST, the four answer choices of a small number of test items

differed in part of speech or grammatical function. This can be problematic for test takers who attempt to slot each answer choice into the example sentence provided in the question stem (Elgort, 2013). We revised such items so that all answer choices shared the same part of speech or grammatical function. For instance, an item from the second 1000 words was translated as follows in the original Japanese VST:

upset: I am **upset**.

- a. 疲れた (tired)
- b. 有名な (famous)
- c. 金持ちの (rich)
- d. うろたえた (upset)

Among these options, *b* and *c* are in a form that needs to be followed by a noun (e.g., a famous person, a rich family). In contrast, although they are in adjective forms, options *a* and *d* could also be interpreted as the past tense of being tired and being upset, and do not necessarily have to be followed by a noun. This difference could possibly make options *a* and *d* look more suitable to replace “upset” in the example sentence “I am upset.” In order to eliminate such inconsistency, we revised this item as follows:

upset: I am **upset**.

- a. 疲れている (tired)
- b. 有名だ (famous)
- c. 金持ちだ (rich)
- d. 怒っている (upset)

All of these forms can come at the end of a Japanese sentence, and they look equally attractive following the phrase “I am.”

Length of Answer Choices

Following Elgort (2013), who recommends the balanced presence of either single-word or descriptive-sentence distractors, we revised several items so that (a) all answer choices were short Japanese translation equivalents, (b) all choices were short phrases in Japanese, or (c) two choices were single words and two were phrases. We made sure that no items had three of one answer style and just one of the other. For instance, in the original Japanese VST, the item for *poor* appeared as follows:

poor: We are **poor**.

- a. 貧しい (poor)
- b. 幸せ (happy)
- c. とても興味がある (have a strong interest)
- d. 一生懸命には働きたくない (not willing to work hard)

In this item, option *d* is substantially longer than the others. We revised this item as shown below, to have four options of about the same length, each of which would sit naturally in place of *poor* in the example sentence:

poor: We are **poor**.

- a. 貧乏だ (poor)
- b. 幸せだ (happy)
- c. 興味がある (interested)
- d. 怠け者だ (lazy)

Changes to Stems

For two items, the stems were problematic because when translated directly into Japanese, they did not provide a natural context for the answer choices. In the item for *candid*, the example sentence provided in the stem was “Please be candid.” With the word “please” in the stem, it is natural to have Japanese forms that sound like a request. However, with adjectives, it seemed very awkward to express such nuance in the answer choices. As a consequence, we chose to change the stem to “He is candid.” This way, having basic adjective forms such as *kouheida* (fair) or *socchokuda* (candid) as answer choices would not pose any problem. Similarly, we changed “He felt lonesome” into “He was lonesome” to make the use of basic adjective forms more natural.

Conclusion

We have described an effort to improve the Japanese bilingual version of the VST. We intend to follow the revisions reported here with two further analyses. First, we plan to compare the original and edited versions of the test, giving particular attention to the effect of replacing katakana in some of the answer choices. Second, we will collect initial evidence for validation of the instrument for use with Japanese university students.

As the test remains closely based on the much-studied original VST, it can be used for purposes of research to estimate vocabulary size or vocabulary growth of Japanese learners of English, and include the same errors of being based on a now dated British corpora. The VST should not be mis-

taken as a levels test, which is intended to diagnose gaps in learners' vocabularies and may be of greater pedagogical benefit for some teachers. McLean and Kramer (2015) explain the relative advantages of size and levels tests. The authors set out not to make a new size instrument, but improve the existing Japanese bilingual VST. Thus, this paper provides and explains the criterion by which the first eight 1,000-word frequency bands of the VST were revised. The revised version of the Japanese bilingual Vocabulary Size Test described here is available from the authors' Academia.edu pages.

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Tomoko Ishii received her PhD from the University of Nottingham in 2005, and has been teaching English at several colleges. She is currently teaching at Meiji Gakuin University in Kanagawa, Tokyo, and is an active member of the JALT Vocabulary SIG.



Tim Stoeckel is an associate professor at the University of Niigata Prefecture in Niigata. His research is in the areas of vocabulary assessment and vocabulary growth among EFL college learners.



Phil Bennett is an assistant professor in the School of International Liberal Arts at Miyazaki International College where he coordinates the language program and teaches both academic English and team-taught liberal arts courses. He is a PhD candidate at the University of Birmingham and his research interests cover all aspects of lexical acquisition.



Yuko Matsumoto is an English instructor at Miyazaki International College. Her main research theme is the L1 use in the L2 classroom focusing on reading instruction. She graduated from Monterey Institute of International Studies (MA TESOL) and is currently a PhD candidate at Tsuda College.



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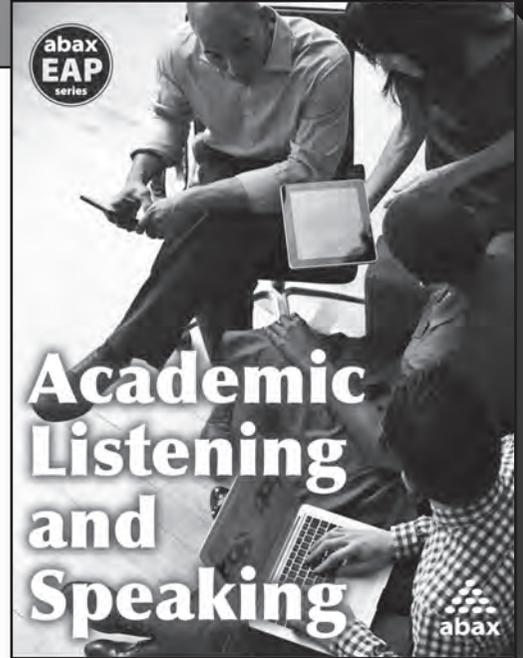
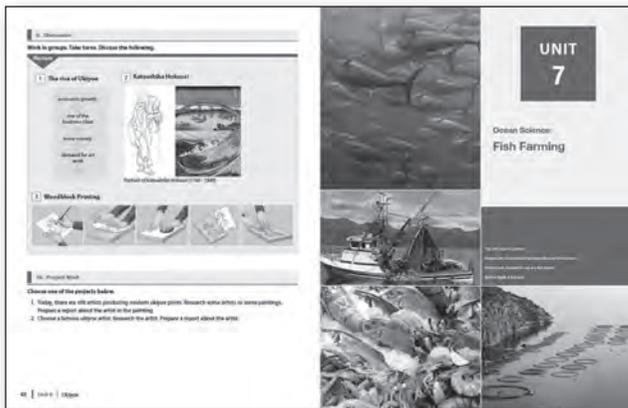
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Brain-Friendly Learning Tips for Long-Term Retention and Recall

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The main study skills students presently rely on are massed practice, repetition, rereading, and highlighting which cause a false sense of fluency (Bjork & Bjork, 1992). Memory has two strengths, storage strength and retrieval strength, with the theory of desirable difficulty stating that the harder one has to work to retrieve a memory, the greater the subsequent spike in retrieval and storage strength (Bjork & Bjork, 1992; Hattie, 2013). Spaced repetition, pretesting, interleaving, and regular testing are a few study skills that can lead to deeper learning. Incorporating them into teaching as well as showing students how to use them could lead to deeper learning, stronger retrieval, and longer retention. This paper examines these study skills, including examples of how to incorporate them into various classroom activities.

学習者の主な学習スキルは、集中練習、反復、再読、蛍光ペンなどでマークすることだが、これらは学習者が流暢だと思込む要因となり得る (Bjork & Bjork, 1992)。記憶力には「保持」と「想起」の2つがあり、「望ましい困難」は、記憶を想起する為に努力すればするほど、結果的に保持と記憶力が増加するという理論である (Bjork & Bjork, 1992; Hattie, 2013)。Spaced repetition (間隔反復)、Pretesting (事前(予備)試験)、Interleaving (インターリーブ: 交互配置)、定期試験は、より深い学びに至る学習スキルである。これらのスキルを授業に取り入れ、スキルの使い方を教えることは、より深い学習と学習者の達成感につながるだろう。本論文では、これらの学習スキルをどのように教室の授業活動に盛り込めるかについて具体的に検討する。

Learning is a process that leads to change as a result of our experiences, increasing the potential for enhanced outcomes and improved future learning (Amrose, Bridges, DiPietro, Lovett, & Norman, 2010). Making changes in the brain requires creating new connections, building upon background knowledge, encountering new information in various formats, and even forgetting. The brain needs to encounter new information many times, relearning it in order to retain the new information in long-term memory. For most students, the typical way to prepare for an exam or new learning is through cramming or mass-practice. Unfortunately, this practice leaves students with a lack of or poor prior knowledge. When prior knowledge is weak

or insufficient, it cannot support new knowledge (Amrose et al., 2010), requiring students to constantly struggle with new learning and retention. Helping students overcome their weaknesses and improve requires them to learn new methods or techniques for retaining new information and strengthening their prior knowledge.

Unfortunately, students believe mass-practice works because they witness a quick improvement in the ability to recall information. This false sense of fluency (Bjork & Bjork, 1992) plateaus and quickly disappears resulting in being unable to recall the information during the exam or later in other courses. Students feel that because the facts, formulas, or arguments were easily remembered during practice, they should remain that way forever. What students don't realize is that the harder one has to work to retrieve a memory, the greater the subsequent spike in retrieval and storage strength. This is known as desirable difficulty (Bjork & Bjork, 1992). They found that storage strength is a measure of how well something is learned which builds up steadily with study and use and can increase but never decreases.

In this paper we demonstrate that despite the popularity of quick fix solutions like the mass-practice approach to learning, spaced repetition, pretesting, regular testing, and interleaving are better ways to learn to overcome the inevitable plateau and the false sense of fluency. While these approaches might produce a slower rate of improvement in the beginning, they lead to a greater accumulation of learning over time, as will be discussed in the article.

Spaced Repetition

An example of Bjork and Bjork's (1992) term *desirable difficulty* could be the multiplication tables many children learn in math class. They acquire accuracy through the combination of steady studying accompanied by ample opportunities to demonstrate use of that knowledge. Retrieval strength, on the other hand, is a measure of how quickly or easily one can recall information. This also increas-

es with study and use, but will decrease over time, hence the need for constant review. The principle of mass-practice relies on short-term memory, whereas durable learning requires time for mental rehearsal and the other processes of consolidation to take effect, including forgetting. Forgetting aids learning by actively filtering out competing facts, and additional practice allows for deeper learning (Bjork & Bjork, 1992). For this reason, spaced repetition increases the effort required to retrieve new learning, re-triggering consolidation, and further strengthening memory (Roediger & Karpicke, 2006). Roediger and Karpicke (2006) found that when one successfully recalls information through spaced repetition, he (a) restores the information differently than how it was previously stored; (b) develops new connections to the information, such as connections relating to other facts in mind at the time of recall; and (c) alters the old network of cells which previously stored the information.

