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lingua franca
palaver
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In this month's issue . . .

On behalf of my new coeditor, Jason Peppard, and all of *The Language Teacher* staff, I wish you a very happy New Year! We hope that 2012 will be productive and rewarding for you both professionally and personally.

In this issue of *TLT*, we have a balance of articles that we hope you will find stimulating. Our first feature article by **Yo Hamada** explores effective ways to improve listening skills through shadowing. The second feature by **Toshie Agawa** is in Japanese and looks at raising motivation at the tertiary level by using cooperative learning techniques in digital storytelling.

In the *Readers' Forum* section, we have a response to the article by **Paul Stapleton** published in the September-October issue. In it, **Adam Lebowitz** adds his voice to the ongoing debate about teacher evaluation in Japan. The other article by **Megumu Doi** and **John Peters** looks at how to keep students engaged by using collaborative learning.

In *My Share*, please check out some fresh ideas for the classroom provided by our colleagues **Z. Zvi**, **David Harrison**, **Peter Wells**, and **Joseph Wood**. Finally, in the *Book Review* section, **Thomas Amundrud** discusses *Science research for non-native speakers of English* and **Jason White** looks at *MegaGoal intro: International edition*.

Continued over

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January/February 2012 online access

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[login: jan2012 / password: bcX45g8K]



TLT Coeditors: Jennifer Yphantides, Jason Peppard

TLT Japanese-Language Editor: Emika Abe

In this first issue of the year, we are also pleased to announce our new column, *Outside the Box*, freshly developed by **Adam Lebowitz**. We would like to take this opportunity to welcome Adam to our team!

Also in this issue, we remember our friend and colleague, **Matthew Walsh**, who passed away at the end of 2011. Matt was a very active member of **JALT** and a vital member of the language teaching community. We are saddened by his passing and he will be missed. Please see the *Grassroots* section for a tribute to Matt by his close friend, **Douglas Meyer**.

We hope you enjoy this issue of *TLT* and wish you all the best.

Jennifer Yphantides, *TLT* Coeditor

Submitting material to *The Language Teacher*

Guidelines

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. As well as for feature articles, readers' forum articles, interviews, and conference reports, we also need material for our many columns.

Submitting online

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From there, you can register an account, then submit your articles through our production site. After creating your account, please be sure to check the *About* page for further submission guidelines.

Information about submitting to our regular columns is available through the *Section Policies* and *Online Submissions* links, as well as within the columns in this issue of *TLT*.

To contact the editors, please use the contact form on our website, or through the email addresses listed in this issue of *TLT*.

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新しい共編者 Jason Peppard と TLT スタッフ一同に代わり新年のお喜びを申し上げます。2012 年が皆様にとって公私共に実りある有益な年になるようお祈りします。

今月号には良い刺激となるバランスの取れた記事が掲載されています。まず、Feature では Yo Hamada がシャドーイングでリスニングスキルを改善する効果的な方法を探求します。2 つめの Feature 記事は Toshie Agawa による日本語論文で、協同学習によるデジタルストーリーテリングで大学生の動機づけを高める方法を検討します。

Readers' Forum は 9/10 月号の Paul Stapleton の記事に対する応答です。Adam Lebowitz は日本における教員評価について、継続中の議論に意見を寄せます。次に Megumu Doi と John Peters が協働学習への学生の参加について調べます。

My Share では、Z. Zvi、David Harrison、Peter Wells、John Wood の教室での斬新なアイデアにご注目ください。最後に Book Review では Thomas Amundrud が *Science research for non-native speakers of English* を論じ、Jason White が *MegaGoal intro: International edition* を検討します。

この本年第 1 号では、Adam Lebowitz が *Outside the Box* という新コラムを始めます。この場をお借りして歓迎したいと思います。

さらに今月号では、2011 年末に天に召された同僚であり友人である Matthew Walsh に哀悼の意を表します。彼は JALT のとても活発なメンバーであり、語学教育コミュニティの重要なメンバーでした。大変惜しまれます。彼への追悼を込めた *Grassroots* をご覧ください。

今月号が皆様にとって楽しいものであることを祈ります。新年が最高の年になりますように。

Jennifer Yphantides, *TLT* Coeditor

Japan Association for Language Teaching (JALT)

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

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An effective way to improve listening skills through shadowing

Keywords

listening, shadowing, bottom-up, TOEIC, Japanese

While improving listening comprehension skills has been one of the most difficult areas for language teachers and learners, shadowing has been playing a sensational role in improving learners' listening skills in Japan in recent years. Most studies reported the effectiveness of short-term shadowing training in terms of learners' listening skill improvement. However, how teachers can improve the skills effectively has not been fully examined. In order to explore a more effective procedure for teaching through shadowing, this study examined the shadowing procedure as a method of teaching listening. The research question was to determine whether the use of a combination of two levels of materials for shadowing improves learners' listening comprehension skills better than materials of similar difficulty levels. The results show that a combination of the two different difficulties of materials improves learners' listening comprehension skills more than offering materials at only one level of difficulty.

リスニング力向上は教師・学習者にとって最も難しい分野であるが、近年シャドーイングは日本で重要な役割を担っている。多くの研究では、短期間のシャドーイング訓練の効果自体は報告されているが、どのように効果的に向上させるかについては十分には深められていない。シャドーイングを用いた、より効果的な指導法を研究するために、本論ではその方法を追及する。本論の目的は、難易度の異なる教材を組み合わせた場合と同程度の難易度の教材を使用した場合のどちらが効果的かを検討することである。その結果、難易度の異なる教材を組み合わせた場合の方が効果的だということが確認された。

Yo Hamada

Akita University

Listening is one of the most important but difficult areas to teach English learners, although the role of listening in English education is more emphasized than it was in the previous decades in Japan. Listening sections were finally introduced to the national center entrance examination but introducing the listening section to the examination has yet to produce positive results. For example, Takeuchi and Kozuka (2010) examined how university students' listening scores on the Test of English for International Communication (TOEIC) changed from 2005 to 2008. The data do not show a major improvement after the listening test was brought into the center entrance examination.

Under these circumstances, the development of effective teaching techniques for listening is highly necessary. This decade has seen a surge in researching shadowing as an effective listening technique in Japan. Although the effectiveness of shadowing has been affirmed, the critical limitation of past studies is that the learners' individual differences were not dealt with. In addition, there is a widespread common understanding that limits appropriate materials for shadowing to be at the $i-1$ level (i is the current learner's proficiency level, $i+1$ is the slightly higher level and $i-1$ is the slightly lower level.). Thus, this paper will explore a more effective method to improve learners' listening comprehension skills as a way to deal with individual differences and difficulties with material.

Definition of shadowing

Shadowing was originally used for training interpreters. It is in the current decade that shadowing has captured language instructors' attention and been incorporated into teaching a foreign language.

Lambert (1992) defined shadowing as a paced, parrot-style auditory tracking task, conducted with headphones. Rather than a passive activity, however, shadowing is an active and highly cognitive activity in which learners track the heard speech and vocalize it as clearly as possible while simultaneously listening (Tamai, 1997). This process of repeating incoming speech and monitoring the shadowed material engages many areas of the learners' brains, especially the language centers (Kadota, 2007). According to Shiki et al., (2010), shadowing is the on-line immediate process of repeating speech, while repeating is an off-line task because it provides learners with silent pauses to reproduce the sounds.

Shadowing benefits students' listening processes as follows: The bottom-up processing at the micro level is activated, and this bottom-up processing helps more information to be passed on for macro-level analysis, thereby activating top-down processing (Tamai, 1992). Then, echoic memory, "which stores the information one hears for a short period" (Kadota, 2007, p. 255), is activated to retain incoming sound information more accurately. Learners can spend more time analyzing incoming information. This reinforcement of the bottom-up process appears to benefit learners most.

Effectiveness of shadowing

The effectiveness of shadowing on improving listening comprehension skills has been examined in classroom research. Tamai (1992) compared shadowing with dictation in a three-month study with 25 university students. Shadowing was shown to improve students' listening skills faster than dictation in the short term. Tamai (2005) observed two groups of 45 students (one shadowing group and one dictation group) and concluded that shadowing assists lower level learners. He divided each group of 45 students into three different proficiency levels. After 13 lessons, the results of the shadowing groups showed that the low and middle groups improved significantly. Suzuki (2007) examined 112 participants to show practical and effective ways to use shadowing in the classroom by using a high school textbook. Onaha (2004) trained 43 university students with shadowing and dictation practice and concluded that the combination

of the two exercises was effective in improving learners' listening comprehension skills.

Not only in EFL contexts, but also in Japanese as a Foreign Language (JFL) contexts, a small number of studies have been conducted with the aim of creating a listening-based curriculum for schools. Mochizuki (2006) studied 50 university exchange students and reported that 49 out of 50 participants agreed on the effectiveness of shadowing training. Toda and Liu's (2007) small study with five Korean university students suggested material for shadowing training should be read at a natural speed and contain natural pauses in JFL contexts.

These studies support the theory that shadowing is effective for improving bottom-up processes in listening, leading to acquiring more successful listening comprehension skills. Furthermore, learners appear to improve prosody, gain more concentration, and become used to natural speed as well (Takizawa, 2002). Thus, learners are able to receive a variety of benefits and listening improvements from shadowing.

Varieties of shadowing usage

A variety of shadowing usages have been reported in language teaching contexts. For example, Murphey (2001), Kadota and Tamai (2005), and Takizawa (2002) describe the varieties in ESL/EFL teaching contexts (Tables 1, 2, and 3). Kurata (2007) shows how she used shadowing techniques in JFL contexts (Table 4). How shadowing is used varies from researcher to researcher and there are no unified sets for shadowing training.

There are a few points to note to use shadowing for listening comprehension improvement. First, regarding English acquisition, producing output in Japanese is not recommended (Shizuka, 2001), although some of the activities mentioned above involve translation. Hamada (2011a) warns that some learners believe that they should translate everything they hear instantly, which results in decreasing self-efficacy through translation failures. Second, to improve learners' listening comprehension skills, practicing shadowing along with other activities such as reading silently and simply listening is recommended. Shiki et al., (2010) report that practicing only with shadowing hits a ceiling after four

Table 1. Murphey (2001)

Procedure	Procedure
Complete shadowing	Listeners shadow everything speakers say.
Selective shadowing	Listeners select only certain words and phrases to shadow.
Interactive shadowing	Selective shadowing + listeners add questions and comments from the listener into the conversation to make it more natural.

Table 2. Kadota and Tamai (2005)

Procedure	Procedure
Mumbling	Listeners shadow by focusing not on their own pronunciation but on the incoming sounds they are listen to.
Synchronized reading	Listeners shadow the audio, reading aloud the script, simulating every sound and intonation.
Prosody shadowing	Listeners try to shadow as they do in the synchronized reading without a script.
Content shadowing	Listeners shadow as well as focus on the contents of the speech.

Table 3. Takizawa (2002)

Procedure	Details
Listen to the audio	Don't read the text but only listen
Slash reading	Read by slashing, comprehending by chunks and check unknown words
Full shadowing	Practice repeatedly till reproducing 70% to 80%.
Repeating and shadowing	Repeating with the text and shadowing after that
Translation	Translating slash by slash
Repeating (reproduction)	Repeating, pause by pause
Translation	Translate, pause by pause
Delayed shadowing	Shadow, delaying by 3 or 4 words
Contents shadowing	Shadowing, thinking about the meanings
Translating while listening	Listening and translating simultaneously

Table 4. Kurata (2007)

Types	Procedure
Full shadowing	Listens to input then tries to repeat the auditory input as soon as it is heard.
Slash shadowing	The speaker purposely delivers their speech with pauses between phrases to give the shadower more time to recognize the words.
Silent shadowing	Full shadowing done in the head, sub-vocalization.
Part shadowing	The shadower picks up the last word or the stressed words and just shadows these.
Part shadowing + comment	The shadower adds their own comment.
Part shadowing + question	The shadower adds a question.

or five times, which means that relying solely on shadowing would not best assist a learner's improvement.

As a practical report, Hamada (2011a, 2011b) followed the instructions recommended in Kadota and Tamai (2005) and showed that the procedure effectively improved learners' listening comprehension skills as follows. The procedure is the basic instruction to be used in this study.

Problems and research question

The previously conducted research has shown the effectiveness of shadowing on improving learners' listening comprehension skills but some problems do exist. First, there is a widely accepted principle that materials designated as *i-1* or below are considered to be appropriate for shadowing (Kadota & Tamai, 2005), and difficult materials at *i+1* are not recommended. According to Kadota (2007), shadowing materials should ideally contain no more than two or three unknown words per 100 words. However, limiting the materials to only the easy ones would take away teachers' opportunities to use the shadowing technique because in actuality more challenging materials are used in classrooms. No study has reported with empirical data that difficult materials are ineffective to improve learners' listening comprehension skills. Second, limiting the materials to solely easy or difficult ones does not account for individual learners' differences.

For example, a textbook that is easy for one student could be difficult for another student, or vice versa. Also, a supposedly easy textbook can be too easy for some students. Thus, a procedure to incorporate different levels of materials into the practice should be explored.

Third, the practicality of shadowing must be examined. While several methods of shadowing use have been introduced, no clear and effective sets or patterns have been provided. No studies have explored or compared which methods would be more effective for different purposes. Thus, finding an effective set of procedures is necessary for language teachers in classrooms.

To develop a methodology to make shadowing a more effective technique, this paper aims to pursue the following questions: Will using materials of a combination of two levels of difficulty improve learners' listening comprehension skills more than using materials of similar difficulty levels?

Method

Participants

Fifty-nine (37 male, 22 female) Japanese national university freshmen, majoring in education, nursing, and engineering participated in this experiment. In April, all the freshmen took a placement test and they were divided into three levels (basic, intermediate, and advanced). The participants belonged to one of the highest of the intermediate classes. The participants were divided into an experimental group (M11, F18) and a control group (M26, F4). The listening comprehension skills for the groups did not differ ($t(57) = 1.02$, ns), nor did the listening self-efficacy ($t(57) = 1.92$, ns). The mean listening score on the pre-test was 5.59 for the experimental group and 6.13 for the control group, out of a maximum of 13. Thus, the two groups are considered to be equally balanced.

In every lesson, the control group practiced shadowing by using materials of similar dif-

ficulty levels; the experimental group practiced by using less challenging and more challenging materials alternately (Day 1, 3, 5, 7: Less Challenging materials; Day 2, 4, 6, 8: Challenging ones). Since the focus is combining two levels of materials, more challenging in this context means the materials are more difficult than the other set of materials.

Materials

The TOEIC test new official book (2009) was chosen for this study. This textbook was considered appropriate for the following two reasons. First, since the primary focus of this experiment is the difficulty level, creating the test items in the same way as the official TOEIC test maintained reliability. Second, since the learners came from different departments and majors, the TOEIC textbook was considered to attract more learners than other specialized materials which would be interesting for a limited number of learners.

The difficulty of the texts used in the training was measured from two perspectives: Psychological resource and readability. As the number of the sentences increases, learners need more psychological resource for its process and storage (Osaka, 2010), which makes listening to the passage more difficult. Though the concept of psychological resource is famous for reading span tests (Daneman & Carpenter, 1980), the same should apply to listening processes because both listening and reading share the same process in this respect. In addition, a readability index, the Flesh-Kincaid grade, was used. While several readability formulae have been developed, the Flesh-Kincaid index is often used to measure the reliability of English examinations in Japan, e.g., research on the national center examination (Chujo & Hasegawa, 2004), and easily calculated using Microsoft Word. The Flesh-Kincaid is designed to index for which grade the passage is appropriate, based on schools in the U.S (Microsoft, 2011). While the data of both odd and even numbers of the control group are close, those of

Table 5. Materials used in the lessons

Group	Experimental group		Control group	
Times	Word average	Flesh-Kincaid average	Word Average	Flesh-Kincaid average
Odd (1, 3, 5, 7)	78	3.9	78.5	4.2
Even (2, 4, 6, 8)	105	4.7	74.5	4.6

the control group differ (Table 5), which means the control group used the same level of materials and the experimental group used a different level of difficulties alternately.

To assess the improvement of listening comprehension skills, the collection of sample listening questions that consists of 13 questions from the *TOEIC test new official book* (2008) was used for pre-and post-tests. The same test was used for its reliability because of the following two reasons. First, the difficulty of the collection of sample listening questions on the TOEIC (2008) and those of TOEIC (2009) differed statistically in the pilot study. Second, there was approximately one month between the pre- and post- tests, and because no explanation about the content of the tests was given to the learners after the pre-test. The details of each section are described in Table 6.

Table 6. Learners' tasks in each part (TOEIC, 2009)

Section	Procedure
Part 1 (2 questions)	Learners hear four statements about a picture and select the one statement that best describes in the picture from four choices. Neither the statements nor choices are given to the learners.
Part 2 (5 questions)	Learners hear a question or statement and three responses and select the best response to the question or statement. Neither a question or statement or choices are given to the learners.
Part 3 (3 questions)	Learners hear some conversations between two people and answer three questions about what the speakers say in each conversation, and select the best response to each question from four choices. The conversations are not printed but the question and the choices are given to the learners
Part 4 (3 questions)	Learners hear some talks given by a single speaker to answer three questions about what the speaker says in each talk, and to select the best response to each question from four choices. The talks are not printed but the questions and the choices are given to the learners. In each part, learners can hear each talk only once.

Procedure

A total of eight shadowing training sessions were conducted. Since the listening section of the TOEIC consists of 4 parts, Day 1 and 2 were assigned for Part 1, Day 3 and 4 for Part 2, Day 5 and 6 for Part 3, and Day 7 and 8 for Part 4.

The steps were revised based on the instructions recommended in Kadota and Tamai (2005) and shown in Table 7.

Table 7. Procedure of every lesson

Step	Procedure
1. Dictation cloze	Fill in the blanks of written scripts.
2. Mumbling	Silently shadow the incoming sounds without texts.
3. Parallel reading	Shadow while reading the text of the passage.
4. Check understanding	Check with the texts written both in English and Japanese for three minutes.
5. Shadowing	Shadow three times.
6. Check details	Check with the written texts for three minutes for sounds one could not hear or shadow, and meanings one could not understand.
7. Content shadowing	Concentrate on both shadowing and interpreting the meaning of the passage
8. Dictation cloze	Dictation cloze (same as step 1).
9. Check answers of dictation	Check the answers for steps 1 and 8.

There are three important points to be addressed in this procedure. First, these eight steps include two steps (4 and 6) in which comprehension checks are conducted by reading alone as well as purely shadowing. This is because practice using only shadowing hits a ceiling (Shiki et al., 2010), and training that relies solely on shadowing was not considered to be the best way to assist learners' improvement. Second, step 8 was set to check how much they have improved from the first time (step 1) and was thus a self-comparison step. Third, in steps 1 and 8, the learners tried the dictation cloze. In order to provide learners with repeated success and

personal accomplishments, which are considered to improve self-efficacy (Bandura, 1993), tasks by which learners can check their progress were incorporated. The learners were not given a chance to check the answers from step 1 in order to avoid focusing only on the words in the blanks.

Before starting the training, the pre-test was conducted. After all the training lessons, the post-test was conducted.

Analysis

To measure which group improved more, an analysis of covariance (ANCOVA) was conducted for the results of the listening pre- and post-tests with pre-test being a covariate.

Results

The descriptive statistics for both groups, as seen in Table 8, show that the mean scores of both groups improved and that the experimental group appeared to improve more than the control group. The descriptive statistics of material difficulty, as seen in Table 5, show that the experimental group used different difficulties of materials alternately, while the control group used materials of similar difficulty levels each time.

The ANCOVA results show a significant differences between the two experimental and control groups' test results ($F(1,56) = 6.86, p = .01$). This means that the group with the combination of two levels of difficulty improved more than the other group.

Table 8. Descriptive statistics of listening tests of the experimental and control groups

Material	Mean	SD	Min	Max
Pre-test of the experimental group	5.59	1.92	2	10
Post-test of the experimental group	7.83	1.49	5	10
Pre-test of the control group	6.13	2.18	1	12
Post-test of the control group	6.90	1.86	3	10

Discussion

Effect of the combinations of different difficulties of materials

The finding of this study is that learners' listening comprehension skills improved more when combining different difficulties of learning materials alternately. At least four reasons are considered for this result. First, a combination of the two levels can deal with individual differences of listening proficiencies. Even though the class is grouped into a basic, intermediate, or advanced level, the listening ability of each learner varies in each class. Sticking to materials at a certain level can be too easy for one student but too difficult for another. In fact, the post-test scores for only three students decreased in the experimental group but those of nine did in the control group. One of the three students in the experimental group commented that sounds came to him more clearly even though his score decreased.

Second, the combination can have a positive influence on learners' psychology, especially on anxiety. As discussed in Gass and Selinker (2008), anxiety can be positive and negative—"low levels help, whereas high levels hurt" (p. 400). The learners naturally felt practicing with a challenging material difficult; they naturally felt practicing with a less challenging material easier in the next lesson. Thus, even if learners could not perform as successfully as they expected with challenging material, they knew they could perform at least better in the next lesson with less challenging material, which could provide the learners with relief. Practicing with only materials of similar difficulty levels does not provide the learners with this challenging and relieving opportunity. Optimistically, this comparatively successful experience with a less challenging material could help learners gain self-efficacy, a strong influential factor on motivation (Bandura, 1993).

Third, lending support from research on psychology, the theory of attribution retraining treatment can explain the result. Dweck (1975) conducted experiments, in which success was ensured in one group, and failure and success were ensured in the other group. The latter group outperformed the former group. Applying this theory to the current shadowing experiment, the learners eventually managed to

handle failure, through training with two levels of textbooks. They consequently improved their overall listening comprehension skills.

Fourth, borrowing from Krashen's (1985) second language acquisition (SLA) theory and Kadota and Tamai's (2005) theory on shadowing, the less challenging materials are possibly at i-1 level because the materials used were easily comprehensible. The more challenging materials are presumably at i+1 level because the materials used were within reach of the learners. From the point of SLA theory, tasks should be challenging but attainable, while recommended shadowing materials should be less challenging so that learners can focus on phonology tentatively. The materials used in this experiment appear to meet both conditions. However, this interpretation needs further study. Factors that make listening difficult or easy vary and determining the difficulty is quite challenging. Additionally, this study cannot tell whether the materials were challenging or less challenging for the learners. Krashen's i+1 theory lacks in empirical data as well. Thus, several studies should be conducted to verify this inference.

Limitations of this study

There are three limitations to be further investigated. First, this study did not investigate whether either challenging or less challenging materials for the learners were more effective or not, but explored the effectiveness of combining materials of different difficulty levels. Although the length and Flesh-Kincaid index indicate the difficulties of the materials, other factors such as vocabulary and speakers' accents should be also taken into account. Second, as Iwashita (2008) points out, most studies did not examine the pure effectiveness of shadowing but that of instructions collaborated with shadowing, this claim is true of the current study. More research that focuses on the pure effectiveness of shadowing will also benefit advancement of practicality of shadowing in classrooms. Third, although the data show that a combination of different difficulties of materials benefits more learners, the theoretical support for this result should be further investigated.

Conclusion

The data gathered in this study show that learners can improve their listening comprehension skills more quickly when using a combination of different difficulties of materials. Since not all learners possess high motivation and high proficiencies, improvement of their listening skills in a short period should be encouraging and motivating for the learners. Although factors such as learners' motivation and interests could also affect the results, this research is of value in finding a way to use shadowing while addressing individuality is also valuable for classroom teaching.

In terms of practical implications, in order to avoid learners' confusion or misunderstanding learner beliefs, instructors need to inform the learners of the brief theoretical background of shadowing. Since shadowing requires learners to fully activate cognitive processes in the brain, learners' understanding and motivation are necessary. The function and benefits of shadowing should be taught as well. I hope this study can provide new insights into research on shadowing, and that more students will be able to maximize the benefits of shadowing.

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デジタル・ストーリーテリングを使用した大学生の協同的英語学習 —学習者の動機づけに注目して—

Cooperative learning in digital storytelling: A way to raise university English learners' motivation

Keywords motivation, cooperative learning, digital storytelling
動機づけ、協同学習、デジタル・ストーリーテリング

The participants in this study were 38 beginning-level English learners. Twelve of them were first-year English Communication majors and 26 were second-year International Social Studies majors at a university in the Tokyo area. A Digital Storytelling (DST) project was designed so that they would work cooperatively. Since *positive interdependence* and *individual accountability* are two essential principles of cooperative learning, the teacher paid careful attention to have them emerge in the activity. For example, students' roles were divided in such a way that each of them would have a different piece of information, which facilitated positive interdependence. Also, the project was structured so that fulfillment of each member's role/responsibility was essential (i.e., individual accountability was required) for successful completion of the project. A questionnaire with Likert scales was conducted before and after the project. In addition, a post-project questionnaire included an open-ended question. The Likert scale portion of the questionnaire measured the participants' motivation for learning English. The question items used in this part were adapted from Hiromori (2006), who investigated EFL learners' motivation with reference to the Self Determination Theory. The open-ended question was used to collect participants' opinions towards the cooperative DST project. The results indicate that teamwork among learners was enhanced through the cooperative DST project, which in turn heightened their motivation to learn English. The Likert scale scores from the pre- and post-project tests were compared. The t-test results indicate that the participants' motivation increased as a result of engaging in the project. Together with the participants' comments collected in the post-project questionnaire, it can be concluded that teamwork among learners was enhanced through cooperative learning, which in turn heightened their motivation to learn English.

