

Step(s)	Example(s)
9: Collection of data and analysis of results	Recorded and transcribed 10-minute samples from a range of classes. Counted the words in each student response in relation to the discourse moves used by teachers for quantitative data and analyzed the content of the responses for qualitative data. Also conducted interviews with the participating teachers and analyzed the responses looking for common themes.
10: Comparison of findings with previous results	Compared the findings gained from the data collection to the findings presented in previous research connected with the use of discourse moves and speech acts.
11: Combination and filtering of findings	Combined and filtered the findings gained from the comparison conducted in the previous stage to identify common and generalizable themes.
12: Development of suggestions for teaching practice	Developed suggestions on ways of introducing the discourse moves that encouraged the most student output into classroom interactions.
13: Implementation of suggestions into teaching practice	Implemented the methods suggested in the previous stage and began to critically reflect on the outcomes to restart the cycle.

## [JALT FOCUS] 2021 JALT MEMBERSHIP SURVEY



### Malcolm Swanson

*This column serves to provide our membership with important information and notices regarding the organisation. It also offers our national directors a means to communicate with all JALT members. Contributors are requested to submit notices and announcements for JALT Notices by the 15th of the month, one and a half months prior to publication.*

Email: [jaltpubs.tlt.focus@jalt.org](mailto:jaltpubs.tlt.focus@jalt.org) • Web: <https://jalt-publications.org/tlt/departments/jalt-focus>

## Report on the 2021 JALT Membership Survey

Melodie Cook

*Past Director of Membership*

Fred Carruth

*Past Director of Membership*

Emily Choong

*Membership Liaison*

Karmen Siew

*Membership Committee*

who our members are, how they engage with JALT, what they want from JALT, and how JALT can better serve them. Adapted from a previous, informal survey conducted in 2016, this 41-item questionnaire (see Appendix) was formulated by the Membership Committee under the supervision of the Board of Directors and made available via Google Forms for a period of one month after the June 2021 Executive Board Meeting. The respondents were 442 then-active JALT members (20% of the total membership at that time).

This report is divided into six major subsections:

- Demographic Information
- Engagement with JALT Events
- Engagement with JALT Publications
- Use of JALT Services
- Engagement with JALT as a Volunteer
- Perceived Issues with JALT as an Organization

**T**his report presents the results of a survey conducted by the JALT Membership Committee in 2021 for the purpose of discovering

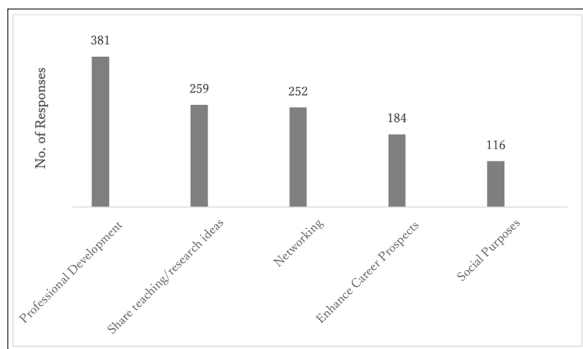
### Demographic Information

On the question of gender, 245 (55.7%) of the survey respondents identified themselves as male, 185 (41.9%) as female, and 3 (0.7%) as nonbinary, with the remaining 6 (1.4%) indicating a preference not to answer. As for age, 85 (19%) reported being between the ages of 51 and 55. On the question of national origin, nearly half ( $n = 48$ ; 49%) of all those who answered this question belonged to BANA (Britain, Australasian, North American) countries. As for current employment status, 369 (84%) reported working in universities or colleges; 118 (27%) of which as lecturers; 205 (46%) as full-time, tenured professors; and 85 (24%) as graduate students. A slight majority ( $n = 236$ ; 53%) of respondents reported having institutional research support. Finally, many respondents reported also belonging to other professional organizations besides JALT, the top two most common being JACET ( $n = 97$ ; 37%) and TESOL ( $n = 71$ ; 22%).

### Engagement with JALT Events

After providing their demographic information, respondents were asked to indicate their reason or reasons for attending JALT events. The main categories of their responses are shown in Figure 1.

**Figure 1**  
*Reasons for Attending JALT Events*



Other individual responses included “the thing to do,” “short holiday from the family,” “had to present on a textbook I authored,” “recommended to me by my professor,” “to support my friend,” “many of my students will become language teachers,” “to mentor teachers at early stages in their careers,” “to continue my involvement in a SIG,” and “publication opportunities.”

### Conferences

The numbers of respondents saying they had attended 1 to 5, 6 to 10, and 11 or more JALT conferences were 158 (36%), 109 (25%), and 103 (23%), respectively. Only 55 (12%) of the survey participants said that they had never attended a JALT conference. The most frequently given reasons for non-attendance were timing ( $n = 39$ ; 57%), location ( $n = 16$ ; 24%), cost ( $n = 15$ ; 22%), topic irrelevance ( $n = 8$ ; 12%), and need for childcare assistance ( $n = 7$ ; 10%). Other individual reasons included “haven’t got around to it,” “can’t attend if not presenting,” “too busy,” “just became a member recently,” “no research budget provided by employer,” and “environmental impact of international travel.”

