

The Language Teacher

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JALT2021 Conference Preview

With this year's international conference being online, you don't need to worry about booking travel and reserving hotel rooms. You can enjoy the whole conference experience from the comfort of home or office. What's more, JALT2021 will be a 4-day festival of sharing, with over 500 sessions available to attendees. In this conference preview, we offer you a taste of what to expect.

Finding out more

Our conference website is packed full of information on the conference, including the full programme and details on the various events that will take place:

<https://jalt.org/conference/jalt2021>

Registration

JALT hopes that our members, local colleagues, and international colleagues, especially those who may not have been able to join us in the past, can join our online conference in November. JALT is offering special conference registration rates for this unique opportunity, and they include access to all presentation sessions, meetings, and events, including the Friday afternoon Technology in Teaching (TnT) and Professional Development (PD) workshops. 発表者・参加者費用は以下ようになります。JALTでは、金曜日の午後に開催されるTechnology in Teaching (TnT)とProfessional Development (PD)のワークショップを含む、すべてのプレゼンテーションセッション、ミーティング、イベントへのアクセスが含まれた特別なカンファレンス登録料金をご用意しています。



Early Bird: Before November 11, 2021 (November 1 for Postal Payment)

- ¥10,000 for presenters and participants—This includes JALT members as of November 10, 2021; Associate Members; Members of domestic and international partners
- ¥15,000 for non-members
- ¥5,000 for Global Professionals for presenters and participants—the citizens and residents of the following nations are applicable for the Global Professional discount / グローバル・プロフェッショナル: (see website below for details)
- ¥5,000 for Full-Time Students and Seniors who are JALT members / フルタイムの学生およびシニア割引適用のJALT会員

After November 11, 2021

- All participants - ¥18,000

<https://jalt.org/conference/jalt2021/registration-payment>

Accessing the Conference

When you pay through the above link, you will get details on how to access the website **Eventzil.la**. This is the conference platform that will be hosting **JALT2021 Online**. You enter your code and you will be able to access the conference.

If you do not have a numeric code and are starting from the Eventzil.la site, you will be prompted to go to JALT's site and go through the payment process.

Once you are inside the JALT conference, you will be greeted by a page that offers a one-step access point to the various areas of the conference. A really important feature will be the live schedule. This live schedule will display all the presentations available at the current time. The schedule will be refreshed regularly so participants can see the latest sessions and events.

Once you find a presentation you want to see, there will be a link that will take you to the corresponding Zoom Room, or whatever application that is responsible for the session. Regarding Zoom Rooms, JALT will be providing Room Hosts for the majority of sessions. We also have a team of trained volunteers to assist in making this online conference experience as comfortable and enjoyable as possible.

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Message from the Director of Program • Wayne Malcolm

JALT2021 is right around the corner, and like last year we will be experiencing the annual event via the online conference platform Edzil.la – <https://jalt2021.edzil.la/>. But in keeping with the JALT2021 theme—*Reflections and New Perspectives*—the conference will not be the same. Attempting something new for JALT, the 2020 conference proved that JALT can hold a dynamic event under any circumstances and via any platform.



This issue is filled with much of what you need to know about the upcoming conference. It is an indispensable resource, but the message I would like to transmit to you, right now, is one of reflection and new perspectives.

The past few months have been trying. Looking back, I remember thinking to myself that by the fall of 2020 all would be back to normal. Well, we know where that train of thought ended up. We are not living in times one would call normal. But there in lies the critical point. Yes, the COVID-19 pandemic has upended our lives, but isn't that what life is sort of about—persevering through the tough times. I do not pretend to speak for everyone, so I will give you my new perspective based on reflecting on the past.

A colleague of mine said to the teachers at the university I work at to use a particular online learning management system. I literally laughed in his face and said, “Ahhh, do we have to use it? If not, I am not into that stuff. I am a chalk-to-board, face-to-face kind of teacher. Print the test, watch a YouTube video, or something like that.” He was frustrated, I gather. Well, how right was he, and how wrong was I. The LMS we used saved our lives AND livelihoods. It brought us our students. Say what you want about blank screens, or silent stares, or issues with this, that, and the other. For all the complaints, it worked. Mind blown! Ready to reformulate my way of engaging a class. And I know when I get back to in-person teaching, I will use that LMS, and other online tech tools to better engage my classroom.

That anecdote, I feel, illustrates these recent times. Toolboxes were expanded. New ideas about how to engage students and achieve results were realized. Professional networks were expanded and opportunities for taking on new projects crystalized. The dynamism of what makes JALT an amazing community to be a part of was enhanced ten fold. Were there some hiccups? Yes. Screen fatigue is a constant worry of mine. Actually realizing that my home internet was woefully inadequate to deal with the rigors of remote teaching was now in my face. And, of course, the socialization aspect of JALT has been diminished a bit. Again though, I feel, even with the hiccups, we are in a position to really move forward with great strides. Not strides that fly past others, but ones of care and confidence that we are moving into positive and fruitful territory.

There is an opportunity to be more connected, if we want to be. There is an opportunity to be more engaged, if we want to be. There is an opportunity to be more fulfilled, if we want to be. There is an opportunity to experience better challenges, if we want that to happen. As human beings who walk this Earth with self-awareness and determination as our defining gifts, aren't these times of challenge when we evolve in order to realize what being human is all about? So, let's look at JALT2021 Online as another step in our evolving conference experience. A step that will lead us back to our roots of face-to-face conferences, but when we arrive we will be better prepared to execute an evolved conference experience.

Enjoy this special issue! So many worked so hard to get it done! And, I hope to see you at the conference!

Be well and stay safe.

Sincerely,

Wayne Malcolm, NPO-JALT Director of Program



JALT2021 Plenary Speaker • Makiko Deguchi

Teaching for Social Change: Why Privilege Awareness Education is Effective

Makiko Deguchi

Sophia University

Given the persistent racialized bullying and online harassment against minority ethnic groups and people with mixed roots ancestry in Japan, not to mention the misogynistic and homophobic comments made by public figures, it is imperative that educators engage our students about diversity and inclusion. Social justice education that incorporates a privilege-awareness component is an effective way to counter the disinterest and indifference students feel toward daily injustices.