本論では、デジタル・ストーリーテリング(DST)を用いて協同学習を実践し、参加者の動機づけ変化を測定した。参加者は大学1、2年生38名であった。本論では、協同学習の最低条件である互恵的相互依存関係と個人責任の明確化が実現されるよう、協同的DSTプロジェクトをデザインし、このプロジェクト前後で質問紙調査を行った。質問紙は自己決定理論の枠組みに従った質問項目に、リッカート・スケールを付して回答者の動機づけの強さを測定しようとするものであった。事後テストではこれに加えて自由記述欄を付し、協同的DSTプロジェクトへのコメントを書いてもらった。量的データ分析により、プロジェクト前後で参加者の英語学習に対する動機づけが高まったことが示された。さらに自由記述欄には、このプロジェクトにおいて協同事態が実現したことが同様のコメントが寄せられ、協同学習を通じて参加者の動機づけが向上したことが示唆された。

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背景と目的

外国語学習を含むあらゆる学習場面において、学習者のやる気(動機づけ)の重要性は、繰り返し強調されてきている(e.g., Ellis, 1994; 白井, 2004)。1990年頃からは、実際の第2言語教育現場における学習者の動機づけにも関心が向けられるようになり(e.g., Dörnyei, 1990)、教師が学習者の動機づけを高めるための方略(e.g., Dörnyei, 1994, 2001b)や教育介入(e.g., 廣森, 2006)にも注目が集まるようになった。Dörnyeiは複数の論文や著書(1994, 1997, 2001a)の中で、協同学習が第2言語学習者の動機づけを高められるとしている。ただし、Dörnyei(1997)自身も示すように、この主張は言語教育以外の分野で得られた知見に基づいており、第2言語教育分野での検証が待たれる。また、協同学習は北米とイスラエルで盛んに研究されているが、日本における有効性を検証した研究は、ほとんど見られない。従って本論では、日本の大学英語教育現場において、協同学習が学習者の意欲に及ぼす影響を調査する。

協同学習

協同学習の定義は研究者によって様々である(e.g., Beck, Chizhik, &

McElroy, 2005; Bruffee, 1993; Matthews, Cooper, Davidson, & Hawkes, 1995; McWhaw, Schnackenberg, Sclater, & Abrami, 2003; Sharan & Sharan, 1992)。しかし、ほとんどの研究者間で一致しているのは、協同学習が互恵的相互依存関係と個人責任の明確化という、2つの原理を備えていることである (McCafferty, Jacobs, & DaSilva Iddings, 2006)。伏野 (2007) は、協同学習と単なるグループワークの違いについて次のように述べている。

「グループワークが協同学習とみなされるためには、その活動の中に、少なくとも『互恵的な支えあいの関係』と『個人の責任』の原理が組み込まれていないてはなりません。・・・ただ単にグループを作り、生徒と一緒に活動させれば協同学習をした、ということにはならないのです」(p. 20)。

互恵的相互依存ならびに個人責任は、以下のように説明できる。

- 互恵的相互依存関係が成立している状態とは、グループ内での自分の学習内容や作業が他のメンバーを手助けし、同時に他のメンバーの学習内容や作業が自分を手助けしてくれる状態。各グループメンバーは自分の担当する作業や学習を行ったのち、他のメンバーがその内容を学ぶのを助けなければならない。互恵的相互依存関係が成立すると、お互い協力し合おうという雰囲気が生まれる。協同的学習活動は、グループの目標が達成されれば(あるいは達成された場合のみ)グループメンバー個人の目標が達成される構造になっていることが多い (Deutsch, 1949; Johnson, Johnson, & Smith, 1991; McCafferty et al., 2006; 関田・安永, 2005; 杉江, 1999)。
- 個人責任とは、グループ目標の達成のためには各グループメンバーが平等に役割・責任を果たさなければならないということ。グループの目標達成は、各メンバーが自分の学習内容や作業内容をきちんと行うかどうかにかかっている。個人責任を確立するためには、各グループメンバーが果たすべき責任を具体的に承知していなければならない。また、各メンバーの取り組みが検証できる状態にあることも必要である (Johnson et al., 1991; McCafferty et al., 2006; 関田・安永, 2005; 杉江, 1999)。

これらのことから、本論において協同学習を「互恵的相互依存関係と個人責任の原理が組み込まれているグループ、またはペアワーク」であるとする。ここで「組み込まれている」とは、先にふれたグループワークの目標設定や、その目標達成のための具体的責任(役割分担)の明示、そして責任遂行の有無を検証できる仕組みによって、互恵的相互依存関係と個人責任の原理が体现できる構造になっているということである。

協同学習の教育効果として様々なものが挙げられている (e.g., Johnson et al., 1991) が、ここでは本論に関係する動機づけについて述べる。協同学習が学習者の動機づけを高める効果があることは、教育学、教育心理学、第2言語教育など、複数の研究分野において示されている (e.g., Dörnyei, 1997; 2001a; 2001b; 市川, 2001; Johnson & Johnson, 2003; Slavin, 1996)。例えば、協同学習研究・実践の第一人者である Johnson et al. (1991) によると、協同的な場面からは、成功への高い期待、共通の利益に

基づく強いインセンティブ(誘因値)、強い知的好奇心、達成への持続的関心、課題への熱中度や粘り強さといった内発的動機づけの諸特性が助長される (Johnson et al., 1991, p. 50)。また第2言語教育における動機づけ研究者である Dörnyei は、“Cooperative learning has been shown to generate a powerful motivational system to energise learning.” (Dörnyei, 2001a, p. 40) とするほか、複数の文献 (Dörnyei, 1994, 1997, 2001b) で協同学習と動機づけの関わりを示している。

デジタル・ストーリーテリング

ストーリーテリングとは、簡単に言うと紙芝居のようなものである。デジタル・ストーリーテリング (DST) とは、デジタル版のストーリーテリングであり、ストーリーのナレーションをコンピュータに取り込み、それをコンピュータソフトで静止画や動画、テキストや音楽とあわせ、ムービーの形で話を伝えることである (木村, 2009)。取り上げられるテーマは様々で、自分や身の回りの紹介、文化・歴史・音楽などの紹介、オリジナルの創作話などがある。

DST は様々な教育効果をもたらすとされている (木村, 2009; Teehan, 2006) が、ここでは本論の焦点である動機づけと協同学習に関連するものに限って論じる。

木村 (2009) は、DST の効果の1つに学習者の動機づけ向上を挙げている。伝えたいテーマでストーリーを作成したり、ストーリーを画像と組み合わせたりといった作業が含まれる DST は、学習者の興味や関心を喚起しやすく、従って彼らの内発的動機づけを高められると考えられる。

Teehan (2006) は学習者がグループで DST に取り組むことによって育成されるスキルを挙げており、その中には、学習者がプロジェクトや作業に協力し平等に取り組む、学習者が仲間をコーチする、ピア・レビューを行うなどが含まれる。これらは先に述べた協同学習の特徴でもあり、DST を通じて学習者が協同学習を体験できる可能性があると言える。

リサーチクエスト

先行研究によると、協同学習ならびに DST には、学習者の動機づけを高める働きがある。また、グループで取り組む DST が協同学習の要素を持つことも示されている。しかし、DST がそっくりそのまま協同学習だというわけではない。グループワークが協同学習たるには、互恵的相互依存関係と個人責任の実現を想定したデザインが必要だからである。そこで本論では、協同的英語学習を実践する手段として、DST を協同的にデザインしたものをを用いることとした。そしてこれまでの議論をふまえ、本論のリサーチクエストを次のように設定した。

- DST を用いた協同的英語学習 (以下、協同的 DST プロジェクト) の実践によって、大学生英語学習者の動機づけにどのような変化が見られるか。

方法 参加者

研究参加者は東京近郊の女子大学に通う38名の学生で、うち12名が英語コミュニケーション学科1年生、26名が人間環境学科の2年生であった。彼女らの英語力は初級だった。

手順

約1ヶ月間にわたって、参加者に同様のDSTプロジェクトに取り組んでもらい、その前後で質問紙調査を行った。以下にプロジェクトと質問紙調査について述べる。

協同的DSTプロジェクト

まず、くじ引きによってグループ分けを行ったのち、このプロジェクトの構造を示して協同学習の形態になっていることを説明した。表1に示されるように、例えばStudent A(以下、SA)はTopic 1で取り上げる内容について情報収集を行い、それをStudent B (SB)に渡して説明する。SBはSAからの情報と説明をもとに、Topic 1の原稿を書く。次にその原稿はStudent C (SC)に渡され、SCはこの内容にふさわしい画像を準備する(この時、必要に応じてSCはSBに質問して、理解を明確にする)。さらにTopic 1の原稿はSAに手渡され、SAはその内容を読み上げてナレーションを録

音する(この際、必要に応じてSAはSBに質問して理解を明確にする)。このように各グループメンバーの貢献がプロジェクトの完成に必須(互恵的相互関係が必要)であり、自分が責任をまっとうしなければ、他のメンバーに迷惑がかかる(個人責任)ことを明示した。

協同的DSTプロジェクトの特徴と進め方を理解したのち各グループは、発表タイトルと、発表の中で取り上げるポイント(Topic)を3つ決定した。タイトル、Topicともに、自分たちで自由に決めてよいこととし、限定された範囲ながら学習者の自律を尊重した。

教員は参加者の自律性を重んじつつ、協同学習の要である互恵的相互依存関係と個人責任が果たされるようサポートした。具体的に、メンバー同士の協力関係構築や各人の責任遂行について、基本的には参加者自身に任せただが、必要と判断された場合は教員から働きかけた。また教員は、毎回の授業で時間中に行うことになっている予定を確認したほか、予定よりも遅れている学生に対しては、

表 1: 「協同的DSTプロジェクト」詳細 (学生向け配布資料)

Eigo V: Final Project—Digital Storytelling

グループメンバー 3 人の場合: 自分たちの発表タイトルについて 3 つの事柄を話していただきます。各メンバーの分担は以下のとおりです。グループメンバーが協力・貢献しあわないとプロジェクトが完成できない仕組みになっています。各自責任を持って必ず役割を果たしてください。プロジェクト(の一部)が完成できない場合は全員の成績に影響します。

- Topic 1: research (S A) → writing (S B) → pictures (S C) → recording (S A)
- Topic 2: research (S B) → writing (S C) → pictures (S A) → recording (S B)
- Topic 3: research (S C) → writing (S A) → pictures (S B) → recording (S C)

	Student A	Student B	Student C
Mon., Oct. 25	グループ分け、発表タイトルとアウトライン決定。アンケート		
Wed., Oct. 27	Topic 1の研究済ませる。Topic 1の資料をStudent Bに渡す	Topic 2の研究済ませる。Topic 2の資料をStudent Cに渡す	Topic 3の研究済ませる。Topic 3の資料をStudent Aに渡す
Mon., Nov. 1	Student Cから受け取った資料をもとに、Topic 3の原稿書く	Student Aから受け取った資料をもとに、Topic 1の原稿書く	Student Bから受け取った資料をもとに、Topic 2の原稿書く
*Fri., Nov. 5 宿題	Topic 3の原稿(1st draft)を教師にメール	Topic 1の原稿(1st draft)を教師にメール	Topic 2の原稿(1st draft)を教師にメール
Wed., Nov. 10	Topic 3の原稿修正し、教師とStudent B, Cに送る(2nd draft)	Topic 1の原稿修正し、教師とStudent B, Cに送る(2nd draft)	Topic 2の原稿修正し、教師とStudent B, Cに送る(2nd draft)
*Mon., Nov. 15 宿題	Topic 2の原稿を読み、画像に必要なものがあればクラスに持参できるよう用意する	Topic 3の原稿を読み、画像に必要なものがあればクラスに持参できるよう用意する	Topic 1の原稿を読み、画像に必要なものがあればクラスに持参できるよう用意する
Mon., Nov. 15 クラスで	Topic 2の画像準備完了 Topic3 3rd draft(最終版)に向けて原稿修正	Topic 3の画像準備完了 Topic1 3rd draft(最終版)に向けて原稿修正	Topic 1の画像準備完了 Topic2 3rd draft(最終版)に向けて原稿修正
Wed., Nov. 17	Topic 1ナレーションのリハーサル	Topic 2ナレーションのリハーサル	Topic 3ナレーションのリハーサル
	画像取り込み、Recording、編集		
Mon., Nov. 22	画像取り込み、Recording、編集		
Wed., Nov. 24	すべてのDigital Story 上映会! アンケート		

宿題という形で他のメンバーやグループと足並みがそろよう調整した。その他、教員が語学教師の役割を果たしたことは言うまでもない。例えば教員は、各学生から提出された英文草稿を最低2回チェックしてコメントしたり、このコメントをもとに学生が草稿を修正する際に数多くされた言語的質問に、個別対応して指導を行ったりした。

質問紙調査

協同的DSTプロジェクトによる、参加者の英語学習への動機づけ変化を調査するために、プロジェクト開始時と終了時に質問紙調査を実施した。質問紙は、自己決定理論 (self-determination theory: SDT) の枠組みに基づいた廣森(2006)のものを借用した(付録)。SDTは、人は生得的に3つの心的欲求を持ち、それらが満足されると内発的に動機づけられて自己決定的な行動を起こすとする理論である。3つの心的欲求とは、(a) 自律性の欲求(自分の行動を自己決定し、自身の行動に責任を持ちたい)(Deci & Ryan, 1985; Little, 1991; Ryan, 1991; 廣森, 2006)、(b) 有能性の欲求(行動をやり遂げる自信を感じ、自己の能力を示す機会を持ちたい)(廣森, 2006)、(c) 関係性の欲求(周りの人や社会と結びつき、他者と友好的な連帯感を持ちたい。愛情や尊敬を受けたい)(Ryan, 1991; 廣森, 2006; 上淵, 2004)である。

廣森(2006)の質問紙は、(a) 協同学習が学習者の動機づけを高めるメカニズムが、SDTの枠組みの中で説明できる(Dörnyei, 1997)とされていることと、(b) この質問紙が、過去に日本の大学生の英語学習への動機づけ調査に使われており、その妥当性、信頼性がある程度確立していることから使用した。

参加者には、25の質問項目に対し5件法で回答してもらった。加えて事後調査では自由記述欄を設け、協同的DSTプロジェクトの感想を自由に述べてもらった。

結果と考察

ここでは、協同的DSTプロジェクト前後に実施した質問紙調査の結果を示し、考察を加える。まず参加者の英語学習への動機づけ変化について、量的データの分析結果を提示して論じる。次に、今回の授業実践において、協同学習の条件である互恵的相互依存関係と個人責任の明確化が実現したことを示す質的データを提示して、参加者の動機づけの変化が協同学習によるものである可能性を示す。

動機づけ変化

協同的DSTプロジェクト前後に5件法質問紙調査を行い、英語学習に対する参加者の動機づけの強さを測定した。 t 検定によって項目得点の合計点を事前・事後で比較したところ、プロジェクト後における参加者の動機づけがプロジェクト前に比べて高まった($t(37) = -2.11, p < .05$)ことが示された(表2)。また、効果量は中程度($r = .33$)であった。このことから、協同的英語学習によって学習者の動機

づけが高められる可能性が示唆された。しかしこのプロジェクトで、実際にグループメンバー間に協同事態が出現していたかどうかは、この分析結果でできていない。そこで事後調査で行った自由記述式質問紙のコメントから、協同学習の条件(互恵的相互依存関係ならびに個人責任)に関するものを選び、次項で議論する。

自由記述式質問紙

事後調査で行った自由記述式の質問紙では、協同的DSTプロジェクトに対する参加者の感想を述べてもらった。参加者には、このプロジェクトに関して何でも自由に書いてよいと伝えた。その結果38名中19名からコメントを得ることができ、うち互恵的相互依存関係ならびに個人責任についてのコメントは8件あった。

協同学習の条件: 互恵的相互依存関係

互恵的相互依存関係に関するコメントは4件であった。うちすべてが、協同的DSTプロジェクトを通じて、グループメンバー間の互恵的相互依存関係が成立していたことを示唆する内容だった。

1. 協力して作成できた。苦労もありましたが充実してできたなと思います。
2. 4人で協力してできた。次から次へと変わっていくのは大変だったけど、すべての内容を把握することができてよかったと思いました。
3. みんなでいろいろな案を出してつくったものだったので、大変だったけれどとても楽しくできました。
4. デジタル・ストーリーテリングは初めてだったので、最初少し不安でしたが、一緒にグループだったふたりが頼もしかったのでスムーズにできました。大変だったけど楽しかったです。

(1)、(2)の「協力してできた」とのコメントから、グループメンバー同士が助け合って協同事態が引き起こされたことが示されている。また、(3)の「みんなで案を出してつくった」との記述からも、メンバー同士が協力できたことが示唆されている。さらに(4)のコメントからは、はじめての協同的DSTプロジェクトに不安を感じていた参加者が、他のグループメンバーに引っ張られるような形で、作業にうまく取り組めた様子が伺える。

協同学習の条件: 個人責任

個人責任の明確化についても4件のコメントがあった。

5. ひとりですべてのことをするのはなくて、グループで友達と一緒に協力しておこなうことで、グループメンバーに迷惑をかけてはいけなと意識して、調べたりできました。
6. 先生が決めてくれたグループのほうが、ひとりひとりの責任が分担されていて、いつもやらない人もやって

表2: 「協同的DSTプロジェクト」前後における、参加者の動機づけ変化

		M	SD	t	df	p	r
compared	pre-post (sum)	-4.03	11.75	-2.11*	37	0.04	0.33

* $p < .05$

くれたのでよかったです。

7. グループワークはとても楽しいですが、ひとりが仕事をやらないと、とても大変なことになってしまいます。デジタル・ストーリーテリングはとてもわかりやすく簡単でした。
8. ひとり休んでしまうだけでかなり大変なことになってしまうのが、キツかったです。

(8)のコメントは、グループ内に授業を欠席する者がいて、作業に支障が生じたことを指摘している。実際のグループは、1名のメンバーが欠席しがちだったことによって、作業のやりくりで苦慮したり、進捗に遅れが生じたりした。今回の授業実践にあたり、13グループのうち2グループ(いずれも3名で構成)においてこのような問題が発生した。そのうち、ひとつのグループの欠席者は健康上の理由で登校が困難であることが判明し、残る2名のみで作品を完成させた。もうひとつのグループの欠席者についても健康上の問題(持病)があることが判明したが、この学生については教員からも連絡を取るなどしながら、何とかメンバー全員で作品を作り上げた。このように、他のメンバーに迷惑が掛かることが分かっている、やむをえない事由でその場で授業を欠席した学生が少数ながらいいた。今後、このようなケースへの対応を検討する必要がある。

(6)、(7)のコメントは、従来のグループワークの問題点と、協同学習の利点をよく表しているといえよう。(6)の「いつもやらない人」との記述から、単なるグループワークでは、他人の作業に恒常的に「ただ乗り」する者がいることを指摘している。(7)のコメントでも同様の指摘がされており、責任を果たさない一部の人のによって周りが大変な思いをするという、グループワークの問題点が浮き彫りになっている。これに対して(6)のコメント後半部分では、今回のプロジェクトについて、「ひとりひとりの責任が分担されていて、いつもやらない人もやってくれた」との記述があり、協同的DSTプロジェクトの構造が個人責任を明確化するのに有効だったことを示している。

(5)「グループで友達と一緒に協力しておこなうことで、グループメンバーに迷惑をかけてはいけないと意識した」とのコメントから回答者の学生は、今回のプロジェクトがグループメンバーと協力して行う形になっていたため、他のグループメンバーに迷惑をかけてはいけないという意識を持ったと解釈できよう。さらに彼女は「ひとりですべてのことをする」場合と、協同的DSTプロジェクトにおける自分の意識が違うことを示唆しており、協同学習における個人責任を認識し、行動できたことが伺える。

このように、協同的DSTプロジェクトによって、協同学習の必要条件である互恵的相互依存関係や個人責任の明確化が実現したことを示すコメントが複数みられた。従って今回の協同的DSTプロジェクトが、少なくともある程度は協同学習の条件を満たし、参加者の助け合い、学び合いを引き起こすのに貢献したと考えて差し支えないだろう。従って、協同的DSTプロジェクトによる協同学習を通じて参加者は、英語学習に対する動機づけを高められたと言ってよいだろう。

結論

今回の研究では、DSTを協同的にデザインしたプロジェクトによって協同事態が引き起こされたことが、ある程度確認できた。そしてこの協同的学習実践を通じ、参加者である英語学習者の動機づけが高まったことが示された。

本論は、協同学習をデザイン・実践するひとつの例としてDSTを用いたが、他にも様々なグループワークやタスクに互恵的相互依存関係と個人責任の明確化を組み込むことによって、協同学習が実現できるはずである。すなわち、英語教育で多用されているグループワークやタスクを行う際に、協同の原理を念頭に工夫を加え、グループメンバーが協力し合う必要があり、かつ各メンバーが平等に役割・責任を果たさなければならぬようにすることで、英語教育における様々な場面で学習者の意欲を高められることを期待できるといえよう。

今後の研究課題としては3つのことが挙げられる。まず、異なる学習者を対象に同様の調査を積み重ねることにより、協同学習の効果に対する信頼性を確認してゆきたい。その際、グループメンバー間のやりとりを詳しく見てゆくことによって、協同事態が出現する過程を示したい。また、参加者の英語力を協同学習実施前後で測定し、動機づけと英語力の関係も調査したい。

著者略歴:

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付録

あなたが英語を勉強する理由や英語に対する気持ちに最も近いものを 1 (全然当てはまらない) ~ 5 (全くそのとおり) から選び、○をつけてください。

		全然当てはまらない			全くそのとおり	
1	英語を勉強するのは楽しいから勉強する。	1	2	3	4	5
2	英語の勉強は興味をそそるから。	1	2	3	4	5
3	英語の授業が楽しいから。	1	2	3	4	5
4	英語の知識が増えるのは楽しいから。	1	2	3	4	5
5	英語を勉強して新しい発見があると嬉しいから。	1	2	3	4	5
6	将来使えるような英語の技能を身につけたいから。	1	2	3	4	5
7	自分にとって必要なことだから。	1	2	3	4	5
8	英語を身につけることは重要だと思うから。	1	2	3	4	5
9	外国語を少なくともひとつは話せるようになりたいから。	1	2	3	4	5
10	自分の成長にとって役立つと思うから。	1	2	3	4	5
11	教師に自分はよい生徒だと思われたいから。	1	2	3	4	5
12	英語を勉強しておかないと、あとで後悔すると思うから。	1	2	3	4	5
13	英語で会話ができると、何となく格好がよいから。	1	2	3	4	5
14	英語を勉強しなければ、気まずいと思うから。	1	2	3	4	5
15	英語くらいできるのは、普通だと思うから。	1	2	3	4	5
16	よい成績を取りたいと思うから。	1	2	3	4	5
17	英語を勉強するのは、決まりのようなものだから。	1	2	3	4	5
18	周りの大人にうるさく言われるから。	1	2	3	4	5
19	英検などの資格を取りたいから。	1	2	3	4	5
20	英語を勉強しなくてはならない社会だから。	1	2	3	4	5
21	授業から何を学んでいるのか、よくわからない。	1	2	3	4	5
22	英語は、勉強しても成果が上がらないような気がする。	1	2	3	4	5
23	英語を勉強する理由をわかってとは思わない。	1	2	3	4	5
24	英語の何を勉強しているのか、よくわからない。	1	2	3	4	5
25	時間を無駄にしているような気がする。	1	2	3	4	5

Engaging in collaborative learning in a Japanese language classroom*

Keywords

collaborative learning, types of teaching and learning, social constructionism, foreign/second language education

This article discusses the experiences of Megumu (first author) and her students as they engaged in collaborative learning (CL) in their intermediate Japanese course at an American university. CL was one of three types of teaching and learning employed in Megumu's course, but it enabled students to learn aspects of Japanese language and culture that other types of teaching and learning are not designed to accomplish. We first discuss the concept of CL from our social constructionist perspective; i.e., we see learning as a social process of knowing instead of merely a construct of individual minds (Berger & Luckmann, 1966; Gergen, 1999). This is then followed by a description of how this social constructionist perspective was incorporated in Megumu's course, based on her and students' reflections on their CL experiences. Finally, we close with an invitation to readers to explore the potential of CL in various Japanese language classroom environments.

本論では、米国大学の中級日本語のクラスで、筆者とその学生達がコラボレーティブラーニング (Collaborative learning: CL) に参加した際の経験を論じる。CLはこのクラスで用いられた3種類の教授法の1つで、学生達が日本の言語や文化を学ぶ上で、他の教授法では可能でないことを達成するのに大変役立った。本論では、まず、社会構造主義の視点に基づいたCLの概念を論じる。ここで言う社会構造主義とは、学習、知識は人間によって創られるものであり、よって学ぶ、知るという行為は社会的過程であるという思想に基づく理論である (Berger & Luckmann, 1966; Gergen, 1999)。次に、この社会構造主義の側面が筆者のクラスでどう用いられているかを、学生達との実際の経験を振り返って叙述する。最後に、様々な日本語教育現場におけるCLの可能性を、共に探求するよう読者に提案し、終わりとする。

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A typology of teaching and learning

Peters & Armstrong (1998) developed a typology of teaching and learning in terms of purpose, flow of communication, relationship between students and teacher, and modes of discourse, among other pedagogical features. This typology consists of three types of teaching and learning: T-I, "teaching by transmission, learning by reception"; T-II, "teaching by transmission, learning by sharing"; and T-III, "collaborative learning" (CL) (pp. 78-79). In T-I, the primary focus is subject matter that reflects the experience of the teacher and related discipline-based content. The teacher is the primary source of information, and the focus is on individual learning. The flow of communication is from teacher to student; sometimes from student to teacher. Direct instruction and lectures, sometimes accompanied by demonstration, drill, and repetition, are examples of T-I.

