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Across Borders*

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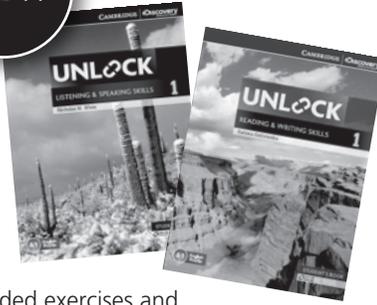
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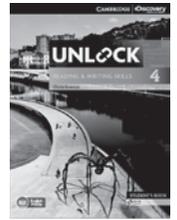
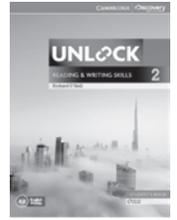
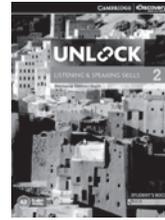
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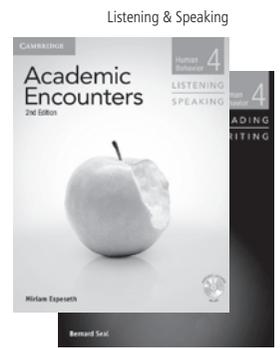
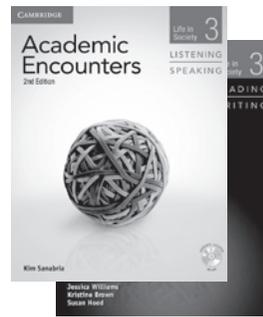
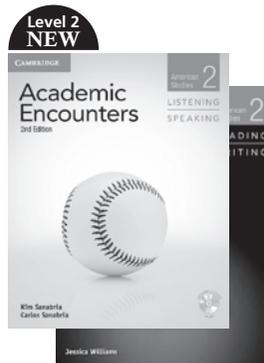
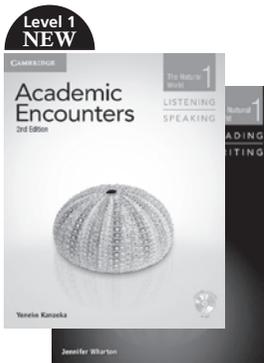
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In this month's issue . . .

Welcome to the final issue of The Language Teacher for 2013. Did you enjoy attending the 39th JALT Annual International Conference in Kobe? We hope the excellent presentations, forums, and poster sessions provided you with stimulating and innovative ideas for your teaching. We all thank those who participated, presented, and prepared for JALT2013.

In this issue, we have two Feature Articles and three papers in Readers' Forum. **Chika Kojima Takahashi** investigates university students' ideal L2 selves by using a qualitative approach and **Takaaki Hiratsuka** examines how teachers and students perceived learning in team-teaching classes. In Readers' Forum, **Asami Nakayama, Joanne Hah, and Steve Mann** investigate the shortcomings of the follow-up activities offered by a Japanese university to students returning from short overseas programmes, **Maiko Nakatake** describes challenges and possibilities in a writing center in Japan, and **Ted O'Neill** talks to ELT expert Scott Thornbury about his experiences as a blogger and author.

My Share has four great activities for you to try in the classroom. **Jon Eric Leachtenauer** illustrates a grammar activity teaching different verb tenses, **Mariko Ogasawara** explains an introduction activity based on task-based language teaching, **Matthew W. Turner** shows a task-based activity using Google Maps, and **Samuel Barclay** offers a vocabulary activity that encourages students to guess the meaning from context. In Book

Continued over

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TLT Japanese-Language Editor: Emika Abe

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Reviews, **Caroline Bertorelli** reviews *Thinking in the EFL Class*.

In this final issue of the year, we say goodbye to our senior coeditor, Jason Peppard, and welcome in Carol Begg as the new coeditor. Thank you Jason for your service to *TLT* and a warm welcome to Carol. We look forward to having you aboard as coeditor!

We hope you enjoy this issue of *TLT* and wish everyone a Merry Christmas and a Happy New Year.

Emika Abe, TLT Japanese-Language Editor

TLTの2013年最終号へようこそ。神戸でのJALT年次国際大会を楽しんでいただけましたでしょうか。素晴らしい発表、フォーラム、ポスターセッションをご覧になって皆様のクラスへの刺激的で新しいアイデアを得られたことでしょうか。JALT2013へ参加された方、発表さ

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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れた方、準備に当たられた方々へ感謝の意を表します。

今月号では、Featureが2本とReaders' Forumに3本の論文があります。Chika Kojima Takahashiが質的アプローチを使って大学生のideal L2 selfを調査しています。Takaaki Hiratsukaは教師や生徒がティームティーチング授業の学習活動をどのように認識しているかを検証しています。Reader's Forumでは、Asami Nakayama, Joanne Hah, Steve Mannが短期海外留学から帰国した学生に対しての日本の大学によるフォローアップ制度の不十分さを指摘しています。Maiko Nakatakeが日本の英語ライティングセンターの問題点と改善の可能性について論述しています。Ted O'NeillはELT専門家であるScott Thornburyにブロガーとして、また著者としての彼の経験についてインタビューしています。

My Shareには教室で使える4つの素晴らしいアクティビティが掲載されています。Jon Eric Leachtenauerが動詞の時制を教える文法アクティビティを説明し、Mariko Ogasawaraがタスクに基づく言語指導法による紹介アクティビティを紹介しています。さらに、Matthew W. TurnerはGoogle Mapを使ったタスクに基づくアクティビティを提示し、Samuel Barclayは学生に文脈から意味を推測するようにさせる語彙アクティビティを提供しています。Book Reviewsでは、Caroline BertorelliがThinking in the EFL Classの書評をしています。

本年最終号では、共同編集者の交代をお知らせします。Jason Peppardが退任し、Carol Beggが新共同編集者として就任します。JasonのTLTへの貢献に感謝の意を表し、Carolへ歓迎の意を伝えたいと思います。共同編集者としての活躍を期待しています。

今月号が皆様にとって役立つものとなりますように。メリークリスマス!どうぞよいお年をお迎えください。

日本語版編集者
阿部 恵美佳

Submitting material to The Language Teacher

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

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Ideal L2 self and university English learners: An interview study

Chika Kojima Takahashi

The University of Hawaii at Manoa

Although much research has focused on university students' ideal second language (L2) selves (Dörnyei, 2005, 2009), many studies have employed a questionnaire method and have not captured the full range of participants' ideal L2 selves. In order to gain a rich understanding of the development of ideal L2 selves, in this study six non-English major university students were interviewed. The results indicated that the interviewees' ideal L2 selves varied in terms of their contents and specificity, and revealed some types of ideal L2 selves which were not included in many questionnaire studies. Although opportunities to communicate in English were not frequent among the interviewees, some had unique occasions in which they used English. These opportunities then had influences on the development of their ideal L2 selves. Finally, the study discusses the possible role of teachers as role models serving to help students develop their ideal L2 selves.

大学生の目標言語を駆使する理想的な自分像 (ideal L2 self) についてはさまざまな研究 (Dörnyei, 2005, 2009) が行われてきたが、多くはアンケート調査であり、対象者の ideal L2 self 全体を捉えていたとは言い難い。本論では、6名の大学生 (英語以外の専攻者) にインタビューを行い、ideal L2 self を検証した。研究の結果からは、インタビュー対象者の ideal L2 self について、その内容や具体性において幅があること、また、アンケート調査の多くには含まれていない ideal L2 self もあることが明らかになった。インタビュー対象者にとって、英語でコミュニケーションする機会はあまり多くなかったが、何人かは英語を使うユニークな機会があり、そのような機会が、ideal L2 self を作り上げる際にも影響していた。最後に本論では、学生が ideal L2 self を作り上げる際に役立つような、ロールモデルとしての教師の役割を論ずる。

Research on motivation to learn a second/foreign language (hereafter L2) has been active for over 30 years. In the early days researchers' interest focused on what constitutes this construct, but lately there have been more discussions on how to motivate L2 learners. Teachers are also more eager to know how to motivate their students so that they put more effort into studying and hopefully achieving more in an L2.

Recently, a new L2 motivation model called the L2 motivational self system (Dörnyei, 2005, 2009) has been proposed and investigated in various contexts, including Japan (e.g., Ryan, 2009; Ueki & Takeuchi, 2012). The L2 motivational self system consists of the following three tenets: (a) ideal L2 self, which is the L2-specific facet of one's ideal self, (b) ought-to ideal L2 self, which is related to what one perceives others want them to be regarding an L2, and which functions to meet expectations and to avoid negative outcomes, and (c) L2 learning experience, which consists of more situated, 'executive' motives related to the immediate learning environment (Dörnyei, 2009, p. 29). The model was developed on the basis of the psychological theory of self-discrepancy (Higgins, 1987), which postulates that human beings are motivated to reduce the gap between their actual self and ideal self. Thus if an L2 learner has an elaborate and vivid self-image of being a proficient speaker of the L2, this ideal L2 self works as a strong motivator to study the L2 because the learner wants to reduce the gap between his/her ideal L2 self and his/her actual L2 self (i.e., a non-proficient L2 learner). Ideal L2 self has repeatedly been correlated with the variable of intended learning effort (Ryan, 2009; Taguchi, Magid, & Papi, 2009).

When we look at situations in Japan, it may be the case that many university students, especially non-English majors, do not have frequent opportunities to use English and therefore may not possess elaborate ideal L2 selves. Many studies within the framework of the L2 motivational self system employed a

questionnaire method, particularly using Likert-scale questions (e.g., Ryan, 2009, Taguchi, Magid, & Papi, 2009). However, we need a richer understanding of L2 learners' (non-) development of ideal L2 self. The present study aims to examine university non-English majors' ideal L2 selves by employing an interview method and focusing on (a) the relevance of English and English studies to them, (b) the (non-)development of ideal L2 self, and (c) the potential future development of ideal L2 self, particularly the role of teachers in the development.

Method

Interviewees

The interviewees for this study were six non-English majors coming from various departments at a university in rural western Japan (see Table 1 for the composition of the interviewees).

Table 1. Composition of interviewees

Inter-viewee #	Gender	Year	Major
1	Female	4th	Social Studies
2	Female	2nd	Law
3	Male	4th	Law
4	Male	3rd	Business Administration
5	Female	2nd	Business Administration
6	Male	2nd	Business Administration

Interviews

Each interview was semi-structured in the sense that the researcher had a list of specific questions and asked them in the same order, but asked other related questions when necessary. The questions considered (a) the relevance of English and English studies to each interviewee, (b) the development of ideal L2 self they already possess, and (c) possible future development of ideal L2 self (see the Appendix for the interview prompts).

Procedure

During regular class time at a non-compulsory English class for non-English majors, I asked students if they would be willing to participate in the interview sessions. I explained that the

interviews would take place outside the classroom, their purpose, their non-relationship to their grades, their anonymity, and the freedom to drop out of the session at any time they wished.

Seven students showed initial interest, and among them six agreed to be individually interviewed. The interview sessions took place in a quiet, vacant room on campus. Each interviewee signed a written consent. Each interview lasted for 15 to 20 minutes, and after each interview I thanked the participant and gave him or her a 1,000-yen gift certificate. The interviews were conducted in the interviewees' first language, Japanese. In order to analyze and interpret the data I followed Creswell's (2009) generic guide for the analysis and interpretation of qualitative data.

Results and discussion

The following summarizes the results of the interviews. In general, although many of the interviewees did not have frequent opportunities to communicate in English, some had innovative ways of using English outside the classroom. They varied in their accounts of ideal L2 self, in terms of its vividness and elaboration.

Relevance of English and English studies

The interviewees' experiences learning English are summarized in Table 2. Many of them stated that they were not good at grammar and disliked learning English during the period in which they had to learn it for the entrance examinations to university. They emphasized that what they wanted to learn was not grammar but L2 communication. It is interesting to note that all of the interviewees considered grammar and L2 communication as something dichotomous, and did not seem to think that grammar could be something necessary and useful for L2 communication. Teachers could try to help them understand that their grammatical knowledge is not something dichotomous to their L2 communication ability but something that can enhance communication if taught pragmatically.

Opportunities to communicate in English were not frequent among the interviewees, but some had unique occasions in which they used English. This includes Interviewee 6, who had opportunities for L2 communication when he got together with his friends who studied at another university in his area and one of their friends, an English Language Teacher (ELT), who resided in

Table 2. Interviewees' basic experiences with English and English studies

Inter- viewee #	When started learning English?	Like English studies?	Have been abroad?
1	7th grade	Not good at it, but like listening and speaking	Yes (to Guam in 2012)
2	Kindergarten	Good at it in junior high school	No
3	Elementary school	Became bad at it in high school	No
4	7th grade	Good at in junior high school but became bad at it as it was difficult to understand grammar	No
5	1st grade	Liked it	Yes (Stayed with a host family in the U.S. in junior high school)
6	Kindergarten	Like listening, but when did not understand grammar disliked it	No

the area. Also, Interviewees 3 and 4 downloaded applications in English and played online games in English.

An important difference regarding participants' opportunities to communicate in English is that in addition to having different English communication opportunities, participants also had different perceptions of those opportunities. Whereas some stated that there were no opportunities to communicate in English and seemed to take it for granted, others seemed to even try to create such opportunities and look for them. Interviewee 2, who seemed to take it for granted that there were no opportunities to use English outside the classroom made the following account.

Opportunities to have exposure in English dramatically declined after becoming a university student. I studied it until high school partly because of entrance examinations, though. Now I have no opportunities to speak in English. (Interviewee 2)

In contrast, Interviewee 5 seemed to take advantage of every opportunity to communicate in English, such as "communicating with native-speaker teachers on campus and exchanging emails and letter [sic] with my host family." Taking an elective course in English was also "to do something to create opportunities regarding English."

When asked whether they thought they would need the ability to use English in the future, participants' answers varied. Some answered that they did not know what they wanted to pursue as their careers, and did not particularly

think that they wanted to use their English ability for their future jobs. In contrast, Interviewee 1 was graduating in a few months at the time of the interview and had a job offer at a bookstore, in which she hoped she could serve foreign customers in English. Thus, English-related components of participants' careers may become clearer as they develop more specific ideas of what they want to do after graduating from the university.

Interviewees' ideal L2 selves

When asked if they had any ideal self related to English, participants' answers varied, both in terms of content and specificity. Table 3 summarizes the results.

Table 3. Interviewees' ideal L2 selves

Inter- viewee #	Ideal L2 self
1	<ul style="list-style-type: none"> • Communicating in English fluently when traveling abroad • Obtaining a high score on the Test of English for International Communication (TOEIC) • Serving a foreign customer well in English for her job
2	<ul style="list-style-type: none"> • Communicating well in English with a foreigner
3	<ul style="list-style-type: none"> • Communicating in English fluently with an opponent when playing online games • Understanding English well when listening

Inter-viewee #	Ideal L2 self
4	<ul style="list-style-type: none"> • Listening to and understanding lyrics in English, and singing well in English
5	<ul style="list-style-type: none"> • Communicating in English fluently when traveling abroad • Communicating in English well with her host family and acquaintances
6	<ul style="list-style-type: none"> • Communicating well in English with an ELT he knows • Communicating in English fluently when traveling abroad

First, there seems to be an interesting relationship between whether participants believed they had opportunities to communicate in English and the formation of their ideal L2 selves. For example, Interviewee 1, who seemed motivated to study English, had specific ideal L2 selves, as depicted in Table 3. Although she did not perceive opportunities to communicate in English frequent, she had in her mind specific occasions in which she thought she could use English, including when traveling abroad and when working at a bookstore after graduation. In contrast, the ideal L2 self explained by Interviewee 2, who did not think she had any opportunities to communicate in English, seemed to lack vividness or elaboration. Regardless of how frequently the participants actually had opportunities for L2 communication, how they *perceived* these opportunities (e.g., whether those opportunities were available in their area, how relevant they considered English to be to their life, etc.) seemed to influence their development of ideal L2 selves. That is, if they considered that English was something distant and that they had no connection to it, it seemed extremely difficult for them to vividly imagine any ideal L2 self. In contrast, if participants thought these opportunities were available to them in their area or could imagine a situation using English, even infrequently, the development of an ideal L2 self seemed to be easier, such as the case of Interviewee 1. Thus, in order to help students develop an elaborate ideal L2 self it is first necessary to introduce situations in which they can use English.

Second, participants also mentioned some unique types of ideal L2 self which are not typically included in Likert-scale questionnaires. For example, Interviewee 4 belongs to

a band and sometimes sings in English and he envisioned himself as someone who could sing well in English. Another example is Interviewee 3, who played online games and wanted to become someone who could communicate well in English with his opponents. Individuals may therefore have unique types of ideal L2 self which they have the potential to further develop, but which teachers are not necessarily aware of.

Third, it seemed difficult for some of the interviewees to imagine themselves as *someone* using English. Rather, they simply stated the goals and purposes for which they wanted to use English in the future. In the L2 motivational self system a clear distinction is made between having an ideal L2 self and a goal of L2 learning, in that unlike a goal in L2 learning ideal L2 self involves “tangible *images* and *senses*” (Dörnyei, 2009, p. 12, original emphasis). Furthermore, ideal L2 selves with “insufficient specificity and detail” are not considered to exert a strong motivational power (Dörnyei, 2009, p. 19). In this sense some of the interviewees’ ideal L2 selves might have lacked elaboration and vividness, which Dörnyei considers to be crucial. If this is the case, these ideal L2 selves might not have had a strong motivational power either.

Role of teachers

When I asked the participants what teachers could do in order to help them with their English studies and shape their ideal L2 selves for their future, they gave some interesting suggestions in two major areas. One is related to English learning in general but might have indirect implications for the formation of ideal L2 selves. For example, Interviewee 2 thought that Japanese teachers in particular could be good people to practice L2 communication with so that she could feel comfortable and confident when communicating with a foreigner. This role of Japanese teachers might have an important part to play in the formation of ideal L2 self as well. That is, by helping students practice L2 communication without making them feel much pressure, students may start viewing themselves to be actual L2 users, which might then help them imagine themselves as future competent L2 users.

The second role of teachers was directly related to the formation of ideal L2 self and how teachers could be role models and encourage learners. The following demonstrates these roles of teachers.

My English teacher was a role model which I longed to be. (Interviewee 1)

A teacher in my freshman year told us his (her) experiences, and explained why we should try to go abroad, the advantages of it and such. (S)he taught us that by telling his (her) experiences, which made me want to go abroad. Listening to him (her) made me interested and want to learn (English). (Interviewee 6)

These statements show what Japanese teachers could potentially do in order to stimulate their students' ideal L2 selves. Teachers should have their own stories of how much they struggled to learn English, how much effort they made, for what purposes, and what experiences they have had regarding English. They may not necessarily tell these stories in their classes because of limited class time. However, considering the benefits that teachers as role models can offer, these stories may play an important part in their students' English learning.

Conclusion

Limitations of the study

One of the limitations of this study is that the interviewees were self-selected and might have been those who were relatively motivated among the students. Future studies should try to tap into what learners who absolutely dislike English consider in terms of their ideal L2 self and English studies. Another limitation is that this study did not focus on the changing nature of interviewees' ideal L2 selves. Given that L2 motivation is changeable, future studies should employ a longitudinal method and focus on how L2 learners' ideal L2 selves are developed and enhanced, possibly with intervention by their teachers.

Implications

Limitations aside, this study has demonstrated various ideal L2 selves possessed by non-English majors in a typical English as a foreign language context, and the relevancy of English and English studies to them in such a context. Some types of ideal L2 self which were described by Likert-scale questions in many questionnaire studies were also mentioned by the interviewees in this study, but others were quite unique. Furthermore, the specificity and vividness of ideal L2 selves described by the interviewees

varied, pointing to the need to help learners further develop their ideal L2 selves so that they are more motivated to learn the L2. Comments by some interviewees elaborated a possible role which their teachers, particularly Japanese ones, could play in order to help them develop ideal L2 self.

Some of the interviewees' ideal L2 selves seemed to focus more on various goals than on identity, such as "to do something" rather than "to become someone." Perhaps some interviewees did not vividly imagine themselves as being English users, thus not elaborating on their identity which has an English-related component. Furthermore, one thing to note is that when learners were undecided on their future career it seemed rather difficult for them to imagine themselves using English for their future jobs. Thus, occasions such as seminars, in which students are not only introduced to various types of jobs but also how these jobs could have L2-related components, might be helpful. We can introduce people who actually use English for their jobs as role models so that learners can more vividly imagine what it would be like to use English for job purposes.

In terms of teachers' roles, two major points can be concluded. One is that by helping students understand the role of their grammatical knowledge in L2 communication and by practicing L2 communication with their teachers, students can start to realize themselves as L2 users, which may also help them develop their ideal L2 selves. The other role teachers could play is that of being role models, telling students their own stories related to English. This seems where Japanese teachers are particularly relevant, and they could tell students how they struggled and gained the L2 competence which they now have and how they became users of English. They have the potential to work as motivators for learners of English.

References

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Appendix: Interview prompts

Background questions

- What year are you in?
- What is your major?
- When did you start learning English?
- Have you been to a foreign country? When and for how long?

Relevance of English and English studies

- Have you liked studying English? Why/Why not?
- Do you have opportunities to communicate in English outside class? How about reading and/or listening in English?
- Did you have any opportunities to communicate in English outside class in the past?
- Do you think you will need English competence in the future? For what purposes?

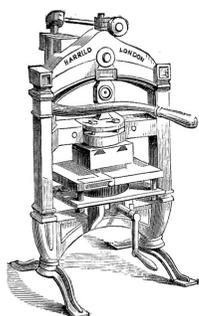
Development of ideal L2 self

- Do you have any ideal L2 self?
- When do you think you developed it?
- Who influenced you in developing it? How?

Future development of ideal L2 self

- What kind of information would you need in order to further develop ideal L2 self?
- How do you think teachers can help students develop ideal L2 self?

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Beyond the rhetoric: Teachers' and students' perceptions of student learning in team-teaching classes

Team teaching by local Japanese teachers of English (JTEs) and foreign assistant language teachers (ALTs) through the Japan Exchange and Teaching (JET) program has received high acclaim for its role in promoting foreign language education and enhancing cultural exchange. However, we need to critically examine the realities of team teaching beyond the prevailing rhetoric as team teaching affects hundreds of thousands of people and costs a considerable amount of money. I recruited two pairs of team teachers and their students from two public high schools in Japan to explore their perceptions of student learning in team-teaching classes. Data were collected from December 2011 to March 2012 using multiple qualitative methods. The participants had complex, idiosyncratic interpretations of the rationale behind team-teaching classes, the learning goals involved, and approaches taken. The article concludes with a discussion of practical implications arising from this study and of how acknowledging the particular contexts of individual teachers and students can improve team-teaching classrooms in Japan.

日本人英語教諭(JTE)とJETプログラムによって招聘された外国語指導助手(ALT)によるチームティーチングは、主に語学指導と国際交流の分野において各方面から高く評価されている。しかしながら、本論ではその常套句に捉われず、多くの人々に影響があり、多額の費用もかかることを考慮して、現場の教師と生徒達のチームティーチング授業における学習活動に関する認識の実態を深く追求した。データは様々な質的研究手法を利用し、2011年12月から2012年3月に渡って2つの公立高等学校の2組のチームティーチング教諭とその生徒達から収集された。その結果、教師、生徒が抱くチームティーチング授業の学習活動の認識は、複雑多岐に渡り、それぞれが特有の根拠、目的、学習様式を抱いていることが示唆された。本論では最後に、個々の教師、生徒の境遇に重きを置いた、実践的な提言を行う。

Takaaki Hiratsuka

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In order to improve foreign language education, Japanese schools have incorporated team teaching—conducted by local Japanese teachers of English (JTEs) and foreign assistant language teachers (ALTs)—into daily English lessons through the Japan Exchange and Teaching (JET) program for more than two decades. The program has received high acclaim for its role in enhancing mutual understanding between Japan and other countries and for being one of the world's largest and best documented exchange programs (CLAIR, 2012; Medgyes, 2001). It is also believed that team teaching has now become an essential part of English education in Japan as it creates a more communication-oriented learning environment (Brumby & Wada, 1990). General comments in praise of team teaching are quite common, such as that by Koike and Tanaka (1995): “Overall, the JET Program has been very successful up to now” (p. 20). These descriptions, however, do not adequately capture the complexities of actual team-teaching activities because they fail to consider teachers' and students' particular perceptions and practices in language learning in their respective contexts. It is thus important for us to closely examine how teachers and students view team teaching in Japan with regard to student learning, and to critically analyze the realities of team teaching beyond the prevailing rhetoric. This study is of significance in particular because it shows there is confusion as to how team teaching contributes

to student learning, and because in the end it provides some ways in which the JET program could be improved. By acknowledging the weaknesses of the program and proposing practical suggestions, this study could help bring about positive changes for the hundreds of thousands of people involved in the program and give a better outcome to the considerable amount of money being spent—approximately ¥26.7 billion a year (Ishii, 2009).

