

TOTTORI: April — *Workshop on extensive reading* by Dr. Rob Waring. Waring provided insight into the over-representation of intensive reading as a method of learning in Japanese schools, highlighting tendencies in Asian education systems of focusing more on knowledge than use of language, with little assumption that material covered will be recycled in later lessons. Waring also called attention to the inherent risks of an exaggerated sense of student failure in the teaching causes learning paradigm. Participant discus-

sion brought attention to the necessity of repeated exposure to chunks of language in order to make use of active vocabulary. Also explored were the benefits of extensive reading on fluency as well as improvements in vocabulary as measured on standardized tests. Waring presented a plethora of resources for incorporating extensive reading into a variety of teaching systems.

Reported by Tremain Xenos

[JALT PRACTICE] THE WRITERS' WORKSHOP

Making a Working Outline: The Basic Organization of a Paper

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TLT Editor's note: This paper has been laid out according to *TLT's* style guide, with the exception of the numbering of headers (which JALT Publications does not use). Before submitting a paper to any journal, writers need to check the style guide for that journal and follow the guidelines accordingly.

Welcome to the second column of *The Writers' Workshop*. For this issue, we will be introducing the format for an academic paper as it would be written and submitted for review. Therefore, this column will be written in the format of an academic journal paper. The first thing to do is create the basic outline used for reporting research in academic journals. The format for many journals is the same. Differences between journals are usually limited to the font size, capitalization of headings, and in reporting references in the Reference section. Also, the balance, or word count in the sections is very important. A paper with six pages of literature review and a single page of discussion and/or conclusions would likely be rejected.

Author (your name)

Affiliation (Where do you work? Usually in italics)

Mailing address (Your mailing address, usually for the corresponding author if more than one author)

Email:

Tel/fax:

Abstract

The abstract should be a concise summary of 200–250 words, depending on the journal. In the abstract, tell the reader all pertinent information regarding your study. For example, was the study quantitative, qualitative, or mixed methods? Was a survey used? Was the study longitudinal in nature and was the survey administered before or after an experiment? What was the number of participants, written as (*N* = ???) in parenthesis with an italicized capital *N*. What were the results and the level of statistical significance, written as ($p < .01$ or $.05$) for most studies, but ($p < .10$) is acceptable for exploratory studies (Cohen, 1992). Many journals recommend not using acronyms in the abstract for clarity. The abstract may be centered and indented on the first page or sent as a separate file. Be sure to read the submissions guidelines carefully before submitting to the journal of your choice.

Keywords: Five or six main words; separate with semicolons; examples; EFL; confidence; anxiety

The title page comes next and the title itself should be limited to 12 words

1. Introduction

In the first section, introduce your study in more detail than the abstract. What led you to decide to conduct your study? What related research led you to this belief? State the 'gap' in the existing literature clearly so that the editor of the journal knows what to expect. The reader will also appreciate the information at the beginning of the paper. Some journals and conference proceedings do not use a header for the introduction. This paper follows the format of an exploratory study of the impact of the use of video on student motives to learn English, their confidence to use English, their anxiety toward English use, and their willingness to communicate (WTC) in English. The sections below follow the exact format as the submitted manuscript.

2. Self-determination theory-based L2 motives

The first main heading: What is the scope of the literature within which you have conducted the

study? The heading is usually, but not always, in bold font.

2.1 The importance of competence, relatedness, and autonomy

Sub-headings come next and should support the main heading with more specific detail. The sub-headings are generally italicized.

Figure 1. The hierarchical structure of SDT-based academic motivation (Vallerand, 1997).

[For my paper I decided that the use of a figure would be appropriate to help the reader understand the concept of SDT better, particularly if the reader may be unfamiliar with the topic. If the figure is copyright material, you can get permission from the journal editor. Authors may or may not retain copyright and the journal editor is the best person to ask if you wish to reproduce a graphic.]

2.2 SDT-based L2 motivation studies

A further sub-heading to outline studies using SDT survey instruments provides background information for the reader. It also shows the 'gap' in the existing literature.

3. WTC, confidence, and anxiety in an L2

A second main heading presenting another portion of the literature.

3.1 Background of L2 WTC

A sub-heading to support the heading above.

Figure 2. The heuristic model of variables influencing WTC (Macintyre et al., 1998, p. 547).

