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JALT Praxis

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In this month's issue . . .

Hello, and let me be the first to welcome you to the final edition of *The Language Teacher* for 2017. We are now well into autumn and the 43rd JALT International Conference in Tsukuba is fast approaching. I am sure it will be as successful as all previous ones. I hope everyone managed to secure reservations for this event of the year!

This time of year sees many changes in nature. The autumn leaves give us one final moment of brilliance before dropping to and carpeting the earth in a blaze of colour. Soon we will also ring in the changes at New Year as 2017 makes way for 2018.

Here at JALT we are also experiencing some major changes. Sadly for me, I have to say goodbye to Philip Head. We worked together as coeditors of the *My Share* section before becoming coeditors of *TLT*. Phil will now work as *TLT* Advisor. His slot will be filled by Eric Martin whom I certainly look forward to working with over the coming months.

In this final issue of 2017 we begin with two Feature Articles. **Gilbert Dizon** starts with an article on Facebook versus paper-and-pencil writing. Gilbert compares Japanese students' opinions of the two mediums. This is followed by **Mohammad R. Hashemi** and **Raziye Eskandari**'s interesting article on learning congruent and incongruent collocations through utilising dynamic assessment.

In the Readers' Forum section of this issue, **Diane Johnson**, **Keiko Umeda**, and **Kyoungja Oh** provide a brief analysis of samples of Japanese and South Korean textbooks.

It might be a tad early, but also let me be the first to wish everyone a fantastic Christmas and New Year when it arrives. I look forward to receiving your submissions and to seeing them in print in 2018. I hope you all have a safe, healthy, and peaceful year!

Gerry McLellan, TLT *Coeditor*

Continued over



The Japan Association for Language Teaching (JALT)

A nonprofit organization

The Japan Association for Language Teaching (JALT) is a nonprofit professional organization dedicated to the improvement of language teaching and learning in Japan. It provides a forum for the exchange of new ideas and techniques and a means of keeping informed about developments in the rapidly changing field of second and foreign language education.

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こんにちは。読者の皆様、TLT2017年最終号にようこそ。秋も深まり、筑波で開催される第43回JALT年次大会がすぐにやってきます。これまでの大会同様、今回の大会も成功裏に終わること間違いありません。皆様におかれましては、今年度のこの大会に万障繰り合わせの上お越し頂ければと思います。

この時期、自然界では多くの変化が見られます。紅葉が落ち、燃え立つような色彩で地面に敷き詰められる前の輝かしい瞬間を見せてくれます。2017年が2018年に変わろうとする中で、まもなく我々も鐘を鳴らして新年の変化を迎えることになるでしょう。

ここJALTでも、いくつか変わることがあります。大変残念ながら、TLT EditorのPhilip Headが退任します。私たちは以前、My Shareセクションの共同編集者として共に仕事し、その後TLTの共同編集者となりました。Philipは今後TLTアドバイザーとしての職に就き、後任はEric Martinが務めます。今後Ericと共に働けるのを楽しみにしております。

この2017年の最終号では、まず2本の論文が掲載されています。最初はMohammad R. HashemiとRaziye Eskandariによる、ダイナミックな評価を活用した連語の一致・不一致の学習に関する興味深い論文です。次に、Gilbert Dizonによる、Facebook上でのライティングと紙と筆記具によるライティングに関する論文があります。Gilbertは日本の学生にこの2つの媒体に対する意見を尋ね、それらを比較しています。

Readers' Forumでは、Diane Johnson、Keiko Umeda、Kyoungja Ohが日本と韓国の教科書の例を簡潔に分析しています。

少し気が早いかもしれませんが、皆さんに素晴らしいクリスマスと新年をお祈りします。2018年に皆さんの投稿を受け取り、それらが出版されるのを楽しみにしております。皆さんが、安全、健康、そして平穏な年を迎えられることを願っています。

Gerry McLellan, TLT *Coeditor*

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Facebook vs. Paper-and-Pencil Writing: Comparing Japanese EFL Students' Opinions of the Writing Mediums

Gilbert Dizon
Himeji Dokkyo University

Although current literature indicates that L2 students have mostly favorable attitudes towards Facebook, no study has incorporated a control group to examine learners' views of the social-networking service (SNS). Thus, it is unknown if L2 students view the SNS more positively than other writing mediums. This study seeks to fill this gap by analyzing the views of Japanese university EFL students. The learners were divided into two groups: one which used Facebook for writing tasks (n = 16) and another which used paper-and-pencil (n = 14). A nine-item Likert-scale questionnaire was administered to assess the students' opinions towards the writing mediums. The results revealed that the Facebook group had more favorable opinions towards eight of the survey statements. Interestingly, however, the learners in the paper-and-pencil group preferred their writing medium to a greater degree. These findings highlight the mixed opinions L2 students can have towards Facebook despite its perceived benefits.

先行研究では、第２言語（L2）学習者がFacebookについて概ね好意的な捉え方をしていると示されている。しかし、ソーシャル・ネットワーキング・サービス（SNS）に対する学習者の意識調査で、対照群を設定した調査研究は行われていない。それゆえ、L2学習者がSNSを他のライティング手段よりも好ましいと考えているかどうかは明らかでない。そこで本論は、EFL学習者である日本人大学生の意識を調査・分析し、先行研究の不足を補うことを目的としている。本論では、学習者を2つのグループに分け、1つはFacebookを用いたライティングを行うグループ（16名）、もう1つは筆記用具を用いるグループ（14名）とした。これら2つのグループに、リッカート尺度による9項目のアンケート調査を実施し、それぞれのライティング手段に対する学習者の意識を調査した。その結果、Facebookを使用したグループは、調査項目のうち8項目において、筆記用具を使用したグループよりも、より好意的な意見を持っていることが明らかになった。しかし興味深いことに、自分が利用したライティング手段のほうが好ましいという認識は、Facebookを利用したグループよりも筆記用具を利用したグループのほうが高かった。これらの調査結果は、Facebookにさまざまな利点が認められるものの、L2学習者にはFacebookに対して多様な受け止め方がありうるということを示している。

With over 1.1 billion active users each day, Facebook (FB) is the most widely used SNS in the world (Facebook, 2016). Given the ubiquity and importance of FB among students (Blattner & Fiori, 2009; Godwin-Jones, 2010), language researchers have investigated L2 learners' attitudes towards the use of the SNS for learning in the L2 classroom and have found that they have generally positive opinions (Kabilan, Ahmad, & Abidin, 2010; Shih, 2011; Wang & Kim, 2014). Even among learners in Japan, there seems to be favorable views towards FB (Dizon, 2015). However, none of these studies involved a control group; thus, it is not known if L2 students view writing via FB more positively than paper-and-pencil (PP) writing. Therefore, this paper aims to fill this gap by examining the opinions of two groups of Japanese EFL students: one which used FB writing over the course of a semester and another which wrote via PP.

Background

FB offers several distinct advantages in the eyes of L2 learners. The Taiwanese EFL students in Shih's (2011) research thought that the SNS enhanced cooperative learning as well as reduced anxiety communicating in the target language. Lower levels of anxiety were also reported as a benefit of FB writing by the L2 Chinese learners in a study by Wang and Kim (2014). The students also stated that writing through the SNS helped increase their confidence in the L2 and allowed them to engage in authentic communication. Similarly, the L2 English learners in Kabilan et al.'s (2010) study had favorable views of FB, with a majority of the participants agreeing that the SNS enhanced motivation and confidence in the target language and afforded them additional opportunities to improve their writing skills. Lastly in the context of Japan, Dizon (2015) found three perceived advantages of FB among the Japanese EFL learners: a low-stress environment, ease of use, and convenience.

Although there have been mixed results regarding the SNS's ability to promote improvements in the quality of L2 students' writing (Dizon, 2016; Wang & Vásquez, 2014), Shih (2011) found that FB could indeed enhance the academic writing skills of L2 learners. A total of twenty-three 1st-year English majors at a university in Taiwan participated in the study which involved a combination of FB writing and peer assessment. The students were divided into six groups and were instructed to post on their

respective FB pages and comment on others' posts. According to the results of pre- and post-tests based on the National College Entrance Examination, Shih (2011) determined that FB and peer assessment led to improvements in writing organization, content, spelling, and vocabulary. Notably, the group that made the greatest improvement was the low-score group, suggesting that beginners may have the most to gain from using FB.

Despite the benefits that FB offers, not all L2 learners are comfortable with using it for language learning and/or do not perceive it to be useful in this regard. Alm (2015) studied the opinions of language learners at a university in New Zealand and discovered that attitudes were moderate at best. While advanced language students viewed FB as somewhat useful for informal language learning, beginner and intermediate students had less favorable perceptions. Moreover, these students were less likely to interact with others via the SNS in their L2, primarily because they lacked FB friends who spoke the target language. The two L2 English learners in Chen's (2013) case study of FB also had mixed views of the SNS. Although one of the participants actively engaged with native speakers of the L2 through the site, the other student "felt marginalized and uncomfortable" (p. 154). Additionally, the learner expressed a desire to take a break from English studies when she used FB, and instead used the site to connect with her L1 friends. In other words, the learner used the site for leisure purposes rather than to actively improve her L2. This emphasis on leisure may be a reason why all of the learners in Wang and Kim's study (2014) stated that FB had the potential to easily distract them from their academic studies. Given this, it may be necessary to advise L2 students on how to effectively leverage FB for language learning purposes. To sum up, L2 students have mostly favorable views towards FB, with the primary advantages being increased confidence, enhanced motivation and reduced levels of anxiety. In addition, the SNS offers language students more chances to use the L2 outside of the classroom in a meaningful way . However, there are a few downsides as well, namely, FB may be intimidating to some students who lack the proficiency to communicate with others, particularly native speakers, and the site may serve as a distraction for language learners. While the aforementioned research provides insight into the views L2 students have towards FB as well as its potential to foster writing improvements, it is still unknown if learners view writing via the SNS more positively than a different writing medium. Thus, the aim of this study was to evaluate Japanese students' opinions of FB and a traditional writing medium. Specifically, the following research question was addressed in this paper: What are Japanese EFL learners' opinions of Facebook and paper-and-pencil writing?

Methodology

Participants

A total of 30 Japanese EFL students at a private Japanese university agreed to participate in the study via written informed consent. The participants were selected using convenience sampling. All of the students were enrolled in an elective course entitled Communicative English, which met three times a week in 90-minute classes during the 2016 spring semester. The course focused on the four skills of listening, reading, speaking, and writing, with a particular emphasis on output. Sixteen of the learners were placed in the FB group and were taught by the researcher. This was done due to the fact that these learners had desktop computers in their classroom, and thus had the ability to write with FB during class. The remaining 14 students were taught by two other English instructors in two separate classes and were placed in the PP group.

Three writing assessments were administered at the start, middle, and end of the treatment to measure the writing abilities of the participants in three specific areas: writing output (number of words written), lexical richness (the ratio of words written which were beyond the 1000 most frequent words and the total number of words produced), and grammatical accuracy (the number of treatable errors produced per 100 words on each writing assessment). All three assessments followed the same procedure as the treatment. Moreover, the writing topics were the same for both groups (pre-test: Golden Week plans; mid-test: university life; post-test: summer vacation plans). Non-parametric statistical tests showed that there were no significant differences between the dependent variables of the learners in the PP group and those in the FB group at the outset of the treatment. While the focus of this paper is on the students' opinions of the two writing mediums, full quantitative results can be found in a separate article (see Dizon, 2016).

Treatment

The participants completed two timed guided freewritings each week for a total of 12 weeks. The students in the FB group wrote on their respective FB pages while those in the PP group wrote in individual journals. Hwang (2010) found that freewriting could enhance the writing fluency of EFL

learners; thus, this was designated as the primary writing task in all the classes involved in the study. Each freewriting lasted 10 minutes and the students were not allowed to use a dictionary or any other form of writing aid. The use of browser spellcheck was not monitored during FB writing, however, due to the fact that this is an inherent advantage of computer-mediated writing. Topics were selected by the individual teachers of each class (Appendix A). Although the students' writing was not graded, the learners in both groups were given corrective feedback by the researcher in order to promote grammatical accuracy. To make the corrective feedback more focused, only "treatable errors," that is, errors that "occur in a patterned, rule-governed way," (Ferris, 1999, p. 6) were marked. Writing on FB was marked with the comment function while any errors made with PP were marked directly with red pen. Before starting a new writing task, the students were required to review and correct any grammar mistakes they made during the previous freewriting activity.

Use of Facebook in the Study

The learners who used Facebook were divided into two FB groups based on their classes. Each Facebook group was set to secret; thus, only the researcher and the class members could view and respond to posts. This was done to protect the privacy of the students as all but one of them used their personal FB accounts. This was not mandatory however; students were given the option of using their own account or creating a new one specifically for the class. After the completion of each freewriting, the students in the FB group were assigned to comment on at least two other posts as homework. This was the only difference in the writing procedures between those in the FB group and the PP group, and could not have been implemented in the PP group due to the fact that the students' journals were collected after class for correction.

Research Instrument

Qualitative data for this study were collected via an L1 questionnaire which was developed by the researcher in English and translated into the students' native language by a Japanese colleague (Appendix B). The survey was administered in class during the final week of the semester. The students who used FB completed it online through SurveyMonkey while those who wrote with PP filled it out by hand. The questionnaire asked the participants to rate their level of agreement towards nine statements based on a five-point Likert scale ranging from strongly disagree to strongly agree. The first four items on the survey focused on affective factors related to the writing task. Items five through eight centered on the linguistics improvements the learners could make through each writing medium. The final item examined the students' preference towards FB or PP.

Results and Discussion

As shown in Table 1, the FB group had higher levels of agreement towards eight out of the nine survey statements. In particular, items three, six, seven, and eight were viewed favorably by those in the FB group, with at least 24% more participants agreeing or strongly agreeing with the statements compared to those in the PP group. These results confirm that increased confidence is one of the main benefits of incorporating FB in L2 writing (Kabilan et al., 2010; Wang & Kim, 2014). While PP writing activities usually revolve around the teacher as the sole or primary reader of students' writings, FB writing involves multiple readers, including the fellow members of a FB group or possibly the general public. Given this, students may develop more confidence in their L2 writing abilities through SNSs because they are writing for a larger audience.

The results also reinforce the argument that the FB approach can enhance L2 writing skills, at least from the perspective of EFL learners (Kabilan et al., 2010; Shih, 2011). This is in contrast to those who believe that the usage of SNSs and other Web 2.0 technologies are not appropriate in academic contexts (Lohnes & Kinzer, 2007; Waycott, Bennett, Kennedy, Dalgarno, & Gray, 2010). Like any other form of writing, what matters most is not the medium itself, but rather how learners are directed towards the writing task. Learners must be given opportunities to write for a variety of purposes that are meaningful to their own lives and futures, regardless of whether or not this writing occurs in a digital environment or with paper-and-pencil.

One surprising finding is that the students in the FB group perceived the corrective feedback to be more easily understandable than those in the PP group. This is despite the fact that teachers cannot directly mark students' writing or posts with FB. While FB and other web 2.0 technologies were not originally made for formal, language learning purposes, teachers can leverage their features to help students improve their language skills in the target language. What is key is to incorporate FB in ways that are pedagogically sound while also providing clear instructions on how to complete and excel in the given task.

Table 1. *Percentage of Agreement Towards Questionnaire Statements*

#	Statement	Group	
		PP	FB
1	I was motived to learn English through freewriting.	71.4%	81.3%
2	I enjoyed freewriting in English.	71.4%	81.3%
3	I am more confident in English writing because of freewriting.	57.1%	81.3%
4	My attitude towards learning English became more serious because of freewriting.	42.9%	62.5%
5	I was able to improve my English grammar through freewriting.	64.3%	68.8%
6	I was able to write English more fluently through freewriting.	35.7%	81.3%
7	I was able to improve my English writing skills through freewriting.	50.0%	93.8%
8	I was able to easily understand the grammar corrections.	64.3%	93.8%
9	I prefer English writing with pencil-and-paper to writing with Facebook. / I prefer English writing with Facebook to writing with paper-and-pencil.	64.3%	62.5%

Although the FB group held more positive views towards freewriting, it is interesting to find that the PP group preferred their writing medium to a higher degree than those who wrote on the SNS (64.3% to 62.5%). While this may seem counterintuitive, it does make sense given the fact that the Japanese education system largely revolves around paper-and-pencil writing rather than the use of computers (Sekine, 2015). Therefore, learners in Japan may feel more comfortable writing with PP than using FB due to their familiarity with the former.