Studies on JTE-ALT team teaching

The pedagogic benefits as well as the drawbacks of JTE-ALT team teaching have been widely addressed. Brumby and Wada (1990), for example, note several benefits of team teaching for students, such as increased authentic interaction and exposure to model conversations in English. Benefits for team teachers such as exchange of cultural information (Tajino & Tajino, 2000) and, specifically for JTEs, improvement of English communicative abilities (Gorsuch, 2002) have also been identified. On the other hand, it has been revealed that there are several challenges due to ineffective communication between team teachers (Moote, 2003) and differences in team teachers' linguistic and cultural backgrounds (McConnell, 2000).

Interest for scholars has centred particularly around teachers' perceptions: how they view themselves, their teaching partners, teacher relationships and teacher roles. Mahoney (2004) collected data from team teachers through a nationwide questionnaire and discovered that the participating teachers were unclear about the respective roles of both JTEs and ALTs. Ogawa (2011) similarly examined JTEs' and ALTs' preferences regarding the ALT role and found that the teachers had different, sometimes contrary, expectations regarding ALT duties.

Central to Hiramatsu's (2005) study are the JTEs' and ALTs' perceptions of their team teaching and the factors influencing those perceptions. Her analysis indicated that: (a) the English proficiency of JTEs affected their team teaching; (b) rigid routines were characteristic of team-teaching lessons; (c) there was tension between promoting communication and emphasizing exams; and (d) few opportunities were available for teachers to build collegiality. Miyazato (2009) scrutinized the relationship between JTEs and ALTs by focusing on power-sharing. In her study, which involved two pairs of team teachers, the ALTs were granted full autonomy in the class-

room despite their assistant status, on account of their language abilities. Although less proficient in English, JTEs played an important role as a linguistic, cultural or psychological mediator between ALTs and students, due to their familiarity with the backgrounds and contexts of their students.

Two other studies focused specifically on students' perceptions of team teachers. By using a questionnaire, Tajino and Walker (1998) found that the participating high school students saw JTEs merely as interpreters and ALTs as "authentic" English providers. Through interviews, Miyazato (2012) similarly examined high school students' views of JTEs and ALTs and reported that the students had positive images of ALTs because of their perceived exoticness and the authenticity of their English. However, the students also perceived ALTs negatively, as mere assistants lacking knowledge of the Japanese language. In contrast, the students appreciated JTEs because of their linguistic, cultural, and psychological mediator roles.

As seen here, the previous studies concerning team teaching in Japan have consisted primarily of descriptive explanations about advantages and disadvantages of team teaching and team teachers. In its current state, the literature leaves something to be desired: (a) most studies have looked only at teacher perspectives or only student perspectives; (b) the data collection methods used have almost always been limited to questionnaires or interviews; and (c) the main focus of the studies has not been on student learning. I seek to fill the gap in the literature by examining, through various qualitative research methods, both teachers' and students' perceptions of team-teaching classes, focusing on student learning.

Methodology

The participants in this study were: (a) two pairs of team teachers (each pair consisting of a JTE and an ALT) from two different public high schools in one of Japan's northern prefectures; and (b) 76 second-year students comprising the two classes that each pair was teaching. For reasons of anonymity, the names of the participants and their schools have been changed. The participants provided their own pseudonyms, and the schools were named by myself. Aitani (female JTE in her 40s) and Matt (male ALT in his 30s) worked together at Sakura High School; Takahashi (female JTE in her 40s) and Sam (male

ALT in his 20s) taught at Tsubaki High School. At Sakura, Kanon (female) and Tatsuya (male) were chosen by Aitani as focal students for individual interviews because their timetables were more open than the other students; Takahashi chose Sayaka (female) and Yousuke (male) at Tsubaki for the same reason. The duration of the data collection was from December 2011 to March 2012, and the following data collection methods were used:

- **Semi-Structured Interviews (SI)**—At both the beginning and the end of the data collection phase, the teacher participants and the focal students took part in semi-structured interviews which lasted about one hour each. The JTEs and students were interviewed in Japanese, and the ALTs in English. All the interviews were audiotaped and transcribed. I then translated the Japanese ones into English.
- **Classroom Observations (CO)**—I observed three team-teaching classes at each school. Each of these classes was videotaped.
- **Focus Group Discussions (FGD)**—All four teachers and I had three separate discussions in English about their team-teaching classes. Each discussion lasted about one and a half hours and was audiotaped and transcribed.
- **Teacher Journals (TJ)**—Each teacher wrote three journal entries in English reflecting on their experiences with team teaching.
- **Field Notes (FN)**—I kept a detailed record of events, incidents or participants' comments at the research sites.

I conducted a qualitative content analysis (Bogdan & Biklen, 2007) of the data in which I focused on the meaning of the participants' comments and behavior in order to identify recurring and/or salient themes. Following the two-step strategy described by Merriam (2009), I first pursued the data of each participant collected over time as a set (e.g., Aitani, Kanon) in order to learn his or her perceptions in a holistic way. I then applied the analytic process simultaneously to different team teachers and/or students to see the possible divergences and convergences of perceptions between the participants (e.g., Aitani and Matt, Aitani and Yousuke). This two-step strategy was interconnected: each analysis affected, and was affected by, the processes and outcomes of other analyses. Several themes emerged as a result of the data analysis reflecting important perceptions the participants had of student learning in team-teaching classes.

Findings

The participants perceived language learning in team-teaching classes as complex and oftentimes contrasting. The following unresolved questions emerged from the data analysis: (a) Are team-teaching classes a meaningful learning opportunity or release time from JTEs' individual-teaching classes? (b) Should team-teaching classes be about testing or communication? (c) Should team-teaching classes always be easy or should they sometimes be challenging?

Meaningful learning opportunity or release time from JTEs' classes?

All the participants valued the presence of ALTs because they were the only native speakers of English in their schools. In this sense, team-teaching classes, unlike JTEs' individual-teaching classes, were seen as a rare opportunity for students to learn native-level English and be exposed to more sophisticated, natural English interactions. Takahashi, the JTE at Tsubaki, commented: "Having Sam in the classroom makes a difference because, immediately, it becomes natural for them [the students] to use English". Sayaka, one of the focal students from Tsubaki, said: "When Sam comes, I feel we speak or write English more". By the same token, the other focal student at Tsubaki, Yousuke, remarked: "When an ALT comes ... our motivation level goes up because they are foreigners". Tatsuya, a focal student from Sakura, considered team-teaching classes to be valuable because he could learn "not only English but also different cultures, unlike the classes taught only by Japanese teachers". For the other focal student at Sakura, Kanon, team-teaching classes were an important learning opportunity because of increased English exposure and group activities: "We just read sentences and translated them into Japanese in Aitani's classes, but when the ALT came, he spoke lots of English and had more group activities. We could discuss a lot with other group members".

At the same time, a few participants sometimes saw team-teaching classes to be a release time from JTEs' individual-teaching classes. For example, when I asked Kanon about her experiences with team-teaching classes from the previous year at Sakura, she replied: "Playing games was the main thing we did when ALTs came". A variation on Kanon's comments was also voiced by Sayaka: "When I was a junior high school student, team-teaching classes

almost always involved games". Later, Sayaka added: "To be honest, I was happy to have team-teaching classes just because I didn't have to take JTEs' classes. I felt the class was easy when the ALTs came because we didn't have to sit in the formal classes". Although these comments were made regarding team-teaching classes in previous years, these past experiences contribute to the students' perceptions and expectations of their current and future classes (see Barkhuizen, 1998). It should be noted that although Sayaka viewed team-teaching classes as a meaningful opportunity in that she wrote and spoke English more during those classes, she nonetheless also viewed team-teaching classes as a release from JTEs' classes. A single participant can thus be seen to hold two seemingly contrasting perceptions.

Based on her experience, the JTE at Sakura, Aitani, reported that some students "regard those team-teaching classes as a time to relax or play around". Sam not only noted that team-teaching classes were somewhat "loose," compared to JTEs' "serious" classes, but also went on to question the extent to which team-teaching classes are a meaningful learning opportunity for students. He made a somewhat controversial comment: "You can get rid of the JET program, and it won't make too much of a difference, based on what kids are learning English [sic]".

The participants generally viewed team-teaching classes as being able to provide a meaningful learning opportunity particularly because of the presence of native English speaking ALTs. However, there are comments which reveal that some participants consider team-teaching classes to serve as a release time from JTEs' more formal classes.

Testing or communication?

The teacher participants were of two minds regarding the learning goals of team-teaching classes—whether the focus should be on testing or communication. There was a general feeling that emphasis on one will necessarily come at the expense of the other. This conundrum was illustrated in comments made by Matt, the ALT at Sakura: "It's complicated.... We have to find the balance between cultivating the ability to use the language and actually using the time and energy wisely to achieve the goal [of increasing students' test scores]". Likewise, Sam was keenly aware that students and JTEs seemed to value test scores more than communicative abilities,

which he thought limited the English conversational skills of the students: "Most of my kids can't sit down and converse with me, not in a way that is remotely close to being comfortable. The problem is all the kids are taught to focus on grammar for tests. That's not communicating". Aitani agreed with Sam's beliefs about student learning, writing in her journal that when we learn a language, communicative practices should be emphasized rather than mechanical rule memorization. Interestingly, the JTE at Tsubaki, Takahashi, remarked: "Actually, I don't care so much about their grammar while I am in the lesson. I just focus on the content and I enjoy their [students'] answers". Despite Aitani and Takahashi both stating that their focus is on communicative practices and content, this was not reflected in their classes I observed. At Sakura, team-teaching classes often dealt with grammar points from the textbook. At Tsubaki, team-teaching classes began, without exception, with quiz sheets for university entrance examinations. This suggests that perhaps the JTEs' concern about students' test scores shaped the way in which they taught even if it was not aligned with their beliefs.

The students also juxtaposed tests and communication when considering their language learning in team-teaching classes. For them, tests scores were the primary occupation and outweighed their interest in English communication skills. For instance, Tatsuya stated: "When the foreign person comes, we can increase the opportunity to actually speak English, but that's not enough.... I want to prepare for tests too". Sayaka was unreserved in describing and providing her opinions about her learning:

Sayaka: Unlike usual JTEs' classes, when Sam comes around, there are many communicative activities. So we don't deal with any grammar points, except briefly in the beginning.

Researcher: Is it bad if you don't learn grammar points?

Sayaka: Not really, but if we think about the tests, we should be making progress in the textbook.

Sayaka was concerned with grammar learning related to the tests and had a somewhat doubtful attitude regarding team-teaching classes involving communicative activities.

What seemed to be at issue was that for the teachers, there was a desire to develop students' communicative abilities, but this was not realized, primarily because of the students' preoccupation with achieving high test scores. Both tests and communication were thus significant issues when it came to the purpose of team-teaching classes in the participants' contexts.

Always easy or sometimes challenging?

Some participants preferred team-teaching classes to be safe environments where students could understand everything easily. Others believed that students should be challenged and sometimes put in difficult positions. On the whole, the JTEs seemed to want to ensure total comprehension on the part of the students whereas the ALTs were willing to challenge the students' limits. For example, Matt described a baffling situation which he found himself in when working with another JTE (not involved in this study):

Sometimes in a class, if I say something, the JTE will immediately translate it into Japanese whereas if the kids had the time to take that in and let me explain that in another way, then they start to understand.... I know from my learning experience that when you are forced or you have no option but to figure something out for yourself, that is the best way to learn.

Similarly, Sam believed that it would be better for the students to be pushed and challenged rather than always guided and supported:

I think it [giving instruction only in English] is definitely something. Maybe at first, it's a lot. But you have to start and choose somewhere. So, each time I'm sure, the more and more they hear it, it would be easier and easier.

During the first focus group discussion, however, Aitani mentioned the difficulty of deciding the timing and extent of using Japanese with her students. She spelled out her feelings about what it means for the students to "understand" in her journal:

At the bottom of this practice [employing translation] is my fear: Students may not understand what is being taught unless they are provided with translation. "Understanding" is a tricky word for me. My mind tells me that understanding of a foreign language doesn't necessarily mean translating it into one's

mother tongue. But my unconscious behaviours easily betray my mind, and often make me end up with acts of translation.... What is the very thing that students are supposed to understand? The grammar, the content of the passage, vocabulary, or the messages of the story?

I noticed that the students at both schools demanded Japanese translation from the JTEs. This was especially evident at Sakura. It seemed that Aitani had no choice but to provide Japanese translation to make team-teaching classes easier for her students. Nevertheless, when Kanon at Sakura was interviewed, she candidly shared her feelings with me:

I don't want my teachers to think like, "oh, maybe this word is too difficult for them, so let's use this word," or anything like that. I want to listen to natural English conversations that can actually be understood in foreign countries.

The evidence suggests that the ALTs are eager to push their students out of their comfort zone and that students like Kanon indeed want to be challenged rather than having their understanding always secured. The JTEs, however, often end up choosing a safe option of translating because of a fear that the students won't be able to cope with uncertainty. In exploring the participants' perceptions of student learning, it is crucial to consider the balance between securing the students' understanding and challenging their learning capacity.

Discussion

The teachers and students in this study had idiosyncratic perceptions of student learning in

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team-teaching classes and complex interpretations of the rationale behind team-teaching classes (whether they are a meaningful learning opportunity or a release time from JTEs' individual-teaching classes), the learning goals (whether the focus should be on testing or communication) and approaches (whether they should always be easy or sometimes challenging).

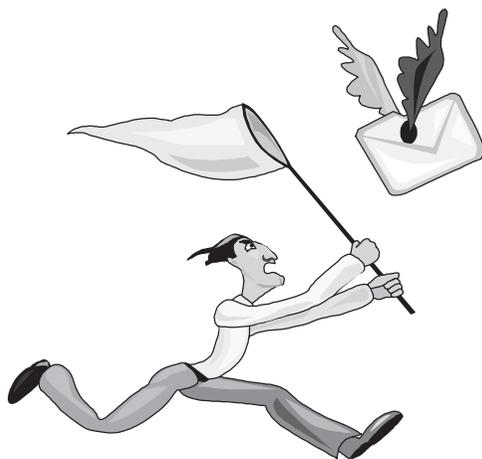
A notable result of this study is that both the teacher and student participants perceived points of tension. Firstly, they felt the consequences of the incongruence between the JTEs' individual-teaching classes and team-teaching classes. This dissonance can be remedied by making JTEs' classes and team-teaching classes more similar. For example, JTEs could begin including more communicative activities in their usual classes with help from ALTs in terms of activity ideas and class materials. ALTs could also learn how to formally teach grammar and reading comprehension by observing JTEs' individual-teaching classes in order to accommodate students' various needs. Both the team teachers need to reconsider their pedagogy and expand their teaching repertoire in team-teaching classes; playing games disguised as communicative activities should not be the default option. There is no need for JTEs and ALTs to remain confined in predetermined roles. On some occasions, JTEs could lead team-teaching classes with a focus on conversational English; on other occasions, ALTs could organise team-teaching classes paying special attention to tests and grades. Their roles can be adapted according to a number of factors, including: the frequency of the ALT visits, the amount of English the students are exposed to, the timing of exams and tests, the language proficiency of the team teachers, and the desires of students as well as the willingness of teachers.

Secondly, the participants saw a mismatch between what team teaching offers and what high-stakes tests demand. Students' communicative practices of the kind exercised in team-teaching classes are not formally examined beyond the inclusion of listening sections in university entrance examinations. If team-teaching classes are to be more relevant and meaningful, other forms of testing such as oral examinations should also be instituted. This would also encourage JTEs and students to make better use of ALTs both inside and outside the classroom. In addition, where appropriate, JTEs could invite ALTs to both write and mark tests. This could allow test content to reflect the activities used in team-teaching classes and ALTs to gain a

better understanding of their students' learning progress.

Considering the fact that the participants in this study had different and often contrasting perceptions of student learning in team-teaching classes, teachers and students should be given opportunities to share their views on team teaching. Although they do not need to agree on what comprises an "ideal" team-teaching class, these opportunities would enable them to realize how divergent their perceptions are and to acknowledge in their own right how valuable and rare the learning opportunities in team-teaching classes are. For instance, at the beginning of the school year, team teachers could ask students about their background, needs and language learning history through questionnaires. Throughout the year (possibly once a semester), team teachers and students could negotiate and evaluate their team-teaching classes together through interviews or discussions, paying particular attention to the level of difficulty, quantity of English input and optimum use of Japanese in the classroom. I believe these suggestions will help us achieve more effectively the stated goals of the JET program.

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Concluding remarks

This study has shed some light on teachers' and students' complex perceptions of student learning in team-teaching contexts. Each participant had different, yet legitimate, concerns over student learning in their team-teaching classes. Rather than simply praising team teaching in its current form, the perceptions and practices of actual teachers and students in the classes need to be scrutinized. At the same time, attempts can be made by team teachers and students to reconsider, individually and collectively, the impact that team teachers' characteristics, student testing, and their perceptions of team teaching have on their classes. This should be carried out not in order to find and agree on a one-size-fits-all solution, but to explore teaching and learning alternatives and possibilities at a grass-roots level. This can be achieved through various types of questionnaires, interviews and discussions in which the voices of all involved in these contexts are heard. Through these efforts, we will enrich team teaching in Japan and move it beyond the current prevailing rhetoric.

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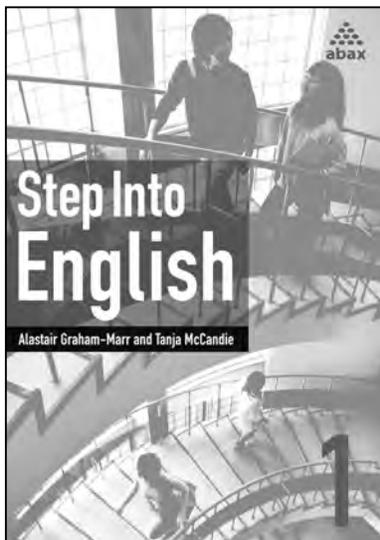


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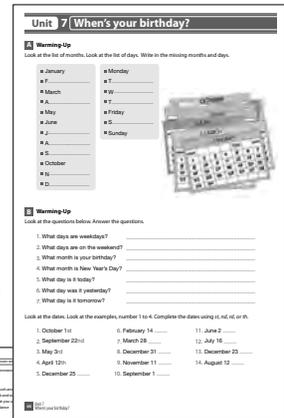
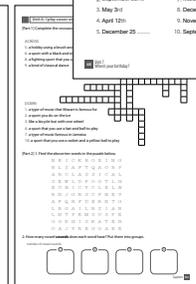


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Challenges and possibilities in tutorials in a writing center in Japan

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In recent years, interest in English writing centers as a support service for students' writing beyond the regular curriculum has been growing in Japanese universities. Our writing center at the University of Tokyo was established under a first-year scientific English writing course in 2008. Our writing center offers tutorial sessions for students' L2 (English) writing in L1 (Japanese) on a one-to-one basis. This article provides a brief introduction to our writing center and describes the challenges that tutors face, which are unique to writing centers in contexts where English is a foreign language. In this article, I would like to focus on three major points: the issue of grammar correction, tutors' English proficiency, and tutees' unfamiliarity with the writing center and tutoring style. This article also discusses the roles and possibilities of writing centers in Japan for both tutors and students.

近年、日本の大学において、正規課程外で学生の英語ライティングを支援する機関として、ライティング・センターへの関心が高まっている。東京大学のライティング・センターは、2008年に、理系1年生のための英語アカデミック・ライティング・プログラムのもとに設立され、学生の科学英語論文に対するチュートリアルを1対1の形式で、日本語で提供している。本論では、本ライティング・センターの取り組みを紹介し、さらに現在直面している3つの問題点（文法の修正に関する問題、チューターの英語力に関する問題、学生のライティング・センター及びチュートリアルに対する認知度の低さの問題）に焦点をあてる。また、EFL環境下にある日本のライティング・センターが学生とチューターの両方に与える影響を明らかにし、日本の英語ライティング・センターが果たす今後の役割と可能性について検討する。

Although writing centers have opened in many universities in the United States, it cannot be said that the concept of a writing center is widely recognized in Japan. Since 2004, a few Japanese universities have established writing centers, but the number of writing centers in Japanese universities is still small. Although studies on writing center administration have been widely conducted, only a few empirical studies have so far been made on writing center tutorial practice in the Japanese English as a foreign language (EFL) context (Hays, 2010; Sadoshima, Shimura, & Ota, 2009). In the near future, as the number of writing centers in Japan continues to grow, studies on tutorial practice in Japanese writing centers will become necessary in order to provide more effective tutorials with EFL writers. This article will provide a brief introduction to our writing center at the University of Tokyo and describe the challenges that our writing center faces in the tutorials.

Our writing center, which is called the Komaba Writers' Studio (KWS), was established under the Active Learning of English for Science Students (ALESS) program in 2008. ALESS is a scientific academic writing course for first-year undergraduate science students at the University of Tokyo. In this course, students are required to design and conduct an original small scientific research project (usually an experiment), write a paper about the experiment in academic English, and give an oral presentation in English. In addition, in-class peer tutoring (review) on each other's writing is included in this course. All ALESS instructors are native or near-native speakers of English with advanced degrees. The classes are conducted in English.

Our writing center offers individual assistance to ALESS students and occasionally other first-year undergraduates on their writing assignments. Our writing center is open five days a week and offers 40-minute sessions on a one-to-one basis. Students can make an appointment with a tutor online. The tutorials are usually conducted in Japanese. The tutors in our writing center are graduate students from various departments and they are

native speakers of Japanese or are fluent in Japanese. In order to become a tutor, we have to take a one-semester course in second-language writing pedagogy (teaching and tutoring English academic writing).

One of the innovative features of our writing center is that there are two kinds of tutors, writing tutors and science tutors. Writing tutors, who come from various disciplines, consult with students on their papers, while science tutors, whose majors are chemistry, physics, and biology, hold science workshops and give advice on the experiment that ALESS students design and conduct for those papers. Sometimes a writing tutor collaborates with a science tutor and provides a joint tutorial session with a student. Joint sessions are often held when students are writing the results and discussion sections of their papers. In a joint session, the writing tutor focuses on issues related to organization and language, while the science tutor provides feedback on how to analyze the data the student obtained in his or her experiment from a scientific and technical perspective.

Another feature of our writing center is that it offers students an opportunity to receive feedback on their English writing in Japanese. Some students cannot understand or misunderstand what their instructor says in the class, which is conducted in English, or what they are supposed to do for their homework. The tutors can check online what each instructor is teaching and can provide support tailored for each class. Thus, our writing center can also serve as a complementary support center for English writing in the students' first language (L1), Japanese. Although in recent years English classes have started to be conducted in English at some junior and senior high schools in Japan, most secondary-level English classes are still conducted in Japanese by teachers whose first language is Japanese. If our first-year undergraduates receive feedback from our tutors in English, it may be difficult for them to understand the tutors' advice or suggestions, especially with regard to sentence-level grammatical issues, and the students may even become confused and uncomfortable, because they are not familiar with that style of instruction. Another reason for conducting the tutorials in Japanese is that tutoring in a common native language is less likely to cause problems related to differences in cultural background, such as those pointed out by Kennedy (1993) or Blau and Hall (2002). Therefore, as Sadoshima et al. (2009), who examined the effectiveness of tutoring

English writing in Japanese, reported, when Japanese students discuss their papers with their tutors in Japanese, the students are more likely to become actively involved in the discussion by asking and answering questions and raising new topics. The results of Sadoshima et al.'s study also indicated that when tutoring is conducted in a common native language for tutors and tutees, the tutees tend to act more as peers of the tutors.

The number of tutorials in our writing center has been increasing yearly. In the first year, 2008, the writing center offered a total of about 350 tutorial sessions, and by 2011 the number of tutorials had increased to about 630. One likely reason for this increase is that, since 2009, our writing center tutors have started to visit the writing classes to introduce the writing center, hand out flyers to advertise the center, and explain what kinds of things students can do there. Our writing center also holds an open house each year to promote the center. Through these activities, our writing center's visibility increased. In a follow-up interview with tutees conducted after a tutorial session, some students remarked, "At first, I could not imagine what the writing center is and had no idea what to do at the center, but after receiving a tutorial session, I realized how helpful it is to the writing process." Others mentioned that tutorial sessions gave them a clearer idea of what to do with their papers and that they could learn revision strategies from tutors through the sessions. Students who have visited our writing center once are more likely to return for further tutorial talk to improve their writing.

