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*Making a Difference*



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## In this month's issue . . .

Welcome to the March / April edition of *The Language Teacher*. Spring is just around the corner, and with it many changes. As the days grow longer, and the snow starts to melt, many students are about to graduate and head out into the work world, while many others will be taking the next step in their school lives. At the same time, teachers are resetting and getting ready for the next school year. In this issue, we have a wide variety of engaging content to help you brush away the winter blues and feel refreshed and ready for the year ahead.

In the *Feature* section, **Trevor Holster** and **Darcy de Lint** explore output tasks and their effect on vocabulary gains, while **Dale Brown** discusses online support systems for extensive reading and how they can help manage the tension between autonomy and institutional education. In *Reader's Forum*, **James Bury**, **Anthony Sellick**, and **Kyoko Yamamoto** introduce a speech contest preparation course for high school students, while **Chit Cheung Matthew Sung** interviews George Braine about nonnative speaker English teachers.

Also in this issue, we have *My Share* contributions from **Brett Laybutt**, **Patrick Ng**, **Sasan Baleghizadeh** and **Golnar Ghaffarie**, and **N. Pratheeba**, as well as two book reviews. **Fredrick Shannon** provides a review of *American Headway Second Edition Level 3*, and **Miklos**

*Continued over*

## JALT PUBLICATIONS ONLINE

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## March/April 2012 online access

Material from all our publications produced in the last 12 months requires a password for access. These passwords change with each issue of *TLT* and are valid for a 3-month period. To access our archives:

[ login: mar2012 / password: Rug6QuPH ]



*TLT* Coeditors: Jennifer Yphantides, Jason Peppard

*TLT* Japanese-Language Editor: Emika Abe

Juhasz reviews *Q: Skills for Success Reading and Writing 2 and 3*. You will also find plenty of stimulating and practical content in our regular columns, including our newest addition *Outside the Box*.

So, as you tie up the loose ends of the outgoing school year, and busily prepare for the next one, we hope you can find the time to take a well-deserved break and enjoy this issue of *TLT*.

Jason Peppard, *TLT Coeditor*



**JALT2012**

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## 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

To submit articles online, please visit:

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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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**T**LTの2012年3/4月号へようこそ。春の訪れと、それに伴う変化がすぐそこまでやってきています。日が長くなり、雪が解け始めるにつれ、多くの学生が卒業を間近に控え、社会に飛び立とうとしている一方で、学生生活において次の段階へ進む学生もたくさんいます。同時に、来年度に向けて新たなスタートの準備を始めようとしている先生方もおられることと思います。今月号では、冬の憂鬱さを吹き飛ばし、気分を新たに新年度の準備ができるように、多岐にわたって興味を持っていただける内容を用意しています。

Featureでは、Trevor HolsterとDarcy de Lintがアウトプットのタスクの語彙習得への効果を調査し、Dale Brownは多読用のオンラインサポートシステムが、自律と学校教育の間の緊張緩和にいかに関与するかを論じます。Reader's Forumでは、James Bury, Anthony Sellick, Kyoko Yamamotoの3人が、高等学校スピーチコンテストに向けた対策コースを紹介し、Chit Cheung Matthew Sungは英語を母語としない英語教師に関して、George Braineにインタビューを行っています。

また今月号では、Brett Laybutt, Patrick Ng, Sasan Baleghizadeh, Golnar Ghaffarie, N.PratheebaがMy Shareに寄稿していますが、それに加えて2つの書評も掲載されています。Fredric ShannonはAmerican Headway Second Edition Level 3の書評を、Miklos Juhaszは*Q: Skills for Success Reading and Writing 2 and 3*の書評を寄せてくれました。新しく始まった*Outside the Box*や、その他いつものコラムでも、刺激になり実践にもつながる記事を数多くご覧いただけると思います。

年度末の仕上げと慌ただしい新年度の準備の中で、少しばかり休憩を取っていただき、今月号のTLTをごゆっくりお楽しみください。

Jason Peppard, *TLT Coeditor*

## Japan Association for Language Teaching (JALT)

### A nonprofit organization

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

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# Output tasks and vocabulary gains

## Keywords

pushed output, vocabulary, motivation

Folse (2004) argued for the importance of vocabulary instruction and the effectiveness of list learning, while Laufer and Girsai (2008) found mechanical output tasks using contrastive analysis and translation effective for vocabulary learning, following Swain and Lapkin's (1995) advocacy of pushed output using creative tasks. Vocabulary gains over one semester were compared from a treatment group of 37 learners taught vocabulary using mechanical tasks with a control group of 67 learners assigned creative output tasks in a quasi-experimental design. Rasch measurement was used to provide equated scores from vocabulary pre-tests and post-tests. Both groups showed substantive gains in vocabulary knowledge but the control group showed larger vocabulary gains than the treatment group, contrary to expectations. These results suggest that mechanical tasks alone may not lead to optimal gains in vocabulary knowledge.

Swain and Lapkin (1995)は創造的タスクを使う強制的アウトプットを提唱し、Folse (2004)は語彙指導の重要性とリスト学習の有効性を主張した。一方、Laufer and Girsai (2008)は対照分析と翻訳を用いる機械的なアウトプットを促すタスクが語彙学習に有効であると指摘した。本論では、1学期間での語彙習得度を準実験的形式で、機械的なタスクを使い語彙指導を受けた37名の実験群と、創造的アウトプットタスクの指導を受けた67名の統制群を比較した。語彙テストの事前・事後のスコアを等価するために、ラッシュ分析を用いた。両グループの事後テストにおいて実質的な語彙習得が認められたが、予測に反して実験群よりも統制群における語彙習得の方が大きいという結果になった。これは、強制的アウトプットが言語習得に効果的な手段とする主張を支持する結果であり、長期的な語彙習得には機械的タスクのみでは不十分であることを示唆する。

Trevor A. Holster

Darcy F. de Lint

Kyushu Sangyo University

Vocabulary is undoubtedly crucial to language, but “most vocabulary research in applied linguistics is based on a narrow linguistic agenda that was to a large extent defined by the concerns of the vocabulary control movement in the 1920s” (Meara, 2002, p. 393), an agenda Meara termed the “vocabulary manifesto”. Folse (2004), advocating this agenda, argued for the effectiveness of list learning, despite being “dull”, and claimed that:

Unfortunately, traditionally vocabulary has received less attention in second language (L2) pedagogy than any of these other aspects, particularly grammar. Arguably, vocabulary is perhaps *the* most important component in L2 ability (p. 22).

In contrast, Swain and Lapkin (1995), following Schmidt's (1990) argument for conscious “noticing”, argued that output tasks can lead to noticing of linguistic shortcomings, “pushing” learners to modify output. Laufer and Girsai (2008) compared contrastive analysis and translation (CAT) tasks with meaning-focused instruction (MFI) and form-focused instruction (FFI), finding superior results from the CAT task on vocabulary post-tests conducted one week later. This was attributed to pushed output, on the claim that translation tasks force learners to confront problematic language, unlike open-ended tasks, which allow avoidance. Laufer and Girsai's (2008) pushed output thus refers to highly constrained mechanical output (MO) tasks, whereas Swain and Lapkin (1995) investigated creative output (CO) writing of original compositions. Although Laufer and Girsai (2008) found superior results from the CAT task, Rott, Williams, and Cameron (2002) found that, while multiple-choice glosses led to greater immediate learning compared with text reconstruction, “a significant receptive word gain was retained for five weeks only for the combined treatment condition” (p.

183), highlighting the importance of longitudinal studies to investigate whether experimental treatments translate into improved long-term proficiency.

Schumann and Wood (2004, p. 23) described Sustained Deep Learning (SDL) as underlying long-term language proficiency gains, but in experimental studies, “participants typically learn material unrelated to their goals and are tested on it after relatively short periods of time”. The SDL model sees learning as an evolutionary adaptation employing neural systems originally used for foraging for food. Opportunities for both feeding and learning require positive goal appraisals and environmental engagement, each situation evaluated on novelty, pleasantness, goal relevance, coping ability, and self/social image compatibility. Biological value thus underlies preferences and enables choices, with positive rewards affecting future preferences and choices, making positive assessment of learning experiences crucial for future motivation. This raises questions about the motivational effect and opportunity cost of dull mechanical vocabulary tasks relative to the other tasks that must be dropped to make time for vocabulary instruction. These questions require long-term comparisons under classroom conditions.