The word “privilege” (or *tokken* in Japanese) in Japan is used to mean advantages gained due to temporary status, such as college students having the temporary “privilege” of enjoying long summer breaks compared to the rest of society, or “first year college students having the privilege of being treated for free meals by the senior students.” The word has also been used to refer to the social class elite or *tokken kaikyū*. The word unfortunately is also part of the name of the ultra-right wing nationalist hate group *Zaitokukai*,¹ which explains why many Japanese have negative associations with the word. In this article, privilege is defined as “unearned advantages and power based on dominant social group membership” (University of San Francisco, n.d.), and one of my goals is to spread this word and this definition in Japan.

Most people, unless they are deliberately taught about the concept of privilege, live life without recognizing that they have privilege. They can live life feeling bad about the injustices around them,



but they may not feel personally accountable for them. There are several reasons why people have difficulty noticing their privileges. One is that people in dominant groups have a self-view of themselves as individuals, not as members of a group, rendering their position and status invisible (DeMott, 1990). Another reason, which refers to structural linguistics, is that the markedness of language reveals how relationships are asymmetrical and hierarchical when there are two groups (dominant versus subordinated) (Waugh, 1982). For example, in Japan, male actors are called actors or *haiyuu* but women actors are called *joyuu* whose first kanji is the character “female.” The dominant group is “unmarked” because it is considered normative, while the subordinate group is “marked” because it is labeled as “different.” Thus those in the dominant group go “unmarked” and thus do not have to think about their identity—in this case, their gender. A third reason can be explained by standpoint theory which states that people who possess less power in society need to be and are aware and sensitive to the perspective of those who hold power over them, yet those who are most powerful in society are strongly motivated not to know a lot about the people they dominate and not to develop a sensitive understanding of the structures that preserve their power (Harding, 1986). This creates a unique dynamic where those who recognize that they don’t have privilege are the ones with minority status in society.

What is problematic about people who are unaware of their privileges? Without privilege awareness, people live under the skewed perception that the world is not tilted in their favor. This makes them feel free of any accountability from the existing structural oppression. When governments or organizations take corrective measures to rectify a structural issue to support minority groups (e.g., affirmative action policies), people often feel that these measures are unfair and it is a form of reverse discrimination. A Ruth Bader Ginsburg T-shirt that reads “To Those Accustomed to Privilege, Equality Feels Like Oppression” states this well.

There are many benefits to becoming aware of one’s privileges. One is that people in dominant groups can see how they are often complicit in maintaining the status quo and thus *are* part of the problem. Being well-intentioned is not enough. Thus privilege awareness brings a sense of accountability for social change. People in dominant groups learn that they can use their privilege to effect social

1 *Zaitokukai* is short for *Zainichi Tokken wo Yurusanai Shimin no Kai*, which translates to Association of Citizens against the Special Privileges of the Zainichi.

change. For example, when women call someone out about making a sexist remark, they are often dismissed or accused (unfairly) of ‘being biased’ or ‘too sensitive,’ whereas when men call it out, their words may be viewed (again, unfairly) as more ‘objective’ and ‘neutral’ compared to women. Thus, people with dominant identities can and should use their privilege of “being heard,” “being believed,” and speak up against harassment and discrimination.

People in dominant groups can become allies. An ally refers to a person who is a member of a dominant group, but takes action against discrimination and injustice against people of subordinated groups. For example, men who oppose sexism, Japanese people who oppose discrimination against non-Japanese living in Japan, and straight and cisgender people who oppose homophobia and transphobia are such examples. Not everyone may become an ally, but increasing the number of allies to reach a critical mass can lead to substantial societal change.

When teaching about privilege in the classroom, a useful theory is the racial identity development theory by Helms (1990). The model developed by Helms’ included six stages which whites undergo in order to develop a healthy white racial identity: (1) Contact, which is characterized by lack of awareness of institutional racism or own white privilege; (2) Disintegration, marked by feelings of guilt, shame, anger at the awareness of one’s privilege and role in maintaining a racist system; (3) Reintegration, marked by experiencing societal pressure to accept the status quo (racism) leading to the avoidance of people of color; (4) Pseudo-Independent, which involves a stage of self-examination where whites seek information about people of color and begin to question previous definition of whiteness; (5) Immersion, in which whites seek accurate information about what it means to be white in U.S. society; and (6) Autonomy, which involves a newly defined sense of self as white and confronts racism and oppression in one’s daily life. When teaching students, I replace “white” with “Japanese” in this model and ask my students to reflect on where they are in this model. The model allows us to see that privilege awareness comes in stages, and we can also see the complexity of this process as it requires a lot of self-work to move through these stages.

I end by reflecting on my own privileges. As a cisgender straight Japanese female college professor who is fluent in Japanese and English, my gender is the only subordinated identity I have. This gives me enormous advantages in navigating Japanese society. Having a comparative perspective of living

in both North American and Japan, my daily experience in Japan reminds me of my unearned advantages as a Japanese person in Japan. I am treated like an individual and not through the lens of a stereotype. People see me as non-threatening and as “one of them.” I hope to use these privileges to further social justice education in Japan.

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JALT2021 Plenary Addresses

Makiko Deguchi

- Plenary: *What is Japanese Privilege? Applying the privilege construct to the Japanese context*
- Workshop: *Teaching about Male Privilege in the Japanese Classroom*

Luciana C. de Oliveira

- Plenary: *Preparing Teachers of Young Learners of English: Examples of Promising Practices in Literacy Instruction*
- Workshop: *A Genre-based Approach to Writing Instruction for Multilingual Learners*

Nicola Galloway

- Plenary: *Reflections on Traditional ‘TESOL’ Curricula and New Perspectives for Teaching English as a Global Language*
- Workshop: *Facilitating an Online Community of Practice*

Christina Gknokou

- Plenary: *Reflections and New Perspectives on Language Teacher Emotions*
- Workshop: *Socio-emotional Competencies for Language Learning and Teaching*

Baye MacNeill

- Plenary: *From Activist to ALT to Activist Abroad*
- Workshop: *Reducing Presumptions*

Yuko Goto Butler

- Plenary: *The Digital Generation's Language Use and Abilities*
- Workshop: *Research With Children*

JALT2021 Featured Speaker • Phil Chappell

COVID: A Disruption to Reflect on Our Wisdom of Practice in Language Teaching

Phil Chappell

Macquarie University, Department of Linguistics

Sponsored by Macquarie University

I'm very much looking forward to leading my workshop on *Wisdom of Practice in Language Teaching* at the JALT international conference. The workshop is based on the research I have carried out in the area of language teacher cognition. Allow me to provide you with some background to that research project and then entice you to join my workshop so that you can start (or continue) your journey in interrogating your wisdom of practice to improve your classroom practices.