Our writing center has also undertaken various efforts at tutor training, including tutorial observations and occasional meetings and workshops to share information on the problems and difficulties that each tutor faces. As part of this tutor training, the more experienced tutors give advice on effective tutorial methods to novice tutors.

At the same time, we tutors face some challenges which are unique to writing centers in contexts where English is a foreign language (not the first language). First is the issue of grammar correction. In our writing center, tutees who are not native English speakers tend to ask their tutors for grammar corrections in their writing. However, we tutors are encouraged to focus more on content and organization than sentence-level errors in tutorial sessions and to help students revise through discussion in order to avoid being a "fix-it" shop. According to the

student questionnaire conducted at the end of the semester, many students complained that they wanted their tutors to correct the grammatical errors in their work.

The issue of grammar correction still remains controversial in the field of second language (L2) writing pedagogy. Truscott (1996, 1999, 2007), for example, makes strong claims that grammar correction is not only ineffective, but also harmful in L2 writing classes. In contrast, Ferris (1999, 2002, 2004, 2006) offers rebuttals to Truscott's argument and asserts the effectiveness of grammar correction in L2 writing. Gally (2010) points out that "Truscott's argument about the ineffectiveness of grammar correction in L2 writing classes could be harnessed to discourage grammar correction in writing center tutorials" (p. 70). Although the debate on grammar correction in L2 writing pedagogy is still under discussion, we need to deepen the discussion on the need for grammar correction in writing centers (especially in EFL writing centers) as well.

One of the biggest differences between American writing centers and Japanese ones is the educational environment. In American writing centers, grammar correction in English as a second language (ESL) student writing has become a much-discussed issue. However, ESL students such as international students at American universities, who are in an educational environment where daily communication is conducted in English, are immersed in English. In contrast, Japanese students seldom have an opportunity to be exposed to English outside of English class. Therefore, writing centers in EFL contexts, at least our writing center, are places where students can not only receive feedback on their English writing, but also learn English because our language of daily communication is Japanese.

In general, tutors are advised to avoid proof-reading students' papers in writing centers. However, the fact that students can feel more confident about using English by promoting their linguistic accuracy of English cannot be ignored. Myers (2003) supports explicit language instruction for ESL students and encourages tutors to play a role both of writing instructors and foreign /second language teachers (p. 64). Harris and Silva (1993) suggest that "tutors need to distinguish between errors that will interfere with the intended reader's understanding of text (global errors) and those that will not (local errors) and to give priority to the former" (p. 526), instead of trying to force themselves to reject grammar corrections. Tutors have to help

students become aware of language issues by themselves and heighten their language awareness through tutorial discussions. Providing language help to students is required to respond to this demand and can also be an essential part of the teaching and learning of English writing, especially in EFL contexts like Japan.

Another challenge for our writing center is that, although all of our tutors are fluent in English, most of them are not native English speakers and sometimes may make mistakes. For example, it is reported that in one case the parts the tutor corrected in a tutorial session were pointed out as being strange by the student's instructor; the tutor was very shocked and now has some anxiety about her tutorials. In my informal interviews with other tutors, many commented that they have this kind of experience and they are worried that this can lead to a lack of trust from both student writers and the instructors who teach the writing course. However, I believe that our tutors have an advantage precisely because we are not native English speakers. We can be role models as Japanese EFL learners who have acquired a high level of English ability and academic writing skills in English. Our tutors have experienced the same issues our students face when writing in English as a foreign language. Hence, we can understand why students make certain mistakes or write in certain ways, and we can therefore respond adequately to the tutees' needs. At the same time, we are continuing our efforts to improve our own English proficiency, which leads us to become even more confident tutors.

A third challenge for us is that Japanese students are not familiar with our tutoring style. In Japan, the idea that the tutor and the students have the same authority is culturally hard to accept. The students tend to think that tutors are a kind of instructor for them, that is, the tutors perform a more authoritative role than the students. Therefore, students tend to be passive and follow their tutors' advice without any question, and during the sessions, some students do not become actively involved in the discussion. This could be due to the educational environment in Japan. In Japanese schools and universities, one-sided teaching by the instructor is common in regular classes (except courses such as seminars) and, as a result, the students tend to become passive. Therefore, when they hear that they can be given support on their writing at the writing center the students often misunderstand or expect that they will receive feedback (mainly grammar correc-

tion or proofreading) on their writing without any discussion. The problem of how to increase students' understanding of tutorials as interactive discussions remains to be solved. As mentioned earlier, our writing center has made efforts to have tutors visit writing classes to introduce the center and explain its tutorial practices and encourage students to visit, but we are still looking for other ways to increase visitorship even more.

As Gally (2010) claims, although the concept of writing centers in Japan has been influenced by American-style writing centers for non-native speakers of English, not all aspects of American writing centers can be applied to writing centers in Japan, where English is a foreign (not just a second) language. The linguistic, social, and cultural context is significantly different from the American case. Therefore, it is necessary to construct a writing center suitable for the Japanese EFL learners. Writing centers in Japan are places where students can not only receive support for both their classes and their English writing but also engage in English learning beyond the regular curriculum. Our writing centers are also places where tutors can improve their English ability and gain teaching experience, because some tutors aspire for careers as English instructors at universities. In this way, Japanese EFL writing centers have multiple functions for both students and tutors.

Although the history of writing centers in Japan is still short, they have been progressing and developing based on the needs of their institutions and students. The Komaba Writers' Studio also will develop further and explore the future role and possibility of our writing center in fostering autonomous writers in writing centers in Japan.

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Short courses, impact, and follow up: A case study of a group of Japanese students visiting the UK

The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has made it a priority for universities to send students to foreign countries in order to encourage internationalisation and strengthen Japan's position in the global marketplace. To respond to this push, most universities in Japan offer study abroad programmes. Existing research examines mainly pre-departure preparations for such overseas short programmes (OSPs) and reports on a general positive gain in terms of language and cultural awareness. However, little research has been conducted into the follow-up or the impact of such programmes. We investigated Japanese students who attended a six-week OSP in the UK through qualitative interviews. We interviewed them during the course and after returning to Japan. The findings suggest that there is little post-course follow-up provided to the students. This article aims to establish the nature of the problem and suggest some ways to achieve greater OSP impact.

文科省は、国際競争力の強化を目指し、大学生に留学を勧めている。大学側も海外の大学と提携して様々な留学制度を提供している。しかし、今までは短期留学前と帰国後の学生の文化的意識や言語能力の変化などを調査する量的アプローチによる研究が多く、帰国後の学生に対するフォローアップの現状を分析したものは多くない。本論は、イギリスで6週間の短期留学をした学生を対象に、帰国後に質的アプローチとしてインタビューを実施し、短期留学制度が学生に与える影響やフォローアップ制度の実態を検証した。その結果、短期留学を経験した学生が帰国後も引き続き語学習得のフォローアップ制度を必要としているにもかかわらず、大学側のフォローアップ制度が不十分である事が分かった。本論では、短期留学制度が抱えている問題を取り上げ、その改善点を提案する。

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Following the Japanese government's decision to internationalise its higher education in the 1980s, the education ministry set up agreements with overseas institutions to offer short-term courses to Japanese students. There has been a steady increase in Japanese students going abroad for such overseas short programmes (OSPs) and various benefits have been reported (Umakoshi, 1997). Past studies have established that these short courses have an overall positive impact on the participants' language proficiency and cultural awareness (Brauer, 2005; Kitao, 1993; Miller, 2001). Findings testify to the benefits of OSP in terms of increased students' motivation for continuing and studying English after the programme, deepened intercultural understanding, and improved communicative competence. In particular, Kitao (1993) reported on the participants' changed attitudes towards the host country, that is, participants perceived the USA as a less dangerous and more friendly country which they would like to return to for work or study after the programme. It is also worth noting that these OSPs are attractive in recruitment terms for tertiary institutions.

This article focuses on the experience of students from a Japanese university who attended a six-week OSP in the UK. We believe that their experience is typical of others who attend OSPs. Such courses usually range from several weeks to a period of three months. These programmes have been described largely in terms of pre-departure preparation and the value of home stays in the host country. Descriptions rely on interviews, surveys, and written reports from educators and participants. However, little has been documented about the follow-up or the impact of such programmes after returning back to their own countries. This article aims to provide insights into the complex social and cultural issues involved in providing a study abroad experience and the extent to which an OSP is followed up.

Impact and follow-up activities arising from OSPs

Although OSPs have been reported to be effective in boosting participants' linguistic and cultural competence, as well as their motivation to learn English, it is important to consider how positive effects can be sustained. This is why follow-up programmes might be particularly important. By follow-up programme, we mean a sustained attempt to utilise the cultural and linguistic experience students have had in another country. Follow-up activities might include talking about experiences, critical incident analysis, small scale-research (e.g., compiling and responding to on-line surveys), and compiling and sharing (on-line) portfolios (see Chushner & Karim 2004). Without such activities students may not have the chance to make the most of their linguistic and cultural capital.

Measuring the impact of any kind of short course is difficult. However Harland and Kinder (1997, p. 72) see it as vital for a theory of successful short course provision to consider empirically-validated outcomes and then relate these outcomes to the processes associated with the actual short course or activity. To date, relatively few studies have investigated the impact of OSPs with a longitudinal research design. Those which have attempted to do so have claimed an overall positive impact on the participants' language proficiency and cultural awareness (Allen & Herron, 2003; Brauer, 2005). Worryingly however, Brauer's (2005) survey revealed that the majority of Japanese schools (57%) reported no integration at all between the OSPs and EFL

programs, testifying to opportunities missed to harness this positive experience to reap greater benefits. This paper argues that most studies on OSP programmes do not report tangible follow-up beyond limited assessment. Considering that the OSP is an expensive and valuable source of linguistic and cultural insight, it is surprising that little has been done to follow up on and integrate this experience into ongoing course design.

Methodology

The research featured here is a qualitative case study and there are a growing number in the TESOL area (e.g., Hayes, 2010) that provides insight into learners' and teachers' beliefs and experience. Such studies can offer insights into the phenomenon under investigation in a way that "cannot be adequately researched in any of the other common research methods" (van Lier, 2005, p. 195). This "collective" case study (Stake, 2000) tracks the learners' experience not only during their course in UK but also their return to Japan. We investigated twenty-four Japanese students from the same university who attended an OSP at the University of Warwick in the UK. The programme incorporated EAP (English for Academic Purposes) with intercultural elements. Learners were mainly second-grade students, although there were a few first-grade students who majored in English. Qualitative interviews were conducted with the students and a teacher in Japan three months after their return to Japan. The interview process aimed to understand how students perceived their own motivational development and experience over a period of time. The interviews were semi-structured and incorporated general open-ended questions with specific probes on particular issues. Following Kvale (1996) we used the interviews to elicit comments and narratives and also to clarify and extend previous insights gained. The interviews were conducted in Japanese so that students could respond to them more freely and hence, offer more information. These were subsequently translated into English. In the transcription, we used pseudonyms instead of their real names to preserve the participants' anonymity.

Case studies

Japanese University Tutor

In what follows, we will integrate interview data from both the Japanese tutor and the students in order to explore whether there are any differences in their views towards OSPs. Also, we will

indicate how the students reflected on their OSP experiences three months later.

Starting with the Japanese university of our participants' official homepage, we find the aim of the OSP summarised as follows:

To get students to become internationally minded by giving them an opportunity to study at a British university in order to acquire comprehension and expression skills in English and to experience British culture and society through the host family experience.

Asked about this statement, a Japanese teacher chaperone (Takeshi) expected his students to gain more culturally than linguistically. Despite his expectation that students would develop an increased and sustained motivation for learning English after the course, the university provided very limited follow-up activities and certainly no systematic attempt (i.e., a follow-up programme) to utilise the experiences of the returning OSP students. Nor did they conduct a questionnaire to get student feedback about the OSP.

Students

Our focus was to see how the students on the OSP reflected on their previous English learning experiences and interpreted them after returning to Japan through the interview. How they represented their English experiences related directly to how they could connect English with their future plans or self-image. The interview data established some interesting insights:

Saori

Most participants attest to an attitude change when asked about the effects of the OSP. Saori, for example, pointed out that she could understand more dialogue in English-medium films after her OSP. Although she has never thought of using English at work in future, she showed interest in getting a job that requires her to speak in English. Dörnyei and Ushioda (2009, p. 29) describe L2 Learning Experiences, particularly, the "experience of success" as one of the factors in the L2 motivational self system. Saori's successful experience during her OSP illustrates how this led to her increased motivation to learn English following her return and contributed to her desire for an English-speaking job in the future.

Interviews suggest that Saori had a newfound motivation for learning English, however, she

also felt frustrated about the lack of opportunities for sustaining the OSP's positive impetus. She felt that a follow-up course/programme would have provided greater impetus to continue studying the language.

Ken

During Ken's stay in England, an earthquake hit Tohoku on March 11, 2011. Japanese students at the University of Warwick took part in fund-raising efforts for the people affected by earthquake damage. Ken joined these fund-raising activities and was particularly struck by British people's generosity. After returning to Japan, he donated money at similar fund-raising events despite not having done so before. Although he is still in contact with his host family and had a good relationship with them, he wanted to go back to England to communicate with them face-to-face.

Ken was also eager to share this experience with his juniors in order to make them active and positive during OSP. However, he felt disappointed that he had no opportunity to do so.

Kaori

After the course, Kaori is often reminded of her time in England when she hears the news on BBC and encounters the British spelling of words in general English class. Not only in books, but also on TV, she tried to listen to the news in English more carefully although she still has some difficulty understanding it. Her enthusiasm to learn English and understand other cultures seemed to have increased.

Kaori exhibits what Yashima (2002, 2009) terms "international posture" (a desire to learn English to communicate with the world around them). Kaori is more aware of foreign affairs and is more willing to go abroad in order to interact with native English speakers. She is aware that she needs more opportunities to speak English not only with native English people but also with other students. In fact, she told us that she often spoke English with other students on the same OSP programme.

Kaori pointed out that she felt that she had less time to learn English upon her return to Japan. She felt that if there had been follow-up lessons during the first three months after returning home, she might be more motivated to study the language more regularly. From her perspective, follow up of any kind had been limited. The one

follow-up class (focusing on pronunciation by native English speakers) with fellow members of her OSP had been useful. Indeed, she was enthusiastic about communicating with other OSP students. However, in other classes she felt embarrassed to speak English in front of the students who had not joined the OSP. Although the English department holds general English classes for all students, English lessons which catered to OSP students' needs like Kaori's are lacking.

The data collected in this case study confirms that most students felt that their English had improved due to their successful experiences with their host family during OSP which led to them developing positive attitudes towards learning English. However, both teachers and students interviewed were aware and dissatisfied that there was a lack of specific follow-up activities after the OSP.

Implications

In the interviews conducted, there is then no evidence of any systematic follow up. Brauer found that OSP evaluations are "largely limited to attitude questionnaires and pupil feedback" and little is done to assess "linguistic effect or cross-cultural awareness" (2005, p. 110). Our data supports this finding and we also agree that there should be a "synergy between classroom learning" and the "opportunities for genuine communication arising from home stay or other out-of-class environments in the host country" (Brauer, 2005, p. 109). We also argue that more long-term learner impact might be encouraged by getting students to document real-time insights during their stay abroad and reflecting on these diary entries at a later date. This might activate further cross-cultural or linguistic awareness.

Recycling student experiences, especially for reflection on cross-cultural issues, could be useful for other students (in pre-departure sessions) but more importantly for the actual students themselves (in follow up sessions or better integration into language learning sessions). More work could be done in the pre-departure stage to help make students proficient ethnographers of communication. Roberts, Brown, Barro, Jordan, and Street (2001) provide a good resource for encouraging students to investigate the cultural and social patterns of interaction and the values and beliefs that account for them during their stay. Such a quasi-ethnographic perspective

while living abroad could help immerse students in the life of host families. In fact, we see a need to uncover more of such tools and vehicles to encourage follow-up reflection for return OSP students. One possibility might be to use the Intercultural Competency Framework developed by Centre for Applied Linguistics, University of Warwick (Spencer-Oatey, 2010). This framework can facilitate self-reflection for returning Japanese students to determine if the OSP experience has enabled them to develop particular intercultural competencies. It can also be used as part of follow-up activities as well as to provide support for competencies during pre-departure courses for future OSPs.

Conclusion

Research to date has mostly focused on the impact of OSPs during or immediately after the end of the course. They have investigated students' linguistic gain, intercultural understanding and awareness, and motivational and attitudinal changes. There is no doubt that University students returning from OSPs can have positive cognitive, affective, and linguistic gains. Our students spoke in a similar way to those featured in Jones & Bond (2000) and reported more confidence with the target language, concern about international affairs, appreciation of different cultures, self-awareness, and independence. Our data supports such a position. However there is a worrying lack of tangible follow-up to capitalize on this positive experience.

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Interview: Talking with Scott Thornbury about blogging, writing, and the academic voice

Ted O'Neill

Tokyo Medical and Dental University

Scott Thornbury is a teacher and teacher educator, with over 30 years' experience in English language teaching, and an MA from the University of Reading. He is Associate Professor of English Language Studies at the New School in New York. He has written several award-winning books for teachers on language and methodology. His most recent book is *Big Questions in ELT*, published by The Round. He is also the Academic Director of the International Teacher Development Institute and a frequent visitor to Japan.



Ted O'Neill (TON): Your first blog, *An A to Z of ELT* <scottthornbury.wordpress.com>, ran for a long time and you built quite a commenting community. What drew you into blogging?

Scott Thornbury (ST): It was not wanting to be left out. It was also a kind of curiosity, and I could see how this could be a useful tool. So,

I started just to see how it would feel. Bear in mind also that I teach on an online masters program, so it's online all the time. I am responding to discussions constantly, posting video, and giving feedback on assignments, so I'm kind of trained into the medium, certainly the interactivity of it, which I enjoy. When I started getting all these comments, I was responding to them as if they were my students in a sense, with the same rigor. I was calling it my "small university," which I ran on Monday mornings when all the comments were coming in.

Some of the best blogs are the ones which throw out an idea, ask a few questions, and then wait. People come in and then off it goes. That's my take on it, other people use it differently, are more anecdotal, or more like diaries. But, really innovative people are doing these blogs for many purposes. Like Mark Kulek in Gifu who teaches kids and puts up a photo of his whiteboard towards the end of the lesson, and talks you through how he got there, which is a very lovely idea.

I like the ones that are very, very focused. For example, John Wells' pronunciation blog where he's got a huge following and he gets lots of questions. Similarly David Crystal gets questions from his followers, but also if something is happening in the news the BBC would phone him up and say "What do you think about that?" And that would generate a blog post. That kind of interesting informal scholarship is what blogs are ideal for! It's also the topicality of it too. Something comes up and you can blog about it

straight away, whereas normally you'd have to wait. You don't have to! You can do it while it's still happening and while people are still thinking about it.

When I stopped doing it for six months to write the book, I missed it. Although it was a lot of work, I missed the "crack," as they say. I missed the interaction, and more than that, I missed the opportunity to rap about things that just interested me, that didn't involve having to take an idea and put it together as a talk, or to turn it into an article for scholarly journal.

And even better than an article or better than a conference presentation, you get the opportunity to interact. An article or a scholarly journal never elicits any response, or if it does it's six months later. But the instant interactivity of blogging is just amazing! That's where the actual thinking takes place! That's where the learning takes place for me, in terms of discussions and feedback. It satisfies a need that I have to articulate my own ideas, because only by articulating them do I find out what exactly I think. So, it is an exercise in thinking apart from anything else.

But restricting a blog post to 800 words, maximum a thousand, also requires a kind of discipline. But then I've got all this other material that, I know I'll be able to use in the responses and comments. That's the beauty of it, you don't have to put everything in the post, you can keep some stuff in reserve because you know a particular issue will come up. So, that's the interesting thing about the medium—its constraints but also its affordances

TON: Well then let's talk about the book, *Big Questions in ELT*. How did that come about?

ST: The book wasn't my idea initially. It was Lindsay and Luke who had set up this online publishing idea, The Round, which I liked the sound of, and I like them, I liked the idea of working with them. So the natural thing was maybe we could do something with the blog.

It became a very interesting kind of crafting exercise, whereby I tidied up the original posts. Then, I went to the comments, and used my responses. I incorporate some of the matter that came up without actually ever quoting anybody else. I was able to retrieve the issues that came up in the conversations, so in the end, the articles in the book are actually quite different.

TON: So blogging led you to a very different book, different in content, different approach,

and also a very different scale. It is very approachable.

ST: At over 20,000 words, it is like a small book.

TON: An ELT novella.

ST: Exactly.

TON: Also when I read a blog, there is a feeling of immediacy—I am meant to respond right away. *Big Questions* has several smaller questions for the reader at the end of each topic, but because I was just sitting alone with it, I didn't feel that urge: there was much more mental space to let it sit and to think for a while.

ST: Yeah, the questions. It might be useful in the context of an in-service course or short development program. I like the idea that you can get a good discussion going with a relatively short text which doesn't require too much.

TON: So, your imagined audience was an overworked, busy teacher.

ST: With a low attention span, yeah.

TON: Well, that's the way people are! There is a place for reaching people with a limited amount of attention, but who still want to get something.

ST: That's what I've discovered with the blogging, to come back to that. With just 800 words max, you could get a huge conversation going, you know! So why write an article when you could get a conversation going with a page! There is this number of us blogging regularly who are asking questions, challenging orthodoxies. That, I think, is what underlies most of my blogging: I write to problematize ideas. Problematizing issues that we don't sort of stop to think about, like reading for gist: it's taken for granted. Or, translation is taken for granted as kind of a bad thing. Maybe we need to revisit that? And that's where you get the arguments; this is where you get the discussions because you are raising these questions.

TON: Several of those really jumped out of me in the book. Particularly, translation, rote learning, learning styles, all of these things that taken as commonplace truths.

ST: Yes exactly, and you think you would run out of them, I mean, you think after 130, 140 posts I'd run out of things that are worth problematizing, but it's amazing how many things there

are to talk about. There are still a lot of topics I haven't touched on. One of my favorite books is a little Penguin book that Laurie Bauer and Peter Trudgill edited, called *Language Myths* (1998). Each chapter is just about a myth, like English has no grammar, or some languages can't express sophisticated ideas. We find these common myths about language teaching, almost on a daily basis, in newspapers and things. They never go away, these doubtful ideas.

TON: One of the other things I appreciate in the book and the blog is the way you keep some figures connected in your work such Wilga Rivers or Earl Stevick in particular. I'm sometimes surprised when teachers do not know about them. I've noticed a couple of more names in the book, Keith Johnson, Marie Wilson Nelson.

ST: That's very interesting actually, I mean that Nelson reference is to a book she wrote called *At the Point of Need* which is about teaching academic writing, published in 1990. Actually, Tim Murphy mentioned it to me on my first trip to Japan—the JALT conference in Shizuoka. I remembered this much later, forgot that Tim had mentioned her, found a copy, read it, loved it, and blogged about it. That made the connection back to Tim. He is in touch with Marie Nelson, he let her know, and she read the blog. She was delighted and got in touch with me by email.

TON: I wonder if people entering ELT now are disconnected from that earlier development. I see you try to keep that connection alive.

ST: There is a tradition—a narrative even that people aren't aware of that is worth rehabilitating! Absolutely, and I think there are a lot of people around who said fantastic things—S. Pit Corder for example, in the 1960s and 70s who invented error analysis and interlanguage. He said some fantastic things about methodology, but that have kind of become lost to us.

TON: So, one of your missions is to rehabilitate them.

ST: Exactly, absolutely! ABSOLUTELY!

TON: One other idea came out of reading the book and particularly out of being here in Barcelona now. I think I—and many people in Japan—have almost been distracted by the E in ELT! How can I actually become multilingual? And help students to avoid the binary construct of monolingual or bilingual in English. It is just

not really discussed much in Japan. Setting up that binary choice sets up some to choose “no.”

ST: It isn't discussed much in the EFL context. The nearest thing is the big movement towards English as a Lingua Franca. There has been a major shift in thinking in terms of models and varieties, but the notion of multilingualism or multilingual competence hasn't penetrated into the EFL sector at all!