As in T-I, the emphasis in T-II is on individual learning. One difference is that the teacher is the primary, but not the only, source of information. Students may also serve as sources of information as they are given opportunities to

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make meaning of the subject matter in terms of their own experiences. The flow of communication is from teacher to student, student to student, and student to teacher. The most familiar form of Type II is the lecture-discussion format; various applications of cooperative learning or group work also fit this model. Many educators refer to this sharing aspect as a necessary aspect of cooperative learning (e.g., Johnson, Johnson & Holubec, 1993). Others often use the terms *cooperative learning* and *collaborative learning* synonymously, or refer to *collaborative learning* as having what we refer to as T-II features (e.g., Bruffee, 1999).

In T-III, or CL, the emphasis is on both individual and group learning. The teacher becomes a member of the group of learners and participates with student members as they focus on the joint construction of new knowledge. The flow of communication is from member to member, member to group, and group to member. The basis of their joint action is critical reflection on the members' present, past, and anticipated experiences, augmented by disciplinary content (Peters, Doi, & Taylor, 2010).

While no one type of teaching and learning is superior to another as each has its own place in the educator's pedagogy, T-I and T-II can never escape from the issue of hierarchical authority of traditional classrooms. To begin with, one purpose of these types of teaching and learning is to socialize students into a knowledge community that is consistent with the teacher's subject matter expertise and philosophy, as well as the ways of knowing of members of his or her discipline. For example, Bruffee (1999) claims:

[The professor] has to discover ways to help those nonmembers [i.e., students] loosen their loyalty to some of the communities they are already members of – “divorce” themselves from those communities . . . and marry instead into the knowledge community that the professor represents. (p. 78)

While a teacher using T-II may attempt to involve students and their collective experiences in terms of their own ways of knowing, students are nevertheless expected to assimilate themselves into the community that the teacher represents.

Engaging in T-III or CL helps resolve this issue of hierarchical authority associated with T-I and

T-II. By positioning both the teacher and students as members of a group or co-constructors of knowledge, CL grants the authority of knowledge and knowing to students as well as the teacher. They are able to take advantage of their experiences, skills, talents, and relationships and to learn not only from others but also with their group as a whole. This process leaves room for members to create knowledge as they go along, knowledge that never before existed. In T-III, knowledge is in a state of continuous construction and reconstruction, occurring in the moment, in the context of ever-changing relationships among learners. This does not suggest that the other types of teaching and learning should be overlooked. Indeed, all three types have their own place in the classroom, and one or more types might be incorporated in teaching one class session. However, we emphasize that incorporating CL can take the classroom beyond what is possible with either of the other types alone or in combination.

CL can be incorporated into various disciplines, including foreign/second language education (Hall, Vitanova, & Marchenkova, 2005). Indeed, CL offers a different approach from a traditional and formalist perspective, viewing language as a set of dynamic living systems that are fundamentally tied to social and historical contexts of use. The traditional perspective deems language as a set of abstract and independent systems and the act of language learning as the work of an individual mind (Deutscher, 2010). In contrast, our view of CL corresponds with Voloshinov's (1973) view of language: “Language acquires life and historically evolves precisely here, in concrete verbal communication, and not in the abstract linguistic system of language forms, nor in the individual psyche of speakers” (p. 95). That is, language is neither an essential given nor a product of individual minds; rather, it is derived from and sustained by our dynamic and ongoing social interactions. This perspective suggests that knowledge is a human construction and knowing is a social process (Berger & Luckmann, 1966; Gergen, 1999). In the following section, we discuss how this social constructionist perspective was incorporated in Megumu's course. This description is based on Megumu's and the students' individual and joint reflections on their CL experiences.

Reflections on the CL experience in the Japanese language class

Megumu engaged her second-year Japanese language class in CL in the fall semester of 2009. This undergraduate course was offered in the Department of Modern Foreign Languages and Literatures at a large American university. The class schedule consisted of four 50-minute sessions per week for one semester, or 14 weeks. There were 26 class members and one instructor (Megumu). The goal of incorporating CL was to take the class beyond the usual emphasis of foreign language classrooms on practical communication, and development of the language skills of listening, reading, writing, and speaking (Hatasa, Hatasa, & Makino, 2006). Megumu acknowledged this emphasis and sought a way that would do more than just contribute to students' language development or socialize them into the knowledge community she represented. In particular, she worked with the class to jointly construct their knowledge in terms of their readings about various aspects of Japanese language and culture.

Dialogue was employed as the primary mode of learning and co-construction of knowledge. More specifically, the group sat in a circle and engaged in dialogue on readings that they had read with their partners in preceding sessions. By *dialogue*, we mean that the instructor and students communicate in order to understand each other and themselves. Self and other understanding form the basis of their joint effort to co-construct new knowledge about the reading content, language concepts, and cultural matters. Students and instructor also collectively inquire into the movement of thought and the process of working together, such as by attending to what is being created and how it is created within the group.

In the CL sessions of the Japanese class, the process of dialogue began by Megumu asking questions of the students: e.g., "What stood out to you about this reading? Which part of the reading did you find particularly striking or resonating? Which part did you continue to struggle to understand?" Megumu was also prepared to share her responses to these questions. Group members' immediate responses to these questions, and other questions and responses that followed, formed the process and outcomes

of their knowledge construction. These experiences are well represented in Hanaki's (2007) descriptions of Bakhtin's *novelistic discourse* as being "lively, open-ended, [and] spontaneous," emerging from active interactions of the students' and instructor's lived experiences and their diverse voices (p. 11). Unlike Furr's (2007) reading circle that positions the instructor outside of the group and assigns each student a different role, the Japanese class required all members, including the instructor, to assume mutual responsibility for their constructive process.

Dialogue on a biography of Yoko Ono

In one of the CL reading sessions, the group engaged in dialogue on a biography of Yoko Ono both in Japanese and English. Of all her life experiences presented in the reading, the group's interest focused on *Cloud Piece* (1964), her poem representing a form of conceptual art, and *Ceiling Painting* (1966), her art exhibition in London where she met her third husband and longtime collaborator, John Lennon. By weaving together the utterances and responses of the members at what Kostogriz (2005) calls the *thirdplace*, the group sought to construct their own unique understandings of the meaning, significance, and relationship of these two art works. Kostogriz (2005) describes *thirdplace* as "creative ferment" (p. 197) where the border between the self and other comes together and the dynamic tension this meeting creates gives shape to learners' meaning-making and knowledge construction. This view corresponds to what Hanaki (2007) describes as *dynamic discursive space* (p. 12). One way to imagine this space or *thirdplace* is to "see it" in the middle of a circle of learners. This middle area serves to focus members' attention to what is being created and how it is created.

While engaging in dialogue about *Cloud Piece*, the group constructed an understanding of the poem in terms of their "ownership" of clouds. That is, the members saw that the clouds came to belong to them in the process of counting and naming the clouds. Conversations about *Ceiling Painting* led the group to understand that Yoko embraced a strong affirmation in the small, simple word "yes". The group also developed an image of the relationship between *Cloud Piece* and *Ceiling Painting* as positivity or optimism. To

members, the naming of clouds and the painting of "yes" high above indicated birth and hope, respectively. These understandings were not simple reproduction of what the group members knew in advance from the text or other related resources. Instead, the understandings were constructed between group members and with the group as a whole, as a result of engaging with others at the thirdplace and situating the reading content and the language in the context of culture, history, and politics. For example, the group explored the concept of owning in *Cloud Piece* and the significance of "yes" in *Ceiling Painting*, in relation to Yoko's multicultural backgrounds, the hippie movement in the U.S., and the Vietnam War.

In this process of knowledge construction, the class acted in ways that fostered CL, such as listening, inquiring, valuing, reflecting, and working jointly to understand themselves, others, the learning process, and the readings. Megumu served both as the primary facilitator and as a co-learner and co-constructor of knowledge. As facilitator and participant, she developed a space where all group members are respected and trusted, and helped other members by asking questions to encourage reflection on individual and collective thinking and assumptions. As co-learner, Megumu engaged in the manner that she encouraged other members to act, such as valuing multiple ways of knowing that the members brought to their learning experiences. As a result, the class as a whole was able to jointly construct their own unique understandings by utilizing and interweaving the members' experiences, skills, and newly formed relationships.

Conclusion and implications

This paper discussed a concept of CL and its implications for the foreign/second language classroom, along with an example of a CL reading session in an intermediate Japanese classroom. Megumu was able to successfully add CL (T-III) to her routine of T-I and T-II teaching and learning practice, especially in the area of readings about various aspects of Japanese culture. The primary goal of engaging in CL was co-construction of new knowledge, and language acquisition or development was a secondary goal. The former goal was achieved in class

sessions devoted to readings. The latter goal was achieved in all other class sessions. Thus, we believe that CL (T-III) has a place in the Japanese language classroom, alongside the more familiar T-I and T-II types of teaching and learning.

However, there were some areas in which the benefits of CL were limited due to the composition of class members and their learning environment. Students were encouraged to speak in Japanese during dialogue; however, most of them relied on English instead of Japanese to convey their thoughts and ideas to others. Students' limited experiences with Japanese both in and outside the classroom might account for their choice of languages. This understanding suggests that students with higher levels of language proficiency benefit more from engaging in CL, especially in terms of practicing and developing their language skills. The same can be said about students who have more experience with aspects of Japanese culture, such as those living in Japan. These students might find engaging in CL more beneficial than students with less exposure to culturally enriched environments. We invite readers of this article to consider the advantages and disadvantages of CL and its role as an additional approach to teaching and learning in language classrooms, especially classrooms consisting of students with different levels of language proficiencies in diverse cultural environments.

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A response to Paul Stapleton's “Japanese universities: Change or risk marginalization”

Paul Stapleton氏の「日本の高等教育での教員評価について」の反応

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Paul Stapleton's well-written systemic critique of Japan's higher-education institutions (“Japanese universities: Change or risk marginalization”, *TLT* 35-5) was a comparative argument based on general principles. Unfortunately, his analysis suffered from a lack of context.

Since Citations are given the highest weight, faculties publishing research with the highest citation numbers will raise the ranking of the university. Japan's universities' low numbers in this area reduce its position in the overall rankings (Appendix. 2). However, THE recognizes the shortcomings of its own methodology. Some exceptional papers cited widely the year of publication create an outlier effect, since co-authorship disproportionately raises the score in small institutions with low publication volume (Baty, 2011).

Rankings: What do they show?

First, his use of “marginalization” in the title: He appears to be referring to the low performance of Japanese universities in the Times Higher Education (THE) Ranking tables (Times Higher Education, 2011) compared to Hong Kong where he currently works¹ despite its much smaller population (Appendix 1). By ranking lower, the reasoning goes, Japanese universities will have difficulty attracting students in the global education marketplace. Two discussions are in order here: one involves a closer look at THE rankings, and the other is the idea of ranking itself.

THE rankings are decided statistically according to several variables given certain weights (Fig. 1). The three most important variables are Citations (32.5%), Research (30%), and Teaching (30%).

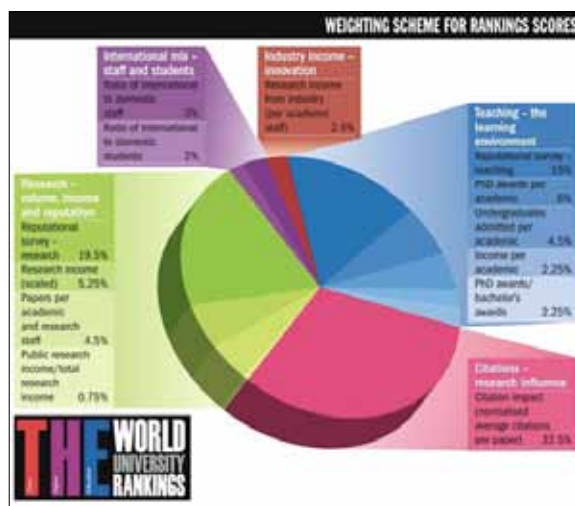


Figure 1. THE Weighting Scheme for Rankings Scores

Let's consider the other important variable of Research (Appendix 3). Here we see that Japanese universities do very well and compete with universities in the top twenty. Why these articles are not cited at such a high rate merits investigation, but Japanese academics are in fact publishing in large volume in prestige journals according to data from Thomson-Reuters, so these are not "in-house" publications. Japanese universities also compete very well on the Teaching ranking (Appendix 4) based in part on the number of students per teacher. This data suggests "overall" rankings do not always accurately predict the learning experience of the student.

The creed of excellence

Furthermore, THE Ratings are in general problematic because universities are immensely complex institutions that cannot be given a magic number and placed on a scale. However, their short history since 2004 reflects a trend in higher education encouraged by global capitalism that is governed by a nebulous concept Bill Readings termed the "University of Excellence" replacing the "University of Culture":

The university has no particular goal, except to have its various parts functioning excellently—where excellence becomes a countless measure permitting homogenization and bureaucratic control.... In practice, excellence is connected with professionalization: you are judged by your peers, which means that excellence is determined by how you are rated by others (Culler, 1999 p.344).

Achieving "excellence"—versus creating a cultured and informed citizenry—is now considered so ineluctable that the number one institution, Harvard, devotes considerable resources in its pursuit. According to an article fittingly titled "Excellence, not mere reputation" (Baty, 2010), it regularly collects data in "strategic areas" and "benchmark(s) their performance on objective criteria...to improve their ratings" (emphasis added).

In discussing "job performance", "quality assurance" to insure that grades are "fair", and customer-satisfaction surveys in the form of

student evaluations, Stapleton's current institution appears to have adopted similar methods. I believe that faculty review is necessary and positions should not be abused as sinecures; however, when mechanisms insuring "excellence" in the name of rankings encourage faculty to homogenize approaches to education, universities risk having their function as places where new ideas are generated, not just standardized, depleted.

The challenge of "practice"

Stapleton makes another statement in need of context. "Moribund practices," he writes "more focused on hierarchy and procedure than merit and efficiency" is in part responsible for the sharp decline of Japanese studying abroad. Logically, this appears incoherent: Wouldn't unfavorable practices *encourage* students to go abroad? Actually, this problem regards economic policy, not universities: The domestic job market currently is very tight, and students must begin to search earlier and longer to compete. This reason for reduced numbers appears in his Japan Times reference (Editorial, 27 Dec, 2010) and is conceded in similar stories in major US science journals (Normile, 2010; Editorial, 9 July 2009).

Stapleton singles out "decision-making"—committee meetings—as one example of "moribund practice". In making his comparison, I wish that Stapleton provided more information: Were meetings in Japanese? Are meetings at his current institution in English? This impacts the level of personal involvement in the process. In addition, having received his doctorate in the UK Stapleton may feel more at home at his new institution due to the legacy of the British education system on Hong Kong institutions. In contrast, Japanese universities are more "home grown" and produced from a different set of traditions (see Amano, 2005). The culture of consensus will not change easily. Nevertheless, meetings at his former institution sound trying even by national university standards; however, it is precisely because it is a tax-funded national university receiving public money that procedure is adhered to so uncompromisingly. This can be considered a form of accountability that Stapleton so admires in his current institution.

The future: Corporatism vs. care

This response is not meant to excuse nor deny issues in the university system here. Certainly, criticism is beneficial to any system or institution because none are perfect, and Stapleton's experience within Japanese academia gives his opinions weight. The truth is research universities are interesting places to teach and was one reason I changed institutions domestically. I concede THE citations data, albeit problematic, deserves attention. He raises other excellent points, for example the importance of using research funding to employ graduate student research assistants, and that expenditures should be proctored. This latter point seems especially cogent now given the urgency of the rebuilding effort after the March disasters. In addition, I wholly agree more should be done to attract foreign students to Japan to reach the Education Ministry's G30 targets.

Where I disagree with Stapleton is how the "quality of the educational experience" can be improved to attract students in the global market. He appears to favor applying corporate principles to the faculty. This may improve rankings, but has a questionable connection to the campus learning experience. Instead, the general campus environment effectively can be a "selling point" when it supports students personally and emotionally, as well as academically. The student welfare research field in Japan is new compared to other countries, but institutional practice positively affects student academic performance (Moses, 2006). Japan's universities, by integrating student support services on campus (see Lebowitz, Asada, & Hori, 2010), would do much towards improving their future viability.

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(Endnotes)

- 1 Stapleton's bio states his present school is "in the region". The title indicates he intends the scope of his critique to encompass general practice in Japan. While his institution's name can remain confidential, the location should be identified because he is making a comparative analysis and it is necessary to identify the basis of his comparison.

Appendix 1. THE World University Rankings 2010 (Top 20 + Japan, Hong Kong)

World Rank	Institution	Country/Region	Overall score
1	Harvard University	United States	96.1
2	California Institute of Technology	United States	96.0
3	Massachusetts Institute of Technology	United States	95.6
4	Stanford University	United States	94.3
5	Princeton University	United States	94.2
6	University of Cambridge	United Kingdom	91.2
6	University of Oxford	United Kingdom	91.2
8	University of California Berkeley	United States	91.1
9	Imperial College London	United Kingdom	90.6
10	Yale University	United States	89.5
11	University of California Los Angeles	United States	87.7
12	University of Chicago	United States	86.9
13	Johns Hopkins University	United States	86.4
14	Cornell University	United States	83.9
15	Swiss Federal Institute of Technology Zurich	Switzerland	83.4
15	University of Michigan	United States	83.4
17	University of Toronto	Canada	82.0
18	Columbia University	United States	81.0
19	University of Pennsylvania	United States	79.5
20	Carnegie Mellon University	United States	79.3
21	University of Hong Kong	Hong Kong	79.2
26	University of Tokyo	Japan	75.6
41	Hong Kong University of Science and Technology	Hong Kong	69.0
57	Kyoto University	Japan	64.6

World Rank	Institution	Country/Region	Overall score
111	Hong Kong Baptist University	Hong Kong	55.6
112	Tokyo Institute of Technology	Japan	55.4
130	Osaka University	Japan	53.4
132	Tohoku University	Japan	53.3
149	Hong Kong Polytechnic University	Hong Kong	51.4

Appendix 2. THE Citation Rankings 2010 (Top 20 + Japan, Hong Kong)

World Rank	Institution	Country / Region	Citations
1	Harvard University	United States	98.8
2	California Institute of Technology	United States	99.9
3	Massachusetts Institute of Technology	United States	99.9
4	Stanford University	United States	99.2
5	Princeton University	United States	99.9
6	University of Oxford	United Kingdom	95.1
6	University of Cambridge	United Kingdom	94.0
8	University of California Berkeley	United States	97.8
9	Imperial College London	United Kingdom	88.3
10	Yale University	United States	91.5
11	University of California Los Angeles	United States	93.2
12	University of Chicago	United States	96.9
13	Johns Hopkins University	United States	92.3
14	Cornell University	United States	88.1
15	University of Michigan	United States	84.1
15	Swiss Federal Institute of Technology Zurich	Switzerland	83.1
17	University of Toronto	Canada	82.2
18	Columbia University	United States	92.6

World Rank	Institution	Country / Region	Citations
19	University of Pennsylvania	United States	93.6
20	Carnegie Mellon University	United States	95.7
21	University of Hong Kong	Hong Kong	96.1
26	University of Tokyo	Japan	58.1
41	Hong Kong University of Science and Technology	Hong Kong	98.2
57	Kyoto University	Japan	46.3
111	Hong Kong Baptist University	Hong Kong	97.6
112	Tokyo Institute of Technology	Japan	45.5
130	Osaka University	Japan	40.0
132	Tohoku University	Japan	41.2
149	Hong Kong Polytechnic University	Hong Kong	62.4

Appendix 3. THE Research Rankings 2010 (Top 20 + Japan, Hong Kong)

World Rank	Institution	Country / Region	Re-search
1	Harvard University	United States	98.7
2	California Institute of Technology	United States	98.0
3	Massachusetts Institute of Technology	United States	91.4
4	Stanford University	United States	98.1
5	Princeton University	United States	95.4
6	University of Oxford	United Kingdom	93.9
6	University of Cambridge	United Kingdom	94.1
8	University of California Berkeley	United States	99.3
9	Imperial College London	United Kingdom	94.5
10	Yale University	United States	89.7
11	University of California Los Angeles	United States	92.9
12	University of Chicago	United States	87.9

World Rank	Institution	Country / Region	Re-search
13	Johns Hopkins University	United States	89.2
14	Cornell University	United States	88.8
15	University of Michigan	United States	89.1
15	Swiss Federal Institute of Technology Zurich	Switzerland	87.8
17	University of Toronto	Canada	87.9
18	Columbia University	United States	73.8
19	University of Pennsylvania	United States	82.7
20	Carnegie Mellon University	United States	79.3
21	University of Hong Kong	Hong Kong	71.4
26	University of Tokyo	Japan	91.9
41	Hong Kong University of Science and Technology	Hong Kong	51.8
57	Kyoto University	Japan	77.7
111	Hong Kong Baptist University	Hong Kong	32.5
112	Tokyo Institute of Technology	Japan	63.4
130	Osaka University	Japan	63.4
132	Tohoku University	Japan	62.5
149	Hong Kong Polytechnic University	Hong Kong	45.7

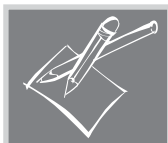
Appendix 4. THE Teaching Rankings 2010 (Top 20 + Japan, Hong Kong)

World Rank	Institution	Country / Region	Teaching
1	Harvard University	United States	99.7
2	California Institute of Technology	United States	97.7
3	Massachusetts Institute of Technology	United States	97.8
4	Stanford University	United States	98.3
5	Princeton University	United States	90.9
6	University of Oxford	United Kingdom	88.2

Advert: Murphy

World Rank	Institution	Country / Region	Teaching
6	University of Cambridge	United Kingdom	90.5
8	University of California Berkeley	United States	84.2
9	Imperial College London	United Kingdom	89.2
10	Yale University	United States	92.1
11	University of California Los Angeles	United States	83.0
12	University of Chicago	United States	79.1
13	Johns Hopkins University	United States	80.9
14	Cornell University	United States	82.2
15	University of Michigan	United States	83.9
15	Swiss Federal Institute of Technology Zurich	Switzerland	77.5
17	University of Toronto	Canada	75.8

World Rank	Institution	Country / Region	Teaching
18	Columbia University	United States	73.8
19	University of Pennsylvania	United States	71.8
20	Carnegie Mellon University	United States	70.3
21	University of Hong Kong	Hong Kong	68.4
26	University of Tokyo	Japan	87.7
41	Hong Kong University of Science and Technology	Hong Kong	50.4
57	Kyoto University	Japan	78.9
111	Hong Kong Baptist University	Hong Kong	32.9
112	Tokyo Institute of Technology	Japan	62.9
130	Osaka University	Japan	61.7
132	Tohoku University	Japan	60.3
149	Hong Kong Polytechnic University	Hong Kong	39.4



TLT RESOURCES

MY SHARE

...with Dax Thomas & Harry Harris

To contact the editors:
<my-share@jalt-publications.org>



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

Please send submissions to <my-share@jalt-publications.org>.

MY SHARE ONLINE: A linked index of My Share articles can be found at:

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Greetings and welcome to the first 2012 edition of My Share. January is a time for new beginnings and this year brings with it a new face to the pages of the My Share column. Allow me to introduce our new My Share coeditor, Harry Harris. Welcome to the column, Harry! We get a lot of great submissions here and I'm sure you'll enjoy reading them as much as I do.

Now, on to this issue's submissions. We have four great ideas to help you ring in the New Year. First off, Z. Zvi has students working *hands on* using American Sign Language in the EFL classroom. Next, David Harrison gets students working on coherence. In our third part, Joseph Wood focuses on communication strategies. Finally, we round out the issue with Peter Wells who introduces a fun sentence building game. In this coldest time of the year, your students are sure to warm up to these great activities.

Using ASL in the EFL classroom to practice speaking

Z. Zvi

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Quick guide

- » **Key words:** Speaking, Sign Language
- » **Learner English level:** Lower intermediate to advanced
- » **Learner maturity:** Junior high school and above
- » **Preparation time:** The time it takes to copy the handouts and practice a few basic signs
- » **Activity time:** 45 minutes (variable)
- » **Materials:** Handouts

This single lesson is part of a series of lessons that I constructed to get students more engaged and interactive in the EFL speaking class. It introduces American Sign Language (ASL) as a tool for non-verbal communication, but instructs students to use both signs and spoken English to express ideas and to negotiate meaning.

Preparation

Step 1: Copy the worksheets. (Appendix A)

Step 2: Before class, practice signing a simple greeting such as “Hi” or “Hello.”

Procedure

Step 1: As students assemble in class, greet them in sign language. Then explain what the signs mean and encourage them to sign back to you and to each other.

Step 2: Introduce the use of Fingerspelling and the purpose of Sign Language. (Brief introductions are included in Appendix B.)

Step 3: Distribute the worksheet, *Using Sign Language*. With students looking at the worksheet, go through the alphabet starting with the letter A. Review the signs and help students form the

letters correctly according to the drawings on the worksheet.

Step 4: Ask one student to come to the front of the class and sign any letter he or she chooses.

The other students search through their worksheets to identify the correct letter. Select one student to call out the letter to the rest of the class and confirm that everyone agrees. Repeat a few more times.

Step 5: Ask all students to write down and practice signing a word. You could suggest using a favourite food or colour activity.

Step 6: Invite several students to sign their words in front of the entire class. The other students read the sign and say the word aloud.

Step 7: Next, ask all students to write down and practice signing a short sentence.

Step 8: Again, invite one or two students to sign their sentences in front of the entire class. The other students read the signs and decode the sentence.

Step 9: Put the students into pairs.

Step 10: Distribute the worksheet, *Translate*. Working together, students should be able to translate the message, which says: “Congratulations. You can read Sign Language.” The second message says: “Now, say something to your partner using Sign Language.” Under each sign are spaces for students to write the corresponding letters.