In short, the participants in the FB group had more favorable opinions towards freewriting with the SNS than those in the PP group. In particular, increased confidence, greater writing fluency, improved writing skills, and more easily understandable grammar corrections were seen as the main benefits of freewriting through FB. While these advantages do not guarantee that learners will make concrete L2 gains through the use of FB, it does show that it has the potential to support language learning due to the positive attitudes that students have towards the SNS. Attitudes towards a writing medium are significant, as Ajzen and Fishbein (1980) argued in their theory of reasoned action which posits that attitude can directly impact behavior, that is, learner performance on a given task. Therefore, language teachers must choose activities that are seen as useful in the eyes of their students in order to maximize the improvements that they can make in an L2.

Conclusion

As the use of SNSs in L2 classrooms becomes more widespread, so does the need to investigate learners' perceptions towards their usefulness in formal language teaching and learning. Accordingly, the goal of this study was to determine the attitudes that Japanese EFL learners had towards FB and PP writing. Although the participants in the PP group did in fact prefer the writing medium to a slightly greater degree than those in the FB group (64.3% to 62.5%), the FB group had higher levels of agreement on all the other items on the survey. This paints a somewhat unclear picture of Japanese students' views towards the SNS. Therefore, more research needs to be done in order to gain a better understanding of the opinions that Japanese EFL learners have regarding FB.

This study has several limitations that need to be pointed out. One is the small sample size. As a result, future studies should incorporate larger groups of students chosen randomly among a population. Additionally, the participants in the PP group did not have the opportunity to write with FB or comment on the writing of others during the study. Therefore, the students' freewriting experiences were not identical and this could have impacted the results. Given this, it would be worthwhile to employ a study where two groups write via FB and PP for an equal amount of time and afterward survey their opinions to see which medium they prefer. The differing freewriting topics in each group could have also influenced the participants' opinions of the writing mediums; namely, the writing topics in the FB group could have better connected with the students, leading them to view the medium more positively. Lastly, the participants' responses to survey items one through seven may reflect their views of freewriting rather than the writing mediums themselves. Thus, future research ought to differentiate between these variables (writ-

ing task and medium) in order to better understand the relationship between the two and how they impact student perceptions.

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Appendix A

Weekly Freewriting Topics

	Paper-and-pencil group A	Paper-and-pencil group B
Week 1	Junior high school/Childhood	Favorite place/Travel
Week 2	Travel preferences/Dream vacation	Cities vs. the countryside/Vacation plans
Week 3	Vacation plans/English motivation	Role model/Favorite teacher
Week 4	My home/Movies	New skill/Healthy living
Week 5	Self-improvement/Food	Bad habits/Studying abroad
Week 6	Travel experiences/Recipe	Things that annoy me/Things I do to relax
Week 7	Next vacation/Advice to past self	Difficult experience/Life after graduation

Week 8	Travel advice/ High school	Health/My diet
Week 9	University complaints/English teachers	School clubs/ What if…
Week 10	Best friend/Technology	Success/Technology
Week 11	Internet/My treasure	Tests/Money vs. happiness
Week 12	Favorite holiday/ Ideal wedding	Health vs. happiness/New classes
	Facebook group A	**Facebook group B**
Week 1	Jobs/Travel	Role models/ Leaders
Week 2	Hometown/Family	Stereotypes/Travel preferences
Week 3	High school/Personality	Domestic travel/ Japanese customs
Week 4	Movies/Home	Bad travel experiences/Part-time jobs
Week 5	English/Happiness	Future career/ Movies
Week 6	Clothes/US President visit to Hiroshima	Money & happiness/War apologies
Week 7	Commute/Zoo incident	Zoo incident/Foreign languages
Week 8	Daily routine/ Music	How to study a foreign language/ Internet safety
Week 9	Internet/Shopping	Favorite commercials/Shocking commercials
Week 10	Hobbies/YouTube	Aliens/Cosmetic surgery
Week 11	Dream vacation/ Skills	Public vs. private schools/Single sex vs. mixed schools
Week 12	Volunteer work/ Spring semester	Childhood education/Spring semester

Appendix B
Freewriting Survey

自由作文についてのアンケート調査

自由作文について、それぞれの文を読んで、あなたの考えに一番当てはまるものを選んでください。ご協力よろしくお願いします。

	全くそう思わない	あまりそう思わない	どちらでもない	まあそう思う	強くそう思う
自由作文を通して、英語の学習意欲がわいた。	○	○	○	○	○
英語の自由作文は楽しかった。	○	○	○	○	○
自由作文のおかげで、英作文に対する自信が前よりもついた。	○	○	○	○	○
自由作文のおかげで、英語の学習態度がよりまじめになった。	○	○	○	○	○
自由作文を通じて、英語の文法力が向上した。	○	○	○	○	○
自由作文を通じて、英語を前よりもスラスラと書けるようになった。	○	○	○	○	○
自由作文を通じて、英作文の技術が向上した。	○	○	○	○	○
文法間違いの指摘が簡単に理解できるようになった。	○	○	○	○	○
紙と鉛筆での英作文のほうが、フェイスブックでの英作文よりも好きだ/フェイスブックでの英作文のほうが、紙と鉛筆での英作文よりも好きだ。	○	○	○	○	○

The Learning of Congruent and Incongruent Collocations Utilizing Dynamic Assessment

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The present study investigated the effect of dynamic assessment on the learning of congruent and incongruent collocations among Iranian lower-intermediate EFL learners. Forty female students participated in this quasi-experimental study. The experimental group was exposed to dynamic assessment strategies in the process of teaching collocations. The results of the collocation pretests and posttests gained from the experimental and control groups indicated that dynamic assessment through mediated learning experience promoted collocation knowledge of the students in the experimental group.

本論は、イラン人の中級下EFL（外国語としての英語)学習者間における連語の一致と不一致の学習をダイナミック・アセスメント（第2言語習得の実践的評価法の1つとして、学習者の学習可能性に注目して評価する方法）の効果を検証する。女子学生40人がこの研究に参加した。実験群は、連語を学習する過程でダイナミック・アセスメントの方略を学習した。実験群と比較群を対象とした実験の前と後のテストの結果から、学習者間で教え合うことで学習効果が上がることがわかった。

A dramatic surge in the number of studies on vocabulary acquisition over the years reflects the continued importance of teaching and learning vocabulary in ELT contexts (see Schmitt, 2008). Without appropriate knowledge of vocabulary, language users would be in serious communicative trouble and cannot use the four language skills effectively. It follows that learning new words involves acquiring various dimensions of vocabulary knowledge. Vocabulary knowledge, according to Read (2000), entails breadth and depth, with breadth the quantity of words known (i.e., how many words one knows) and depth the quality of word knowledge (i.e., how well one knows a word).

More specifically, as Nation (2001, p. 27) argues, vocabulary knowledge is defined as knowing the words in terms of their *form*, *meaning,* and *use,* both receptively and productively. The components of vocabulary knowledge have been explored in a wide range of studies using various assessment scales (see Nation, 2011 and Read, 2012). Among these components, the use of formulaic language such as lexical bundles and collocations has received particular attention by researchers (González-Fernández & Schmitt, 2015; Peters, 2015).

Collocation Knowledge

Perceived as "lexical patterning," the term collocation is defined as "the tendency of two or more words to co-occur in discourse" (Schmitt, 2000, p. 76). This tendency is influenced by the frequency of the word combinations, language users' habitual formation of the word combinations, exclusiveness of a combination and semantic phraseological regulations (see Schmitt, 1998). Collocations can be viewed on a continuum according to their frequency (the number of times they occur in a corpus) and exclusiveness (whether the words in a combination are exclusively used together)—see González-Fernández & Schmitt (2015).

Collocations are further categorized into congruent and incongruent groups. Based on cross-linguistic relationships and differences, Yamashita and Jiang (2010, pp. 649–650) make a distinction between congruent collocations (collocations that include lexical components that are similar in L1 and L2) and incongruent collocations (collocations that contain lexical components that are different in the two languages). According to Yamashita and Jiang, the influence of L1 on the acquisition of collocations is due to the cross-linguistic differences and flexible nature of word combinations. In their study on the congruency effect of collocations, Yamashita and Jiang (2010) found that learning incongruent collocations takes a long time, requires high amounts of exposure, and is more difficult. This finding is indicative of the importance of further exploring congruent and incongruent collocations in second or foreign language settings. For more on exploring congruency effects and interlexical effects such as collocate–node

relationship and word length in the process of collocation acquisition see Peters (2015).

Dynamic Assessment and Vocabulary Instruction

Dynamic assessment (DA) is derived from Vygotskian sociocultural theory. Contributing to a great extent to the integration of assessment and instruction, dynamic assessment places the focus on promoting the learners' abilities through making use of mediating strategies adapted to the needs of the learners in a dynamic and continuous process (Poehner, 2008). The pedagogical significance of dynamic assessment lies in the fact that it "overcomes the assessment–instruction dualism by unifying them according to the principle that mediated interaction is necessary to understand the range of an individual's functioning but that this interaction simultaneously guides the further development of these abilities" (Poehner, 2008, p. 24).

What distinguishes dynamic assessment and the classical types of assessment, Poehner argues, is the sensitivity to the learners' Zone of Proximal Development (ZPD) that is the difference between the learners' "unassisted and assisted performance" (Vygotsky, 1978, p. 86 as cited in Poehner, 2008, p. 14). A dynamic assessment perspective on vocabulary teaching and learning engages the teacher and students in a more organic and dynamic process through which the learners' potentials and differences will become an asset for their development in an interactive system.

Taking the example of vocabulary learning, we can think of a range of possibilities for helping the learners to develop their vocabulary knowledge by implementing dynamic assessment in the classroom. In this process, results of the assessment of the learners' performance and their affordances, limitations, and potentials, inform the teacher to determine how further help needs to be at hand so that the learners will be able to achieve the learning outcome in a more efficacious manner.

By and large, although the role of dynamic assessment within the context of developing language skills has received attention in the field of language teaching (see Poehner, 2008), little research has been conducted to explore dynamic assessment in the context of vocabulary learning with a particular focus on collocations. The main motive behind the present study comes from research findings that support the use of dynamic assessment as an effective method to enhance interaction-based learning growth and learner performance with regard to different language skills (see Anton, 2009).

The Study

The purpose of this study was to investigate the feasibility of implementing dynamic assessment to develop language learners' collocation knowledge with regard to two categories of collocations, that is, congruent and incongruent collocations. To this purpose the following research questions and null hypotheses were addressed:

RQ1. Is there any statistically significant difference between the effects of DA as compared to static assessment on a better learning of congruent collocations among EFL learners?

RQ2. Is there any statistically significant difference between the effects of DA as compared to static assessment on a better learning of incongruent collocations among EFL learners?

The study utilized a quasi-experimental two-group pretest–posttest design. Selecting a nonprobability sample of students, we collected data from a control group and an experimental group in a test–teach–test cycle.

Participants

Forty female Iranian students (native speakers of Persian) at an English Language Institute in Tehran participated in the study. The participants' level of proficiency was lower-intermediate based on their level in the institute. However, to homogenize them in terms of language ability using a standard test, we administered the Oxford Placement Test (OPT). Initially, 62 students (out of a total population of 90 students) attended the test. Based on the results of the test, forty students were proven to be at the lower intermediate level. They were in the 18–30 age range. The participants had enrolled in the language institute for the purpose of attending the general English program. Before the study started, the participants had attended the English language program for 6 three-month semesters (i.e., they successfully passed three basic and three elementary levels and thus, could make it to the lower intermediate level.)

Instruments

The instruments used in this study included the Oxford Placement Test 1 (Allan 2004) and two collocation tests.

The Oxford Placement Test

In order to ensure the homogeneity of the students in terms of their English language ability, the

Oxford Placement Test (OPT) was administered at the outset of the study. The OPT provides reliable scores from level A1 upwards based on the Common European Framework of Reference (CEFR) levels. The test is divided into two main sections, listening and grammar, each with 100 items. According to the OPT marking kit and user's guide, the participants who scored between 120 and 134 were considered lower intermediate and were selected for the purpose of the study.

Collocation tests

Two tests of collocations, developed by the researchers, (a test of congruent collocations and a test of incongruent collocations) were administered as pretests and posttests. The pretests and posttests were the same. The Congruent Collocation Test (CCT) and the Incongruent Collocation Test (ICT) included 20 multiple choice questions each. The questions were intended to check the participants' knowledge of congruent and incongruent collocations. The main criteria for selecting the collocations was the presence of the equivalent word combination in Persian for the CCT and lack of the equivalent combination in Persian for the ICT. Having referred to several collocation dictionaries, we first prepared two lists, one of 60 congruent collocations and one of 60 incongruent collocations. For each collocation, the Persian equivalent was also included in the list. We checked the collocations through expert review. In doing so, two active ELT researchers (PhD holders) reviewed the list and rated the collocations with regard to their difficulty level, appropriateness for the low intermediate level, and their match to the Persian language counterpart. This process produced an initial list of 68 collocations with 34 congruent and 34 incongruent collocations. These collocations were used to develop the first draft of the tests. We piloted the first version of the tests using a sample of 24 low intermediate students, analyzed the items, and revised the tests. The revised tests included 20 items each. The reliability coefficients for the tests were estimated using KR-21 formula and were .75 for the CCT and .70 for the ICT. Sample items from the test can be seen below:

Congruent Collocation Test (sample item):

Last night a fatal road accident _____ between two cars travelling in the same direction.

A) appeared
B) arose
C) occurred
D) I don't know

Incongruent Collocation Test (sample item):

Because of the high registration fee, we think a limited number of graduate students will _____ part in the conference.

A) take
B) attend
C) make
D) I don't know

Procedure

At the outset of the study, the students were homogenized using the OPT. Then, they were divided into two groups, an experimental and a control group, each with 20 students. Both experimental and control groups were given the pretests first. After the pretests, the control group received vocabulary instruction through a common traditional method. Utilizing this method, the teacher taught and assessed collocations through textbook activities such as providing the class with definitions, presenting examples, and doing fill-in-the-blank and matching activities.

The control group attended class for seventeen 45-minute sessions over an eight-week period and covered a total of 68 collocations (34 congruent and 34 incongruent collocations, with four collocations each session) through the traditional method. The experimental group, whose instructor–assessor was the second author of the present paper, received treatment through a seventeen-session dynamic assessment cycle that took approximately 8 weeks. Each session took about 45 minutes. During this period of time, a total of 68 collocations (34 congruent and 34 incongruent collocations, with four collocations a session) were presented. The experimental group's collocation list was the same as that of the control group's. The collocations on this list were chosen from the preliminary list of 120 collocations generated through using expert judgment. Mention must also be made that by the term strategy, in this context, we mean meditation strategies. The meditation strategies included a plan of action with a series of teaching techniques to help the instructor–assessor go through the dynamic assessment process in a systematic way.

Treatment: Strategies Booklet

To guide the mediation between the instructor–assessor and the learners, the instructor used a strategy booklet. The strategy booklet provided the

mediation strategies in a systematic and continuous sequence from the most implicit to the most explicit. This mediation process consisted of three phases:

1. Presenting the strategies and providing the learners with some definitions, examples, and activities utilizing the strategy
2. Applying the strategies and hints, moving from the most implicit to the most explicit
3. Assessing the type and number of hints required by the learners to respond appropriately to the items

Note should be made that providing definitions and examples was the same for both the control and experimental groups. What made the mediation process different was the nature of interaction. The control group received a teacher-fronted presentation of the definition.

The learners in the experimental group, on the other hand, were engaged in teacher-student interaction cycles to conduct the first phase. This involved a familiarization process. The instructor explained each strategy she was going to use. The students were further provided with several examples to become more familiar with the strategy in question. Receiving help from the teacher, they were encouraged to ask questions to familiarize themselves with the strategies.

In the second phase, the students were engaged in activities focusing specifically on congruent and incongruent collocations during the mediation period. The strategies and hints used during the instruction were categorized from the most implicit to the most explicit. First, the most implicit hints such as retrieval, use of contextual information, or grammatical clues were used for the purpose of scaffolding. In case they were not able to do the activity, more explicit hints like using a collocation dictionary were utilized. These strategies are presented below:

- retrieval (first learners understood one item, then they constructed their own interpretations through discussion with peers, finally the item was retrieved and used in an appropriate situation)
- use of contextual information
- use of grammatical clues
- use of synonyms
- making association and using visual memory
- identification of the type of collocation
- use of a collocation dictionary.

In the third phase, the type and number of the hints required by the learners in order to respond appropriately to the items were calculated. For each session of instruction, as the learners were receiving hints from the teacher and getting familiar with strategies, the type and number of the hints required by the learners in order to respond appropriately to the items were calculated. When they could not respond correctly using the mediation strategies, it meant that the scope of the question was beyond their ZPD and the question was skipped. Still, when the strategies helped them to answer correctly it meant that their ability was developing. These strategies were utilized separately for congruent and incongruent collocations.