I read a fantastic new book by Suresh Canagarajah, *Translingual Practice* (2013), with a very interesting chapter about standards of academic writing. People will accept that people can mix-and-match and hop in and out of languages. There is this whole cultural tradition in all parts of the world where they do this naturally anyway. But people draw the line at academic writing and say no. Academic writing has to be rigid, to meet extremely exact native-speaker driven standards. Canagarajah is challenging that. He's got samples of academic writings from other disciplines where people have subverted that model. He himself as former editor of *TESOL Quarterly* knows that you play with, or you take liberties with those standards anyway.

It helps, but we still have not gotten anywhere near a degree of tolerance that would accept writing where people could code-switch and play around and drop registers. This is where we come back to blogging, because it allows you more freedom in that respect. Maybe blogging will impact on academic writing and maybe not?

I feel pressure as an academic myself, kind of a small “A,” to set myself a fairly high standard in terms of referencing and stuff like that, much more than most people who blog would bother to do, with citations and references. I remember reading somebody who said they would never read blogs which have academic citations. This is just anti-intellectualism: they see blogging as a medium for freeing of the spirit. They say “If you want to write like that, write for *TESOL Quarterly*.” But we do need to respect referencing and attributing as terribly important. Nothing that I say is that original. Or, I wouldn't want it to be misconstrued that way.

TON: But you can still have a less formal or more personalized voice.

ST: A more personalized voice, and I think that is kind of true, even in *TESOL Quarterly*. There's a new kind of auto-ethno-methodology where you write about yourself as your own case-study. And Aneta Pavlenko (2007) has written in

Applied Linguistics about case-studies of language learners which are not academic. There are books written for the general public, like Eva Hoffman's book *Lost in Translation* (1989) about being a Polish immigrant to the United States, and now people are saying this is valid data for looking at language learning or cultural factors. So this is very interesting. So there is a move away I think from those very strict kinds of norms that we had to live by for so long. The social turn in academic writing if you like, or the narrative turn.

TON: So, you've stopped the A-Z blog. But I understand you have a new blog in the works. Care to give us an overview?

ST: In keeping with the narrative turn I just mentioned, *The (De-)fossilization Diaries* <scottthornburyblog.com> are a kind of autobiographical case study, charting my own attempt to jump-start my fossilized Spanish. This will involve re-visiting a number of the issues I dealt with in my A to Z blog, such as identity, motivation, practice—at least I imagine it will! The process is just beginning, so more than that I cannot say!

TON: That sounds perfectly relevant for me and to the somewhat petrified state of my Japanese! Thank you very much for sharing your time and your thoughts.

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Note: The interview was conducted in Barcelona, Spain, March 2013. This is a short excerpt with additions August 2013. Many thanks to Ras Sanoury at <ras-scribe.com> for transcribing the much lengthier original discussion.

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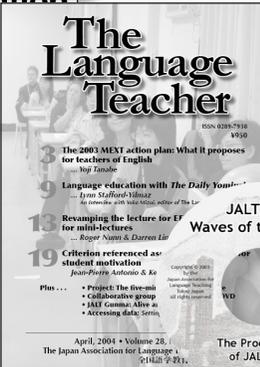


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TLT RESOURCES

MY SHARE

...with Chris Wharton & Donny Anderson

To contact the editors:
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We welcome submissions for the My Share column. Submissions should be up to 700 words describing a successful technique or lesson plan you have used which can be replicated by readers, and should conform to the My Share format (see <jalt-publications.org/tlt/departments/myshare/guidelines>).

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Year-end greetings from your *My Share* editors! Hard as it may be to believe, this is our final installment for 2013. As you might imagine, we have a bundle of goodies ready in the form of clever classroom activities and step-by-step sequences to try out. We hope putting these into practice will see you through the heady, hectic holiday hullabaloo and into the new year. The year-end hit parade features Jon Eric Leachtenauer's procedure for raising learners' awareness of the English language system of verb tenses and aspects and an application of task-based language teaching theory in the form of a meaning-focused student introduction task for the beginning of a course from Maiko Ogasawara. Next, Matthew Turner utilizes the magic of Google Maps to provide realistic opportunities for learners to practice giving and receiving directions, and Samuel Barclay explains a versatile exercise for encouraging learners to guess at the meaning of words while providing them with a clever introduction to new vocabulary words. These classroom activities are sure to prove themselves to be gifts that

keep on giving; we hope they serve you well into 2014 and for many years to come.

Teaching the different verb tenses

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Quick guide

- **Keywords:** Grammar, verbs, tenses
- **Learner English level:** Intermediate and above
- **Learner maturity:** University and adult
- **Preparation time:** One hour the first time you use it.
- **Activity time:** 90 minutes
- **Materials:** Cards with tenses/aspects written on them, cards with timelines, cards with sentences (See appendices), envelopes to hold the cards

The majority of Japanese university students have had at least six years of English grammar instruction at the junior high and high school level. However, when asked to produce written or spoken English, they often make simple mistakes in their use of verb tenses. The following grammar activity was designed to raise their awareness of the differences among English tenses and the rules that determine which form is used.

Preparation

Step 1: Print out one set of *verb name cards* for every group of 3-4 students. Cut into individual cards (Appendix A).

Step 2: Go to <grammarbank.com/verb-tenses.html>. Print out the timelines and example

sentences, white-out the names of the tenses, and cut into individual cards, one set per group.

Step 3: Print out one set of *sentence cards* for each group (Appendix B). Cut into individual cards.

Step 4: Print out one *Verb Tenses Summary* worksheet for each student in class (Appendix C).

Step 5: Print the list of common errors and give a copy to each student (Appendix D).

Procedure

Step 1: Elicit the names of the 12 English verb tenses/aspects as found below:

Simple Past	Simple Present	Simple Future
Past Progressive	Present Progressive	Future Progressive
Past Perfect	Present Perfect	Future Perfect
Past Perfect Progressive	Present Perfect Progressive	Future Perfect Progressive

Step 2: Divide students into groups of three to four. Give each group an envelope with the 12 verb cards in it found in Appendix A. Written on each card is one of the 12 tenses/aspects. Ask each group to arrange the cards on their desk in some way that makes sense to them. This may puzzle them at first, but the goal is to get students thinking about the relationship between the different tenses. There is no right or wrong answer as long as they can explain why they arranged them as they did. Explain that the cards should be left out to be used in later steps.

Step 3: Give each group an envelope containing the 12 timeline cards corresponding to each tense/aspect found on the *Grammar Bank* website. Below each timeline is an example sentence. Students should match the timelines with the cards they arranged in Step 1. It is important that they make all decisions as a group.

Step 4: The groups then receive a final envelope containing the example sentences from Appendix B. There should be four example sentences for each tense/aspect for a total of 48 sentences. Students take turns drawing a sentence out of the envelope and then, as a group, decide which tense/aspect it belongs to, placing it on the

appropriate pile. When students have finished, check their piles to make sure all cards are in the correct group.

Step 5: Give each student a piece of paper divided into 12 sections, one for each of the different verb forms. As a group, students should try to write one original example sentence for each verb form and a rule that determines when to use that form. Tell students you want them to have the same answer on their paper as the others in their group because the most important thing is that they work together and think deeply about usage of each verb tense. I encourage them to use the timelines and example sentences to determine the grammar rule.

Step 6: For homework, give students a list of sentences with common verb errors. Have them identify the errors and indicate why they thought they were wrong.

Conclusion

This activity is successful because it does two important things. First, it raises the students' awareness of the grammatical structures of English. Also, it encourages communication because students have to work together to complete a task. It is an exciting activity for them because they are able to draw on previous knowledge of grammatical structures and also because they are discovering many things they did not previously know.

Appendices

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

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An authentic introduction based on task-based language teaching theory

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Quick guide

- **Keywords:** Primary knower, authentic teacher-student interaction
- **Learner English level:** High beginner and above
- **Learner maturity level:** High school students and above
- **Preparation time:** 20 to 30 minutes
- **Activity time:** 60 to 90 minutes, depending on the number of students
- **Materials:** Worksheet (optional)

The first class of the term, wherein students often give self-introductions is probably one of the few times when students are the “primary knowers” in class because they know more about the topic than the teacher. In most classes, the teacher is the primary knower. There is a much greater opportunity for authentic interaction when there is a genuine and meaningful information gap, as is the case in the first class of the term. One of the main principals in task-based language teaching is making use of the learner’s personal experience in class. The purpose of this activity is to have students introduce themselves and their classmates using their own words while focusing on meaning instead of merely for the purpose of practicing language. If teachers want to highlight specific structure while maintaining the focus on meaning, they may use prompts or questions to elicit specific grammar. The outcome is that students use English freely for the meaningful purpose of getting to know their classmates and thereby gaining confidence and improving fluency.

Preparation

No preparation is required. Students can write their introductions and information about their partners on a piece of paper. If, however, teachers would like to include a number of prompts, a worksheet can be prepared as an option. For example, I had my medical students write about their future goals as doctors to prompt the use of future tense and auxiliary verbs such as *may* or *could* to describe possibilities.

Procedure

Step 1: Have each student write his or her self-introduction in their notebooks or on the worksheet.

Step 2: Have students make pairs, exchange their self-introductions, and read each other’s self-introductions silently without using a dictionary. Writing in Step 1 and reading in Step 2 should give students time to gain confidence to start interacting orally in Steps 3 to 5.

Step 3: If the information is unclear or there are unknown words, students should ask their partners. Also, students should take some time to ask their partner follow-up questions based on the content of the self-introduction. It is important to tell them not to worry too much about errors as long as they can understand the meaning.

Step 4: Have students write an outline of their partners’ introduction based on the original information that they learned by reading the self-introductions written by their partners and the new information that they got by asking questions. If they already know their partner, they can add new information that was not previously included, such as musical instruments they can play or sports that they are good at.

Step 5: Get all students to introduce their partners to the teacher and the rest of the class. If they forget the information and they can’t improvise, they can look at the outline they made in Step 4. In this way, the outline can be used to provide cues for lower level learners.

Conclusion

This activity works well in classes where students have met for the first time as well as where they already know each other, but the teacher should be new to the whole class. Some students are accustomed to giving self-introductions and may have memorized them since they have been asked to introduce themselves in the past.

Getting students to introduce their classmates requires them to use different English. Also, Japanese people tend to be modest and avoid talking about their achievements. By requiring students to introduce a partner, we avoid this pitfall and the information tends to be more complete and subjective. Many teachers have conducted self-introduction activities, yet it is important not to take for granted the real and meaningful information gap that exists in the first class when students are the primary knowers. This activity capitalizes on this rare opportunity and re-creates real world interaction within the classroom.

Bringing the street into the classroom: A directions lesson with Google Maps

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Quick guide

- **Keywords:** CALL, TBL, group work, directions, prepositions, place names
- **Learner English level:** All levels
- **Learner maturity:** High school and above
- **Preparation time:** 1 hour
- **Activity time:** 90 minutes
- **Materials:** Internet access, A3-sized teacher-prepared maps, computer with large screen or projector, group task cards

Google Maps <maps.google.com> gives us the ability to view the world at street level and experience locations realistically. The activity here details how this Internet application can be used to facilitate a task-based activity on the topic of giving and following directions, with the aim of the lesson being to get students communicating meaningfully through as realistic a learning stimulus as possible.

Preparation

Step 1: Using *Google Maps* <maps.google.com>, select an area that is familiar to you and contains a variety of different places that the students can navigate their way to and from. In this case, I used the area around my childhood house to generate heightened learner interest. Make sure the area is *Street View* compatible.

Step 2: Screen capture the bird's-eye view of the chosen area by holding down the Alt key followed by the Print Screen key on a PC, or by holding down the Command and Shift keys together while pressing the 3 key if you're using a Mac. You could also print directly from the web page. Present the map on A3 paper overlaid with different symbols corresponding to the chosen places (see Appendix A).

Step 3: Depending on class size, prepare two sets of cards for each group (see Appendices B and C).

Step 4: Prepare the web page for display on the monitor before the class commences.

Procedure

Step 1: Begin the lesson by reviewing language previously taught for giving and responding to directions. Place any useful language on the board or refer students to any relevant lesson material.

Step 2: Arrange students into smaller groups of 2-5 members and give one map to each group before bringing the webpage up on the screen.

Step 3: Explain to the students that each shape on the map refers to a different place around the selected area. Point to each shape and give hints about what the place might be: "This is a place where I can borrow books from," for example.

Step 4: Tell students you are at one place and would like to get to another by directing a question to the class. Bring up the *Street View* of your starting point. Have students offer directions, and as they do so, move along the street in accordance to their directions. This stage is aimed at helping students who may be unfamiliar with using *Google Maps*.

Step 5: Decide which number to assign to each group and hand out the first task cards (see Appendix B). Explain that the groups now have to write directions between the two locations detailed. Encourage the students to write these directions down in their notebooks.

Step 6: As you move amongst the groups monitoring progress, give each group a further

prompt card (see Appendix C). Each group's prompt card corresponds to another group's directional instructions. Put the cards face down on the table so as not to distract the groups from their ongoing task.

Step 7: End the writing task and explain that each group will now have the chance to both ask and give directions to another team using the Internet application. Each group is partnered up with another group in correspondence to the information on their prompt cards (see Appendix C). Whilst one group is at the computer navigating, the partnering group observes their on-screen progress from the projector monitor whilst continuing to offer support. Instruct the other groups to observe and follow on their own A3 maps while waiting for their turns.

Conclusion

Google Maps can greatly enhance a directions-focused lesson, and bring the outside world easily and accessibly into the classroom. Not only does it offer a different experience for the students, the use of worldly locations to navigate around is a highly stimulating and engaging learning aid.

Two birds with one stone: Introducing vocabulary and encouraging the guessing of meaning from context

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Quick guide

- **Keywords:** Vocabulary, guessing meaning from context, synonyms
- **Learner English level:** Any
- **Learner maturity:** Any
- **Preparation time:** 15 minutes

- **Activity time:** 10 minutes
- **Materials:** A4 paper, dictionary

As the vocabulary knowledge of university EFL students within an institution, or for that matter a class, can differ greatly, it is difficult to select words that are unknown to all learners for direct instruction. The following activity introduces new words in a challenging manner and also engages students who are already familiar with the target lexis. It encourages students to guess meaning from context, fosters associations between words, and presents common collocations and colligations.

Preparation

Step 1: Choose words/expressions that you think warrant explicit learning (in my case, words were taken from the vocabulary section of the textbook).

Step 2: Using a dictionary, find collocations and/or colligations that are relevant to the situation in which your students will utilize these words.

Step 3: Find example sentences which contain the collocations and/or colligations you selected in Step 2. A good dictionary is usually a reliable source for this information; however, ensure that sentences contain enough disambiguating context so students can infer the meaning of target items.

Step 4: Find the meaning of the target items in either a monolingual or bilingual dictionary.

Step 5: Input the information into a table (see Appendix). Ensure that there is a border between the example and the meaning (either an L1 equivalent or an L2 definition). Please note that the collocations from Step 2 are underlined in the example sentence.

Step 6: Print.

Procedure

Step 1: Distribute the paper so that two students share one copy. Remember: during the activity, the teacher monitors, offering prompts to learners who have difficulty guessing the meaning of the target words from context.

Step 2: Have students fold the paper on the vertical line so the meanings of the target items are covered.

Step 3: Ask students to read each sentence and guess the meaning of the target word. Encourage

them to use the context and their knowledge of English affixes to achieve this. After a pair has agreed on the meaning, they open the paper, check the meaning, and then think of as many synonyms for the target item as possible. If a pair is already familiar with the target item, instruct them to read the sentence to check that the word has the same meaning in the given context, unfold the paper and confirm the meaning, and then discuss any synonyms they may know.

Step 4: Finally, once the majority of students have finished, check pronunciation and elicit synonyms as a class.

Conclusion

In the past, I have found that even after discussing the discovery strategy of guessing meaning from context, students quickly revert to looking up guessable words in their dictionaries. This activity encourages students to actually employ

this strategy with unknown words. Furthermore, as students think of target-word synonyms, it fosters understanding of associations between previously learned lexis and target words. An introduction to guessing meaning from context may be required the first time you attempt this activity. A good starting point can be found in Clarke and Nation (1980). Finally, this activity can be adapted for an online environment. Rather than including the L1 equivalent or an L2 definition of a target item to the right of the example sentence, it could be incorporated as a popup, so that the meaning appears when the cursor hovers over the target item in the example sentence.

Reference

Clarke, D. F. & Nation, I. S. P. (1980). Guessing the meanings of words from context: Strategy and techniques. *System*, 8(3), 211-220.

Appendix: Example

Instructions: Without looking at the Japanese, try to guess the meaning and word class of the words on the left from the sample sentences. Then, try to think of as many synonyms as possible.

factor	The weather could be an important factor in tomorrow's game.	要因{よういん}、因子
specific	I don't understand what you want. Could you be more specific about what you're looking for?	具体的{ぐたいてき}な、詳しい



BOOK REVIEWS

...with Robert Taferner

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

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

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This month's column features Caroline Bertorelli's review of *Thinking in the EFL Class*.

Thinking in the EFL Class

[Tessa Woodward. London: Helbling Languages, 2011. pp. 251. ¥3,490. ISBN: 978-3-85272-333-4.]

Reviewed by Caroline Bertorelli,
Rikkyo University

Thinking in the EFL Class is a rich resource of innovative activities for the EFL teacher to incorporate in the classroom to enhance the students' language learning experience. It covers a wide range of skills including speaking, listening, reading, as well as grammar and vocabulary development.

While the book is designed for EFL classrooms of all levels, from beginners to advanced, many of the activities could also be used for other learning contexts, such as the ESL classroom and mainstream elementary school English classes.

Thinking in the EFL Class is divided into seven chapters that incorporate thinking and thought processes with language learning in the classroom, for example, structuring lessons to promote thinking, observing, analyzing, or comparing concrete or abstract objects or information. The chapters follow a set format, starting with a number of teaching tips outlining the purpose and focus of the chapter, followed by icebreakers, grammar and vocabulary practice, problem-solving, creative thinking, as well as wrap-up activities to finish lessons. The activities range in length of time from a few minutes up to an hour, so they can be used as a short transitional activity or as a major part of a lesson.

I trialed some of the activities in Japan in an English discussion class at a four-year university. One activity I used was *Crazy Questions* or *Thunks*. This activity is to encourage students to think about things from a different perspective. After the Golden Week break, so-called because of several public holidays in close succession, instead of asking students a typical question such as "What did you do during Golden Week?" as an ice-breaker, I asked the students "What color is Golden Week?" Although a little puzzled at first, many of them enjoyed coming up with their own ideas, for example, orange because it was fun, blue because it rained a lot, and sky blue because of going to the beach. I did this activity in a dozen different classes. Students in all classes responded positively, even the quieter ones.

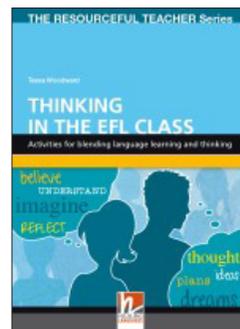
Another activity I used was *How times have changed!* with the topic of technology. I asked the students for examples of what technologies their grandparents had compared with today. During this activity, many of the students appeared to be focused away from studying English per se as they were concentrating on the task at hand. Moreover, many students seemed more alert and interested in subsequent tasks and activities in the lesson than usual.

To demonstrate the possibilities of the activities, the author has condensed multiple tasks as well as offered multiple variations in some of the activities. For example, the activity *Odd one(s) out* focuses on opinions, comparison, contrast, and reasoning, which may benefit from being broken down into separate parts that focus on only one language point at a time to make it more accessible for students.

On the other hand, varying lesson tasks and activities is one way to improve students' attention and motivation (Lightbown & Spada, 2006, p. 65). So if we can harness students' interest by getting them to think outside the learning English box, even for a short time, it is surely worthwhile. It is all too easy

for the sake of time saving for teachers to follow a similar lesson structure throughout a course, in terms of both lesson preparation outside the classroom and explaining new tasks to students in the classroom. However, as mentioned above in my trial of *Crazy Questions* or *Thunks* and *How times have changed!*, taking the time to vary tasks and activities can improve student attention and motivation. This in turn not only improves the classroom atmosphere, but also has a positive influence on the teacher's motivation.

Overall, *Thinking in the EFL Class* is a valuable resource for both new and experienced language teachers looking for innovative ideas to spice up their lessons and motivate students.



References

Lightbown, P., & Spada, N. (2006). *How languages are learned* (3rd ed.). New York: Oxford University Press.

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...with Steve Fukuda

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A list of texts and resource materials for language teachers available for book reviews in *TLT* and



JALT Journal. Publishers are invited to submit complete sets of materials to Steve Fukuda at the Publishers' Review Copies Liaison address listed on the Staff page on the inside cover of *TLT*.

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Books for Students (reviewed in *TLT*)

Contact: Steve Fukuda

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

* *Communication Spotlight: Speaking Strategies and Listening Skills (2nd ed.)*. Graham-Marr, A. Tokyo: Abax, 2013. [4-level course aimed to improve student's ability to communicate set for adults and young adults (CEFR A1 through B2 levels) incl. text, notebook, classroom DVD w/ worksheets, and audio CD].

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

English Listening for ESL Students. Rice, J. Toronto, Canada: Connect School of Languages Inc., 2013. [3-book interactive iBook multi-media

series available on iTunes and designed for the classroom setting or for self-study req. iBooks 3.0 or iOS 5.1 or later]

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

* *Global Outlook*. Bushell, B., & Dyer, B. New York: McGraw Hill ELT, 2013. [3-level intermediate to advanced basic reading skills and strategies series incl. student books w/ audio CD and answer key].

! *Globe Trotters: Practical English with Video*. Lieske, C. Tokyo: Cengage Learning, 2013. [13-unit course book focused on global topics and cultural understanding with speaking and listening exercises using National Geographic videos incl. 2 review units, DVD with video scripts, and teacher's manual].

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

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

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

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

* *Top Grammar Plus*. Becker, L., Frain, C., Hill, D., & Thomas, K. Crawley, UK: Helbling Languages. [3-level comprehensive grammar series incl. exam practice, e-zone online activities, and teacher's boom w/ tests].

* *Writing Points! Basic Grammar for Better Writing*. Okuda, T., & Allan A. Tokyo: Kinseido, 2012. [12-unit writing course focused on basic grammar incl. student book w/ audio data, classroom CD, teacher's manual, translations, and review tests].



TLT RESOURCES

OUTSIDE THE BOX

...with Adam Lebowitz

To contact the editor:

<outside-the-box@jalt-publications.org>



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

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

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

Archetypes of classroom personae: Mine, approaches Woody Allen (Jewish, US Northeast), whereas an erstwhile colleague from Cowboy Country was a ringer for Will Rogers. A friend, who is the son of a preacher, in the classroom sounds like, well, the Son of a Preacherman. However, yours is the freedom to choose, even from a culture and time outside your own, as Justice Ministry-licensed translator, legal researcher, and University of Tsukuba faculty Jeroen Bode has done. What pedagogical mysteries can a fictional character unlock?

How Sherlock Holmes has made me a better instructor

The lessons to be gained from Sherlock Holmes are different for each reader depending on background, experience and occupation. Donning disguises and investigating a crime scene is not a likely concern for most L2 teachers and students, but his other trademarks are. For example, Sherlock Holmes' way of listening to the whole story: Although it is easier to take the "just the facts" approach of Joe Friday and correct errors as they occur, the Holmes technique helps me order all the elements of a student's statement.

This facilitates remembering singular details and finding weak points in statements that are the source of errors. Sherlock Holmes is also a very organized thinker inspiring students to collect their thoughts in a clear and organized way.

Reading his stories in their various editions can also increase competence. Students use both graded readers (Oxford editions) for the general story line, and the original (Conan Doyle, 2007) for checking pre-selected sections. With these sections, one can check things left out in the process of intralingual translation (Jakobson, 1959), or rewording text in the same language. Nation and Wang (1999) observe that the graded reader could be a first step towards reading unsimplified texts. Applied to the different Sherlock Holmes editions language learners can observe that graded readers use high frequency vocabulary, while the original uses low frequency vocabulary in the text body. In language learning, comparing similar sections shows a difference in the choice of words and the way abbreviation can help comprehension. With this as a practice, students can use similar methods of reading when complex first language sources are used. And, lastly, are his words that are a constant inspiration for me: "Education never ends" (Conan Doyle, 2007, p. 806).