How Spaced Repetition Works in an EFL Environment

Sebastian Leitner in the 1970s developed the Leitner Box (Landauer & Bjork, 1978). Using five boxes, four boxes for spaced practice—one box for frequent (daily) study, the second box every three days, the third box once a week and the fourth every month, vocabulary cards move in either direction between the boxes as they are studied (see Figure 1). On the first day, the student studies and moves words he knows into the second box. Daily, the student goes through this process until the fourth day when the student studies both the first and second boxes (see Figure 2). The second box of words has not been reviewed for four days, creating the desirable difficulty effect when reviewed. If the student successfully recalls a word it moves into the third box, where it stays until the following week. If the student does not recall the word correctly from box number two, it moves back to box number one and is studied daily again. This process continues until words move

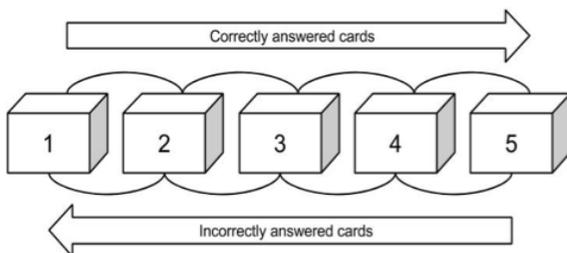


Figure 1. Demonstration of Leitner's box for vocabulary study.

into box number five where they are reviewed every other month. It is at this point that the words have a strong storage and retrieval strength, becoming part of one's long-term memory.

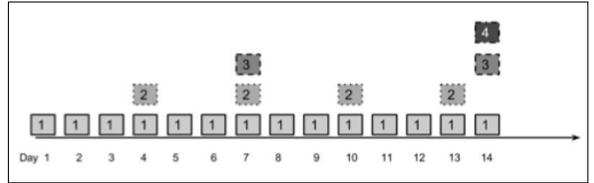


Figure 2. Demonstration of vocabulary card box study intervals.

Pretesting

Pretesting is the method of testing students on information which has not yet explicitly been taught or studied. The brain is stimulated by novelty, paying close attention to it and later, when the brain encounters the item again, it recalls the first encounter (Brown, Roediger, & McDaniel, 2014; Sousa, 2011; Willis, 2006). Essentially, pretesting is developing background so two or three classes later, when the material is presented, there is a higher possibility of making a connection and being retained.

Additionally, pretesting requires students to work harder by guessing first rather than by studying directly, eliminating the fluency illusion (Bjork & Soderstrom, 2015; Roediger & Karpicke, 2006a; 2006b). With mass-practice or memorizing, students only study the correct answer. Pretesting offers additional choices, hence throwing the student off so he does not second-guess himself on the test. For example, a student studies the capital of Australia as Canberra but on the test encounters additional options such as Sydney, Melbourne, or Brisbane. Suddenly, he second-guesses himself and may choose incorrectly. One element to keep in mind with pretesting is that it requires immediate feedback, so any pretest must be corrected immediately. Immediate, corrective feedback helps prevent students from incorrectly retaining material they have misunderstood and produces better learning of the correct answers.

How Pretesting Works in an EFL Environment

Pretesting cannot be used with students who do not possess basic language abilities. For example, if the students are zero beginners and do not know the English alphabet, pretesting will not work because students will be unable to comprehend what is

written. Multiple choice tests work best considering the principle idea is to prime the student's brain for what is coming.

A quick and easy way to design and administer these tests is by using Pear Deck (www.peardeck.com), a free program that allows students to use their mobile phones as clickers and stores the data for the teacher to review later. For example, the content to be tested could be relative clause pronouns. Before class, the teacher creates the questions using Pear Deck and during class posts them on the screen (see Table 1).

Table 1. Example Question Shown to Students.

Q. #1) I saw a man (_____) was sitting on a bench.
a. what
b. who
c. which
d. where

Students are able to follow along by looking at their mobile phones which mirror what is being shown on the screen. Since the teachers have access to real-time data, they can review the student's answers and give feedback accordingly. The teacher can also make sure students move along efficiently and time is not wasted. Using Pear Deck for pretesting at the beginning of class should encourage students to arrive on time as well as eliminate the need to take attendance since Pear Deck keeps a record when the student logs on. A few other pretesting ideas that could be used for vocabulary practice can be seen in Appendices A-C.

Interleaving

Interleaving is the idea of presenting learning in different contexts for stronger memories, essentially, mixing-up the learning. When a person interleaves, he is surrounding the new material or skill with older knowledge or skills, possibly materials he already knows but has not revisited in a while, whereas repeated practice on one skill slows learning down (Taylor & Rohrer, 2010). Wang and Aamodt (2011) described interleaving using the example of two baseball players. Player one practiced hitting only fastballs followed by curve balls followed by sliders. Player two practiced by mixing up the pitches without knowing which pitch was coming. So, a fastball would be followed by a curveball or slider, then followed by a different pitch and so on. After

a period of practice, the players were tested to see who could hit the most pitches. Research showed player two did much better than player one (Hall, Domingues, & Cavazos, 1994). Mixing up the pitches during practice helped player two distinguish differences between the different pitches, enabling him to hit more balls than player one. The brain learns to quickly determine incongruities, in essence when the brain sees something that is out of order or out of place, it wakes up. Taylor and Rohrer (2010) determined that interleaving enables better discrimination and produces better scores on later tests because by mixing up learning between new and old material, one is better able to recognize old material as well as make connections between old and new material.

How Interleaving Works in an EFL Environment

Reading and writing are two skills where interleaving could play an active role in the learning process. Spack (1985) discussed the notion of writing before one reads as a method to express experiences, attitudes, or issues as they relate to the reading text. For example, if the book topic is a Disney story, students could write about their personal experiences of visiting Disneyland or watching Disney movies.

Keeping a journal is another method, helping students to digest and become aware of their reactions to what they have read. Students could copy passages from the book that have a special meaning to them on one half of the page and respond to them on the other (Zamel, 1992). These responses could be reflections, thoughts, ideas, or summaries of what students have read.

A final possibility would be to interleave reading and writing through free or voluntary reading which encourages students to read outside of class under less structured conditions (Hirvela, 2004). As students read various types of texts, they are encouraged to write about the grammatical or lexical features, organization of the story, and expressions which they may have trouble understanding. This type of reflective writing will enable students to improve their reading skills and build the groundwork for future writing.

Regular Testing

Regular testing enables students to recall more because the material is cycled back allowing the student to add layers of context and meaning each time (Rohrer & Taylor, 2007). Arnold and McDermott (2013) found that students who are regularly

quizzed have two advantages over those who are not: (1) they possess a more accurate idea of what they know and do not know, and (2) they possess a strengthening of learning that results with the continual retrieval of information. Wang and Aamodt's (2011) research showed that if students are tested on coursework a month apart, they are likely to recall it for a year or two. If they are tested on coursework a week apart, they are likely to recall it for 10 to 20 weeks. So, regularly testing students by including both old and new information in the tests helps to improve recall. Unfortunately, one must use tests that require students to supply the answer, that is, fill-in-the-blank, essay, or short answer. These types of tests appear more effective than simple recognition tests like multiple choice or true and false tests (Brown, Roediger, & McDaniel, 2014; Wang & Aamodt, 2011).

How Regular Testing Works in an EFL Environment

The most effective way to implement regular testing is to give students weekly quizzes which are corrected in class. This not only improves learning but students understand their mistakes immediately allowing the teacher to better understand what students are retaining, and what needs to be covered again. For example, in the university setting a semester runs for fifteen weeks resulting in a lot of quizzes. At the beginning of the semester, the teacher could inform students that they can pick ten of the quizzes that will become part of their final grade. This way, if a student does very poorly on a quiz, they have the option of dropping that quiz from the final assessment. The quizzes would contain material studied during the previous weeks, requiring students to recall the information. These quizzes should not be thought of as separate from the lesson, but as an integral part of the lesson itself. Regular testing enables students to continually assess their learning and retain information longer.

Conclusions

While students have depended on quick fix learning strategies for many years, research has proven that there are better, more effective strategies available which result in longer-term storage and stronger retrieval. When the brain is recalling information, it is doing something different, harder than simply reviewing information. By spacing out retrieval attempts, more effort is needed to recall the content. Interleaving various topics or skills creates connections between material that is already known and new material, enhancing the ability to recall the

material later. Regular testing provides opportunities for students to review previous learning, check what they know and do not know, strengthening retrieval. The learning plateaus that students face when relying on popular mass-practice methods for studying do not have to be inevitable if teachers equip them with appropriate strategies for learning.

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ARTICLES

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[JALT PRACTICE] MY SHARE



Philip Head and Gerry McLellan

We welcome submissions for the My Share column. Submissions should be up to 600 words describing a successful technique or lesson plan you have used that can be replicated by readers, and should conform to the My Share format (see the guidelines on our website below).

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Welcome to the latest edition of My Share. Once again, summer is upon us and, I, for one, am looking forward to the holidays, in hopes to escape the humidity of the city. I am counting the days until I can board my flight, and I am sure that many readers are also preparing for the last leg of the first semester. Exams will be foremost on the minds of many, and preparing, administering, and marking exams is the final hurdle before thoughts can turn to meeting up with family and friends and spending some time on R and R. Before all that, however, we have some great articles to help us get through those more difficult lessons.

Firstly, Gary Henscheid introduces us to an idea that helps students learn English by telling traditional Japanese stories. Next, Nick Caine utilizes the BBC Radio 4 program, Desert Island Discs, to help motivate students to write and speak. Douglas Perkins and Adam Pearson then show us a way to introduce foreign geography and culture into the classroom. Lastly, Richard Buckley shows us his approach to help students learn vocabulary.

In this month's online edition, Nick Caine shows us how to make a video wall using Padlet and Drew Larson has an idea for how to get students talking more in the classroom.

Draw and Tell

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Quick Guide

- » **Keywords:** Japanese stories, folk legends, memory, recall
- » **Learner English level:** Junior high to high school
- » **Preparation time:** 15-30 minutes

- » **Activity time:** 90 minutes
- » **Materials:** Handouts, chalk, blackboard

This activity uses Japanese stories provided by the Japanese Ministry of Foreign Affairs' website, Kids Web Japan <<http://web-japan.org/kidsweb/folk/>>, to support students in telling Japanese stories in English. The website provides 19 well-known children's stories with numerous pictures throughout each. Students are able to infer the meaning of new English vocabulary and expressions from these illustrated versions of tales. The lesson is designed as an exercise in memory and recall of key events, and it challenges students to describe various stories in exciting ways.

Preparation

Step 1: Prepare a list of stories from the website. Allow students a little time to peruse the list and to choose one for the next lesson.

Step 2: Print a copy of the selected story before class.

Step 3: Have colored chalk and erasers ready.

Procedure

Step 1: Talk briefly about some well-known English children's stories and ask how many students have heard them. Ask about students' favorite Japanese stories.

Step 2: Distribute stories to students and read from hard copies. Students can listen and repeat after the teacher or they can each read one paragraph of the story aloud. Unfamiliar words or expressions should be marked or highlighted and dictionaries can be used as necessary. For a higher level of challenge, second or third-year high school students can read a story without the illustrations.

Step 3: Explain some key language forms used in the story such as past progressive. Cite examples of how it was used throughout the narrative.