Data Analysis

In addition to exploring the data using descriptive statistics, we compared the scores obtained from the two groups by running independent-samples *t*-tests using *IBM SPSS Statistics* version 21. Prior to the analysis, the assumptions for conducting an independent-samples *t*-test as a parametric test were checked. The assumptions include the use of interval scale, normality of the distribution of the data, and the assumption of equal variances.

Results

Table 1 presents the descriptive statistics for the two groups' pretest and posttest scores on the collocation tests, specifying the mean scores and standard deviation of the experimental and control groups. Showing relative consistency in the mean scores on the pretests, the descriptive statistics in Table 1 indicate that the learners' scores on the CCT and ICT posttests were higher, being 17.85 and 17.35 (out of the total score of 20) respectively.

To answer the first research question, an independent-samples *t*-test was conducted to compare the mean scores on the CC posttests. According to the result of the *t*-test, the first null hypothesis was rejected, since there was a significant difference in the scores for the experimental (M=17.85, SD=0.81) and control (M=12.05, SD=1.27) groups on the congruent collocation test: $t(38)=17.143$, $p<.001$. This finding shows that the use of dynamic assessment led to a better learning of congruent collocations.

As for the second research question, an independent-samples *t*-test was used. The result of the *t*-test showed that there was a significant difference between the experimental and control groups' mean scores on the IC posttests, implying that the learners' knowledge of incongruent collocations was

enhanced through utilizing dynamic assessment in the process of teaching (t(38)=22.523 , p<.001).

Table 1. ***Descriptive Statistics for CC and IC Pretests and Posttests***

Test	Group	*N*	Mean	*SD*
Con. Collocation Pretest	Control	20	11.4	1.35
	Experimental	20	12.1	1.41
Con. Collocation Posttest	Control	20	12.05	1.27
	Experimental	20	17.85	0.81
Incon. Collocation Pretest	Control	20	7.9	1.51
	Experimental	20	8.75	1.61
Incon. Collocation Posttest	Control	20	8.6	1.46
	Experimental	20	17.35	0.93

Discussion

The main purpose of this study was to explore the effect of dynamic assessment on the learning of congruent and incongruent collocations among low-intermediate EFL learners. The results obtained from the small-scale experiment demonstrated that dynamic assessment led to a better learning of both congruent and incongruent collocations. Having experienced a mediational process of learning collocations, the learners in the experimental group were more successful in learning the congruent and incongruent collocations as compared to the participants in the control group. This result simply echoes the general view that the implementation of dynamic assessment through the use of mediating prompts can significantly enhance the quality of L2 learning (Compernolle & Williams, 2013).

The scores on the CC and IC pretests and posttests suggest that, in the context of the present study, the learners' ability to use congruent and incongruent collocations was relatively consistent. Although Yamashita and Jiang (2012) found that congruent collocations are less problematic for the learners, the findings of the present study showed that the learners' performance on the CC and IC tests was not markedly different for either pretests and posttests.

Pedagogical Implications

The present study, although small in scale, together with findings from previous research, can help us draw out a number of implications for ELT teachers.

First, ELT teachers can make appropriate use of dynamic assessment strategies for the purpose of teaching collocations more effectively. To do so, they can utilize mediational strategies through the use of implicit and explicit procedures to improve the quality of teaching collocations.

Next, taking the role of instructor-assessor and providing ongoing feedback, ELT teachers can create an interactive environment, in which they can help students discover their affordances and limitations for acquiring both congruent and incongruent collocations.

Furthermore, taking into account cross-linguistic differences, ELT teachers can make a distinction between the differences between congruent and incongruent collocations. Making appropriate cross-linguistic comparisons, they can make effective use of L1 as a form of mediational strategy for helping the learners develop deeper and broader knowledge of congruent collocations.

Finally, the appropriate use of L2 combined with relevant instructional materials can be realized in the form of creative instructional strategies to mediate the learners' acquisition of incongruent collocations.

Overall, the findings of the present small-scale study suggest that utilizing dynamic assessment for the purpose of teaching both congruent and incongruent collocations can have a positive effect on the learning outcomes.

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Teaching English Through English: An Analysis of a Sample of Japanese and South Korean Textbooks

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In many parts of Asia, the national curriculum for English in schools recommends that teachers should use English as a medium of instruction. We analyzed samples of Ministry of Education-approved textbooks and teachers' guides produced in Japan and South Korea in order to determine how the authors interpret this recommendation. There were clear indications that they had difficulty in complying with it. The selection, ordering and presentation of materials appeared to be predicated on the assumption that the teachers would use translation as a primary means of conveying meaning. However, the appearance of at least partial compliance was provided by the inclusion in teachers' manuals of formulaic monologue sections in English which could be used to frame lessons and lesson segments.

アジアの多くの地域では、英語の授業はできるだけ英語で行うことが学校教育課程で奨励されている。本論では日本、韓国の文科省により採択された教科書と教師用指導書を分析し、著者らがどのようにその状況を解釈しているかを調べた。著者らはその勧告の適応に困難を感じていることは明らかであり、そういった教材は教師による翻訳が主な意味伝達手段であることを前提としているようである。とはいえ、期待されている状況に応じるべく教師用指導書の中では、少なくとも定型表現を含むモノローグが英語で提供されている。これは授業やその一部を構成する上で使用可能であろうが、生徒からの想定回答も提示され、その結果、人工的でオーセンティック(生きた英語)ではない教師中心の授業になる傾向がある。

In many countries throughout the world, a teaching English through English (TEE) policy is now in place. This has been the case in South Korea since 2001 (Choi, 2015) and in Japan, but with reference to senior secondary schooling only, since 2013 (Tahira, 2012). In South Korea, the expectation is that this TEE policy will involve using English for 80% or more of the total lesson time (Ministry of Education and Human Resources Development, 2006); while in Japan, there has been no such specification. In neither Korea nor Japan has there been any real clarity around exactly how the policy should be implemented.

Liddicoat (2004) referred to the importance of textbooks in relation to the success or otherwise of certain types of educational reform. Therefore, as part of a larger scale research project, we analyzed a sample of widely used Ministry of Education-approved English language textbook series (each released in 2012) to determine the extent to which the authors interpreted and implemented TEE policies as recommended in the most recent curriculum guidelines (Ministry of Education, Science and Technology [Korea], 2008, pp. 59-60; Ministry of Education, Culture, Sports, Science and Technology [MEXT: Japan], 2009, p. 7). In the case of South Korea, two textbook series were analyzed. One was intended for junior high school students: *Middle School English I & II* (Kim, Yi & Yi, 2012); the other for senior high school students: *High School English* (Yi et al., 2012). In the case of Japan, only one series, intended for senior high school students, was analysed: *Captain English Course I & II* (Sano et al., 2012). In all cases, the authors of the textbooks were predominantly university-based academics, although, of the 41 contributors to the Japanese series, eight were secondary school teachers and one was a publisher. Also, in all cases, the textbooks had been screened and approved by the Ministry of Education in the country concerned. In the case of Japan, that approval process rests, in part, on the extent to which textbooks conform to the pertaining teachers' guide instructions for each lesson—e.g., "Good morning everyone. Today we are going to study Lesson 4" (Langham, 2007, p. 8).

The Use of English as the/a Medium of Instruction in English Classes

The concept of teaching languages through the medium of the target language emerged as part of what has come to be known as 'the Reform Move-

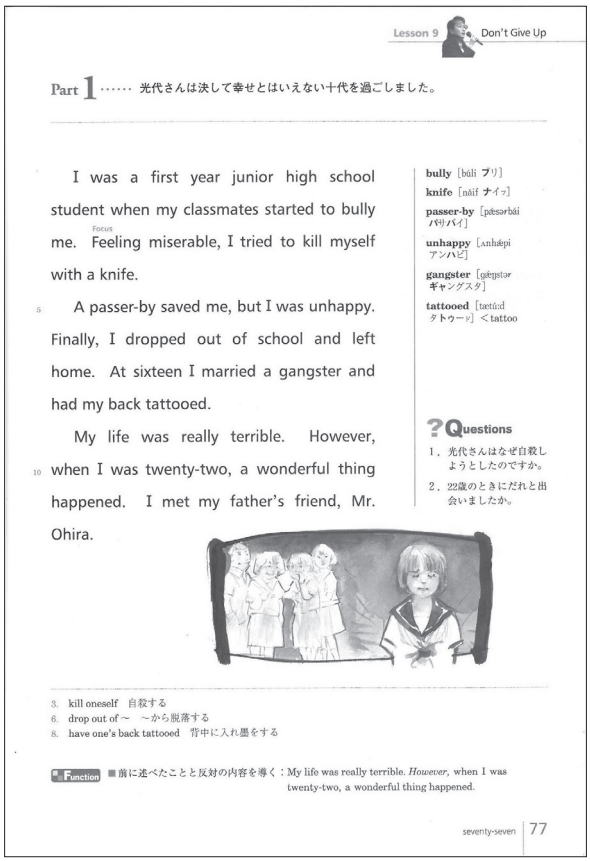
ment' in the late 19th century. Those who contributed to that movement envisaged an approach in which spoken interaction was given priority. However, only some of the proponents of this approach advocated using the target language as the language of instruction (Howatt & Widdowson, 2004). Also, while many advocates of communicative language teaching (CLT) in its various manifestations believe that the target language should be the primary language of instruction in language classes, others do not (e.g., Antón & DiCamilla, 1999; Belz, 2003). Among those who maintain that there *is* a place for both L1 and L2 instruction, there is disagreement about when and how each should be used. In South Korea, an official scheme of certification relating to TEE was introduced in 2009. For the most part, teachers have been negatively impacted by the scheme, some of whom have suffered emotional scars and have even left the teaching profession (Yi et al., 2011). Perhaps one of the reasons for this is the fact that some teacher trainers appear to approach the issue of TEE as if it were solely a matter of English language proficiency (Hayes, 2012). They do so even though learner-centred approaches to education, including CLT, generally involve a reduction in teacher talking time (Gharbavi & Iravani, 2014; Thornbury, 1996) and disgregard the wide range of concept introduction and concept checking strategies, which do not rely heavily on teacher talk, that have been developed (e.g., Scrivener, 1994).

Approach to Textbook Analysis

The textbook analyses centred on a number of focus points which were determined on the basis of a review of major changes and developments that have taken place since the heyday of grammar translation. It is with one of these focus points only—the language of instruction —that we are concerned here. What we sought was any indication, direct or indirect, of the authors' expectations in relation to the language of instruction to be used by the teachers.

Analysing the Textbooks: The Approach to Teaching English Through English

In each of the students' books, directions, instructions and questions often appear in the L1 or are accompanied by translations. In addition, there is frequent translation of words and phrases from texts that form the core of each unit (see Figures 1 & 2).


Lesson 9 Don't Give Up

Part 1 …… 光代さんは決して幸せとはいえない十代を過ごしました。

I was a first year junior high school student when my classmates started to bully me. Feeling miserable, I tried to kill myself with a knife.

A passer-by saved me, but I was unhappy. Finally, I dropped out of school and left home. At sixteen I married a gangster and had my back tattooed.

My life was really terrible. However, when I was twenty-two, a wonderful thing happened. I met my father's friend, Mr. Ohira.

bully [búli ブリ]
knife [náif ナイフ]
passer-by [pǽsərbái パサバイ]
unhappy [ʌnhǽpi アンハピ]
gangster [gǽŋgstər ギャングスタ]
tattooed [tætúːd タトゥード] < tattoo

Questions
1. 光代さんはなぜ自殺しようとしたのですか。
2. 22歳のときにだれと出会いましたか。

3. kill oneself 自殺する
6. drop out of ～ ～から脱落する
8. have one's back tattooed 背中に入れ墨をする

Function ■前に述べたことと反対の内容を導く：My life was really terrible. *However*, when I was twenty-two, a wonderful thing happened.

seventy-seven 77

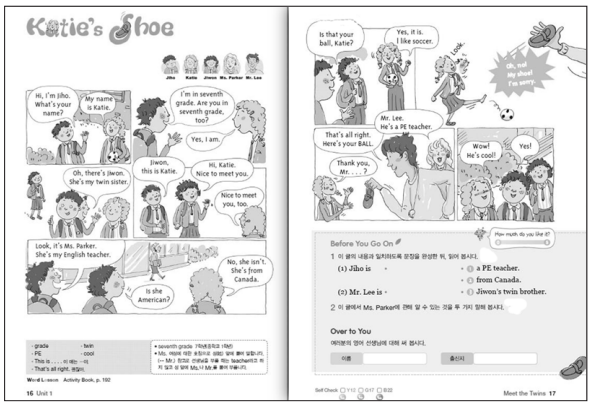


Figure 1. Captain English Course Revised II, p. 77.
Figure 2. Middle School English I, pp. 16 & 17.

In the Korean series, there is less translation alongside the main text than in the Japanese texts. However, before the main text is introduced, all of the language it contains is presented and translated in short segments.

In language courses where translation is not intended to be the primary method of conveying new

meanings, the expectation is that other techniques for communicating meaning will be adopted. For example, textbook writers could present newly introduced language in the context of familiar language in such a way as to help elucidate its meaning. They could ensure that illustrations are designed in such a way as to assist with interpretation of the language being taught. Most importantly, the writers could introduce teachers to some of the many different strategies that have been developed to clarify meaning and check understanding without recourse to translation. However, the sequence in which language is introduced in the textbooks we have analyzed suggests that there is no carefully considered strategy for using language that is already familiar to students as a scaffold in introducing language that is likely to be new to them (Oh, 2016; Umeda, 2014). Furthermore, illustrations often seemed to be designed more with scene setting than clarification of specific meanings in mind (see Figure 1 above). In addition, our findings indicated that the teachers' guides did very little to introduce meaning presentation (concept introduction) and meaning checking (concept checking) strategies that do not rely on translation. It goes without saying that teachers' guides are indispensable to language instructors. In these teachers' guides, however, the teachers are often simply instructed *what* to teach, but given no guidance as to *how* they should do so. Note, in particular, the section in italics (added for emphasis) in the second example below:

- Teach them all twelve months in English so that they can say their birthday.
- Teach them that they should use the ordinal for the date and pay attention to the pronunciation of –th [θ] (*Teachers' Guide: Middle School English I,* p. 102).

Teacher: Good! Look at the picture and mark the item you enjoy doing most.

Listen to the dialog and *check if the students understand it* (*Teachers' Guide*: *High School English,* p. 12).

Although, in terms of the curricula, the expectation is that teachers should use English as much as possible as the medium of instruction in class, the teachers' guides accompanying the series analyzed do not provide any practical advice on how this can be achieved. This, combined with the extent of translation included in these guides, suggests that what textbook writers advise teachers to do and what they actually expect and encourage them to do are two different things. In spite of all of this, the teachers' guides include what might be described as "lesson scripts," which are sometimes lengthy, in English and provide teachers with the expressions that might be used by them at certain lesson stages. In some cases, hypothetical student utterances are also provided (see examples below).

Teacher: Open your books to page 134 and read today's topic aloud. I want you to read the two expressions right under the topic. They are "What do you think of the picture?" and "I know what you mean, but it's a famous painting." Let's learn about them together. (*Teachers' Guide*: *High School English*, p. 216)

Teacher: Now we will listen to some short sentences. Listen carefully and find what each student enjoys doing. (Listen) What is the girl's favourite activity?

Student/s: Her hobby is reading books.

Teacher: What is the boy interested in?

Student/s: He is interested in watching movies.

Teacher: Good job. This time we will listen to a dialog longer than the one we heard before. The first time you listen, try to find out what the man wants to do in the future. (Listen) What does the man want to do in the future? . . .

Teacher: It's time to talk and practice using what we just learned. Look at the picture on page 15. What is it?

Student: It's an application form for school clubs.

Teacher: Yes. Now I am going to give you a form. First, fill in your name and age in the blanks. Then choose which club you want to join from the clubs mentioned. Finally, check the reasons why you want to join the club. Are you ready?

(*Teachers' Guide: High School English*, pp. 12-13)

What we found in the textbooks that were analysed was a curious paradox. On the one hand, the students' books seem to be designed in such a way as to require translation to facilitate understanding. On the other hand, the teachers' guides encourage the teachers to use lesson scripts in English at various stages in the lesson cycle. Whether teachers actually do so or not, the fact remains that this type of material is indicative of the authors' interpretation of TEE. Furthermore, it is predicated on the assumption that the students will understand the language of the lesson scripts. Certainly, there is no guidance as to what teachers should do in cases

where their students do not understand.