A second figure to show visually the concept of WTC. Again, seek permission before reproducing any graphics.

3.2 L2 studies on WTC

A sub-heading to introduce some specific literature involving L2 WTC research.

3.2.1 EFL studies on WTC

3.2.2 Recent developments in WTC research

MacIntyre (2012) recently described "currents and waves" (p. 12) of L2 WTC. By examining WTC on multiple timescales within the class room, he describes the following four 'waves':

- What will other students think, will they tease me for getting it right or laugh at me for getting

it wrong (a wave of social comparisons)?

- Will I be embarrassed in front of the teacher (a wave of personal pessimism)?
- I think I know the answer to the question; maybe I should try (a wave of self-confidence)?
- Does someone else know the answer to the question (a wave of isolation)? (p. 15)

3.2 Confidence as a precursor to WTC

3.3 Anxiety as a precursor to WTC

4. Using technology to influence student affective variables

4.1 Video self-modeling

4.1.1 JEFL studies on tablet-computer use in the classroom

5. Research on affective variables and CMC

5.1 SDT research studies on Ideal Selves and video game use

5.1.1 Are there parallels between tablet-computer PSR and video game use?

5.2 JEFL studies involving video use and motivation

6. Objectives of the present study

6.1 Research questions:

6.2 Hypothesis:

7. Method

7.1 Participants

7.2 Materials

7.2.1 The SDT instrument

7.2.2 The WTC instrument

7.3 Procedures

7.4 Project outline

Table 1. The research project schedule

[In this paper, a table was included to show dates of when the surveys were completed, the dates of the video recordings, and the classes which participated. As a general rule, a table should be used to show numerical data.]

8. Results and discussion

8.1 Changes on the SDT scales

Table 2. Changes on the SDT scales before and after the iPad intervention

8.1.1 Changes on the WTC scales

Table 3. Changes on the confidence, anxiety, and WTC scales before and after the iPad intervention

8.1.2 The SDT and WTC instrument scale correlations

Table 4. The post-intervention correlation matrix for SDT, confidence, anxiety, WTC, and iPad scales for class B

8.2 The results of the SDT integrated regulation items: Ideal L2 selves

8.3 Research questions and answers

8.3.1 Research question one and answer

8.3.2 Research question two and answer

8.4 The hypotheses and answers

8.4.1 Hypothesis one

8.4.2 Hypothesis two

9. Conclusions

Acknowledgments

Author biodata

References

In this section be sure and list every reference for each citation in the body of the paper. Articles or books for more than one author should be listed in the order in which they were published. Many journals require that the author replace their name in order to assure an anonymous review process. Therefore, instead of using your name as both a citation and reference, it may be necessary to simply write AUTHOR and the year of publication for both.

Appendix A

The SDT instrument sub-scale items

This research project used two survey instruments. The self-determination theory instrument was included as an appendix (A) and the willingness-to-communicate scales were included as

appendix B, below. There are a number of things to include as an appendix. For example, since the specific item level descriptive statistics were not included in the Results section, above, they were included in the appendices in addition to the items. The type of information to include as an appendix can be determined by the guidelines for submission.

Appendix B

The WTC instrument scale items

In conclusion, a simple way to start writing your paper would be to put these main section headers down on paper. The literature review should give the background of your understanding of the research on your subject to date, and lead into the 'gap' in the literature that your research question and hypothesis will attempt to fill.

More information about the JALT Writers' Peer Support Group

In continuation to last month's piece chronicling the *JALT Writers' Peer Support Group's* activities over the past 15 years, in this month's issue of *The Writers' Workshop*, Paul Beaufait gives a brief account of the successive PSG coordinators up until the present, and an account of the group's recent and on-going activities, along with an invitation to submit papers or also become a peer reader yourself!

The JALT Writers' Peer Support Group: PSG coordination and peer-readership spanning more than 15 years

Paul A. Beaufait

with Andy Barfield, Wayne Johnson, Torkil Christensen, Wilma Luth, and Loran Edwards

At this juncture, it is a pleasure to recount the names and periods of service for all of the volunteer PSG coordinators to date:

- Andy Barfield (1999 to 2001)
- Wilma Luth (2001 to 2004)
- Torkil Christensen (2004 to 2010)