Step 4: Divide the students into groups and assign each group one section to retell in their own words. Explain that they will be allowed to draw a picture on the blackboard to help them explain what is happening in their scene.

Step 5: Divide the blackboard into sections, one for each section of the story in chronological order. Have students go to the board and work together to draw a picture to illustrate their scene.

Step 6: After finishing their pictures, give students some time to regroup at their desks and plan how to explain their picture in English.

Step 7: Have groups return to the blackboard following the chronology of the story and tell their scenes to the class. The teacher and other students listen and then ask questions after each scene.

Step 8: After the final scene of the story is presented, ask higher-level classes to explain any lessons or morals being taught in the story.

Conclusion

Junior high and high school-age Japanese EFL students have reasonably good passive knowledge of English, but a fair amount of support is required for them to produce sustained output. Students' memories of the folk stories found on Kids' Web Japan are clear enough for them to usually follow what's happening with fairly high comprehension, and the language is familiar enough that most of them can recall and apply key expressions when retelling the stories after reading them. Confidence is naturally built when young students realize how much they know about Japanese children's literature, but they are especially excited when they see that they can successfully share this special part of their childhood memories with others in English.

Desert Island Discs

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Quick Guide

- » **Keywords:** Writing, discussion, popular music, Padlet, YouTube
- » **Learner English level:** Intermediate and upwards
- » **Learner maturity:** University
- » **Preparation time:** 30-60 minutes
- » **Activity time:** 90 minutes
- » **Materials:** Computers with Internet connection, hand out (optional—see Appendix)

This is an activity based on the long-running BBC Radio 4 programme, *Desert Island Discs*. Each week on the show, a different guest chooses eight pieces of music, a book, and a luxury item that they would take if they were cast away on a desert island while giving their reasons behind each choice. They also talk a little about their life. The format has been adapted here into a writing activity.

Preparation

Step 1: Go to the BBC *Desert Island Discs* homepage (bbc.co.uk/programmes/b006qnmr) and download one of the shows (archives date back to 1956).

Step 2 (optional): Prepare a listening comprehension worksheet based on the show you have selected (see appendix for example). It is suggested that you use short clips as each show lasts 45 minutes.

Step 3: Visit the Padlet website (padlet.com) and open a free account.

Step 4: Create a new page in Padlet and give it a title such as “My Desert Island Discs.” Customize it from the menu bar as required.

Step 5: Search YouTube for three songs that you would take to your desert island and link each video to your Padlet page.

Step 6: Upload pictures of a luxury item and book that you would also like to take (the latter can be a link to an Amazon page).

Step 7: Under each selection write a brief explanation of the reasons behind your choice.

Procedure

Step 1: Introduce students to the concept of *Desert Island Discs* by playing a snippet or two from the downloaded show.

Step 2: Set the group a similar challenge and get each student to write down the names of three songs, a book, and an object that they would take to their desert island. Advise students to choose songs that invoke special memories—for example, those that act as reminder of a life event.

Step 3: Make pairs and share ideas, reminding students to give reasons for their choices.

Step 4: Group feedback. Ask for volunteers to share some of their ideas with the class.

Step 5: Tell students to open a web browser, go to the Padlet website, and open their own free account.

Step 6: Show students your *Desert Island Discs* page and talk about your choices.

Step 7: Ask each student to create his/her own *Desert Island Discs* page (explain steps 4-7 in the preparation above, if necessary).

Step 8: Check the finished pages by getting students to mail you their page URLs and, if you have prepared one, give the worksheet for homework.

Conclusion

Whilst this lesson plan presents an outline for a writing activity, you can stay closer to the original

concept by placing a greater emphasis on speaking. For example, students could record their own radio interviews, or perhaps do a short presentation of their *Desert Island Discs* page. Either way, choosing less than five songs is a more realistic target as most students have probably had fewer “life experiences” than the guests on the real show!

As for Padlet, it offers an effective means of presentation that gives students the option of viewing and commenting on each other’s pages. It is also easy to listen to short clips of the song choices due to the fact that video links are embedded on each page. This is particularly useful if the songs are unfamiliar.

Appendix

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

Presenting the World: Country Poster Presentations

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Quick Guide

- » **Keywords:** *Presentations, peer-teaching, foreign geography, foreign culture*
- » **Learner English level:** *Junior high school and up*
- » **Learner maturity:** *Junior high school and up*
- » **Preparation time:** *5 minutes*
- » **Activity time:** *30-40 minutes*
- » **Materials:** *Handouts (see Appendices), blackboard or projector and screen*

Presentations are common activities in English conversation classes, but because gathering data is difficult and time consuming, the scope is typically quite narrow. The goal of this activity is for students to develop and deliver a presentation on a foreign

country without the burden of research. A presentation can be divided into four parts: information gathering, writing, practicing, and presenting. All of these are important skills, but since doing all of them together can be overwhelming in one's native language, not only in English, this activity removes the first step, simplifies the second, and allows students to focus on the remaining two.

Preparation

Step 1: Print one A3 copy of as many posters (from Appendices A-F) as you need in order for each student group to have their own, plus one (Appendix G) for your demonstration. If available, color is preferable to monochrome.

Step 2: Print one copy of the worksheet (Appendix H) for each student.

Procedure

Step 1: Put students in pairs or groups of three. Give each group a poster with information about, and pictures of, a foreign country.

Step 2: Give an example demonstration with a poster (Appendix G) about America. This demonstration shows students what they are supposed to do and include in their own presentations. Include the country's name, capital, common languages, population, and size. Presentations can also include descriptions of famous foods and sports, the national flag, and major industries.

Step 3: Hand out a worksheet (Appendix H) that includes the example demonstration and a blank writing space for the students' presentation. Explain that the rules are: The presentation should start with a greeting and the country name and end with a closing phrase. Each student in the group has to say at least three things using information from the poster. Sentences from the example presentation can, with small changes, be used in students' presentations. If students want to formulate new sentences, that is wonderful, too.

Step 4: Give students 15 minutes to write their presentations.

Step 5: Students take 5 minutes to practice their presentation. The key points are volume, pronunciation, and eye contact. Because this is a one-class activity, perfect memorization is not necessary. Students can use a note sheet, provided they make regular eye contact with the audience.

Step 6: Each group presents their country to the rest of the class. If the classroom has a projector or large TV, display the poster digitally on that. Alternately, put the group's poster on the blackboard.

Step 7: (Optional) Conduct a written or oral quiz to check classmates' attention to and comprehension of what they have watched.

Conclusion

If you have the time, you can do the same project with different countries a few weeks after doing it the first time. Students should be much faster the second time around. A common problem when talking about countries is improper generalization. Consider the statement, "In the U.S., people like to eat pizza." That's not entirely true because many people don't. It would be better to say, "Pizza is popular in the U.S." By carefully choosing how we display the information on the posters, teachers help students avoid this kind of pitfall and simultaneously provide examples of ways to properly make large-scale observations. The vocabulary that students need to deliver these presentations is taught in JHS 3 and above. However, if the topic is changed from "countries" to "foreign schools" or "celebrities," and new posters are carefully created, the same general procedure can be used with JHS 1 and 2 students.

Appendices

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

A Twist on the Traditional Vocabulary Test to Promote Deep Learning

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Quick Guide

- » **Keywords:** *Vocabulary, assessment*
- » **Learner English level:** *Pre-intermediate and above*
- » **Learner maturity:** *University*
- » **Preparation time:** *1 hour*
- » **Activity time:** *30 to 40 minutes*
- » **Materials:** *Handouts*

Teachers are often reluctant to administer formal vocabulary tests perhaps because memorizing long lists of words out of context does not sit comfortably with the communicative focus of most EFL settings. Many students, however—especially those preparing for examinations such as TOEIC—actively expect to be tested rigorously on vocabulary. This activity combines a deep-learning approach to vocabulary with a challenging twist on the traditional test.

Preparation

Step 1: Identify ten vocabulary items for students to learn. Prepare a bilingual vocabulary list that includes (a) the English vocabulary item and its part of speech, (b) the Japanese definition and (c) one or two example sentences that demonstrate the range of its meanings and usage that you wish the students to learn. In addition, prepare a list of the Japanese words only (without English).

Step 2: Prepare a written passage, which includes the ten vocabulary items, then remove them—this is your vocabulary test paper. Pilot the test.

Step 3: If you have time, prepare additional practice materials for the list, such as a “mock test” to practice away from test conditions at home.

Step 4: One week before the test, present the vocabulary items in full and offer opportunities for practice. Encourage students to search for the vocabulary items online in order to see them in different natural English-speaking contexts.

Procedure

Step 1: Before distributing the test, explain the full rules to students. They have 10 minutes to fill in the 10 gaps in the passage, using the ten words that they have learned. For each correct word, they score five points, minus one point for any mistakes in spelling or form (such as plurals, verb endings). If they have done as much of the test as they can and cannot recall any more of the words, they may request a Japanese-only word list. However, any questions that they have yet to finish will only be awarded a maximum of three points. If they are still unsure, they may ask you to point to the specific Japanese word on the Japanese-only word list, but they will then score a maximum of one point for that question. For the first attempt, set a target score (for instance, 35 out of 50), which you can raise in subsequent tests as students become more confident with the format.

Step 2: Distribute the test. Since students are sometimes reluctant to take the initiative in requesting the vocabulary list, monitor actively and discreetly offer the word list. Over time, students should become more confident in asking.

Step 3: Collect the test and distribute the word list for the following week’s vocabulary.

Conclusion

This format of testing benefits students in four key ways. Firstly, for students who enjoy and expect “conventional” summative assessment, it has the rigor and challenge of a traditional vocabulary test. Secondly, by shifting the focus of the assessment towards demonstrating conceptual understanding, students have an incentive to move beyond rote memorization, and can start to engage with English vocabulary in a way that does not assume a one-to-one correspondence with Japanese. Thirdly, students are pushed to request help—something that they are often culturally reluctant to do. Finally, it rewards the students who recognize and confront gaps in their knowledge, prompting a more reflective approach to learning.

Available Online

Making a Video Introduction Wall

Nick Caine

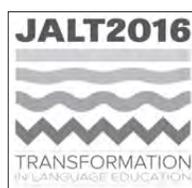
Making video introductions and exhibiting them on a web-based class bulletin board not only offers a permanent profile of each student for the teacher, but also provides a virtual space that the students themselves can visit during the course in order to get a little background information on each other.

What Did Sensei Do?

Drew Larson

This activity asks students to accomplish communicative tasks of conveying specific information and building sentences in the past tense quickly and accurately. The game can be played with students working in teams of two or more.

These activities are available at <http://jalt-publications.org/tlt/departments/myshare>.