This is consistent with Hattie’s (2009) review of educational meta-analysis, emphasizing comparison of classroom interventions to identify those that are most effective in promoting long-term gains. Although both Folse (2004) and Hattie (2009) argued that pedagogy should be guided by research, Folse assumed that isolated experimental studies generalize to classrooms, whereas Hattie emphasized comparison of the effect sizes of different interventions under classroom conditions over extended periods. A further benefit of Hattie’s approach is that even pilot studies with small sample sizes or null findings can contribute useful data, providing a richer perspective than if only large-scale experimental studies with statistically significant findings are considered. The importance of considering effect sizes, indicating substantive significance, was addressed by Thompson (1999) in a scathing critique of statistical significance tests, which claims that large sample sizes can lead to results that are both statistically significant but substantively meaningless.

## Background and research hypothesis

In 2009, a private Japanese university in southwestern Japan introduced a vocabulary curriculum in an attempt to improve scores on the reading section of the TOEIC Bridge test (ETS, 2008), following disappointment at modest gains in previous years. Students at this institution take two compulsory 90-minute English lessons per week, a “Communication” class with a native speaker of English (NST), and an “English” class with a Japanese teacher of English (JTE). NSTs and JTEs are respectively held responsible for improving listening and reading scores on the TOEIC Bridge test. Despite anecdotal evidence strongly pointing to the fact that most, if not all JTEs were already teaching vocabulary, and an institution-wide compulsory online vocabulary homework curriculum for low-level students was in place, a faction of NSTs were insistent that this was inadequate and that explicit prescriptive vocabulary instruction should be introduced into the English Communication classes, based largely on Folse’s (2004) endorsement of vocabulary lists.

The *Longman English-Japanese Dictionary* (LEJ) (2006) was adopted as a mandatory supplementary text for all first-year students. An expedient wordlist for instruction was seen in the approximately 550 overlapping words listed in the LEJ as appearing in both the most frequent 1000 spoken and written wordlists. Lists containing three meanings for each target word and bilingual example sentences were distributed to teachers in September of 2008 for instruction and testing in 2009. The availability of bilingual example sentences raised the possibility of contrastive analysis of usage between English and Japanese without the need for bilingual teachers. This allowed the framing of a research hypothesis:

Mechanical output (MO) tasks based on bilingual example sentences provide greater long-term vocabulary gains than creative output (CO) tasks requiring creation of original meaning.

## Task design

The vocabulary tasks, influenced by Laufer and Girsai’s (2008) use of contrastive analysis, aimed

to draw attention to target word forms and meanings and involved the following steps:

- Copy target words from projector to work sheets
- Compare gapped English example sentence with ungapped Japanese translation and choose target word to complete the gap
- Take a multiple-choice spelling test of target words
- Take a multiple-choice gap completion test

Another multiple-choice gap completion test was administered at the beginning of the next class as a review. Preliminary analysis in 2009 focused on classes taught by one teacher. Control (CO) and treatment (MO) groups were assigned identical homework, the vocabulary homework, and a diary writing assignment. The vocabulary homework comprised word-search, word-scramble, gapped sentence completion, and crossword tasks. The diary task required students to write as much as possible about five interesting events from the previous week. Although the vocabulary homework contributed 10% to the semester grade for the MO group, it was not collected from the CO group. Instead, explicit vocabulary instruction was replaced by a diary review and discussion task.

The commonsensical expectation was that the MO group would show greater vocabulary gains, the question being whether these would be large enough to justify spending such a large proportion of class time on mechanical tasks. Surprisingly, among the target group of low-level students, the CO group showed slightly better vocabulary gains over the first semester (Holster & DeLint, 2010), although the differences overall were not statistically significant ( $t(120) = -1.112$ ,  $p > .05$ ). Given that the vocabulary treatment targeted very high frequency words for low-level learners, the empirical results did not support the research hypothesis. Additionally, the vocabulary tasks imposed a considerable workload on teachers, and the two teachers using this material had impressions of poor engagement from the MO groups, buttressed by low attendance and high attrition. Thus, although quantitative and qualitative evidence supported discontinuation of the MO tasks, the 2009 CO group had been given vocabulary homework and weekly review tests, making the effectiveness of the CO tasks

alone unclear. Therefore, in 2010 the vocabulary homework was discontinued, allowing comparison between the 2009 MO group and a 2010 CO group without exposure to the vocabulary materials. In order to provide a larger sample size and greater generalizability, students taught by a second teacher were included in the current study. This teacher used the MO tasks in 2009 but not in 2010, instead assigning short personalized compositions based on coursebook speaking practice activities for homework, later used in class for small group presentations and transcription or note-taking tasks.

### Research instrument and methodology

As TOEIC Bridge post-test results were not available until the end of the second semester, 50-item vocabulary tests were administered as pre-tests and post-tests at the beginning and end of the first semester. A clustered word deletion format was chosen to match the format of the weekly review tests, using example sentences from the LEJ (2006), as shown in Figure 1. Only sentences where all words except the tested word came from the first 1000 in the General Service List (West, 1953) were used to minimize the effect of non-target vocabulary on item difficulty.

1)	What's your _____?	A)	disassociate
2)	The country has serious _____ problems.	B)	fresh
3)	The teacher divided us into _____ of five.	C)	groups
4)	The red light _____ "stop."	D)	means
5)	We _____ about \$100 a week on food.	E)	name
		F)	settles
		G)	social
		H)	spend

**Figure 1. Semester test example item cluster**

The two test forms used each comprised 50 items in 10 clusters of five items each, with eight multiple-choice answer options per cluster.

Analysis of the vocabulary pre-tests and post-tests was conducted using the Winsteps software

package for Rasch analysis (Linacre, 2010), providing detailed analysis of test performance and the interval level measurement required for statistical comparisons of the results (Bond & Fox, 2007). Winsteps provides outputs in a probabilistic unit called the “logit”, or log-odds unit, so outputs were specified on a scale of 1 logit = 10, with mean item difficulty specified as 50, providing a user-friendly score range. Measurement based on odds-ratios provides very practical measures of effect sizes (Field, 2009, pp. 699-700), and in probabilistic terms, a person with ability of 50 would have a 50% expectation of success on an item of mean difficulty, increasing to 73% for an item of difficulty of 40, and 27% on an item of difficulty 60. Engelhard (2009) reports a threshold of .30 logits as commonly considered a substantively meaningful effect size, equal to 3.0 on the score scale used here.

Table 1 gives summary statistics from the anchoring analysis used to measure the difficulty of the items in order to anchor them at specified values. Anchoring the items in this way allows person ability to be directly compared between pre-test and post-test scores, showing relative gains in vocabulary knowledge. The separation index of 2.94 means that the ratio of measurement error to the range of person ability is small enough that this test can separate the persons in the anchoring sample into at least two distinct bands. The sample of persons in the anchoring analysis had a much larger range of ability than the research sample, so the reported separation index and person reliability of .90 must be considered an upper limit for this test. The separation index and person reliability are sample

dependent (Bond & Fox, 2007), so limiting the research sample to low-level learners drastically constrains the range of person ability, leading to lower reported reliability and separation when this sample is analyzed in isolation.