Conclusion

Teachers of English in Japan and Korea are grappling with the complexities involved in attempting to teach English through the medium of English in a context in which there appears to be little useful discussion of *when* they should do so, *how* they should do so, and *why* they should accept that their attempts to do so will necessarily benefit their students. One of the problems the teachers face is the fact that at least some of the Ministry-approved textbooks made available to them provide what appears to be contradictory and conflicting advice. Furthermore, many of the textbooks fail to offer useful guidance in relation to the many strategies, including reducing teacher talking time, that can be employed when attempting to use the target language as a language of instruction. When this is considered in light of the fact that Ministry-approved textbooks often have multiple authors, including some of those university-based academics who provide language teacher training courses, questions about the extent to which a TEE policy is currently capable of productive implementation inevitably arise. Such questions become even more salient when it is borne in mind that in South Korea, where the policy has been in existence for almost two decades, the positive impact of the official certification scheme appears to have been low. In the longer term, TEE policies, when accompanied by clear guidance, may prove generally effective. In the shorter term, Ministries of Education in Japan, Korea, and in other parts of Asia, would do well to reconsider the advisability of attempting to impose such policies.

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[JALT PRAXIS] TLT INTERVIEWS

Torrin Shimono & James Nobis

TLT *Interviews brings you direct insights from leaders in the field of language learning, teaching, and education—and you are invited to be an interviewer! If you have a pertinent issue you would like to explore and have access to an expert or specialist, please make a submission of 2,000 words or less.*

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Colleagues! Welcome to the November/December edition of TLT *interviews. For this issue, we bring you an interesting discussion with Dr. Jennifer Sclafani about her fascinating research on political discourse. Dr. Scalfani is a sociolinguist and Associate Teaching Professor in the Department of Linguistics at Georgetown University. Her publications have appeared in Journal of Sociolinguistics, Discourse & Society, and Language in Society. She was interviewed by Daniel Dunkley, an English lecturer at Aichi Gakuin University, Nagoya. His research interests include testing, cultural studies and methodology and he holds an MA from Surrey University, UK. He can be reached at ddunkley@dpc.agu.ac.jp. So without further ado, to the interview!*

An Interview with Dr. Jennifer Sclafani

Daniel Dunkley

Aichi Gakuin University

Daniel Dunkley: Dr. Sclafani, could I begin by asking you: What is sociolinguistics?

Jennifer Sclafani: It's the study of language and society. That includes many different subfields. One is language variation: How does language vary regionally, socially according to ethnicity, according to cultural background, or according to political affiliation. Another area is interactional sociolinguistics and discourse analysis. There we study, from a descriptive perspective, the language of everyday conversation as well as the structure and use of language in various institutional contexts. For example, I look at classroom language use. A third field is language use in the media, both print and broadcast.

What exactly do you teach, and what is your research area?

My courses are sociolinguistics, language and gender, language and identity, and cross-cultural communication. As for research, I specialize in language and politics. My most recent research focus is on language in political discourse.

What is special about political discourse?

What got me interested in political discourse in the first place is what is not special about it, in the sense that it resembles, in many ways, types of talk that we study elsewhere.

How did you choose to study political discourse?

Well, I came to DC from Boston. We linguists talk about communicative competence—all the things you need to know about how to use a language appropriately beyond vocabulary and grammar. Part of your communicative competence, if you come from Boston, is if you go to a social event, regardless of how you feel about sports, you have to know how the Red Sox are doing, and you need to feign interest, or just have a vague idea of what's going on. So, as a Bostonian, that becomes part of your communicative competence. You need to be able to say something about the Red Sox. When I moved to DC, I realized that this is a place that is very much focused on politics; anyone you talk to on the street either works directly in politics, or tangentially in politics. So, part of your communicative competence, as someone who lives in this area is being able to talk about politics. That's what first got me interested in political discourse. I started reading about politics and watching political news more carefully, just to be able to get along with people.

Why did you focus on election campaign debates?

My research interest is on language and identity, and when I started to follow politics more closely, I realized I was much more interested in primaries than the general elections. When you are in the primaries and you're watching a debate (I focus on debate discourse), you can have up to ten people on a stage with various opinions on all the issues. You watch a debate in order to figure out who you are going to vote for in the primaries; when their policies are not very different from each other. What people end up focusing on, and what the candidates focus on, is the identity or brand that distinguishes them from other candidates. So my interest in political discourse is how candidates do this, and what different linguistic strategies they use to craft a political identity, or what I call a presidential self.

So this image is completely separate from the policies themselves?

Of course, the content itself is always at play, but what I look for when I'm looking at debates are salient moments in the debate. For example, a piece that I just wrote was on introduction sequences; what's the first thing that happens in the debate? In many of the debates candidates introduce themselves. Especially at the beginning of a primary season many candidates aren't very well known to general audiences nationwide; they might be known only in their state, or among certain sectors of the population. But this is their chance to really put their public self forward. So, I started by focusing on what they say in their self-introduction. They always say I'm from…I represent the state in this capacity, I'm very happy to be here tonight.

What other details do candidates give?

The next most frequent thing that they mention is something about their family. That gave me the idea that family is important; talking about your marital status, your children, your grandchildren, your foster children, is somehow working towards this construction of a presidential self. And when you think about it, that's not surprising, in American politics at least. The first family play a very big role in the public eye. So, I started looking at how they were mentioning their family members, in order to construct themselves as leaders, in order to present themselves.

How do candidates relate their family to a certain policy?

There was a lot of mention of family in a debate on national security. You might think that strange; why should I talk about my brothers and my children in order to present myself as very knowledgeable and experienced, and someone who's well versed in matters of national security? As it turns out, in the 2011-2012 GOP primary candidates would say "I have a brother who served in the armed forces, so I know what voters are thinking when they're electing a president. They want to make sure that their family members are safe. They want to make sure that we bring our military home safely." So they're able to work in their family relations as a way to say "I know what you're feeling, voters." It's a way to relate to audiences, and it's also a way to show that they were born to do this.

Which candidate do you remember best?

This family connection came out in a very interesting way with Newt Gingrich. He talked about his father having served in the infantry, and because of this family history of service in the military, he decided that national security was going to be his life's work. In this way, he constructed his own career in politics as this natural progress in his family history, and so it was inevitable that he would end up in this place. And so family ends up playing multiple roles in the construction of a presidential self.

Do you think people are convinced by this, or do they take the same skeptical attitude as you?

Good question! On this particular aspect, I haven't done any perceptual studies to see how people relate to it. But, what we do see is that voters, when deciding who to vote for, tend to place more emphasis on personal characteristics than they do on experience or positions on policies. So qualities like authenticity, likeability— who's the candidate you'd like to get a beer with—are important.

How can this appeal to people of all backgrounds and regions?

These are characteristics that you can cultivate totally outside your politics.

Let's talk about the 2016 presidential campaign. Why do you think Trump was so successful?

The candidates among both sides who have gotten the most attention are those who have constructed themselves in some way as outsiders, and anti-establishment. On many different fronts Trump has presented himself as an outsider. He's not a career politician, and his linguistic style contrasts with the style of everybody else. There are many aspects of his language that appeal, both at the level of his outsider status, and at the level of relatability.

Of course, he's well known as a TV personality.

Absolutely. I remember the Nevada caucus and a reporter went into a diner and showed people photographs of the different candidates. They couldn't identify Rubio and others, but they all know who Trump was. When asked who they would vote for, they all said Trump. In some ways it's like choosing toothpaste. Out of an aisle of 20 brands, you go for brand recognition.

Are there areas other than name recognition?

Well, another element that seems to be very important is this idea of consistency: presenting oneself as consistent. And consistency works towards this larger idea of authenticity. If someone is authentic, you can trust them. They are consistent, and they're always going to present themselves the same way. So there is a degree of consistency between Trump's persona in the non-political sphere and the way he presents himself linguistically. So regardless of whether people agree with what he says—he says things which are offensive to large sections of the American public—the idea that he is consistent from his TV show to the political sphere is something that is appealing. If people can trust him to remain the same, then perhaps they can trust him as a president.

Trump's speeches often seem incoherent, so why do some voters still like him?

Journalists often ask me that question. However, people seem to respond to his incoherence. If we can barely understand what he means, then why are we paying attention? It's all about the sound bite. In order to get your name in the headlines you need to be able to craft one-liners. The larger coherence of a speech isn't as important as saying one-liners to get your name in the headlines or geting the brand identity and recognition.

Thank you for these thought provoking ideas, Dr. Sclafani. We look forward to reading your future publications on political discourse.

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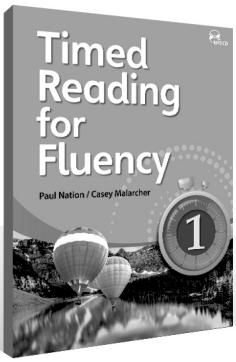
Seed Learning

Timed Reading for Fluency

Paul Nation • Casey Malarcher



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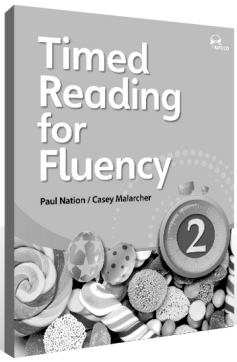
800 headwords



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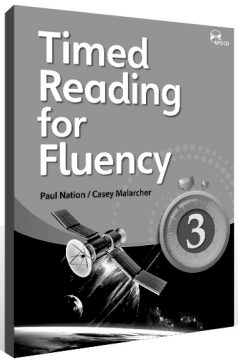

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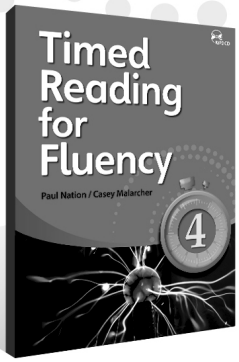
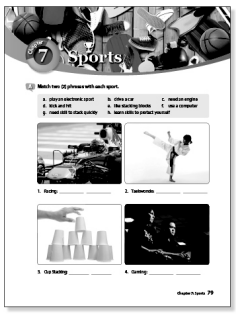
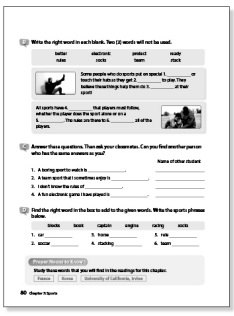


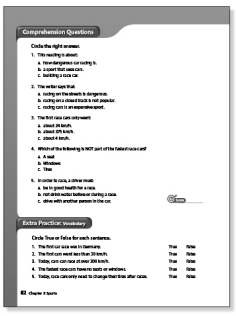
400 word passages
2,000 headwords

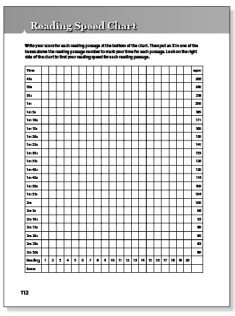
Timed Reading for Fluency is Seed Learning's new series for students who want to develop their reading fluency. Because fluency development requires students to make the best use of what they already know, the reading passages in this series target familiar vocabulary and grammar. Such reading material allows students to practice recognizing and processing texts that they read without undue struggle while aiming toward a faster reading speed. This series of books uses timed readings of standard lengths so that students can track their progress throughout the course.

Student Book









Paul Nation

Reading at a reasonable speed, or reading fluently, is an important goal for second language learners. This series of books uses timed readings. Students should aim to increase their speed until it gets close to 250 words per minute.

Focusing on Seed Learning, Inc

Requirements of Fluency Development Materials

A well-organized language course provides opportunities for learning through communicative activities involving listening, speaking, reading and writing, deliberate study, and fluency development. The fluency development part of a course should take about one-quarter of the course time, and there should be fluency development activities for each of the four skills of listening, speaking, reading, and writing.

This *Timed Reading for Fluency* series of books from Seed Learning, Inc. strategically focuses on fluency in reading by focusing on key aspects of materials designed for fluency development.

Material for fluency development must be, first and foremost, known and familiar. It should not involve unfamiliar language items or content too far removed from what learners already know. This is because to become fluent, learners need to focus on using material they already know well, not on learning new vocabulary or grammar. The books in the *Timed Reading for Fluency* series are carefully written within a controlled vocabulary so that there is a minimum of unknown words. Book 1 is written within a vocabulary of 800 words, Book 2 within 1,100 words, Book 3 within 1,500 words, and Book 4 within 2,000 words. Words that might be unfamiliar to some learners are dealt with before the reading texts.

Texts in the *Timed Reading for Fluency* series are also conveniently grouped into topic areas so that learners can read several texts within a limited subject area. Their familiarity with both the language and content of the topic area will help them process the information more efficiently and not detract from their reading speed. In addition, each chapter begins with preview pages highlighting vocabulary items that might be less familiar to learners who are working with a particular level of the series. Those target vocabulary items are presented in contexts similar to contexts in which the words are used in the passages that follow. Thus, learners are able to familiarize themselves with both content and vocabulary before tackling reading passages in the chapter. Topical proper nouns that appear in the passages are also introduced on the chapter preview pages.

Another key requirement of a fluency development course is quantity of practice. Fluency develops by doing plenty of practice with easy material. That is why each book in the *Timed Reading for Fluency* series contains a lot of reading texts. Not only should there be plenty of texts to practice with, but the texts should also be reviewed again later. When learners have finished working through one book in the series, it is a good idea if they go back over the texts they have already read, trying to read them faster than they did the first time.

A fluency development course will work well if there is some pressure to go faster when using the language. This series of books uses timed readings. When the learners read, they measure how long it takes them to do the reading, and they keep a record of their reading speed. At the back of each book there is a graph where learners should enter their reading speed for each text and their comprehension score. The learners' goal should be to make their reading speed graph keep going up. The aim of learners should be to increase their speed until it gets close to 250 words per minute.

Fluency in reading not only involves speed of word recognition, but also involves comprehension. This is why the texts in these books are followed by questions. There is no value in reading faster if there is a big drop in comprehension. Questions that follow each reading passage in the series are specifically designed to gauge minimal comprehension from speed reading rather than optimal comprehension from intensive reading. Rather than focus on details such as typically tested in reading skills assessments, the comprehension questions in Timed Reading for Fluency remain focused on general information that readers would glean from passages read relatively quickly.

The *Timed Reading for Fluency* series from Seed Learning, Inc. can serve as a useful tool for students to hone their reading fluency skills. Fluent reading will support better reading scores for learners who plan to take TOEFL®, TOEIC®, IELTS®, or other such language skill assessment tests in the future.


Steven Asquith & Nicole Gallagher

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).

Email: my-share@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/myshare

Greetings, and welcome to another issue of My Share, the column committed to sharing original classroom ideas. As November draws near and the temperature turns cooler, I cannot help but associate this season with a period of learning and personal growth. Many of us in the teaching profession are in the full swing of the semester and looking to adapt useful and stimulating ideas that can inspire our students. This issue features three unique activities that approach different aspects of classroom language learning.

In the November/December issue, we bring you three lesson ideas that can be added to your teaching repertoire. First, Steve Hampshire *presents an interesting take on using dictation in class that involves two speakers reciting separate passages simultaneously while a third student takes notes on details they hear. This dictation exercise seems particularly useful for getting students to pick out key information in a stream of speech. Second, in* Eric Hirata*'s article, Transition Circles, students have an opportunity to work together in groups to co-construct an extended response and practice using transition words. This creative and challenging exercise can help students consolidate their knowledge about using transitions, and complements many writing classes. Third,* James Bury *brings us a speaking and listening activity that develops students' critical thinking skills by requiring students to consider ways to solve various dilemmas. I imagine this activity would be a great addition to many teaching contexts. Enjoy!*

— Nicole Gallagher

A Double Dictation Challenge

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Quick guide

- Key words: *Simultaneous dictation, listening for / writing specific information*
- Learner English level: *Pre-intermediate and above*
- Learner maturity: *3rd Year Junior High and above*
- Preparation time: *10 minutes*
- Activity time: *15 minutes per set*
- Materials: *Reader texts / listener's question sheet (three sets supplied; see Appendices)*

Being able to pick out specific information against a background of often intrusive noise is an important listening skill. The better we are at it the more effective listeners we become. The 'Double dictation challenge' is a timed intensive listening activity designed to put these listening skills to the test! Students are arranged into groups of three. Students one and two are tasked with reading out loud continuously and simultaneously (with the aid of different supplied texts) to student three, whose challenge is to listen for and write down specific bits of information to complete a question sheet, all within a pre-set time limit. My students find this 'dictation with a difference' challenging, useful and fun. I trust yours will too!