### Local Chapter Events

With regard to number of local chapter events attended, the respondents answered as follows: 1 to 5 ( $n = 289$ ; 65%), 6 to 10 ( $n = 61$ ; 14%), 11 or more ( $n = 18$ ; 4%), and none ( $n = 70$ ; 16%), with another 4 persons (1%) indicating that they could not remember. The most frequently given reasons for non-attendance at local chapter events were timing ( $n = 15$ ; 66%), topic irrelevance ( $n = 13$ ; 12%), location ( $n = 12$ ; 16%), cost ( $n = 10$ ; 13%), and need for childcare assistance ( $n = 8$ ; 11%). Other individual responses included “native speakers not friendly,” “don’t know the speaker,” “too tired,” “can only go if I present,” “too busy,” “too much work at uni,” and “did not know there were events organized by JALT.”

In the interest of promoting greater attendance at JALT events, Table 1 presents possible solutions to the issues that were raised.

**Table 1**  
*Suggested Measures Against Barriers to JALT Event Participation*

Issue	Possible Solution
Timing	When possible, hold events at various times.
Topics	Poll members to find out what they want to learn about at events.
Location	Rotate locations if possible.
Cost	Remind members that local chapter events are free.
Childcare	Provide childcare, if possible.
Friendliness	Formally welcome new members at events.

Issue	Possible Solution
Awareness	Ensure that members know about events through multiple media platforms.

**PanSIG**

With regard to PanSIG attendance, the responses were as follows: 1 to 5 events ( $n = 237$ ; 54%), 6 to 10 events ( $n = 32$ ; 7%), 11 or more events ( $n = 9$ ; 2%), and none ( $n = 159$ ; 36%), and “can’t remember” ( $n = 5$ ; 1%).” The most frequently given reasons for non-attendance were timing ( $n = 85$ ; 56%), location ( $n = 45$ ; 29%), topic irrelevance ( $n = 18$ ; 12%), cost ( $n = 16$ ; 11%), and need for childcare assistance ( $n = 10$ ; 7%). Other individual answers included “too tired,” “not a priority,” “haven’t got round to it,” “can only go if I present,” “don’t work weekends,” “live in the US,” “feel overloaded with information,” “joined only recently,” “not interested,” “don’t know what that is,” and “don’t know the difference between this conference and the international JALT one.”

Through the respondents’ remarks, three main themes emerged, namely inclusivity and diversity, oversight and communication, and cost. Below are some of their comments in their own words.

**Inclusion and Diversity**

- “It is starting to appear cliquish, so for these reasons, I did not submit a proposal this year for the first time ever.”
- “There is speculation among colleagues and friends that PhD holders are being rejected from the International Conference at consistently high rates and that they have had their abstracts rejected in favour of less qualified/less experienced presenters. It feels like we are no longer provided with a platform to share our knowledge which would be more beneficial to conference participants and their professional development.”
- “It’s hard for non-university teachers to feel like they belong or have anything to contribute.”
- “Not enough diversity in members.”
- “Depending on who the international conference speakers are, I see a striking difference in the overall diversity of invited speakers and conference themes.”

**Oversight and Communication**

- “PanSIG needs stronger national oversight and control.”

- “I feel that promotion of bigger events such as PanSIG is getting worse in recent years. Information about deadlines, etc., should be given to all members much earlier.”
- “I’m a big fan of PanSIG, but I’d hate to see it get any bigger. It was the perfect size and the focused threads of presentations that really made it worthwhile.”
- “Needs better and clearer communication on when and how and where the events are happening. Zoom? Schedules? Times? Replays?”

**Cost**

- “Generally, I feel that JALT can be quite expensive compared to other organizations. The cost is high. Lower the registration cost.”
- “OTJ is now doing many of the same things at no cost and there are many webinars which are also free.”
- “There is very little that JALT can do to improve membership while universities refuse junior staff research funding. JALT has many members who are tenured and have influence in faculty meetings: Perhaps it is time JALT started to lobby universities to better support language teachers.”

Note that these are the impressions of but a few JALT members and that, while important, they may not reflect the views of the majority. Nevertheless, personal perceptions do influence the ways in which members engage with JALT. Thus, in the interest of resolving some of the issues we encountered, Table 2 provides a number of recommendations to PanSIG organizers going forward.

**Table 2**

*Recommended Measures for Improving PanSIG Conferences*

Issue	Possible Solution
Awareness	Make differences between PanSIG and the JALT National Conference clearer.
Cost	Remind members that they can apply for grants to attend conferences.
Inclusivity	Ensure diversity where possible (although doing this with blind review may be difficult).

Issue	Possible Solution
Quality of abstracts	Explain the blind peer review process when the call comes out and perhaps again when acceptances/rejections are sent.
Cliquishness	Incorporate measures for identifying and welcoming new presenters/attendees.

### Online vs. Face-to-Face Conferences

At the time of this survey, the world was very much changed by COVID-19, and conference goers were, on the whole, relegated to online events as large face-to-face gatherings did not resume until the 2022 PanSIG conference. When asked about these online events, the majority of participants indicated favoring them for reasons of living in remote locations, lacking travel budgets, or suffering from chronic illnesses. These respondents expressed a wish for all conferences to include an online component. By contrast, others expressed a desire to return to face-to-face-only formats because they missed the camaraderie, had young children at home, felt a loss of human connection, or suffered from eyestrain.

### Overall Comments About JALT Events

The following are comments respondents made about events in general:

#### Wishes

- “I think that a two-day registration option should be offered. I don’t want to pay for three days when I can attend only two.”
- “I wish there were more meaningful professional development events that would aid with job searches for university.”
- “Fewer presentations at the same time. Too little audience split across too many seminars.”
- “The national conference is way too big.”
- “I’d love to see events held at a variety of times to reach more people.”
- “I’d like to see more presentations/workshops that focus on non-university teaching contexts.”