The research sample was limited to first-year students with TOEIC Bridge scores below 100, the target group for the MO tasks, giving a convenience sample of three classes from each year. Attendance and attrition are often problematic with these low-band classes, but this proved especially so of the MO group, as shown in Table 2. Of the 189 Japanese students assigned to the six classes, five students with less than eight correct responses were eliminated from the pre-test as the expected score from random guessing with this test format is six. Following pilot administrations, students were allowed 25 minutes to complete the test, but some did not attempt to answer difficult items while others spent large amounts of time on difficult questions, resulting in incomplete answer sheets. Missed responses were coded as incorrect, following assumed practice in *TOEIC Bridge* tests, but items with both a correct and incorrect response were coded as missing data. With 25 items printed on each side of the question sheet, students who did not attempt the final 20 items were assumed to have been plodding or sleeping, eliminating four students, all from the MO group. Of the 92 MO group students, 68 satisfactorily completed the pre-test, compared with 80 of the 97 eligible CO group students. However, only 47 MO group students completed the post-test, compared with 72 CO group students. Ultimately, 37 MO students completed both tests, compared with

Table 1. Vocabulary test anchoring administration performance

	Total Score	Count	Measure	Model Error	Infit MS	Infit Z-Std	Outfit MS	Outfit Z-Std
Mean	26.2	49.6	51.80	3.61	1.00	.0	1.08	.1
SD	9.7	4.0	11.69	.34	.20	1.1	.56	1.2
Max.	76.0	100.0	78.94	5.08	1.75	4.2	4.74	5.4
Min.	8.0	30.0	27.26	2.35	.52	-3.4	.28	-2.4

Real RMSE 3.77    True SD 11.06    Separation 2.94    Person reliability .90

Model RMSE 3.62    True SD 11.11    Separation 3.07    Person reliability .90

SE of person mean = .24

Note.  $n = 2325$ , Scale of 1 logit = 10.00, Mean item difficulty = 50.00, Person raw score-to-measure correlation = .97 (approximate due to missing data), KR-20 person raw score reliability = .80 (approximate due to missing data)



67 CO students, attrition rates of 60% and 31% respectively, leaving a sample of 104 of the 189 eligible students, an overall attrition rate of 45%.

**Table 2. Summary statistics for vocabulary and output groups**

	Group	<i>n</i>	Mean	<i>SD</i>
Pre-Test	Vocabulary	37	41.42	6.84
	Output	67	42.92	8.15
Post-Test	Vocabulary	37	44.94	7.33
	Output	67	47.94	7.09
Gain	Vocabulary	37	3.53	7.24
	Output	67	5.02	6.31

## Results

The pre-test and post-test scores are summarized in Table 3, and effect sizes are shown in Table 4. Logit gains greater than .30 can be considered substantively meaningful, while Hattie (2009,

pp. 7-10) favors Cohen's *d* as an effect size measure, with .40 argued as a guideline for useful interventions, indicating a gain equivalent to 40% of the pooled standard deviation. The difference between pre-test mean scores of 1.50 scaled points (.15 logits) was substantively small, and an independent-samples *t*-test did not find statistical significance ( $t(102) = -.950, p > .05, r = .09, d = -.18$ ), so the two groups were of similar ability prior to instruction. Both groups showed substantive gains in vocabulary knowledge, 3.53 scaled points (.35 logits) for the MO group ( $d = .50$ ) and 5.02 scaled points (.50 logits) for the CO group ( $d = .60$ ), as shown in Table 4. Gains of these magnitudes mean that a person having a 50% expectation of success on an item in the pre-test would have respectively a 59% and a 62% expectation of success on an item of the same difficulty in the post-test. The .15 logit smaller gain of the MO group compared with the CO group was neither statistically nor substantively significant ( $t(102) = 1.098, p > .05, r = .11, d = -.22$ ),

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implying an expectation of success falling from 50% to 46%, or a lag of 22% of the pooled standard deviation. Thus, the MO tasks did not result in vocabulary gains substantively or statistically significantly greater than the CO tasks, justifying rejection of the research hypothesis.

**Table 3. Summary statistics for MO and CO groups**

	Group	<i>n</i>	Mean	<i>SD</i>
Pre-Test	MO	37	41.42	6.84
	CO	67	42.92	8.15
Post-Test	MO	37	44.94	7.33
	CO	67	47.94	7.09
Gain	MO	37	3.53	7.24
	CO	67	5.02	6.31

**Table 4. Effect sizes of score gains same as table 3 format**

Group	<i>n</i>	Logit	Odds Ratio	<i>r</i>	<i>d</i>
Combined	104	.45*	61/50	.29	.60*
MO	37	.35*	59/50	.24	.50*
CO	67	.50*	62/50	.31	.66*
Difference (MO-CO)		-.15	46/50	.11	-.22

\* Indicates substantively significant effect size

## Discussion and conclusions

The hypothesis that mechanical output (MO) tasks provide greater long-term vocabulary gains than creative output (CO) tasks was not supported. Both the treatment (MO) and control (CO) groups showed substantively significant gains in vocabulary knowledge. Although the MO group showed smaller gains than the CO group, the difference between them was neither substantively nor statistically significant. However, preparing and administering the MO tasks placed a heavy workload on teachers, and both teachers' impressions were that students found them dull, consistent with Folse (2004). The attrition rate of 60% for the MO group versus 31% for the CO group was of great concern, raising the possibility that the dull nature of MO tasks led to differential attrition of higher aptitude learners from the MO group. However, for an equal attrition rate between the groups

and for the MO group to better the CO group's gains by a substantively significant .30 logits, an extra 29% of the MO students with mean gains of approximately 1.25 logits would have been needed to be retained. An effect size of 1.25 logits means that an expectation of success of 50% on the pre-test would rise to 78% on the post-test, an implausibly large reversal. The evidence from this study thus justifies a conclusion that this treatment was not effective for students of this level at this institution.

However, a number of concerns would need to be addressed before wider generalizability was warranted. These students had previous exposure to English at high school, took compulsory online vocabulary homework, were probably taught vocabulary by JTEs, and had incidental exposure to vocabulary from the coursebooks used by JTEs and NSTs, making discussion of specific mechanisms of acquisition highly speculative. It is plausible that CO served as a mechanism to consolidate acquired learned knowledge, but no claim is justified that such incidental exposure will be an efficient mechanism for learning previously unknown low-frequency words, so one important future research direction will be to compare CO and MO tasks for lower frequency vocabulary that students are less likely to encounter incidentally.

The causes of the high attrition rate could not be investigated for this report, so qualitative investigations of this should be undertaken in future studies. It is possible that the CO tasks led to the positive goal appraisals theorized to underlie sustained deep learning (Schumann & Wood, 2004), while MO tasks were perceived as dull busy-work by students, leading to demotivation and high attrition. However, many other factors may have contributed to the differential attrition rate, including social effects leading to a small number of individuals disproportionately affecting the behavior of the group. If this did occur, which the authors consider plausible, the chance assignment of a few exceptionally motivated or unmotivated students who influenced others to drop out or continue attending class may have contributed to the differential attrition. Resolving such questions would require qualitative research far beyond the practical scope of this

investigation, but essential if the achievement or lack of achievement of low-level learners such as these is to be understood.

This study also highlights important considerations for teachers seeking to develop classroom tasks based on experimental research findings. One is awareness of the problem of publication bias, where positive findings supporting the research hypothesis are emphasized over studies with null results. An intervention found to be successful in a small number of experimental studies may have failed on numerous other occasions not considered worthy of publication, so multiple replications are needed before the relative effectiveness of interventions can be judged. Secondly, findings from experimental studies cannot be automatically assumed to generalize to classroom contexts, nor can classroom studies conducted in one context be assumed to generalize to other contexts. The results of the current investigation support the view that new interventions should be carefully piloted to gather quantitative and qualitative

evidence of effectiveness under local conditions before large-scale adoption, regardless of previous research findings.

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# Online support systems for extensive reading: Managing the tension between autonomy and institutional education

## Keywords

autonomy, extensive reading, independent reading, institutional education, online support

In recent years in Japan a number of online systems have been developed to support extensive reading (ER) programmes. This paper discusses why so many similar systems have been developed concurrently. It is suggested that the underlying reason concerns the tension between autonomy and institutional education. Extensive reading programmes provide considerable opportunities for the development of autonomy. Educational institutions, however, may be uncomfortable with autonomy, particularly with regards to the monitoring and evaluation of students. The various online support systems make monitoring simple for teachers while imposing little on learners, and can thus help to resolve this tension. By helping to satisfy the demands of institutions, the systems allow ER practitioners to give learners the freedom to read independently. Online ER support systems may thus allow extensive reading to flourish within the constraints of institutional education.