Preparation

Copy one set of readers' texts A and B and the listener's question sheet for each group of three students (see Appendices).

Procedure

Step 1: Divide the class into groups of three and assign the roles of readers and listener / writer.

Step 2: Give text A to student one and B to student two. Give student three the question sheet.

Step 3: Explain the task as follows:

a. Students one and two simultaneously read their respective texts at a steady pace to student three.
b. Students one and two, when reaching the end of their text, begin reading from the top again as in a loop tape. This continues until the time allotted by the teacher is up.
c. Student three listens out for specific information required to complete the question sheet.
d. Student three is by no account allowed to look at the texts.

Step 4: Give students a minute or so to look at their texts / question sheets, read them through, and check any pronunciation issues or vocabulary issues.

Step 5: Set a time limit for the dictation (about five minutes for the supplied texts) and conduct the activity.

Step 6: To conclude the activity, either the listener relays the information they have gathered back to the readers for checking, or alternatively the readers can ask the listener questions based on their texts.

Optional additions

a. The writer can control the speakers simultaneously by saying "Stop", "Start" and / or other agreed commands.
b. This function can only be activated after the first full reading of the texts.
c. This function can only be activated (five) times!
d. Get all the students to stand during the activity to simulate being in a busy public space. The listener will need something to rest their question sheet on.

Extension: This activity can be repeated if required (see appendices) so all your students have a chance to test their listening skills.

Variation: Use competing audio or video sources.

Conclusion

Not only does this activity present an interesting angle on dictation it also provides valuable practice in reading /speaking and listening /writing. 'A double dictation' is also a highly flexible activity which can be easily adapted to suit a wide range of learner levels and age groups.

Appendices

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

Transition Circles

Eric Hirata

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Quick Guide

» **Keywords:** *Speaking, writing, teamwork*
» **Learner English level:** *Intermediate and above*
» **Learner maturity:** *High school to university*
» **Preparation time:** *10 minutes*
» **Activity time:** *15-30 minutes*
» **Materials:** *Flashcards, timer*

Cohesion, particularly in writing, is not a skill that is easily developed in EFL learners. Although some students may be able express themselves coherently, their ideas and thoughts may not be connected, making their writing difficult to understand. Giving students the opportunity to practice using transitions makes them aware of the importance of connecting the ideas they want to express. This quick and easily recyclable activity helps to develop cohesion in a fun and practical way.

Preparation

Step 1: Make sets of transition flashcards for each group in class. Each set should contain different transition types, such as: (a) giving an example (for example, for instance); (b) adding information (also, additionally); (c) contrasting (however, nonetheless); (d) introducing a consequence (as a result, for this reason); and (e) summarizing (in conclusion, to summarize).

Step 2: Prepare some questions, for example, "What is your favorite kind of movie?", "Which season do you like best?", and "What do you like best about school?"

Procedure

Step 1: Arrange students into groups of three to five.

Step 2: Give each group a set of five flashcards.

Step 3: Have each student in the group take one flashcard. If there are fewer than five in a group, some students should take more than one.

Step 4: Tell the students that they will be asked a question and that each student should say one sentence to answer it, following the order given on the cards. They will need to listen carefully to what

is said because they should start their sentence with the transition written on their flashcard. Make sure that students know that, as a group, they must produce five connected sentences to answer the question.

Step 5: Provide students with an example. "My favorite kind of movies are animations. For example, I love *Inside Out.* Additionally, I like suspense movies. However, I hate horror movies. As a result, I never rent horror movies. In conclusion, I like animations and suspense movies, but I hate horror movies so I never rent them."

Step 6: Tell students they will have 3 minutes to answer the question as a group. Teachers should monitor the groups and provide help if needed.

Step 7: After all the groups have finished, choose one group to present their answer in front of the class.

Step 8: Before repeating the activity with the next question, have students exchange their transition flashcards so that everyone has a different transition type.

Step 9: To end the activity, give the students one final question, but this time have them answer it as a quick writing exercise.

Variations

Variations can include doing this as a writing activity where students write a sentence and then pass the paper along to the next student.

Conclusion

This activity gives students the chance to practice speaking and listening while using transitions in a practical manner. By keeping the topics simple, the students are using language and knowledge they already have so their attention is focused on using the transitions in a cohesive manner. The activity can be used to introduce or review transitions and allows students to understand that using transitions can make their message clearer. Although I limit this activity to about 20 minutes, students always want to continue and come away with the motivation to add the transitions practiced to their essay drafts.

Discussing, Deciding, and Reporting: Dilemmas

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Quick Guide

- Keywords: *Discussion, giving and justifying opinions, debating, problem-solving, dilemmas.*
- Learner English level: *Intermediate and above*
- Learner maturity: *Senior high school and above*
- Preparation time: *10 to 15 minutes*
- Activity time: *30 minutes to 1 hour*
- Materials: *Dilemma worksheet*

This activity provides the opportunity to review context-specific lexis and the second conditional in a flexible, fun, and engaging way. Although the main focus is on developing students' speaking and listening skills, it can be extended to provide practice for all the major language skills. The activity can be used in lesson types ranging from general English conversation to Business English and English for Specific Purposes. Students often enjoy the problem-solving aspect of the activity, especially if the dilemmas are relevant to them and are directly related to their personal goals and objectives.

Preparation

Step 1: Before the lesson, make a worksheet with a selection of dilemmas. The number of dilemmas needed depends on the size of the class, level of the students, and their personalities. An example set of work-based dilemmas is provided in the Appendix.

Step 2: Print enough worksheets for each student.

Procedure

Step 1: Review the second conditional structure and elicit some example sentences related to the topic of the lesson.

Step 2: Divide the class into groups of three or four students.

Step 3: Distribute the worksheet and have the students discuss the dilemmas.

Step 4: Have the students decide on the best solution or possible action. Ask them to provide justifications for their choices. Each group should

have only one solution or action for each dilemma, but they should be encouraged to think of as many justifications as they can. Students should write their answers on the worksheet as they will need to remember their groups' responses in the next stage.

Step 5: Reorganize the groups so that all of the students are now working with a different set of students.

Step 6: Have the students report their previous groups' responses and justifications to each other. Encourage them to take notes of all of the responses.

Step 7: Have the students discuss which response is best. They must decide on one 'best' response for each dilemma.

Step 8: Ask the students to report back to the whole class which response their group thought was best. It is a good idea to write the students' choices on the board so that they can be used as comparisons if time permits.

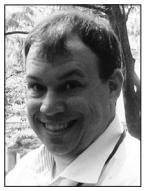
Conclusion

For discussions to work well it is important that students understand their contributions are important, that mistakes are acceptable, and that different opinions must be respected (Brown & Budding, 2015). This activity achieves this by providing students with the opportunity to work collaboratively and engage in learning that deals with moral situations in a fun and communicative way.

References

Brown, C. & Budding, C. (2015). Using TED Talks to build large-group discussion skills. *The Language Teacher, 39*(3), 18-19.

[RESOURCES] *TLT* WIRED



Edo Forsythe

In this column, we explore the issue of teachers and technology—not just as it relates to CALL solutions, but also to Internet, software, and hardware concerns that all teachers face. We invite readers to submit articles on their areas of interest. Please contact the editor before submitting.

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

Getting (and Keeping) It Together with OneNote

Branden Kirchmeyer

Sojo University

I am a neat freak: Shirts hang in my closet according to the visible spectrum, and my television volume is always adjusted to even numbers. But the realm in which I most enjoy establishing and maintaining order is my professional environment. It is no secret that organization plays a crucial role in the lives of teachers and students—units must be planned, resources assembled, research conducted, manuscripts drafted, conferences attended—all of which require gathering, analyzing, and recalling information. Navigating the accumulated nebula of information can test even the most fastidious record keeper. Fortunately, technology has provided a few gifts and this article will introduce my personal favorite tool for staying organized, Microsoft's OneNote.

The Basics

Free for everyone and available for every platform, OneNote combines the tried-and-tested organizational layout of a physical notebook with the functionality of other MS Office products such as Word and PowerPoint. Several versions exist, the most extensive of which being OneNote 2016 for Windows, which is bundled with the MS Office suite and included in the cost of that package. Alternatively, the standard OneNote app boasts an impressive range of functionality and is available for free through the Windows App Store, Google Play Store, and iTunes Store.

Those familiar with any of the Microsoft Office products will soon recognize the familiar ribbon at the top, where one can change input styles, add bullets and numbering, insert multimedia, link to resources both within and outside the notebook, and draw shapes or figures. All of these tools are also readily accessible in the iOS and Android mobile versions. In addition, the ability to sync and share notebooks across platforms and devices empowers users with mobility and connectivity. The focus of this article is OneNote's central feature: its organizational structure. This article will explain how

teachers can use this tool for instructional planning, research, and professional development.

Instructional Planning

OneNote is structured simply and intuitively, like a book or a website. Each level is only a click away, and teachers can even cycle between their favorite notebooks without the need to exit the application. For each course I teach, I create a new notebook with the course year and name as the filename (I actually duplicate similar courses from prior terms to save time). Within this course notebook (see Figure 1) I have several sections including *Course Plan* and *Lessons*. The *Course Plan* section contains pages titled *Course Outline* and *Class Schedule*, and the *Lessons* section has a page for each lesson of the course, containing lesson plans, teaching notes, and content: both actual files and links to outside sources. The section titled *Student Information* contains data and notes on individual students, which has proven useful for recordkeeping, lesson differentiation, and disciplinary measures.

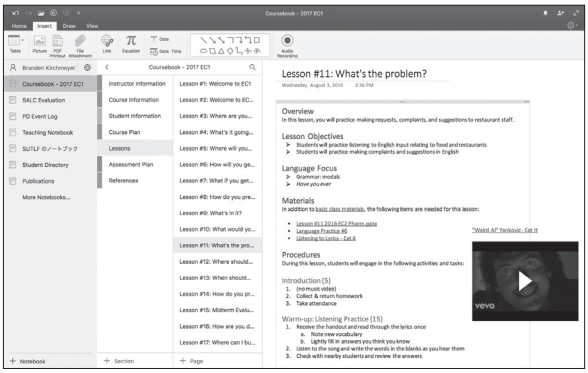


Figure 1. Instructional Planning. This figure illustrates a configuration of OneNote for instructional planning purposes.

Gathering content for lessons is a cinch using the Insert tab on the ribbon. As shown in Figure 1, content can be externally linked (such as the PowerPoint file under the Materials heading), internally linked (the "basic class materials" hyperlink under the Materials heading connects to a page in the *Course Information* section), or embedded straight into the notebook (such as the video). One very useful feature of embedded content is that when copying media or text from a website onto a page in OneNote, the object's URL is automatically appended to the content as an appropriately named caption. Furthermore, content can be added straight from web browsers or device cameras with OneNote extensions.

Research

Keeping research projects organized can be challenging, and writing reports is even more so. Organizing with OneNote has allowed me to keep much better track of progress through the different phases of research. Possibly the most time-saving aspect of OneNote is the ease in which data can be collected, analyzed, and commented on by all members of a research team, who can use OneNote to jointly work on research or manuscripts. Collaboration is made simple with the sharing button, which allows you to add an author, share a link, or send copies of notebooks.

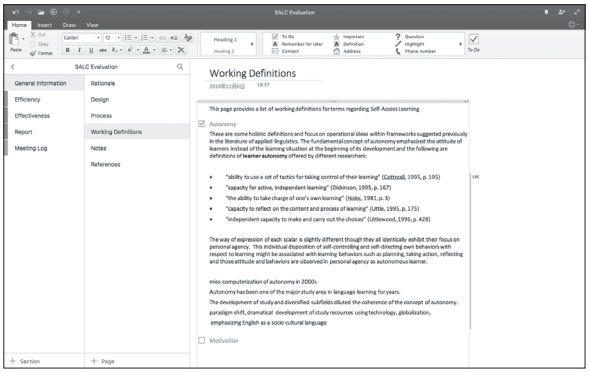


Figure 2. Research & Collaboration. This figure illustrates a configuration of OneNote for research projects.

Figure 2 shows one of my notebooks set up for a research project that I am currently conducting with a colleague. The screenshot shows that some content has been added by my colleague (flagged with *HK*), and other content by me (unmarked here, indicated with *BK* in my colleague's version of the notebook). Another helpful aspect of OneNote for research is the ability to add tags, which can be customized and used to mark tasks, unanswered questions, and important ideas. A beneficial extension for MS Office users is that tasks marked in OneNote can be displayed in Outlook with options for setting notifications and reminders.

Professional Development

The first time I started using OneNote was to take notes during a presentation at a conference. From there my Professional Development Notebook (see Figure 3) has blossomed into a complete archive of every conference, training session, online course, and webinar I have ever attended. This notebook allows me to effortlessly disseminate relevant information to my colleagues and administrators, either

by sharing a page of notes on a particular presentation, or by linking a page from this notebook to a page in the aforementioned research notebook so that my colleagues and I can both refer to it later.

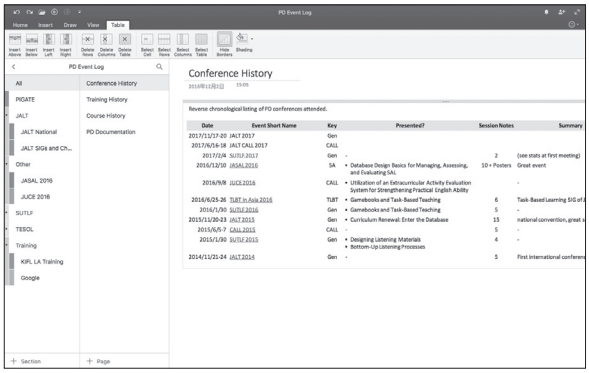


Figure 3. Professional Development. This figure illustrates a configuration of OneNote for tracking professional development.

In a separate but related notebook that I call my *Teaching Notebook*, I have been steadily accumulating a personal handbook for language teaching. When I read an educational publication, I always have this notebook open and ready to note down new activity ideas, unfamiliar terms, and quotations I might find useful in the future. Oftentimes I come across a figure or a table that I'd like to retrieve in the future, so I snap a picture of it. Within three taps, I can have this image saved onto the page of my choice in the notebook of my choice, and an amazing function of OneNote allows any text within that image to automatically become a searchable part of the notebook.

Other Uses for OneNote

The examples provided above are by no means an exhaustive list of the different ways one could use OneNote to organize a professional environment, nor have I mentioned all of the features that make OneNote a must-have program for teachers. Some other purposes I use notebooks for include:

- planning, drafting, and indexing my publications,
- planning my university's annual conference, the Sojo University Teaching & Learning Forum, and
- keeping historical records of all my students.

Other beneficial features of OneNote include add-ins and extensions developed for integration with other productivity tools such as Chrome and EndNote, official Microsoft templates streamlined for class management (e.g. Class Notebooks), and integration with learning management systems such as Moodle.

Whether you're a neat freak like me, a disheveled genius, or something in between, OneNote can help organize personal and professional data. If you would like to learn more about using OneNote for your professional environment, consider attending my TnT workshop on this topic at the JALT International Conference 2017 in Tsukuba.

Links

Class Notebook add-in for OneNote instructions: <https://support.office.com/en-us/article/Class-Notebook-add-in-for-OneNote-instructions-cd84f1a6-945e-48fb-8fd9-e338a3eeedaa?ui=en-US&rs=en-US&ad=US&fromAR=1>

Introduction to the Class Notebook add-in for OneNote: <https://blogs.office.com/2016/03/08/introducing-the-class-notebook-add-in-for-onenote-designed-and-built-with-teachers/>

OneNote for Education video: <https://mva.microsoft.com/en-US/training-courses/onenote-for-education-13755?l=HshJgYbWB_4305192797>

Editor's Note: This column has shared one of the many tech tools available to help teachers organize their personal and professional lives. Visit the Technology in Teaching (TnT) workshops and the CALL SIG Forum at JALT2017 in Tsukuba for more tips and tools to help you keep your classes Wired!

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

Building 21st Century Skills in the Young Learners' Classroom (Part Two)

Kathleen Kampa
Charles Vilina

What We've Learned So Far

In our previous article, we introduced a concept that is rapidly gaining prominence in young learners' classrooms around the globe: Namely, creating a classroom environment in which the 21st century skills of *critical thinking*, *creativity*, *collaboration*, and *communication* are effectively employed to develop fluency in English.

We focused on Bloom's Revised Taxonomy, which lists the thinking skills that students use when learning new content. We discussed the natural progression of learning in this taxonomy: Beginning with the lower-order skills of *remembering* and *understanding* content, then moving up to the higher-order skills of *analyzing*, *evaluating*, and *creating* content. We argued that as students are challenged to think more critically and creatively about the world around them (using targeted and guided English as their means of expression), their motivation and willingness to participate increase–along with opportunities to build stronger language skills.