#### Praise

- “They are always well organized.”
- “I would not be teaching at my universities if it

were not for JALT.”

- “The diversity of each local chapter and SIG gives various opportunities for participation.”
- “They’re really cool. I’m digging the scene.”
- “The quality is satisfactorily high, and the networking/socializing is good.”
- “The dedication of all is so impressive.”
- “The people are really great. I have learned a lot from the conferences that I have attended.”
- “They are always helpful and interesting (*sic*) and I’m grateful for all the hard-working volunteers who make these events happen.”

One member summed up the differences in perceptions of JALT events particularly well:

I think JALT events are important to many members, but the work at these events tends to be spread across the same group of dedicated people. The tireless, and often thankless, work that goes into JALT events is often met with comments from people who do not attend the event about how useless the events are. I feel like rumour and previous experiences have run their course for some reason. Most members I interact with feel that JALT is broken and serves very few of its members well. I don’t agree, but I can see their point.

To conclude this section, in the interest of changing negative perceptions fo JALT events, Table 3 lists a number of recommendations to all Chapters and SIGs.

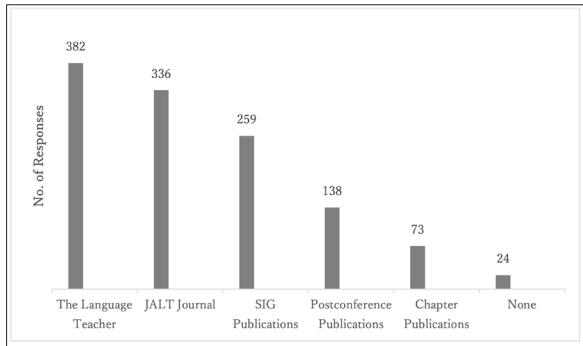
**Table 3**

*Recommended Measures for Improving Perceptions of JALT Events*

Issue	Possible Solution
Communication	Keep in regular touch with our membership.
Community	Help members feel like they are a part of JALT.
Transparency	Explain how decisions are made.
Openness	Listen to various opinions of the membership (e.g., by conducting regular membership surveys).
Truth	Disabuse members of incorrect assumptions or ideas.

### Engagement with JALT Publications

Figure 2, showing the numbers of JALT publications readers by title or type, reveals *The Language Teacher* to be the most widely read. For those who indicated not reading any of the various JALT publications, the most frequently given reasons were “no time” ( $n = 13$ ; 43%), “too academic” ( $n = 9$ ; 30%), “not relevant” ( $n = 5$ ; 17%), and “not academic enough” ( $n = 2$ ; 7%). Other individual reasons included “new member,” “group membership” (doesn’t receive paper copies), “retired,” “need help accessing online articles,” and “not interested.”



**Figure 2**

#### JALT Publications Readers

Figure 3 shows the numbers of respondents who reported having had successful submissions to JALT publications by title and type. As the figure indicates, the greatest number of respondents who have published work with JALT have done so through SIG publications, followed by the *Post-Conference Publication* and *The Language Teacher*. Smaller numbers reported contributing their work to *JALT Journal* and to chapter publications. The most frequently given reasons for not contributing were “no time” ( $n = 47$ ; 34%), “not qualified” ( $n = 47$ ; 34%), “not interested” ( $n = 18$ ; 13%), and “publications not ranked highly enough” ( $n = 11$ ; 8%). Other individual comments included “sent an article once, but received a scathing review,” “no research results to share,” “no resources to do research,” “busy or lazy or both,” “contribute to other journals,” “teaching context doesn’t contribute to the main readership,” “haven’t tried to write; don’t know where to start,” “they are not looking to publish articles that are directly related to language education,” and “don’t have anyone to ask for guidance.”

**Figure 3**

#### JALT Publications Manuscript Contributors

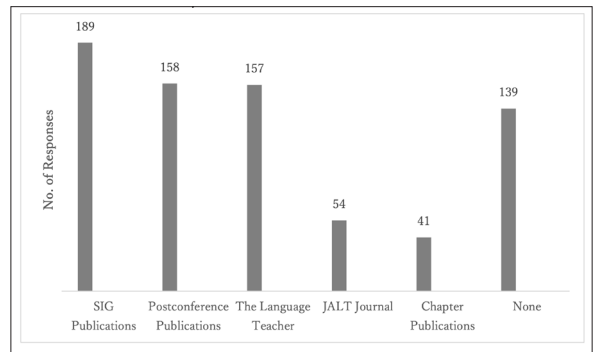
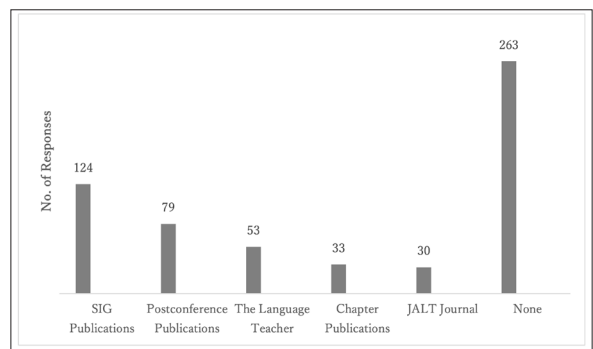


Figure 4 shows the numbers of respondents who reported volunteering their services to the various JALT publications. As the figure shows, around half of the 442 total respondents reported not providing any kind of service to publications. The most frequently given reasons were “no time” ( $n = 122$ ; 88%), “no training” ( $n = 76$ ; 55%), “don’t know how to offer services” ( $n = 43$ ; 31%), and “already provide services to other journals” ( $n = 37$ ; 27%). Other individual responses included “not been asked for/never heard of an opportunity to do so,” “busy or lazy or both,” “have managed to escape the task,” “not interested in doing such work,” “more than happy to help!,” “inquired about getting involved but was flatly told ‘no thanks,’” “just joined,” “my spelling is awful,” and “not my goal at the moment.”