最近、国内で多読(ER)プログラム用のオンラインシステムが多く開発されている。本論では、同じようなシステムが同時に数多く開発される理由を検討する。根本的な理由は、自律と学校教育との緊張を懸念しているからであると考えられる。ERプログラムは自律の発達に重要な機会を提供する。しかし教育機関は自律学習に対し、特に学生のモニタリングや評価という点で不安感を持つかもしれない。様々なオンラインサポートシステムは、学習者にはほとんど負担をかけずに、教員が行うモニタリングを簡略化し、この懸念を解決するのに役立つ。このようなシステムは教育機関の要求を満たすのに役立ち、ER専門家は学習者に自主的に読む自由を提供できる。このようにオンラインERサポートシステムは、学校教育の制約内でも多読の普及を助ける可能性がある。

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Extensive reading (ER), the reading of large amounts of self-selected material at a level comfortable for the learner, has seen remarkable growth in Japan in the last few years. Recent conferences have seen large numbers of presentations on ER, Japan-based journals and newsletters frequently feature articles on all aspects of ER, in 2008 JALT's own Extensive Reading special interest group was established and 2011 saw the country hosting the first Extensive Reading World Congress. Another indicator of this increasing interest in ER is the local development of a number of online systems designed to support ER programmes. These systems can be seen as a response to the practical difficulties that implementers of ER face, in particular the issue of monitoring students' reading. This issue arises from the tensions between ER, autonomy, and institutional education, and this paper begins by looking in detail at these tensions. It then introduces six online support systems for ER and gives an overview of their features, discussing how they can help in easing the organisational challenges of an ER programme.

## Extensive reading and autonomy

Extensive reading has strong links with the idea of autonomy. Many ER practitioners are interested not only in encouraging learners to read as much as possible during their time together, but also in helping learners to become independent readers: They seek to create "an environment that nurtures a lifelong reading habit" (Renandya, 2007, p. 135). Practitioners thus often consider the fostering of autonomy to be one of the many positive effects of ER, with Maley (2008) claiming that "there is no cheaper or more effective way" (p. 47). Curiously,

while autonomy is often mentioned by practitioners of ER, the opposite is not the case: Commentators on autonomy seldom mention ER.

To further explore the links between ER and autonomy, each must be more fully defined. Extensive reading refers to the reading of large amounts of material, the level of which is comfortable for the learner, and which learners choose themselves. Individual ER programmes of course differ, and one element of this definition may be given greater emphasis, but the three elements of quantity, ease, and choice will usually be present in some form. Autonomy is “the capacity to take control of one’s learning” (Benson, 2001, p. 47). It is considered an attribute of the learner, not of a method, approach, or classroom practice. Thus, the literature talks of learners developing autonomy or becoming more autonomous, not of a method or approach involving autonomy. What can be said of approaches or practices is that they may foster autonomy by providing opportunities for its development (Benson, 2001; Little, 1991).

Turning to the links between the two, Littlewood (1996) discusses two components of autonomy: Learners must have the ability to act autonomously and they must have the motivation and confidence to do so. Benson (2001) adds a third: that learners must have the opportunity to act autonomously. I would contend that many ER programmes provide for the development of autonomy as these three components are present. First, the ability to read autonomously is fostered by an orientation to the reading materials and to the thinking behind the programme. The intention is to help learners gain the skills and knowledge necessary regarding finding suitable material and choosing material of interest to them. Furthermore, the very act of reading a lot gradually increases the learners’ ability to read independently. Second, the motivation and confidence to read is fostered by the ease of the materials used. Many learners hold negative views of reading until experiencing ER, and find it very motivating to discover materials that allow them to read with confidence. In addition, many ER programmes include discussion or interaction to deepen enjoyment of the books and provide a mutually supportive and positive environment for reading. Finally, the opportunity is provided as learners have the freedom to choose what they read and to

decide when, where, how often, and how much they read. Naturally, different ER programmes will foster autonomy to a greater or lesser extent, but many ER programmes share these features and thereby provide rich opportunities for the development of autonomy.

### Autonomy and institutional education

Extensive reading thus seems to be a potentially important means of fostering autonomy. However, the threads of autonomous learning that run through ER can cause problems within institutional education. Benson (2001) suggests that while educational authorities are often enthusiastic about the idea of autonomy at a broad level, they are less enthusiastic when it comes to actual power being transferred to learners. Autonomy is often more aspired to than the object of concrete action.

The reasons for this lie perhaps in part in the origins of the idea of autonomy. One source is the work of radical educational thinkers such as Dewey, Freire, and Illich, many of whom explicitly attacked institutional education (Benson, 2001; Benson & Voller, 1997). A second is the political concept of autonomy, which involves challenging authority and established power structures (Benson, 1997; Pennycook, 1997). While these ideas are usually in the background of work on autonomy in language education, the anti-authoritarian, anti-institutional streak within the idea of autonomy may be one reason for the unease shown towards it.

One particular area of tension between autonomy and institutional education is assessment. Assessment and evaluation have been key themes in writings on autonomy going right back to Holec (1981), who established the idea of autonomy in the field of language teaching. Examinations in particular are seen as antithetical to autonomy. Little (2007) states that “the constraints imposed by tests and examinations have long been recognised as one of the greatest systemic obstacles to the successful pursuit of language learner autonomy on a large scale” (p. 12). Holec suggested that any form of assessment besides self-assessment was invalid for autonomous learning, and Breen and Mann (1997) describe the psychological impact of assessment as the learner’s own intrinsic sense of worth is

eroded and replaced by an external, publicly judged sense. Assessment and grading, and often external assessment, are, however, part of the very essence of institutional education. As Benson (2001) notes, many accounts in the autonomy literature of learner control over assessment describe isolated events and self-assessment for certification purposes is extremely rare.

### Institutional education and extensive reading

Extensive reading, as an approach that may foster freedom and independence, can thus come into conflict with institutional education. As Maley (2008) says:

[There is a] paradox inherent in the intersection of the essentially private, free activity of reading with the institutional constraints implicit in public systems of education. Reading in the sense of ER is not amenable to the kinds of control so beloved by institutions. (p. 136)

One problem may be “that a class of students reading silently is not perceived as a class learning, let alone being taught, both by the students themselves and the school administration” (Prowse, 2002, p. 144). Extensive reading requires a redefinition of the roles of both teachers and learners, which the educational authorities, the learners, and the teachers may be uncomfortable with at first (Day & Bamford, 1998; Renandya & Jacobs, 2002).

Perhaps the key issue, however, is assessment. Most institutions demand the assessment and grading of students, and that this be reasonably transparent and justifiable. However, the elements of autonomous learning in ER make its assessment an extremely challenging task. It is difficult, first, in terms of logistics. Many learners reading many books makes for a time-consuming administrative task for teachers even if they choose the most minimal system of monitoring. Second, while there are dissenting voices (see Robb, 2002), the emphasis in the ER literature is usually on the intrinsic rewards of reading itself rather than the extrinsic rewards of grades. Day and Bamford (2002), for example, include among their ten principles of ER that the purpose of reading should be enjoyment, that reading should be its own reward, and that learners should not be tested on their reading. Davis (1995) actually defines ER as a scheme in which “pupils are given

the time, encouragement, and materials to read pleasurably, at their own level, as many books as they can, *without the pressure of testing or marks* [italics added]” (p. 329). For Davis, monitoring is useful, but only in order to motivate learners. Renandya and Jacobs (2002) concur: “monitoring should be seen as a way of displaying student progress and motivating students, rather than as a way for the teacher to *assess* them” (p. 298). The unfortunate situation, however, is that “most of us have to assess the students in some way, even though we know it may be detrimental to their enjoyment of reading” (Fenton-Smith, 2008, p. 905). Third, and related to the above point, we need systems of assessment that do not create negative backwash, pulling learners in unwanted directions. The system should not give learners an incentive to read books at an inappropriate level, make cheating or dishonesty a temptation, nor impose an onerous task on the learners which discourages them from reading more. An ideal system would in fact push learners in a positive direction, towards reading more at an appropriate level while not imposing on their choices. This, I believe, is the backdrop to the development of the six online systems introduced here.

### The systems

The online systems discussed below are all meant to support the practice of extensive reading. None of the six systems actually provide reading material. Rather, the systems provide a space where students can maintain a record of their reading, and make these records easily accessible to the teacher. The six systems are all similar in that students log in individually and register the books they have read, usually graded readers, in some way. Each is briefly introduced below.