Finally, we discussed the benefits of *collaboration* in the classroom, whereby students progress from individual work, through pair work and group work, and then ultimately to whole class discussions. Throughout this collaborative process, target language is reinforced along with the students' confidence in speaking.

In this issue, we hope to elaborate further on this powerful new methodology, with the intention of providing specific and concrete ways in which teachers can put it into practice in their own classrooms.

The 21st Century Primary Classroom

Primary English teachers often remark that while they understand the value and purpose of 21st century skills in the English language classroom, these skills are much harder to put into practice. This is because the 21st century primary classroom is more organic, more inquiry-based, and much more student-centered. Teachers often find traditional classrooms to be easier to manage due to a very specific class structure that has little variation: Desks facing forward, with students sitting quietly and listening to the teacher at the head of the class.

While a traditional class structure can be graded highly for efficiency, it faces the prospect of low student motivation and participation. Activities are often limited to remembering and understanding content, which may result in satisfactory test scores, but do not really contribute to language fluency. And when we speak of fluency, we are referring to the students' ability to use English meaningfully, purposefully, and as a means to discover the world around them.

So we would like to invite teachers to consider a new environment–**the 21st century classroom**–where the skills of critical thinking, creativity, collaboration, and communication are the primary focus of learning and the means through which language fluency is built. Everything that contributes to self-exploration, inquiry, and discovery is welcome in this classroom–analog resources, digital resources, realia, and most importantly, our students' own prior knowledge and experience that they contribute to the learning process.

Thinking Inquisitively

In the 21st century classroom, the teacher is less of an a*uthority* and more of a *facilitator* as students are motivated to ask questions and seek answers. In fact, the 21st century teacher is a role model for learning–demonstrating curiosity, inquisitiveness, and a sense of wonder about the world. This spirit of curiosity and wonder is found naturally within children, but is often "taught out" of them in a traditional classroom. With time and patience, it can be revived.

So for our first concrete example, learn to be a "wonderer." As you introduce any new topic to your students, model some "I wonder" questions:

- *I wonder why most cookies are round. What other foods are round?*
- *I wonder where rain comes from. Where does the rain go?*
- *I wonder how animals sleep. Do fish swim when they sleep?*

As the teacher models curiosity, students are encouraged to ask their own questions. This may require some language guidance from the teacher as students search for the right words. By creating an atmosphere of inquiry, student curiosity is strengthened. And as students ask questions, there is a strong motivation for them to find answers–and with those answers come opportunities to use English meaningfully and memorably.

In any inquiry-based classroom, students use their prior knowledge and experience to talk about what they already know. If you ask, "What vehicles use flashing lights?" students may be able to use their prior knowledge. They may need guidance to use the words fire engine, police car, or ambulance, but their willingness to share their knowledge provides an opportunity to learn these words in English.

Thinking Critically

We like to think of critical thinking as "making sense" of information. Beyond the simple comprehension of information, we want to challenge our students to think more deeply about it. If we are teaching topics such as animals, sports, vehicles, or professions, we want students to process the information to more fully understand and use it.

This can be done in many ways. Students can **compare and contrast** items within a group–with animals, for example, we can create a Venn diagram for carnivores and herbivores, with omnivores overlapping in the middle. We can **list** those same animals in a specific order based on criteria such as their size, their populations, or their risk of extinction. We can **categorize** animals based on the biomes they live in, their vertebrate class (mammal, reptile, amphibian, etc.), or for younger learners, the number of legs they have.

Let's consider some critical thinking tasks for the topic professions:

- compare/contrast: working inside, working outside, both;
- list: by level of danger, by income earned;
- categorize: by education required (high school, college, graduate school, doctorate, trade school).

Students can also compare and contrast stories in class. Consider the classic fairy tales *Snow White* and *Cinderella*. How are the two stories similar? How are they different?

Students respond well to questions that stimulate critical thinking–questions that challenge them to come up with answers beyond simple comprehension. These questions can be especially effective if students work together in pairs or small groups. For example:

A. *What is good about having a dog for a pet? What is good about having a cat for a pet?*
B. *If you could choose only one form of transportation to use for the next week, what would it be?*
C. *What four items would you put in a time capsule to represent 2017? Why?*

As students work together to answer these questions, teachers supply the language prompts they may need to communicate effectively. These prompts depend on the level of the students, the target language they are learning, and the additional language (words, phrases) they may need to communicate their ideas in English.

What makes these tasks effective is that students are motivated to come up with answers, and to share those answers with fellow students. As the activity progresses from pair work to group work to a whole class activity, their confidence in speaking increases.

Thinking Creatively

We like to think of creativity as the art of making the world *malleable*, like a ball of clay. Creative activities challenge students to take what they know and to make something new out of it. Creative activities often elicit joy, humor, and a bit of classroom magic by making new connections.

One aspect of creativity is the ability to generate ideas. *Brainstorming* is a simple task that gets students' creative ideas flowing. You might begin like this:

Step One:

Students brainstorm alone: *By yourself, draw pictures or make a list of things that are all **yellow**.*

Give students only a few minutes to do this. (Other words that could be used for this activity include square, bumpy, round, purple, smelly, tiny, old, bouncy, etc.).

Step Two:

Students pair up to discuss and compare their two lists of ideas. Ideas that have been thought of by both of the students are circled. If either of the students has a unique idea, he or she draws a star next to it. Students should have only a few minutes to discuss which ideas are similar and different.

Step Three:

Gather the entire class together to make a "class list" of all the things that are yellow. Students take turns calling out one word to add to the class list. As a word is called out, any other students in class with the same word should raise their hands, and then cross that word out on their own list. If any student in class calls out a word that no one else in the class has written, he or she can draw a second star beside that word. *How many words did you think of that were unique?* As students participate in activities like this, they are challenged to go beyond the common ideas associated with the topic.

Step Four:

Form groups of three students. Each student chooses two words from the class list. As a group, they connect these six words to create something new, such as a yellow story, yellow song, yellow poem, or yellow picture.

Another aspect of creativity involves making connections. The Japanese game Shiritori challenges students to connect the ending sound of one word with the beginning sound of a new word. This could also be done with English words.

You can help students connect ideas in many different ways. Use picture or word cards for support. A student turns over the first card and names it (for example, bus). The next student says a word that connects with bus, such as driver. The next student says a word that connects with driver, such as uniform. If the next student cannot think of any new connecting words, a new card is turned over and the game begins again.

Creative activities will vary widely depending on our young learners' ages and abilities, the topic to be taught, and the target language we wish to teach in the process.

Working Collaboratively

Throughout the process of critical and creative thinking, we encourage students to work together. Many 21st century classrooms arrange student desks into groups of four. In this way, pairs of students can work together side-by-side (or face-to-face), then work together as a group of four students. Later, they can face the teacher at the front of the class for a whole-class discussion.

Is English always being used by the students throughout the collaborative process? Most likely, no. As students explore information more critically and creatively, they may need the benefit of discussing ideas in their own language. However, the teacher's role is to encourage students to use as much English as possible among themselves, to give support if students need words or phrases in English, and to help prepare them to explain their ideas in English when they present them to the whole class. This might be in the form of models or prompts in English, written on worksheets or on the whiteboard for everyone to see.

The stronger students can also assist those in the group who need more language support. This can strengthen the language skills among all students in a differentiated classroom.

Teachers need to know that the process of moving student dialogue (in pairs, groups, or whole-class) from L1 to L2 is a slow but steady one. Remember that students have a strong motivation to communicate their ideas when they think critically and creatively. As English words and phrases begin to replace native words and phrases, real learning can take place–and in time, fluency in the second language.

Communicating Fluently

This brings us to our own ideas about fluency. As we mentioned before, we view fluency as the ability of a student to use English meaningfully to share thoughts and ideas. This does not mean perfection in vocabulary or grammar, but rather that the focus is on communication with others. English then moves from being an *academic subject* (to be learned, tested, and sometimes forgotten) to a *life skill* (to be used as a natural means of communication throughout one's life).

We are convinced that the 21st century approach to learning English is highly motivating, challenging students to think critically and creatively while working together. This approach has the opportunity to create memorable experiences and lasting relationships in the classroom. English becomes a powerful tool for students to fully participate in the wider world around them–to ask questions, to seek answers, and to define who they are as global citizens.

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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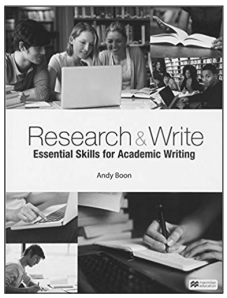
This month's column features Regan Tyndall's review of Research & Write: Essential Skills for Academic Writing *and Daniel Newbury's evaluation of* Unlock Listening & Speaking Skills 2.

Research & Write: Essential Skills for Academic Writing

[Boon, Andy. Tokyo: Macmillan Languagehouse, 2015. pp. 103. ¥2,500. ISBN: 978-4-7773-6516-6.]

Reviewed by Regan Tyndall, Asia University



Research & Write: Essential Skills for Academic Writing is a content-based EFL textbook that guides students through basic research and writing skills for paragraph and short-essay compositions. It is designed for Japanese university students of low-intermediate to intermediate levels.

Based on my experience, there is a need for a textbook such as this in Japan universities for a variety of reasons. It has been noted (Canning, 2009) that when we ask our students to do research, they often return with a quotation from Wikipedia copied and pasted onto the page. Rarely are research skills attempted for courses with English learners in the 400-500 TOEIC score range, and yet these skills have been found effective even with low-intermediate learners. Blackstone, Spiri, Hoskins, and Johnson (2006) note that research projects not only develop language skills but also relevant academic skills involving critical thinking. In addition, research allows students to "synthesize and apply information within their own writing and speaking activities" (Blackstone et al., 2006, p. 604). The content-and-integrated-learning (CLIL) course for which I used and assigned this textbook was delivered to low-intermediate and intermediate-level freshmen and sophomores, and focused on both writing and speaking skills. Course aims included learning and practicing basic research while progressing from paragraph-practice to a longer research essay. My own students, with TOEIC scores as low as 500, had no difficulty at all understanding the material presented in the textbook.

Research & Write's units have simple and clear methods of instruction that progress from content-knowledge into student-centered practice. They are further scaffolded through each unit's three-step approach of first collecting data, then analyzing it, and finally writing it up. Also helpful is that most of the suggested lessons can progress quickly from teacher-fronted to student-centered activities. In addition, each of the chosen research and writing topics builds upon the previous ones. This point is underlined by each chapter's checklist of points that encourages students to ensure that they have incorporated each new skill into their latest composition. Because of the simple design of these units, teachers should have no difficulty adapting or altering the suggested activities to suit their own classroom needs. Several of the data-collection and writing task activities can be assigned for homework.

Research & Write's topics are highly appropriate—indeed, targeted—for university students in Japan. Topics include smartphones, train behavior in Tokyo, and first-period university classes. Some of the suggested activities lend themselves to pair work or to a series of one-to-one interactions in individual interviews. *Research & Write* makes suggested use of the Internet and other technologies. It gives key suggestions for data gathering—especially for primary data—using free social media tools such as Survey Monkey and Facebook. Voice recorders and video cameras are suggested for interviewing and, later, for transcribing interview data. The textbook also briefly addresses the issue of Internet-based data gathering. For example, it warns students of the risks of using Wikipedia's main texts as research sources and instead suggests using its End Reference lists and recommended secondary data sources.

Research & Write, in itself, is not particularly generative, and is unlikely to stimulate intense discussion and debate or to inspire ambitious research topics. It is a *standalone* text, not supported by a

Teacher's manual or other materials. Only the "Dear Student" letter of introduction is translated into Japanese. There is no glossary, but the book itself uses simple language. When an unfamiliar term does appear (e.g., secondary data, direct quotations) its meaning is defined. However, supplementary materials are probably required if an instructor is intent on providing a broad range of writing approaches and topics, as in a more standard introductory writing course. I used about 75% of the units in the textbook, including all those relating specifically to research, whereas I considered the basic writing-content chapters (*Topic Sentences, Supporting Sentences, Concluding Sentences, The Argumentative Essay*) as supplements to the more detailed information that I supplied, sometimes via other textual resources, to students. Nevertheless, this textbook distinguishes itself in that its main purpose is to allow low-intermediate level students a foothold into conducting research in English, and in this it succeeds admirably. In short, *Research & Write* is a very plainly and clearly presented classroom-research tool, but should not be confused for a broader process writing textbook.

Research & Write allows teachers of low-intermediate level students to incorporate research skills into the classroom. In so doing, the textbook contributes greatly to the Japan-based range of EFL writing textbooks.

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Blackstone, B., Spiri, J., Hoskins, C. & Johnson, I. (2006). Student-generated research in the university EAP classroom. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.), *JALT2005 Conference Proceedings*. Tokyo: JALT.

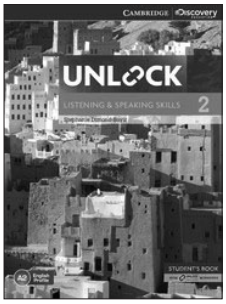
Canning, C. (2009). Basic research skills for EFL students. *The Language Teacher*, *33*(6), 19–20.

Unlock Listening & Speaking Skills 2

[Stephanie Dimond-Bayir. Cambridge: Cambridge University Press, 2014. pp. 223. ¥3,240. ISBN: 978-1-107-68232-0.]

Reviewed by Daniel Newbury, Fuji University

Unlock Speaking and Listening is a four-level English for General Academic Purposes (EGAP) series providing a robust solution for teachers aiming to develop their students' critical literacy, the combination of language and cognitive skills necessary for academic success (Hyland, 2009; Scarcella, 2003). The text methodically addresses receptive and productive skills, providing activities designed to develop learners' command of phonetic, lexical, and syntactic forms as well as skills needed for academic environments, such as giving presentations and participating in lectures and debates. Throughout the book, the units generally move progressively from receptive to productive activities. Setting the stage for the final speaking task, the Critical Thinking section's activities are mapped to Bloom's Taxonomy, a widely-used framework that describes activities in terms of the skills they are meant to develop (Loose, 2011). I felt this section helped link the final Speaking section to real-world speaking goals. The series adheres closely to the Common European Framework of Reference for Languages (CEFR) standards, as documented on the publisher's website.



The choice of targeted language structures and vocabulary is supported by the proprietary Cambridge Learner Corpus and English Vocabulary Profile. Each of the book's 10 units explore language through broad topics, for example, places, education, and business. This generality ensures students can readily associate with each of the themes and thus focus on language learning (Nunan, 2005). Each unit is headed by a documentary-style video with an average length of 3.5 minutes. These videos have a practical, educational quality and seem to keep the students' attention well in class. Subtitling was unnecessary for my classes, but is available on the DVD version for classes needing extra support (King, 2002).

The units' two main listening texts are adapted from situations found in Western university environments, and are well-sculpted to suit the targeted skill level. Listening 1 includes activities that focus on features of naturally spoken English, such as intonation and connected speech. Listening 2 employs the same themes as Listening 1, but focuses on language that learners will use in the units' main speaking activities. The texts are in British English, providing a possible additional benefit of exposing students to multiple dialects for classes taught by an American-English speaking instructor. Although the texts are scripted, I felt that they represented the target language well, and the accompanying activities for developing specific listening skills and subskills are well-conceived. However, they are gen-

erally long, which may be challenging for students at the end of a 90-minute lesson. To address this, I sometimes had students do the listening exercises for homework so that they could work at their own speed and listen multiple times when needed.

A major component of the series is the learning management system (LMS). This provides learners with online access to the book's audio and video components outside of class. The exercises provided in the LMS segue well with those in the books, and are automatically graded by the online system. Feedback from colleagues using books from the Unlock series suggests the LMS facilities have been employed to varying degrees and purposes. One teacher used these exercises as a way for learners to self-assess before starting the book content. Another teacher found that the LMS did not fit with their classroom and so did not use it. Teachers with even a little technical savvy should find the LMS useful and relatively easy to set up, and the publisher provides good email support for those who encounter problems.

The Language Development section provides instruction focused on grammar and vocabulary building. Of these, the vocabulary activities targeting collocations were the most useful. Overall, this section could be better integrated with the rest of the book, as it was sometimes difficult to link the content here with the listening activities it was meant to support. In the student questionnaire, one student commented about wanting more detailed explanations of the content. I usually had the students complete the Language Development section for homework.