**Figure 4**

#### Service to JALT Publications



### Online vs. Paper Publications

Respondents were not specifically asked about online or paper publications, but many expressed a wish for only online versions. However, one person said that should publications be made available only online they would refuse to read them:

I read them when I get them on paper. If I have to track it down online, I won't. Paper might seem redundant, but it is the most efficient way to get a lot of information in a short time.

### Commonly Mentioned Issues: Consistency, Confusion, and Clarity

The following are some respondent comments on the issues of consistency, confusion, and clarity:

- “TLT editorial quality seems inconsistent.”
- “The TLT has fallen in quality and is no longer very interesting.”
- “I sent an email to the TLT editor but to this day I still haven't received a reply.”
- “I can't understand why, with more people looking to publish, the TLT comes out every two months and for some time now seems to have fewer articles and readers forum pieces than before when it was monthly. Maybe people are publishing internationally more, maybe there are more and better SIG and Chapter publication options available... but it is a bit of a mystery. There also seems to be a real disparity in the publications by SIGs.”
- “It is not easy to publish in JALT compared to other similar organizations.”
- “I feel a barrier about TLT and JALT Journal.”
- “As a researcher, I've found that the review and editing process can be really hit or miss. I've had some great reviewers/editors, and I've had some bad ones that clearly didn't understand the topic and gave misinformed opinions because of that.”
- “I've submitted to the *Post-Conference Publication* every year for the past six. While I very much appreciate the work of the reviewers, I've found the content and rigorousness of the suggested revisions to be quite variable each time. I don't consider myself to be a strong academic writer but the paper I submitted for this year's PCP was one that I was confident in, so I was surprised when it was rejected. Some of the reviewers' comments reflected an incomplete reading of the text, or a rejection of points that were accepted without issue on my previous submissions. I was disappointed with the process and wish I had a chance to state my case for the paper's potential. At the very least, there needs to be more consistency in the reviewers' approaches so that regular contributors like myself can reliably learn and grow through each submission, even if it is ultimately rejected.”
- “I come across a lot of rude, unqualified reviewers.”
- “Both *JALT Journal* and *The Language Teacher* are getting thinner and thinner. I also believe that both journals (particularly *JALT Journal*) need to try harder to compete with more fancied academic publications. Moving over to creating DOIs for articles in 2020 was a good move, but still, neither journal is ranked on important journal indices, for example, Scimago (<https://www.scimagojr.com/0>). If one was to use the Scimago scale as a measurement, *The JALT CALL Journal* is the most highly rated JALT publication.”
- “More consistent reviewer guidelines are necessary.”

Respondents also expressed a number of wishes with regard to JALT Publications:

- “I wish there were publications for proposing ideas, as opposed to reporting on research results.”
- “The assumption seems to be in many cases that teachers are up and running with their linguistic knowledge, it is just the teaching that needs attention. I'd like to see some more papers dealing with bread-and-butter linguistic issues. Basically ‘what to teach’ as well as ‘how to teach.’”
- “More articles/resources on adult/senior language education (recreational, non-ESP) would be helpful to language school instructors like me.”
- “I wish more JALT members would help out with reviewing and copy editing these publications, but I don't think members see the benefits of helping. It's not just to spread the work, but to see what's current in the verve of research in the Japan contexts. It's about making a network of research colleagues. Despite our efforts, the members just don't flock to the JALT Pubs Board presentation at JALT National.”
- “There should be more acceptance of non-academic articles by non-university teachers. These have value, too.”
- “More focus on other foreign languages than only English.”
- “It would be helpful if the review process was faster and more transparent. Many teaching positions in Japan require publications to be considered for the position. The amount of time some of the JALT publications take to determine whether or not an article will be

reviewed seems excessive when compared to other journals of similar quality. I submitted an article over 2 months ago and have yet to even be informed if the review process has started.”

- “Very intimidating process. You could have a ‘new author’s section’ for people who haven’t published in proper journals. Young researchers would feel more confident in applying.”
- “I’d like to publish in the *JALT Journal*, but it feels inaccessible.”

In the interest of improving JALT publications, Table 4 provides a number of recommendations to the JALT Publications Board.

**Table 4**

*Recommended Measures for Improving JALT Publications*

Issue	Possible Solution
Training	Make members aware of the existence of the Writers’ Peer Support Group.
Reviewing	Make the review process transparent to writers.
Publications Beyond the “Big 3”	Make members aware of the variety of places they can publish, including SIG publications, newsletters, and non-JALT publications.
Communication	Ensure that the membership knows about changes to communication methods, such as when switching to Basecamp or other platforms.
Openness	Invite people personally to become more involved in the reviewing, editing, and proofreading, process, and let them know that training is available.

To conclude this section on a positive note, here are some respondent comments expressing appreciation of the value of JALT publications:

- “I highly respect all the writers who give us great ideas.”
- “JALT publications are a strength of the organization in that they are a venue for members for professional development, both as readers and authors.”
- “I look forward to receiving my SIG publications.”
- “Before I joined JALT, publishing seemed like

something reserved for just world-famous researchers and authors. JALT has helped me to better understand what I read (especially Greg Sholdt’s QRTP), and to feel that research and publishing is something that I too can do.”