- The *Interactive Reading Community* (Mizuno, 2006) began over a decade ago as a bulletin board application, and has evolved to become a free-standing website. Developed by an individual university teacher, it is meant to be used in conjunction with class activities. The system aims to build a reading community among learners and to help them discover the joy of reading. It thus focuses on interaction among learners and between learners and their books.

- The *Moodle Reader Quiz Module* (Robb, 2009) has been developed at Kyoto Sangyo University as a plug-in module for the Moodle course-management system. It is intended to be used by learners with almost no intervention from teachers, and thus allow a curriculum-wide implementation of ER. It focuses on whether learners have really read the books they claim to have read by testing them on their content. The system is available for other teachers or institutions to use.
- *Booktests* (Stewart, 2008) has been developed by an individual high school teacher and is meant to be used in conjunction with class activities. It is also Moodle-based and again uses short tests to check whether students have really read their books. It is available to others through its developer.
- *Librarything* is a US-based commercial social networking website for book lovers. Though not designed to support ER nor intended for use with language learners, I have made use of the site with my students for several years (Brown, 2009). The site eases the administrative difficulty of monitoring students' reading, and can help to motivate students to read more. I use it in conjunction with class activities. The website is free to use up to a limit of 200 registered books.
- The *Extensive Reading System* (Brierley, Wakasugi, & Sato, 2009; M. Brierley, personal communication, July 15, 2010) is a free-standing website developed at Shinshu University in a collaboration between language teachers and postgraduate engineering students. It is meant to ease the difficulty of monitoring learners' reading and the management of the graded reader library, as well as to motivate learners to read more.
- *XReading* (P. Goldberg, personal communication, May 25, 2009) has been developed by a university teacher and is a free-standing website. It provides short tests to check if students have truly read their books. Students can take the tests online or through their mobile phones, or, after students have registered the books read, the teacher can print out the appropriate tests to take to class. XReading is a commercial site and requires a subscription.

Table 1. Features of the systems

	Interactive Reading Community	Moodle Reader Quiz Module	Booktests	Librarything	Extensive Reading System	XReading
Teachers can see a list of learners showing the amount of reading reported.	X	O	O	X	O	O
Each learner can see a visual display of the books they have registered.	O	O	X	O	O	X
Learners can take tests on books.	X	O	O	X	X	O
Learners can write reviews of books.	O	X	X	O	O	X
Learners can write comments for each other.	O	X	X	O	O	X
Learners can find other books of interest to them.	O	X	X	O	O	O

*Note.* The table only includes features that are an active part of the systems themselves. For example, the Moodle Reader Quiz Module provides no means for students to write comments to each other, though this can easily be provided using other parts of the Moodle system. Please also note that the systems are undergoing continuous development and thus features may be added or altered.

Table 1 gives a simple overview of the systems' features. As shown, four of the systems provide teachers with details of the progress of a class of students on a single page. Second, most of the systems provide learners with some kind of visual display of the books registered and thus the amount of reading completed. In most cases this means showing the covers of the books, but the Extensive Reading System goes further with a tree graphic which slowly grows as learners read more. The other four features in the table seem to reflect certain differences between the various developers regarding the aims of ER. Some systems include tests of individual books, thus focusing on making sure the learners read. The other systems, through the use of reviews, comments and facilities for finding books of interest, seem more concerned with helping learners develop



an interest in reading. Regarding finding books of interest, Librarything minimally facilitates this by enabling students to read each other's reviews and to read all the reviews for a particular book, while XReading provides profiles of graded readers. The Interactive Reading Community and the Extensive Reading System, however, go further with Amazon-style recommendation systems where books are recommended to users based on all users' records. The differing perspectives between the test-based systems and the review-based systems can be seen as reflecting more realist and more idealist views of learners and of what ER can achieve, and individual teachers no doubt differ in their preference for one perspective or the other. This author's view, as is perhaps clear, is that independence is better served by avoiding testing. However, it should be noted that the way in which a system is used by a teacher is probably more important than the actual system itself.

There are, then, differences between the systems, but they also share many features. In particular, all the systems simplify the considerable administrative task of monitoring learners' reading, and indeed this was the chief motivation for the development of many of the systems. As suggested above, I believe that this is a central concern because of the degree of independence that ER makes possible, which creates tensions in institutional contexts of education. Practitioners of ER in institutions that require assessment and grading desire methods of assessment that make administration simple, maintain the focus on reading, and put as few obstacles in the way of reading as possible. This is what the online support systems for ER seem to do.

The systems make administration easier for teachers by removing the need to chase trails of paper around and, in many cases, by showing an entire class's progress on a single screen. The logistics of monitoring students is also made easier by the accessibility of the systems. Students can access them at school, from home or indeed any computer and at any time. Teachers likewise have instant access to up-to-date records allowing continuous monitoring of students' progress.

The systems maintain the focus on reading by making the task of recording what has been read simple. Accessibility plays a part in this, but the recording task itself is kept simple. The

test-based systems use simple tests of the books, taking just a few minutes. The review-based systems focus on short reviews that emphasize reactions to the books. These systems also, because of their community-building aim, encourage accountability among the students in terms of writing reviews and reactions to the books that will be useful to their peers.

The online systems are also useful in terms of monitoring for the purpose of motivating students, rather than for assessment alone. Besides providing each student with a record of their progress, thus allowing students to monitor themselves, the continuous tracking of what students are reading, and, depending on the system, either how much they understand or how much they are enjoying the books, allows teachers to pinpoint individuals who may be having problems. Stewart (2008) in particular discusses how his Booktests system helps him identify students who are not reading much, who may be reading at the wrong level, or who seem not to be enjoying their reading, thus allowing him to individually counsel such students. Students who are not used to reading, sometimes in the L1 as well as in the L2, often need considerable guidance to get started with reading. Other students may start strongly but gradually lose enthusiasm over time. A primary role for practitioners of ER is to build and maintain learners' interest in reading, and by removing some of the administrative burden, the systems make it easier for teachers to give their attention where it is most needed.

## Conclusion

The six online extensive reading support systems introduced here are the fruit of a great deal of effort. I have suggested that the root of all this effort is the tension that exists between the substantial opportunities for the development of autonomy that ER provides and the constraints of institutional education. In particular, the requirement to assess and grade students causes considerable difficulties for practitioners of ER. The online support systems for ER seem to offer a way out of this conundrum. By simplifying the monitoring of learners, the online systems make it easier for teachers to satisfy the demands of their institutions, while still allowing learners the autonomy to read how, when, where, and what they like.

Online ER support systems can thus remove one of the barriers that may prevent the adoption of ER and make it easier for ER to flourish within the constraints of institutional education.

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# An after school program to prepare senior high school students for external speech contests: Implementation and feedback

## Keywords

speech preparation, speech contest

A voluntary after school program to prepare students for external speech contests was introduced in a senior high school. The students' perceptions of, and attitudes towards, the program were assessed. Analysis of the data shows a high level of satisfaction and the participating students reported their confidence and levels of speaking and writing had improved. Furthermore, the program offered new learning contexts that were beneficial to the students and developed their skills in the language areas that they found most difficult. The students also had the opportunity to voice their opinions and work autonomously, which empowered them to develop their English skills with a definite goal.

外部スピーチコンテスト対策プログラムが高校で開始された。その対策プログラムに参加する生徒のプログラムに対する認識、及び姿勢が調査された。データの分析の結果、プログラムに参加した生徒は高い満足度を示し、自信とスピーキングとライティングのレベルが向上したと報告した。更に、その対策プログラムでは、生徒の役に立ち、なおかつ生徒たちが最も難しいと考えている言語分野のスキルを向上させる新しい学習内容が提供された。生徒たちは、自分の意見を発表し、自主的に学習をすすめる機会もまた持つことが出来た。それによって、明確な目標を持ち、英語のスキルを発展させようとする自立心が養成された。

James Bury  
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There is a long tradition of participation in English speech contests in Japanese education, and they are often the source of great prestige for both the winners and their schools. Perhaps the majority of secondary schools have internal speech contests, with students competing against each other at events such as school culture festivals. However, there are also many external competitions in Japan that allow students an opportunity to test their writing and speech-giving abilities against those from other educational institutions. These competitions present both students and their schools with the chance to gain more recognition of their English ability on the wider stage, which can in turn produce numerous advantages, such as increased applications to the school.