42nd Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

November 25–28, 2016

WINC Aichi, Nagoya, Aichi Prefecture, Japan



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/lt/departments/lt-wired>

Phrasebot: An Online Mobile Game for Multi-Word Units

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Learning a language's lexicon can at times, appear to learners to be an endless task reliant mainly on unstimulating, rote memorization. Also, it is true that simple rote methods such as repeated exposure to flash cards are an effective way to memorise vocabulary. Sometimes they can be too effective if students rely only on this one method to cram for tests at the expense of understanding nuance or developing productive vocabulary skills. As teachers, we are responsible for training learners in a variety of methods that allow for the necessary repetition and depth of processing to effectively and efficiently learn vocabulary. Common pen and paper teaching methods include word trees, synonym and antonym lists, and personalised sentences that use the target vocabulary. However, while these methods are effective, learners may not find them as engaging as other areas of their language training. One way to make vocabulary study more fun for learners might be to supplement the previously mentioned pen and paper methods with digital vocabulary learning methods. Teachers can do this by taking advantage of the high incidence of smartphone ownership amongst learners. A 2014 survey tells us that 88.6% of all Japanese 15 to 19 year-olds own a smartphone (Hakuhodo DY Group, 2014). The high rates of device ownership combined together with the availability of free CALL or mobile-learning applications can now offer more efficient, digital approaches to traditional methods, as well as brand-new approaches that blend game-based learning with traditional methods. This article aims to introduce one such application, Phrasebot. The author used Phrasebot in an action research project that involved training learners in its use,

integrating it into a class's assessment scheme, and collecting learner feedback about their experience of using the application. A description of Phrasebot's functions, how it was used in practice, and feedback from learners will be presented below.

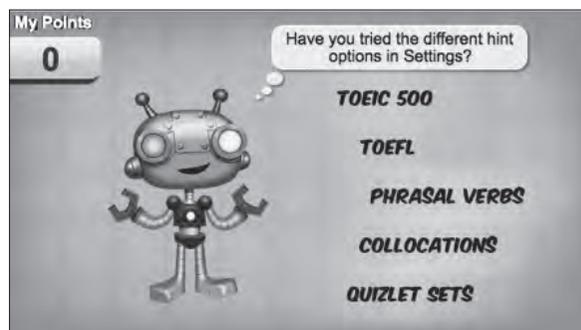


Figure 1. Phrasebot title screen. This figure shows the start menu, which greets the user after initially starting the application.

Phrasebot (Figure 1), currently available for free on the Apple App Store and Android Google Play, is a puzzle game that allows learners to actively study any kinds of words, phrases, or sentences. The presentation from graphic design to sound effects is slick, engaging, and attractive. There are a variety of game modes that test learners' productive and receptive vocabulary skills to varying degrees of difficulty. For example, the gameplay can be timed or non-timed, cues can be text, audio, or a picture (an individual cue or all three are possible), and the text clues on answer tiles can be varied from whole words, just first and last letters (Figure 2), or single letters (Figure 3).

The app also allows users to preview word lists (Figure 4) before playing a game as well as review them after a game (Figure 5). On these screens, the user's progress is also tracked by coloured stars, which reflect how many times a particular word has been answered correctly or wrongly. This helps the user to focus more efficiently on the words they need to study. This is a useful feature that draws the learners' attention to vocabulary they repeatedly get wrong or right.



Figure 2. Gameplay screen. This figure illustrates Phrasebot's ability to give audio and visual cues that need to be answered by writing letters individually.

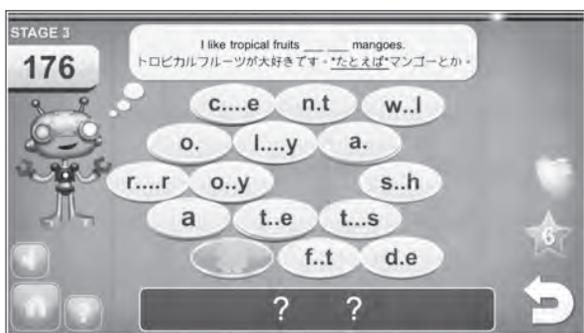


Figure 3. Gameplay screen. This figure illustrates a text cue that needs to be answered by choosing the words with only the first and last letters shown.



Figure 4. Preview screen. This figure shows how users can preview a word list before they play a game and also see how many times they have correctly or wrongly answered questions.



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Figure 5. Review screen. This figure shows how users can review a word list after they play a game, and they also see their updated scores before progressing to the next game stage.

Word Lists

Phrasebot comes with several word lists preloaded (more can be downloaded for a small fee), but the best feature of the app is its ability to import word lists from Quizlet for free. Quizlet is another useful vocabulary learning platform (quizlet.com) that has been written about in this column before (Foster, 2009), as well as being featured in JALT conference presentations (Ashcroft & Imrie, 2013). Quizlet has millions of word lists available as well as the ability to create word lists with pictures and audio embedded. Now that the main features of Phrasebot have been presented, learner training and classroom integration will be considered.

Classroom Training and Protocols

In the author's classes, Phrasebot was presented to learners as a self-study tool to supplement traditional vocabulary learning methods. The classes focused on reading and vocabulary acquisition, making Phrasebot an appropriate tool that learners could clearly see the value of. Learners were trained in the various game modes, and how to import the classes' weekly vocabulary lists from Quizlet, by having them do this on their own devices while watching a live demonstration screencast from the author's device. To integrate Phrasebot meaningfully into class assessment, playing Phrasebot with the course's word lists for 45 minutes in a week was set as one of five self-study assignments that focused on vocabulary acquisition techniques (the other four assignments focused on traditional methods). The five assignments as a whole were worth 20% of the overall course credit. Learners were required to take a screenshot of their score after a week (the score had to be above 1,500 points, which is roughly equivalent to 45 minutes of time spent using the application) and attach it to an

email sent to the author. Students were required to write their name, class name, class period, and the number of points in the subject line of the email. This allowed the author to easily sort emails and view the weekly scores of each student. The protocol had 100% compliance and some learners even sent scores 10 to 20 times higher than the requested 1,500 points. It is also interesting to point out that some students sent their high-scores to the author at the end of the course without being requested to do so.

Comments from Learners

At the end of the course, the author administered a questionnaire to the classes that used Phrasebot. This questionnaire comprised of Likert scale type questions as well as space for learners to write general comments about the application. The response from learners was overwhelmingly positive. Many comments mentioned the convenience of being able to study on the train, or when learners had a few moments to spare between appointments. Other comments mentioned the importance and value of having the option of audio cues. However, some learners did express a preference for traditional pen and paper methods of vocabulary learning. For example, one learner commented that while the application was beneficial to learning, it lacked the flexibility that pen and paper methods offer, such as the ability to enter synonyms and antonyms of target vocabulary. Another comment remarked that the application was ill-suited for learning the spelling of words. However, since Phrasebot has a specific mode where users need to enter words letter by letter, this may be evidence of inadequate training.

Conclusion

Phrasebot is a fun and engaging vocabulary learning application that allows learners to study on the move. The majority of the learners in the author's classes found it to be very beneficial and a useful addition to their independent learning toolkits. However, some learners expressed a preference for traditional pen and paper methods. Teachers would be wise not to assume that all learners of university age are digital natives. Clear demonstrations and adequate training are necessary. Therefore, it is up to teachers to perform a cost-benefit analysis for their individual group of learners that takes into account the possible pedagogical benefits as well as the cost in time for training.

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Teachers who wish to experiment with Phrasebot can download it from either the Apple App Store or Google Play for free, and a page of useful resources made by the creator of Phrasebot can be found at: <<http://www.phrasebotapp.com/for-teachers.html>>.

[JALT PRAXIS] YOUNG LEARNERS



Mari Nakamura

The Young Learners column provides language teachers of children and teenagers with advice and guidance for making the most of their classes. Teachers with an interest in this field are also encouraged to submit articles and ideas to the editor at the address below. We also welcome questions about teaching, and will endeavour to answer them in this column.

Email: young-learners@jalt-publications.org

Hello, colleagues,

I'm very excited to welcome four expert teachers of young learners, Chiyuki Yanase, Cynthia Akazawa, Laura Macfarlane, and Ruthie Iida, to share their favorite reading fluency activities in this article. All activities have proven to be very effective and fun in the contributors' classrooms. Read on, and you will be inspired.

Chiyuki Yanase, university lecturer and storyteller based in Tokyo

Activity: Look It Up!

This is a reading activity using picture dictionaries or dictionaries for children. The purpose of this activity is to have children read the definition that

the teacher writes on the whiteboard and find the matching words in the dictionary. Students can work either in groups, pairs, or individually. They write the words they find in their notebooks or the teacher can write the words on the whiteboard for the students, depending on the students' writing level. This activity involves word recognition and reading as well as writing skills. It can also help children's vocabulary building.

Cynthia Akazawa, the owner of Interact English School in Okayama

Activity: Phonics Fartleks

We have a phonetically and grammatically graded reading textbook that also has an audio CD. I use the books in second, third, and fourth grade classes. We read each passage for two weeks. In the first week, I introduce the passage and engage the students in conversation. I use the vocabulary or sentence structures that are featured in the text. Then we practice reading as a group. After that, the students go home and read it for homework with parental supervision. The next week, students get into pairs to read with a partner. This feature makes the students more responsible for the reading. I go around and support any weaker students and check for pronunciation issues. Then I do Q&A and have the students answer as a group in full sentences. This step is a way to work various basic grammatical patterns in context. The students then go home with the same passage for one more week, and this time they are asked to time their reading speed. I encourage them to read fast, but I am careful to emphasize that speed and accuracy are both necessary. Otherwise, some of the students will read so fast that they skip parts. I then give the students a writing component based on the text, and I introduce a new reading passage. The speeding up and slowing down effect of speaking, reading, then writing gives students an experience similar to the interval training of a runner's workout that is called "fartleks" in Swedish.

I think repetition is important, but comprehension is also a necessary component. I like text with picture support and clear context so that students can guess meaning fairly easily. We usually do not work fluency this way with fifth and sixth-year students. By then we are using reading for building vocabulary and syntax, and for giving context to the language we use in class.

A word on timed reading: measuring reading speed is very motivating, but I do not require stu-

dents to share their times with each other. Some students want to brag because they are fast. Other students are just more interested in accuracy, so speed is only one of their goals. Timed reading is not about competing with others, though some students want to treat it that way. It's more of a way to challenge oneself. I try to encourage slower students by telling them that I value accuracy and improvement as well. In this way, no one knows who the "winner" is because accuracy can't be measured so easily, nor can improvement.

Laura Macfarlane, the owner of EFL Club in Sapporo

Activity: Reading Lines

Students line up facing their partner in the opposite line. One line is designated the reading line, the other the listening line. The students in the reading line read their book to their counterpart in the listening line. The teacher stands next to one student and listens to them read. If there is an odd number of students, the reading line gets the extra student who reads to an empty spot. After 20 or 30 seconds, the teacher instructs everyone to move around one place. If you have an odd number of students, the student who moves from the reading line to the listening line skips over the empty spot. As a result of this move, one student moves from the reading line to the listening line, and the student at the other end of the listening line moves over to the reading line. The teacher doesn't move with the students, so after every student has moved, they will have heard each student read for a short period.

If there are eight students, four in each line, and the teacher calls change every 30 seconds, it will take four minutes to do one full round. During this time, each student has read from the same book four times and listened to four students read from their book.

The aspect of repetition is built into the activity. Pressure to go faster comes from the short period between changes. Provided you ensure that the students are reading a book they can already read quite well, then the activity meets three of the four criteria for a fluency development activity. The fourth criteria, that content be meaningful, comes from the fact that the students are reading story books. It's active and interactive, so the children enjoy it a lot.