The Critical Thinking section draws on the units' target language and provides activities in which learners categorize, evaluate, and create information in preparation for the final speaking activity. It often includes a model exercise based on the speaking activity but using different input. This supports the students and gives them confidence when approaching the final task. A visualization tool was provided and seemed to be very helpful for learners to organize their ideas and information. Although the final speaking tasks often resembled presentation or collaboration activities found in other textbooks, I was impressed by how the Critical Thinking section fostered language production in a catalytic way. Other students that responded to my questionnaire also rated this section very favorably.

Overall, this series is a practical and highly effective option for teachers who want an easy-to-use book focused on the development of academic English.

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Scarcella, R. (2003). Academic English: A conceptual framework. Retrieved from University of California Linguistic Minority Research Institute website: http://escholarship.org/uc/item/6pd082d4

Recently Received

Steve Fukuda & Julie Kimura

pub-review@jalt-publications.org

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

Recently Received Online

An up-to-date index of books available for review can be found at <http://jalt-publications.org/tlt/departments/recently-received>.

** = new listing; ! = final notice* — Final notice items will be removed Sept 30. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviewed in *TLT*)

Contact: Julie Kimura — pub-review@jalt-publications.org

Exchange Views! — Yukishige, M., Onabe, T., Akao, M., Nommensen, C., & Nishiyama, F. Tokyo: Sanshusha, 2017. [7-unit (2 parts each) discussion course using a flipped learning approach incl. teacher's manual and downloadable audio].

How to Test Speaking Skills: A Quick Start Guide — Talandis, J., Jr. Tokyo: Alma Publishing, 2017. [A discussion of in-class oral testing techniques for EFL classes in Japan; also available in French].

** Inspire* — Hartmann, P., Douglas, N., & Boon, A. Boston, MA: Cengage Learning, 2014. [3-level speaking and listening course incl. online student and instructor resources].

** Intercultural Communication for English Language Learners in Japan* — McConachy, T., Furuya, S., & Sakurai, C. Tokyo: Nan'un-do, 2017. [13-unit reading centered course in international communication incl. teacher's manual and student and classroom audio CD].

* *Journeys: Communication for the Future* — Ano, K., Ueda, N., Toyama, M., Toshima, M., & Haedrich, K. Tokyo: Asahi Press, 2017. [15-unit 4-skills course incl. teaching manual, web and classroom audio].

* *Listening Steps* — Yoneyama, A., & Wells, L. Tokyo: Kinseido, 2017. [15-unit listening course incl. teacher's manual, online videos, and classroom audio CD].

* *New Ways in Teaching with Music* — Arnold, J. L., & Herrick, E. (Eds.). Alexandria, VA: TESOL Press, 2017. [A collection of lessons using music incl. 101 activities for various skills and levels].

! *NTV News24 English* — Tsuda, A., Kinshi, K., & MacDonald, K. Tokyo: Eihosha Publishing, 2017. [15-unit 4-skills course based on news articles and video clips incl. student book DVD and teacher's manual].

Our Times, Our Lives, Our Movies — Tabolt, J., & Morinaga, K. Tokyo: Kinseido, 2017. [15-unit reading course using Hollywood films incl. teacher's manual and downloadable audio].

Outcomes (2nd Edition) — Deller, H., & Walkley, A. Tokyo: Cengage Learning, 2017. [5-level four-skills course incl. student DVD, workbook, teacher's book, interactive whiteboard DVD, Examview®, and online resources].

* *Reading for the Real World (3rd edition)* — Malarcher, C., Janzen, A., Worcester, A., & Anderson, P. Tokyo: Compass Publishing, 2015. [4-level academic reading series designed for high school and university students incl. teacher's manual, free app and website worksheets and tests, and downloadable audio].

Smart Writing: Active Approach to Paragraph Writing — Nakaya, M., Yoshihara, M., & Fallon, R. Tokyo: Seibido, 2017. [14-unit beginner-level writing course incl. classroom CD and teaching manual].

! *Speak It Up* — Veenstra, J., & Romanko, R. Tokyo: Sanshusha Publishing, 2017. [15-unit speaking course based on tasks incl. student audio CD, downloadable teacher's manual, and classroom audio mp3s].

* *VOA News Plus* — Yasunami, S., & Lavin, R. L. Tokyo, Seibido, 2016. [15-unit writing, listening, and speaking course incl. teacher's manual, classroom audio and video, and online English Central access].

* *Vocabulary for Economics, Management, and International Business* — Racine, J. P., & Nakanishi, T. Tokyo, Nan'un-do, 2016. [10-unit course using corpus-driven vocabulary incl. quizzes and vocabulary notebook].

Books for Teachers (reviewed in *JALT Journal*)

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

Researching Across Languages and Cultures: A Guide to Doing Research Interculturally — Robinson-Pant, A. & Wolf, A. Oxon, England: Routledge, 2017.

Reflecting on Critical Incidents in Language Education: 40 Dilemmas for Novice TESOL Professionals — Farrell, T. S. C. & Baecher, L. London, England: Bloomsbury, 2017.

[JALT PRAXIS] TEACHING ASSISTANCE

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, practicum, 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

Previous essays in this column have focused on the contributions that team teachers, assistant language teachers, teaching assistants, and student assistants can make to teaching foreign languages and to developing workplace communication skills in the classroom. This issue's Teaching Assistance *introduces company top managers, the senior-level executives within a firm, who provide opportunities to university language majors to improve their communication skills during practical training internships. Internships are offered by an employer to potential employees, called interns, who agree to work at a firm for a fixed, limited period of time. Interns are usually undergraduates, and most internships last between a few hours and 12 months. The student trainees work in these organizations, often without pay, in order to gain work experience and satisfy requirements for an academic qualification.*

When Top Managers Become Teaching Assistants

David McMurray

The International University of Kagoshima

Senior managers are sometimes called upon to give practical training to university language majors. Although higher level managers can be invited to give guest lectures in the classroom, the main advantage of these specialist trainers is that they can open the doors to actual working environments. These are places that language teachers can't readily emulate in university classrooms.

In Japan, university administrators and teaching faculty can provide students with a diverse range of internship programs to choose from. Community-oriented domestic internships can be as short as a one-day stint following a top manager around a local company. A popular three-day internship, referred to as "carrying the president's briefcase" is really just a step up from some city-organized programs that encourage elementary school students to visit their fathers or mothers at the workplace.

Most interns in Japan are not paid, but students receive credits toward their degrees. In undergraduate programs requiring 124 credits of study, internship credits can reach 12 credits or 10% of the total requirements. The on-the-job training students receive from a company employee can't really be matched by in-class and on-campus instruction from a teacher. Curricula for most medical positions, including nursing degrees, require extensive internship. Veterinary programs can require several months of training on farms and clinics operating in the same prefecture as the university. Teacher education programs require a minimum of a two to four week practicum at the same elementary, junior, or senior high school in which the student studied. Increasingly, business, arts, and humanities programs are requiring students to do fieldwork and take internship courses in a wide variety of companies. Even music majors intern as entertainers in hotels, resorts, and at weddings. The types of companies that offer opportunities to students can literally be listed alphabetically from A: airports; B: banks; C: courts; to Z: zoos.

Typically, universities organize two-week unpaid internship programs during the summer at companies in Japan, but some students take the challenge of university-arranged overseas internships for up to one year. This arrangement is also often popular with foreign students as it allows them to return to their home countries to get work experience at the same time as getting credits for their degree program in Japan. Depending on country visa regulations, salaries in the form of living expenses are sometimes paid in addition to housing and overseas flight subsidies and other cost reimbursements.

For the past six years I have accompanied university students when they participated in internship programs in Taiwan and Korea. These programs run most smoothly when I'm accompanied by a teaching assistant to help accomplish the tasks of helping between 12 and 20 undergraduate students to find their workplace and make introductions, as well as motivating and coaching students who need to make final presentations to company staff.

These internships allow students training to become language teachers to work with language learners in various real-world settings. For example, Japanese students can go to Taipei to teach in a Japanese language school or Chinese students can go to Dalian to teach in English language schools. The interns can apply the pedagogical concepts and theories they have studied in actual teaching situations. Applying JSL and TESOL basic training coursework in real-world situations can develop students' confidence and satisfaction in teaching languages.

Figure 1. CEO (center) giving a book company tour to interns from Japan.

Trainees who major in education on postgraduate degree programs are eligible to assist teaching staff during lectures. Trainees in undergraduate degree programs are invited to interact with students during chat sessions and support lessons on cultural exchange.

Publishing houses in Taiwan also offer excellent internships. Most schemes last for two to eight consecutive weeks over the summer period, providing the opportunity for those interested in a career in publishing or business administration to gain valuable insights into the industry. Students can get intern positions in sales, editing, or production.

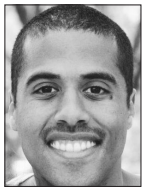
This past summer a group of students were given guidance to edit, publish, and print their own small book in the English language. On the very first day, interns had breakfast with the chief executive officer, who later guided them on a tour of the publishing facilities (Figure 1). They visited customers and bookstores on university campuses. As authors visited the publishing house, the interns said they got to meet and interact with very interesting people from around the world.

At a major language school and software production company other students had the opportunity to design applications for use on smart phones. On their final day the interns made a professional presentation together with the company CEO (Figure 2), who later provided a detailed evaluation of the students' performance.

Figure 2. CEO (left) of a software firm co-presents with intern and supervisor.

These interns came back to their regular classroom environment with lots of questions and new challenges for their teachers. I find that interns who successfully complete overseas programs generally return to my classroom with a better understanding of the career path they want to follow. And this enlightenment leads them to set new goals for improving their language and communication skills.

[JALT PRAXIS] WRITERS' WORKSHOP



Vikki Williams and Charles Moore

Writers' Workshop is written on a collaborative basis with the members of the Peer Support Group (PSG). In each column, topics are shared that provide advice and support for novice writers, experienced writers, or nearly anyone who is looking to write for academic purposes. If you would like to inquire about submitting a paper for review, or are interested in joining the PSG team, please contact us using the following information.

Email: peergroup@jalt-publications.org • Web: http://jalt-publications.org/psg

Presenting Statistics in Tables

David Ockert
Toyo University

This article was written to explain how to present statistical results in table format in a paper for submission to a peer-reviewed journal. The tables included were produced by the author and appeared in previously published papers. They are properly cited in the text and appear in the references as they would in an actual manuscript for submission to a peer-reviewed journal. Therefore, the styles of the three tables are different for each journal, and the reader should keep this in mind when reading and scrutinizing them.

For example, Table 1, which appeared in *The Journal of Second Language Teaching & Research* (Ockert, 2015a), represents a common format. The table number is followed by a period, then the table heading in italics. Notice, however, that only the first word is capitalized. Also, there are only three horizontal lines and no vertical lines, to minimize the amount of ink used (Hudson, 2015). Please note that FLAs stands for foreign language activities, and WTC is the acronym for willingness to communicate.

All research studies should include the descriptive statistics. The mean score (the average of all scores) is represented by a capital *M* in italics, and is followed by the standard deviation, represented by capital *SD*, in italics. Correlations are reported to three decimal places, and notice that there is no '0' before the full stop. Why? Because correlations cannot be '1.0' or more. If they were, the items would be identical. Below the table the word *Note* is italicized, and the *P* (probability) value is indicated with an asterisk. There is also a space before and after the '<' sign.

On the other hand, Table 2, from *Selected Papers from the 2016 PAC Conference* (Ockert, 2016), follows a different format, and presents the pre- and post-data of an experiment involving Skype exchanges. The table number appears above the heading and is in all caps, and both are centered and in bold font. Also, the content words in the table heading are capitalized. Notice, however, that Table 2 has two sub-headers (Before Skype & After Skype), which are both underlined. This is because each appears within the standard three horizontal line format, and each covers two data columns. Finally, as Table 2 compares the results of an educational intervention, it should show whether or not the statistical significant differences between the two groups' means are meaningful (Brown, 2012). To do this, the effect size is reported, as well as the statistical power (Soper, 2016b).

As can be seen, statistically significant differences exist between four of the six items. Therefore, further analysis is performed to compare the statistically significant differences between the mean scores for the students before and after the intervention, by calculating the effect sizes using Cohen's *d* (Cohen, 1992a; Soper, 2016a). Notice the '0' before the full stop for the effect size data. This is because an effect size can be greater than 1.0, which indicates that the mean of one group is 1.0 standard deviations higher than that of the other group.

For reference, the effect size analysis compares the statistically significant differences between the mean scores for the positive self-review (PSR) and the non-PSR students after the intervention. Cohen has provided suggestions about what constitutes a small or large effect for the difference in means between two groups, for example, as a result of an intervention (in Field, 2009):

- $d = 0.20$ (small effect): A 0.2 SD between the means of the two groups.
- $d = 0.50$ (medium effect): A 0.5 SD between the means of the two groups.
- $d = 0.80$ (large effect): A 0.8 SD difference between the means of the two groups.

An additional method of explaining the data can be demonstrated by calculating the 'statistical power' of the experiment's results. Statistical power is a method of assigning a numerical value which indicates the probability that a study will consistently obtain a statistically significant effect. For example, a statistical power of .80 means that a study is likely to produce a statistically significant effect in the results 8 out of 10 times when repeated. As statistical power can't reach 1.0, no number appears before the period. The PPC effect sizes and statistical power

Table 1. *Pearson correlations coefficients of the survey results*

	M	*SD*	Conf to Comm	Desire to Travel Abroad	FLAs	Motiv	WTC
Confidence to Communicate	2.62	1.30					
Desire to Travel Abroad	2.85	1.27	.603*				
FLAs	3.81	1.46	.491*	.534*			
Motivation	3.10	1.28	.653*	.572*	.701*		
WTC	2.99	1.22	.633*	.526*	.704*	.813*	
International Posture	2.87	1.33	.504*	.510*	.610*	.752*	.721*

Note. $*p < 0.01$ level (2-tailed)

From "A correlation analysis of tech-based English activities and Japanese elementary student affective variables," by D. Ockert, 2015, *The Journal of Second Language Teaching & Research, 4,* p. 103. CC BY 3.0.

TABLE 2

The *M*, *SD* Before and After the Intervention, Effect Sizes, and Statistical Power (*n* = 29)

	Before Skype		After Skype		Mean Difference	Effect Size	Stat Power
Instrument Items	*M*	*SD*	*M*	*SD*			
FL Activities	3.14	1.70	4.10	1.16	0.96**	0.83	.77
International Posture	3.31	1.84	4.48	1.10	1.17**	1.06	.95
Motivation	3.17	1.70	4.10	1.16	0.93**	0.80	.74
Desire to travel	4.45	1.77	5.07	1.14	0.62*	0.54	.65

Note. $**p < .01$; $*p < .05$

Adapted from "Technology-enhanced language learning: Motivation and the brain," by D. Ockert, 2016, *Selected Papers from the 2016 PAC & the 25th Anniversary International Symposium on English Teaching*, p. 449. Copyright 2016 by the English Teachers' Association-Republic of China.

(Cohen, 1992b; Soper, 2016b) of the results are also provided in Table 2.

Table 3 shows the results from a principal component analysis (PCA) from an article which appeared in the *OnCUE Journal* (Ockert, 2015b). As can be seen, the formatting for Table 3 is different from that of the first two tables presented. Of the three tables presented in this column, Table 3 is the closest to APA formatting conventions. The table number is not followed by a period, and includes the table heading on a separate line below. The table designation comes above the heading and is not italicized. The heading is italicized with the content words capitalized, and both lines are aligned to the left. Also, notice there is no use of a period.

Should the data be presented with two or three digits to the right beyond the decimal point? This depends on the data in question and any 'cut-off' points for decision-making. For example, in Table 3 in the second column, Factor 2 *Active Pair / Team work*, the data for item 6, Grammar drills / practice, is 0.399. For this data presentation, the cut-off point is '4' for inclusion in a factor group, so this is very meaningful as it informs the reader that this specific item is just under the threshold of inclusion in Factor 2.

When using SPSS for the analysis, it is quite easy to present PCA results in table format—just use copy and paste. Also, be sure to include all of the results for all of the items, not only those that appear in a specific component / factor. Doing so allows the reader to compare the data across all three factors, as in Table 3.

This short article on presenting statistics is a brief look at what in reality can be a detailed and intensive topic. That being said, it is hoped that the information presented herein will be of use in helping readers format their papers for inclusion in future JALT—and other—publications. Good luck!