Entering a speech contest has many benefits for students, and incorporates the four English skills as the students write their own speeches, negotiate the topic and structure of the speech with their tutor, research their speeches independently, and then deliver the speech. It also provides the students with an opportunity to function in an autonomous context, further developing their confidence and empowering them to use English in a fulfilling and rewarding way. Bradley (2006) claims that speech contests also allow students to proffer opinions regarding topics that they may not usually encounter in the classroom. Furthermore, having entered a speech contest can be an extra asset when

applying to university, and achieving a prize or special mention is well received.

Preparation for contests is essential if a student is to be successful, and in many Japanese institutes, ranging from junior high schools to universities, native speakers of English often take some or all of the responsibility of training and coaching the participants.

This paper investigates the implementation of a new after school program that was introduced at a senior high school and the students' perception of, and attitudes towards, the program. The school is a 6-year private secondary boarding school, based in the Kanto region of Japan, which, until 2010, only entered an extremely small number (fewer than three in any given year) of students independently into external speech competitions. A limited number of students are entered into internal speech contests held three times a year. The school places a strong emphasis on English, and employs twelve native speakers of English who serve in both team-teaching and sole teacher capacities. For students in years four to six, classes with native speakers of English are optional, but have an extremely low drop-out rate. Although the native speakers' lessons cover all four skills, their primary focus is in developing speaking and listening skills through communicative methods.

As the students in this school have an unusually large amount of contact time with native speakers of English, and the school is promoted as one in which English is a main priority and focus, it was proposed that the students should have the opportunity to participate in external speech contests. Consequently, the after school program was established.

Murphey and Sasaki (1998) report that in general, English use decreases in the classroom as students progress through junior to senior high school as it is believed that the curriculum can be taught more efficiently in Japanese (Burden, 2001). Therefore, in addition to boosting participation in external speech contests, a key aim and benefit of the program is to maintain, or increase, the amount of contact time students get with native English teachers, and thus the opportunity to use English. Chances for students to develop their long-writing skills through the curriculum are also often limited with a strong

emphasis being put on sentence level grammatical structures, so this program would enable students to practice and further enhance these skills.

### Setting up the Program

As this was a new project at the school, a proposal was drawn up and presented to the Head of English teaching. It was agreed with the Head of English teaching to pilot the program in its first year with the 5th-year students only, and subsequently the program and some competitions were introduced to the 5th-year students at a yearly group assembly. Entry into the program was entirely voluntary, and it was made clear to the students that they could drop out at any time if they felt that they did not wish to continue.

It was initially assumed that the students would show a positive interest in the program, and that about ten students would choose to enter. Consequently, the criterion of success that was established was for a total of ten speeches to be submitted to various external speech contests by the end of the academic year.

The actual initial response was considerably higher than had been anticipated, with 25 students of the 117 5th year students that participate in lessons with the native speakers of English joining (21.4%). The participating students consisted of 21 female students and four male students, with a median age of 17. These students were divided between the two participating native speakers of English, who then took on the responsibility of helping the students write and research their speeches, and also coaching them with regards to the various factors important in giving a successful speech, such as intonation and pace.

It was decided that, due to time constraints (in particular, club activities), each student would formally meet with their allocated assigned teacher once a week for a period of 15 to 30 minutes. The students had the choice as to whether they would meet their teacher individually, in pairs, or in small groups. Of the 25 participants, all but six decided to attend individually.

A total of 17 students of the 25 opted to enter speech contests with submission deadlines in early June. Of the remaining eight students, two



opted to leave the course (one male and one female), and six to prepare speeches for contests with submission deadlines in July through October. Of the entries, one student progressed to a semi-final round, while a second student received an exemplary speech award. Six students also participated in the school's internal speech contests, with two taking first place and three second.

As each student submitted their first speeches to a contest, they were asked to complete a questionnaire (Appendix A) regarding the program and their experiences of it, with an 87% response rate obtained. The results are presented and discussed below.

## Results

The responses given in the questionnaires showed an overwhelmingly positive response to the program, and the data are presented below in Tables 1 and 2 below. Several items (Q1-4, Q9-10, and Q12-21) allowed students to make their own, unstructured comments, translations of which are provided in Appendix B.

The main reasons given for joining the program (Q1) were to improve their English ability and their enjoyment of English. Subsidiary reasons were the chance to compare their English ability with students from other schools and that entering speech contests can help with university entry. By far the majority of the students had never entered a speech contest before (Q2), with all of those who had having experience of the

**Table 1. Response Rates for Questions 1, 2, and 14-20.**

Q1		Q2		Q14		Q15		Q16		Q17		Q18		Q19		Q20	
a	8	Y	4	Y	10	Y	6	Y	6	Y	0	a	3	Y	12	a	4
b	14	N	11	N	5	N	9	N	8	N	14	b	3	N	3	b	1
c	4											c	0			c	9
d	4											d	8			d	1
e	0											e	5				
f	2											f	1				
g	1																
h	1																

Q1. Why did you want to join the speech contest preparation lessons? (a. I enjoy speaking English, b. I wanted to improve my English, c. I wanted to check my English level against students from other schools, d. It is good for my university application, e. I wanted to win a prize, f. It was a new course at the school, g. My teacher told me to, h. Other); Q2. Have you entered a speech contest before?; Q14. Did you write your work in Japanese and then translate it?; Q15. Did you ask a Japanese teacher for help?; Q16. Did you have any problems researching your topic?; Q17. Could the teachers have helped you research your topic more?; Q18. Which was hardest for you in your writing? (a. Structuring the essay, b. Vocabulary, c. Finding a topic, d. Writing the sentences (Grammar), e. Expressing an opinion, f. Length of speech); Q19. Will you enter another speech contest?; Q20. How would you prefer the classes to be? (a. Individually, b. Pairs, c. Small groups, d. Large groups)

**Table 2. Mean Scores for Questions 3-13.**

Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
4.20	3.73	3.40	3.27	3.73	3.80	4.07	4.33	3.64	4.20	3.93

Q3. How much do you agree with the statement 'In general, entering speech contests helps to improve students' English?'; Q4. How much do you agree with the statement 'External speech contests are more beneficial than internal speech contests?'; Q5. How much do you think joining this course has increased your confidence in speaking English?; Q6. How much do you think joining this course has increased your confidence in writing English?; Q7. How much do you think joining this course has improved your English speaking?; Q8. How much do you think joining this course has improved your English writing?; Q9. How much do you agree with the statement 'The speech preparation lessons were useful?'; Q10. How much do you agree with the statement 'I was given enough help when preparing my speech?'; Q11. How much do you agree with the statement 'I had enough lessons with my teacher to prepare?'; Q12. How much do you agree with the statement 'I would recommend joining the course to my friends?'; Q13. How much do you agree with the statement 'More students should join the course?'

school's internal speech contests. The students showed strong agreement that entering speech contests was a good way to improve their English (Q3), and moderate agreement that external speech contests were of greater value than internal speech contests (Q4). The students indicated that taking the program had had a moderately positive effect on their confidence in speaking and writing English (Q5, Q6), and that their spoken and written English had shown a moderate improvement (Q7, Q8).

The students indicated a high satisfaction with the program (Q9), and also that they had received sufficient assistance from the native teachers (Q10). However, there was only moderate agreement that they had had enough contact time with the native teachers (Q11).

The students indicated strongly that they would recommend the program to their friends (Q12), and showed a moderately strong agreement that more students should join the program (Q13).

Two thirds of the students initially wrote their speeches in Japanese before translating them into English (Q14), but only about one third of the students approached a Japanese teacher of English for assistance (Q15).

Over one third of the students reported having some difficulty determining a theme for their speeches (Q16), but none of the students sought help with researching their chosen topics (Q17). Perhaps, unsurprisingly, the most commonly reported difficulty was writing grammatically correct sentences in English (Q18), with pronunciation, selecting vocabulary, the structure of the speech and its length being reported by smaller numbers of students. A large majority of the students stated that they wanted to enter more speech contests (Q19), something which has certainly been borne out by their subsequent behavior.