Ruthie Iida, the owner of Rainbow Phonics Children's English School in Kanagawa

Activity: Word-by-Word Round Robin

With my junior high students, we sometimes practice reading a passage word by word, one word for each student, in a group arranged in a circle. It's fun: they work for speed and rhythm, and also for intonation. The last student before the period must say his or her word with just the right rising or falling of the voice, and the one who starts the next sentence must give a proper pause before starting. This activity can continue for as long as interest holds up.

A variation of this activity is called "Untangler." In this activity, the teacher first breaks up sentences into words, writes each word on a separate index card, and passes out the cards randomly. The number of words per sentence can be adjusted according

to the number of students per group, so groups of five would work with five-word sentences, etc. Students then rearrange themselves to make a meaningful sentence and read their words to complete the task. This one is good for practicing grammar and working together to read a sentence fluently.

In the next issue, we will welcome Lesley Ito, the head teacher of BIG BOW English Lab in Nagoya, as a guest writer. She will discuss the reading program and library system at her school. Stay tuned!

Contributors:

- Chiyuki Yanase <<http://sunnyfieldenglish.weebly.com>>
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- Laura Macfarlane <<http://eflclub.co.jp>>
- Ruthie Iida <<https://facebook.com/Rainbow-Phonics-Childrens-English-School-210128825663793>>

[JALT PRAXIS] BOOK REVIEWS



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 Donald Patterson's review of Atama-ii Books: Graded Reader Series (Books #1 to #5) and Lee H. Flake's evaluation of Welcome to Kyushu, Japan: A Task-Based Approach to EFL Learning Using AUTHENTIC Dialogues.

Atama-ii Books: Graded Reader Series (Books #1 to #5)

[Various authors. Tokyo: Atama-ii Books, 2014. Individual books: pp. 50. ¥850; #1: *Journey to Mars*. Paul Raine. ISBN: 9781941140314; #2: *Zombies in Tokyo*. Andy Boon. ISBN: 9781941140321; #3: *The Lost Cup*. James Broadbridge. ISBN: 9781941140338; #4: *Backstage Pass*. Lesley

Ito. ISBN: 9781941140345; #5: *Hunter in the Darkness*. ISBN: 9781941140345.]

Reviewed by Donald Patterson, International College of Liberal Arts, Yamanashi Gakuin University

As a fan in my youth of the original *Choose Your Own Adventure* series (Packard et al., 1979-1998), I was keen on trialing Atama-ii's new series of multiple-path graded readers. As a young reader, the appeal of multiple paths was the sense of being involved in the story. This led to many repeat readings in order to explore every possible choice combination. Now, as a teacher, it is that potential for re-readabili-



ty and the recycling of language that appeals.

The *Atama-ii Graded Reader Series*, edited by Marcos Benevides and illustrated by Alice Carroll, is at a 300-headword level and is recommended for ages 11 and up. Each title has approximately 2,500 words with 800-880 words per path. All titles are available in print and digital formats, with YouTube versions available for some.

The books open with a *Before Reading* section consisting of three topical questions for consideration, followed by a *Keywords* section introducing important vocabulary from the text. The story, written from a second-person perspective (e.g., “You are an astronaut”), then begins. The pages alternate between text and illustrations with each page of text running at about 100 to 110 words. At the end of the third page, readers are presented with their first choice to further the story. Depending on their decision, readers are directed to different pages with different outcomes. New choices are subsequently presented every other page with a total of eight possible endings. The story is followed by an *After Reading* section with extension questions, an *Ideas for Teachers* page with follow-up activities, and a *Book Review* page for students to record their impressions.

While some educators may be wary about using simplified materials, Nation and Ming-Tzu (1999, p. 356) argue in favour of graded readers, noting that “without them learners would not be able to experience reading in a second language at a level of comfort and fluency approaching first language reading.” Among their top ten principles for teaching extensive reading, Day and Bamford (2002) recommend that reading material be easy, learners be able to choose what they want to read, learners read as much as possible, and the reading is pleasurable. It was with these principles in mind that I evaluated the *Atama-ii* series.

The series was piloted in two first-year university reading skills courses with an extensive reading component. I introduced the graded readers and the concept of multi-path stories in class by way of the publisher’s YouTube version of the first title in the series, *Journey to Mars*. The online video was screened in class and at each branching point in the story the class voted on which path to take.

Having piqued their interest, I requested the students read at least one of the five titles outside of class and then continue to read as many as they wished. At the end of the course, I conducted a survey to gather feedback about the series in terms of ease, pleasure, re-readability, and student choices.

This was the first experience with multi-path stories for all 20 of the students and the vast majority (85%) found the *Atama-ii* readers to be fun and interesting. Three quarters of the students indicated that they usually re-read the stories in order to try different paths and most (65%) expressed interest in reading more titles from the series. Beginner-level students found the language to be at an appropriate level for graded reading, while some upper-intermediate students found them to be too easy. Typical comments included:

“It is interesting because readers can choose the ending. While reading I felt I was a character of a book. I would like to read other books!”

“*Atama-ii* books...included a little bit easier vocabulary, so I recommend to students who are studying English in introductory level.”

The students rated all of the graded readers positively with *Zombies in Tokyo* voted the most popular, the vampire-themed *Hunter in the Darkness* second, and the detective story *The Lost Cup* a close third.

Evaluated by the above-mentioned criteria, the *Atama-ii Graded Reader Series* is a welcome addition to an extensive reading program, particularly for teenagers at a beginner level of English. In its embrace of danger and adventure the series has a dark tone, which may not appeal to some learners. However, for those who do appreciate it, the series may encourage the kind of narrow reading that Krashen (2004, p. 18) calls “potentially very motivating.” My only complaint is that there are not more books in the series for such fans, but with luck and time this should be amended.

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Welcome to Kyushu, Japan: A Task-Based Approach to EFL Learning Using AUTHENTIC Dialogues

[Pino Cutrone & Siewkee Beh. Tokyo: Shohakusha, 2014. (Audio files available online) pp. 105. ¥2,268. ISBN: 978-4-88198-702-5.]

Reviewed by Lee H. Flake, Keiho High School

Welcome to *Kyushu, Japan* offers a task-based approach to EFL learning that is sure to stimulate students in the Japanese context. While such an approach has received a substantial amount of research support, there are few, if any, task-based course books currently on the market. Besides the fact that it fills a major void in the market, I found this book impressive for four specific reasons. First, the task-based activities are motivating and maintain student interest. Second, the seven-step approach for each unit focuses on the development of communicative English language skills through the established components of Tasked-Based Language Learning (TBLL) (Willis, 1996). Moreover, the characteristics of the learning tasks presented in *Welcome to Kyushu, Japan* appropriately match task criteria defined by Ellis (2003). Third, the dialogs are based on real and authentic English, as the speakers are not reading from a script; rather, they were free to speak intuitively when completing tasks. The English in the dialogs is spontaneous and real instead of being based on a dictated or predesigned script. Fourth, the comprehensive design of the book and the teacher's manual makes it user friendly.

According to Ellis (2003), tasks are defined as activities that learners carry out in order to draw together and further develop their knowledge and skills. Tasks are characterized by an emphasis on participation and communication among participants through a variety of modes and media. The task-based approach to language study promoted by this book is a student-oriented approach for

language learning, which is defined as a process of study rather than a strict focus on an anticipated result. Creativity and individual thought are nurtured through the task-based approach presented by the authors.

The structure of the chapters provides a clear blueprint of how lessons are to be conducted. This textbook acts as a specific reference point for the individual learning process and works well as a tool to track the individual development of students' language skills. The text does not require lengthy preparation or effort in learning the material presented in each unit.

To encourage communicative competence, students using *Welcome to Kyushu, Japan* are exposed to different linguistic situations and tasks to which they must respond creatively. The text begins with an explanation of the units and some tactful advice on language study and how to make the most of the book. The goal-oriented tasks integrated into each unit helps the students visualize the purpose of their study. The final unit is an assessment task that allows students to evaluate their improvement throughout the course.

The dialogs are based on actual *authentic* conversations. This gives learners a *feel* for English by exposing them to it as it is actually spoken. The authors explain in detail the process for making the dialogs for the text and how the impromptu and natural element was preserved by having native speakers converse about a selected issue without following a set dialog. The journal article written by the authors provides details that further explains the context of the book and its correlation with task-based learning. I believe that educators considering using *Welcome to Kyushu, Japan* in their classrooms would benefit by reading Cutrone and Beh's (2014) article to learn the *back-story* behind the textbook.

I used *Welcome to Kyushu, Japan* in private academy and university conversation courses. Student feedback reflected an interest in the tasks. Proficient students remarked that giving reasons and creative responses supported their confidence and individual thought. Students also commented that they felt a new purpose in studying English. Students were also receptive and picked up on the practical application of the text. Students who were struggling with English were challenged by the dialogs but expressed interest in the pre-tasks. Student opinions also suggested that the task-oriented method of instruction introduced by this text is appropriate for even larger classes in which it is difficult to otherwise provide immediate individual attention to the students.



In conclusion, it is my opinion that students in the Kyushu area will benefit from this book. *Welcome to Kyushu, Japan* is a task-based approach to EFL learning that will liven up your classroom and capture the attention of your students.

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

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Arts and Society — Wakeling, E. Tokyo: Nan'un-do, 2015. [14-unit reading and writing based course with a focus on contemporary society and culture].

* **Global Connections** — Morikawa, S., & Harrington, L. Boston, MA: Cengage Learning, 2015. [14-unit listening and speaking skills course incl. student book w/ DVD, teacher's manual, and classroom audio].

Interactive Writing: Practical Writing Skills for the Digital Age — LeBeau, C. Tokyo: Macmillan LanguageHouse, 2014. [12-unit beginner to low-intermediate practical writing course incl. downloadable teacher's manual].

* **Issues Now in the News (third edition)** — Worcester, A., & Williams, B. M. Seoul, Korea: Compass Publishing, 2014. [20-unit reading course using selected material from VOA incl. student book w/ downloadable audio, answer key, and teacher's manual].

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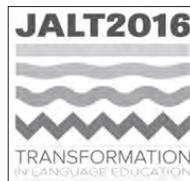
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42nd Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

November 25–28, 2016

WINC Aichi, Nagoya, Aichi Prefecture, Japan



David McMurray

Graduate students and teaching assistants are invited to submit compositions in the form of a speech, appeal, memoir, essay, conference review, or interview on the policy and practice of language education. Master's and doctoral thesis supervisors are also welcome to contribute or encourage their students to join this vibrant debate. Grounded in the author's reading, praxis, or empirical research, contributions are expected to share an impassioned presentation of opinions in 1,000 words or less. Teaching Assistance is not a peer-reviewed column.

Email: teach-assist@jalt-publications.org

With an eye on the year 2020, a report about English education reform from the Ministry of Education, Culture, Sports, Science and Technology (2014) recommends that schools improve their evaluation methods and set learning goals based on what students should be able to do. Schools have been asked to verify and adopt an evaluation method which covers various aspects including the students' motivation and attitude for active learning.