Step 11: Students think out a short message of their own and secretly write it down. Without showing their partners, students take turns signing. The student receiving the message should translate and read back the message aloud.

Step 12: (optional): You can assign students specific vocabulary or phrases to research online. In the next class, each student will be responsible for teaching their sign to the class.

Conclusion

Students enjoy this activity because they actively work together to communicate in an unusual and enjoyable way. In my experience, this lesson can be a springboard for discussion of other topics ranging from disabilities and social issues for the deaf, to body language, and other forms of non-verbal communication.

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Appendices

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

Helping students with coherence

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Quick guide

- » **Keywords:** Coherence, cohesion, personalized writing, product, process
- » **Learner English level:** False beginner and above
- » **Learner maturity:** Junior high school (12+) to adult
- » **Preparation time:** 30 minutes
- » **Activity time:** 1 hour
- » **Materials:** A short text cut up into component sentences and the full coherent version

Learners of all levels have problems forming logically ordered *coherent* texts, often over-relying on cohesive devices, in particular conjunctions, to try and connect ideas *cohesively*. Coherence is often confused with cohesion; while the former refers to the “overall semantic structure and unity of a text” (Richards, 1990, p. 104), the latter is concerned with surface level linking relationships inside and between sentences (reference, substitution, cohesive devices, etc.). As Thornbury states, “a lot of students’ writing reflects on the over-dependence

on the cohesive trees at the expense of the coherent wood” (Thornbury, 2005, p. 36). This has often been claimed to result from teaching which over-emphasizes teaching conjuncts/conjunctions, such as *however*, *therefore*, and so on, as the only means to link texts together. The following activity that I created for junior high learners helped them both generate ideas and then link them logically to improve their written coherence.

Preparation

I will use an example centering on a school trip with my schoolchildren. Naturally, this may be adapted around any topic/theme decided by the teacher and dictated by class circumstances.

Step 1: Make enough copies of the sheets containing responses and questions (Appendix A) to give out one set to each pair/group in the class. Cut out the responses (left-hand side of Appendix A) and matching questions (right-hand side). Separate the cut-up responses and the questions for each pair/group into separate piles and mix up the cut-ups in each pile.

Procedure

Step 1: Supply each pair/group with cut-up responses taken from the coherent text. Have them generate questions for each one. Afterwards, supply each pair/group with the right-side question cut-ups and ask them to match them to the responses from the left-hand side. The teacher can then check the correct answers with the pairs/groups individually or as a class.

Step 2: Have students put the responses into a logical, coherent order. Asking pairs to perform a Q & A dialogue using the two sides of the cut-ups helps them do this. To check the answers, the teacher can perform the dialogue with one student or the whole class in turn or together. Point out the use of references such as *it* and *there* and how they help structure cohesion.

Step 3: Ask learners which words from the ordered sentences they think are unnecessary (e.g., repeated words/ideas) and have them cross them out. Use the first two sentences as an example: *I went to Kyoto. I went there last summer* becomes *I went to Kyoto last summer*. This demonstrates how to link several ideas into one sentence. After students have finished the whole

text, they can compare their ideas before checking as a class on the blackboard.

Step 4: Give everyone the full, paragraphed text (Appendix B). This acts as a model to produce another personalized text about a similar subject (for example, their summer / winter holiday), before moving onto more varied texts.

Conclusion

This activity helped students to realize that each sentence in a paragraph should answer a different question, and be placed according to a logical coherent order. The lesson involves all four skills and embraces a composite of product and process approaches to writing. From struggling to write a few simple sentences, they ended up able to compose whole coherent paragraphs.

References

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Appendices

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

You've done the research,
read the literature, and
thought a lot. . .

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Helping students to notice their own use of communication strategies

Joseph Wood

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<dearjoewood@hotmail.com>

Quick guide

- » **Key words:** Communication strategies (CSs), recording, usage, noticing, self-monitoring
- » **Learner English level:** Intermediate to advanced
- » **Learner maturity level:** University students (all levels)
- » **Preparation time:** 10 minutes
- » **Activity time:** 20-25 minutes
- » **Materials:** Blank white sheets of paper, lists of CSs, and digital audio recorders

Recording activities in class can be improved or refocused and geared specifically towards building a stronger strategic awareness among students. Many of my students were using communication strategies (CSs) in their conversations, but often did not realize it. By recording their conversations and then afterwards listening for CSs they had used, your students can begin to notice how and when they use CSs and determine just how useful they are.

Preparation

Before the day of the class, make sure you have enough digital recorders and papers for the students. Students could also be given the option to record their conversations using their cell phones if the teacher sees fit or if getting enough digital recorders poses a problem.

Procedure

Step 1: Explain to the students that they are going to do a *no pressure* practice recording and that

they can even pick their own partner. After pairs are made, pass out a digital recorder to each pair. One goal of this recording activity is to not only give students recording practice, but to also let them have a fun and positive recording experience. The topic is at the discretion of the teacher.

Step 2: Distribute the recorders to the paired off students.

Step 3: Tell students they have to record a five-minute conversation with their partner on the decided topic. Do not tell the students to try and use CSs, but rather ask them just to keep the conversation going for 5 minutes. By not forcing students to use CSs, the students will end up with a more natural conversation.

Step 4: When students are done, ask them if they used many CSs. Many students may say no, but in reality used a lot not realizing it. Tell students that they now have a chance to listen to their conversation and to search for any CSs they may have used. Have students consult the list of CSs that you pass out. Only use CSs that have already been taught to students. For example: follow up questions, interjecting, asking for meaning, giving more information, etc.

Step 5: Write on the board the following symbols:

- 0 = Suitable/Useful
- ? = I'm not sure
- X = Not suitable/Not useful

Step 6: Have the students listen to their conversation with their partners and write down on their paper some of the CSs that they used. After they write them down, students can write one of the 3 symbols next to each strategy depending on how they felt that specific CS had worked in their conversation. Also, it is helpful if students write the name of the strategy.

A few examples from my students are:

A: "I work at a restaurant."

B: "What do you do there?" – (Follow up question = 0)

and

A: "This week has been very very busy for me."

B: "Very very busy." – (Shadowing = ?)

Step 7: Ask the students if they used more CSs than they originally thought they had. Many students will be surprised at how many strategies they used without being aware of it.

Step 8: Collect the papers and recorders. Ask students if they want a copy of their recording, in which case you can email it to them or have the student bring a digital storage device (USB drive, SD card, or the like).

Conclusion

While students are often taught CSs in their textbooks, they are sometimes not able to monitor their own usage of CSs. Noticing is a key part of learning and this activity promotes both monitoring and noticing. CSs, when used properly by students, can help them extend their talking time and overcome gaps in their L2 knowledge. My students had a lot of fun with this activity and many became more aware of how / when they use CSs. I hope it can have similar outcomes in your class.

Buying sentences: A team game involving parts of speech and sentence construction

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Quick guide

- » **Key words:** Game, group work, parts of speech, sentence construction
- » **Learner English level:** Pre-intermediate and above. This game assumes basic knowledge of the parts of speech.
- » **Learner maturity:** High school and above

- » **Preparation time:** At least an hour, possibly longer
- » **Activity time:** 40 to 50 minutes
- » **Materials:** Slips of paper with words written on them and imitation money

In this game teams of students compete to form correct sentences with words they *buy* from the teacher. It's a fun way of reinforcing understanding of parts of speech, ignorance of which often causes flawed English. It can also help to emphasize the importance of *a (an)* and *the* and other English determiners. This game assumes basic knowledge of the parts of speech.

Materials

Make slips of paper with about 20 examples of each part of speech (nouns, verbs, adjectives, adverbs, prepositions, pronouns, and conjunctions) plus determiners, in large letters. It's a good idea to laminate these. The verbs should be all the same tense, e.g., past or present simple. The determiners should include plenty of copies of *a* and *the*, plus a few of *an* and *some*, and some pronouns and prepositions. You also need a supply of imitation money, which can be copied from the Internet.

Preparation

This game may be preceded by a revision of the names and definitions of the parts of speech, perhaps on PowerPoint. The rules and purpose of the game can be introduced in the same way.

Procedure

Step 1: Use a PowerPoint presentation to explain the rules and purpose of the game, or demonstrate it with one group.

Step 2: Divide the class into teams of about five students. Get them to appoint a captain.

Step 3: Give each team ten \$5 bills in play money.

Step 4: Representatives of the teams come forward to a *shop*, which the teacher has set up with 8 stacks of words arranged according to their part of speech. Each word costs \$5. The representatives buy words from the teacher by saying, "A noun, please," or "Two articles," etc. The students can't

see exactly what word they're going to get until the teacher gives it to them. After an initial purchase of a few words, the team members should discuss with each other what other words they need in order to make a reasonable sentence, and then spend the rest of their \$50, giving them 10 words altogether. They then have to make the longest correct sentence they can with the words they have. The sentences may be silly (e.g., *The red dog ate the green balloon*) but not impossible (e.g., *The red dog walked the green balloon*). I allow teams to use a word they bought as one part of speech to function as another, e.g., *after* can be a conjunction or a preposition. I also allow them to exchange a duplicate word, e.g., a second *an* for a different determiner.

Step 5: After about 5 to 8 minutes, the teacher asks the captains to display their teams' sentences, e.g., by writing them on the whiteboard, or by spreading them out on their desks. The teacher scores the sentences by giving a point for each word, less a point for each error, as indicated above (the sentence must be grammatically correct, and possible). Thus *The red dog ate green balloon* would score 5 points (six words, one error).

Step 6: This procedure is repeated for an appropriate length of time, say for about five rounds. At the end of the game, the teacher adds up the points for each team and declares a winner.

Modifications

If you play the game again, you can give the teams more money to create longer sentences. It's also a good idea to offer the letter S for \$5 so that teams can create plurals, or 3rd person singular verbs. Try allowing teams to trade words with each other. This increases the amount of interaction in the classroom, and tends to produce better sentences. It's fun to watch students sidling up to their opponents and offering to exchange an unwanted preposition for a nice, juicy adverb!

Conclusion

This game is popular with students, partly because of the hilarity caused by the bizarre sentences they often produce. Due to the competitive element, students are usually fully engaged in their task, using English to discuss the best options for maximizing their scores.

The JALT task-based learning SIG in association with The University of Central Lancashire, UK and Osaka Shoin Women's University, Japan present:

Task-based learning and teaching in Asia:

Challenges and Opportunities



David Carless Featured Speaker

David Carless is Associate Professor in the Faculty of Education at The University of Hong Kong and is a well-known researcher and writer in the fields of task-based learning as well as assessment and the management of education change.

Call for papers

The aim of this international event is to enable language educators and researchers from across Asia to share ideas and discuss various aspects relating to the theory and/or practice of task-based learning and teaching in Asia.

We would like to invite those with an interest in this field to submit an abstract for a presentation, workshop or poster session (25 or 40 mins).

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- language teacher professional development and TBLT
- the evaluation of TBLT in classroom contexts
- TBLT and technology
- the reliance on learners' L1 in TBLT contexts
- learners' L2 development and TBLT
- learner identity and TBLT
- teacher perspectives on challenges and opportunities
- institutional and classroom challenges
- future directions for TBLT in Asia

Please note abstracts must not exceed 300 words. Submission deadline: 31st January 2012.

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TLT RESOURCES

BOOK REVIEWS

...with Robert Taferner

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This month's column features Thomas Amundrud's evaluation of *Science Research Writing for Non-Native Speakers of English* and Jason White's review of *MegaGoal Intro*.

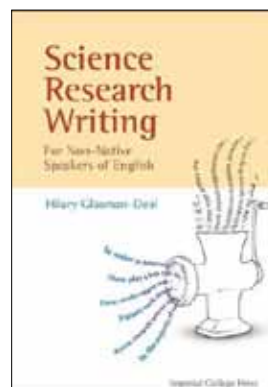
Science Research Writing for Non-Native Speakers of English

[Hilary Glasman-Deal. London: Imperial College Press, 2010. pp. xii + 257. ¥2,004. ISBN: 978-1-84816-310-2.]

Reviewed by Thomas Amundrud,
Macquarie University

With more demand for courses in English for Academic Purposes (EAP) that go beyond just layering a thin veneer of content upon an otherwise general curriculum, there is an increasing need for suitable textbooks and student resource guides. Sadly, most class texts

in English for the sciences available in Japan do not provide adequate scaffolding to ungraded scientific English, especially since research (e.g., Halliday, 2004; Swales, 2004) in scientific English corpora and grammar shows it to feature passive constructions, nominalizations (or as Halliday (2004) puts it more broadly, grammatical metaphor), and particular uses of modal auxiliaries. A further weakness of currently available texts is that, although there are now a number of academic English writing textbooks, none currently address the specific needs of science writing. While similar to other genres of academic writing, scientific articles nevertheless display key differences in format and structure unfamiliar to language teachers without training in the natural sciences. To this end, *Science Research Writing for Non-native Speakers of English* is a welcome, if imperfect, option for teachers of EAP science writing courses.



Following the introduction, this book is composed of five chapters explaining how to write the four sections of a scientific article (i.e., introduction, methodology, results, and discussion/conclusion), plus the abstract. It also includes a few appendices, such as lists of common prefixes and abbreviations in scientific writing. Each of the five explanatory chapters follows the same structure. First, the reason for each section of a scientific article is explained, along with an example. This is followed by a grammar and writing skills section, sometimes with exercises, demonstrating characteristic grammatical and discursive features demonstrated in the preceding example. The subsequent section is a genre exploration task, where students examine each section of the example provided for that chapter, and describe what it discursively performs. After this, a key is provided, giving answers to the

genre exploration, and providing a breakdown of components for the scientific article section covered. Following these keys, four models from published scientific articles across a variety of disciplines are provided for practice; the author also encourages students to practice with articles chosen from their own fields. Each chapter then provides a collection of common lexical types and items found in the particular article section studied, which are derived from a corpus of 600 native speaker-authored, published scientific research articles. Last, every chapter ends with an imaginary project to practice writing the respective scientific article section (e.g., introduction, methodology, etc.).

Perhaps due to its intended ESL audience, much of this book was far too linguistically complex for the bioenvironmental science graduate students I used it with. Nevertheless, I found it useful to assign for pre-reading the introduction to each section, along with the grammar, the models of key components of scientific article sections, and the corpus-derived vocabulary. With the assistance of a professor in the faculty, I was able to select relevant scientific research articles for students to practice the models provided in the book, and found the models provided to largely fit the actual articles we used. I also found that the grammar and vocabulary taught in the book met many of the findings of Halliday (2004) and Swales (2004), and largely matched the language used in actual bioscience articles as well. In the end, with pairwork encouraged, and dictionaries and L1 permitted, these graduate students, who had some degree of intrinsic motivation, managed to use the selected elements of the book to complete the genre exploration and writing tasks assigned.

Unfortunately, however, this book does not provide many exercises, and the answer key temptingly follows those exercises that it does give. For this reason, teachers may find it necessary to supplement for grammar and vocabulary practice. In addition, this text does not cover referencing and citation, unlike other books for academic writing relevant to science, for example Lester and Lester (2010). It also does not cover summarizing, which is a key requirement for abstract writing.

Despite these points, until there is a similarly

thorough scientific writing book that has more grammar and vocabulary exercises, includes scientific citation and reference styles, and is written in a more clear and direct manner that is more accessible to EFL students, *Science Research Writing for Non-native Speakers of English* may be the best choice around. With judicious supplementation, the diligent language teacher should be able to use this book to construct a course in science writing that will suit your students' needs.

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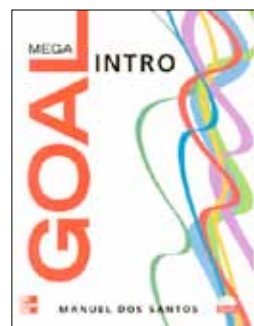
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MegaGoal Intro: International Edition

[Manuel dos Santos. New York: McGraw-Hill ELT, 2010. pp. vii + 106. ¥1,995. (Includes CD-ROM). ISBN: 978-0-07-131224-0.]

Reviewed by Jason White, Himeji High School

MegaGoal is a complex and dynamic four-skills EFL textbook series intended to guide teenagers and young adults from absolute beginner to a high-intermediate level. The series is specifically designed to be engaging to teenagers and young adults through the use of attractive, visually-driven material based on real life situations. *MegaGoal Intro* is ideal for



students with less than two years of English study. The content is entirely American English, and is intended for international communication. Although each book in the series contains exercises for building all four skills, the earlier levels have a listening and speaking focus, while the emphasis shifts to reading and writing as students progress through the series.

MegaGoal Intro consists of 12 six-page units, with each unit following a regular pattern that begins with the introduction of vocabulary and structures, followed by grammar points, reading and writing activities, and finally ending with a project that allows students to apply the knowledge they have gained throughout the unit. *MegaGoal Intro* also contains four 4-page expansions that work to reinforce the material learned in each 3-unit block. These expansion units contain review exercises, thematic readings that challenge the students, and simple, user-friendly songs to be used as sing-alongs that help to maintain students' interest. The final component of the textbook is an 8-page picture dictionary of illustrated vocabulary. The picture dictionary is divided into eight general topics, such as *Family*, *Clothes*, and *Teenagers' Favorite Things* (p. xi). Each student book also comes with an accompanying workbook and audio CD.

There are two key characteristics of the *MegaGoal Intro* book that make it worthwhile as an ELT textbook. The first aspect is the organization within the text. Each unit contains a carefully selected amount of material that is appropriate for achieving the main goals presented in the Scope and Sequence section of the Table of Contents. This is shown in the conversation exercises, which contain short, focused dialogues with no more than a few pertinent sentences per participant.

The second key aspect is the support materials provided to students and teachers. There is a comprehensive teacher's guide (interleaved), EZ Test CD-ROM with Test Generator, and online activities available for students from the Online Learning Center: <mcgraw-hill-educacion.com/megagoal_olc>. The series can be implemented into the classroom using any given unit within the various levels as a starting point because of the placement test provided in the EZ Test CD-ROM with Test Generator. This flexibility

is a high point for the series because it allows teachers to begin at an appropriate level rather than reviewing materials that have been mastered previously. In my classroom I was able to bypass the early units, which were absolute beginning level featuring alphabet, names, and numbers, and begin with later units featuring food, directions, outdoor activities, and shopping. In regards to the Test Generator, there are many convenient options that can be used to change the tests so that they are better suited to the specific material that the teacher wants to focus on, such as editing, rearranging, adding, or subtracting questions. I found the test materials to be adequate for evaluating learning without editing or rearranging, but it was reassuring to have options.

The colorful, eye-catching illustrations that accompany the text are undoubtedly the most alluring characteristic of *MegaGoal Intro*. After completing the unit on foods, I had a discussion of the content of the book in order to get some constructive feedback from the students. Their responses varied slightly, but for the most part the students were engaged by the illustrations. Several students expressed increased enjoyment in using the textbook. Furthermore, some students specifically talked about the quality of the pictures and how they helped them understand the material.

Despite the many positive aspects of *MegaGoal Intro*, there are a few drawbacks. The main negative in using the textbook is the time needed to complete all the activities. As in most Japanese high schools, my classes meet once a week. This schedule prevented me from fully utilizing all the elements of each unit. Although there were several reinforcement activities that I was not able to complete, I still believe the *MegaGoal* series is exceedingly valuable, especially for classrooms that meet multiple times per week. This textbook series is one of the better ones I have been exposed to, and *MegaGoal Intro* is one of the highest quality textbooks I have used. Over the course of a semester or multiple semesters, I believe *MegaGoal* will help increase students' skills and enjoyment in learning English.

Recently Received

...with Steve Fukuda

<pub-review@jalt-publications.org>



A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to Steve Fukuda at the Publishers'

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Books for students (reviewed in *TLT*)

Contact: Steve Fukuda

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* *The English Course*. Ireland, G., Murphy, K., Short, M., & Woollerton, M. Tokyo: The English Company, 2009. [Speaking/listening and writing course for false-beginner and low-intermediate university students incl. student books, teacher's guide w/ answer key, DVDs w/ audio/video clips and quizzes, and access to self-study and teacher support website].

! *For and Against*. Flaherty, G. Tokyo: Seibido, 2008. [15-unit course book focusing on all 4 skills to express and exchange ideas on current events and controversial issues incl. audio CD and teacher's manual w/ bilingual content support, answer key, and CD].

Global. Clanfield, L. (Ed.). Oxford: Macmillan Publishers, 2011. [6-level general English language course w/ emphasis on literary sources and promoting critical thinking skills incl. 10- to 15-unit student books w/ e-workbook, audio CDs, access to a frequently updated website, global digital classroom resources, and teacher's book w/ audio and resource CD].

! *Good Teacher - Better Teacher: Strategies for Successful Tertiary Teaching*. Reinders, H., Lewis, M., & Kirkness, A. Nagoya: Perceptia Press, 2010. [Teaching guide for instructors in tertiary institutions using English as the medium, and teaching students who have English as an Additional Language].

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! *Total Business*. Various authors. London: Summertown Publishing, 2009. [3-level business English course for pre-work students and business people incl. 12-unit student book w/ business topics, skills, and strategies sections, teacher's book, workbook, and audio CDs].

* *Weaving it Together*. Broukal, M. Boston, MA: Heinle Cengage Learning, 2010. [4-level integrated reading and writing series w/ each student book consisting of 8-units incl. instructor's manual, audio CDs, and exam generation and assessment software w/ test manager].

Books for teachers (reviewed in *JALT Journal*)

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

* *Can do Statements in Language Education in Japan and Beyond: Applications of the CEFR*. Schmidt, M. G., Naganuma, N., O'Dwyer, F., Imig, A., & Sakai, K. Tokyo: Asahi Press, 2010.

* *The Developing Teacher: Practical Activities for Professional Development*. Foord, D. Surrey, UK: Delta, 2009.

* *Language Curriculum Design*. Nation, I. S. P., & Macalister, J. New York: Routledge, 2010.



TLT RESOURCES

TLT WIRED

...with Ted O'Neill

To contact the editor:

<tlw-wired@jalt-publications.org>



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

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

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

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

in using tablets, and in this short article, I will introduce some of ways I am using my iPad to help me better manage my classes. All of the applications listed can be found through iTunes or Apple's App Store.

For keeping track of students, I use **Attendance**. This helps me with tracking student attendance, and has useful grouping, reporting, and emailing functions. A similar application, **Teacher Attaché**, follows a more schedule-based format, and includes lesson planning and material collation functions. For those wanting visual seating plans, **TeacherPal** is another alternative. Lesson plans I put together in a **Bento** database. **Good Notes** and **Live Notes** might suit those wanting a more journal-type format. I keep grades and other data using a combination of **Numbers** and **DropBox**. There are numerous grading apps (such as **GradeBook Pro**) available, but few fit the Japanese university format.

As a blackboard alternative, I have **Educreations**, **ShowMe**, and **Whiteboard** installed. All have similar functions, and allow teachers to face their students while teaching. For presentations, I generally use **Keynote**, though **Prezi Viewer** and **Popplet** are interesting alternatives. For public speaking and lecturing, **SpeechMaker** works nicely as a teleprompter.

New applications are being released all the time, but few offer *try-before-you-buy*. Visit the app's website, read the reviews, or download the lite version if one is available.

iPad resources for classroom management

Malcolm Swanson

Seinan Jo Gakuin University

There are numerous ongoing projects aiming to introduce tablet computers (such as Apple's iPad) into classrooms, but most of these focus on materials and technology for learning and their effects on students. From the teacher's point of view, there are also benefits



TLT RESOURCES

OUTSIDE THE BOX

...with Adam Lebowitz

To contact the editor:

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



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

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

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

Besides novelist Joseph Conrad, examples include: Hollywood leading man Laurence Harvey from Lithuania; Czech-born Robert Maxwell, the British MP and media mogul; and Arthur Binard from Michigan, awarded the prestigious Nakahara Chuya Prize in Japanese poetry.

Multi-competence also applies to high-functioning target language users lacking native knowledge of some high saliency elements. For example, citizens of countries with several active languages (as Africa's lingua franca, Swahili has 30 million L2 users), non-native EFL teachers, scientists publishing in L2 EAP, and foreign athletes (such as *gaikokujin rikishi*) are all multi-competent.

However, I believe L2 is no longer *second* when elemental to livelihood. This correlates with Hall, et al. (2006) advocating multi-competence which takes a usage-based view on language knowledge "grounded in and emergent from language use in concrete social activity for specific purposes that are tied to specific communities of practice" (p. 235).

The L1.2 label complements this usage focus that calls for new concepts and terms. At least, L1.2 limits the hierarchical intent of L1-L2 terminology in an increasingly multilingual world. It could also be usefully ascribed to English as lingua franca in *World Englishes* discussions.

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Recognizing usage: Towards an L1.2 (second-first language) label

The SLA field should adopt an L1.2, or *Second-First Language*, descriptive label for usage-based competency. I believe the existing L1-L2 nomenclature is insufficient and possibly demeaning to individuals who have achieved competency in acquired L2.

In SLA research, L1, the "first language," is the "native" language, while the "second language" refers to language external to the "home" environment. Bilingualism admits the possibility of "two first languages," but the L1-L2 implication is hierarchical with L1 by definition an unattainable status for the target language learner.

"Multi-competence" (see Cook, 2006) is a useful concept since it mitigates the L1-L2 distinction and dignifies the *non-native* learner. Some L2 learners become extraordinarily *multi-competent*.