Every teacher implicitly or explicitly develops a set of conceptual principles upon which their theoretical and practical teacher knowledge is based (Chappell, 2014). These philosophical stances inform how a teacher will identify and evaluate what is going on in the classroom, in order to make pedagogical decisions. For second language teachers, these philosophical stances are related to the *nature of language, how languages are learnt, and how language should best be taught*. Taken together, they form the basis of a second language teacher's developing wisdom of practice (Shulman 2004), or WoP in short. WoP is an important factor to consider in language teacher education, as well as teacher-driven professional learning and development. Indeed, finding ways to support teachers in articulating, interrogating, and developing their WoP is a powerful way to assist them in better understanding and

developing their teaching practices. That's what I want to introduce in the workshop.

In my work with language teachers I have found that some can articulate their WoP quite clearly and in a well-defined way. Yet others find this a difficult exercise to undertake. However, I argue that it is essential for teachers to learn to do this well so that they can understand what underlying principles are affecting how they respond to immediate events in the classroom. These principles also affect what and how we decide to teach in the language classroom, and how we interpret, or negotiate, set curriculum and syllabi.

Further, while it is clearly the case that teachers' WoP and their classroom practices often align, it can often be the case that they do not (Chappell & Bodis, 2015; Farrell 2007). Among other opportunities, this suggests that teachers may benefit from reflecting on their WoP with a view to enhancing their ability to articulate it clearly and specifically, which will hopefully lead to sustained innovations in their classroom practice. The lack of a heuristic to address this opportunity is the main motivation behind my work. I will present this heuristic at the workshop.

Finally, COVID-19 has forced us into rooms on our own, doing our teaching through computer screens. The disembodiment of our teaching practice has left many pondering best practices for the multimodal, virtual, online language classroom. Do our students learn differently now? Is language still the same "thing" that it was before, when we were together in classrooms? Is our pre-COVID-19 pedagogy still appropriate now, and will it be appropriate when we hit the "new normal"? Let's think about these questions in November!

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JALT2021 Featured Speaker • Greta Gorsuch

Choosing and Using Narrative Texts for Teachers and Learners

Greta Gorsuch

Texas Tech University

Sponsored by JALT Literature in Language Learning SIG

Reading books remains the most reliable and enduring means for learners to get second language input and experience (Al-Homoud & Schmitt, 2009; Brumfit, 1981; Gorsuch, Taguchi, & Umehara, 2015). Beyond this technical (albeit important) characterization, reading narrative literature brings to learners a feast of culture, enjoyment, ideas, and potentially, points of language use of interest to them (Bobbitt, 1924). These gifts extend to second language teachers, as these rich texts offer many approaches to instruction for both content and language use (Delanoy, 1991; Hall, 2015). The presenter takes the position that participants (including the presenter) benefit from the experience of knowledgeable peers and thus the first part of the session will address the kinds of outcomes we ourselves set for using narrative texts with learners. In other words, what do we want learners to get out of interacting with narrative texts (Hall, 2015; Swaffar & Arens, 2005)? It often seems that once we propose outcomes, our own text selection processes become more clear. For instance, we may set an outcome of giving learners experience with different types of narrative texts, such as: 1. texts with strongly developed characters, 2. texts with narrators whose role is not clear, 3. texts with plot twists, and 4. texts where setting and mood feature prominently (McRae, 1991). We may propose this outcome because we think learners will be intrigued by, and perhaps motivated by, the kinds of language use clues that authors use to create the effect they wish (Brumfit, 1981; McRae, 1991; Swaffar



& Arens, 2005). When working with a stated outcome such as this, text selection seems less overwhelming and more directed. Teachers can, over time, do some serious curation of texts they might wish to use. This part of the session will close with both presenter's and participants' favorite sources for texts, and their own techniques of text collection and curation.

In the second half of the session, the question of what to ask learners to do with the texts will be taken up. A common pattern is we have learners read, often out of class as homework, and then answer some comprehension questions, ending with a discussion where we hope that we do not end up just explaining the text to a sea of faces (Hall, 2015; McRae, 1991). Missing from this equation is agency for learners. Narrative texts have riches to offer, and time and again, given the chance, learners show that what they take to be interesting or compelling is not at all what the teacher expected (Gorsuch & Taguchi, 2010). The presenter will outline some simple methodologies for using learners' comprehension processes to unlock and explore areas of emerging learner interest. The cornerstones will be in-class reading and leading learners through multiple engagements with 500 to 700-word sections of text, with written and then verbal learner self-reports afterwards. As learners gain experience with a text, their comprehension constructs and reconstructs, and content and language features of text they could not have noticed in their first reading, come to notice (Delanoy, 1991; Gorsuch & Taguchi, 2010; Moody, 1987; Taguchi, Gorsuch, & Mitani, 2021). Teachers can then take up the things learners notice to amplify them, always a first step to help learners make connections to the text at hand, to texts they have already read, and to texts they may read in future.

- Presenter website: <https://gretareaders.com/>

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JALT2021 Featured Speaker • Thomas Healy

Reflections on the Pandemic: Coming Back Stronger

Thomas Healy

Pratt Institute

Sponsored by Oxford University Press

The COVID-19 pandemic has had an impact on our teaching practice in ways that few instructors could have imagined in early 2020. For many, it was our first experience of online teaching or learning. The efficacy of online instruction has long been established when it is carefully planned and implemented (Swan, 2003).

Many researchers, however, refer to the response to the pandemic as *emergency remote teaching*, as opposed to *online learning*, since it lacked the planning, instructional design and teacher-training that are typical of effective online courses (e.g., Hodges et al., 2021).