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- Nation, I.S.P., & Wang, K. (1999). Graded reader and vocabulary. *Reading in a foreign language*, 12(2), 355-80.



TLT RESOURCES

TLT WIRED

...with Edo Forsythe

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



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

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

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

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

Merging Web 2.0 technologies to create interactive websites for students

Renaud Jonathan Davies

Lecturer at Bunkyo English Communication Center (BECC) and Hiroshima Bunkyo Women's University
 <renauddavies29@gmail.com>

Web 2.0 tools allow teachers to easily create interactive websites to support interaction among their students and with themselves beyond the walls of the classroom. Several Assistant Language Teachers (ALTs) in Tohoku created a collaborative website which integrates several web-based learning tools. The website utilizes a number of free Web 2.0 tools such as graphic logs, interactive message boards, and voice threads in an attempt to give Japanese high school and junior high school students a forum

for authentic English communication, and to kindle within these students a genuine interest in foreign culture and the English language.

The website

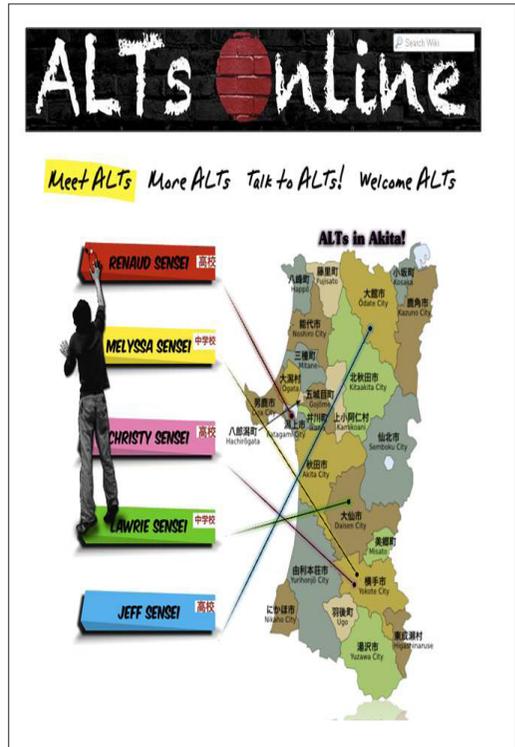


Figure 1. ALTs Online homepage with interactive map and list of participating ALTs.

The website was created at <wikispaces.com> and is a free educational wiki. This wiki platform was chosen due to its ease of use and ability to incorporate many Web 2.0 tools and widgets. For the more tech savvy users, Wikispaces also allows the page owner to access the CSS and HTML to make bedrock changes to the wiki's appearance and functions. The website titled *ALTs Online* <alts-online.wikispaces.com> was founded by over a dozen ALTs from Akita Prefecture, each with their own page containing a graphic log and interactive message board. Teachers who join the wiki can edit content on their own pages and any page on the wiki. Students can access

the site individually or as a class to participate in the activities. The website offers a downloadable worksheet to be used by teachers with their students along with a teacher discussion page for troubleshooting. Furthermore, students are also free to visit the website and post questions and comments as homework assignments.

When creating a website such as ALTs Online, the main challenge is selecting appropriate and simple Web 2.0 tools that will work together fluidly. There are many free educational tools available online. However, if students using the website have only a very basic understanding of English, it is important to select tools that are simple to use and which require no registration. Similarly, many teachers use the Internet, but lack experience using online software. With this in mind and after reviewing many options, the following free Web 2.0 tools were selected for inclusion on the ALTs Online website.

Speakpipe < speakpipe.com >

This tool allows visitors to leave voice comments. Once added to the website or blog, Speakpipe appears as a tab on the side of the screen. Users simply click on the tab to trigger a pop-up window which will prompt the user to begin recording their voice comment. Users can listen to their comment before sending it and have the option of canceling the recording and re-recording until they achieve the desired results. This application is simple and requires no registration for users, making it an ideal tool for not only general website feedback but also as a quick and easy way for students to practice their speaking skills. Speakpipe is compatible with the iPad, iPhone, and some other smartphones.

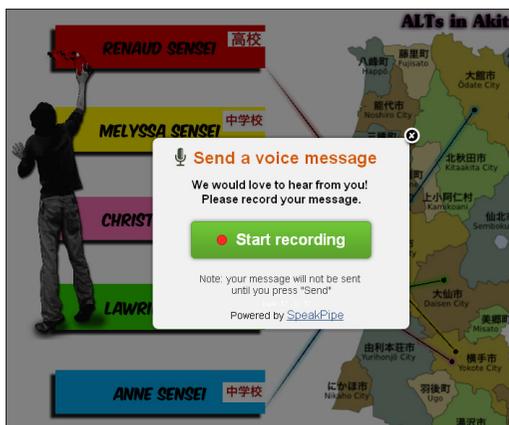


Figure 2. Speakpipe pop-up on the ALTs Online website.

Glogster < edu.glogster.com >

Glogster is an interactive graphic log (glog) that ALTs have used to create self-introduction posters and which has been embedded into each ALT's page. The Glogster website allows users to create interactive posters in which pictures, music, and video can be uploaded or embedded. Teachers can also create student accounts enabling students to generate content as well. Furthermore, Glogster now has an HTML5 viewer allowing it to be seen on mobile devices. One very important point regarding Glogster is that it is extremely easy to use thanks to its simple drag and drop interface. Glogster's user-friendliness and popularity made it the first Web 2.0 tool to be added to the website.

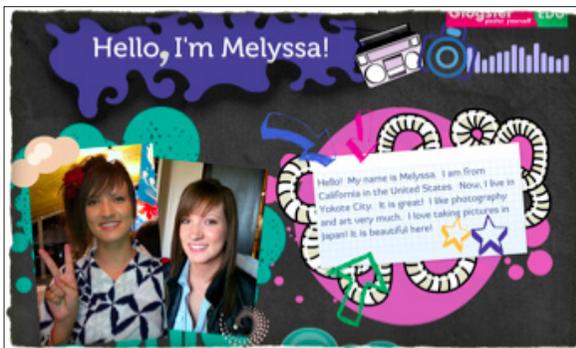


Figure 3. An example of an ALT's Glog.

Linoit and Padlet < en.linoit.com > < padlet.com >

Linoit and Padlet are interactive message boards that have been placed below each ALT's glog to allow students to communicate with ALTs through messages and share pictures, music, and videos. Linoit offers full Japanese support along with an iPad app. Both Padlet and Linoit message boards are very self-explanatory with no login required.

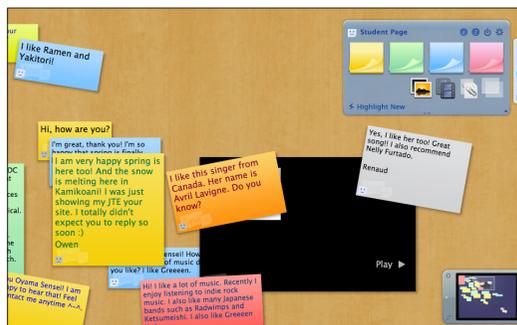


Figure 4. Linoit Message Board.

VoiceThread <voicethread.com>

The ALTs Online VoiceThread allows students to communicate with ALTs via voice using a microphone or through video using a webcam. VoiceThread also allows for communication to occur simultaneously with a slideshow that can incorporate both images and video. The ALTs Online website has an embedded VoiceThread which features video self-introductions by ALTs from different parts of the prefecture as well as a link to another VoiceThread featuring ALTs from all over Japan. The self introduction videos appear around a world map and the speakers in the videos can write or draw on the map as they are speaking. The video option in VoiceThread allows students to see the ALT talking which serves as an excellent tool for raising pragmatic awareness. The main benefit of VoiceThread is that it is an asynchronous discussion. Consequently, students may record their spoken comments to the ALTs video introductions numerous times, listen as many times as needed, and take as long as they need to respond to questions and comments. The result is increased self-monitoring, increased comprehensible input, and the ability for students to work at their own pace.

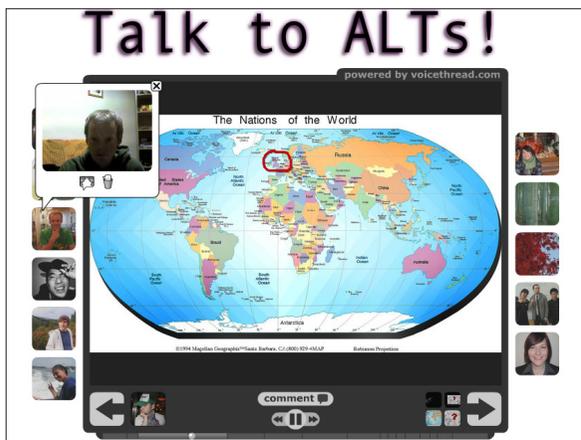


Figure 5: Snapshot of an ALT VoiceThread.

Conclusion

There are a plethora of wonderful and free Web 2.0 tools that teachers can utilize with their students; however, many teachers often use such tools in isolation. The Web 2.0 tools discussed in this article can complement and build on each other. They can be creatively combined to work fluidly in Moodle, a blog, or a wiki. Merging such tools can create a dynamic and multifaceted

online learning experience that will both engage students by providing a creative space to practice English and encourage autonomous learning within a single, online space.

Editor's Note: If you are having success with using technology in your classroom, consider submitting an article to the *Wired* column to share your experience with other readers of *The Language Teacher*. This author highlights several creative tools available for teachers to use in creating online spaces to engage their students in the exciting online world of the Internet. These tools are very intuitive, easy to use, and they are a great way to make your classes *Wired!*

Author Biography: Renaud Davies holds a Master's degree in Teaching English as a Second Language and Curriculum Studies. He is currently working as a lecturer at the Bunkyo English Communication Center (BECC) at Hiroshima Bunkyo Women's University.



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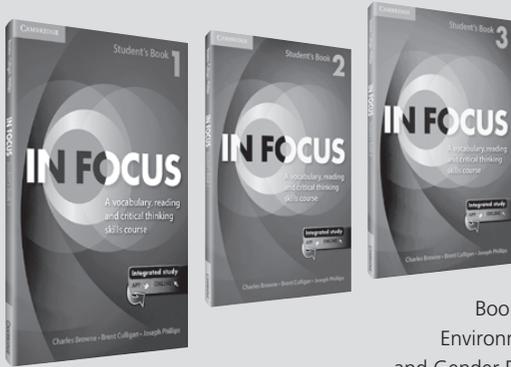
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A New General Service Vocabulary List: Helping Students Help Themselves

Dr. Charles Browne, Meiji Gakuin University



With more than 600,000 words in the largest dictionary of English (The Oxford English Dictionary or OED), the task of learning English, or even knowing where to begin, can be a daunting one. Fortunately, for teachers and students, the English language has a lot of built-in redundancy, with certain words occurring much more frequently than others (the word *the*, for example, makes up 6 to 7 percent of all the words in any book, magazine, or newspaper). Because of this, the average native speaker of English usually only knows a small percentage of these half million words (about 22,000 of the highest frequency words for a recent college graduate).

Although 22,000 words may still sound like a lot, there is even more good news. Corpus linguistics, the science of analyzing large collections of texts, has shown that knowledge of just a few thousand of the most important words can give an astonishing degree of coverage of English used in daily life. In 1953, Michael West published a list of about 2,000 important vocabulary words, known as the General Service List (GSL). Based on more than two decades of pre-computer corpus research and a corpus size of 2.5 million to 5 million words, the GSL gives about 84% coverage of general English. However, as useful and helpful as this list has been to us over the decades, it has been criticized for (1) being based on a corpus that is both dated and far too small by modern standards, and (2) for not clearly defining what constitutes a “word.”

On the 60th anniversary of West’s publication of the GSL, a New General Service List (NGSL) was published (Browne, Culligan, & Phillips, 2013). This list of approximately 2,800 words is based on a carefully selected 273 million-word subsection of the multi-billion word Cambridge English Corpus (CEC). Following many of the same steps that West and his colleagues took (as well as the very useful suggestions of Professor Paul Nation, project advisor and a leading figure in modern second language vocabulary acquisition), the goal was to create a new GSL (NGSL) of the most important high-

frequency words for second language learners of English, a list that gives the highest possible coverage of English texts with the fewest words.

For a meaningful comparison between the GSL and NGSL to be done, the words on each list need to be counted in the same way. A comparison of the number of “word families” in the GSL and NGSL reveals that there are 1,964 word families in the former and 2,368 in the latter. Coverage within the 273 million word CEC is summarized in the chart below, showing that the 2,368 word families in the NGSL provide 90.34% coverage while the 1,964 word families in the original GSL provide only 84.24%. That the NGSL, with approximately 400 more word families, provides more coverage than the original GSL may not seem a surprising result, but when these lists are lemmatized (includes the word and all its inflected forms, but not derived forms), the usefulness of the NGSL becomes more apparent, as the more than 800 fewer lemmas in the NGSL provide 6.1% more coverage than is provided by West’s original GSL.

Vocabulary List	Number of Word Families	Number of Lemmas	Coverage in CEC Corpus
GSL	1,964	3,623	84.24%
NGSL	2,368	2,818	90.34%

This list of words is now available for download, comments, and debate from a new website dedicated to the development and maintenance of this list:

newgeneralservicelist.org

Here, you will find copies of articles published about the NGSL, any updates made to the list, as well as downloadable copies of the NGSL in various formats (alphabetically, by frequency, by lexeme, etc.). There is also a copy of the NGSL for download with original definitions written in simplified English. If you are a fan of electronic flashcards, the list and definitions have already been uploaded for use at the free Quizlet online flashcard site quizlet.com, and are also available as part of the new 3-level Cambridge University Press series called *In Focus*, and at EnglishCentral.com. If you are a fan of extensive reading and want to use the NGSL to write your own simplified reading materials, it is also now available for use as one of the vocabulary lists on the free “Online Graded Text Editor” (OGTE), developed by Charles Browne and Rob Waring er-central.com/ogte and part of their larger free website devoted to promoting online extensive reading and vocabulary learning er-central.com. As you can see, the goal of the site and the NGSL project is to help support second language learners of English to quickly master a small list of words that will help fast track their ability to comprehend English texts and materials.



JALT FOCUS

JALT NOTICES

...with Malcolm Swanson

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



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

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

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JALT National Officers, 2012–2013

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

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From the President

First, I would like to give many thanks to everyone who was able to join us at JALT2013 in Kobe, and special thanks to everyone who worked on the conference team. Thank you!

As any attendee to a JALT conference can imagine, it takes the collaboration and dedication of hundreds of JALT members to make the conference possible, let alone a success. To be sure, there is a lot of behind the scenes work, from working with the site personnel, reading proposals for presentations, working on the publicity team, coordinating with the company that builds the display area, managing the interns, and

setting up the registration system, just to name a few of the many areas of responsibility that JALT members voluntarily shoulder. Another area that is critically important to the success of any event such as JALT2013 or PanSIG 2014 (10-11 May 2014, Miyazaki-shi, <pansig.org>), and to the functioning of JALT and its constituent Chapters and SIGs, is the treasury function.

For this issue's JALT Focus column I thus asked the JALT Director of Treasury, Oana Cusen, if she could introduce the leaders of the JALT Financial Team. So, without further ado, and starting with Oana, let's meet and hear from our stalwart members of the Financial Team!

JALT Financial Team

Oana Cusen – Director of Treasury

I first joined JALT in 2003 as an undergraduate student in Hiroshima. I was very fortunate to meet a fantastic group of JALT members and officers in the Hiroshima Chapter, and I briefly served as recording secretary for the chapter. Later I moved to Kyoto, and when I attended my first Kyoto Chapter meeting, I was asked if I wanted



to become treasurer as the previous treasurer was unwilling to continue. I was a little stunned (and I am sure many treasurers have had similar experiences), but I wanted to help the organization that had already given me so much support in Hiroshima. After two years as Kyoto Chapter treasurer, I was asked by Kevin Cleary to take over the position of Chapter Treasurer Liaison. A little while later I also served as treasurer for the PanSIG conference. In both of these positions I had a chance to learn how JALT works at a national level, and I was truly inspired by the hard work and dedication that so many put into it.

Since being elected as Director of Treasury three years ago, I have seen it as a crucial part of my job to communicate with all JALT officers and raise awareness of the jobs that treasurers

do. Without them, JALT could not function as an NPO. Money issues can be delicate, and the paperwork involved can be tedious, to say the least. But one thing I have learned is that having a good treasurer is crucial to the running of Chapters and SIGs and JALT as a whole.

The past three years have been a whirlwind of learning experiences, challenges and some successes. But what I have enjoyed most is working with the JALT team and the way everyone pulls together to create the “magic” of JALT. Despite their often extremely demanding day jobs, JALT volunteers always seem to find the time to put a little bit extra into JALT to help themselves and others grow professionally.

Hideko Hayakawa – JALT Central Office accounting secretary

Before joining the JALT Central Office in June 2010 I worked for a trading company as an accounting manager, and before that, I worked for a Japanese bank. In the beginning, working for JALT proved to be a steep learning curve as I had to get used to not only the JALT system, but also to the pressure of using good English since I was working with English teachers for the first time. Another big adjustment I had to make was to switch my mindset from working with professionals in the business world to working with volunteers in a non-profit organization.



In the three years I've worked here, I've come to realize that JALT is different from other Japanese companies in many other ways. First, JALT does not have a top-down structure with a CEO or a general manager dictating things. All decisions are made by a group of JALT officers, which makes it much harder for JALT to go in the wrong direction, financially, or otherwise. Also, I feel that JALT is more similar to a unit of government than an actual company, as everybody's wisdom is pooled together—people are elected, they change to different positions, and some people stay, so there is institutional memory.

Something else different about the way JALT operates is that JALT can count on a steady source of revenue, since members pay their membership dues and attend conferences regu-

larly. Other NPOs might need to ask for support from sponsors, while regular companies may need to ask for loans from banks or raise capital on the stock market, but this is not the case with JALT. However, as the revenue we can count on is limited, we have to manage it responsibly, and I am very happy to be part of the team entrusted with making sure JALT remains financially viable.

Richard Hodson – Financial Steering Committee chair

I was a “paper member” of JALT until I moved to Nagasaki in 2005, and started attending the small but friendly meetings here. When I became chapter treasurer a few years later, I was fortunate to have a predecessor who was not only well organized and efficient, but also prepared to guide me through the transition. Helping your successor and leaving things tidy for them is one of the most important jobs a treasurer can do!



My background is in literature, so I think it must have been simply the fact that my accounts were tidy rather than any great financial skill or knowledge on my part that led Oana to ask me to serve as an examiner for the first time in 2010. When Oana was elected as Director of Treasury, I took over her position as Chapter Treasurer Liaison for two years, during which time it was very enjoyable to be part of the team responsible for producing two comprehensive manuals for treasurers and examiners, which we hope will be a helpful and accessible resource for years to come.

Since October last year, I took on the position of Chair of the Financial Steering Committee (FSC), the committee responsible for drafting the JALT Budget, which occupies a dauntingly large spreadsheet. I still have a lot to learn, but fortunately, the members of the FSC have a wealth of experience regarding JALT finances among them. I hope that with their help I will be able to make a more effective contribution both in this position, and as a chapter treasurer and examiner in the coming year.

Leigh McDowell – Chapter Treasurer Liaison

When I was asked to be an officer for my local chapter in 2009, I was happy to help out in any way I could, which meant I got to be the chapter treasurer. I managed to get us through that financial year with no “Leigh-man shock”. The next year got easier, and the one after that, and I found myself appreciating the objective qualities of balancing the books, and the organizational skills that came with the job. I met people who became mentors and good friends and inspired me to do more. In 2011, I volunteered as an end-of-financial-year internal examiner, and again in 2012. This gave me a wider-angle view on how chapters work. I took on the role of Chapter Treasurer Liaison (CTL) in 2012. I saw what the people before me were doing, the systems they were developing and the progress they were making, and I wanted to help keep that moving ahead.



As CTL, I monitor the chapsig-treasurers list, I co-chair the internal examination committee, and I sit on the committee that oversees the Development Fund. It is as much a learning experience for me as it may be for the treasurers I work with, but it's pleasing when my own experience can help others do their jobs better. In my short time as CTL, I've worked with the financial team on two new handbooks (one for examiners, and one for managing donations and co-hosting events), a review of the current examination system, and the introduction of the pair-treasurer system. In addition to this, I worked as the JALT2012 Conference Treasurer in Hamamatsu, and again at JALT2013 in Kobe. The value of having good treasurers in JALT cannot be overstated, and I hope the work I do helps increase that value, along with our appreciation of it.

Scott Petersen – SIG Treasurer Liaison

If I am reappointed at JALT2013, it will mark my fourth and final year as SIG Treasurer Liaison. The job has proven difficult at times, but educational since in helping others, I have had to sharpen my own thinking about the mechanics of the job.

I was one of the founding members of the Hiroshima Chapter back in 1977. I was brought onto the chapter committee as reporter. I could not take on more since I was living at the time in Matsuyama and only came to Hiroshima once a month. After moving to Nagoya, I joined the Nagoya Chapter and eventually was asked to be treasurer of that chapter. Since this was the time before computers and Excel (at least for me), I had a hard time learning the job. I remember having to telephone the then-National Treasurer Aleda Krause for help at times. After that I served as president of the chapter before taking a year off to return to the US. After returning to Nagoya, I eventually joined the Material Writers SIG, where I have been concentrating my JALT efforts for the last several years, including being the SIG's treasurer.

During the last three years, the Financial Team has been working to streamline the bookkeeping process of JALT, although much remains to be done. Furthermore, as several SIGs have been formed in recent years, we need more members to serve as treasurer and there is an increased need for training. The job has been, and continues to be, challenging. But we appreciate the chance to help JALT function and look forward to continuing to serve you.

Kevin: Many thanks, Oana, Hideko, Richard, Leigh, and Scott! We really appreciate your leadership and how you are applying your hard-won experience in the financial area. One thing I would like to note is that Hideko is a credentialed bookkeeper and her expertise has made it possible for us to do all our bookkeeping in-house. Even more important than the cost savings realized from taking care of our own books is that we are able to tailor our system to our needs, which has helped us immeasurably in managing our finances.

To our other Financial Team leaders, I note that you came to the treasury function armed only with common sense and an organizational ability, not any special background in finance or accounting. However, you were soon able to comprehend the system, communicate clearly with others about financial matters, and find ways to improve the way we do things. Thanks to your hard work we have completely transferred the treasury system, and I look forward to the continued improvements you will propose and help implement.

Unfortunately, space does not allow us to introduce the other key members of our Financial Team, all of our hard-working Chapter and SIG treasurers, but rest assured that your efforts are greatly appreciated as well. Many, many thanks for your hard work! The JALT treasurer role has never been as well-defined and supported as it is now, but we still look forward to getting ideas for new approaches from you, as well as seeing you step up to leadership positions when the time is right.

In closing, I am reminded what a JALT member said at an Executive Board Meeting (EBM) a few years ago when we were discussing the benefits of volunteering for JALT: "JALT gave me the chance to do things I wasn't qualified

for." Indeed, we are glad to accept volunteers for what they will be able to do, not just for that which they have proved proficient. That is, your professional development opportunities in JALT are not limited to language teaching contexts. Accordingly, if you are interested in volunteering for the Financial Team or for any position in JALT, please let us know by sending a message to volunteer@jalt.org and we'll see what we can do to help you find a place within JALT's volunteer community. To all JALT members, thank you very much for your membership, and we hope to see you at a JALT event soon!

Kevin Cleary, NPO JALT President



JALT FOCUS

SHOWCASE

...with Kristen Sullivan

To contact the editor:

<showcase@jalt-publications.org>



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

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

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

In this issue of Showcase, Stephen Dalton introduces his extensive experience with service learning.

Stephen Dalton

My journey to teaching English in Japan started in an unusual fashion: it began with teaching advanced conceptual mathematics! In the late 1980s, I joined a social change non-profit or-

ganization called Project SEED in California. We explored algebraic concepts such as the additive law for exponents with 4-6th graders from the poorest schools in and around San Francisco. Rather than teaching algorithms, we used advanced math to encourage students to think critically and work together to solve difficult problems.

After almost 20 years, I find myself returning to this broad goal of fostering cooperation and critical thinking, but from a completely different angle. Following stints of teaching both Spanish and English as foreign languages at UC-Santa Barbara and the English Language Program (ELP) of UC-Berkeley, I became acquainted with service learning.