Surprisingly, given that the majority of the students opted to practice individually or in pairs, when asked what size group they thought was best almost two thirds expressed a preference for small groups (Q20), with just under one third preferring to continue with individual classes, and only two students expressing preferences for large group lessons.

## Discussion

The data indicates that the implementation of an external speech contest program has been successful, insofar as the initial response and students' comments are concerned. Furthermore, the students indicate that they believe entering speech contests is a good way to improve their English and that participating in the program had had a positive affect on their confidence and level of English speaking and writing, illustrated by comments made by Student C, "We can talk with foreigners without embarrassment," Student L, "To speak English directly is very fun and we can learn more," and Student T, "Everyone can change their opinion. It helps people improve essay writing and speech giving skills".

The results show a high overall satisfaction with the program, but only moderate agreement that the students had enough contact time with the native teachers, shown by comments made by Student O, "I want to have much more time with the teachers," and Student V, "[I want] more contact time with teachers to 'feel' English." This suggests that the students want more time to prepare and would find extra sessions beneficial. These findings are supported by the indication that the students would recommend the program to their friends, that they want to enter more speech contests, and that they believe more students should join the program. However, some students showed concern that too many people would join the program and that this could dilute the benefits gained, e.g., Student E, "Now it's [good] enough but if more people join, each person will have less time, so it will not be as successful." Therefore, joining the program should be kept as a voluntary option as forcing unmotivated students to participate may disrupt the sessions or have a negative impact on the overall image of the program. This is supported by comments made by Student W, "If someone tells you to do something, it is effective, but if someone volunteers, the teacher can teach them nicely and it is more effective."

Based on the initial feedback, the format of the program sessions may need to be revised. When initially offered tutorials individually, in pairs or in small groups, the large majority opted for individual sessions. However, the data suggests

that their opinions have changed, with the most popular preferred structure reported being small groups. This could be explained by a feeling of group togetherness, students being able to support each other, provide peer feedback and become positive rivals, or a reduction of anxiety, noted in comments from Student C, "We can help each other and try hard together and feel a natural way to learn," Student M, "To speak English in small groups improves our English more. Small groups mean people can have rivals," and Student W, "Around eight people. I can be not too nervous and I can enjoy it."

However, while this class structure may be popular during the speech writing stage, Student A said, "One to one, slowly is best," and Student R said, "Some people are there so I can learn from them, but there's not a lot of opportunity to say my opinion," which suggests that it may not be practical when preparing the speech delivery as the students would not receive the same level of input as on an individual basis. These results imply that using a small group structure during the speech writing and early practice stages and then shifting to a one-to-one pattern when preparing for the final speech delivery would be appropriate.

It was mentioned that by being able to think about a topic in English, various areas of language skills were being enhanced in a number of different ways. Student M said that, "To think in English about a speech and to practice makes people improve," and Student S said that, "To speak English definitely improves English and also thinking about what to say in a speech helps us improve." Also students found that they were learning new vocabulary and grammar, e.g., Student I, "Learning words we don't learn in lessons," Student T, "To learn new grammar and vocabulary," and Student U, "If I hadn't joined the course, I wouldn't have learned lots of new vocabulary." It was also claimed that gaining extra contact time with native speakers helped to improve the students' English levels, illustrated by Student A, "Contact with the native teachers helps get English into our heads," and Student L, "I enjoyed it a lot because we could talk to English people and get their opinions." It can therefore be stated that the implementation of the speech program provided students with the opportunity to develop their English skills in

ways that were previously unavailable. Furthermore, it can be asserted that the new learning contexts have been perceived as beneficial by the participating students.

The participants found writing grammatically correct sentences most difficult, shown by Student D, "I didn't know how to make the most effective sentence," and Student R, "I couldn't explain in English something that I can explain in Japanese very well," but also indicated that this was an area they felt that they had improved, e.g., Student F, "I learned new grammar and vocabulary," and Student M, "What I thought was right, what I learned was incorrect, so it was good to learn the correct way to speak English." Another area of difficulty was pronunciation, illustrated by Student S, "Writing was difficult and intonation / stress was difficult," and Student W, "Writing words is OK, but pronouncing words was difficult." However, the students felt that they had also shown improvement in their pronunciation, e.g., Student B, "Pronunciation is a bit better," and Student M, "The teacher helped me to make the essay and with my pronunciation." It can therefore be stated that the program is addressing areas of language that students need help with and that the students perceive the program to be beneficial in developing their skills in these areas.

The comments regarding the reasons for joining the program showed that it provided the opportunity for students to express their opinions, shown by Student A, "I want to express my opinion," Student H, "To speak English and to tell people what I am thinking," and Student R, "It's a wonderful feeling to tell people what I am thinking," and that it was also a chance to prove to other students that they could speak English well, highlighted by Student P, "I want to prove to people who say I can't speak English that I can." The program therefore gives students a sense of achievement and pride, empowering them to develop their English in a context with a definite objective other than exams.

It is possible that, as the target of the program is not an exam, that the students' enjoyment of the program and therefore their perceptions of English in general were increased, seen in comments made by Student A, "I would love to have experience of lots of contests," Student D,

"It's a good experience," Student M, "To do the speech contest is fun and enjoyable," Student R, "To speak English is fun," and Student T, "It was good for me and fun". Studying a language in a positive and enjoyable environment can lead to increased motivation, the reduction of affective filters (Krashen, 1981), illustrated by Student C, "We can talk with foreigners without embarrassment," and can have a positive affect on the way students study in other subjects.

## Conclusion

Regardless of the students' actual performance in the speech contests, their entrance into an external speech preparation program has shown itself to be successful in many respects, particularly in giving students the chance to develop their English skills in an autonomous manner that they found enjoyable and rewarding. However, the structure of the program needs to be altered to take the students' stated preference for small group study into account, which would allow for peer feedback and their desire for more contact time with the native-speaker teachers.

As information regarding many speech contests is sent to schools as a matter of course, the primary requirement from teachers in establishing such a program is scheduling enough time to mentor and facilitate the students' work. This investment of time is amply rewarded by the efforts and many hours of autonomous work applied by the students, and we strongly encourage interested teachers to try implementing a similar program for themselves.

## Appendices

The appendices are available from the online version of this article at <jalt-publications.org/tlt/issues/2012-03\_36.2>.

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# Nonnative speaker teachers of English: Challenges and prospects



## An interview with George Braine

Chit Cheung Matthew Sung

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### Keywords

nonnative speaker teachers of English, identity, challenges, prospects, publishing

Issues surrounding nonnative speakers of English have been gaining a great deal of attention over the last decade in the field of ELT. In this interview, Georg Braine, a leading expert in this area of research, talks about the development of the Non-native Speaker (NNS) Movement, the challenges that NNS teachers face, and the prospects that hold for NNS teachers. With over 40 years of experience in ELT, he is best known as the founder of the NNS Movement and the founding Chair of the Nonnative Speakers Caucus in the TESOL organization. His website can be found at <[georgebraine.com](http://georgebraine.com)>.

ELT分野ではここ10年ほど、英語の非母語話者(NNS)に関する議論が大きな注目を集めている。インタビューでは、この研究分野の第一人者であるGeorg Braineが、非母語話者運動(NNS Movement)の発展、NNS教師が直面する課題や将来への展望について語る。氏はELT分野で40年以上の経験を持ち、TESOL学会のNNS Movementの創始者で、非母語話者部会(Nonnative Speakers Caucus)の創設会長としてよく知られている。

**Matthew Sung (MS):** As the founder of the Nonnative Speaker Movement, can you tell us the rationale of initiating the movement?

**George Braine (GB):** The origins of the movement can be traced back to the colloquium titled “In their own voices: Non-native speaker professionals in TESOL” that I organized at the TESOL Convention in 1996. The rationale for the colloquium was the fact that researchers (all of them native speakers of English) had been studying nonnative speaker (NNS) English teachers and scholars—on their classroom behavior, their initiation into academic discourse, their publishing strategies—and I thought that NNS teachers and scholars could speak for themselves on these topics. The TESOL Caucus that was formed in 1999 was a direct result of the colloquium.