Many have noted that, given the sudden nature of the emergency, coupled with the burdens of having to adapt to an unfamiliar mode of instruction, there was little opportunity for systematic professional training in online teaching and course



design (e.g., Taylor, 2020). Emergency remote teaching continues to be particularly challenging for instructors who espouse collaborative learning and learner agency. By their very nature, widely used tools such as video conferencing tools (VCT) and learning management systems (LMS) “box in” learners by being teacher-centered, and top-down (Godwin-Jones, 2012). Breakout rooms in VCT have particular classroom management demands. A sense of community, which is critical to student motivation, facilitating interaction and increasing participation, is much harder to build and maintain among learners who have never met face-to-face. Classroom materials, which were designed for use in in-person classrooms have had to be substantially adapted. It is no wonder that teachers long to return to the pre-pandemic status quo.

This session focuses on our experiences of emergency remote teaching, and poses the question of whether we have had a chance yet to reflect, and look forward to the future. How will this experience of teaching online or in a hybrid environment affect our individual teaching practice post-pandemic?

Starting from the assertion that many of us have developed a new range of Information and Technology Communication (ITC) skills, we will examine ways in which, when we return to full-time face-to-face instruction, we can repurpose the materials, and methods we developed during our period of remote teaching to provide more *differentiated instruction* to our learners. Carol Ann Tomlinson (Tomlinson et al., 2003) defines differentiated instruction as a strategy in which teachers “proactivity modify” their teaching practice, methods of assessment, materials, and student assignments “to maximize the learning opportunity for each student



in the classroom”. Using my own experience, and the materials I developed for my own integrated skills classes as a departure point, we will explore how we can (1) scaffold learners more individually, (2) to assess progress more efficiently in order to provide more effective individual remediation, and (3) to encourage learner agency.

This session will focus more on practice rather than research. My hope is that we will come away with a sense of how we have developed professionally during this emergency, and a desire not to return to our pre-pandemic teaching practice, but to build on our new skills to become more effective instructors.

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JALT2021 Featured Speaker • Lindy Ledohowski

Strategies and New Perspectives for Teaching Academic Writing Online

Lindy Ledohowski

EssayJack Inc.

Sponsored by mangoSTEEMS

This presentation takes it as axiomatic that teaching academic writing post-pandemic will incorporate—either in whole or in part—hybrid and digital strategies. Writing pedagogy based around the core ideas of scaffolding, chunking, and interrogative methodology can be meaningfully



adapted and incorporated into distanced and online educational environments. Scaffolding in educational discourse refers to breaking larger tasks down into smaller components that each build successively, one on the other. Chunking can be part of scaffolding, in that the components that comprise the scaffolded structure for a learning objective may be considered a “chunk”; however, chunking in language acquisition refers to joining together lexical units into chunks rather than focusing on word-by-word learning and can be considered a stand-alone learning technique in its own right. This presentation provides a scholarly summary of these two techniques—scaffolding and chunking—in the specific use case of teaching English-language academic writing.

The component parts of academic prose for English for Academic Purposes (EAP) contexts are broken down into “chunks,” so that each piece of a whole writing unit becomes a smaller lexical unit within the larger piece of writing. Cognitively, students are able to comprehend these smaller chunks more easily when seeing them in isolation rather than when composing essays and other academic assignments in their entirety. This presentation

provides an overview of this theory and some examples of digitizing this process in practice.

These smaller chunks then become part of the scaffold for the writing assignment as students are led through each component part. Successful completion of the first few chunks become the foundation upon which the subsequent components are built. This portion of the presentation provides an overview of scaffolding within a specific English-language academic writing context and demonstrates the use of interactive scaffolding prompts and techniques that can be deployed in distanced learning environments, allowing instructors to be flexible with hybrid forms of writing instruction that may be at least in part online.

In order to make these scaffolded chunks successful learning blocks in the student's writing process,

this presentation explores the use of targeted questions or interrogative methodology. In its simplest form, interrogative methodology emerges from a kind of Socratic questioning, where each question leads students through the process of discovery. Most often this technique is envisioned in full-class settings with whole-class oral instruction. However, it can be adapted to online learning and writing instruction through the use of guided and very specific interrogative prompts as part of the scaffolded chunks that help students build their writing assignment drafts.

These three techniques—scaffolding, chunking, and interrogative prompting—and their place in English language writing instruction in a digital educational setting are the key foci of this presentation.

For more information on our JALT2021 Featured Speakers, please visit <https://jalt.org/conference/jalt2021/featured-speakers>

JALT2021 Balsamo Asian Scholar • Willy A Renandya

Can Reading Lead to Better Writing?

Willy A Renandya

National Institute of Education, Nanyang Technological University, Singapore

Research shows that reading and writing are closely connected. Students who can read well can be expected to write well. However, repeated observations show that this is not always the case. L2 students continue to experience difficulty when they try to express themselves in writing. In this article, I first discuss why writing is difficult for L2 students. In the second part, I discuss the nature of the relationship between reading and writing, arguing that while the two skills are closely linked, the processes of reading and writing are not identical. In the last part, I present an instructional



model that can strengthen the link between reading and writing so that L2 students can more systematically notice language and discourse features present in the target text and later use these in their writing.

Why Is Writing Difficult?

ELT experts agree that writing is one of the most challenging language tasks for L2 students. This is true of lower as well as higher proficiency students. They may have developed a higher level of comprehension skills, but their ability to express themselves in writing in a way that is linguistically acceptable continues to lag behind. I list below some of the most important sources of writing difficulties (Hyland, 2019; Lewis, 2009):

- Unlike spoken language which allows greater variations in style and format, written language tends to be more rigid. L2 writers need to follow specific writing conventions (e.g., spelling, punctuation, capitalization, grammar, sentence structure, text structure etc).
- L2 writers need to use longer and more complex sentences. In addition, they also need to use sign-posting devices (e.g., first, second, therefore, etc) to help the readers navigate the text smoothly.

- Academic writing is particularly challenging for L2 writers. They need to have deep understanding of the contents, and also the complex rhetorical structure of an academic essay.
- Finally, writing is cognitively taxing. The process is slow and requires sustained mental effort. Student writers have to go through the process of planning, drafting, and revising their essay before submitting their final draft.

What Is the Relationship Between Reading and Writing?

The link between reading and writing is well-established in the professional literature. I summarize below relevant insights from decades of research (Fitzgerald & Shanahan, 2000; Grabe, 2001; Hirvela, 2004).