- “I submitted an article to *TLT* recently. Although it wasn’t accepted, I really appreciate the advice I got, and I hope to resubmit it when I feel it is good enough.”
- “*JALT Journal* contributes to research worldwide. An excellent team.”
- “Keep up the great work.”
- “Very good and applicable to my situation.”
- “I think they perform an important service in professional development of teachers. I am very grateful to all the volunteers who have dedicated time to review and edit for these publications.”
- “Love them—the MindBrainEd+ newsletter is immensely valuable to me—exposing me to aspects of teaching that I had never even considered before.”
- “They’re useful.”
- “頑張れ! [Do your best!]”
- “This group has been like a family to me in JALT ever since I joined, in the late 1990s.”
- “You seem like a great community. Keep up the good work and thank you.”
- “An incredible range for one association.”
- “They are generally of extremely high quality.”
- “The publications are insightful, enlightening and informative.”
- “The heart of JALT! The one tangible thing that every member receives.”
- “Fantastic, dedicated, talented folks working hard to produce quality publications.”
- “They’ve been very useful to me in my own professional growth and as a way to share research and innovations with others.”

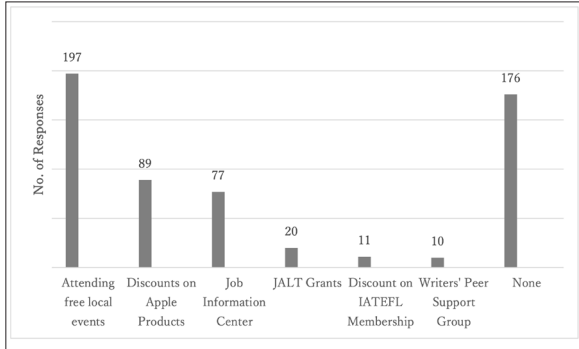
### Use of JALT Services

Figure 5 shows the numbers of respondents who reported having availed themselves of various JALT services, including JALT-sponsored events, Apple product discounts, the Job Information Center, JALT grants, IATEFL membership discounts, and the Writers’ Peer Support Group. As the graph illustrates, other than attending free local events, the respondents took relatively little advantage of the variety of services on offer. In fact, approximately 176 (40%) made use of no JALT services at all. When

asked their reasons, 94 respondents (53%) said that they did not need them, and 89 respondents (50%) said that they did not know about them.

**Figure 5**

*Use of JALT Services*



Some comments about JALT services were as follows:

- “I don’t live in Japan.”
- “I just joined.”
- “I applied for a grant, but I didn’t succeed.”
- “[JALT Grants are for those who have no funding. This is ridiculous. Faculty with funding doesn’t have unlimited funding and can only use funding for a certain project. JALT grants need to be open to all JALT members and all submissions need to be judged on academic merit, not need.”

To help members better understand JALT services and take better advantage of them, Table 5 lists a few recommendations.

**Table 5**

*Recommended Measures for Promoting Greater Understanding and Use of JALT Services*

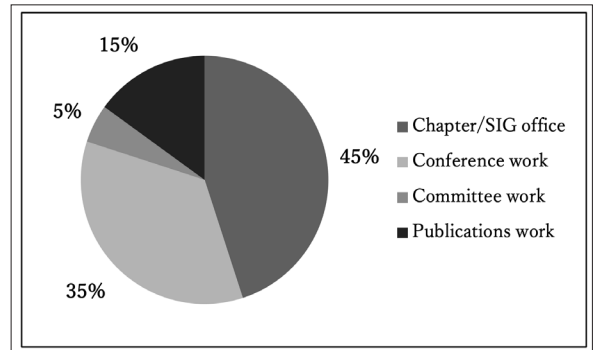
Issue	Possible Solution
Awareness	Make sure that members know about JALT services. Perhaps use publications to highlight different services in each issue.
Funding	Provide transparency about how grants are allocated to members. Invite members to join the grants committee if they wish for change.

### Engagement with JALT as a Volunteer

Figure 6 illustrates the proportions of the areas in which respondents said they had done JALT volunteer work. As the figure shows, the largest number of respondents indicated having served as chapter or SIG officers, followed by having done work on conferences, publications, and committees.

**Figure 6**

*Areas of JALT Volunteer Work Performed*



One tendency that became clear from the data was that some very dedicated JALT members have fulfilled a multiplicity of roles over many years. While such dedication is laudable, JALT cannot rely solely on a small few and must encourage greater numbers to become involved. A follow-up interview with one survey respondent suggested that many people are waiting to be asked to volunteer. To provide a more personal touch, Chapters and SIGs are encouraged simply to ask certain individuals to take on new roles.

### Perceived Issues with JALT as an Organization

On this topic, the respondents’ comments suggested issues in three main areas, namely equity (including toxicity, selection process, political reviews, diversity, and non-university representation), publications, and cost. Below are examples in the respondents’ own words.

#### Equity issues Toxicity

- “JALT has been an extremely sexist organization in the past. Efforts to change that are being made and that is appreciated. Please promote the Code of Conduct as a way to deal with racist, [sic] sexist individuals who poison the atmosphere at conferences and in SIGs. If those toxic



individuals know that the Code of Conduct exists and that their comments are designated as offensive, such unpleasant incidents will decrease. In addition, more representative panels and awareness of hiring practices are needed to create opportunities for all JALT members.”