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Table 3
Results of Principal Components Analysis of the 12 Activities for all of the Students (N = 220)

Item number and name	Factor 1 *Traditional Activities*	Factor 2 *Active Pair / Team work*	Factor 3 *Brains*
1. Lecture (Listen to the teacher and stay in my seat)	**0.726**	0.157	0.030
2. Listening exercises (CD, tape or DVD)	**0.621**	-0.180	0.246
3. Dialogue / reading practice from the text	**0.705**	0.055	0.067
4. Writing exercises	**0.664**	0.171	0.134
5. Translation exercises	**0.421**	0.246	0.328
6. Grammar drills / practice	**0.424**	0.399	0.178

Note. Principal components analysis with Varimax rotation, with 49.321% total variance explained.

Adapted from "A placement level study: Do students enjoy traditional or communicative activities?" by D. Ockert, 2015, *The OnCUE Journal, 8*(1), p. 22. In the public domain.


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

CUE: A Forum to Support College and University Educators in Japan

The College and University Educators (CUE) SIG was established in 1993 to provide JALT members a place to voice their opinions and present their ideas. Since its inception, the group has strived to provide a voice for EFL postsecondary teachers in Japan. The diversity of our officers, the speakers at CUE events, and the educators who write for and edit our publications, reflects the importance we place on addressing the wide variety of needs of our members. We have grown to be JALT's biggest SIG with a membership of 499 members.

CUE's purpose is to provide a forum for addressing the specific needs of foreign language teachers at the college and university level. CUE disseminates information about research related to teaching at Japanese colleges and universities and serves as a setting to exchange information and opinions through presentation and publication opportunities. We support presenters and collaborate with other JALT groups to provide professional development and networking opportunities for the college and university teaching community in Japan.

CUE Events

CUE holds two different conferences in alternating years: the CUE ESP Symposium and the CUE SIG conference. We also hold annual forums at the JALT International Conference and the PanSIG Conference.

At the CUE SIG conference our members present their research and teaching ideas in formal presentations and poster sessions. The CUE ESP Symposium, which has been held four times, features plenaries and poster sessions by educators working in the field of English for Specific Purposes.

The 2016 CUE SIG Conference, co-sponsored by Osaka JALT Chapter, was held at Kindai university in Osaka. The conference featured 38 short presentations, 10 poster presentations, and plenary talks by Laurence Anthony of Waseda University and Makoto Ikeda from Sophia University. The 2017 CUE ESP Symposium, which was co-sponsored by the JALT BizCom SIG and Yokohama and Tokyo JALT Chapters, was held at Keio University in Yokohama. It featured plenary speeches by Masako Terui of Kindai University, Bertha Du-Babcock from City University of Hong Kong, and Sue Starfield from the University of New South Wales, as well as 24 poster presentations. In 2018 CUE will hold its 25th anniversary conference, which is tentatively scheduled for early September at Rikkyo University in Tokyo.

The Teacher Development (TD) and CUE SIG joint forum at the JALT International conference is an annual event that features roundtable presentations about classroom experiences and teacher development. CUE's forum at the PanSIG conference usually consists of four to five short presentations on classroom practices. These popular events provide our members with an opportunity to share their ideas and experiences in a less formal setting than a typical conference presentation.

CUE Publications

CUE has two publications. The biannual, peer-reviewed *On CUE Journal* is an academic journal featuring research articles and discussion of curricula and other activities of broad interest to the college and university teaching community. The *CUE Circular* is a new quarterly publication featuring short articles about teacher concerns, motivations, and challenges, and practical teaching or learning-related topics. Submission information for the CUE publications can be found on our website <http://jaltcue.org>.

As you can see, CUE is a SIG that proudly supports a wide variety of voices across the college and university teaching community in Japan. In the coming months we will unveil our new grant program, which will begin in 2018. We will offer two annual grants: a Member Research Grant and

a Member Support Conference Grant. The purpose of these grants is to help CUE members who need funding for research or conference related expenses. They will also offer an opportunity for recipients to publish their research or a review in one of the CUE publications. We encourage you to share your ideas for improving our ability to serve the needs of college and university educators in Japan. Please stop by our table at the JALT International Conference for a chat and more information about how CUE can serve your professional development and networking needs.

Wendy M. Gough
JALT CUE SIG Coordinator

[JALT FOCUS] NOTICES

Malcolm Swanson

This column serves to provide our membership with important information and notices regarding the organisation. 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

2017年第2回総会開催通知

Notice of the Second 2017 JALT Ordinary General Meeting (OGM)

日時:2017年11月19日(日) / Date: November 19, 2017 (Sunday)

時間:17:40 – 18:40 / Time: 5:40 p.m. – 6:40 p.m.

場所:つくば国際会議場「エポカルつくば」、中ホール300

Location: Convention Hall 300, Tsukuba International Congress Center "Epochal Tsukuba"

議案 / Agenda:

- 第1号議案 議長選出 / Item 1. Appointment of Chairperson
- 第2号議案 議事録署名人選出 / Item 2. Determination of Signatories
- 第3号議案 監事選挙結果 / Item 3. Result of Auditor Election
- 第4号議案　その他の重要事項 / Item 4. Other Important Issues

*10月下旬に、会員の皆様に議案の詳細と個別の不在投票へのリンク先をEメールでご案内いたします。

*An email containing details of the agenda and a link to an individualized ballot will be sent to you in late October.

Eメールがお手元に届きましたら、不在投票の方法に従って投票をしてください。

本総会は、特定非営利活動法人(NPO)としての地位を保つ為に必要なもので、過半数以上の会員の皆様による出席(定足数)をもって、正式に開催することができます。

幸い当学会では、会員の皆様に向けて電子投票システムを提供させていただいており、不在投票をしていただくことで、本総会の出席者としてみなすことができます。

お手数をおかけいたしますが、ご支援とご協力のほどよろしくお願いします。

When you receive this email, please follow the instructions on how to complete the absentee ballot. It is important for us to have a majority of JALT members present at the OGM for it to be valid, and holding a valid OGM is necessary for us to maintain our status as a nonprofit organization (NPO). Fortunately, you can vote online by absentee ballot and be counted present for the meeting, as per the JALT Constitution.

Thank you very much for being a member of JALT and for your continued support.

New JALT Associate Members

Xi'an Jiaotong-Liverpool University
西交利物浦大学

Xi'an Jiaotong-Liverpool University, Language Centre • *http://www.xjtlu.edu.cn*

Xi'an Jiaotong-Liverpool University (XJTLU) is the largest international collaborative university in China, and the Language Centre at XJTLU is quickly becoming one of the most significant university-level centres of its type globally. At present, the centre has over 180 full-time teaching staff delivering English, Spanish and Chinese language courses, as well as English for Academic Purposes (EAP) teacher training, with more languages to be added over the coming years. Located near to Shanghai in the historic city of Suzhou, XJTLU offers the chance

to experience Suzhou's multiple UNESCO world heritage sites first-hand, while also enjoying a high standard of living in one of China's most developed regions.

Work with us

- English, Spanish and Chinese language teaching positions available
- Competitive salaries and attractive benefit packages
- Study with us
- Chinese language coursesEAP teacher training courses
- English as a medium of instruction teacher training courses

More details: See http://www.xjtlu.edu.cn

西安交通リバプール大学言語センター

西安交通リバプール大学（XJTLU）は中国国内最大の国際共同大学です。中でも言語センターは急速に発展しており、世界的にも有名になりつつあります。

現在言語センターには教員１８０名以上が所属し、英語•スペイン語•中国語•言語教員トレーニングコースなどを提供。今後より多くの言語コースを提供する予定です。

大学は上海に隣接する歴史的都市、蘇州市に所在。高い生活水準を誇る蘇州では、ユネスコ世界遺産なども気軽に楽しむ事が出来ます。

教員募集

- 英語•スペイン語•中国語教員を募集

学生募集

- 中国語コース
- English for Academic Purposes (EAP) 教員教育コース
- English as a medium of instruction　教員教育コース

詳細: http://www.xjtlu.edu.cn

ESL Learning

ESL Learning

ESL Learning was established in 2016 to promote *Way To Go!*, an effective ESL teaching and learning strategy. The developer of the strategy and author of the textbook, Cameron North, has been teaching English at universities in Aichi, Japan for over 28 years. Coupled with extensive second language studies in French and Japanese, Cameron truly believes in effective and supportive teaching methodologies.

Targeted for TOEIC levels 350-650, *Way To Go!* is a guided speaking and listening practice textbook and audio system that will effectively benefit both high school and university students. Using challenging yet attainable exercises, the textbook promotes a supportive atmosphere and full participation in the classroom. The complementary 12 hours of easy access online audio allows students to effectively study independently.

We hope you share our objective of promoting an effective, supportive, attainable, and independent study-oriented teaching strategy for students. When you come to Tsukuba, please visit our booth and join our presentation to more completely understand how the *Way To Go!* textbook and audio system can recognizably benefit your students.

ESL　Learningは効果的なESLの教育・学習戦略であるWay To Go! を推進する為2016年設立。TOEIC350～650をターゲット。高校、大学生に効果的に役立つガイド込スピーキング・リスニング練習用テキストブックとオーディオシステム。やりがいのある達成可能なエクササイズを使用しこのテキストブックによりサポートのある雰囲気と授業への参加を促進。簡単にアクセスできるオンラインオーディオで学生自身で効果的に学ぶことが可能。詳しくはつくば展示会にて。

For further information

- http://WayToGoESL.com
- inf@waytogoesl.com

Express Publishing

http://www.expresspublishing.co.uk

Express Publishing

Express Publishing was established in 1988 with the purpose of raising the standards of English language teaching and is highly respected worldwide for producing a wide variety of innovative teaching materials, including course books, grammar books, exam materials, supplementary materials and readers, to meet the needs of students and teachers alike. The company has enjoyed steady, rapid growth with a current list of over 3500 titles and sales in over 90 countries; Express Publishing is recognised as one of the leading publishers worldwide.

Throughout the last 30 years of operation, we have successfully managed to bridge the gap between technology and pedagogy and forge strategic partnerships with various publishers all over the world.

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。バイリンガリズム、CALL、大学外国語教育、共同学習、ジェンダーと語学学習、グローバル問題、日本語教育、自主的学習、語用論・発音・第二言語習得、児童語学教育、生涯語学教育、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.

JALT Central Office

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JALT事務局：〒110-0016東京都台東区台東1-37-9
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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.

Scott Gardner *old-grammarians@jalt-publications.org*

A Glossary of Linguistic/Literary Words You Don't Need to Know

affective stylistics–

The idea that one cannot consume and respond to literature without having been influenced by previous responses to it. Not to be confused with *stylized affectedness*, which is someone's effort to develop their own unique hyper-responses to surprising or shocking news: "Well, roll me in butter and hang me on a spit!"

bahuvrihi word–

A two-part synecdoche made of constituents of the thing it is describing. Examples: "She's old money"; "Butterfingers!"; "Don't be such a stuffed shirt!"; "Your boyfriend's a lowlife"; "My boring linguistics teacher is basically just a walking bahuvrihi word."

bathtub effect–

Remembering the beginnings and endings of words but not the mildews.

cant–

Language used in a particular way by an in-group, such that outsiders may look down both on the usage and the group. Spelling "cant" without an apostrophe in text messages is an example of cant.

dialectic–

An ancient argumentation process, with several parts: *thesis* (e.g., "photography is not an art"); *antithesis* ("yes it is, you nincompoop"); *synthesis* ("photography may at times reach the level of art, but your endless Facebook cat photos are a waste of my browser's memory cache"); and finally *prosthesis* ("Wave that finger at me once more and you'll have to pick your nose with a drumstick taped to your wrist!").

fossilization–

When aspects of language acquisition reach a certain level and cease to progress any further; also, the look on a language learner's face upon realizing they failed to understand a single word of what has just been said to them.

hedge–

A word or phrase, such as "in my humble opinion", used to indicate the speaker's hesitation to commit fully to what they are saying. Abbreviated versions of these (e.g. "IMHO") are called *trimmed hedges*.

implicature–

What a speaker doesn't say, but means anyway despite not having said it. This is like innuendo, but usually less naughty.

input hypothesis–

An assumption that meaningful input (language, money, a three and a six), processed under the right conditions, will achieve a favorable result (acquisition, a can of soda, two aces).

performative verb–

A verb that, in its utterance, performs the act it is describing, as in *promise*, *swear*, or *declare*. These can be difficult to distinguish from *nonperformative verbs*, the kind that don't actually achieve anything: "I promise I'll do my homework, Mom, after just one more game"; "Give me another chance, Baby, I swear I'll make it up to you"; or "No sir, I have no fresh fruit or alcohol in my bag to declare."

putative author–

A fictional author created by a real author. *The Life and Opinions of the Tomcat Murr* purported to be the autobiography of a cat, when in fact it was German storyteller E. T. A. Hoffman, a human, who wrote the book. (Note: The putative author concept does not apply to works such as, for example, Soseki Natsume's *I Am a Cat*, in which Mr. Sneaze is merely narrating his adventures, or Donald Trump's *The Art of the Deal*, in which it is a human that is being fictionalized by a lower life form.)

tautology–

A tautology.

universal grammar–

A hypothetical force of language that flows through the universe and all things in it. "It surrounds us, penetrates us, and binds the galaxy together" (Noam Kenobi). Some attribute the power of UG to microscopic organisms inside us, called WEELADs (Wildly Elaborate Explanations for a Language Acquisition Device). Prehistoric apes were accidentally infected by these organisms millions of years ago when they discovered a giant black mp3 player left behind by vacationing extraterrestrials and started listening to the podcasts stored in it.

Are you coming to **JALT2017**: *Language Teaching in a Global Age*?

November 17 – 20, 2017

Tsukuba International Congress Center (Epochal Tsukuba), Tsukuba, Ibaraki, JAPAN

http://jalt.org/conference

JALT2017 Technology In Teaching (TnT) Workshops: *Digital technology for teaching and learning*

Friday, 17 Nov 2017 – 13:30 - 19:00

- **Bob Cvitkovic**: *LiveCode: Software for Research and Education*
- **Peter Brereton**: *Writing Feedback: Using Wikis & Screencasts*
- **Rab Paterson**: *Cloud's Eye View of Google: What It Can Do for You*
- **Charles Browne**: *Utilizing Free Online Tools to Teach Vocabulary*
- **Nina Kang & Barry Griner**: *Stress-Free Testing Through Use of Polling Apps*
- **Nadine Richard & Mari Arjona Toledo**: *Simple Tools for Flipped / Interactive Classrooms*
- ***Simon Bibby***: *Connect and Deliver: Use Facebook & Google Drive*
- ***Branden Kirchmeyer***: *Getting (and Keeping) It Together with OneNote*
- **Mark deBoer**: *Using Moodle to Foster Student Collaboration*
- **Daniel Dusza**: *Integrated Technology - Transforming EFL Classes*
- **Joseph Tomei**: *LINE: Use What All the Cool Kids Use*
- **Jamey Heit**: *How Automated Assessment Can Improve Outcomes*
- **Paul Daniels**: *Using Web Speech Technology in the Speaking Class*
- **Gary Ross**: *Online Speech: A New Way to Practice Conversation*
- **Rich Bailey**: *Teach Smarter: Mobile Assisted Language Learning*
- **Mark Shrosbree**: *Technology for Output Practice*

Featured Speaker Workshops

- **Malu Sciamarelli** – Sponsored by the LiLT SIG and Pilgrims English Language Courses
  - *Creative writing, essential, not supplemental*
  - *Literature for all: Creative texts for every class*
- **Patrick Newell** – Sponsored by National Geographic Learning
  - *Power of TED*
  - *Future of learning*
- **Sumiko Ogawa** – Sponsored by the GILE SIG
  - *Inspiring Japanese students to be global citizens*
  - *GILE SIG Roundtable*
- **Paul Nation** – Sponsored by Compass Publishing
  - *Simplified material in language learning*
  - *How important are fluency development activities?*
- **David Beglar** – Sponsored by Temple University, Japan Campus
  - *Teaching speaking: The key is scaffolding*
  - *Developing reading fluency via extensive reading*
- Shoko Sasayama – Sponsored by Atama-ii Books
  - *An evidence-based approach to L2 task design*
  - *What can L2 learners tell us about task design?*
- **Steve Mann** – Sponsored by Abax
  - *Reflective tools for teacher development*
  - *Ways in using and augmenting material*
- **Reiko Yoshihara** – Sponsored by the GALE SIG
  - *Feminist approaches in university EFL classes*
  - *Narratives of feminist EFL teachers' identities*
- **Christine Pearson Casanave** – Sponsored by Tokyo JALT and the CUE SIG
  - *Writing for publication: Challenges and strategies*
  - *Issues for teachers in writing and publishing*
- **Rab Paterson** – Sponsored by JALTCALL
  - *Research around the world*
  - *Are you changing with the times?*

For more information or to view the schedule: http://jalt.org/conference