JALT FOCUS

JALT NOTICES

...with Malcolm Swanson

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



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

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

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

JALT National Officers, 2011–2012

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

- ▶ President: Kevin Cleary
- ▶ Vice President: Nathan Furuya
- ▶ Auditor: Caroline Lloyd
- ▶ Director of Treasury: Oana Cusen
- ▶ Director of Records: Aleda Krause
- ▶ Director of Program: Steve Cornwell
- ▶ Director of Membership: Buzz Green
- ▶ Director of Public Relations: Michael Stout

From the President's desk

Happy New Year! (Or, enter the Dragon!) On behalf of the JALT Board of Directors, I would like to wish you a most productive and fulfilling Year of the Dragon. For JALT, 2012 promises to be an exciting year. In addition to our 38th annual international conference, which will be held October 12-15 in Hamamatsu, there are going to be huge numbers of chapter events, loads of SIG publications, and many conferences to attend.

What do all these products of JALT volunteer activity have in common? They are all dedicated to your professional development, and give you a chance to help your colleagues in the language teaching community become better teachers and learners. That's what JALT is all about, isn't it? To be sure, we have a lot of ideas, hopes, and ambitions for 2012, but if you have any suggestions for JALT they will be received most happily. Just send a message to us at <feedback@jalt.org>. Thank you for your membership, and, again, very best wishes for 2012!

Kevin Cleary

President, NPO JALT

JALT meetings at JALT2011

Each year at the conference, two important JALT meetings are held. One is a meeting (the EBM) of the Executive Board, which is the chief legislative body of JALT. The other is a meeting for all JALT members, the Ordinary General Meeting (OGM).

The EBM was held on November 20, and was attended by the Board of Directors, Chapter and SIG representatives, and other interested JALT members. At this meeting, officers were appointed for 2012 and changes were made to the reports required each year of all chapter presidents and SIG coordinators. The deadline was changed to December 31 and the period to be covered in the report was changed to the time between JALT conferences. We hope these changes will make submitting the reports easier for chapters and SIGs.

The OGM was also held on November 20. Huge thanks to all JALT members who sent in their proxy votes. Your proxy vote helps JALT continue as an NPO. At the meeting, financial, business, audit, and budget reports were made and approved. These reports can be found on <jalt.org>. Members were also appointed to the Internal Audit Committee. The committee will help the Auditor, Caroline Lloyd, perform her duties. The members are Shirley Leane (Okayama Chapter), John Racine (Ibaraki Chapter),

and Michele Steele (Gunma Chapter). Finally, the Chair Designate of the Nominations and Elections Committee (NEC) was elected. Mark Neufeld, the current Chair, will continue.

Aleda Krause
Director of Records

JALT national officer elections

Call for nominations

2012 is an election year for all national officer positions. Nominations will be accepted from Apr 1 2012 until May 15 2012. The call for nominations will be included in the March/ April edition of *The Language Teacher*. Please also look for details on the JALT website at <jalt.org/elections>.

Treasury training workshop at February EBM

Following the very successful Membership Chair Training Workshop held at the June 2011 Executive Board Meeting (EBM), which was attended by over 30 chapter and SIG membership chairs, we are going to hold a Treasury Training Workshop at the February EBM in Kyoto. This workshop is open mainly to chapter and SIG (ChapSIG) treasurers, but any ChapSIG representative interested in the financial or bookkeeping aspects of JALT is welcome to attend.

Scheduling details:

- Date: February 11, 2012
- Time: 9 a.m. to 12 p.m.
- Venue: Campus Plaza Kyoto (Dai 4 Koukishitsu 第4講義室; very close to Kyoto station)

JALT will cover the following expenses:

- Friday night's hotel for each treasurer who will attend the workshop
- Saturday night's hotel for 1 ChapSIG representative at the EBM (this representative could be the treasurer)
- Transportation expenses for 1 ChapSIG representative for the entire weekend
- In case the treasurer and a ChapSIG representative attend, ChapSIGs could cover the additional expenses, namely:
 - Saturday night's hotel for 1 attendee
 - Transportation expenses for 1 attendee

The treasury workshop will include:

1. Introduction and overview of the new treasury manuals

Currently the JALT Finance Committee (the Chapter Treasurer Liaison, Richard Hodson; the SIG Treasurer Liaison, Scott Petersen; and the Director of Treasury, Oana Cusen), with help from the former Director of Treasury, Kevin Cleary, and the Director of Records, Aleda Krause, is working on updating the JALT treasury manuals. The new manuals will not only be easier to navigate and use, but they will also include instructions on certain treasury duties that were not covered in previous manuals.

The new manuals will be available in the Officers Resource section on <jalt.org> in mid-January. Treasurers are encouraged to download and peruse these manuals at their leisure before the workshop, which may well start with a quiz.

2. Discussion session: What does a treasurer contribute to a ChapSIG?

A treasurer should contribute much more than simply reimbursing expenses and taking care of paperwork, although these tasks are critical for the smooth functioning of a ChapSIG. For example, treasurers are in the unique position of advising ChapSIG officers on all decisions with financial implications. During the workshop, we will discuss issues such as the use of the annual budget to help ChapSIGs plan ahead for their year, smoothly coordinating shared events sponsored by two or more groups within JALT, and other financial collaborations between groups. Another goal of this discussion session is to generate ideas to create an improved cash flow within JALT.

3. A practice run for the 2012 examination

In order to comply with NPO status regulations, JALT is required to carry out an annual internal examination of the financial records of all ChapSIGs. To put it simply, the records of any ChapSIG have to be checked by an examiner who is a JALT member (usually a current or former treasurer) in good standing. After determining that all financial records are in order, the examiner issues an examination pass. Finally, the records are sent to the JALT Central Office, where they are inspected by an external auditor (a Japanese CPA).

This internal examination process, which usually begins in March of each year, is one of the most time consuming duties of JALT treasurers, and we hope that by doing a practice run during the workshop, many difficulties can be smoothed away.

We sincerely hope to see as many of ChapSIG treasurers as possible in February in Kyoto, and thus have a productive and worthwhile workshop. Emails with further scheduling details will be sent to various mailing lists in due time. For more information, please contact <treasury@jalt.org>.

Sincerely,
Oana Cusen
JALT Director of Treasury

Positions available

JALT Journal Associate Editor

The JALT Publications Board invites applications for the position of Associate Editor of *JALT Journal*. The Associate Editor will work with the Editor to produce the journal. After being recommended by the Publications Board and approved by the JALT Executive Board, the successful applicant will serve as Associate Editor for 1 to 2 years before serving as Editor for a similar period. The successful applicant will have the following:

1. Previous editorial/referee experience.
2. Ability to meet deadlines and handle correspondence professionally.
3. A sound background in language education or a related field.
4. A master's degree or higher in language education or related field.
5. Seven or more years of experience teaching language, at least two of which have been in Japan.
6. Current residency in Japan and definite intention to maintain such residency for the period of expected service to *JALT Journal*.
7. A record of publications in competitive and refereed journals (in-house university-bulletin articles will be considered as part of a publishing record on their merits, but some of the applicant's publications

should include recognized, reputable, and anonymously-refereed journals at either the national or international levels). Information on either the impact factor or the acceptance rate for some of the journals in which the applicant has published would be helpful in determining the applicant's own ability to publish in competitive forums.

8. Association with JALT through membership and previous participation in publications are valued, but meritorious applications from non-members will also be considered provided that such applicants meet or exceed the above requirements. The applicant must become a JALT member if selected by the Board for the position.

Duties include processing submissions, sending them out for review, communicating with authors and reviewers, working with authors to help them improve promising manuscripts, editing the *Perspectives* section of *JALT Journal*, and assisting the Editor as required. As Editor, duties increase to include editing feature articles and the research forum submissions, overseeing all other sections, working with the Journal Production Editor and the layout company, and guiding the future of *JALT Journal* in accordance with JALT policies.

Candidates should submit the following application materials by email attachment. The deadline for applications is January 15, 2012. Recruiting will continue until the post is filled by a suitable candidate who is acceptable to the Board under the expectations elaborated above (Points 1 through 8).

1. A curriculum vitae, including a complete list of publications
2. A statement of purpose indicating both why you would like to become Associate Editor (and later advance to Editor) and your qualifications
3. Copies of five publications of which some should be recent

Application materials should be sent to both the Publications Board Chair, Ted O'Neill <pubchair@jalt-publications.org>, and the current Editor, Darren Lingley <jj-editor@jalt-publications.org>.

Applicants will be notified if they have passed the screening stage. After that, the final Board decision, which is subject to approval by the JALT Executive Board, will be made.

New JALT Associate Members

JALT's membership comes from a wide variety of sources, and while the majority of members are from the teaching profession, a small but vibrant group is made up of commercial enterprises. These members are called Associate Members, or AMs, and once again in this month's JALT Focus column, we introduce some of the AMs that have recently joined our organisation.

Dymo/Mimio – A Newell Rubbermaid Company



Mimio began in 1997 with a singular philosophy: to make learning more engaging for students, with technology that makes it easier for teachers to do what they do best – teach.

Today, DYMO/Mimio is a global leader in interactive teaching technologies. We've linked world-class engineers with top educators to develop solutions that set exciting new standards for the industry.

The result is the brand-new MimioClassroom™ family of products, our best teaching tools ever. Full integration is a unique benefit of the MimioClassroom™ family of products, including the MimioTeach™ interactive system, the MimioVote™ assessment system, the MimioCapture™ ink recording system, the MimioView™ document camera, and the MimioPad™ wireless tablet.

Each of our tools is an easy-to-use, powerful technology on its own, but all of our products are designed to work together, using powerful MimioStudio™ software. That means less setup work for you and more time to teach! They allow more active participation by students, while eliminating the complications of other interactive technologies. That's why DYMO/Mimio stands apart in the world of interactive teaching.

ニューウェル・ラバーメイド・ジャパン株式会社

Mimioは米国ニューウェル・ラバーメイド社の、DYMO/Mimioブランドの製品です。ボストンのMITの大学院生がMimioの試作品を開発し、1997年に始めました。2011年には新製品のMimioTeach 携帯型電子黒板、MimioView 書画カメラ、MimioVote 学力検査システムをはじめとした、MimioClassroomシリーズ製品を販売開始し、Mimioは携帯型の電子黒板の分野で世界トップシェアNo.1を誇る製品となりました。

日本国内でも、文部科学省や総務省が電子黒板を使用した授業を推進、教科書出版会社が教科書のデジタル化を推進的に行っており、学校内で持ち運びが可能で、低予算で導入可能、そしてワイヤレスで簡単に設置出来る点から、現場の先生方に支持を頂いております。

Nova Southeastern University



Nova Southeastern University (NSU) is the 8th largest nonprofit, private university in the United States that is fully accredited by the Southern Association of Schools and Colleges (SACS). NSU's Abraham S. Fischler School of Education (FSE) is the largest school of education in the U.S., serving more than 15,000 students in approximately 40 countries. FSE offers degree programs in a variety of formats (on-site, online, and a combination of both) encompassing a broad range of subject areas with flexible scheduling. These programs are designed for educators and educational administrators, as well as business and health professionals.

The Fischler School of Education has offered the Doctor of Education (Ed.D) program in Asia in a blended (combination of online and on-site instruction) format since 2007. The Ed.D. program has grown tremendously, and in 2012 on-site instruction will be available in three cities—Shanghai, China, Seoul, South Korea, and Kuala Lumpur, Malaysia—thus making it accessible to students based anywhere in Asia. For details, please visit our website at <fischlerschool.nova.edu/prospective-students/international>.

The Performers–Educational Plays

...is an international theatre company, which produces plays in English to serve the educational needs of English language teaching institutions. The Performers was founded 14 years ago with the goal of providing a useful and entertaining service for teachers and other educators interested in developing both language and an awareness of the arts.

The Performers–Educational Plays is rooted in the British tradition of utilising Theatre in Education (TIE), but the TIE model has been adapted to better achieve our objectives and serve the needs of English language teaching in the classroom today.

Three distinctive, high-quality plays are produced annually, each with a different age group and level in mind. The dedicated language department is responsible for the educational component of the respective plays and for the

production of the activity books, songs, and transcripts for use by teachers in the classroom. Available on an easy-to-use CD, the teacher is thus able to provide students with background information, such as details about the plot and the characters, before they attend performances, and to follow-up language work and other exercises immediately afterwards.

The Performers–Educational Plays has now become the leading English-speaking theatre company in South America and beyond. An unforgettable theatre visit can now be made an integral part of your English language syllabus.



JALT FOCUS

SHOWCASE

...with Kristen Sullivan

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



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

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

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

In this edition of Showcase, Bill Pellowe takes us through the history of the creation of ELT Calendar.

ELT Calendar

Bill Pellowe

ELT Calendar <eltcalendar.com> lists events of professional interest to language teaching professionals in Japan. Since 2002, well over 5000 events have been posted to its pages. For teachers who wish to give presentations at the many conferences held throughout the year, ELT Calendar has an extensive listing of the deadlines for calls for papers.

The first incarnation of ELT Calendar was as a Kyushu-area events calendar that started in 1997. I was on the board of Fukuoka JALT, and the JALT chapters of Kyushu were all interested in fostering a sense of regional cohesion. The Kyushu ELT Calendar was a way to collect event information in one place and publish it to a larger audience. The events listings were on a single page that I'd update manually when new events were submitted.

Around this time, the <jalt.org> site needed a better way to list events, so I volunteered to help out. I had started learning how to make websites with content stored in databases, and creating a database-driven calendar for JALT seemed like an ideal project to cut my teeth on. The calendar was launched in early 2001, and I later made a version of it for *keitais*. Eventually, though, the rest of the <jalt.org> site was upgraded from static pages to a content management system (CMS), and in late 2008, the CMS took over the role of the calendar. My calendar is now the online archive of 2001-2008, at <jalt.org/calendar/archive.php>.

The experience of creating the JALT calendar taught me that an automated site was easier to maintain than a manual site. When an event on the Kyushu ELT Calendar finished, I had to manually delete it. On the JALT calendar, though, the Upcoming Events pages were programmed to not show any past events. Also, I realized that a website running off a database is much more versatile because the pages can be programmed to show the same data in different ways. Unlike the Kyushu ELT Calendar, the JALT calendar could show events grouped by chapter or SIG, by month, and by location.

I decided to apply what I had learned to the Kyushu ELT Calendar. In the process, I realized that it made sense to expand the calendar's coverage to all of Japan, and ELT Calendar was born.

Part of my motivation for creating ELT Calendar was simply the challenge of doing it. It's as if it was an educational puzzle that I enjoyed working on. Money isn't a motivation. The advertisements on the site cover the costs, but the site doesn't actually make a lot of money. As corny as it may sound, I maintain ELT Calendar because I believe there's a real need for such a site.

ELT Calendar launched in 2002, and the site design remained the same until the end of this summer. I gave the site a complete overhaul in September 2011, completely rewriting the programming behind the site (Fig. 1). There are some new features and new sections, and overall, it's much easier to find the events that interest you.

The most useful new feature is the auto-complete search function (Fig. 2). As long as you

don't type your search terms too quickly, the site will offer you several options based on the search term you're typing. For example, if you type "Fuku," you'll see links to events pages for Fukuoka, Fukushima, Fukui, and Fukuyama, as well as pages for Fukui JALT, Fukuoka ETJ, etc. It also searches event titles and speakers (going back five years).

The biggest improvement over the old version is on the pages for locations. Before, each Find Events by Location page only showed a few weeks' worth of upcoming events in that area, requiring users to click the Next Page link to see further future events. Now, when you access the page for your city or prefecture, you'll see all of the upcoming events in that area, even if the next event is months away.

One feature that people may not know about can be found under the Subscribe section of the site's menu. There you'll find all the ways that ELT Calendar content is distributed to individuals, blogs, websites, and calendar programs. If you use Apple's iCal or Google Calendar, you can automatically get event listings updated daily. (You can customize it to show only specific prefectures, or only conferences and calls for papers.) If you use RSS readers, or have a blog, you can use the various RSS feeds. Websites can show upcoming events by pasting a few lines of JavaScript onto their pages. Sites using this feature include ELT News and the ETJ site.

There's also a mobile version of the site that works on most smartphones and tablets, at <m.eltcalendar.com> (Fig. 3).

Bill Pellowe works at Kinki University, Iizuka Campus, Fukuoka Prefecture.



Figure 1. The new ELT Calendar



Figure 2. Auto-complete search function



Figure 3. Mobile version

Visited TLT's website recently? <jalt-publications.org/tlt>



JALT FOCUS

GRASSROOTS

...with Joyce Cunningham
& Mariko Miyao

To contact the editors:
<grassroots@jalt-publications.org>



The coeditors warmly invite 750-word reports on events, groups, or resources within JALT in English, Japanese, or a combination of both.

GRASSROOTS ONLINE: A listing of Grassroots articles can be found at:

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



In this edition, Douglas Meyer informs us in his tribute that last fall, long-term Osaka resident and EFL teacher, Matt Walsh, passed away, but not before making a big impact on his friends and colleagues. In the second report, the officers from the newly formed Vocabulary SIG present their mission statement and plans for the near future. Also, Kim Bradford-Watts sums up her impressions of the First Extensive Reading World Congress held in Kyoto in September, 2011. Finally, Dan Waldhoff reports that sometimes, less is more. He has come up with some solutions to giving his students a better learning experience while giving himself less to do and wants to share his ideas with you.

A tribute to Matt Walsh: Much more than a teacher, even in passing

by Douglas Meyer,
Kwansei Gakuin University
<dougmeier32@hotmail.com>

On October 6, 2011, Matthew Isaac Walsh (a.k.a. Big Matt) passed away after a brief fight with liver cancer. Matt is well-known, both in JALT circles and for his volunteer efforts for the homeless in Osaka. He will be missed by many.

Matt came to Kansai around 1987 after teaching EFL in Taiwan. Some of Matt's first friends remember him attending Kyoto Gaidai, going to a Shorinji Kenpo *dojo*, and being a short-order cook in the Gion Kaikan building in Kyoto. Matt was even a stagehand at the Minamiza Kabuki Theater. In the 90s, while he was busy on the DJ scene, he became a fixture in the Osaka foreign community. He was a big guy, but could bike around Lake Biwa for fun. He loved his tech toys. And he was married for 15 years, but had no children of his own.

I first met him in 2008, as a colleague in Osaka. When I was struggling in a full-time teaching position at an old, conservative high school, he would come over on his day off to support me and make sure things went smoothly. He struck me as someone very magnanimous, someone you could count on.

It was at this school that he started teaching content-based social awareness classes and began his volunteer group, HATO. He would buy rice and use the school church kitchen as a place for volunteers (friends) to make *onigiri*, which would later be taken to the nearby Shin-Imamiya area and given to the homeless. In November, we organized a clothing drive through our schools, and must have delivered a ton of warm winter clothes to the same needy folks, three years in a row.

If that wasn't enough, he also joined a volunteer group that went up to Tohoku during the Golden Week vacation. Matt was not just upset about the Great East Japan Earthquake and tsunami; he wanted to do something about it. A loosely organized group of highly motivated volunteers gave up their spring holidays to help elderly folks clean out some of the dirt and debris that was stuck under houses because of the March 11 tsunami. Matt helped organize the group, and everyone got their hands dirty helping people out. That's just the kind of guy Matt was.

In JALT, Matt was active on many levels. Osaka JALT was fortunate to have him as a Member at Large and Program Chair, where his advice and organizational skills meant a lot. He was also active in a few SIGs as well. He volunteered for Pan-SIG, serving as coeditor for the conference proceedings, which took months to complete. Moreover, his work for Global Issues in Language Education (GILE) resulted in a Best of JALT award for 2010.

But Matt avoided the spotlight and never seemed to do anything for selfish reasons. Even when diagnosed with cancer, he kept the news to himself. Only a few of his closest friends knew how short his remaining time was. Almost all of his friends were shocked to find out about his liver cancer via a Facebook group (Friends of Matt), which quickly grew to over 300 members. And since he didn't want any visitors (save a few), Facebook became the primary source of information for his friends and colleagues. It remains as an online memorial, a place to share old photos, stories, and memories of Matt.

Matt didn't want a traditional wake or a big fuss in his memory. Instead he asked his friends to get together outside and go for a little hike. And so on a beautiful fall day (October 8), over 40 friends and some students gathered for a short memorial hike in the hills overlooking Kyoto. We stopped at a small mountain shrine and some of us shared a couple of memories and words about how Matt's selfless spirit had affected our lives. One of his students talked about how he opened her eyes to social inequalities in the world, and how to take action at the local level. You see, Matt was not just an ordinary teacher.

Afterwards, many of us lingered in Maruyama Park, chatting and learning more about Matt and how he spent his last couple of months up at Lake Biwa, enjoying the beach and spending precious time with his girlfriend.

Eventually, this eclectic group slowly walked over to a Kyoto *izakaya*, and raised a glass in honor of Matthew Walsh, age 45. As good as they get.

Introducing the newly formed Vocabulary Special Interest Group

by Quint Oga-Baldwin, Fukuoka University of Education; Jeff Anderson, Kyushu Sangyo University; Aaron Gibson, Kyushu Sangyo University; Luke Fryer, Kyushu Sangyo University; and Jeff Stewart, Kyushu Sangyo University

In June of 2011, the JALT Vocabulary Special Interest Group was established in order to accommodate the growing interest in vocabulary acquisition research among JALT members.

Our current officers are Jeff Anderson and Aaron Gibson as Co-coordinators; Luke Fryer acting as Program Chair; Jeff Stewart runs Publications; and Quint Oga-Baldwin is acting as Membership Chair and Treasurer.

Our mission statement is as follows:

The Vocabulary Special Interest Group (Vocab SIG) of the Japan Association for Language Teaching (JALT) provides a forum for focused research and discussion in specific regard to vocabulary acquisition. We offer both teachers and researchers a place to connect regarding how learners improve vocabulary

knowledge, how to test their knowledge, and how these theoretical aspects will connect to classroom practice. The SIG is open to all JALT members, and connects practitioners within Japan as well as in the greater context of East Asia. Our group aims to be a driving force for both current and future research in the field of how vocabulary can be taught, learned, and tested in an increasingly global context.

As a JALT SIG, we will hold an annual symposium-style conference to discuss the latest research and pedagogical innovations in the field of second language vocabulary acquisition. This event will invite leading speakers and discussants from the field with specific new work to present in order to keep the group on the cusp of vocabulary teaching and learning studies. The Vocab SIG currently will provide an online forum for exchange of ideas, research methods, and new findings. Finally, the new SIG will produce at least one annual peer-reviewed publication on the topic of vocabulary acquisition, with a specific focus on pedagogy, learning, and testing of vocabulary. With sufficient interest, we hope to expand the work to a biannual journal. Both the journal and the annual event will remain unconnected with corporate interest, and will not be used as a direct money-making enterprise. All academic work published by the group will be distributed free of cost online in the growing tradition of open-source peer-reviewed scholarly work.

Seeking new members

At present, the SIG is seeking members with practical vocabulary-based teaching, learning, and testing oriented pedagogy and research interests. As a forming SIG, we hope to increase our membership in order to help both experienced and budding practitioners find an outlet for new ideas. Through your contributions we can continue to grow and improve knowledge of how vocabulary is learned, as well as create a more accurate model of language acquisition. Members willing and able to help out with SIG executive functions are encouraged to talk to one of the current chairs. Interested parties can also reach us through our website <jaltvocab.weebly.com/index.html>. Finally, please be sure to tick the Vocabulary SIG box when you choose to extend your membership for another year.

Spring 2012 Vocabulary Symposium

Our SIG will be holding the first annual Vocabulary Symposium on March 3, 2012 at Kyushu Sangyo University in Fukuoka. The main event will be two Symposia on Vocabulary Testing and Vocabulary Teaching, with four presentations followed by a round-table discussion. The morning testing session will be chaired by Dr. Masamichi Mochizuki of Reitaku University, while the afternoon session will discuss teaching applications, chaired by Dr. Shigenori Tanaka of Keio University.

During the mid-day break, up-and-coming researchers and teachers will present their peer-reviewed work in poster sessions. Their work will also be included in the first issue of our open-access online journal. The poster themes are 1) tested vocabulary teaching and learning strategies and 2) ongoing empirical vocabulary research. The goal is to encourage discussion about the poster presentations so that those who start as poster presenters may go on to become future Symposium presenters and discussants.

Kyushu Sangyo University is located on the eastern side of Fukuoka City. It is easily reached in 20 minutes by bus from Tenjin, or by train from Hakata Station on the JR Kagoshima Line.

Symposium registration fees

Registration for regular JALT members will be ¥1500, ¥1000 for Vocabulary SIG Members, and ¥500 for high school, junior high school, or elementary teachers. Fees can be paid on the day, and will include lunch. We look forward to your participation and hope to see you at the Symposium on March 3.

The First Extensive Reading World Congress, Kyoto Sangyo University, September 3-6, 2011

by Kim Bradford-Watts,
Kyoto Women's University

The First Extensive Reading World Congress kicked off to a wet and windy start as a typhoon approached Kyoto. Braving the elements, participants gathered at Kyoto Sangyo University to expand their knowledge of Extensive Reading (ER). The conference was sponsored by The Extensive Reading Foundation and held in cooperation with The Japan Extensive Reading Association (JERA) and the JALT Extensive Reading SIG. The keynote speaker was David Hill. There was also a plenary session by William Grabe, and featured speaker sessions by Jeong-Ryeol Kim, Richard Day, and Paul Nation. Approximately 160 concurrent presentations rounded out the program.

One major theme I noticed while attending sessions was that of program flexibility according to instructional context and philosophy. Although the popularity of ER is growing across Asia and other regions, there are differences in how proponents conceptualize ER's underlying rationale and practice. Some, including Richard Day, envisage ER as necessarily being linked to enjoyment of reading to encourage students to read in their second language. Others, such as David Hill, assert that students need to know that they must read extensively because, like eating broccoli at dinner, it is good for them. Descriptions of program implementation reflected the underlying philosophies held, and institutional requirements encountered, by presenters. The many programs described included the following ideas:

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- Informally introducing ER to individual classes, and rewarding students with bonus points according to either the number or total word count of books read.
- Requiring students to read a certain number of books and completing a timed, weighted test administered via Moodle software.
- Using reading circles and structured class activities to support learner interactions with texts and group members.