Service learning is like volunteering on steroids. According to Ash and Clayton (2009), it is comprised of three parts: volunteering in the community, classroom learning relevant to the volunteering, and reflection activities where students integrate their volunteer experience with what they have learned in class. Through these three modalities, students slowly construct their personal understanding of the social challenges they address through volunteering. These problems can range from homelessness to aging societies to global warming. Generally service learning is done domestically, and often holds no L2 benefits. However, when combined with foreign language study, students in a service learning course can understand how deeply

these problems affect all of us, giving rise to a larger sense of global citizenship.

My first foray into volunteering in an academic context was at the English Studies Institute (ESI) in Berkeley, a privatized spinoff of the now-defunct ELP. The pilot volunteer project I helped design for visiting Taiwanese EFL students paved the road for the creation of a full-fledged service learning program. Today, students from Kyoto's Ryukoku University, a partner of ESI, participate in one of four volunteering options: social welfare, environment, K-6 education, and the elderly. Each option features an English teacher dedicated to teaching about the broader context of the social problem, as well as the language necessary for successfully working with the local volunteers. Students must journal about what they learn and how their experience in the field connects with that learning. Whether it is serving food to the homeless, cleaning up the beach, keeping company with the elderly, or acting as a teacher's assistant in a 1st grade class, students are encouraged to think seriously about how various social challenges arise and what this experience means for their lives going forward.

After traveling to Japan for a year's sabbatical at Ryukoku University, I joined Osaka Gakuin University (OGU) to help with campus internationalization. Although the International Center there does a good job of attracting foreign exchange students, many of them need more help integrating with the campus. Because of language barriers, many Japanese students also find meeting foreign students on campus a challenge. My assignment to help internationalize the campus was addressed again by . . . service learning.

The service learning class I introduced at OGU accepts both foreign and Japanese students *irrespective* of language ability. Although I taught in English, every word was consecutively translated into Japanese. This created an atmosphere in which the Japanese and foreign students felt comfortable talking in both languages—when paired with a foreign counterpart, they could act as *both* language learner and teacher. Each hybrid pair of students worked together to check understanding of the classroom lectures on global problems. They also created activities that they executed while volunteering with local NPOs in Kansai. For instance, each pair visited local elder-care facilities to chat with the elderly. Later the pairs taught English songs to young children who had fled Fukushima following 3.11.

In each case, both Japanese and foreign students were encouraged to reflect on what they were learning not only from their experience and the classroom, but also from their foreign partner. As both improved their L2 oral communication, they also learned different ways to tackle challenges. For the first time in their lives, many of them were using their L2 to solve real problems, not pass a test.

In the current semester, exchange students studying at OGU from around the world will partner with Japanese students to feed the homeless, assist the elderly, and provide solace and stimulation for those fleeing nuclear contamination. Although the volunteering is local, the challenges are global: increasing inequality, aging societies, and how to generate power safely and cheaply. Whether it's an exchange student speaking Japanese, or a Japanese student speaking English, they are learning to work together, think critically, and reflect on how to create solutions for the world. At the JALT national conference in Kobe, I spoke on how to implement this model of service learning for Japanese universities. If you missed the talks, please email me at <stephen@ogu.ac.jp> with questions or comments.

Reference:

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Stephen Dalton holds degrees in Economics and English from the University of Chicago and San Francisco State University. He is an Associate Professor at Osaka Gakuin University, where he teaches English to Japanese students, Economic History and Intercultural Communication to foreign students, and service learning to both.





JALT FOCUS

GRASSROOTS OUTREACH

...with David McMurray

To contact the editor:

<go@jalt-publications.org>



Grassroots, our popular *TLT* column about special events, groups, and homegrown resources within JALT has merged with Outreach, our international column that features stories from teachers and the learning groups they have formed around the world. The synergy of the merger has produced Grassroots Outreach, a place for

essays and short reports that can motivate readers to take action and bring about positive change in our language teaching profession, here at home, as well as around the world. The editor of Grassroots Outreach warmly invites 750-word reports, essays, and interviews about events, groups, or resources that are organized inside or outside of JALT, and can be found inside or outside of Japan. Contributors may also submit articles in the form of interviews with language teachers based overseas who would not otherwise readily have access to a readership in Japan.

Find Grassroots Outreach articles online:

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

career path and his research interests in motivation.

In response to Robert O'Mochain: A follow up to "Unscrupulous journal solicitations"

Howard Brown, Melodie Cook, & John Adamson
University of Niigata Prefecture

In a previous Grassroots Outreach column, Robert O'Mochain (2013) responded to our article (Brown & Cook, 2013), the purpose of which was to inform researchers about the growing number of journals soliciting manuscripts on a pay-for-publication basis. We are pleased that our ideas have been a springboard for more discussion on this topic, as we are in complete accord with O'Mochain that the conversation is far from over.

As O'Mochain points out, access to employment, and in some countries the very right to graduate, is tied to academic publishing (Hyland, 2012). Access to published work has also been restricted for readers through prohibitive subscription costs (Harnad et al., 2004). It is also true that the academic publishing world has been largely part of the "range of old boy professional networks" (O'Mochain, 2013, p. 68) and that these networks have a strong gate keeping function which tends to act as a barrier to off-networked or under-resourced writers (Belcher, 2007). However, it is important to note that significant and far-reaching changes are underway. While the changes may be slow in coming, the exclusive and exclusionary standards of the center are not what they once were.

In this issue of Grassroots Outreach, John Adamson adds his voice to those of Howard Brown and Melodie Cook to widen the debate on how mainstream academic publishing could include newer and more accessible ways of sharing knowledge. They warn academics, however, especially those who are thinking about moving away from mainstream models of editing and reviewing processes toward alternative choices, that a sideline of predatory publishers is developing in the shadows of this change. Also, Brett Cumming travels to the Gold Coast in Queensland to conduct an interview for Grassroots Outreach with Masanori Matsumoto, a professor at Bond University. Matsumoto worked in the banking business in Japan for seven years before deciding he'd rather teach Japanese as a second language to international students in Tokyo. His interest led him to study at graduate school and to continue his teaching career in Australia. In this column he answers questions from Brett, an Australian who taught ESL for 10 years prior to coming to teach in Japan, about his interesting

Firstly, throughout academic publishing there is a growing respect for alternative voices and alternate means of expression including non-standard English prose. In some fields at least, more personalized and simplified discourse is replacing rigid center scholarship norms (Rozycki & Johnson, 2013). In fact, some say that strict adherence to disciplinary norms of communication leads to a kind of narrow vocationalism (Carter, 1995). This is giving more and more freedom to scholars to publish their work in their own voice.

In addition, the central position of high-powered journals based in the West is being diluted by a growing number of active regional communities where local scholars form both intra- and international networks of practice (Lillis & Curry, 2012). In our own regional context, who can doubt the dramatic growth and vibrancy of groups like FEELTA in Russia or CamTESOL in Cambodia?

Technology is also changing the way we interact with academic publishing, both as producers and consumers. On-line publishing models allow more flexibility in the relationship between author and reader. This has led to widespread acceptance of the access to knowledge movement and the rise of open access publishing. Even in cases where articles are published behind pay walls with major journals, self archiving is allowing a growing number of authors to share their work for free (Guedon, 2004), whether on personal websites or academic archiving sites such as Academia.edu or Research Gate.

Finally, a fundamental change in attitude is underway. There is widespread criticism of the status quo in mainstream academic publishing. Boycotts against Elsevier, a major publisher, (Whitfield, 2012) and growing questions about how the impact, and thus status, of journals is assessed (Kennison, 2009) show that academics are moving away from the mainstream model of publishing.

Our field, and in fact all of academia, is in a state of flux as cracks develop in the old guard system and new, possibly more vibrant, ways of sharing knowledge evolve. As this evolution progresses, a sideline of predatory publishers is developing in the shadows. This is not entirely unexpected. In recent decades, whenever a new communications channel opens, a predatory minority is ready to take advantage of it. Thus email led to SPAM and on-line banking led to phishing. And now the access to knowledge

movement and the advent of open-access publishing are being taken advantage of by predatory publishers of disreputable journals. Preying on scholars under pressure to publish, these journals hope that the unsuspecting will mistake them for legitimate publications. Our original column was written in response to those in the shadows; we hoped to cast some light on their practices.

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From foreign exchange to foreign language teaching: An interview with Masanori Matsumoto in Australia

Brett Cumming

Aichi Prefectural University

Brett Cumming: Could you tell us a little about how you came to teach Japanese in Japan?

Masanori Matsumoto: Prior to this, I was working for the foreign exchange department in a Chiba-based regional bank which sent me around the world on training trips to learn and study about the world financial systems. For six months, they provided me with the opportunity to see many different languages and cultures. I then looked for an opportunity to finish my work in banking in order to pursue my real interest, which is language. This led me to enroll in a Japanese language teaching training correspondence course which enabled me to teach Japanese as a second language. This was not well recognized at the time (around 1985) and didn't have the same prestige as teaching Japanese to native Japanese speakers.



BC: Did you find many differences in teaching Japanese in Japan and teaching Japanese here in Australia?

MM: Well, after teaching Japanese for four years in Japan, I became more interested in teaching in foreign countries, which also provided me with the opportunity to utilize my English. In 1989, just around the time the Japanese economic bubble burst, I was employed on a 2-year contract on the Gold Coast. It was right at the peak of the Japanese inbound tourism market. Classes were easily

attracting 50-60 businessmen and women. These students were extremely motivated to attract more Japanese tourists. In addition to the motivation, teaching here in Australia to monolingual students, all with the same L1, was unique in that they all had similar expectations, similar cultural differences (to Japan) and the objective of wishing to communicate with tourists. The Australian students at the time also generally had very little experience in language learning and somewhat false expectations about the effort required. Questions about whether fluency was possible in three months were not uncommon.

BC: Could you tell us a little about your latest research?

MM: I'm presently continuing my research on motivation, specifically the development of a tri-facet framework. An example to illustrate this is the motivation of Asian students studying a foreign language such as Japanese in an Australian educational context, and having to deal with two foreign languages and cultures simultaneously. This cultural distance is always regarded as a factor affecting the students' motivation. It is said that the width of cultural distance between students' L1 and L2 (the target language) is a factor affecting students' motivation, which to some extent is true. It is my hope to look at Chinese students studying Japanese in a foreign educational context and see how this influences their motivation and progress.

BC: I would like to discuss your paper entitled "Second language learners' motivation and their perceptions of teachers' motivation." Could you briefly explain what your findings were?

MM: I believe motivation is always a personal matter. Even if teachers try to motivate students (which is of course part of our job as teachers), students with different backgrounds, learning experiences, cultures, and ideas perceive what we do in different ways.

BC: So, did you find that students reacted positively to teachers who were very enthusiastic and genuinely tried to motivate them?

MM: The general finding is that, yes, there is a positive correlation and relationship between the teacher's motivation, both real and perceived, and the intensity of the student's motivation. Therefore, the teacher is a very important factor. Further examination found that depending on the student's level of proficiency, which

motivational factors or strategies are important differs; for instance, lower level students are more visually-orientated and do not respond as much to verbal encouragement while higher level students start to shift their focus more to the teacher's skills in the classroom. I found advanced level students who are mostly approaching their goal of speaking English fluently focus more on the teacher's actual techniques. In

the future I would also like to observe Japanese being taught as a second language in a Japanese context and conduct a comparative analysis of Chinese and other foreign student perceptions of their Japanese teachers' commitment and motivation.

BC: That sounds very worthwhile. I wish you all the best with your future research.



TLT COLUMN

SIG NEWS

...with Jennie Roloff-Rothman

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



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

You can access SIG News online at:

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

SIGs at a glance

Key: [🔍] = keywords [📖] = publications [🗣️] = other activities [📧] = email list [💬] = online forum] **Note:** For SIG contacts & URLs, please see JALT's website <jalt.org/main/groups>.

PanSIG2014 in Miyazaki

10-11 May, 2014

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

Bilingualism

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

Raising Bilingual Children in Japan

Join featured speaker Mary Nobuoka (coordinator of Bilingualism SIG) for an introductory talk on the benefits and challenges of raising bilingual children in Japan. Also hear Ibaraki Chapter members share their experiences.

Sunday, December 8 (13:00-17:30), hosted by Ibaraki JALT at Ibaraki University in Mito. (Followed by a Bonenkai at a nearby restaurant.) For more information visit: <bsig.org>

Business English

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

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

College and University Educators

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

This year CUE has celebrated its 20th anniversary by organizing various professional events

from Hokkaido to Kyushu. These events included workshops by Chris Casanave, Paul Nation and Penny Ur as well as co-sponsored ESP and Vocabulary Symposiums. The last event in 2013 will help make you just a little more tech-savvy. On December 1, CUE is sponsoring Technology Workshop at Keisen University. There will be free practical hands-on technology workshops by Edo Forsythe, Daniel Beck and Germain Mesureur. For this and other upcoming events, visit our website: <jaltcue-sig.org/events>. CUE officers would like to thank each and all of its members for their support and involvement in SIG-related activities. Please feel free to contact us at <jaltcue-sig.org/officers> for further information about our events and activities. We look forward to hearing from you and seeing you soon at one of our events!

Computer Assisted Language Learning

[📱 technology, computer-assisted, wireless, online learning, self-access] [📖 JALT CALL Journal Newsletter—3x year] [📅 Annual SIG conference, regional events and workshops] [📄] [🗣️]

The CALL SIG is happy to announce it is sponsoring *Digital Mobile Language Learning*. DMLL is more than a publication, it is a community focused on practical issues, with a blog, a repository of papers, and a quarterly electronic publication in the works. Still in its infancy, with a small group of 6 authors and editors, DMLL will help you use tech for learning and teaching languages. Come visit us at <dml.jaltcall.org>, and after a little reading get involved. Start with a blog post, write a paper or help edit the quarterly.

Critical Thinking

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

JALT Hiroshima Chapter has been kind enough to host a series of presentations on critical thinking at their annual mini-conference. It promises to be an exciting event to close out the year in professional development and promotion of critical thinking skills in the language classroom. This year's event will be held at the Hiroshima YMCA on Sunday, December 1, 2013. Visit their website at <hiroshima-jalt.org> for more information. We hope to see you there!

Please consider writing for a future issue of *CT Scan*. Full research article: 1,500-3,000 words, detailing your research related to critical thinking in language education. Articles that connect

theory to classroom practice are encouraged. Classroom reflections: 500-2,000 words, detailing classroom activities that have been used to teach or encourage critical thinking among language learners. Commentary: 500-2,000 words, detailing personal observations meant to provoke discussion within our membership regarding critical thinking in language education. All submissions are welcome at <ctscan.editor@gmail.com>. We recommend adhering to *JALT Journal* style guidelines for your submission. Please refer to <jalt-publications.org/downloads/jaltstyle.pdf> for guidance.

Extensive Reading

[📖 extensive reading, extensive listening] [📖 ERJ—3x year] [📅 Annual ER Seminar]

The JALT ER SIG exists to help promote Extensive Reading (ER) in Japan. Through our website, biannual newsletter *Extensive Reading in Japan*, online *Journal of Extensive Reading*, regular e-newsletter, grant programs and presentations throughout Japan, we aim to help teachers set up and make the most of their ER programs. For more details and resources, please visit <ersig.org>.

The ER Seminar at Your School

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

Framework & Language Portfolio

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

This SIG discusses the CEFR, ELP, other similar frameworks, and their relevance for Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogic frameworks. The SIG holds periodical seminars focusing on classroom use of the CEFR, among other things. Please refer to <sites.google.com/site/flpsig/home> and <flpsig@gmail.com> for more information, including informa-

tion about the “FLP SIG Kaken Project”, “Can do statements: Language education in Japan and beyond” publication and download of the bilingual “Language Portfolio for Japanese University”.

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

The principal purpose of this research is to develop English language integrated skills textbooks that suitably adapt and apply the principles and practices of the CEFR for the higher education context in Japan. Furthermore, in order to support learner and teacher autonomy and to support the classroom implementation of the text, we will aim to develop supplemental learning materials such as a language portfolio, and resources informed by research on autonomy. You can find more information about related events and the project at <tinyurl.com/FLPKaken>.

The plan for the immediate future is as follows: Once the basic details have been decided, we plan to make project teams to create two course books, with publication planned for April 2014. If you would like more information, or have any questions, please contact <flpsig@gmail.com>.

Gender Awareness in Language Education

[🔍 gender awareness, gender roles, interaction/discourse analysis, critical thought, gender related/biased teaching aims] [📖 newsletter/online journal] [🗣️ Gender conference, workshops] [📧]

We have an ongoing call for papers for our academic journal, *The Journal and Proceedings of the Gender Awareness in Language Education Special Interest Group of JALT* (or *The GALE Journal*). Visit our website at <gale-sig.org> or contact us for more details. Please email <coordinator@gale-sig.org> for any GALE related inquiries.

Global Issues in Language Education

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

GILE aims to promote global awareness, international understanding, and action to solve world problems through content-based language teaching, drawing primarily from the fields of

global education, peace education, environmental education, and human rights education. The SIG produces a quarterly newsletter, organizes presentations for local, national, and international conferences, and maintains contacts with groups ranging from Amnesty International to Educators for Social Responsibility to UNESCO. Contact us for a sample newsletter or for more information about the SIG’s work in “teaching for a better world.” visit <gilesig.org>, our Facebook page or contact Kip Cates <kates@rstu.jp>.

Japanese as a Second Language

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

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

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

Junior and Senior High School

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

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

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

Learner Development

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

学習者ディベロプメント研究部会(LD SIG)は、教室の内外での学びに関するテーマの中でも特にオートノミーのある学習とティーチングを発展させるための実践を探究・研究することに関心のある約200名が組織する、活発でフレンドリーな研究部会です。

私たちは、多様な教育現場でご活躍の皆様の参加を歓迎しています。小学校、中学校、高校、通信教育、語学学校、大学で指導されている皆様、そして英語以外の言語を教えている教師の皆様も、どうぞご参加ください <ld-sig.org>。

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

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

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

Lifelong Language Learning

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

We would like to thank the speakers at our well-attended forum at JALT 2013: Lifelong Language Learning & Community Involvement.

Andrew Reimann, Associate Professor in the Faculty of International Studies, Utsunomiya University, described how critical incidents could be used to build communication skills and a sense of curiosity among students, enabling them to extend their inquiry and interests out into the community. Next, Joseph Poulshock, Professor at Tokyo Christian University, introduced ideas and activities that can help learners and teachers create the “grammar of story” in the books they read, the films they see, and in the goals, dreams, and ambitions they have for life. Finally, Joseph Dias, Professor at Aoyama Gakuin University, demonstrated how carefully chosen guest speakers in ESL/EFL classes can provide a bridge to the community and how the most can be made of such events through engaging preparatory activities, readings, and tasks. Speakers from such organizations as Médecins du Monde, Second Harvest Japan and the Tokyo English Life Line, as well as a film director and musician, were used as examples.

The LLL-SIG invites those teaching languages to young, middle-aged, and older adults to share information through our website <jalt.org/lifelong/index.html>, newsletter, at various SIG conferences and events (including PanSIG), and at the JALT National Conference, where an annual LLL-SIG forum is held. We also conduct a mini conference every autumn. This year’s mini conference is scheduled for the first weekend in November, 2-3, in Tokyo at Kanda Gaigo Gakuin.

Our Facebook page can be accessed at <facebook.com/jaltLLL>. As of this writing, we have nearly 179 likes and we always welcome more. If you “like” us, you will be able to find out about not only our SIG’s events, but you can also get tips about lifelong language learning and teaching, and find out about opportunities and events in the community that stretch your capabilities and broaden your horizons, including volunteering possibilities.

Literature in Language Teaching

LiLT SIG members engage with literature through film, creative writing, poetry, the short

story, classic literature, and world literature as well as literature in translation. We welcome interest from those working in cultural studies, politics through literature, language learning and applications of literary texts in different contexts. We are flexible, inclusive, and friendly - we invite you to join us!

The SIG recently held a forum at JALT2013. This was the first time for us to hold a forum and the theme was "literature and the stories of our lives." Thank you to everyone who came to the event and participated. Following this, we had our AGM with a few changes to the executive committee. Full details of who is who in the SIG are available from our website. As ever, we are always interested in volunteers to help out with things such as event planning, reading and proofing for our journal and helping the SIG grow. If you are thinking about getting involved, we welcome you to contact us!

2014 Conference: September 6-7, 2014. We are steadily making plans for our first literature-themed conference to be held at Aichi University, Toyohashi campus with John Roberts as the conference chair. Please consider submitting something to present, attending, or helping out promote this first LiLT SIG conference.

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

Materials Writers

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

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

Other Language Educators

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

The OLE (Other Languages Educators) SIG issued its newsletter no. 67 with information and interleaved flyers in 5 languages. It held its successful second conference at Chukyo Uni-

versity in Nagoya, October 12-13. Information can be found at: <geocities.jp/dlinklist/ENG/OLEkon2013.html>. OLE was also active at JALT2013 in Kobe. For more information please contact <reinelt.rudolf.my@ehime-u.ac.jp> <T/F 089-927-9359>. Please inform learners and teachers of languages other than English of these opportunities.

Pragmatics

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

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

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

Professionalism, Administration, and Leadership in Education

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

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

School Owners

Please consider signing up for our newsletter! The sign-up form to the SO SIG's free quarterly newsletter is now active on the SO SIG website <schoolowners.net>. To subscribe, visit the

site and enter your email address. Subscribers receive articles, freebies and news on upcoming SO SIG events.

Speech, Drama, & Debate

SDD had a good presence at JALT2013 and a new slate of officers was voted in. Our second issue of the year of *Mask & Gavel* was published and distributed to members in early October. We changed the format of our bi-monthly bulletin to make it easier to read on mobile phones and started using *MailChimp* to make the bulletin more appealing to the eye.

Much of our energy has gone to planning our upcoming mini-conference. Hiroshima JALT chapter has kindly invited SDD to co-sponsor their conference with CT SIG on December 1, 2013. The theme of the conference is "Creativity and Collaboration." Ken Wilson will be the featured speaker, through the generosity of Oxford University Press. See <sites.google.com/site/speechdramaanddebatepublicsite> or <hiroshima-jalt.org/annual-mini-conference> for more information.

We are also now busy planning our new Japan Online English Speech Contest (JOESC).

This will be an annual speech contest beginning in 2014 where entrants record their speeches as a video file and submit it to our website <sites.google.com/site/japanonlinespeechcontest/home>. Please contact <joesc2014@gmail.com> if you would like to help organise or would like more information about this exciting project.

We had an exciting 2013 and are making plans for an even better 2014.

Study Abroad

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

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

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

Task-Based Learning

The TBL SIG will hold the second “TBL in Asia,” conference in Kansai on May 18, 2014. Details as well as a Call for Papers can be found at <tblsig.org/conference>.

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

Teacher Education & Development

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

The Teacher Education and Development (TED) SIG is a network for those who want to help themselves and others become better teachers. Thank you for your participation in JALT2013.

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

Teachers Helping Teachers

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

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

Teaching Children

[🔍 children, elementary school, kindergarten, early childhood, play] [📖 *Teachers Learning with Children*, bilingual—4x year] [🗳️ JALT Junior at national conference, regional bilingual 1-day conferences] [📄] [🗣️]

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

Although the post-conference period tends to be a bit quiet, as anybody who attended our AGM knows we are busy implementing a number of significant improvements to the running of the SIG. We are in the process of enriching our online and social media presence, along with finalizing the details of the inaugural *TC SIG Journal*. We will keep you updated of our progress via our regular e-newsletter.

As always, if you have any ideas, activities, advice or experiences you would like to share with your fellow teachers, please consider submitting them to some of our upcoming issues of the TLC Newsletter! Email your submissions to the editor at <editor@tcsig.jalt.org>. For more information

about the Teaching Children SIG and all our activities, please visit our homepage <tcsig.jalt.org> or TCSIG Facebook page <facebook.com/pages/JALT-Teaching-Children-SIG>.

Testing & Evaluation

[🔍 research, information, database on testing] [📖 *Shiken*—3x year] [🗳️ PanSIG, JALT national conference] [📄] [🗣️]

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

Vocabulary

The VOCAB SIG is proud to announce that our membership has grown to 130 members since last year. We welcome new membership and enjoyed this year's JALT2013 Conference.



TLT COLUMN

CHAPTER EVENTS

...with Gary Wolff

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



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

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

FUKUOKA—*Upcoming events* include a presentation by **Ken Wilson** on November 30 and the Fukuoka JALT Year End Party at Rollins on December 14. Rollins is an American-style Italian restaurant and jazz bar in Akasaka. The dinner is a set meal, and the drinks are all-you-can-drink beer and wine. Further details are available on our website <fukuokajalt.org> or follow us on Facebook or Twitter.