With that reform plan in mind, in this issue's Teaching Assistance, Steven Asquith shares three types of speaking tests that he successfully developed for classes at a junior high school in Chiba Prefecture. At first, students were assessed on their ability to memorize short dialogues using a Class Presentation Speaking Test. When learners were comfortable with producing presentations with the help of a team-teacher, they were given Guided Role Play Speaking Tests. Finally, an Informal Group Interview Test rounded out this integrated series of assessments.

Adapting Communicative Speaking Tests for the JHS Classroom

Steven Asquith

Ichikawa City Board of Education

Working as an assistant language teacher (ALT) in a Japanese junior high school (JHS), over the past 15 years I have gradually integrated speaking tests into my pedagogy. These tests, separated into three basic types, are adapted to fit with the curriculum, meet the needs of both students and teachers, and apply communicative principles, such as focussing on authentic communication, creative construction, and negotiation of meaning.

Although English activities have been introduced in elementary schools, JHS is the first formal experience of studying a foreign language for most students in Japan, and accordingly, this stage plays

an important role in developing attitudes towards the subject. With this consideration in mind, I design tests which are aimed at rewarding students for what they can achieve rather than penalising errors. In this way learners are able to experiment and apply language previously learned, and build confidence gradually. Students in my classes have responded well to this approach, and by sharing these ideas I hope that others might also benefit.

A lack of time to complete the linear syllabus, helping colleagues to clearly understand goals, and encouraging students to fully participate in lessons are issues most ALTs encounter on a daily basis. Colleagues, brought up with a different teaching style, often doubt that learners are able to complete speaking tasks, and these preconceptions need to be challenged in a logical way. By gradually increasing the complexity of speaking tasks, both learners and teachers can get accustomed to the process. The use of rubrics or scoring bands allows testing criteria to be clearly defined so students and colleagues can understand their purpose. Also, by factoring test scores into yearly grades, students can be properly motivated to participate fully. Most importantly, rubrics provide a means of rewarding students specifically for achieving communicative goals such as task completion, showing creativity, and speaking fluently. This type of meaning-based assessment is uncommon at JHS level, but when adopted both learners and colleagues appreciate its value.

Speaking Test 1: The Class Presentation

Littlewood (2007) suggests that tasks be designed on a scale from least communicative to most communicative depending upon the teaching context. Of the speaking tests I use, the class presentation is the least communicative but the most accessible to students and teachers. Although I have concerns about the lack of spontaneity and memorisation elements of these tests, they are a useful starting point for getting learners used to creatively expressing themselves in English. As all standard JHS textbooks have skills sections aimed at these types of activities, they are familiar to most students and



Figure 1. *The Author Proctors a Class Presentation Speaking Test.*

teachers and also have the potential to be adapted into more effective tools.

Preferably starting with the first years, I train students to produce, memorise, and be assessed on short dialogues within a single 50-minute period. To achieve an A-grade, the dialogue must differ substantially from the textbook example and be presented to a teacher smoothly and naturally without checking notes (see photo). I tell the learners not to write the full dialogue – if they really must, they can make a few notes in their textbooks – and to practise it naturally as an interaction with a partner to memorise it. After speaking is assessed, learners write out the dialogues in full so that errors can be corrected. Although at first this is difficult, after a few lessons learners are able to design and present simple role plays easily. Once students can do this satisfactorily, I start to change the rubric to score different factors such as creativity, fluency and presentation separately, thus requiring learners to fulfil a number of elements to achieve top marks. I also sometimes extend the format to span two class periods, with presentations performed and assessed in front of the class. These longer role plays give teachers plenty of opportunity to help students produce creative, fun and natural dialogues, which gradually become more complex as learners grow in confidence. Similar presentations can easily be adapted to group research projects or questionnaires and, if this resource is available, recorded to video.

Speaking Test 2: The Guided Role Play

The second type of test is a little more spontaneous and supports learners during simple negotiation of meaning. Usually, it is introduced once learners are comfortable with producing presentations. In this case the team teacher and I take the roles of non-Japanese speakers with whom the learners must accomplish some form of task such as giving directions, ordering a meal, or buying a product. Learners are given time to rehearse variations of possible dialogues in pairs before coming to the teacher and completing a non-predetermined task such as providing directions to a particular place using a map or ordering a meal using a menu. Learners are then assessed on accomplishment of the task and smooth and natural English. I allow learners multiple attempts to complete these tasks and achieve a double A-grade. Also, students who complete the test quickly can request a more difficult task and attempt to get an A+. In the schools I have visited, learners rarely if ever attempt this type of unscripted production in classes, and increasing this practice could help improve learner confidence.

Speaking Test 3: The Informal Group Interview

The third test is an informal group interview that focuses on learners communicating their interests. This involves groups of three or four students with shared interests chatting with me in a separate room. Students can chat about anything they like, but they must lead the conversation. Typically, interviews last around seven to ten minutes. Prior to the interviews, learners are given a worksheet showing possible topics, conversation starters, and phrases to ask for clarification. They are also allowed to make brief notes on the back of the worksheet. I suggest that students use non-verbals such as gestures, and I only respond to a Japanese word if they ask me for a translation by saying “How do I say this word in English?” During the test, it takes little time for the students to become absorbed in the conversation and forget any nerves. The realisation that they can make themselves understood in simple English has a big impression on students, who frequently comment that they would like to repeat the experience. Usually, I score the tests generously based on attitude, participation and success at communicating meaning. I also provide a positive comment for feedback. As these interviews take three to four classes, I usually conduct them when learners are preparing for formal tests, and they can then use any free time to revise.

Extensions

Numerous practical variations are possible by using rubrics and the three simple test formats that were described (Asquith, 2015). Utilising technology, role plays and presentations could be videoed, presented and analysed by students. Telephone conversation tests conducted remotely with an ALT using Skype, or webchat lessons with classmates in English could teach learners practical skills. Hopefully, if issues such as a lack of equipment and an overly cautious attitude to web security—most practical web-based tools are blocked on school computers—can be addressed, ICT can also become integral in producing proactive and confident English learners.

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[JALT PRAXIS] THE WRITERS' WORKSHOP

More Than Numbers: Presenting Statistics In Your Writing

Tiffany Ip

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Presenting statistics is no easy task. It is more than merely drawing fancy graphs and recording a few numbers. Statistics, when properly used, can serve as a powerful medium of information for your reader. In a world where data-oriented goals are valued, it is desirable to be capable of justifying your predictions and conclusions with statistics. While this article will not teach you technical skills regarding statistics, such as what analyses or models you may choose for a data set and how to interpret the results (you should either take a course or reference a textbook if you are unsure of these), this article will guide you in the fundamentals of effectively presenting statistics in writing. You will see how to achieve this primarily by following two principles, and hopefully in the process you will also acquire a sense of how to read others' statistics as well. Put simply, you are now on the road to becoming both a good writer and reader of statistics.

Whether you intend to report the statistical outcome of your study, or use statistics gleaned from other sources in order to strengthen your own arguments, you need to bear in mind these two

key principles: 1) Statistics should be presented in a readable and technically acceptable way. 2) Statistics should be explained to an appropriate extent; not inadequately explained (too little) or overly explained (too much).

Principle 1: Present Your Statistics in a Readable and Technically Acceptable Way

Communicating potentially difficult concepts does not mean that you have to use complicated language or structures. Research shows that those who use unnecessarily long words and complicated font styles in their writing are actually perceived as being less competent and confident than those who use more simple language (Oppenheimer, 2006). The best way to write statistics is to be direct and unambiguous. This can be done in two simple steps. First, provide definitions for the key technical terms and statistical concepts related to the statistics presented in your writing, and then translate your statistics into a form that will be easily understood by your readers. For example, the statement "The best predictor of students' final exam grade is their language proficiency level ($F(2, 13) = 832.14, p < 0.01$), with an R^2 of .993" is easier to understand than simply stating "Multiple regression analysis showed that the result was significant ($F(2, 13) = 832.14, p < 0.01$), with an R^2 of .993". Ultimately, the level of detail the definitions and explanations your statistics will need to have will depend on the readership and style of statistical writing of your particular field.

The second step to presenting statistics in a readable manner is to use visuals, especially when

your data set contains a lot of information. Graphs, charts and tables, for example, can help simplify relationships in your statistics that may be difficult to comprehend for you and your readers. Graphical representations often act as visual shortcuts which can help make group comparisons easier as well. If you would like to have a look at some concrete examples and tips concerning reporting statistical results in figures, you may refer to the article *Reporting statistical results in your paper* located on Bates College's website (see references). It provides some examples of summarizing statistical outcomes derived from t-tests, ANOVA, correlation, as well as regression analyses.

Just as academic writing prefers direct language, graphical representations should also be kept relatively simple. Avoid needless and obscure elements which can potentially distract the reader from the content of the paper. Consider this quote from the Purdue Online Writing Lab (2012):

Papers and articles are like faces. Graphics are like makeup. Makeup is always good in small doses, but don't over apply, or you will end up looking worse than if you didn't use any makeup at all. Use visuals, but be careful not to over use them.

Now, you may have a question concerning exactly what statistics you should present in your writing. What if your data set contains a lot of information, and even with the use of graphs or tables the information still seems difficult to reduce and present to the reader? Should you then go ahead and report all of the statistics that you have? The answer is most likely no; using statistics in writing is by and large a process of condensing the information that you have and making it relevant to your readers. If you present entire raw data sets in your writing, this defeats one of the primary purposes of your paper: making your statistics relevant to the reader. Instead, you can highlight statistics of interest and include the minimum amount of information (most likely the mean and the standard deviation) necessary for your reader to understand the essence of your arguments. Information remotely associated with your arguments and research aims can then be listed in detail in a separate appendix.

Principle 2: Explain the Statistics to an Appropriate Extent: Avoid Inadequate or Superfluous Explanations

Unless you are using the statistics in your writing as a minor support for your argument, it is usually necessary to explain the procedure you use to gen-

erate your statistics to your readers. This is particularly true if the statistics are the focal point of your argument. In this case your readers—some of whom may be unfamiliar with the procedures you used regarding your statistics—expect to have explained: who first used the procedures, why exactly they were used, and how they are applicable to the study they are reading.

Presenting as much information as is needed is crucial since it allows your readers to make critical interpretation of your data. Of course, you have the freedom to choose your own way of interpreting your statistics, but you also have to realize that readers may not blindly accept your interpretations and may be skeptical of the veracity of your data set. It is important to include sufficient information—for example, the mean, variability, sample size, and the *p*-values—before presenting conclusions to your readers, if you want to make a convincing argument. Also, if you are using statistics from others' studies, make sure the sources are reliable and credible. Identifying the background of the data that you use, as well as letting your readers know where the sources are from, helps orient both them and yourself towards possible biases or weaknesses that could be present in the statistics being used.