- There is a reciprocal relationship between reading and writing. Reading can improve writing in the same way that writing can improve reading.
- Children learn to read first before they learn to write
- Children who read a great deal tend to write better than those who don't read as much.
- With systematic instruction, readers can be more strategic in their reading so that they can learn the contents and notice the rhetorical features used in the text, thus enabling them to later use these features in their writing.

It is clear that there is a close connection between reading and writing and that reading can help students develop their writing ability. As Stotsky (1995) points out, “reading experience would seem to be the chief source of a developing writer’s syntactic, generic, and lexical knowledge (p. 773)”.

Fitzgerald & Shanahan (2000) however argue that while the relationship is quite strong, research suggests reading does not automatically lead to good writing: “If reading and writing really were identical and not just similar, then...everything learned in one would automatically transfer to the other” (p. 43). Agreeing with Fitzgerald & Shanahan, Renandya, et al (2021) point out that reading is “receptive”; writing is “productive”. Receptive knowledge does not automatically become productive knowledge. Furthermore, from a cognitive perspective, reading largely involves semantic processing, while writing requires syntactic processing, which for most L2 students is linguistically demanding.

An Instructional Model That Links Reading and Writing More Closely Together

Since reading and writing are not identical, L2 writing teachers play an important role in helping their students build a stronger connection between reading and writing. Renandya et al (2021) present an instructional model that can help students make use of what they read to support their writing. The model comprises four major elements: theory of language, theory of language learning, the role of the teacher and the role of the student.

Theory of Language

One language theory that is particularly useful is the genre theory. The theory considers a text in terms of its purpose, audience, context and language features. For example, a story is written to entertain the readers and is usually organized around five elements, i.e., the characters, setting, plot, conflict and resolution. The language used in a narrative often includes the past tenses, time sequence markers, direct and indirect sentence structures, etc. Similarly, a piece of academic writing (e.g., research report) is written for a specific purpose and audience, organized using a specific structure (e.g., introduction, literature review, methodology, results, discussion and conclusion), and characterized by typical language features (e.g., nominalization, passive sentences, etc).

Theory of Language Learning

Two language learning theories are particularly relevant: the input and noticing theories. The input theory suggests that language learning is best facilitated when learners are exposed to large amounts of comprehensible language. In the context of our discussion, this means that before students write a story, they need to see a number of stories so that they become familiar with the rhetorical, lexical and grammatical features of a story. The noticing theory maintains that input alone is not enough; students need to allocate their attentional resources to notice the textual features of the story, if they are to use these features later in their writing.

Role of the Teacher

One of the key roles of the writing teacher is to use a teaching method that reflects the theory of language and language learning discussed above. This teaching method (often called the Genre-based methodology) revolves around three major steps, as outlined below:



- Building knowledge about the target text. This step involves the teacher explaining the social context and the purpose for which the text is written.
- Modelling and deconstructing the text. This step refers to the teacher showing multiple model texts and highlighting key language features.
- Scaffolding and joint construction. This step involves the teacher providing calibrated guidance to the students before they do their independent writing practice.

Role of the Student

To become good writers, students need to develop a good reading and writing habit. They need to read a great deal, and more importantly they need to systematically engage in the kind of reading that allow them to attend to both the contents and the language features of a text. Three roles are outlined below:

- First, read like a reader. Students should first read a text for comprehension. This often requires that they read the text several times so that they can build a deeper level of understanding.
- Second, read a text like a writer. Also known as “writerly reading” (Hirvela, 2004, p. 110), This type of reading allows students actively extract rhetorical, linguistic and lexical features in the text.
- Third, write like a reader. As well as being a writerly reader, a student should also be a readerly writer (Myhill, Lines & Jones, 2020). i.e., produce a piece of writing that is audience-friendly. Students would need to re-read their initial drafts several times and put themselves in the shoes of their target readers. They then do several revisions to make their essay flow more smoothly and coherently.

Conclusion

I explained above the link between reading and writing and offered suggestions on how this link can be further strengthened so that L2 students can learn more from their reading and use what they learned when they write an essay. One final note I'd like to add is that like any other skills, writing requires a lot of deliberate practice. When students do the kinds of reading and writing that I described in this article and they do it regularly, they might just be able to become more successful L2 writers.

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JALT Publications at JALT2021 Getting Published in JALT Publications

- Caroline Handley, JALT Publications Board Chair
- Dennis Koyama, *JALT Journal*
- Paul Lyddon, *The Language Teacher*
- Peter Clements, *Postconference Publication*

This presentation provides clear and practical information on publishing in one of the JALT Publications journals, which include *The Language Teacher*, *JALT Journal*, and the *Postconference Publication*. Editors from each journal will cover their journal's remit and submission guidelines, describe the various peer-reviewed and not peer-reviewed publication opportunities available, and answer questions. First-time authors and those wishing to publish in Japanese are especially welcome.

Saturday, November 13
6:00 PM - 7:00 PM

JALT2021 Technology in Teaching and Professional Development Workshops

JALT2021 will once again be offering a series of online Professional Development Workshops (PD) in addition to the online Technology in Teaching (TnT) workshops.

This is the third year for these professional development workshops that were inspired by the College and University Educators Special Interest Group (CUE SIG) model implemented for their 2019 conference. Similar to last year, a stimulating range of online professional development opportunities will be available for the JALT2021 Friday sessions.

Digital communications technologies have never been more important in language education. As remote classes have become the norm, teachers are facing enormous challenges in selecting, understanding, and managing a wide range of tools for both on-demand and real-time classes. JALT's Technology in Teaching (TnT) Workshops have never been more relevant. This year, we will offer two streams of workshops: live Zoom workshops with real-time interaction between presenters and participants, and on-demand workshops which can be streamed at any time. The TnT presenters, all experts in technology, will offer guidance on using technology and share ways to best integrate technology with language teaching practices. We anticipate an exciting exchange of ideas.

These academic research and classroom practice topics of-fer educators a great reason to make Friday a full day of learning and professional growth.

All of these professional development workshops are at absolutely no extra charge. They are included in the one-time, one-price registration fee for this conference. Mix and match your tailored schedule of both TnT and PD workshops. We look forward to seeing you online!