HOKKAIDO—*CALL-Plus workshop 2013*. Theme and Keynote Presentation: "Flip the classroom: The movement for multimedia study before class" based on the book by **Jonathan Bergman** and **Aaron Sams**. "Flip teaching (or flipped classroom) is a form of blended learning

in which students learn new content online by watching video lectures, usually at home, and what used to be homework (assigned problems) is now done in class with the teacher offering more personalized guidance and interaction with students, instead of lecturing." *Sat 16 Nov, 10:00-17:00; Sapporo Gakuin University, Ebetsu: <sgu.ac.jp/en/access/index.html>; For further information: <englishforum.sgu.ac.jp/callworkshop>; Non-members ¥500.*

IBARAKI—Bilingualism/biculturalism—Raising children in Japan. Our featured speaker will be **Mary Nobuoka**, Coordinator of the Bilingualism Special Interest Group. We will also have presentations by three chapter members: **Gabriela Schmidt**, **Naomi Takagi**, and **Martin Pauly**. "Raising a Child as a German-Japanese Bilingual," "Code-Switching of Bilingual Teachers in EFL Classrooms," and "Reflecting on Influences of Child Raising after 25 Years," will be some of the topics addressed in this meeting. *Sun 8 Dec, 13:00-17:30; Ibaraki University: <ibarakijalt.blogspot.jp>.*

KITAKYUSHU—PechaKucha night by **Linda Joyce**, **Jason McDonald**, **Robert Murphy**, **Michael Phillips**, and **David Pite**. Kitakyushu JALT will be hosting our third PechaKucha night involving a variety of presentations to do with classroom learning and teaching. There will be 5 presenters who will each take turns presenting their chosen topic showing 20 slides for 20 seconds each. This creative event promises to be a rewarding experience for all involved where people can have fun sharing ideas and thoughts about their classroom experiences and research. *Sat 9 Nov, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; Non-members ¥1,000.*

KITAKYUSHU—Self-regulation in foreign language learning: Shared perspectives with keynote speeches by **Garold Murray**, Okayama University, **Yoshiyuki Nakata**, Hyogo University of Teacher Education, and 15 other presentations. Kitakyushu JALT is supporting this local event that aims to discuss and share research results and practical experiences related to self-regulated language learning and learner autonomy. *Sat-Sun 7-8 Dec; Shimonoseki City University, Shimonoseki, Yamaguchi; <srl.shimonoseki-online.net>.*

KITAKYUSHU—End of year social event. Join us for our end of year social, which we are tentatively planning to hold on December 21. Check the chapter website for further details closer to the date: <jalt.org/chapters/kq>.

KYOTO—Seven steps to writing effective classroom questionnaires by **Robert Croker**, Nanzan University, and **Strengthening the validity of qualitative research** by **Dawn Booth**, Kansai Gaidai. Our last event of 2013 sees us welcome two special invited speakers to discuss issues of research in TESOL. We hope to see you there for what is sure to be extremely valuable for all who are interested in practitioner research. *Sun 17 Nov, 13:00-16:30; Campus Plaza, Kyoto; For further details, see <kyotojalt.org>. One-day members ¥500.*

MATSUYAMA—Toward fostering global awareness of the people by **Yoshikazu Murakami**, Ehime Juzen School of Allied Medical Professions. Education aims to bring about changes in learners through teaching, preparing them for the world of the future. With this goal in mind, the speaker and a specially selected group of people have jointly organized and conducted an open-lecture course called "Living in an Age of Globalization" for the general public. Details will be presented at the meeting. *Sun 8 Dec, 14:15-16:20; Shinonome High School Kinenkan 4F; <shinonome.ac.jp/site/high-school/access.html>; One-day members ¥1,000.*

NAGOYA—Puppets sparking affective learning with young learners by **Juan Uribe** of Juan Uribe Ensino Afetivo, Sao Paulo. Teachers promote affective language learning when they give young learners the very language they need to express their individuality. Puppets are powerful beings that allow this authentic expression to gain life in unexpected ways. Come and learn how affective learning beliefs and postures and the use of puppets can spark holistic language learning in your classes! Juan's blog is at <childrenlearningenglishaffectively.blogspot.jp/p/about-me_03.html>. *Sun 10 Nov, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; <nic-nagoya.or.jp/en/e/about-us/access-hours>; One-day members ¥1,000, 1st visit free.*

NAGOYA—*Laughing matters in the classroom* by **Ted Quock**, Keisen University. This workshop will explore the role of humor in the classroom—as supplementary material for teaching language, subject matter, and as a motivational tool. Participants will be asked for their reactions and opinions about various examples. Quock is a professor of English Communication at Keisen University and part-time lecturer at the University of Tokyo, and was a long-time adjunct professor at the Columbia University Teachers College MATESOL Program in Tokyo. *Sun 8 Dec, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2, <nic-nagoya.or.jp/en/el/about-us/access-hours>; One-day members ¥1,000, 1st visit free.*

OKAYAMA—*Introducing Mreader* by **Richard Lemmer**. Mreader is the updated version of Moodle reader from Tom Robb. The speaker will demonstrate its features from both instructor and student perspectives. Student feedback on its use will also be provided. Also, *Monty Python for teaching pragmatic awareness* by **Scott Gardner**, Okayama University. Pragmatic awareness is raised using humorous miscommunications in "Monty Python's Flying Circus" and "Fawlty Towers." Scenes from these shows highlight pragmatic failures, helping students relax while considering "correct" speaking beyond vocabulary and grammar. *Sat 16 Nov, 15:00-17:00; NDSU at Logos Hall; Non-members ¥500.*

OKAYAMA—*Unmotivated students? Make them curious!* First, Ken Wilson will suggest ways of motivating and engaging low-level, mixed ability adult learners, demonstrating some pre-skills work preparation that will have students desperate to find out more. Can *improve activities* work in Japanese classrooms? Next, Ken will discuss *improve activities* suitable for the Japanese classroom where the language requirement, aims, and outcomes are clear and achievable, as well as being fun, memorable, and useful. The Okayama JALT Bonenkai will be held after the meeting. Details are available on our website: <sites.google.com/site/okayamajalt>. *Sat 7 Dec, 15:00~17:00; NDSU; Sponsored by OUP; Free.*

OKAYAMA—*Motivating the unmotivated—Do teachers have to do ALL the work?* Ken Wilson will also give a presentation in Tottori. He will suggest ways we can motivate our students by

challenging them, making them curious, and giving them more responsibility for what goes on in the classroom; also by encouraging them to be imaginative and exploiting their talents. And the good news is the enthusiasm they show will wash back and renew OUR enjoyment of our teaching. *Sun 8 Dec, 14:30~16:30; Tottori University of Environmental Studies. For more details, contact Shirley Leane <shirley@uec.tottori-u.ac.jp>; Sponsored by OUP; Free.*

OSAKA—*All-Kansai year-end bonenkai party*. The Osaka chapter is planning to host this year's all-Kansai bonenkai year-end party, so please check our website for more details as they develop closer to the day: <osakajalt.org>. *Tentatively Sun 15 Dec; Location TBA.*

SENDAI—*The Tohoku ELT Expo*. In collaboration with English Teachers in Japan, JALT Sendai is proud to host the Tohoku ELT Expo, part of a national series of expos. This is a one-day mini-conference offering quality presentations and publishers' materials displays for language teachers. Presentations will be given by speakers from the Sendai/Tohoku region as well as other regions in Japan. *Sun 24 Nov, 9:30-17:30; Sendai Ikuei Gakuen High School, Miyaginohara Campus; <jaltsendai.org>; ¥500 for ETJ & JALT members, ¥1,000 general admission.*

SENDAI—*Highlights from JALT2013 international conference & annual year-end party* by various presenters. Local members lucky enough to attend the Conference in Kobe will present reports on the best presentations they attended. This is a great chance to learn about up and coming researchers/teachers in the field of ELT, to learn about new innovations which may help us in the classroom, and to hear the stories behind this yearly highlight of Japan's ELT community. This will be followed by our year-end party to celebrate our collective successes in the classroom. *Sat 14 Dec. Venue and time: <jaltsendai.org>; Members free, one-day members ¥1,000.*

SHINSHU—*Developing output skills through interactive art boards (kinesthetic tactile learning)* by **Trevor Joseph**. The focus of this presentation will be on how to promote output. Joseph will demonstrate how he puts together his activity boards, the concept behind his material, and his evaluation of his material

from a classroom perspective. Joseph will also explain how he successfully approaches the study requirements to prepare children for the Cambridge Young Learners speaking test. *Sat 30 Nov, 14:00; Venue TBA; For further details, please check <jalt.org/events/browse-events-group>; Non-members ¥1,000.*

TOKYO—*Language curriculum policy and planning workshop/lecture series* by **Sandra McKay, Kensaku Yoshida**, and others. In this lecture and workshop series, participants will be able to continue their professional development (having started with Penny Ur's lecture in October) on issues related to language curriculum policy and planning. All events are held on weekday evenings, starting Oct. 2013 and finishing in Jan. 2014. Please see <tokyojalt.org/events> for details. *Sophia University; <sophia.ac.jp/eng/info/access/map/map_yotsuya>; Non-members ¥1,000.*

YOKOHAMA—*Negotiating the discipline: Writing for publication in TEFL/TESL* by **Theron Muller**. This interactive workshop will discuss the practices of teacher-researchers

writing for academic publication. We will examine examples of the process of negotiating publication, discussing samples of writing submitted for review alongside the comments of editors and reviewers. Discussion will center around how manuscripts require transformation through dialog with academic reviewers and editors. Participants interested in preparing their own manuscripts for publication will learn more about the process and how to go about selecting potential publications for their work. *Sat 16 Nov; Time TBA, Yokohama Kyouiku Kaikan.*

YOKOHAMA—*My share and end of year party*. My Share is an event where members present ideas, techniques, games, and activities that have worked well. Each presentation should be around 15-30 minutes long, focusing on practical explanation, demonstration, or getting the audience to perform the technique. If you would like to present, just come on the day with 25 copies of any materials you want to share. The My Share will be followed by our end of year party. *Sat 21 Dec; Venue TBA; Details will be posted on <yojalt.org>.*



TLT COLUMN

CHAPTER REPORTS

...with Tom Mahler

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



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

You can access Chapter Reports online at:
<jalt-publications.org/tlt/departments/chapter-reports>

Creating engaging, authentic, quality classroom materials completely from scratch proves challenging for today's busy teachers. However, adapting and supplementing materials from an already established textbook or classic piece of literature may be a more reasonable proposition. In this workshop the presenter began by providing several principles of materials design and asked the participants to describe what they consider appropriate materials for their teaching contexts. He then demonstrated the steps taken to develop these materials. Finally, the presenter asked the participants to brainstorm several possible designs that could be appropriate for their own classroom use. Some of the examples used included Akimoto and Hamada's *American Justice in Focus* with John Grisham's *The Rain Maker*, John Steinbeck's *Of Mice and Men*, and F. Scott Fitzgerald's *The Great Gatsby*. The presentation finished with a Q&A session.

Reported by Stephen Shucart

AKITA: July — *Designing supplemental materials to study American culture through literature* by **Philip L. McCasland**, Fukushima University.

GIFU: July — *New ways of teaching listening* by **Andrew Blyth**. Blyth opened his session by posing a problem. He claimed to have a 100% perfect idea in its purest form within his head. So what's the problem? Getting that idea out from his own head and into our heads. The transmission of that idea would primarily entail him speaking and us listening. However, even in a room where most people are native English speakers, there are many obstacles that work to hinder effective listening. Blyth's presentation touched on a number of those obstacles, along with suggestions on how learners can be trained to overcome them.

The main premise of the presentation was that often teachers do not actually 'teach' listening. Rather, they play an audio track and then ask comprehension questions in order to gauge the depth of understanding. In other words, they 'test' listening. But there are a range of teaching strategies that can be adopted to better promote listening skills. Pronunciation practice, in particular, can help train learners to recognize such things as elisions, syllable structure, and intonation patterns. Some ideas were also presented from the work of linguist David Nunan, which included: listening for the gist, listening for mood, and listening in order to summarize. The idea which most people seemed to like, though, was simply "talk to them." A live fluent English speaker in the classroom speaking to students is the best resource we have.

Reported by Paul Wicking

GUNMA: July — *Why extensive reading: 7 reasons* by **Mark Brierly**. Extensive Reading (ER) is supported by research. However, as with all methodologies, for ER to work effectively, students and teachers must believe in it. Julian Bamford and Richard Day gave us the "ten commandments" of ER. Kunihide Sakai reduced them to just three. To complement these, Brierly looked at how we can persuade teachers and students that reading is important from the following perspectives: fluency, comprehensible input, acquisition vs. learning, learner autonomy, classroom management, vocabulary and collocation, fictional narrative and the social brain.

Reported by John Larson

GUNMA: August — *24th summer workshop in Kusatsu featuring keynote lecturer Ema Ushioda*. While Kanto sweated and sweltered, thirty-five language teachers retreated into the

cool of the mountains. There, while relaxing in Japan's premier onsen resort town, they attended lectures given by Ushioda, An associate professor in ELT and applied linguistics at the University of Warwick Centre for Applied Linguistics. Ushioda gave two connected presentations on language learning motivation and learner autonomy: 1) *Motivation and global English: language learning and professional challenges*, and 2) *Motivating the person rather than the L2 learner*. The workshop in Kusatsu is also a chance for a handful of attendees to showcase their recent academic achievements. Gunma JALT member **Akiko Fujii** presented her findings on prompted writing vs. free writing assignments. **Mikio Iguchi** from Tokiwa University spoke candidly on the cultural-ethnic identity of multicultural people. FLP SIG member **Gabriela Schmidt** talked about the trials and triumphs of teaching German as an L3 in Japan. **Keita Kikuchi** from Kanagawa University dovetailed nicely with Ushioda by presenting about de-motivators in EFL contexts. Attendees of this year's workshop left refreshed and full of ideas to promote active L2 learning. If this sounds good to you, think about joining us next year.

Reported by John Larson

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

Reported by Haidee Thomson

HOKKAIDO: July — *Exploring effective English teaching methods for Japanese high school students* by **Yasuhito Imai**. In this presentation, Imai demonstrated one of the typical English lessons he teaches in Ritsumeikan Keisho Senior High School, using his original textbook and explaining the theoretical background for his teaching methods. He insisted on the importance of having a good balance of output and input activities in English classes. For high school students it is important to develop basic English abilities such as grammar, vocabulary and pronunciation, but classes should also have output activities, like discussion, debate and presentation to improve the speaking and writing skills. He mentioned that recently, the method of teaching English only in English has become highly valued in Japan, and MEXT (Ministry of Education, Culture, Sports, Science and Technology) is also promoting this method in Japanese schools. However, to help students have a deeper understanding, using both English and Japanese languages should be ideal in Imai's opinion. In the demonstration of the lesson, the participants played the role of students. In the lesson, participants repeatedly used the same passage through different tasks, such as shadowing, checking key words, translation from Japanese to English and summarization. Imai insisted that through many different tasks, students eventually learn vocabulary, expressions, and the grammar of a passage on a deeper level, so that they can improve their output abilities.

Reported by Naoko Tanaka

KITAKYUSHU: September — *Doing data analysis: Some tools and techniques* by **Paul Collett** and **Trevor Holster**. Collett gave us an introduction to the R statistical package. With a huge user base of smart statisticians, R is also thousands of dollars cheaper than comparable programs; it's free and easy to download (one click for Mac) and use, though commands have to be typed in like the original DOS programs. All packages have help PDF files included and there are many tutorials, books and guides. Input data is standard Excel format. Collett ran us through a survey of liability tests measuring different aspects of the scale of self-regulated learners, pointing out that the system saves all past entries, facilitating returning to a project at any stage, and then showed how to use the package for various types of data analysis, finishing up with a brief look at some substantive issues and critiques related to quantitative

statistical analysis. Holster's presentation reviewed Rasch's simple concept of "specific objectivity" (to gain a more objective picture of student performance, than raw scores can give us, by seeing how such things as rater bias and item difficulty affect those scores for a specific test/task) and then demonstrated Rasch analysis using data from a multiple-choice vocabulary test and from judged ratings of classroom presentations.

Reported by Dave Pite

KOBE: July — *12th annual conference on language teaching and learning at KUIS, with plenaries* by **Atsuko Takase** and **Hajime Narita**. On July 20th, Kansai University of International Studies held its 12th Annual Summer Seminar, co-sponsored by the Osaka and Kobe chapters. This full-day event featured two plenary speakers and over 30 presentations and posters on language related topics. In the morning plenary, *Improving students' English skills through extensive reading and listening*, Atsuko Takase (Kinki University) argued the need for extensive reading and listening in Japanese high schools, while Hajime Narita (Osaka University) picked our brains in the afternoon with his plenary *English education appropriate for Japanese: Communication based on language differences and brain processing*. Presenters from near and far (Qatar) presented on a large variety of language topics, from technology-assisted learning to thought-provoking brain research, from motivation to model United Nations. For a complete list of presentations and descriptions visit <tinyurl.com/orte7jw>.

Reported by Laura Markslag

KOBE: August — *Breaking the silence: The Japanese American experience* by **Nikki Nojima Louis**. Luck was in our favor this month as along with the co-sponsors, SIETAR Kansai (Society for Intercultural Education, Training, and Research) and the Osaka Chapter, we were able to get Nojima Louis to come to Osaka between performances (in Hiroshima and Aichi) of her oral history play, *Breaking the Silence*. This play was originally written and performed in 1986 in Seattle and across the U.S., but this year the World Friendship Center in Hiroshima invited the 8-member cast to come from America to perform for the first time in Japan. The play centers around a script presenting the voices of three generations of Japanese Americans, and

was artfully combined with slides, music, song, traditional Japanese tanka poems, and taiko drums.

For our session Nojima Louis gave us the background of the making of the play and shared some of the actual slides used in the performance. Everyone who attended took turns reading the script. Through our reading, we could gain an understanding of why Japanese Americans in the camps never wanted to talk about their experiences during World War II—they just wanted to keep it in the past. However, Nojima Louis, who was a child when she was in the concentration camp, has made it her mission to “break the silence.” Everyone left the session deeply touched and better informed about one slice of history.

Reported by Donna Fujimoto

NAGASAKI: June — *Foreign language anxiety and EFL physical education* by **Luc Roberge**, Nagasaki Junior College. Roberge presented his masters dissertation from his recently completed postgraduate program at the University of Birmingham. The topic was a very challenging one, dealing with aspects of psychology and personality types, and also anxiety associated with second language. A lively demonstration using a French language workshop for participants highlighted some of the deeper points of his research and his conclusions were insightful and forward-looking. In the second part of his lecture, Roberge covered his use of physical education and EFL in a classroom environment. Using the experience and training from his undergraduate degree in that area, he found that by mixing language learning with physical activities that the anxiety barriers were significantly reduced as students sought to complete these activities using English as a means rather than an end. The results of his efforts proved very interesting and informative.

Reported by Thom W Rawson

NAGASAKI: July — *Language learning motivation in Japan and teaching effective academic presentation skills to low-level English speakers* by **Terry Fellner**, Saga University. In his presentation, Fellner gave us an insightful overview of some of the more interesting points in his research on *Language Learning Motivation in Japan*—the title of his soon-to-be-available publication on the material. Fellner took us through

the fine points on individual motivation through discussions on existing research and current trends. Project-based learning using the target L2 showed the greatest increase in motivation while teachers are primarily viewed by students as one of the top 6 causes for “demotivation.” As an additional topic, Fellner covered an informative and useful self-designed course on building effective presentation skills using English for low-level non-native speakers. Taking the challenge of presenting in a second language and blending it with a simple recipe for clear dissemination of complex research materials, Fellner has helped both his students and faculty to be successful when presenting in English both here in Japan and at overseas international conferences. The benefits of this skill are far-reaching for both his students and his colleagues.

Reported by Thom W Rawson

NAGOYA: July — *Who’s of our profession* by **Umida Ashurova**. Ashurova discussed identity-based language learning from extrinsic and intrinsic motivation, considering who and where we are, what and how to teach. Firstly she asked us to discuss our past English-learning experiences in order to realize who we are and where we are. Japan’s English education has psychological, linguistic, institutional, curricular, pedagogical, interactive limits. The magic happens in the circle of your development, concern and influence by you and your students, colleagues, school, and profession. Ashurova showed two lists of the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis for language teachers; one is about the elements of good teaching practice and its strengths and weaknesses, the other about well-known methods and approaches and its opportunities and threats, explaining that the SWOT analysis is originally used for management purposes. Recently, it has been adapted for use in educational research as it encourages the investigation of learning or teaching from multiple angles unaffected by prior expectations. Strengths in this context are capabilities and resources that are advantages for the operation of the teaching professional. Weaknesses are the aspects that limit or reduce his/her potential. Opportunities are the external factors that ensure the optional functioning or elements that could negatively impact the professional.

Reported by Kayoko Kato

OMIYA: May — *Sign language & disability education* by **Martin Pauly** and *Supporting dyslexics in the classroom* by **Riichiro Saito**. Omiya's May presentations focused on special needs learning. Martin Pauly of Tsukuba University of Technology presented on international sign languages. He introduced variations between different sign languages, different applications of them and issues to be aware of within the deaf community and disability education. Pauly finished the presentation with an interactive and enjoyable sample lesson. In an animated presentation, Riichiro Saito from Ota Flex High School, Gunma shared his research into dyslexia. Saito has analyzed common spelling errors of students and placed this in the context of dyslexia. He provided practical techniques and strategies that teachers can use to support students.

Reported by Cecilia Fujishima

OSAKA: June — *Engaging all—Instructional strategies that foster student success* by **Laura Markslag, Scott Badiuk, and Robert Sheridan**. On Friday evening, June 28, our three Canadian presenters led thirty participants through a lively and interactive series of activities designed to promote a sense of community, keep everyone energized, and engage us in pedagogically sound instructional strategies. We started by viewing a segment of the *Changing Education Paradigms* talk by Sir Ken Robinson <tinyurl.com/pz5m9x9>, in which he argues that educators need to better cultivate creative, playful, and divergent-thinking students, foster collaborative learning, and focus more on the culture and habits of our institutions and learning environments. After several fun ice-breakers we did some collaborative small-group activities that were more “curriculum-based” and learning strategies oriented, such as a “placemat” activity in which we each quickly wrote a list of things we had done in the past week, and then each small group collectively wrote another list of the commonalities that everyone in their group had written on their individual lists. We also did a jig-saw activity adapted from an EFL textbook, and ended with a reflective feedback activity called “PMI” in which we each wrote one Plus, one Minus, and one Interesting/Intriguing aspect of the evening's session which the presenters collected for their own later reflection. All in all it was a very engaging, thought-provoking, and energizing evening. A color handout with many more details and links can be found here: <tinyurl.com/p418v3s>.

Reported by Bob Sanderson

OSAKA: July — *12th annual conference on language teaching and learning at KUIS, with plenaries* by **Atsuko Takase and Hajime Narita**. Refer to Kobe Chapter for details.

OSAKA: August — *Breaking the silence: The Japanese American experience* by **Nikki Nojima Louis**. Refer to Kobe Chapter for details.

SENDAI: July — *Tech in the classroom: A primer* by **Daniel Beck**, Tōyō Gakuen University. Beck brought a toolbox full of technology ideas and suggestions immediately applicable both inside and outside the classroom. As the title suggests, complete novices were able to discover a whole array of state-of-the-art applications and services that are both accessible and comprehensible. Intermediate and advanced learners were given numerous opportunities to share their ideas, and I suspect more than a few of us even learned a new trick or two. Both mobile and desktop applications were addressed on both Android and Mac platforms. This was a very well attended summer workshop, and many members commented afterward on the usefulness of this very professional and well organized presentation.