Although you have the freedom in your writing to interpret the data in whichever way you prefer, be careful not to overly interpret the data to your reader. Do not simply state something is "important" when the data should instead be described as being "statistically significant". Do not label something as being "not true" when no evidence can be generated from your data: this only means something may or may not be true. Be careful not to generalize your findings to everyone if your data are based on a specific population, gender, or age group. Take care not to confuse correlation with causation when exploring the associations between variables, or to assume that you can prove everything with statistics, even though they do provide empirical evidence for your arguments. Also, when presenting percentages or changes in percentages in your paper, aim to present them in their proper context. For example, if I simply state that you will become 74% more capable of presenting statistics in your writing after reading this article, you would still have no idea exactly how much better you would become. Meaningful conclusions about percentages cannot be made unless they are associated and explained in context.

One Final Thought

You may have come to the realization that statistics are a lot more than just numbers, and, if used

carefully and effectively, they can strengthen your writing. Although these days we may tend to rely on computer programs (e.g. SPSS, a simple-to-use software package for statistical analysis that does not require the user to learn the programming language), we should avoid thinking of them as tools used for helping us interpret our data. The final thought to consider is that when writing statistics we should, above all else, write accurately, and we are only able to write accurately if we fully understand our statistics and how to interpret them. If we are able to do this, it will allow us to fulfill the two main principles discussed in this article, and to write our statistics in a way that will not bore, confuse, overwhelm, or mislead our readers.

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[JALT PRAXIS] DEAR TLT



Tiernan L. Tensai

Got a teaching problem you can't solve? Need some advice about classroom practice? Stressed out from living in a different country? Then Dear TLT is the column for you. Be it serious or comical, our panel of experts will endeavour to answer all your queries. Send your questions to the email address below.

Email: dear-tlt@jalt-publications.org

Making Use of Smartphones in Class

Dear TLT,

I was talking with a colleague recently about students using their smartphones in class. He was really against the idea, saying that they are a total distraction. He has banned them completely. While I can see his point, a total ban seems like a rather draconian move to me. Smartphones are really powerful pocket computers, after all. However, apart from students looking up words or checking out Wikipedia, I'm at a loss for how to make better use of smartphones. Do you have any ideas for me?

Challenged in Kansai

Dear Challenged,

Thanks for your message. Yes, your colleague does have a point—smartphones can be a source of distraction in class, another outlet for students to escape into. Banning them completely may well be the best solution for a group of students with insufficient maturity to stay focused. However, we

like to think that for the majority of your classes, if you set clear guidelines and have lots of interesting things for students to do, there is a lot that smartphones can bring to enhance learning. They are, after all, rather miraculous inventions, with each phone containing more computing power than the gigantic mainframes and supercomputers from the days of the Apollo space missions in the late 60s (Puiu, 2015). If you have a class where everyone has a smartphone (which is quite common these days), there is actually a lot that can be done with them. You've identified a few basic things already—smartphones can make for very good reference tools, but there is so much more they can do! In this short column, we can only scratch the surface, but hopefully our suggestions will get you thinking creatively about what is possible for you. In addition to reference functions, we'll look at many other areas of EFL instruction where smartphones can come in handy. To keep things simple, we'll only suggest apps that are free and cross-platform, ones that work on both the Android and iOS operating systems.

Reference Tools

You've mentioned that your students use their smartphones to look up words and check Wikipedia. That's great. Did you know that there are some

really good dictionary apps out there? One we like is **Google Translate**, which has a nifty voice-activation feature. You can also take a photo of some words and then get a translation by swiping your finger over the scanned text. We use this feature ourselves when out and about in Japan for translating important signs, menu items, or package info. Students could be asked to do this as well. As for **Wikipedia**, if students don't have it already, have them download the free app which can greatly streamline their browsing experience in preparation for discussions, writing projects, or mini-presentations.

Vocabulary Practice

Two great vocabulary-practice apps are **Quizlet** and **Memrise**, both of which allow for a smooth mobile user experience of their respective websites, quizlet.com and memrise.com. These services allow students to drill ready-made lists, or ones you or your students have created. Each of these apps have their pros and cons, but overall they are both excellent ways to practice vocabulary outside of class. Quizlet, which is an online version of traditional flashcards, also allows students to drill words via a number of engaging activities such as dictation, games, and quizzes. You can also customize and print out the quizzes for use in class. The key advantage of Memrise is the “spaced recall” which allows students to automatically review previously learned items at varying intervals of time. In addition, the “points accumulation” nature of Memrise makes it very easy to track how well students are progressing toward a clear numerical goal you set. Quizlet, on the other hand, does not have spaced recall and is not quite as easy to set clear goals with, although it is possible to see what sets students have studied if you pay for a teacher's account. Nevertheless, both apps are solid and worth checking out. The ability to make custom vocab lists (such as ones from whatever textbook you are using) is a big advantage.

Enhancing Conversations

Two very simple apps that can really enhance student conversation practice are **Google Maps** and **YouTube**. With Google Maps, students can showcase their hometowns and talk about where they grew up, where they went to school, where they like to hang out, and any other interesting info. They can explore their towns via photos and street-view, thus taking their classmates on engaging virtual tours. This functionality also works great for travel-based topics. Students can show where they have been and where they would like to go in the future. With YouTube, one fun use is to explore favorite

kinds of music and films. You and your students can introduce songs, discuss lyrics, movies you've seen, or ones you want to watch. Having some music in class can make for a bit of cacophonous fun. These apps also are ideal for chatting in student lounges. We think you will enjoy learning about current trends in Japanese pop culture from your students. Oh, one tip for using these apps—show your students how to save favorite locations on Google Maps and how to create playlists on YouTube. This can make it much easier to access favored content when talking with different people.

Pronunciation Practice

Pronunciation can also be practiced on smart-phones using a combination of a dictation app, such as **Dragon Dictate**, and a voice-recording app like **Recorder HD**. Built-in voice memo apps also work great for this purpose. The students use Dragon Dictate to practice target sounds and phrases until they get a reasonably high accuracy. Then they record set sentences or their own dialogues using the recording app. Finally, they can upload their recordings to a shared folder on a cloud-based file sharing service that you have previously set up. From here you can conveniently access the files on your computer or phone for review or assessment purposes.

Cloud-based File Exchange

Speaking of cloud-based file sharing, there are many such services out there that enable you to create a class folder into which your students can put files, thus giving everyone easy access. One very popular app along these lines is **Dropbox**, which is the mobile portal to the cloud-based storage service's website (dropbox.com). It takes a bit of setting up at the start, but, once everything is working, the ability to seamlessly share files to a common folder, be they audio, video, photos, or text documents, is immensely helpful. Sharing audio recordings is one great use of Dropbox. In addition to pronunciation practice, we like to have students record short conversations with each other each week, outside of class, for homework. These can be uploaded by the students themselves to the class folder. This allows you to track student progress and do other noticing activities to help students become more aware of their strengths and weaknesses.

For oneway file sharing, the **Dropittome** web service allows teachers to set up a dedicated web address through which students can submit almost any kind of file simply and directly to the teacher's Dropbox account.

Accessing CMS

If you use a course management system (CMS) such as **Schoology**, **Coursebase**, or **Moodle**, you should know that there are free smartphone apps for these platforms. They can make it easier for your students to access your classes to share files, complete homework assignments, and participate in other activities.

Making Presentations

We find that getting your students to prepare presentation slides on their phones has some advantages. First, there are any number of presentation apps out there, such as **Keynote**, **Powerpoint**, **Haiku Deck**, **Zen Deck**, and **Google Slides**. There are various pros and cons between each of these, but they all enable students to prepare at their leisure, unshackled from their PCs. Second, the smaller screen size makes them focus better on the key concepts rather than inundating slides with lots of text. Third, we've found that students actually tend to put more effort into what they will say rather than spending hours on a PC creating a typical presentation deck.

Displaying smartphone-created presentations takes a bit of practice, but once you figure it out, it usually works well. The presentation apps should be able to export a complete project which students can share with you via a class Dropbox folder, for example. You can then play the files on your projector-connected computer. There are also special adapters you can get to attach smartphones directly to a projector. Wireless connecting is also possible. Finally, not connecting to a projector at all is a viable option to consider: students can use their presentation app like a personal set of notecards as they deliver their talk.

Mind Mapping

Speaking of presentations, one great way to prepare for them is to use a mind map. Fortunately there are some really good mind-mapping apps out there. We really love **MindMeister**, a web-based service (mindmeister.com) that allows students to create up to three mind maps for free, which may be just enough for a course. Besides being well-designed and easy to use, MindMeister app enables users to access their maps from their smartphones. These maps are collaborative in a similar manner to GoogleDocs, allowing students to work together on a project while giving you access as well. This can come in really handy when planning out bigger projects, such as long-form essays or research papers.

Online Surveys

For students doing presentations or other types of research projects, online surveys to collect critical data can be easily conducted via various web-based services such as **Survey Monkey** (surveymonkey.com) and **JotForm** (jotform.com). The smartphone apps can be used after setting up an account online. Each service allows for a decent level of functionality within their “freemium” business models. Once a survey has been made, students can share them via their own social networks via SNS apps they are already using, such as **Facebook**, **Line**, **Whatsapp**, or **Snapchat**. This allows them to collect a large number of respondents rather easily, something that can enhance the efficacy of their questionnaires.

In conclusion, we hope this short article has given you some food for thought on how you can help your students make good use of their miraculous pocket computers that also happen to make phone calls. There are so many options and ideas out there that it can feel quite overwhelming. To find out more about the apps and services highlighted in this article, simply search for them on your phone's app store or look them up online. We suggest you start slowly and strive to incorporate even just one app or activity at a time. There is no need to upend your entire workflow. Make sure you have used the apps yourself first so that you can better guide students through any set-up procedures necessary. This is a field that is growing rapidly, so stay with it. New and exciting capabilities are always coming up, many of which you may be able to learn more about at your next JALT conference. Try things out and go with what works. The main thing, after all, is not the technology but what can be done with it. Anything that helps your students learn and stay engaged should be worth looking into.

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JALT Study Abroad Special Interest Group
全国語学教育学会・留学研究部会

The Study Abroad SIG will be holding a conference on Saturday, September 17 at Lakeland University, Tokyo.

Conference theme: “Sharing Experiences”



Joël Laurier & Robert Morel

JALT currently has 26 Special Interest Groups (SIGs) available for members to join. This column publishes an in-depth view of one SIG each issue, providing readers with a more complete picture of the different SIGs within JALT. For information about SIG events, publications, and calls for papers, please visit <<http://jalt.org/main/groups>>.

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

The School Owners' (SO) SIG

Language school owners face unique challenges. Many of these challenges are directly related to financial issues such as the need to make a profit and to submit tax returns and other financial documents. Other unique issues school owners often face are the need to hire, train and manage other people, balance educational quality with financial restrictions, and develop curricula for students of all ages and levels. The School Owners' (SO) SIG was established four years ago to address these issues.

The SO SIG is a small but rapidly growing SIG with just under 30 members, most of whom joined us during the last year. We started four years ago because we felt there was no other SIG that adequately dealt with issues specific to running an education business. Many SIGs address different aspects of teaching, which of course are important to school owners as well, but none dealt with the equally important nonteaching side. The last two JALT National conferences have seen a renewed interest in the SO SIG and we look forward to continued growth.