*All Technology in Teaching (TnT) and
Professional Development (PD) Workshops will be
live online, Friday Nov 12, 1:30 PM - 8:15 PM.*

Synchronous Online Flipped Learning Approach - SOFLA®

Helaine W. Marshall

1:30 PM - 3:00 PM: Room 1 • Professional Development (PD)

The Synchronous Online Flipped Learning Approach, or SOFLA, (Marshall, 2017; Marshall & Rodriguez Buitrago, 2017; Marshall & Kostka, 2020) combines two separate learning pathways that, in combination, can result in robust instruction: the Community of Inquiry (CoI) framework for online teaching (Garrison, Anderson, & Archer, 2000) and flipped learning (Bergmann & Sams, 2012). The presenter takes participants through the eight steps of SOFLA: (1) Pre-Work; (2) Sign-In; (3) Whole Group Application; (4) Breakouts; (5) Share-Out; (6) Preview and Discovery; (7) Assignment Instructions; and (8) Reflection. Guidelines, rationale, and caveats for each step are provided, with examples from the presenter's classroom.



How Language Assessment Works: Rating spoken production using the CEFR

William Bayliss

1:30 PM - 3:00 PM: Room 2 • Professional Development (PD)

The Japanese national curriculum specifies balanced teaching of speaking, reading, listening and writing—and universities are moving towards assessing all four skills. As part of this movement, Tokyo University of Foreign Studies and the British Council have jointly developed a Speaking Test for university entrance purposes called BCT-S, a localised version of the British Council's global Aptis test. In this hands-on session, attendees will work with tasks, speaking samples and rating criteria from the Aptis test to better understand, in concrete terms, the way these tests rate candidate's speaking performance using the CEFR descriptors.



Making an Attractive Website with Moodle

Mark Shrosbree

1:30 PM - 3:00 PM: Room 3 • Technology in Teaching (TnT)

Moodle is familiar among language teachers as a Learner Management System. However, by simply copying and pasting some basic HTML computer language, Moodle can also be used to create attractive, easy-to-navigate websites. With reference to a website created for teachers at a university, the presenter will explain how to make use of standard Moodle features, as well as some simple HTML. The presenter will also share ideas about user-friendly design and avoiding pitfalls. The workshop is suitable for people with no HTML experience, as well as those who are interested in learning how to expand the potential of Moodle.



A New Statistics Online App for Exploratory and Explanatory Data Analysis

Paul Collett

1:30 PM - 2:15 PM: Room 4 • Professional Development (PD)

I will introduce an online application created to help with quantitative data analysis based around New Statistics principles (Cumming, 2012). The application is easy to use, providing exploratory and explanatory output appropriate for use in research publications, presentations, or dissertations. The focus is on the generation of statistics for the estimation of the size and direction of research interventions: effect sizes, confidence intervals, and data-rich graphical plots. This is in keeping with current recommendations for quantitative research, moving beyond problematic issues surrounding statistical significance testing. The theoretical background and practical usage of the application will be covered.





JALT2021 Technology in Teaching and Professional Development Workshops

Using Zoom to Record On-Demand Teaching Content

Daniel Beck

1:30 PM - 3:00 PM: Room 5 • Technology in Teaching (TnT)

Due to the pandemic, many educators became familiar with using Zoom to teach live lessons online. Zoom is also useful for making videos that can be available on-demand to supplement in-class teaching. This workshop will demonstrate how to take full advantage of Zoom's features including using slides as a virtual background. Slide design for optimizing this feature will be demonstrated. Participants can try these features out on their own computers or simply observe. Questions and suggestions from participants are welcome.



Designing Computer-scored Speaking Tasks

Paul Daniels

3:15 PM - 4:45 PM: Room 2 • Technology in Teaching (TnT)

This workshop will guide participants through the process of creating and administering online speaking tasks in Moodle using a custom speech assessment quiz-type. The speaking tasks can either be automatically scored by the computer or manually scored by the teacher. Sample speaking tasks can include audio, video or text prompts and can include a mixture of open-ended and closed-ended tasks. Participants will have the opportunity to demo sample computer-scored speaking tasks and to design their own custom speaking tasks. At the end, download and installation of the speech assessment quiz-type will be covered.



Net Gain: Multiplatform Approach to Distance ESP Classes

Shari Joy Berman

2:30 PM - 3:15 PM: Room 4 • Technology in Teaching (TnT)

Remote learning demands teachers be more resourceful, tech savvy, and creative than ever. This session introduces successful, concrete techniques for a productive, student-centered environment at a distance, predicated on original simultaneous interfacing of Zoom and Teams with LMS follow-up. Focus will be on ESP projects (medical, international horticulture majors) including multimedia presentations, tasks, out-of-class online group meetings, as well as alternative testing and large class management techniques. Workshop participants will experience/evaluate games, quick tasks, and projects. They will also view class video clips, and brainstorm ideas to increase the "net gain," to perhaps make these multiplatform techniques their own.



Microsoft Teams and Class Notebooks: Online and Face-to-Face

Samantha Kawakami

3:15 PM - 4:45 PM: Room 3 • Technology in Teaching (TnT)

Microsoft Teams is a fantastic resource for universities with Office 365 subscriptions. Used in conjunction with software available through the subscription, you can create a rich learning environment. This workshop will go through how to set up and get the most out of a Teams course. Topics include creating a Team and Class Notebook, Teams channels, creating and assessing assignments (quizzes through Forms, attached Office files, the Class Notebook), sharing content with Class Notebooks (videos, individual feedback, handouts), and Teams Meetings. This workshop will give you a clear understanding of Team's capabilities, limitations, and how to use it.



Using Corpora to Create Academic Writing Assignments

Sarah Deutchman

3:15 PM - 4:45 PM: Room 1 • Technology in Teaching (TnT)

Quite often universities require students to write academic essays that students might not be prepared for. Having an assignment sheet with grammatical patterns and commonly used words makes it easier for students to write the required essays. The workshop will focus on creating an assignment sheet for an academic writing topic: this includes vocabulary, collocations, colligations, and patterns. The vocabulary list, collocations, colligations, and frames would come from corpora. It is not necessary to have prior knowledge on how to do searches using corpora as they will be explained in the workshop step by step.