More ideas for introducing ER were suggested by Richard Day, and included making an after school ER club, or scheduling ER during homeroom time. Some presenters were able to describe progressive developments made to their programs over a number of years, providing attendees with interesting accounts of curriculum development efforts at secondary and tertiary educational institutions, which struck me as being particularly valuable to those who have not yet worked through the process of introducing ER into their teaching contexts.

The second theme I noticed was that of writing and publishing ER texts. The demand for appropriate, high quality ER texts is growing, and publishers are scrambling to find authors who can produce ER texts for inclusion in their catalogs. Rob Waring outlined the publishing process and the elements that combine to make a great graded reader, while Marcos Benevides provided some background to the process of writing for the new *Choose your own adventure* series, in which readers follow storylines to different endings depending on choices they make at various junctures of the storyline. Ted O'Neill, on the other hand, shared his method of providing accessible, understandable content to students by adapting copyright-expired science fiction stories for download, illustrating how anyone can publish creative commons titles that can be freely shared throughout the world.

The final theme was that of developing digital systems for supporting and assessing readers. Publishers are assisting those implementing ER programs by developing online, mobile, and downloadable content, including audio recordings of texts, testing systems, and teacher resources. However, those working with ER are also developing online and downloadable content. The most notable of these is the Moodle

testing system developed largely by the staff at Kyoto Sangyo University, which currently features timed and weighted tests for 1,600 published ER texts. Thom Robb and Rob Waring described the work that they have been doing to prepare Moodle Reader 2 for use in ER programs.

Something that particularly struck me was that during the final panel discussion, the *experts* in ER showed that they had listened to how ER is being implemented and confessed that they themselves had learned about ER by attending the presentations. Their experiences at this conference will influence their theory and practice of ER as well.

I thought the conference was phenomenal. Thom Robb and the conference team did an amazing job of organizing this conference. The student volunteers were friendly, courteous, and went out of their way to assist presenters and attendees. Attendees at the keynote and plenary sessions, the (excellent) conference dinner, and the final panel discussion can all attest to a crowd of participants at the conference, although the layout and size of the conference site promoted a rather intimate feel overall. My thanks go to the conference team, and I look forward to the next ER world congress, scheduled for 2013.

Apply the adjacent possible

by Dan Waldhoff, JALT Ibaraki Chapter

In 2009, I wrote in this column about adopting Google's Blogger as the Ibaraki Chapter web log publishing tool. That has worked out very well, fulfilling the *Simple is Better* dictum. Last March, that Google experience came to mind while I was dreaming about eliminating the long waits while copying the many printed items that were flying at teachers, then students, like parade confetti. In my heart I knew that eventually it was making a circuitous trip to paper recycling in students' neighborhoods. Because of the earthquake, we were being urged to be economical with energy

and materials. However, there was conflict between that goal and our process. So I applied much of what I had learned to make a try at a Google-based class.

On the first day of classes I directed my students to a site I'd created in Blogger. They were required to use that site to download PDF versions of all the handouts and .txt templates for all written assignments. All work was to be emailed to me at a Gmail address. I would pass out no paper other than tests and would accept no paper. I showed an instructional video I'd made demonstrating how to use assignment templates. Students typed, then copied and pasted into the body of an email. That Blogger page received more than 4,500 visits from my students. I was out of the line at the copy machine. I was also relieved of the several kilos of paper that I'd had to print, distribute, collect, store, and eventually recycle myself. As their work arrived I edited Google Docs spreadsheets, keeping my online student records up to date. It worked. However, I kept thinking there must be a better way. Some students were not following directions as well as others and I was consistently getting a few improperly formatted attachments. When deadlines came, my email volume increased so I encouraged students to work ahead, enforcing deadlines with feigned mercilessness. The term's major achievements were that none of the students were confounded by the system, all embraced it for making their work easier, and I had much less tedium filching my time while being economical with energy and materials.

In May I made a presentation to the JALT Ibaraki Chapter, *Using Contemporary Technology Tools in the Classroom*. Among other things, I spoke about the Google classroom experiment. I'd had a month to use it and was mostly satisfied with it, but in preparing the presentation I began thinking more about the secondary theme, *Apply the Adjacent Possible*. At the close of the first term when I had a chance to review everything and began planning for the second term, I really could apply the adjacent possible. My biggest first-term challenges had been reading 1,300 student-emailed assignments (instead of collecting, then reading 1,300 printed or handwritten assignment papers, which often came late or mangled), and making everything even easier for my students to experience success. In case you're wondering about answering 1,300 emails, I used

Gmail's vacation responder to confirm receipt, thus avoiding having to answer messages other than those with special subject lines.

While experimenting one day, I discovered that Google's spreadsheet has a Forms function - into which users input data online. Eureka! That was the answer! Using that function, I made spreadsheets for each written assignment, linking them to my class Blogger site. The online forms are familiar to any student who's ever used a CALL study program. What the student sees is absolutely clear with no chance of error or omission. What I see is a sophisticated spreadsheet, which can be accessed by multiple student users simultaneously. The time-stamped student data is entered directly into the appropriate cells. All form cells must be completed before they can be submitted. Successful submission is confirmed automatically. In the future, there will be no emails missing vital information and no attachments. Vacation responder gets furlough. *Inbox Zero* will be attainable.

By the time you've had a chance to read this I'll have had experience in the second term to work out any additional challenges. I'll make another presentation to the Ibaraki Chapter and I'll post a detailed "How To" on their website <ibarakijalt.blogspot.com>.

My class website is at <ibadaienglish.blogspot.com>; come look but do not touch.

Now the next projects are moving tests from paper to iPad and projector, and giving students the English speaking time for which they've waited years!

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JALT FOCUS

OUTREACH

...with David McMurray

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



Outreach is a place where teachers from around the world can exchange opinions and ideas about foreign language learning and teaching. It provides outreach to classroom teachers who would not otherwise readily have access to a readership in Japan. The column also seeks to provide a vibrant voice for colleagues who

volunteer to improve language learning in areas that do not have teacher associations. Up to 1,000 word reports from teachers anywhere in the world are welcomed. Contributors may also submit articles in the form of interviews with teachers based overseas.

OUTREACH ONLINE: A listing of Outreach articles can be found at:

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

Challenging task-based learning in the UK and Japan

Laura Wintersgill

I first came to Japan in 2007. Not one to shy away from opportunities to experience the unfamiliar, I had agreed with my high school teacher in the UK to take part in a cultural exchange program with a high school in Tokyo. Although this first experience lasted only three weeks, I was able to acquire a few basic words and phrases of a language that I'd never dreamed I'd be able to speak. I found the Japanese lifestyle both intriguing and exhilarating. At this point I decided I'd like to study Japanese in the UK and revisit Japan.

The study of Japan at UCLan

I enrolled at the University of Central Lancashire (UCLan) located in Preston, Lancashire along with 32,000 other students from over 100 countries. The university is the fifth largest in the UK in terms of student numbers. I chose to major in the Asia Pacific Studies program. In addition to learning the Japanese language, I studied Japanology, a term used in Europe to describe the academic field of historical and cultural study of Japan. I enrolled in various social, political, economic, and cultural aspects of the Asia Pacific region for two years. During my third year, because UCLan has an international exchange agreement with the International University of Kagoshima (IUK), I traveled to Japan with two classmates to study Japanese as international students for one year.

Learning Japanese in the UK

Japanese language classes at UCLan employ a fairly task-based teaching style, in which we

Laura Wintersgill is a confident, outspoken university student, yet when she was studying Japanese at the University of Central Lancashire, she sometimes felt shy and was hesitant to speak in class. At the International University of Kagoshima, she was surprised by the rigid reliance on learning grammar from textbooks during classroom contact time. In this article for Outreach, she compares the way she studies Japanese and Japanology courses in Japan and in the UK, raising issues of her learner identity, reliance on her L1, institutional and classroom challenges, and task-based learning. Interested readers can learn more about these and other issues related to task-based learning from May 19-20, 2012 when members of JALT's Task-Based Learning SIG team up with language educators from the University of Central Lancashire and Osaka Shoin Women's University to host an international conference on task-based language teaching relevant to teachers in Asia.

are presented with a scenario and allowed the linguistic freedom to explore it and experiment with various ways of using the language to complete the task. Students use language learning textbooks, however, they are usually required to have read through the grammatical explanations and have completed relevant exercises prior to attending classes. Our classes are a blend of both the English and the Japanese languages, and include a thorough explanation of new and unfamiliar grammar in English. During class time we are usually encouraged to use recently acquired grammar, but often we are provided with scenarios in which it would not be appropriate, forcing us to recall and put to use previously learned language. This is consistent with Swain's reasoning that, "[I]t is *while attempting to produce* the target language (vocally or sub-vocally) that learners may notice that they do not know how to say (or write) precisely the meaning they wish to convey" (1998, p. 67).

Confident and outspoken in my first language, I'd always assumed that my identity would be mirrored in my second language. However, my time studying Japanese at UCLan showed me that this was not the case. I felt shy and hesitant to speak, convinced that should I attempt to converse, I would make too many mistakes to be considered even remotely coherent. So often, if given the choice, I opted not to speak at all. I came to realize that I am heavily dependent on English as my first language, and the moment that I am faced with a particularly challenging linguistic scenario in my second language, I tend to revert back to my L1 or fail to speak at all. At UCLan, students are carefully monitored by the department, and progression occurs only when the teachers feel that the majority of the class has comfortably mastered the provided material. We were tested on a regular, often weekly basis, in order for the teachers to track our progress and recognize any weaknesses with our ability to communicate. Upon completion of two years of study in the UK, with some trepidation, I was looking forward to seeing how well I would fare in Japan.

Learning Japanese in Japan

My new life as an exchange student in Kagoshima was not an immediate magical solution to

my shyness to speak a second language. Initially, I found my study abroad period to be quite overwhelming. Everything felt fresh and exciting and I was desperate to experience all of it. Suddenly, everyday tasks such as withdrawing cash from an ATM or checking a timetable became linguistic and social challenges. 150 students from China, Taiwan, Korea, the US, Canada, and the UK study at The International University of Kagoshima, but I am one of only four international exchange students at the university to have come from outside of Asia. Therefore, information and assistance is rarely available in English. This gave me little choice but to try out my Japanese language skills in order to facilitate my daily life.

The Japanese language modules at IUK differ considerably from those I took at UCLan where I relied on my first language and hesitated to fully adopt a second-language identity. In Japan we are taught entirely in Japanese, although some of the textbooks do offer marginal sections of English grammatical explanation and vocabulary lists are provided. I was therefore more than a little nervous about the prospect of starting Japanese language classes in an environment where English is never used. What I did not expect was how quickly I would adapt to this new academic environment; I found that my comprehension skills improved rapidly, with both the spoken and written language becoming increasingly clear and easy to understand. Because the primary purpose of my study abroad period is to increase fluency, I signed up for Japanese language modules 3 hours each morning, 5 days a week. The number of contact hours at IUK is much higher than at UCLan, which I think has been of integral importance to my increase in understanding and proof of the effectiveness of language immersion.

Japanese teachers at IUK use different methods than the Japanese teachers used at UCLan. What I found most surprising in Japan is the rigid reliance on textbooks during classroom contact time. The classes in Japan are based almost entirely on completing textbook exercises. Sometimes task-based exercises are employed and we are encouraged to discuss various topics introduced by the textbooks or to practice scenarios that we might face in day-to-day life in Japan. However, often the lessons are focused entirely on the grammar

and vocabulary of a specific chapter, and due to the speed in which we move through the books, I find it highly challenging to retain such a large amount of language on a day-to-day basis. Also, I have found that such reliance on textbooks during class contact time often results in us simply reading the correct grammatical formula and switching in appropriate vocabulary rather than effectively learning the new forms and experimenting with it in natural conversation.

One aspect in comparing the Japanese language courses that I am most certain of is that the pressure to improve on language in my classes at IUK is great. There is an amazing intensity in our studies at IUK that I had not previously witnessed within the UK. At IUK the general feeling among students is “keep up or you risk being left behind.” Although this can be intimidating, I believe that it provides the pressure necessary for me to boost my language skills and to finally break through my hesitance to speak and begin to converse confidently in my second language.

Japanology classes offered in English in Japan

Wanting to experience more than just Japanese language classes, I enrolled in courses about Japan that are taught in English, including an international *haiku* course. Japanology is the study of language, history, art, music, literature, and haiku. Its roots can be traced back to the training programs offered by the Dutch at Dejima, Nagasaki in the Edo period. The experience of studying about Japanese culture in English with Japanese and non-Japanese students has been deeply beneficial and rewarding for me. Due

to the vast number of international students in attendance at UCLan, it was by no means the first time that I had sat in class with non-native English speakers. It was, however, the first time that I, by being a native speaker of English, had been a part of the minority. The haiku class consists largely of Chinese students and also a number of Japanese, Korean, and Taiwanese students.

The international haiku class is task-based. Each week we are provided with a theme or topic on which to focus our submissions. We engage in goal-oriented activities with a clear purpose. The teacher explores a topic such as *death haiku*. We learned that these are poems written at one’s death bed. At first we are assigned readings in haiku books. We review haiku that have been written by students in previous years. In a small group we are given the task of writing a poem as if it were our last day on earth. We share our poems then read them to the class. A follow-up language focus examines new vocabulary, season words, phrases, syllable counts, and poetics. At first, many of the students seemed quite shy and reluctant to share their compositions, perhaps doubting their English language ability and afraid of ridicule in front of native English speakers. But gradually, as the weeks progressed, the confidence of my classmates grew. I found myself being increasingly approached both during class time and outside of it and being asked, in English, for advice, assistance, or simply for my opinion on the meaning of a particular haiku.

Often language classes focus largely on accurate grammar, which can be both daunting and challenging for students, especially when it comes to presenting their work publicly. Haiku in English is not so rigid, it does not demand complex grammatical forms, and students do not have to concern themselves with the likeliness of providing a wrong answer. Instead, the simple rules, which include sticking to a less than seventeen syllable format, preferably 3-5-3 or 5-7-5, and the inclusion of a season word to capture the essence of the moment that they are trying to portray, allow them to experiment with the language that they do know, and encourage them to build on their vocabulary. In designing tasks, the teacher’s goal is to assist students to create haiku in English that are recognizable forms without being overtly structure trapping, that is, without



specifying a particular language form in advance (Skehan, 1998). At times, the teacher of haiku in English asks students to shift from thinking about the meaning of a written poem to focus on form (FonF) when there are problems with comprehension or production. In class, students are asked to focus on the meaning of the haiku, sometimes sketching a picture of the images they can perceive. Willis and Willis (2001) have criticized meta-communicative tasks, tasks focusing explicitly on a particular form, as not being tasks in their own right because meaning is secondary. I think this shows what a valuable tool task-based learning is when it is used to teach the art of haiku in an English language classroom.

Future tasks

Upon completion of the Japanology and Japanese language modules this semester, I hope to enroll in classes intended for native Japanese

speakers in order to keep challenging myself and improving. I trust that such a move will be as daunting and exciting as all my previous experiences.

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TLT COLUMN

SIG NEWS

...with Jennie Roloff-Rothman

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JALT currently has 23 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication

You can access SIG News online at:

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

SIGs at a glance

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

Bilingualism

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

Our group has two main aims. One is to encourage research in the area of bilingualism in Japanese contexts. This is reflected in our peer-reviewed journal, *Japan Journal of Multilingualism and Multiculturalism*. Our second aim is to support families who are raising bilingual children. Our newsletter, *Bilingual Japan*, contains articles about resources and experiences available to bicultural families. The SIG also works with various chapters to hold local events. The SIG's annual forum and banquet at the national conference provide an opportunity for members to network with other bilingual families. Further information at <bsig.org>.

Business English

The JALT Business English SIG is intended to develop the discipline of teaching English

conductive to participation in the world business community. We wish to provide instructors in this field with a means of collaboration and sharing best teaching practices.

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

College and University Educators

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

All CUE members receive the refereed publication, *OnCUE Journal* (ISSN:1882-0220). Submissions for issue 6.3 are due June 1, 2012. Prospective authors should check out our helpful author's template and guidelines at <jaltcue-sig.org/node/56>. A slideshow on basic statistics for SLA educators is available at <jaltcue-sig.org/node/32>. Details about the *OnCUE Journal* sections can be found at <jaltcue-sig.org/node/160>. Our website also provides useful information about how to use APA formatting and statistics at <jaltcue-sig.org/node/37>. For more information about CUE SIG news and events, see the CUE website at <jaltcue-sig.org>, follow <@jaltcue> on Twitter, or join JALT-CUE on Facebook or Yahoo Groups <bit.ly/9NZBTC>.

Computer Assisted Language Learning

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

The CALL SIG proudly announces that the JALTCALL 2012 Conference will be held at the Konan CUBE of the Hirao School of Management, Konan University from June 1-3, 2012. This annual conference is the highlight of the year for the CALL SIG as it allows the members and others interested in CALL to get together, share information, and network in order to discuss matters related to computer assisted language learning. The Konan CUBE is located in Nishinomiya City, only a 3-minute walk from

Nishinomiya-Kitaguchi Station on the Hankyu Line, <konan-cube.com>.

Critical Thinking

[🔗 critical thinking] [📖 *CT Scan*—3x year]

The Critical Thinking SIG is looking for submissions for our official newsletter, *CT Scan*. Those interested in writing about critical thinking in language education should email <ctscan.editor@gmail.com> for more information. Full research articles, opinion pieces, suggestions for classroom activities, and other pieces of writing related to critical thinking are welcome. We hope you'll help us build our newsletter!

Extensive Reading

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

The ER SIG is a place where newcomers learn about ER, and more experienced practitioners trade ideas, find research partners, and learn about innovations in ER. We host the ER Colloquium annually at JALT National and the ERJ Seminar each summer. We also publish a journal called *Extensive Reading in Japan*. Check out our webpage at <jaltersig.org>.

Framework & Language Portfolio

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

This SIG wants to discuss the CEFR and ELP, and other similar frameworks and their relevance for Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogic tools. The SIG holds periodical seminars focusing on classroom use of the CEFR, among other things. Please refer to <sites.google.com/site/flpsig/home> and <flpsig@gmail.com> for more information, including information about the *Can do statements in language education in Japan and beyond* publication and to download the bilingual *Language Portfolio for Japanese University*.

Gender Awareness in Language Education

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

GALE works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. We also network and collaborate with other groups to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. Ongoing call for papers for the academic journal. Visit our website at <gale-sig.org> or contact us for more details. Please email <coordinator@gale-sig.org> for any GALE-related inquiries.

Global Issues in Language Education

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

GILE aims to promote global awareness, international understanding, and action to solve world problems through content-based language teaching, drawing from fields such as global education, peace education, environmental education, and human rights education. The SIG produces a quarterly newsletter, organizes presentations for local, national, and international conferences, and maintains contacts with groups ranging from Amnesty International to Educators for Social Responsibility to UNESCO. Contact us for a sample newsletter, or for more information about the SIG's work in teaching for a better world. For more information, please visit <gilesig.org> or contact Kip Cates <kcates@rstu.jp>.

Japanese as a Second Language

[🔗 Japanese as a second language] [📖 日本語教育ニューズレター Japanese as a Second Language Newsletter—4x year] [🗣️ AGM at the JALT conference] [📅] [👥]

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

<megumik@temple.edu>まで。

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

Junior and Senior High School

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

The School House, the JALT Junior and Senior High School SIG Newsletter, is accepting submissions for its next edition. We are looking for research articles related to EFL theory or pedagogy, technology articles, lesson ideas, conference reviews, and anything else that pertains to teaching English in Japanese junior and senior high schools. If interested, please send any requests to Robert Morel at <rcmorel@gmail.com>. Our goal is to function as an instigator, focal point, and clearinghouse for research into secondary foreign language education in Japan. In particular, we aim to encourage junior and senior high EFL teachers to think about their work and to share the results of their efforts with others, in the form of written or oral presentations. We also aim to provide a focus within JALT for discussion of issues directly related to the improvement and development of foreign language education in Japan's secondary schools.

Learner Development

[🔗 autonomy, learning, reflections, collaboration, development] [📖 Learning Learning, 2x year; LD-Wired, quarterly electronic newsletter] [🗣️ Forum at the JALT national conference, annual mini-conference/retreat, anthology of Japan-based action research projects] [📅] [👥]

The LD SIG is a group of about 150 members around the world who share an interest in developing and researching practices that may support autonomous learning and teaching. We share a commitment to exploring connections between our experiences as learners and our practices as teachers, and the learner's experiences inside and outside the classroom. We offer chances to link up with other teachers, as well as students, through our bilingual newsletter, *Learning Learning*, and through email and online

resources. LD SIG members recently collaborated on a third SIG book, *Realizing Autonomy: Practice and Reflection in Language Education Contexts*, which has just been published by Palgrave Macmillan and which was the theme of our autumn conference at Nanzan University, Nagoya. For further information about the LD SIG, please visit our website <ld-sig.org>.

Lifelong Language Learning

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

The energy of older learners who wish to lead active lives is reverberating all across Japan. The LLL SIG aims to help these older learners enrich their lives through language learning. The SIG provides resources and information online at <jalt.org/lifelong>. We held a highly successful and well-attended Mini Conference on October 1 at Tokyo Keizai University. Co-occurring with the ETJ (English Teachers of Japan) Expo this year, the theme of the conference was *Starting the journey toward lifelong language learning*. Tadashi Ishida discussed how he helped promote international understanding by having adult Japanese learners of English hold demonstrations of such traditional arts as calligraphy and tea ceremony for foreign visitors. Yoko Wakui, a teacher and psychotherapist, described six steps to successful communication that can be effective with anyone, from victims of senility to students with anxiety disorders or debilitating stress. Noriko Kinami and her colleagues M. Yamasaki and T. Morioka gave an interesting account of how cooperative learning, learner autonomy, and self-motivating strategies help EFL learners maintain their motivation. Don Maybin gave a spirited talk explaining how classroom-based survival language courses focusing on a variety of foreign languages—from Arabic to Turkish—were being adapted for online use with older learners in mind. Jason Chare, Executive Officer and Director of the Tokyo English Life Line (TELL), discussed how the organization has been responding to the psychosocial and mental health demands of the multiple 3/11 disasters and its role in coordinating efforts with other Life Lines and NGOs. Junko Fujio, the treasurer of the LLL SIG and former head of the JALT Central Office, led a fascinating and highly interactive

session on *English Clubs: Learning English without the guidance of teachers*. Some representatives of Bluebells International (BBI), an English-learning/maintenance social club of long standing, kindly joined the session for a lively Q & A.

Materials Writers

[🗨️] materials development, textbook writing, publishers and publishing, self-publication, technology] [📖 *Between the Keys*—3x year] [👤 JALT national conference events] [📅] [🗨️]

The MW SIG was established for the purpose of helping members turn fresh teaching ideas into useful classroom materials. We try to be a mutual-assistance network offering information regarding copyright law, sharing practical advice on publishing practices including self-publication, and suggesting ways of creating better language learning materials for general consumption or for individual classroom use.

Other Language Educators

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

The OLE SIG, through the newsletter and events, gathers and disseminates information on all aspects of the teaching and learning of languages and cultures beyond English and Japanese. We try to help teachers and learners by developing a network of friendship and mutual support. We aim to arouse interest in the field and to provide information and materials for optimizing the organizational conditions for study, work, and research. For more information on the group, contact the OLE coordinator at <reinelt.rudolf.my@ehime-u.ac.jp>.

Pragmatics

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

The Pragmatics SIG is currently calling for submissions to the third volume in its *Pragmatics Resources* series, a collection of *pragmatics*. Titled

Bringing Pragmatics into the Classroom, this book will be a practical collection of lesson plans that incorporate pragmatics concepts into classroom activities. See the SIG website at <pragsig.org> for further details.

Professionalism, Administration, and Leadership in Education

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

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

Speech, Drama, & Debate

This newly-formed SIG is going forward with plans to hold a National Speech Contest in 2012 for high school and university students, with regional elimination rounds. Anyone interested in hosting or running the elimination rounds in your region, please contact the Program Chair, Aya Kawakami at <sdd@jalt.org>. If you are interested in Oral Interpretation, Speech, Drama, or Debate, please consider joining the SIG. You can join us at your local chapter meeting or by filling out the postal form in *The Language Teacher*, or the online form at <jalt.org/joining>. (See the Inside Japan SIG membership ONLY section.) We are looking forward to meeting you!

Study Abroad

[🔗 study abroad, pre-departure curriculum, setting up, receiving students, returnees] [📖 Ryugaku—3-4x year] [🌐 national and Pan-SIG conferences] [📧]

The Study Abroad SIG provides a supportive place for discussing areas of interest regarding study abroad and intercultural training. We

welcome submissions for our newsletter, *Ryugaku*, and we are looking for new officers to join the team. Visit our new website at <jalt-sa.org> or contact us at <studyabroadsig@gmail.com>.

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

Task-Based Learning

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

JALT's Task-Based Learning SIG, in association with the University of Central Lancashire, UK and Osaka Shoin Women's University, Japan are proud to sponsor the *Task-Based Language Teaching in Asia: Challenges and Opportunities* conference, to be held May 19-20, 2012 at Osaka Shoin Women's University, Osaka, Japan. The aim of this international event is to enable language educators and researchers from across Asia to share ideas and discuss various aspects relating to the theory and/or practice of Task-Based Learning and Teaching in Asia. We would like to invite those with an interest in this field to submit an abstract for a paper, workshop, or poster session (25 or 40 min). Please note abstracts must not exceed 300 words. Submission deadline: January 31, 2012. Following peer review, presenters will be notified of acceptance by February 28, 2012. Please email your abstracts as Microsoft Word attachments to <tbltinasia@gmail.com>. Please state clearly the full name, correspondence email and postal address, and affiliation of each presenter, as well as the category of presentation

(paper, workshop, poster). For more information, go to <jalt.org/tbl>.