**Selection Process**

- “JALT has been disappointing to both me and multiple colleagues and friends I have spoken to recently, especially when it comes to feeling discriminated against for having the title Dr. in front of our names, when it comes to being rejected from being selected as a presenter at the international conference, and having submitted papers rejected from JALT publications only to then be published in higher-level journals with no changes. Something is wrong here. Multiple people I have spoken to have voiced the same concerns and I feel this is something that needs to be addressed.”

**Political Views**

- “I feel JALT, as an academic society has been too focused on social issues recently. I want to learn about research methods, improvements in our field, and data analysis. Get away from social issues and move back towards academia.”
- “Also, certain members within JALT constantly try to take the ‘ethical high ground.’ If anyone disagrees with their view, they are loud in opposition and approach it as if they are ‘ethically’ correct.... As a conservative, sometimes I don’t feel welcome in JALT.”

**Diversity**

- “I appreciate the support that JALT gives to those in the education community but JALT could work more on (other) languages, not only ELT, more leaning towards Japanese-speaking teachers... recently there was a successful event with teachers from the Philippines, but I heard a comment from Russian teachers... who feel not comfortable, welcome in JALT.... JALT is so much US-oriented (TESOL), some eyes on World Englishes would be good, too. I don’t know why JALT is looking so much to this and that XYZesol.”

**Non-University Representation**

- “JALT has come a long way towards acceptance of teachers of children, but there is still more

work to be done with accepting non-university teachers. We are accepted if we come in and conform to university academic norms, but if we don’t, it is viewed that we have nothing of value to contribute. I know this has been changing a bit, like the new SIG point system that doesn’t rely so much on published journals.”

- “Many high school and junior high school teachers don’t know about JALT. It should have some ways to reach them in order to increase its membership.”
- “Eikaiwa teachers work on a different schedule. We’re most busy when university teachers are off, as in the evenings and in January to March.”

To better inform member perceptions in these areas, Table 6 provides a number of recommendations.

**Table 6**

*Recommended Measures for Better Informing Member Perceptions of Equity in JALT*

Issue	Possible Solution
Toxicity	Ensure that the Code of Conduct is always prominently displayed and used for all JALT-related events. Make transparent to the membership the consequences of violations.
Selection process	Invite more people to participate in the vetting process. Make selection processes transparent to the membership.
Political views	Explain clearly to the membership why JALT aims to be a more aware, diverse, and equitable organization and how it is doing so.
Diversity	Invite all kinds of teachers to join JALT and ask them to participate actively. Invite newcomers from all backgrounds to present, join executives, etc. Use all kinds of teachers’ pictures for public relations.
Non-university representation	Make sure that teachers from many teaching situations are represented. Look at individual SIGs and modify requirements accordingly. Reach out to teachers from all types of institutions and invite them to join, present, and feel a part of the JALT community.

## Publications

- “I know that reviewers are volunteers and that the papers they get to review are sometimes not best matched to their area of expertise, but I’ve had reviewers who seem to be trying to get me to write the paper they want and not the paper I have just written.”
- “Is it possible to lower price and not receive paper publications? I do not want to receive publications I can access online.”

To better inform member perceptions in this area, Table 7 provides a number of recommendations.

**Table 7**

*Recommended Measures for Better Informing Member Perceptions of JALT Publications*

Issue	Possible Solution
Reviewing	Be transparent about how papers are reviewed. Encourage members to become reviewers and provide them with appropriate training.
Price	Explain that JALT is required to print publications and that it is cost-effective to print in bulk.

## Cost

- “The annual fee is too expensive compared to other similar organizations which help and give us many opportunities to publish our papers. I would rather pay my money for something I can benefit from for my work professional accomplishments. As my research fund is decreasing every year, I will eventually need to carefully consider whether I will renew or not.”
- “I am a member of several other professional organizations (both language related and not) both in Japan and overseas which publish journals regularly and put on annual conferences. In all cases, the membership and conference fees are considerably less than JALT. The value for money equation for JALT is heavily skewed and I would be very appreciative if the BoD would do something about it. I am lucky that my workplace provides research funds I can use to maintain my membership. I doubt I would prioritize JALT if that wasn’t the case.”

It seems to be a common perception that JALT membership and conference fees are expensive. As Table 8 illustrates, however, comparisons with other organizations suggest that this widespread impression is not necessarily true. Moreover, sharing these comparisons with others might help them see that

JALT membership fees are competitive and that JALT conference fees are actually quite a bit lower than those of other large and well-known organizations.

**Table 8**

*Organization Membership and Conference Fees Comparison*

Organization	Regular Membership Fee (JPY)	Regular Member Conference Fee (JPY) <sup>a</sup>
Japan Association for Language Teaching (JALT)	13,000	10,000
Japan Association for College English Teachers (JACET)	10,000	3,000
International Academic Forum (IAFOR)	12,947	17,500
International Association of Teachers of English as a Foreign Language (IATEFL)	11,403	37,467 <sup>b</sup>
Teachers of English to Speakers of Other Languages, Inc. (TESOL)	13,595	23,952
American Association of Applied Linguistics	K-12 Educators: 9,000 Univ.-level: 14,000	K-12 Educators: 22,000 <sup>b</sup> Univ.-level: 29,000 <sup>b</sup>

<sup>a</sup>In 2021 unless otherwise noted.

<sup>b</sup>In 2022.

## Ending on a High Note

Although many of the preceding comments and perceptions call for action, it should be noted that, overall, the responses were overwhelmingly in praise of JALT and demonstrated a clear understanding that volunteers are working hard to make JALT a successful and cohesive organization. Here are just a few of them:

- “Thanks for the great work you all do. JALT without question changed the trajectory of my career in Japan.”
- “Thank you for caring what the JALT members think and doing this survey.”
- “Thank you for all your hard work. JALT people do a lot to support the language teaching com-

munity and people appreciate that!”