Presentation Design and Delivery for Improved Classroom Lessons

Daniel Beck

3:15 PM - 4:00 PM: Room 5 • Technology in Teaching (TnT)

Although educators invest in knowing the content they teach, they may prepare slideshows as visual aids that are ineffective and counterproductive. Text-heavy slides reflect a knowledge-transfer approach instead of a constructivist approach. This workshop will demonstrate slide design from a multimedia learning perspective (Mayer, 2009) that is more effective. Additionally, tips will be given for slideshow delivery. Participants will be encouraged to ask questions and share ideas in this interactive workshop.



JALT2021 Technology in Teaching and Professional Development Workshops

A Tutorial to Make Your Online Classes Look Like a YouTube Video

Marshall Higa

3:30 PM - 4:15 PM: Room 4 • Technology in Teaching (TnT)

In this workshop, participants will receive a hands-on explanation of how to produce high-quality video lectures as well as livestreams for platforms such as Zoom and Microsoft Teams. Aimed towards beginners, the contents of this workshop will cover necessary information about equipment and software so that participants will have the basic knowledge needed to begin producing content that can rival professional YouTube filmmakers. Though all of this information is already freely available online, the presenter will use his experience as an English teacher to focus on information that is most relevant to EFL teachers.



Incorporating International Language and Culture Exchanges into your Classes

Eric Hagley

5:00 PM - 6:30 PM: Room 1 • Technology in Teaching (TnT)

Since 2015 over 25,000 students from 25 countries have participated in the IVEProject, an international online exchange where students use the English they are studying in class to interact with peers around the world. The workshop will showcase the project: the research showing its benefits to linguistic, intercultural and communicative competence; the ways it can be incorporated into your syllabus; and the joy it can bring to students who participate. If you want your students to use the English they are studying in class to interact with others around the world, come to this workshop. It is easy and free-of-charge.



The Power of 'Obsidian' - Revolutionising The Way We Take Notes

Michael Walker

4:15 PM - 5:00 PM: Room 5 • Technology in Teaching (TnT)

Note-taking is essential for any academic endeavour. Yet many curriculums fail to teach a systemised and effective approach to this skill. The repercussions are significant, more often than not resulting in substandard work being submitted by students. Inspired by Sönke Ahrens' breakout book 'How To Take Smart Notes', this workshop will cover the principles of taking smart notes and introduce a powerful note-taking app called 'Obsidian' that will help teachers and students alike optimise the thinking process.



Feedback, Peer-Evaluation, and Reflective Learning Procedures: An MFL Trinity

George MacLean

5:00 PM - 5:45 PM: Room 2 • Technology in Teaching (TnT)

In this workshop I will discuss my recent experiences fostering a reflective learning environment via (a) the delivery of accelerated teacher and peer feedback and (b) subsequently requiring students to submit reflections about their learning experiences using cloud computing (Google Workspace for Education). Outcomes of the workshop should include (1) Awareness of learner-centered pedagogical practices and how to implement them using cloud computing (2) Immediate knowledge of how to apply the Google Workspace for Education in varied educational settings, and (3) How to better communicate with students.



What is an Effective EdTech PD Program, and How to Develop and Evaluate One

Erin Noxon

4:30 PM - 5:15 PM: Room 4 • Professional Development (PD)

As the GIGA school program spreads and as during #withCOVID and #postCOVID schools start to more frequently use LMSs and other educational technology for course delivery, there were be more and more professional development (PD) programs offered. This means more people will be called on to deliver effective PD programs. This workshop will go over frameworks based on the actual research on what makes a PD program effective and lasting. We will go over what an effective PD looks like, how to develop one, and then how to evaluate it, ensuring it gets better for the next iteration.



Designing Your Presentation Media

Malcolm Swanson

5:15 PM - 6:00 PM: Room 5 • Technology in Teaching (TnT)

Whether for presentations or classroom use, most of us just "make" our media, often with little regard to functionality or aesthetics. This workshop will focus on ways to add useful design elements to your Keynote or PowerPoint slides. Putting more thought into how your media looks and behaves will make your presentations more appealing to audiences, easier to understand, efficient to create, and simpler to control. During the workshop, I will demonstrate some techniques I've found useful, and then set a couple of design tasks to complete. Please bring a device with either Keynote or PowerPoint installed.





JALT2021 Technology in Teaching and Professional Development Workshops

Moving Through and Moving On: Pivot, Reflect, Develop, and Grow

Chhayankdhar Singh Rathore and Eucharía Donnery

5:00 PM - 6:30 PM: Room 3 • Professional Development (PD)

The turbulence of the 2020 academic year onwards has taught us how to react, reflect, and respond. Reacting to the abrupt pivot from face-to-face classes to online. And back again. Yet simultaneously serving as lighthouses for students by providing stability in a world of uncertainty by developing coping mechanisms and renewing our professional skill set. This workshop provides a platform in which teachers can reflect upon their experiences with teaching during the pandemic and how they overcame these herculean challenges through discussions and reflective dialogues. These discussions and dialogues will be divided into four sections – pivot, reflect, develop, and grow.



Equity in JALT: Sharing Our Vision

Gerry Yokota, Jackson Koon Yat Lee and Gregory Paul Glasgow

5:30 PM - 7:00 PM: Room 4 • Professional Development (PD)

The ability to demonstrate one's familiarity with diversity and equity practices (DEP) is a great asset on the job market. In this workshop, three members of the JALT DEP Committee will share their expertise in three areas of common concern among JALT members: hiring practices, harassment prevention, and accountability, both personal and organizational. After short presentations on these three areas to establish common ground, participants will be invited to join the group of their choice to discuss related issues. We will then regroup at the end, and each group will share the fruits of their discussion.



Bringing out Student Creativity Through Speaking Activities with Flipgrid

Rich Bailey and David Hammett

6:00 PM - 7:30 PM: Room 2 • Technology in Teaching (TnT)

This presentation will focus on the use of Flipgrid, a mobile application that allows students to record "selfie" video responses to a teacher's prompt as an option for asynchronous speaking activities. The presenters will discuss their experiences using Flipgrid as graded speaking activities in their English classes at two universities, focusing on the successes and failures. The presenters will lead a discussion that will focus on how Flipgrid could be used in other ways, including in hybrid and f2f classes. Participants will leave with an understanding of Flipgrid and how it could be implemented into their teaching context.