Teacher Education & Development

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

The Teacher Education and Development (TED) SIG is a network for those who want to help themselves and others become better teachers. Our activities include retreats, conference sponsorship, a library of books available for loan, and an Internet discussion group. This year at JALT National, TED and CUE co-sponsored several events featuring Keith Johnson. These events included Professor Johnson's Featured Speaker Workshop (*The good teacher: Studying expertise in teaching*); a scheduled informal discussion session on teacher expertise; and a joint SIG forum event (*Refreshing expertise in the university classroom*). Thanks to everyone who came out and participated in these events! Our comprehensive newsletter, *Explorations in Teacher Education*, welcomes stimulating articles! Find out more at <jalt.org/ted>. You can also stay in touch with TED online by becoming a friend of our mascot, Ted Sig, on Facebook, or following him <@tedsig> on Twitter.

Teachers Helping Teachers

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

Teachers helping Teachers (THT) is a grassroots organization founded by the late Bill Balsamo, president of the Himeji City Chapter of JALT in 2004. THT is dedicated to the aid and assistance of fellow educators and students in and around Asia. We fulfill this mission by providing teacher-training workshops that exhibit practical, student and teacher-friendly approaches to language education that are informed by current research in the field. Seminars have been held in Bangladesh, Vietnam, Laos, the Philippines and, most recently, Kyrgyzstan. However, SIG membership is not limited to participants in

those workshops, we welcome anyone interested in supporting these goals.

Our next program will be the Lao Program (February/March 2012, flexible dates) Lao TESOL February 2-3. The program is in the Lao capital, Vientiane, and there are several options, including a homestay with a teacher in a country high school, visiting an elementary school, presenting at Lao TESOL, or offering guest lectures at the National University or Lao American College. The programs are run in February and March, and dates are flexible. The most popular time is after CAM TESOL, late February or early March. This year THT Laos is inviting teachers to attend the Lao TESOL conference at the National University on February 2-3, with a focus on teaching English in secondary schools. There is no website for the conference! Please contact the Lao country director Chris Ruddenklau at <chrisruddenklau@yahoo.com> for more information. The Vietnam program, held at Hue University, is tentatively scheduled for June 8-10, so if you are interested, please email Joe Tomei at <tthtjalt@gmail.com>. If you'd like to see details of other programs, visit <ttht-japan.org>.

Teaching Children

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

The TC SIG is for teachers of children of all ages. We publish a bilingual newsletter four times a year with columns by many of the leading teachers in the field. There is an email list for teachers of children who would like to share ideas or questions <tcsig@yahoo.com>. We are always looking for new ideas and new people to keep the SIG dynamic. With our bilingual newsletter, we particularly want to appeal to Japanese teachers and teachers who team-teach. Hope you can join us for one of our upcoming events.

児童教育部会は 子どもに英語(外国語)を教える全ての教師を対象にした部会です。当部会では、この分野で著名な教師が担当するコラムを含むバイリンガルの会報を年4回発行しており、日本人の先生方の参加も積極的に募っています。年次総会においては私達が主催するJALTジュニアのミニ・コンファレンスを会員全員で心待ちにしています。

日ごろの活動として子どもに英語を指導するアイデアや疑問を交換する場であるメーリングリスト<tcsig@yahoo.com>を運営しています。活発な部会を維持

していくためにも新会員を常に募集しておりますので今後開催される部会の催し物へぜひご参加ください。

Testing & Evaluation

[🔍 research, information, database on testing] [📖
Shiken—3x year] [🌐 Pan-SIG, JALT National conference]
[📄] [🗣️]

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

Vocabulary

The JALT Vocabulary SIG was formed for the specific purpose of providing a forum for

theoretical and practical issues directly related to vocabulary acquisition. SIG Members will have access to our forming, peer-reviewed, online research journal, bi-annual research newsletter, and community discussions, as well as a discount on specific SIG events. Parties interested in joining should sign up through the main JALT website when renewing annual membership.

We had a highly successful gathering at the AGM this year. The topics of discussion included preparation and drafting of our constitution to be ratified at the AGM 2013, the selection of several new officers and assistant officers, our spring Symposium, and other SIG executive functions.

The SIG will be holding the first annual Vocabulary Symposium on March 3, 2012 at Kyushu Sangyo University in Fukuoka. This full day of presentations will include panel discussions from a variety of vocabulary acquisition researchers in Japan. Panelists will be Masamichi Mochizuki and Shigenori Tanaka, with presentations by Yoshiaki Sato, Tatsuo Iso, Aaron Batty, Rie Koizumi, Dale Brown, and others. There will also be poster sessions for any and all vocabulary related researchers. For more information, please see the SIG Website at <jaltvocab.weebly.com/index.html>.



TLT COLUMN

CHAPTER EVENTS

...with Gary Wolff

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



Each of JALT's 36 active chapters sponsors from 5 to 12 events every year. All JALT members may attend events at any chapter at member rates—usually free. Chapters, don't forget to add your event to the JALT calendar or send the details to the editor by email or through our website's contact page.

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

Akemashite omedetou gozaimasu from your new Chapter Events column editor! It appears 2012 is getting off to a great start with many JALT chapter events planned around the country. Attending these events is a great opportunity to network and meet new people, exchange ideas, and support your fellow educators.

Remember that chapter events can also be listed on JALT's online events calendar <jalt.org/events> if your chapter is not listed below. Other events may appear on the website at any time during the month.



GIFU—*Serious fun: Creativity in the classroom* by **Chris Stillwell**, Assistant Director, Curriculum (Sojo University, Kyushu). Placing typical language learning objectives in creative contexts can provide an element of surprise and discovery that enhances students' motivation and makes lasting impressions. Examples of creative activities will include a disrupted lesson that provides students with an unexpected and humorous opportunity to develop storytelling skills, fluency development exercises that draw from secrets of improvisational comedy, and experiments that engage learners to discover language talents they never knew they had. *Sat 21 Jan 19:00-21:00; Heartful Square at JR Gifu Station, 2F, East Wing; One-day members ¥1,000.*

HAMAMATSU—*Using video materials to facilitate students' creative thinking and improve their English skills* by **Bogden Pavily**. Practical ideas on how to make lessons interesting to learners with poor command of English will be presented, such as giving them tasks that finally have to be fulfilled in English, while allowing use of their native language during the activity. The goal is to help students feel relaxed in their English lessons. If we want our students to enjoy their activities, we have to enjoy them ourselves. *Sat 21 Jan 18:30-21:00; Hamamatsu ZaZa City, Palette, 5F; See <hamamatsujalt.org>; One-day members ¥1000.*

HAMAMATSU—*Improvisational psychodrama* by **Peter Ross** (sponsored by Tokyo West Chapter). Psychodrama, a therapeutic technique conceived by Jacob L. Moreno, MD, uses experiential drama techniques, psychodrama, to provide a supportive environment in which participants can practice new roles, thus facilitating personal growth. The cycle can be divided into three phases: warming up and setting the scene, improvising role play, and the participants' reflections on their work. This workshop will demonstrate the psychodrama cycle in the language classroom, incorporating the Japanese concepts of *tatemae* and *honne*. *Sun 12 Feb 13:30-16:30; Hamamatsu ZaZa City, Palette, 5F; See <hamamatsujalt.org>; One-day members ¥1000.*

HIROSHIMA—*The secrets of successful language learners* by **Keiso Tatsukawa** (Hiroshima University professor), **Akiko Furutani** (JTB Global Marketing & Travel guide and interpreter), **Monika Szirmai** (Hiroshima International University professor), and **Tomoka Ogawa** (Hiroshima University sophomore). Ever wonder what motivates individuals to learn a language? Four successful language learners will tell about their journeys to language learning success. Participants will have ample opportunities to ask the panelists questions. For more details: <hiroshima-jalt.org>. *Sun 29 Jan 15:00-17:00; Hiroshima Peace Park, 3F Conference Room; JALT members free, One-day members ¥500, Students ¥250.*

HIROSHIMA—*Teaching English in junior high school* by **Allan V. Antonio** and **Jessica Moore** (ALTs) and **Hisae Hosaki** (English Instructor), all with the Higashihiroshima Board of Education. This presentation will address the challenges facing English teachers in junior high schools. First, the instructors will discuss the new curriculum and how it is supposed to be implemented. Second, they will evaluate the reality of instruction in junior high schools. Finally, they will explain effective ways to educate students. *Sun 19 Feb 15:00-17:00; Hiroshima Peace Park, 3F Conference Room; JALT members free, One-day members ¥500, Students ¥250.*

HOKKAIDO—*Are we really teaching listening?* by **David Barker, Ph.D.**, owner and founder of Back to Basics Press. *Sun 29 Jan 14:00-16:00; Hokkai Gakuen University; <hokkai-s-u.ac.jp/english/access.html>; Non-members ¥1000.*

KITAKYUSHU—*Adapting board games for language practice: A workshop* by **Margaret Orleans** (Seinan Jo Gakuin University). Games, with their rules and repetitiveness, provide the perfect scaffolding for language practice. In addition, learners get to be creative and take chances in an emotional environment; in other words, they have the opportunity to make the target language their own. Participants in this workshop will explore half a dozen commercial board games for their potential use in their own classrooms. *Sat 14 Jan 18:30-20:00; International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1000.*

KITAKYUSHU—*Developing resources for self-directed learning* by **Paul Collett, Kristen Sullivan and Malcolm Swanson**. Participants will be lead through the creation of a curriculum-based study progress guide incorporating can-do statements and goal-setting and self-reflection activities, all key in helping students develop as motivated, self-directed learners. After a brief conceptual overview, we will work with a text to identify key components to transform into can-do statements, something replicable with any classroom material. We will then consider how other materials and activities can be incorporated into the guide to deal with differing learning situations and learner needs. *Sat 11 Feb 18:30-20:00; venue TBA, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1000.*

KYOTO—*Workshop day*. This special event will be an afternoon of workshop-style presentations with a focus on audience participation and collaboration. First, **Laura Markslag and Robert Sheridan** will share some of their ideas on vocabulary learning. They will describe five fun and effective activities using vocabulary cards to learn the most frequent English words. This will be followed by other workshops packed with activities and ideas with practical classroom application. *Sun 15 Jan 14:00-17:00 (provisional—exact schedule to be confirmed); Campus Plaza Kyoto; For further details, please visit <kyotojalt.org>.*

MATSUYAMA—*Five strategies for effective vocabulary learning and teaching* by **Samuel Barclay** (Ehime University). Despite our best efforts, many students of EFL still think of vocabulary study as a tedious battle against an unbeatable enemy. This workshop will introduce a range of strategies and activities to ease the burden of learning target vocabulary, increase the effectiveness of vocabulary exercises, and foster skills that will serve students long after their language course has finished. *Sun 8 Jan 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members ¥1000.*

MATSUYAMA—*Humour is teachable* by **Monika Szirmai** (Hiroshima International University). Many people say: “Either you have a sense of

humour or you don’t, so there is no point in explaining it,” or “humour is too difficult for language learners.” Rather than focusing on the use of humour as a teaching tool, this presentation aims to show why and how humour itself should become the object of teaching. *Sun 12 Feb 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members ¥1000.*

OKAYAMA—*Student use of electronic dictionaries (EDs) during oral communication activities* by **Jason Williams**. This presentation will look at results of an investigation in which university students kept track of how often and for what purposes they consulted bilingual EDs during in-class speaking activities. *Reflections on Elementary School English* by **Eri Mizuno and Aya Morisawa**. Mizuno is a homeroom teacher in a school that has made its own original curriculum and textbook. She will describe the positive and negative points of this system through her observation of the children’s reactions. Morisawa will describe her first year as a teacher and focus on the issue of national testing for teachers. *Sat 21 Jan 15:00-17:00; Notre Dame University, Okayama.*

SENDAI—*Authentic materials & copyright* by **Cameron Romney**. Authentic materials such as newspapers and videos are protected by copyright. If teachers use them in the classroom, are they violating the copyright? How can teachers legally use them? We will look at the copyright laws in Japan as they pertain to teachers, students, and classrooms. *Sun 29 Jan. 14:00-15:30; Sendai Shimin Kaikan, Room 4, <sites.google.com/site/jaltsendaiinfo/home/upcoming-events>; Event co-sponsored by JALT Materials Writer’s SIG; Members free, One-day members ¥1000.*

SENDAI—*Elements of visual design for language learners* by **Cameron Romney**. Many teachers give students handouts of some sort in the classroom. While lots of thought and energy went into the creation of content, often the visual elements of the document are ignored. This presentation will review research related to visual design and then cover some of the basics of document design. *Sun 29 Jan 15:30-17:00; Sendai Shimin Kaikan, Room 4, <sites.google.com/*

site/jaltsendaiinfo/home/upcoming-events>; Event co-sponsored by JALT Materials Writer's SIG; Members free, One-day members ¥1000.

SENDAI—Grammar insights: From Swan to Thornbury to you by **Matt Wilson**. Michael Swan and Scott Thornbury's ideas concerning the development of grammar and its roles in the classroom will keep everyone interested for the first part of the workshop, as we will look at their ideas through their videos, presentations, and books. Workshop participants will then have the chance to discuss these concepts and provide their own insight into what role grammar instruction takes in their classroom. *Sun 26 Feb 14:00-17:00; Location TBA—please check out our website for details: <sites.google.com/site/jaltsendaiinfo/home/upcoming-events>; Members free, One-day members ¥1000.*

SHINSHU—Tasks, reading, speaking, listening: A day of ABAX. Join us for four ABAX-sponsored presentations: *An introduction to task-based learning* by **Marcos Benevides** (12:40-13:40); *Narrow Reading 2.0* by **Michael Stout** (13:50-14:50); *Teaching speaking strategies: The why and the how* by **Alastair Graham-Marr** (15:20-16:20); and *Teaching listening to low-level learners* by **Hugh Graham-Marr** (16:30-17:30). There will also be an impromptu session with useful ideas for children's activities, followed by a social get-together. *Sun 29 Jan 12:30-17:30; Pareo Library, Ueda City (opposite the station); For further details, see the Events Calendar.*

SHINSHU—Portfolios by **John Gunning** (featured speaker). A social networking event is scheduled to follow. *Sat 25 Feb; Iida City Kominkan (next to bus station, parking available); Please check the online Events Calendar for updates and details.*

YOKOHAMA—Content based language learning by **Mike Guest**. Could it be that many Japanese learners of English remain in perpetual false beginner or intermediate mode because they are not focusing upon content? This presentation/workshop will demonstrate how a focus upon content-based learning allows learners not only to engage cognition more deeply, which serves as a motivational tool, but also better allows for the internalization of English forms and structures. *Sun 15 January 13:00-16:30; Kannai Hall; <kannai-hall.jp/access/index.html>; One-day members ¥1000.*

YOKOHAMA—Cross-cultural pragmatics and communicative competence by **Megumi Kawate-Mierzejewska**. This seminar aims to raise participants' awareness of cross-cultural pragmatic norms. A variety of speech acts will be explored, such as apologizing, requesting, and refusing, to focus on the mismatches and inconsistencies in these acts between English and Japanese. Moreover, the seminar will focus on cross-cultural and intra-cultural misunderstandings, and the appropriate expressions/strategies of politeness. Lastly, it will introduce ways to teach pragmatics through consciousness-raising tasks, and how such activities address student motivation to learn. *Sun 19 February 13:00-16:30; Venue TBA; One-day members ¥1000.*

The Language Teacher needs you!



If you are interested in writing and editing, have experience in language education in an Asian context, and are a JALT member, we need your help. *TLT* is currently recruiting proofreading and editorial staff.

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<tlt-editor@jalt-publications.org>



TLT COLUMN

CHAPTER REPORTS

...with Tara McIlroy

To contact the editor:

<chap-reports@jalt-publications.org>



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

You can access Chapter Reports online at:

<jalt-publications.org/tlt/departments/chapter-reports>

Maruyama, and Megumi Kimoto. The presenters were Japanese language teaching and English language teaching graduate students at Akita International University. The question they asked in their study was “Is AIU really intercultural?” They did a survey of both Japanese and international students attending the university and discussed the preliminary results as a warm-up for what they will present at JALT National. What seemed to be the most interesting aspect of their study was one of the variables they isolated which was the *Globality Score* of the students, i.e., they put a weight on whether the students had lived overseas or not and for how long. The Akita-JALT Annual General Meeting was held after the presentation.

Reported by Stephen Shucart

AKITA: September—*Typography and document design for classroom materials* by Cameron Romney. This presentation was focused on handouts language teachers use in the classroom. Romney presented research concluding that poorly designed handouts do not necessarily de-motivate or obstruct the learning of students, but well-designed handouts can add a sense of focus to an activity or assignment, as well as assist in comprehension thus advancing learning. The presentation was divided into three sections: typography, page layout, and graphics. In an interactive style, Romney posed discussion questions about the level of understanding of these facets of materials design. He presented some best practices for each that included ideas like using common typefaces, e.g., Times New Roman, to increasing white space to making sure usage of graphics aligns with instructional purpose. Comments by those in attendance suggested the presentation was educational and valuable.

Reported by Wayne Malcolm

GUNMA: October—*Toward a deeper understanding of culture* by Renée Sawazaki. Sawazaki introduced her unique model for teaching cultural understanding, the *culture tree*, and demonstrated how this model can serve as a guide for student deduction of cultural traits when analyzing stories. The *culture tree model* came about in part due to perceived insufficiencies in the *iceberg* and *onion* models of cultural understanding. All three models illustrate both hidden and visible parts of culture. However, only Sawazaki’s model highlights the link between these aspects: the trunk of the tree. Sawazaki originally developed this model for a university course on cross-cultural understanding and later incorporated the teaching of this model along with the use of folktales in her EFL classes. Using this model as a lens allows her students to more fully explore the connections between the beliefs and actions of the cultures they study.

Reported by John Larson

AKITA: October—*The learning environment at AIU for EAP students and foreign students studying Japanese* by Ibuki Aiba, Reika

GIFU: September—*Think-aloud protocols* by Robert Croker. This workshop explored think-aloud protocols and how they could be applied

to the classroom by both students and teachers. Croker began with an overview of think-aloud principles. Verbal reports, or think-aloud protocols (TAPs), are an effective way to get inside your students' minds and see the learning process from their point of view. The presenter had used TAPs in several contexts including exploring how a student selects a graded reader from a shelf of books, how a student looks at and *sees* the class handouts, or how a student actually finds the answers to a reading test. Using TAPs presents some problems. Students often find it unnatural and there is therefore a need for careful planning. The presenter offered six principles: minimize the time between the tasks and reporting, think carefully, provide a chance for practice, give simple directions, sit behind or at the side of the respondent, and get the students to self-talk. The speaker then turned to TAPs and the teacher. The forum looked at several ELT books and whilst thinking aloud discussed the merits and demerits of each book. The next task gave the opportunity to plan lessons, which gave a perspective into the insights of different teachers. Knowing the answers to questions such as these can help materials writers create better textbooks, and reading teachers to give better guidance to students.

Reported by Brent Simmonds

GIFU: October—Classroom rapport, rules, and teacher language by **Ben Backwell**. In this hands-on presentation, the forum was given the chance to explore ways of building rapport with students and set the rules while understanding expectations that will lead to successful classes. Backwell began the presentation by demonstrating a mingle activity which put the audience into pairs for the evening's activities. Various ways of starting a lesson were explored. The presenter demonstrated several ways to build rapport including: setting goals, building a strong society in the classroom, eliciting rules and fun. Two questions need to be answered in the classroom: "Who is here?" and "What are we going to do together?" Backwell gave several examples of rapport building activities but concluded that some activities needed to be adapted to different levels. The latter part of the presentation focused on keeping rapport and sticking to the rules. He

had used a self-evaluation sheet and found the students were honest in their evaluations.

Reported by Brent Simmonds

HIMEJI: July—Teaching children how to read and write: Methods, materials and advice by **Wendy Tada**. Teaching children how to read in a second language is one of the most empowering things a teacher can do. Tada outlined some of the facts and techniques used to teach literacy as well as providing useful advice for confronting the challenges of different learners and educational settings. Tada also talked about the stages of reading development, teaching methods, and materials, and introduced the stages of writing development. Tada also covered the important topics of phonics, sight words, graded readers, and Eiken. Tada made recommendations for what needs to be incorporated into a school or home-based reading program for children.. She also highlighted some of the problems for children learning to read English in Japan. This was supported by her previous experience in curriculum development at an international preschool and kindergarten as well as some interesting findings from current research into early childhood literacy development. Tada also brought books and textbooks that can be used to teach reading skills as well as a range of handouts.

Reported by Wendy Tada

HIMEJI: October—Ethical ELT and Popular songs, active neurons, and high frequency vocabulary by **Maggie Lieb**. The first part of Lieb's presentation encouraged everyone to think about the ethics of ELT, specifically in relation to the attitudes our students develop as a result of our teachings. In order to develop tolerance and cultural understanding, she encouraged teachers to focus on the similarities between different cultures instead of focusing on the negative aspects. The second part of the presentation looked at how research has proven that songs can be advantageous and provided a website for checking the frequency of words in materials. Towards the end of the presentation she briefly introduced some of the songs she has been using in a course at Meiji University and then asked participants to complete a listening task.

Reported by Wendy Tada

IBARAKI: October—*Flow and anchoring in T.E.Y.L. classes* by John Wiltshier, *Tasks and projects in elementary schools* by James York, and *Moving music to center stage* by Deborah Grow. Wiltshier introduced *lesson flow* and *anchoring* and their importance to improve classroom management. Participants drew lesson flow diagrams to help analyze their own classes. Wiltshier also showed how to identify positive and negative anchors that currently exist in classrooms. He talked about the development of a task-based lesson framework suitable for young learners and then showed how focus on form can be successfully introduced in elementary schools through collaborative learning tasks. York provided practical advice and ideas for teachers regarding the successful introduction of TBL methodologies into young learner EFL contexts. Grow addressed the power of music and rhythm and how they can improve language skills. Participants explored the influence of music and rhythm on memory and language, and the multi-sensory aspect of music, as well as the multi-layered lessons that music brings to our students.

Reported by Takayuki Nakanishi

IWATE: June—*Three small out-of-the-box ideas about learning* by Tim Murphey. Murphey made the following three points about learning: 1) information is overrated; questions create curiosity 2) success is overrated; challenge is what we crave, and 3) teaching / telling is overrated; experience drives learning. He also explained recent findings from brain sciences and education. We enjoyed working in a collaboratively energizing atmosphere and received many practical ideas we can use in our classes!

Reported by Harumi Ogawa

IWATE: July—*Building a course in extensive reading for non-English majors* by Ken Schmidt. Schmidt described his university-level, elective EFL course focusing on extensive reading with graded readers. Key components of the course (independent reading program, initial class reader, and in-class activities) were presented. He shared all the creative materials he made for the course, and we all got a lot out of his presentation.

Reported by Harumi Ogawa

IWATE: September—1) *Typography and document design for classroom materials* 2) *Japanese copyright law and authentic materials: What teachers need to know* by Cameron Romney. Romney's presentation encouraged the audience to pay more attention to how materials are created and how they look as well as their potential effects on the learners. Examples of how appearance can affect understanding are brought through considering students' preference for serif fonts, decorative vs. informative clip art, and professional-looking layout. They are important factors that many people underestimate. The quizzes he gave on copyright laws were also fun and informative!

Reported by Harumi Ogawa

IWATE: October—*University accreditation in Japan: Problems and possibilities for EFL reform* by Bern Mulvey. Mulvey discussed the accreditation policy updated in 2004. Focusing on the current problems, e.g., the unrealistic expectations both of faculty and students, poorly defined outcomes and measurement tools, the resulting faculty development *monster*, etc., he also addressed the potentially very positive impact on EFL education and educators in Japan. It was an enlightening presentation.

Reported by Harumi Ogawa

KITAKYUSHU: October—*Pechakucha night* by Various. Charles Ashley reviewed the history of error correction and reported on his experience with a workbook to correct common errors, concluding that his students' level was too low for them to recognize the errors and that teachers must be aware of the *Been Here Too Long* syndrome, in which they no longer recognize some errors. Ai Murphy talked about the brain theory behind anger management and how it leads to better learning for our students and children. Paul Collett outlined three student approaches to learning, e.g., mastery, performance, and performance avoidance, and detailed their implications for the classroom. He emphasized the need to teach students goal-setting through modeling and scaffolding. Matthew Jenkins introduced three quick activities that can be adapted for students of all ages—the *Janken Bon Voyage Mixer*, the *Vocabunator*, and *Hot Potatoes* quizzes.

Margaret Orleans explained how she tries to create an English atmosphere in her classrooms with bulletin boards, computer games, and displays of student work. **Robert Murphy** unveiled his formula for creating champion students: it is a mix of emotion, curiosity, empowerment through choice, and adequate sleep.

Reported by Margaret Orleans

KITAKYUSHU: November—Using effective search strategies to access available English language resources for research in Japan by **James Hicks**. As a student of library science working on his second distance degree, Hicks is well-placed to advise regarding the improving access to research materials for English speakers in Japan. He introduced four sources of materials: academic libraries, subscription databases, personal research budgets, and free online resources. He recommended considering the research community that will be using the journals that you subscribe to with your research budget and balancing the content. Japanese academic libraries are well-resourced by international standards and tend to contain about 25-30% English materials. He walked us through filtering information to get the most from online public access catalogs (OPAC) by using links to publishers' webpages for better indexing. Hicks also pointed out that the English language pages of government websites are not translations of the originals, but actually separate and considerably skimpier versions, so it is more useful to translate the original with free tools such as Google Chrome. You can sometimes access institutional subscription databases and print out what you need if you are physically present in the library. You can also carry out more fruitful searches by ignoring the results list and going instead to the list on the left, which provides more helpful links and search terms.