- “Keep up the good work and always keep looking for new ways to serve teaching and learning language.”
- “Thank you so much for all the volunteers across the various parts of JALT. They don’t get enough recognition, I think.”
- “Honestly, I think you’re all working really hard. Throw yourselves a pizza party or something.”
- “I am incredibly thankful for JALT, because I have made so many connections and really, JALT has helped me develop as a teacher.”

Finally, in closing, the authors of this report simply wish to say that it has been a pleasure and a privilege for all of us who worked on this survey. We hope that another will be conducted in five years’ time and that we will see some improvement thanks to those who took the time to answer the survey and share their thoughts and feelings with us.

## Appendix

### 2021 JALT Membership Survey

#### Demographic Information

1. What is your name (optional)?
2. Regarding gender, how do you identify?
  - Female
  - Male
  - Non-binary
  - I prefer not to say
  - Other
3. What is your age range?
 

• 20-25	• 41-45	• 61-65	• I prefer not to say
• 26-30	• 46-50	• 66-70	
• 31-35	• 51-55	• 71+	
• 36-40	• 56-60		
4. Which other professional organizations do you belong to besides JALT? Choose as many as applicable.
 

• TESOL	• FEELTA	• MELTA
• JACET	• PALT	• NELTA
• AAAL	• Thai TESOL	• TEFLIN
• IATEFL	• BELTA	• JASFL
• IAFOR	• Linguapax Asia	• JERA
• KOTESOL		• None
• ETA-ROC		• Other
5. Which other professional conferences do you attend besides the JALT International Conference? Choose as many as applicable.
 

• TESOL	• AAAL	• IAFOR
• JACET	• IATEFL	• KOTESOL

- |              |                  |          |
|--------------|------------------|----------|
| • ETA-ROC    | • BELTA          | • TEFLIN |
| • FEELTA     | • Linguapax Asia | • JASFL  |
| • PALT       | • MELTA          | • JERA   |
| • Thai TESOL | • NELTA          | • None   |
|              |                  | • Other  |
6. To which chapter do you belong?
 

• Akita	• Kitakyushu	• Osaka
• East Shikoku	• Kobe	• Saitama
• Fukui	• Kyoto	• Sendai
• Fukuoka	• Matsuyama	• Shizuoka
• Gifu	• Nagano	• Tokyo
• Gunma	• Nagoya	• Tottori
• Hamamatsu	• Nankyu	• Toyohashi
• Hiroshima	• Nara	• West Tokyo
• Hokkaido	• Niigata	• Yamagata
• Ibaraki	• Oita	• Yokohama
• Iwate	• Okayama	• X- No chapter
  7. To which Special Interest Groups (SIGs) do you belong? Please check all those that are applicable.
    - Accessibility in Language Learning
    - Bilingualism
    - Business Communication
    - CEFR and Language Portfolio
    - College and University Education
    - Computer Assisted Language Learning
    - Critical Thinking
    - Extensive Reading
    - Gender Awareness in Language Education
    - Global Issues in Language Education
    - Intercultural Communication in Language Education
    - Japanese as a Second Language
    - Learner Development
    - Lifelong Language Learning
    - Listening
    - Literature in Language Teaching
    - Materials Writers
    - Mind, Brain, and Education
    - Mixed, Augmented, and Virtual Realities
    - Other Language Educators
    - Performance in Education
    - Pragmatics

- School Owners
  - Study Abroad
  - Tasked-based Learning
  - Teacher Development
  - Teachers Helping Teachers
  - Teaching Young Learners
  - Testing and Evaluation
  - Vocabulary
  - X – No SIG
8. How do you identify yourself in JALT?
- Primarily as a chapter member
  - Primarily as a SIG member
  - As both a chapter and SIG member
  - Other
9. What is your Nationality?
10. Where are you employed? Check all that apply.
- Elementary School
  - Junior High School
  - High School
  - College/University
  - Language School
  - Corporation
  - Cram School (Juku)
  - Private Tutor (Katei Kyoushi)
  - Online teacher
  - Retired
  - Student
  - Other
11. What is your position title? Please choose all that are applicable.
- Assistant language teacher (ALT)
  - Teacher
  - School Owner
  - Lecturer
  - Assistant Professor
  - Associate Professor
  - Professor
  - Student
  - Retired
  - Other
12. Are you a graduate student?
- No
  - Yes
13. What is the nature of your occupation? Please choose all that are applicable.
- Part-time (contract) instructor
  - Part-time (tenured) instructor
  - Full-time (contract) instructor
  - Full-time (tenured) instructor
  - Freelance instructor
  - Business owner
  - Retired
  - Student
  - Other
14. What is your annual salary approximately? (optional – we are asking this to better serve AMs and all members, including more grant offerings if necessary).
15. Are you supported by research subsidies (研究費) from your institution?
- Yes
  - Partially
  - No
- Attendance at JALT Events**
16. What was your initial reason for joining JALT? Please check more than one box if applicable.
- For professional development purposes.
  - For networking purposes.
  - To enhance my career prospects.
  - To share teaching/research ideas.
  - For social purposes.
  - Other
17. What is your reason for renewing your JALT membership? Please check more than one box if applicable.
- For professional development purposes.
  - For networking purposes.
  - To enhance my career prospects.
  - To share teaching/research ideas.
  - For social purposes.
  - Other
18. How many JALT International Conferences have you attended?
- None
  - 1-5
  - 6-10
  - 11+
  - I can't remember.
19. If you chose \*none\* for the previous question, please explain why. Please check as many boxes as applicable.
- The cost is too high.
  - The timing of events is not compatible with my work schedule.
  - The location of events is difficult for me to reach.