Machine Translation-Supported Writing

Susan Jones

6:15 PM - 7:45 PM: Room 5 • Technology in Teaching (TnT)

Student use of machine translation apps to complete writing assignments is prevalent and persistent. Instead of discouraging its use, I believe we can help students use it effectively as part of the writing process. Specifically, machine translation can be used to increase L1 and L2 text analysis and re-writing, and improve L2 writing output. In this workshop, participants will experience a machine translation workflow in which they analyze, pre-edit, and post-edit a passage.



Facilitating Engagement and Interactivity with a Virtual Lesson Platform

Benjamin Rentler

6:45 PM - 7:30 PM: Room 1 • Technology in Teaching (TnT)

Research has shown that Nearpod promotes active learning through its ability to facilitate collaborative participation between students, teachers, and lesson content (Amasha et al., 2018, Hakami, 2020). My workshop will showcase how Nearpod can be used for effective discussions, reading activities, vocabulary activities, student-paced assignments, informing future instruction through its post-class reports feature, and more. Teachers will receive opportunities to test the functions as well. Finally, I will share the results of a quantitative survey of student self-reported perceptions of Nearpod, which indicated that students felt an overall positive effect on their motivation and interaction in their English classes.



Reflective Practice to Understand Your Teaching and Yourself

Adrienne Verla Uchida and Jennie Roloff Rothman

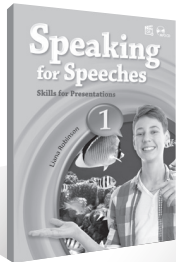
6:45 PM - 8:15 PM: Room 3 • Professional Development (PD)

This workshop will provide participants with opportunities to engage in reflective practice (RP) to better understand their teaching and themselves. The presenters will explain definitions of RP, highlight Farrell's six principles of RP (2019), and introduce tools for engaging in RP. Participants will be encouraged to try some tools and share about their respective situations. It is hoped that participants will be motivated to engage in such practices when they return to their own contexts.

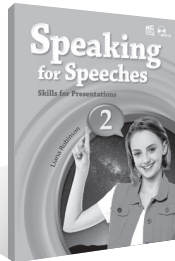


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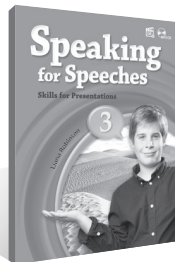
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Skills for Presentations



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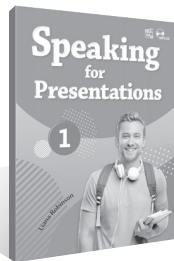
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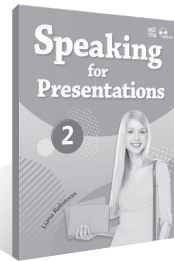
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English language learners at the high-beginning to intermediate level

**Speaking
for Presentations**



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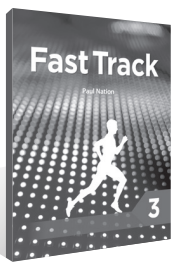
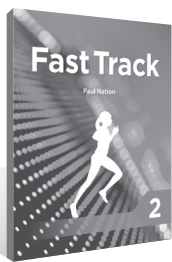
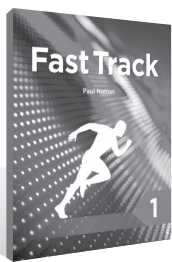


220-280
Speech
Word Count

Adolescent and adult English language learners at the high-beginning to intermediate level

- Wide variety of speech topics ranging from informative speeches to entertaining personal stories
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Select the best responses to a series of incoming text messages. Deepen your socio-cultural awareness.

Build

Arrange lexical phrases to form grammatically accurate sentences. Strengthen your knowledge of English syntax.

How Many

Count the number of words you hear. Hone your perception of speech segmentation.

Definition

Select words with the same meaning to expand your vocabulary. Create connections between known vocabulary and more advanced synonyms.

Comp Q

Answer questions to check your understanding. Reinforce your comprehension of language in use.

Quiz

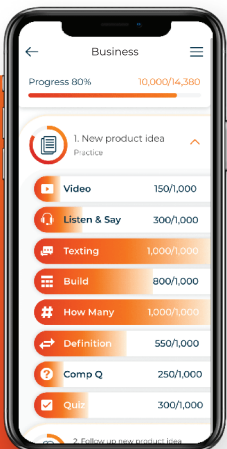
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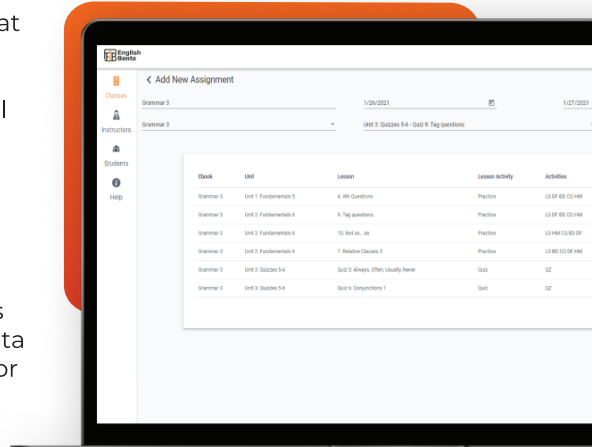
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3 Start for free with a class of 40 students or fewer.



- Scoring is handled automatically so that you can focus on teaching.
- Easily keep an eye on who is doing well and who needs additional support.
- Create assignments in seconds. Track your students' progress, scores, and time-on-task.
- Display three metrics at multiple levels of granularity. Monitor your student data at the level of the assignment, lesson, or activity — all at a glance.



Book	Unit	Lesson	Lesson Activity	Activities
Summer 3	Unit 3: Fundamentals 5	4. Web Questions	Practice	13:07:53 (2:14)
Summer 3	Unit 3: Fundamentals 5	5. Tag Questions	Practice	13:07:53 (2:14)
Summer 3	Unit 3: Fundamentals 5	16. Text on... on	Practice	13:07:53 (2:14)
Summer 3	Unit 3: Fundamentals 5	7. Relative Clauses 1	Practice	13:08:03 (2:14)
Summer 3	Unit 3: Decides 5-4	Quiz 3 Always, Often, Usually, Never	Quiz	02
Summer 3	Unit 3: Decides 5-4	Quiz 6 Comparatives 1	Quiz	02