Current members run schools of many different sizes, from single-teacher schools to those that employ teachers at multiple locations. We are looking for members with schools of all sizes—or who would like to own schools—and especially those looking to develop both their businesses and themselves professionally. We are especially interested in members who are also interested in taking leadership roles within the SIG. The SIG's strength lies in its membership numbers.

The SIG has several publications for its members. Our Facebook page (JALT School Owners SIG) helps SIG members and interested parties to network and discuss common issues and concerns, as well as to share experiential knowledge. Our newsletter, which comes out three times a year, gives different perspectives on matters pertaining to owning and



running a language school. We also host events of importance to our members. One event, held at the JALT 2015 Conference in Shizuoka, was a debate on the different issues affecting school owners, such as pricing. It was both well attended and well received. We also run panel webinars, which give owners an opportunity to meet in a virtual context. Since school owners tend to be relatively isolated, these various points of access give them opportunities to meet with others in similar situations all over Japan. In the future we hope to have a school owners' summit.

The more opportunities school owners have to communicate and learn from other owners, the stronger our schools become. Becoming a member of the SO SIG is well worth the small investment. And an investment is exactly what it is. Those who take a proactive interest in the development of their schools stand out in the marketplace as educational front runners.

If you run a school, employ other teachers and/or staff, or hope to do so sometime in the future, the SO SIG is the group for you. If you are a school owner, or are considering opening your own school please visit our forum at the JALT2016 International Conference.

- Contact: Ryan Hagglund, coordinator rhagglund@myeigo.com
- Website: <https://sosig.wordpress.com/>



The Critical Thinking SIG and Speech, Drama, and Debate SIG will be holding a Debate and Critical Thinking conference on July 31 at Nanzan University in Nagoya City.

Come learn about integrating these two important skills into your classroom!

Keynote speaker: Dr. Naoyuki Naganuma of Tokai University.



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/tlt/departments/jalt-focus>

Membership Campaign— Students

We are pleased to announce the *Student Member Campaign*, scheduled to run from July 1, 2016 to July 1, 2017. Recognizing that today's students are the future of the teaching profession, JALT has long offered a special rate to full-time students. At ¥7,000 per year, the student rate is little more than half the price of a regular JALT membership—a real bargain!

The driving force behind the current campaign is a change to the Standing Rule which governs student membership requirements to be considered at the June, 2016 EBM. In the past, student membership was limited to full-time students of Japan-based institutions. This revision, if passed—as I am confident it will be—will open up access to student membership rates to full-time students of overseas educational institutions as well.

Here is the key wording of the proposed motion: “A student member shall be defined as a full-time undergraduate or graduate student attending a university, vocational school, technical school, or other degree-granting program.”

This change reflects opinions expressed by JALT members that the location of the institution should not matter. What is important is that all such potential long-term members of JALT be given the opportunity to increase the depth and breadth of their professional development and contacts right from the beginning, and at a time when their level of disposable income may be low. They are full-time students, not full time workers.

If you know or work with full-time students, particularly those studying to become language teachers, please talk to them about what JALT can do for them, and about how much they can save by joining now.

Fred Carruth
JALT NPO Director of Membership

East Shikoku Chapter Project

Call for Stories: Raising Bilingual/Bicultural Children Outside Japan's Urban Corridor

We are seeking contributions in the range of 4000-6000 words in any of the following areas:

- personal essays, narratives, reflections, and experiential accounts of raising bilingual children
- perspectives on identity/educational (or other) issues facing bilingual/bicultural children
- ‘best practice’ methods for the development of literacy skills in bilinguals
- rich description ‘linguistic family portrait’ case studies
- accounts of nurturing bilingualism/biculturalism in special family circumstances

If you are raising bilingual/bicultural children outside of Japan's large urban centres where international schools and English education options are limited, and where face-to-face social networks are more difficult to form due to distance and numbers, please consider sharing your story.

- Deadline: November 4, 2016
- Editors: Darren Lingley and Paul Daniels

July 2, 2016—Hamamatsu Create 浜松

Developing Content-Based Learning With Reading Circles

Wendy M. Gough, Tokai University

Reading circles are peer-led groups in which students read the same topic and share their interpretations of it. They provide an opportunity to introduce content and promote autonomous learning while developing a wide range of linguistic skills and stimulating the transference of knowledge between the students' L1 and L2.



Scott Gardner old-grammarians@jalt-publications.org

Entrance Exam Essay Questions and Model Answers

Question 42: English Essay

Answer the following question in eight to ten lines. Provide examples.

If, as Lacan ventures, the Marquis de Sade is the other side of the same ethical coin as Immanuel Kant, what are the ramifications of this concept in deontological ethics?

Grovelization is a major issue in the world today. Our society does not grovel enough. Our schools and teachers try to make us “grovel citizens”, for example by showing us other cultures that look better than ours, and by teaching us new languages that we are ashamed to speak.

But groveling is really something we must learn on our own. One way is to make grovel friends. We can do this on the Internet by saying whatever we think will make people like us. When we make more friends, we are groveling.

Remember, think local, act grovel.

Section 4: English Essay

Read the question below and answer in the space provided.

What is plagiarism? What are its effects on academic thought?

I have often thought, “What is plagiarism? What are its effects on academic thought?” I consider these questions not because someone told me to, but out of real concern. For who steals my purse steals trash, and the robb’d that smiles steals something from the thief.

I often tell my friends “Thou shalt not steal.” But sometimes there’s honor in the theft, and such a man might be a copy to these younger times, which, follow’d well, would demonstrate them now but goers backward. Go, borrow thee vessels abroad of all thy neighbours, even empty vessels; borrow not a few.

Behold, I come as a thief in the night, and it shall be, when I sitteth upon the throne of my kingdom, that I shall write me a copy of this law in a book.

Part V: Essay

Read the question and respond in a short essay.

What’s the big deal? Why should you be expected to know? Is it really that important? What good will it do if you speak up? And who really cares anyway?

Every year many people suffer from whatever is going on. There is of course the ozone hole, which gives us dangerous leis from the sun. These leis are too violet for some people. They cause us to shed a lot of wet. Especially, bears which live in the Amtrak area are in danger.

And pollution. Comical materials float in lakes, seas, and rivers. There are many forests that have no trees. Many species of animals have died out. One example is bees. We need bees for our liveliness. On the other hand, bees don’t need us. They want to sting us. We must make peace with bees. All I am saying is, give bees a chance.

In concussion, we have to use less energy than possible. We must recycle empty cans, used pets, and so on. We must actively be active to make a better tomorrow for our children tomorrow.

Final Essay Question

Answer the following question as best you can in English.

Imagine you have been put on a committee to bring more tourism to your hometown. What are some ways you would consider attracting visitors?

If my corrupt city elders were to force me in this way to perpetuate their vicious capitalist cycle of exploitation and consumption, I would suggest putting the name of every city street up for sale to the highest commercial bidder, and positioning Hollywood-grade wind machines along each one, set to go off hourly and bestrew the sidewalks with coupons offering paltry discounts on their overpriced products.

Another shameless propaganda device I would suggest is “continental roulette wheels” in major hotels throughout the city. Credulous customers spin the wheel hoping that it stops on their continent of origin, in which case they win travel discounts, shopping sprees, photo ops with the city mascot...or a small plastic keychain. Bells and streamers galore.

I would then move to another city.

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

- A professional organization formed in 1976
- 1976年に設立された学術学会
- Working to improve language learning and teaching, particularly in a Japanese context
- 語学の学習と教育の向上を図ることを目的としています
- Almost 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>

Annual International Conference

- 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
- 隔月発行します
- *JALT Journal*—biannual research journal
- 年2回発行します
- JALT Postconference Publication
- 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>

JALT Community

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。バイリンガルイズム、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、試験と評価、教材開発等。

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



JALT Partners

JALT cooperates with domestic and international partners, including (JALTは以下の国内外の学会と提携しています):

- AJET—The Association for Japan Exchange and Teaching
- IATEFL—International Association of Teachers of English as a Foreign Language
- JACET—the Japan Association of College English Teachers
- PAC—the Pan Asian Conference consortium
- TESOL—Teachers of English to Speakers of Other Languages

Membership Categories

All members receive annual subscriptions to *The Language Teacher* and *JALT Journal*, and member discounts for meetings and conferences. *The Language Teacher*や*JALT Journal*等の出版物が1年間送付されます。また例会や大会に割引価格で参加できます。

- Regular 一般会員: ¥13,000
- Student rate (FULL-TIME students of undergraduate/graduate universities and colleges in Japan) 学生会員(国内の全日制の大学または大学院の学生): ¥7,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員 (同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部): ¥21,000
- Senior rate (people aged 65 and over) シニア会員(65歳以上の方): ¥7,000
- Group (5 or more) ¥8,500/person—one set of publications for each five members グループ会員(5名以上を対象とし、JALT出版物は5名ごとに1部): 1名 ¥8,500

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

Information

For more information please consult our website <<http://jalt.org>>, ask an officer at any JALT event, or contact JALT's main office.

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Joining JALT

Use the attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing your membership application. Members are strongly encouraged to use the secure online signup page located at <https://jalt.org/joining>.

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2016 JALT CUE Conference

conTENT with teaching
CONtent? Embracing Alternative
Methodologies in the Modern
Language Classroom

Kinki University, Osaka

September 24, 2016

Plenary Speakers:
Makoto Ikeda & Laurence Anthony



Debate & Critical Thinking Conference

July 31, 2016 (Sunday)

Nanzan University (Nagoya)

Sponsored by JALT CT SIG and SD&D SIG

For more information, see <https://sites.google.com/site/debatecriticalthinking2016/>

JALT2016



TRANSFORMATION
IN LANGUAGE EDUCATION

JALT2016

42nd Annual International Conference on Language Teaching
and Learning & Educational Materials Exhibition

November 25 – 28, 2016

Aichi Industry & Labor Center – WINC Aichi
Nagoya, Aichi Prefecture, JAPAN

<http://jalt.org/conference>

JALT Sendai is hosting a weekend with Paul Nation, including an onsen getaway.

September 10 & 11, 2016

Saturday is co-sponsored with Miyagi Gakuin
Women's University and is completely free.

Sunday is co-sponsored with Miyagi University of
Education, and JALT members pay just ¥1,000 yen!

Optional Saturday night hot springs hotel, dinner,
breakfast, and return transportation for ¥15,000.

The entire weekend event is produced with the
support of englishbooks.jp

Details and registration online at
<http://www.jaltsendai.org>

— Space is limited —

JALT Hokkaido Conference

'Plan, Implement, and Evaluate—Teaching
and Assessing Learning'

Sunday Oct 2, 9:30 – 4:30

Hokusei Gakuen University Sapporo

Call for papers

<http://goo.gl/forms/gxF4MTGvSyJKpr9r2>

Teachers plan, implement and evaluate their teaching
and student learning in various ways and contexts.
This conference is a place to share what you do in
your classroom and learn from others. We welcome
presentations that relate to planning, implementing
and evaluating language teaching or language
learning in any context. Workshops or presentations
with strong practical tips for every day teachers are
especially encouraged.

JALT2016 DIGITAL

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