- The topics of events are not related to my work.
  - I would need assistance with childcare or other caretaking in order to be able to attend.
  - Other
20. About how many JALT events do you attend in an average year (excluding the JALT International Conference)?
- None                                 • 11+
  - 1-5                                     • I can't remember.
  - 6-10
21. If you chose \*none\* for the previous question, please explain why. Please check as many boxes as applicable.
- The cost is too high.
  - The timing of events is not compatible with my work schedule.
  - The location of events is difficult for me to reach.
  - The topics of events are not related to my work.
  - I would need assistance with childcare or other caretaking in order to be able to attend.
  - Other
22. How many PanSIG events have you attended?
- None                                 • 11+
  - 1-5                                     • I can't remember.
  - 6-10
23. If you chose \*none\* for the previous question, please explain why. Please check as many boxes as applicable.
- The cost is too high.
  - The timing of events is not compatible with my work schedule.
  - The location of events is difficult for me to reach.
  - The topics of events are not related to my work.
  - I would need assistance with childcare or other caretaking in order to be able to attend.
  - Other
24. If you are a graduate student, we have a new committee for you called the Student Peer Interaction Network (SPIN)—under the Graduate Student Subcommittee umbrella. We encourage you to join. If you are interested, please enter your name and email address.
25. Do you have any comments about JALT events?

### JALT Publications

26. Which of the following publications do you read? Please check all that are applicable.
- Postconference Publications (JALT International, PanSIG)
  - *The Language Teacher (TLT)*
  - *JALT Journal*
  - Chapter publications (if any)
  - SIG publications
  - None of the above
27. If you answered \*none of the above\* to the previous question, please explain why. Check as many boxes as applicable.
- The articles are not relevant to my work.
  - I have no time to read them.
  - They are too academic/not practical for me.
  - They are not academic enough for me.,
  - Other
28. Which of the following publications have you contributed articles to? Please check all that are applicable.
- Postconference Publications (JALT International, PanSIG)
  - *The Language Teacher (TLT)*
  - *JALT Journal*
  - Chapter publications (if any)
  - SIG publications
  - None of the above
29. If you answered “none of the above” to the previous question, please explain why. Check as many boxes as applicable.
- I don't have time to write articles.
  - I feel I am not qualified to write articles.
  - The publications are not ranked highly enough.
  - I am not interested in writing or publishing.
  - Other
30. Which of the following publications have you provided editorial, reviewing, proofreading, or other services to? Please check all that are applicable.
- Postconference Publications (JALT International, PanSIG)
  - *The Language Teacher (TLT)*
  - *JALT Journal*
  - Chapter publications (if any)
  - SIG publications

- None of the above
31. If you answered “none of the above” to the previous question, please explain why. Check as many boxes as applicable.
- I don’t have time.
  - I feel I am not trained to do those things.
  - I don’t know how I can reach publications to offer my services.
  - I edit/review/proofread/other for other journals.
  - Other
32. Do you have any comments about JALT publications?

### Use of JALT Services

33. Please check off the service(s) you have used in the past or are using now.
- Writers’ Peer Support Group (PSG)
  - Job Information Center (JIC)
  - Discounts on Apple Products
  - Special Discount on IATEFL Membership
  - JALT Grants
  - Attending local JALT events anywhere in Japan for free (excluding conferences)

- None of the above
34. If you answered “None of the above” to the previous question, please tell us why. Check as many boxes as applicable.
- I haven’t needed them.
  - I didn’t know about them.
  - Other.
35. If you have done any volunteer work for JALT, please list it here.
36. Do you have any comments about JALT services?

### Opinions about JALT

37. What does JALT do well?
38. How can JALT improve services to its members?
39. If you would be willing to join a JALT committee in the future, please enter your name and email address below.
40. If you would be willing to discuss your answers in more depth, please type your email address in the space below.
41. Other comments.

## [JALT PRAXIS] TLT INTERVIEWS



### Torrin Shimono & James Nobis

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

Email: [jaltpubs.tlt.interviews@jalt.org](mailto:jaltpubs.tlt.interviews@jalt.org)

Welcome to the May/June edition of *TLT Interviews*! For this issue, we have a double header for you—two insightful interviews. The first is with Dr. Jim McKinley, a Senior Fellow of the Higher Education Academy and associate professor of applied linguistics and TESOL at UCL Institute of Education, University of London. Dr. McKinley has taught in higher education in the UK, Japan, Australia, and Uganda, as well as schools in the US. His research focuses on the intersection of applied linguistics and the internationalization of higher education, targeting implications of globalization for second language (academic and scholarly) writing, English-medium instruction, and the teaching-research nexus in higher education. Dr. McKinley has published in many leading journals in applied linguistics and higher edu-

cation, and he is an editor and author of several books on research methods in applied linguistics. He is also an Honorary Research Fellow in the Department of Education in the University of Oxford, the current co-editor-in-chief of the journal *System*, and co-editor of the *Language Teaching* entry in the Cambridge Elements series (published by Cambridge University Press). Dr. McKinley was interviewed by Dr. Shuji Kojima, an English teacher in Kwansei Gakuin High School. Dr. Kojima has an M.A. in TESOL from the University of Melbourne and a Ph.D. from Temple University. His current research interests include professional development for English teachers, teacher education/training, and genre-based instruction. So, without further ado, to our first interview!