Reported by Dave Pite

KYOTO: October—Practice Makes Perfect practice event for the national conference by **Various**. For this event, local members had a chance to do a dry-run of their presentations for the national conference in November. Each 30-minute session concluded with a 10-minute feedback session during which listening members offered valu-

able advice concerning content, delivery, and use of visuals. **1) EFL service learning internships for growth and confidence** by **Stephen Dalton**. The presenter introduced a unique program in which the traditional study abroad experience is enhanced by the addition of two powerful components: service learning and self-reflection. Dalton argues that this program provides learners with meaningful learning experiences on three levels: an improvement in English language ability, a gain in knowledge of the host country, and finally, a valuable opportunity to learn about oneself. **2) An interdisciplinary approach to English training** by **Itoko Fujita**. In this presentation, the speaker made a case for graduate level interdisciplinary courses, arguing that offering courses such as these help learners hone skills in presenting research to non-specialist audiences. She discussed two core assignments: daily assignments and class presentations. **3) Research in Japan: Conducting a literature review** by **Paul Evans**. The presenter began with a discussion about the difficulties Japan-based non-university teachers face when attempting to find resources for academic papers. He followed with a summary of possible solutions.

Reported by Gretchen Clark

KYOTO: October—Annual general meeting followed by a joint event with the GALE SIG: Teaching gender and language in the classroom by **Various**. **1) The masculine structure of desire: Power and English acquisition in a pre-departure EAP program** by **Todd Squires**. In a presentation about how male EFL learners construct their own identities, the presenter discussed Lacan's notions of the Ego and its conception from the dynamic relationship between the Subject and the Other. He then used this notion as a backdrop for a discussion about the masculine structure of desire. Finally, Squires discussed how close examination of three male university students' responses in an interview about reasons for studying abroad revealed evidence of their Egos at work. **2) Gender literacy and the critique of film** by **Gerry Yokota**. The presenter discussed how she uses film in her university level gender studies classes. She provided specific lesson plans and activities she uses to encourage critical thinking

about the manifestations of gender. Some of these included the following: movie review cloze activities, small group discussion of relevant gender-related issues, and student presentations. During the Q & A session, members discussed the importance of teacher scaffolding when using authentic materials such as film.

Reported by Gretchen Clark

NAGOYA: September—*Pechakucha presentations: Professional teaching portfolios* by Suzanne Bonn; *Rated X: Explicit teaching of language learning strategies* by Paul Crane; *A new way to write for high school students* by Maki Fujii; *Promoting interest and fluency in English through journals* by Wendy Gough; *Views on world Englishes* by Robert Gee; *Quia books, quia web, & IXL math* by Scott Peterson, and *Let's do the combo—Raise the motivation of students* by Rich Porter. Bonn stressed that good portfolios should be final aspects reflecting your profession as a teacher. Crane's explicit teaching of language learning strategies (LLS) could help learners become more effective users of the target language. His survey on students' awareness of LLS functioned as a catalyst for deeper exploitation of LLS. Fujii teaches writing five paragraph argumentative essays, which leads to mini-debates. Gough says writing journals promotes students' critical thinking and self-reflection, providing teachers useful information for individualizing instruction. Gee discussed the *World Englishes Survey 2011*, letting us listen to various natives' and non-natives' English comments. Using the free site of *Quia Books, Quia Web, IXL Math*, Peterson chooses activities and creates quizzes and tests. Porter introduced cloze tests using interrelated movie clips and songs from the free website, VLC.

Reported by Kayoko Kato

NAGOYA: October—*Group work in EFL classrooms* by Toru Tatsumi. Tatsumi introduced the British ITV program, *Who Wants to Be a Millionaire*, familiar to Japanese audiences because of the host Mino Monta. He explained how to play the game, *IQ Sapli-What am I?* His games are taken from *PowerPoint Games* and *Educational Games*. Tatsumi's students hold quiz shows with original questions, music, and sound effects.

For *Group Work Reporting*, one of three group members goes out of the room, listens to a story in English, returns to the group, and reports it. The rest take a note of the story and reproduce it. Each student plays the reporter's role as well. Reading the story, students learn what they couldn't understand and how they should have expressed it. Through this game, four skills are combined together. Regarding reporting an article from a British newspaper at college, the class is divided into three and each group has a pair of reporters, reporting a different topic respectively. The three reporting pairs report their story three times to each audience group. For junior and senior students, Tatsumi recommends making use of textbooks from other companies instead of newspaper articles.

Reported by Kayoko Kato

OKAYAMA: October—*Ethical ELT and popular songs, active neurons, and high frequency vocabulary* by Maggie Lieb. Lieb began her presentation with a quick examination of what constitutes ethics. From the broad subject of ethics, a framework of five approaches to ethical standards was identified. These were the utilitarian, rights, fairness or justice, common good, and virtue approaches. Narrowing the scope of examination a little further, Lieb examined what it means to work ethically. She then related the qualities of ethical work directly to the profession of ELT illuminating the qualities by presenting examples of both ethical and unethical ELT, from a variety of contexts. Finally, Lieb presented some concrete points of reflection to help teachers adopt an ethical approach to ELT. Lieb's second presentation demonstrated the value of using popular songs in the classroom. To support this thesis, she drew upon two areas of study: neuroscience and vocabulary acquisition. Lieb explained how the brain is affected by the production of music and how there is some neurological association between music and language. Then, she demonstrated the relationship between the high-frequency vocabulary of Japanese students and the vocabulary of many popular songs. Lieb then led the attendees through some music activities that she employs in her classes.

Reported by Jason Lowes

SHINSHU: October—*Bokura no gakko (our schools)* by **Various**. Six speakers introduced what was being done or could be done at local schools concerning TEFL. **Tonya Kneff** offered communicative activities and strategies which demonstrated why *English is fun*. **David Callighan** showed how clips from YouTube could be used to open up the classroom to the world. **David Ockert** shared an early report on his research on motivation of junior high students to learn English in Japan. **Mary Aruga** and **Mona Linn** introduced the Cabinet Office of Japan's Ship for World Youth Program, and **Mark Brierly** concluded with an explanation of Extensive Reading and Shinshu University's ER program.

Reported by Mary Aruga

TOKYO: October—*Processing instruction and its effects on approaches to teaching grammar* by **Alessandro Benati**. The speaker tracked the impact that processing instruction has made since its conception and explained processing instruction, both its main theoretical underpinnings as well as the guidelines for developing structured input practices. He also covered empirical research examples. The audience asked a wide range of questions, which Benati answered by touching on both theory and the practical application of processing instruction.

Reported by Akie Nyui-Kozuka & Tom Edwards

YOKOHAMA: October—*Using conflict resolution techniques for language learning* by **Chris Stillwell**. Stillwell began with a teaching anecdote of how he got started using conflict-resolution content in the language classroom while learning the techniques as part of his MA at Teachers College and teaching an ESL class to adult learners in New York. He shared an activity he had experienced there, inviting attendees to brainstorm and share their word associations with conflict. They next experienced a conflict for themselves in the form of a role play where each party had different background information that led to increased tension. As participants reflected on the experience, they considered a useful way to view conflict – in terms of a mismatch between the intent behind a speaker's message and the impact it has on the listener. Attendees also practiced a variation on Julian Edge's *Understander* activity in which *help line operators* use active listening techniques to help *callers* reflect and arrive at solutions for themselves. Throughout the four hours attendees saw practical application of how to implement conflict resolution within their classroom while engaging in such academic skills as paraphrasing, question formation, brainstorming, and pair / group work.

Reported by Paul Nehls



TLT COLUMN

JOB INFORMATION

The importance of Japanese language in the workplace

Richard Miller and Mike Parrish

One of the principal challenges in Japanese daily life is the language. The first thing that strikes

many of us as we deplane in Japan is that even the simplest sign is unclear. Although Japanese language skills for daily conversation are clear, in the workplace we often hear, "I am an English teacher, why must I speak Japanese?" At first glance, the question may seem legitimate, but there are many valid reasons why employers prefer, or require, job seekers to have at least basic Japanese abilities to be considered for employment.

The most salient include dealing with staff members on day-to-day business matters, discussing important issues with students, and communicating with other non-English speak-

ing faculty members. Moving up the university hierarchy, the requirements for Japanese become more demanding, and activities such as attending and contributing in meetings, and even writing documents in Japanese, all become essential.

Improving your Japanese skills starts with the basics, including study-at-home materials (such as Rosetta Stone™ or *Japanese for Busy People*). A Japanese teacher would also be useful, especially for explaining nuances of workplace communication. Besides basic communication skills (for most work situations only the basics have to be mastered), you should be learning relevant vocabulary from your workplace, such as the names of faculties, education-centered terms, student-centered terms, and general workplace language (for example, calling in sick or changing classrooms). A practical way of learning these terms is to bring familiar documents (such as student rosters and workplace memoranda) to your Japanese teacher and learn key terms drawn from them. For some, proficiency tests can be motivating, and provide an external measure of your ability. Several widely recognized tests, such as the Japan Language Proficiency Test, JETRO Business Japanese Proficiency Test, and J-Test, are similar in style and scope to English proficiency tests and could have a wash-back effect on our teaching. The long-term goal would be to have sufficient proficiency to perform tasks that a Japanese instructor would be able to perform.

Many job postings require Japanese application documents, a CV, work history, and a summary of research. Although not often essential, adding a Japanese résumé, detailing your work experience and education with a philosophy of teaching that is written in Japanese, to your

package of employment documents is valuable. Although each university has its own form, the basic information remains similar. MEXT has developed a standard form, which would be worthwhile to use as a starting point. This could be useful additional information, even if not required by the application process. The other document that is necessary is a teaching philosophy. It should be something that you wrote and had a native Japanese speaker help you clean up. If you write it yourself in Japanese, it ensures that you can talk about it in Japanese during an interview. Although a deep philosophical, professionally translated document might seem desirable, it will most likely get you into trouble once the interview begins. However, if you can practice discussing it with a teacher of Japanese, you could become fluent in that area of the language. In addition, make sure that any English documents submitted match verbatim those submitted in Japanese as inconsistencies invite red flags.

Remember, lacking a basic knowledge of Japanese could exclude you from many jobs, and added knowledge makes you a greater asset to any potential employer.

...with Richard Miller

<job-info@jalt-publications.org>



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

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

Job Information Center Online

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

Looking for a job in Japan?

You'll find the very latest listings on our job information website
<jalt-publications.org/tlt/jobs>

Looking for staff?

Then contact us and we'll run your notice in both *TLT* and on our website – <job-info@jalt-publications.org>



TLT COLUMN

CONFERENCE CALENDAR

...with David Stephan

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



New listings are welcome. Please email information (including a website address) to the column editor as early as possible, preferably by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 January is the deadline for an April

2012 conference in Japan or a May 2012 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

You can access the Conference Calendar online at:

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

Upcoming Conferences

27-28 JAN 12—32nd Annual Thailand TESOL International Conference: *Teacher Collaboration - Shaping the Classroom of the Future*, Bangkok. **Contact:** <thaitesol.org>

31 JAN-2 FEB 12—NileTESOL Conference XVI: *Language Education in the 21st Century - Challenges and Opportunities*, American U. in Cairo, Egypt. **Contact:** <niletesol.org>

12 FEB 12—The 14th Annual Temple University Applied Linguistics Colloquium, Temple U., Tokyo. **Contact:** <tuj.ac.jp/newsite/main/tesol/events/20120212.html>

18 FEB 12—3rd Annual Liberlit Conference on Literature in Japan's English Curriculum: *Literaphobia - Cures and Causes*, Meiji Gakuin U. Shirokane Campus, Tokyo. **Contact:** <liberlit.com>

25-26 FEB 12—8th Annual CamTESOL Conference on English Language Teaching, Phnom Penh, Cambodia. **Contact:** <camtesol.org>

9-10 MAR 12—2012 International Conference and Workshop on TEFL and Applied Linguistics, Taoyuan, Taiwan. Invited speakers will be:

Gary Barkhuizen, Elaine K. Horwitz, Phyllis Blumberg, and Wen Qiufang. **Contact:** <ae.mcu.edu.tw/modules/tinyd2>

13-15 MAR 12—Third Conference of the Asia-Pacific Rim LSP (Languages for Specific Purposes) and Professional Communication Association, U. of So. Cal., Los Angeles. **Contact:** <marshall.usc.edu/news/events/2012/crossing-boundaries-working-and-communicating-asia-pacific-region>

19-23 MAR 12—46th IATEFL Annual International Conference and Exhibition, Scottish Exhibition and Conference Centre, Glasgow. Plenary speakers will be: Diana Laurillard, Steve Thorne, Adrian Underhill, and James E Zull. **Contact:** <iatefl.org/events/iatefl-annual-conference-and-exhibition>

24-27 MAR 12—2012 AAAL Conference: *Interdisciplinarity*, Boston. Plenary speakers will be: Mary Bucholtz (U. Ca., Santa Barbara), Kris Gutierrez (U. of Co., Boulder), Philip Resnik (U. of Md.), Cristina Rodriguez (NY U.), and Dan Slobin (U. of Ca., Berkeley). **Contact:** <aaal.org/displaycommon.cfm?an=1&subarticlenbr=61>

28-31 MAR 12—46th Annual TESOL Convention & Exhibit: *A Declaration of Excellence*, Philadelphia, USA. Keynote speakers will be: Alberto M. Carvalho, William Labov, Kurt Kohn, Christine Coombe, Heidi Byrnes, and Jun Liu. **Contact:** <tesol.org/s_tesol/convention2012/index.html>

20-21 APR 12—Innovation and Integration in English Language Teaching: *Rethinking Praxis in a Connected World*, Shantou U., Guangdong, China. **Contact:** <elc.stu.edu.cn/ielts>

26-28 APR 12—The Asian Conference on Technology in the Classroom, Ramada Osaka. **Contact:** <actc.iafor.org>

26-28 APR 12—The Asian Conference on Language Learning: *Globalization, Culture and Society - What role does language play?*, Ramada Osaka. **Contact:** <acll.iafor.org>

19-20 MAY 12—Task Based Learning SIG (JALT): *Task-Based Language Teaching in Asia*

- *Challenges and Opportunities*, Osaka Shoin Women's U. **Contact:** <jalt.org/tbl>

24-26 MAY 12—The 5th International Conference of English as a Lingua Franca (ELF5): *Pedagogical Implications of ELF in the Expanding Circle*, Boğaziçi U., Istanbul, Turkey. **Contact:** <elf5.org>

25-27 MAY 12—15th International CALL Research Conference, Taichung, Taiwan. Keynote speakers will be: Rick Kern (UC Berkeley) and Hsien-Chin Liou (Nat'l Tsing Hua U., Taiwan). **Contact:** <cs.pu.edu.tw/~2012call>

1-5 JUN 12—The Annual JALTCALL Conference, Konan CUBE, Hirao School of Mgmt., Konan U., Nishinomiya. **Contact:** <jaltcall.org/events>

9-10 JUN 12—Applied Linguistics and L2 Materials Development, U. of Limerick, Ireland. Invited speakers will be: Kathleen Bailey, Anne Burns, Andrew Cohen, David Hill, Annie Hughes, Chris Kennedy, Ben Fenton-Smith, Irma Ghosn, Alan Maley, Hitomi Masuhara, Freda Mishan, Jaya Mukundan, Ivor Timmis, and Brian Tomlinson. **Contact:** <matsda.org.uk/conferences/annual_conf/limerick_2012.htm>

1 JUL 12—The JALT SIG Extensive Reading Japan Seminar 2012, Sugiyama Jogakuin U., Hoshigaoka Campus, Nagoya. Plenary speakers will be: Atsuko Takase and Rob Waring. **Contact:** <erjseminar.org>

2-5 JUL 12—Australian Council of TESOL Associations International TESOL Conference: *TESOL as a Global Trade - Ethics, Equity and Ecology*, Cairns, Convention Centre, Far North Queensland, Australia. **Contact:** <astmanagement.com.au/ACTA12/index.html>

4-6 OCT 12—The 10th Asia TEFL International Conference, Delhi, India. **Contact:** <asiatefl.org>

12-15 OCT 12—JALT 2012, Hamamatsu, Shizuoka Prefecture. **Contact:** <eltcalendar.com/events/details/5403>

30 NOV-2 DEC 12—International Conference on eLearning Futures, Auckland, NZ. Keynote speakers will be: Steve Wheeler, Agnes Kukulska-Hulme, and Judy Kay. **Contact:** <icelf.org/welcome.php>

Calls for Papers or Posters

DEADLINE: 31 JAN 12 (FOR 11-14 JUL 12)—TaLC10: Teaching and Language Corpora, Warsaw, Poland. Keynote speakers will be: Barbara Lewandowska-Tomaszczyk (U. of Łódź), Randi Reppen (North Arizona U.), Barbara Seidlhofer (U. of Vienna), James Thomas (Masaryk U.), and Chris Tribble (King's Coll., London). **Contact:** <ta10.ils.uw.edu.pl>

DEADLINE: EARLY FEB 12 (FOR 16 JUN 12)—The 11th Annual JALT Pan-SIG Conference 2012, Hiroshima U. **Contact:** <eltcalendar.com/events/details/5334>

DEADLINE: 17 FEB 12 (FOR 26 MAY 12)—4th Annual NEAR Language Education Conference, Niigata. **Contact:** <iuj.ac.jp/language/conference/near>

DEADLINE: 1 MAR 12 (FOR 3-5 JUL 12)—ACTA International TESOL Conference: *TESOL as a Global Trade - Ethics, Equity and Ecology*, Cairns, Convention Centre, Far N. Queensland, Aus. **Contact:** <astmanagement.com.au/ACTA12/index.html>

DEADLINE: APR 12 (FOR 4-7 OCT 12)—13th National Conference for Community Languages and ESOL, sponsored by TESOLANZ and CLANZ, Palmerston North, NZ. **Contact:** <clesol.org.nz>

DEADLINE: 1 JUN 12 (FOR 9-10 SEP 12)—The 2012 Science and Art of Language Teaching (SALT) International Conference SALT International Conference, Arau, Perlis, Malaysia. **Contact:** <icon.saltworld.org/index.php/SALT/2012SALT>

JALT Apple Store



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<jalt.org/apple>

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

- Testing and evaluation
- Materials development

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

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

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

Membership Categories 会員と会費

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

- Regular 一般会員: ¥10,000
- Student rate (undergraduate/graduate in Japan) 学生会員(日本にある大学、大学院の学生): ¥6,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員(同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部): ¥17,000
- Group (5 or more) ¥6,500/person—one set of publications for each five members
団体会員(5名以上を対象とし、JALT出版物は5名につき1部): 1名¥6,500

For more information please consult our website <jalt.org>, ask an officer at any JALT event, or contact JALT Central Office.

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Use attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing your membership application. Members are strongly encouraged to use the secure online sign-up page located at <<https://jalt.org/joining>> .



TLT COLUMN

OLD GRAMMARIANS

...by Scott Gardner

<old-grammarians@jalt-publications.org>

There's no "I" in "Sport"

Japan has recently witnessed a few sports revolutions, some that may rival even that great Greek innovation where athletes started wearing clothes. Japanese soccer, for instance, has risen from obscurity to become a premier spectator sport. Remember the exciting World Cup victory of the Japanese women's team last summer against the USA? For about two weeks afterward my friends in America pretended not to have been paying attention. One even claimed to be confused about the final score:

Japan 2 (3 – 1) 2 USA

He thought there was something fishy about the Americans *losing* a point, i.e., going from two points to one. While his confusion seems laughable to those of us in the know, it highlights a problem I've always had with soccer scoring. Specifically, why do all goals have to be worth the same number of points? But I'll get back to that later.

Baseball was once the primary source in Japan for ball-passing, low-scoring team sports entertainment, but soccer has replaced it in many markets around the country. Seemingly this is because soccer doubles the fun by doubling the number of scoring areas, but for some reason in spite of this—and in spite of the much larger size of each goal—soccer scores still usually run far lower than baseball scores. You've seen how crazy fans can get over a meager 1 – 0 final.

There may in fact be a connection between low-scoring sports and hooliganism. The long intervals between interesting developments in a soccer game leave many fans with nothing else to do but scream obscenities at each other. Contrastively, baseball hooliganism is practically nonexistent. Baseball derives from the English gentleman's game of cricket, which typically includes tea and naps during each match. Baseball's seventh-inning stretch is not for fans to stretch their legs during an intense game, as some would

believe, but rather to wake them up and remind them that soon they'll have to clear the stands and go home. Many of them don't even think about the final score until they turn on their car radios in the parking lot.

If I sound dismissive of soccer and baseball it's because I grew up in a very different set of sports traditions: basketball and American football. Basketball is like soccer except that the players are allowed to do what every soccer player in the world instinctively wants to do, which is to stop kicking the ball around and pick it up with their hands. Basketball's two goals are also placed at more reasonable distances from each other, not only allowing for more scoring but also allowing city sponsors and team owners to put a roof over the fans' heads.

Basketball is admittedly simple and repetitive, and arguably only stimulates the lower portions of the brain. American football, however, has turned into one of the most complicated sports in human history. There are rules governing everything from where to place your foot before play starts to how you can celebrate after scoring. They have rules about the ways and places you can touch your opponents, about who can touch the ball, about when you can move and when you have to stand perfectly still. Crossing the goal line with the ball gives you either two or six points, depending on the situation, and sometimes even gives two points to the other team. The only real "foot" and "ball" connection is when you're surrendering the ball—punting—to the other team. It's all very confusing. If football players weren't wearing helmets they'd probably be scratching their heads much of the time.

My choice for the simplest sport in the world would have to be planking. Equipment: a camera. Rules: lie facedown and motionless in the oddest or most dangerous place you can find. Training: strengthen stomach muscles and reduce human dignity to zero. In the cosmological scheme of things, planking can't be any sillier than covering your clothing with advertisements and running back and forth on a pitch for 90 minutes.

Go! Plank! Win!

JALT2012: Making a Difference

Hamamatsu, Japan — October 12-15, 2012

Call for Presentations

The theme of JALT's 38th annual conference is "making a difference" and we hope that the conference will make a big difference in your professional life, whether you attend as a presenter, an exhibitor, an event organizer, an invited speaker, an audience member, or a guest from overseas. We believe that teachers are people who make a difference in other people's lives, and we invite you to join us in Hamamatsu next October to honor and celebrate those people whose lives have intersected with yours.

To get things going, as conference co-chairs we would like to share two brief memories of people who 'made a difference' in our respective lives. We hope that reading our stories will encourage you to share your own. You'll notice that making a difference works both ways: sometimes we are the recipients of that change, and sometimes we are lucky enough to initiate and support it in others.

Whatever difference you feel like honoring is welcome; we want everyone to feel that they are part of the network of connections that makes JALT the uniquely rich organization that it has become over the past 4 decades.

Steven Herder remembers . . . *"Joe J. Vacheresse (J.J.) made a lasting difference in my life. He was my high school principal in the late 1970s in Nova Scotia, Canada. I now realize how clearly and consistently he showed all his students the things that he believed in: the importance of cleanliness, the power of believing in people and the honor of being a school principal in so many simple ways. Firstly, our school was spotless – he believed that a clean school was important and pride in our school was worthwhile. We all bought into that idea under his leadership. Next, as our small school's chorus conductor, J.J. taught me to believe in myself and showed me that even a scrawny little kid like me could boom like Pavarotti if I put in the effort and believed in myself. Finally, he was always accessible to students and he treated everyone individually and equally. It's been 32 years since I graduated from Westville High School, but I still think of him regularly and I'm still in awe of the difference he made in my life."*

Deryn Verity recalls . . . *"a student I had in an ESL drama class I taught many years ago. He was a very self-conscious speaker of English, and was not throwing himself with anything approaching abandon into the creative exercises we did every week. Our final performance, an evening of semi-structured improvisational games, drew near. While the other members of the class continued to explore wild and crazy scenarios that developed spontaneously from their interactions, this guy stuck closely to familiar routines that had already worked for him. The day before the show I asked him if he would risk giving up his note cards and his written cues and engage in some real improv. He declined, politely but firmly; he really didn't think he was that good in English, and the last thing he wanted to do was to humiliate himself onstage... I thought, for a very short minute, about forcing the issue with him, but finally just said, 'Well, I know you're going to be great, whatever happens.' The next night, he exploded with original ideas, risked falling flat in every scene, but in the end blew us all away with his courage and his fluent performance. I take very little credit for what happened onstage that night, except that I know the class had made a real difference to him. It helped him get close enough to the edge of linguistic freedom that he felt strong enough to jump. And he flew."*

We know you have your own memories and mentors to honor, and we hope you will share and celebrate them at Hamamatsu. We're working hard on a number of ideas to allow conference goers ways to display, discuss and demonstrate how they and their students are making a difference. The sky's the limit. The conference is our collective destination, but we hope that you'll share some of your journey along the way.

As usual, this is announcing the Call for Presentations; please go to <jalt.org/conference> for detailed information. Unusually, we're also putting out a call to everyone in JALT to spend the next 10 months before the conference continuing to make a difference—in your classes, in your community, in the lives of people you see all the time.

A final note: JALT2012 *"Making a Difference"* will be held in mid-October, nearly a month earlier than usual. Many deadlines will be moved up to accommodate this change. Keeping the new dates in mind and complying with our requests for earlier submission of proposals, conference registration, and equipment reservations will surely make a difference to the wonderful staff at JCO and the hard-working volunteer conference team!

Looking forward to seeing you in Hamamatsu in October,

Steven Herder and Deryn Verity

Conference Cochairs, JALT2012