Reported by Cory Koby

SENDAI: August — *TED talks: Learning opportunities* by **Joanne Sato, Tuncer Baykas, Matt Wilson, Austin Lantz, Marc Helgesen, and Cory Koby**. Following the success of last year's favorite TED Talks session, six local members shared the most interesting and thought-provoking talks that have inspired them this year. Sato opened the session with Sir Ken Robinson's most recent talk *How to Escape Education's Death Valley*, in which Robinson eloquently encourages us to escape from standardized testing and celebrate the uniqueness of our students. Baykas followed with *A brief history of plural word...s* by John McWhorter which offered a quick explanation of the inconsistent ways modern English deals with plurals. Wilson then introduced Diana Laufenberg's *How to Learn? From Mistakes*. This was a fantastic follow-up to our opening talk, as we heard that creativity and experiential learning are the most critical elements of effective learner development. We also heard about standardized testing, which is the norm in Japan and prevalent in America, stifles and inhibits successful education. Lantz, after introducing a highly motivating and thought-provoking talk last year, showed us

How I harnessed the wind by William Kamkwamba—in which we were reminded once again of the almost limitless potential that youth around the world possess. Helgesen closed the series of Talks with an RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) animated rendition of Daniel Pink's revealing *The Surprising Truth on What Motivates Us*. No spoilers here, but absolutely worth watching for anyone involved in education. The talk will force you to rethink the fundamental motivators of reward and punishment and focus on three essential factors in achieving personal satisfaction—autonomy, mastery, and purpose. Koby concluded our session with an overview of how he is using TED Talks right now in his high school classes, which led to a very lively discussion by all present on the potential uses, benefits, and challenges of classroom application.

The formal afternoon session was followed by our annual rooftop beer garden visit, which was yet another in a long series of outstanding JALT Sendai social events!

Reported by Cory Koby

YOKOHAMA: July — *Self access centers: ELF tutorial service* by Travis Cote and Brett Milliner, *Self-access programs* by Darrell Wilkinson, and *Self-directed learning courses for language learning* by Brian R. Morrison. The July presentation focused on how effectively self-access centers were being used in three universities.

First, a tutoring system at Tamagawa University was discussed where Cote explained that both teachers and tutors work collaboratively to check how students could successfully continue with language learning. After this, Milliner discussed a future vision that included establishing an electronic reservation system for encouraging tutor training.

Next, Wilkinson discussed goals for conversation lounges and writing centers at Soka University. He explained about the different types of centers that are mostly operated by students, and made a presentation covering some of the challenges and their possible solutions, staff training, and also spelt out the disciplinary procedures clearly. Additionally, the presentation focused on incorporating all these aspects into the curriculum since, as he pointed out, many students continued to use the center even after their courses were finished.

Finally, Morrison described the self-access center at Kanda University of International Studies, its curriculum advisors, course materials, and activities. He explained how courses were carefully designed in order to help students become more effective language learners, and focused on learner training and how to implement a learning plan. The audience was involved in the discussions and learned how significant autonomy was to these approaches.

Reported by Miki Watanabe



TLT COLUMN

JOB INFORMATION

Anthony C. Torbert

Kobe Gakuin University

For many instructors, education may not have been their first career choice. Perhaps they earned a bachelor's degree in a liberal arts field such as international relations, history or language, went out to explore the world, and ended up in the ubiquitous language school industry to finance their youthful adventures. Those who enjoyed it made it a career.

The problem is that it is quite difficult to raise a family on a conversation school salary, which tends to plateau after a few years. In Japan, 3-4 million yen annually is the norm, and in other

developed countries salaries will be similar for teachers without extensive experience and qualifications. The exception is the compensation in some of the wealthy Middle Eastern countries.

One solution is to pursue higher paying jobs, generally in universities. Part-time university hourly wages can vary widely (ranging from ¥4000-¥8000) but are much higher than conversation schools. More attractive are university contract positions, which may pay ¥5-8 million annually and will generally include some research funds. The most lucrative jobs are tenured positions where salaries may exceed 10 million yen annually once bonuses (of up to 6 months additional salary), housing, family,

...with Richard Miller

<job-info@jalt-publications.org>



To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs> or email Richard Miller, Job Information Center Editor, <job-info@jalt-publications.org>. Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, two months before

publication, and should contain the following information: location, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to *TLT's* policy on discrimination. Any job advertisement that discriminates on the basis of gender, race, age, or nationality must be modified or will not be included in the JIC column. All advertisements may be edited for length or content.

Job Information Center Online

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

and transportation allowances are included. Universities also reward long-time instructors with substantial retirement amounts, up to 30 million yen, based on the number of years of service¹.

Competition for university work is intense, so teachers need to improve their marketability and suitability for such jobs. While in the past an M.A. in any area, and a friend's recommendation was all that was needed, in the last decade standards have risen and specific TESOL-related degrees are the norm. Without such a degree many resumes may be unread, regardless of how experienced the teacher may be.

How can a working teacher get these credentials? Japan has very few local M.A. TESOL programs taught in English (e.g., Sophia University and Temple University). However, earning a master's degree no longer requires living in a specific country, as there are many paths, such as distance or weekend programs.

¹ For more detailed information on the Japanese pension system see: Watanabe, Satoshi P. (March, 2011, pp. 311-324) Retirement Systems of Higher Educational Institutions in Japan, the United States and the United Kingdom, *Hiroshima Daigaku Ronshu No. 42*.

The drawback to these is that completion takes a number of years and might not be suitable for someone looking to move up the salary ladder quickly.

Another option is attending an M.A. program full-time in another country. Most programs are designed to be completed in 2-4 semesters, and tuition fees range greatly, from USD\$20,000-\$40,000 or more depending on the requirements of the program, and financial aid eligibility. Full-time students (as well as spouses) are often granted limited working visas that allow for some income. If one has children, then schooling is another financial consideration. Public school fees for non-resident dependents can vary greatly by country (e.g., AUD\$100-\$7000 per term in Australia depending on the visa type and state).

Aside from earning a degree in a shorter period of time, going back to university full-time has a number of other advantages. By taking a number of courses (3-4) at once, one can draw information from various readings and see how many theories are interconnected. In addition, the benefit of not being employed full-time allows for fewer work-related distractions. Written assignments produced during the program can often be adapted into conference presentations or possibly published. Enrolling full-time allows access to extensive on-campus library resources, which in spite of the amount of online information available nowadays, is still an advantage over distance programs.

The classroom atmosphere is another important factor, as most programs, especially those based in English-speaking countries, attract students with a wide range of experience, knowledge, and backgrounds, which in turn provides a greater diversity of classroom discussion. If the program includes a teaching component, then the classroom will undoubtedly be one of mixed nationalities which would make an interesting change for those who have only experienced teaching in a single country.

Another advantage of studying abroad is it provides a break from full time work which can provide a chance to reset goals and priorities. Allowing children to experience an extended stay abroad may broaden their horizons and allow them to brush up on their language abilities.

Moving overseas to obtain a master's degree is of course by no means easy. However, the experience can be invaluable personally and professionally.



TLT COLUMN

CONFERENCE CALENDAR

...with Sadira Smith

To contact the editor:

<conferences@jalt-publications.org>



Please find below a mix of linguistic, literary and cultural academic gatherings that will occur over the next few months. You can contact me with your own interesting listings (including a website address) by the 15th of the respective month—at least 3 months before a Japan-based conference, and 4 months before an overseas conference.

Thus, 15 January would be the deadline for an April conference in Japan and a May conference overseas. Thank you for supporting JALT and happy travels!

You can access the Conference Calendar online at:

<jalt-publications.org/tlt/departments/conference-calendar>

Upcoming Conferences

JAPAN:

2-3 NOV 13—2013 Tokyo ELT Expo and Book Fair. Kanda Institute of Foreign Languages. English Teachers in Japan (ETJ) members: 500 yen, Non-members 1,000 yen. [See website for other regional expos.] <ltprofessionals.com/ETJ/2013expos>

6 NOV 13—TESOL Virtual Seminar: *Insights from Other Worlds: What TESOL Can Learn from Other Professions*. 10:30 am-12:00pm ET. Free for TESOL members; \$45 for non-members. <tesol.org/events-landing-page>

7-9 NOV 13—2013 International Symposium on Language, Linguistics, Literature, and Education. Rihga Royal Hotel, Osaka. <isllle.org>

27-29 NOV 13—IWPT 13th International Conference on Parsing Technologies. Nara. <acl.cs.qc.edu/iwpt2013>

30 NOV-1 DEC 13—Oita Text ForumWorkshop 5. Matama-machi Concert Hall, Oita. Registration: Free. <oitertextforum.com/index.html>

1 DEC 13—Hiroshima JALT 2013 Mini-Conference: *Creativity and Collaboration*. Hiroshima YMCA, Hiroshima. Plenary speaker is Ken Wilson. Free (for JALT members); 1,000

yen for non-members; 500 yen if pre-registered. <hiroshima-jalt.org/annual-mini-conference>

4 DEC 13—TESOL Virtual Seminar: *Talking in Order to Learn: Insights and Practical Strategies on Learner Anxiety and Motivation*. 10:30 am-12:00pm ET. Free for TESOL members; \$45 for non-members. <tesol.org/events-landing-page>

7-8 DEC 13—Self-regulation in Foreign Language Learning: *Shared perspectives*. Shimonoseki City University, Yamaguchi. Keynote speakers are Garold Murray (Okayama) and Yoshiyuki Nakata (Hyogo U. of Teacher Education). <srl.shimonoseki-online.net>

OVERSEAS:

19-20 DEC 14—1st National Conference on Emerging Horizons in ELT and Literature: *Rising to Challenges in Language Pedagogy and Literature*. Ahar, Iran. Tentative keynote speakers include Mehri Bagheri, Behrooz Azabdaftari, and Biook Behnam (Islamic Azad U.), Pandian Ambigapathy (Universiti Sains Malaysia), and Bahram Behin (Azarbaijan Shahid Madani U.) <eheltl.ir/en>

2-5 JAN 14—88th Annual Meeting of the Linguistic Society of America. Minnesota, USA. Plenary speakers are Susan Goldin-Meadow (UChicago) and Richard Larson (Stony Brook). <linguisticsociety.org/event/lsa-2014-annual-meeting>

15-17 JAN 14—CUNY Phonology Forum Conference on Weight in Phonology and Phonetics. New York, USA. <cunyphonologyforum.net/weightconf.php>

31 JAN-2 FEB 14—10th Asian EFL Journal & TESOL Asia International Conference. Manila, Philippines. Invited key speakers include Rod Ellis (Auckland U.), Eronne Foster (Cackleberries Group), Paul Robertson (TESOL Asia), and Pornapit Darasawang (King Mongkut University). <asian-efl-journal.com/conference-listings>

1-2 FEB 14—3rd International Conference on Second Language Pedagogies: *Improving Learners' Proficiency and Accuracy*. Ontario, Canada. Keynote speakers are Tom Cobb (Université du Québec à Montréal) and Larry Vandergrift (UOttawa). <utm.utoronto.ca/language-studies/slpcconference>

6-7 FEB 14—IRG Conference: *Negotiating Methodological Challenges in Linguistic Research.*

Fribourg, Switzerland. Invited speakers are Johannes Kabatek (UTübingen), Gabriele Kasper (UHawaii), Elizabeth Lanza (UOslo), and Marilyn Martin-Jones (UBirmingham). <irg2014.org>

6-8 FEB 14—HiSoN 2014: *Historical Discourses on Language and Power.*

Sheffield, United Kingdom. Keynote speakers are Anita Auer (Universiteit Utrecht), Nils Langer (UBristol), Sharon MacDonald (UYork), and Phil Withington (USheffield). <sheffield.ac.uk/english/hison>

21-22 FEB 14—Confluence V: *Teaching and Learning English as a Second/Foreign Language.*

Nagpur, India. Keynote speakers are Songsri Soranastaporn (Mahidol U.), Mustapha Ahmad Isa (Bayero U.), Ishrat Suri (Dar El Hekma College), and Mick King (Middlesex U. Dubai). <confluenceindia.co.in>

22-23 FEB 14—10th Annual CamTESOL Conference on English Language Teaching: *English for Regional and International Integration.*

Phnom Penh, Cambodia. This event includes the main conference and well as the Regional Research Symposium, to be held a day prior on 21 FEB 14. (See abstract deadline below.) <camtesol.org>

28 FEB-1 MAR 14—Illinois TESOL-BE 40th Annual Convention: *Milestones in Learning: ITBE 40 Years.*

Illinois, USA. <itbe.org/convention.php>

5-7 MAR 14—International Symposium on ICT for Language Learning and Teaching.

Tunisia. <lamia_bachbaoueb@yahoo.fr>

14-16 MAR 14—GURT 2014: *Usage-based Approaches to Language, Language Learning and Multilingualism.*

Washington, D.C., USA. Plenary speakers are Joan Bybee (UNewMexico), Nick C. Ellis (UMichigan), Adele Goldberg (Princeton U.), Elena Lieven (Max Planck Institute and UManchester), and Elissa Newport (Georgetown U.) <www8.georgetown.edu/college/gurt/2014/index.html>

20-22 MAR 14—The English Beyond Borders Convention.

Izmir, Turkey. Guest speakers are Theresa Lillis (Open U.), Roger Nunn (Petroleum Inst.), John Adamson and Naoki Fujimoto-Adamson (Asian EFL Journal), John Unger (Georgia Gwinnett College), Sivakumar Sivasubramaniam (UWestern Cape), Ahmet Acar (Dokuz Eylül U.), and Theron Muller (UToyama). <englishscholarsbeyondborders.org/conference>

22-25 MAR 14—AAAL Portland 2014. Oregon, USA.

Plenary speakers are William Germano

(Cooper Union), Marianne Gullberg (Lund U.), Kenneth Hyltenstam (Stockholm U.), Claire Kramsch (UCBerkeley), John McWhorter (Columbia U.), and Alison Wray (Cardiff U.). <aaal.org>

26-29 MAR 14—TESOL 2014 International Convention & English Language Expo.

Oregon, USA. Keynote speakers are Surin Pitsuwan (Emeritus at Thammasat University), David Graddol (Director, The English Company), Deena Boraje (Dean, American U. Cairo), Diane Larsen-Freeman (Emerita, and UMichigan at Ann Arbor). <tesol.org/convention2014>

2-5 APR 14—48th Annual IATEFL Conference and Exhibition.

Harrogate, United Kingdom. Plenary speakers include David Graddol, Kathleen Graves, Michael Hoey, and Sugata Mitra. <iatefl.org/harrogate-2014/harrogate-2014>

3-6 APR 14—NeMLA 2014 Convention: *Write It Down! Teaching Writing in the Foreign Language.*

Pennsylvania, USA. George Sanders to open convention. <nemla.org/convention>

17-19 APR 14—2014 International Conference on Applied Linguistics & Language Teaching.

Taipei, Taiwan. Keynote speakers are William S-Y Wang (Chinese U of Hong Kong), Amy B.M. Tsui (Hong Kong U.), John R. Rickford (Stanford U.), Michael J. Handford (Tokyo U.), Yuko Goto Butler (UPenn), and Lia Margaret Plakans (UIowa). <alltntust.wix.com/2014allt>

17-18 MAY 14—31st International Conference on English Teaching and Learning: *Empowering English Education and Cross-Cultural Communication.*

Zhongli, Taiwan. <etra2014.cycu.edu.tw>

26-30 MAY 14—International Journal of Arts and Sciences Conference.

Harvard U., Boston, USA. <internationaljournal.org/boston.html>

Calls for Papers, Posters, Presentations**ABSTRACT DEADLINE: STILL OPEN (FOR 21-22 FEB 14)—Confluence V.**

India. 200 words. <confluenceindia.co.in/confluence-v/guidelines-for-authors>

PROPOSAL DEADLINE: STILL OPEN (FOR 28 FEB- MAR 1 14)—Illinois TESOL-BE 40th Annual Convention.

USA. <itbe.org/convention_proposals.php>

PROPOSAL DEADLINE: 15 NOV 13 (FOR 20-22 MAR 14)—English Beyond Borders Convention.

Turkey. Proposals should include brief biodata, a 50-75 word abstract and a one page summary of about 300 words. <englishscholarsbeyondborders.org/conference>

ABSTRACT DEADLINE: 1 DEC 13 (30 MAY-JUN 1 14).—Semantics and Linguistic Theory 24. USA. Abstracts must not exceed two pages in letter-size or A4 paper, including examples and references, with 1 inch margins on all sides and 12 point font size. <nyu.edu/projects/salt2014>

PAPER/PANEL ABSTRACT DEADLINE: 6 DEC 13 (FOR 9-10 JUN 14)—3rd Annual International Conference on Language, Literature, & Linguistics. Thailand. Maximum 10 pages for Paper, 200 words for Panel Abstract. <l3-conference.org/ImportantDate.html>

ABSTRACT DEADLINE: 31 DEC 13 (FOR 17-19 JUN 14)—XXVI FILLM International Congress of FILLM. China. 300 words. <fillm.org/ningbohome.html>

ABSTRACT DEADLINE: 31 DEC 13 (FOR 7-8 AUG 14)—LSM 1st International Paper Conference. Phillipines. 300-word abstract and 150-word bio. <usep.edu.ph/Campuses/Obrero/Offices/MiSpace>

ABSTRACT DEADLINE: 26 MAR 14 (FOR 26-30 MAY 14)—International Journal of Arts and Sciences Conference. <internationaljournal.org/boston.html>

ABSTRACT DEADLINE: 15 APR 14 (FOR 17-19 OCT 14)—2nd Conference of the American Pragmatics Association. USA. Maximum 300 words on any topic on pragmatics and intercultural communication. <ampra.appling.ucla.edu/about-the-conference/call-for-papers>

JALT2014 • Conversations Across Borders

- What: 40th Annual JALT International Conference on Language
- Teaching and Learning & Educational Materials Exhibition
- When: Friday, Nov 21 – Monday, Nov 24 2014
- Where: Tsukuba International Congress Center (Epochal Tsukuba), Tsukuba, Ibaraki, Japan

Language learning and language teaching carry us across all sorts of borders: national, cultural, disciplinary, psychological, and of course linguistic. At JALT's 40th annual conference we will celebrate this phenomenon with the theme, "Conversations Across Borders." We welcome submissions for innovative presentations that reflect the vast possibilities within and surrounding the field of language education. We are looking forward to seeing everyone in Tsukuba for JALT2014.

Deadline

The Call for Proposals will be earlier than usual this year. Submissions close 11 February 2014. Acceptances will be announced the week of April 14, 2014.

Plenary Speakers

- Claire Kramsch - Professor, UC Berkeley
- Thomas Farrell, Professor, Brock University

- Momoko Nakamura - Professor, Kanto Gakuin University
- Bill Harley - Grammy-award winning musician, children's story-teller, and author

Also at JALT2014

- Balsamo Asian Scholar
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- Hundreds of presentations, workshops, and poster sessions
- Social and networking events
- JALT Junior
- and more...

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TLT COLUMN

OLD GRAMMARIANS

...by Scott Gardner

<old-grammarians@jalt-publications.org>

Natter matters



Word's around that some of my friends in language teaching are into conversation analysis. (I only know through hearsay because I'm afraid to talk to them anymore.) They record everyday

conversations and analyze them carefully for whatever linguistic phenomena they think are important: length of turns, interruptions, communicative strategies, or occurrences of the word “paradigm.” Think of it as a linguist’s drinking game (“Three hedges in one turn! Six shots!”), but usually without the drinking.

Conversation analysis (or CA) has really taken off as a research area since American president George W. Bush authorized secret government wiretapping and email surveillance in the early 2000s. The recording of conversations for analysis has skyrocketed, to the point where it’s difficult to go through a day of interacting with people without someone tapping their backpack-sectored hypercardioid microphone and saying, “I’m getting some interference. Could you repeat what you just said, this time a little louder with a more menacing Eastern European accent? Don’t worry, it’s for my podcast.”

Once you get enough conversations recorded, you have to go home and transcribe them for analysis. This involves listening to the conversations over and over again to make sure that you correctly transcribe what the speakers say. It’s imperative, for example, that you make absolutely certain your boss sang “Scuse me while I kiss the sky” rather than “Scuse me while I kiss this guy” at karaoke last weekend. Furthermore, you need to pay attention to other conversational elements that we normally don’t give much thought to, such as repair segments, laughter tokens, elbow-jab tokens, and length of pauses. Look at transcript (1) below, recorded at my house sometime during summer vacation:

- (1)
A: Are you listening to me?
(15 mins)
B: Huh?

CA researchers would say that the time interval between A’s question and B’s response conveys a message—perhaps about the speakers’ relationship—beyond the actual words used. (I would add that the icy stare and slammed door that followed also conveyed a message.)

Other conversations may take place at normal rates, and yet still show qualities that indicate they are not accomplishing the goals of the interlocutors—sort of like the famous musical composition by John Cage in which two

performers are in separate rooms and can’t hear what each other is playing:

- (2)
A: So I need you to put gas in the car before Saturday’s picnic.
B: What is *this*? Bubonic cucumber?
A: It’s a bitter gourd. It’s good for you. And it would be nice if the back seat was vacuumed out. There’s still sand on the floor.
B: Oh, you idiot! Can’t you even block a shot without breaking a guy’s leg? Now they get a free kick!
A: Did you hear me?
B: Don’t wash those socks on the floor. They’re still cleanish.
A: ‘Cleanish?’
B: I need to return some rental DVDs tonight. Is there any gas in the car?

So CA is capable of measuring both language use and the varying social investment of speakers as they converse. This makes it beneficial not only as an anal-retentive linguistic bean counting exercise but as data for real world applications like marriage counseling or bluffing in a poker game.

Let me close today’s boring, one-sided conversation by presenting one final transcript and asking you to analyze it yourself. What lengths does B go to in order to repair the following conversation?

- (3)
A: You know what?
B: What?
A: I don’t know.
B: You don’t know what?
A: That’s why I asked you.
B: Asked me what?
A: Yeah.

(Discussion: A’s deceptive pre-sequence is obviously intended to press B’s buttons just for a laugh, probably because he knows he’s being recorded. Try initiating this conversation with someone you don’t like very much.)

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

- a professional organization formed in 1976
-1976年に設立された学術学会
- working to improve language learning and teaching, particularly in a Japanese context
-語学の学習と教育の向上を図ることを目的としています
- over 3,000 members in Japan and overseas
-国内外で約3,000名の会員がいます

Annual international conference 年次国際大会

- 1,500 to 2,000 participants
-毎年1,500名から2,000名が参加します
- hundreds of workshops and presentations
-多数のワークショップや発表があります
- publishers' exhibition
-出版社による教材展があります
- Job Information Centre
-就職情報センターが設けられます

JALT publications include:

- *The Language Teacher*—our bimonthly publication - を隔月発行します
- *JALT Journal*—biannual research journal
- を年2回発行します
- Annual Conference Proceedings
- 年次国際大会の研究発表記録集を発行します
- SIG and chapter newsletters, anthologies, and conference proceedings
- 分野別研究部会や支部も会報、アンソロジー、研究会発表記録集を発行します

Meetings and conferences sponsored by local chapters and special interest groups (SIGs) are held throughout Japan. Presentation and research areas include:

- Bilingualism
- CALL
- College and university education
- Cooperative learning
- Gender awareness in language education
- Global issues in language education
- Japanese as a second language
- Learner autonomy
- Pragmatics, pronunciation, second language acquisition
- Teaching children
- Lifelong language learning

- Testing and evaluation
- Materials development

支部及び分野別研究部会による例会や研究会は日本各地で開催され、以下の分野での発表や研究報告が行われます。バイリンガリズム、CALL、大学外国語教育、共同学習、ジェンダーと語学学習、グローバル問題、日本語教育、自主的学習、語用論・発音・第二言語習得、児童語学教育、生涯語学教育研究部会、試験と評価、教材開発。

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

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

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All members receive annual subscriptions to *The Language Teacher* and *JALT Journal*, and member discounts for meetings and conferences. 会員は*The Language Teacher*や*JALT Journal*等の出版物を購読出来、又例会や大会にも割引価格で参加出来ます。

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- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員(同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部): ¥17,000
- Group (5 or more) ¥6,500/person—one set of publications for each five members
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For more information please consult our website <jalt.org>, ask an officer at any JALT event, or contact JALT Central Office.

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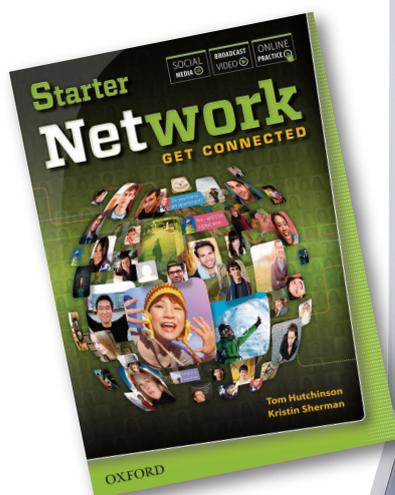


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