**MS:** I know that you are also the founding chair of the Nonnative-speaker English Caucus in the TESOL organization, which was set up in 1999. What are some of the greatest achievements of the caucus?

**GB:** The major goals of the Caucus were (I use the past tense here because the Caucus has become an Interest Section)

1. To create a nondiscriminatory professional environment for all TESOL members regardless of native language and place of birth,

2. To encourage the formal and informal gatherings of nonnative speakers at TESOL and affiliate conferences,
  3. To encourage research and publications on the role of nonnative speaker teachers in ESL and EFL contexts, and
  4. To promote the role of nonnative speaker members in TESOL and affiliate leadership positions (see the website of Nonnative English Speakers in TESOL Interest Section: <nnesst.asu.edu> for more details).
1. Empathy with their students' difficulties and frustrations in the classroom;
  2. The ability to incorporate their own ESL learning styles into their teaching;
  3. The ability to view English from the perspective of NNS. (They have learned grammar, not acquired it unconsciously, and are therefore able to explain it. This can be referred to as "language awareness", "metalinguistic awareness", and "sensitivity to the language") and
  4. The ability to relate L2 learning theories to their own learning of English. (Teachers' experiences inform their beliefs and in turn influence their teaching. Thus, when theories they encounter in teacher training reflect their own experiences as language learners, the two blend smoothly in their classroom practices. This ability, to place theory within the context of one's own learning, is not available to NS English teachers (see Ellis, 2002, for more details).

I believe that the second, third, and fourth goals have been achieved. We formed a TESOL Caucus (which has now become an Interest Section), and also promoted the NNS message at various TESOL affiliates both in the United States and other countries. More than one hundred publications on NNS issues, many of them based on research, have come out since the movement began and thereby creating a new area of scholarship in applied linguistics. Two TESOL Presidents (Jun Liu and Brock Brady) in the past 10 years have been leaders of the NNS movement, and we have also seen the election of movement activists to other responsible positions in TESOL and other organizations. The most significant achievement has been the empowerment of NNS English teachers. Unfortunately, a nondiscriminatory professional environment (the first goal) is still in the making. Like sexism and racism, it will stay with us for years to come.

**MS:** Where do you see the NNS movement heading in the next ten years?

**GB:** In the next ten years, I hope the message of the NNS movement could be spread to every country and community where English is taught as a second or foreign language. The movement must blaze new trails, publicizing its mission to all reaches of ELT, generating new areas of research, and inspiring new leaders in ELT.

**MS:** What do you think are the greatest assets of nonnative teachers of English?

**GB:** NNS teachers apply their experience in learning English as a second language when they teach English (*a characteristic which no NS teacher can claim*). This is done in four ways. The teachers' display



**MS:** Over the last decade, do you think the status of nonnative teachers of English around the world has changed?

**GB:** In the past, NNS English teachers were generally regarded as second rate, a notch below native speaker English teachers. This attitude is changing now, mainly because NNS have found a powerful voice in the field of ELT, through their academic publications and presentations, leadership, and through advocacy.

**MS:** As a nonnative teacher of English yourself, what are some of the challenges which nonnative teachers of English are still facing?

**GB:** NNS English teachers face discrimination in finding English teaching positions, especially in more affluent Asian countries. Being a Caucasian is considered the main qualification to teach English, and some who obtain employment as English teachers have no teaching qualifications at all. Many NNS English teachers have their own shortcomings. Their proficiency in English needs improvement.

**MS:** What would you suggest to nonnative teachers of English around the world to deal with these challenges?

**GB:** To form professional associations (not only trade unions) and stand up to unfair hiring practices. Improve their own English proficiency, mainly through reading. We are not merely users of English; we are teachers and need to master the language. The acquisition of a language is a lifelong process and many English teachers seem to overlook that, making little or no effort to improve their proficiency.

**MS:** As a former journal editor and an expert in second language writing, do you have any suggestions for novice writers who are trying to get published in the field of TESOL?

**GB:** In fact, I wrote on this topic to *The Language Teacher* about 10 years ago, and have written and spoken about it more since then. First, novice writers should be aware of the more than fifty applied linguistics journals that are available. Many novice writers are only aware of *TESOL Quarterly*, which by the way has a very low acceptance rate. Novice writers must read journal articles before they can write any. By reading, one becomes familiar with the focus of the journal (writing, reading, language acquisition, etc.) and the type of article accepted by each journal. Reading also makes us better writers. Third, no article is accepted for publication without revision, and writers must be prepared to revise. Finally, articles are also rejected outright fairly often. Novice writers must not be dejected by such disappointments and must learn to keep trying.

**MS:** I know that you have recently published a new book titled, *Nonnative Speaker English Teachers: Research, Pedagogy, and Professional Growth* (Braine, 2010; see Sung, 2010)? Can you tell us about it (see, e.g., Sung, 2010)?

**GB:** The NNS movement is more than a decade old now, and I thought it was time to reflect on the growth of the movement, summarize the research, highlight again the challenges faced by NNS English teachers, and speculate on how the movement could grow in the future.

**MS:** You have recently retired from the Chinese University of Hong Kong. What are your future plans? Are you going to do more research on nonnative speaker teachers of English?

**GB:** I have no academic plans. I intend to travel and to spend more time with the people I like and in the places I enjoy. As for the NNS movement, we are fortunate in having chosen energetic and enthusiastic young leaders to follow in our footsteps. So, I am happy to take a back seat in the movement.

**MS:** Finally, what do you think will be the future direction of research on nonnative speaker teachers of English?

**GB:** In the past decade, the growth in research on nonnative speaker English teachers has been phenomenal; in fact, our movement has created an entirely new area of research. But, much remains to be done. We need to move beyond comparisons of native speaker and nonnative speaker teachers or self-perceptions. We need ethnographic research on the lives of individual nonnative speaker English teachers from around the world. What role does English play in their lives? Do they develop as English teachers or stagnate due to lack of motivation or support from the local system? We only have anecdotal evidence now so there's room for much research. Another issue is that most studies on nonnative speaker teachers have been conducted by nonnative speakers themselves. Because the credibility of such studies could be challenged, we need to involve native speaker colleagues as co-investigators.

**MS:** Thank you very much for your time, and wish you all the best.

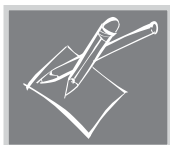
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*lish Text Construction*, as well as book reviews in *TESOL Quarterly*, *World Englishes*, and *Linguistics and Education*. His research interests are in the areas of language education, global Englishes, and gender and language.



## TLT RESOURCES

# MY SHARE

### ...with Dax Thomas & Harry Harris

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



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## Making genre active for young learners

**Brett Laybutt**

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### Quick guide

- » **Keywords:** Genre, information report, seasons, months, weather, clothes
- » **Learner English level:** Beginner
- » **Learner maturity:** Higher elementary school
- » **Preparation time:** 10-20 minutes
- » **Activity time:** 45-60 minutes
- » **Materials:** Whiteboard and markers, old magazines, flashcards, large paper (divided into four squares), scissors

**H**ello and welcome to this edition of My Share. In this issue we have four more great ideas for you. First off, Brett Laybutt uses seasons to get children working with the *information report* genre. Next, Patrick Ng adds dramatic flair to oral communication with an activity based on Reader's Theatre. In our third activity, Sasan Baleghizadeh and Golnar Ghaffarie show us how to recycle vocabulary in a fun tic-tac-toe game. Finally, N. Pratheeba shows us how to use word forks to help teach phrasal verbs. No matter what your teaching context, there's sure to be something for everyone in the versatile collection of activities. Enjoy!

While the use of a genre-based approach to writing is becoming increasingly familiar in adult foreign language classes, it is still rarely used with young learners, especially at the elementary level. The genre-based approach gradually familiarizes students with the features of a genre, which is a staged, goal-oriented text, and through scaffolding activities eventually leads the students to an independent construction of a text. This My Share activity demonstrates how one genre may be used in an active way appropriate for elementary young learner classes.



The genre used in the activity is an information report, which generally features the following elements: an opening statement, a sequence of related topic statements, and a concluding statement. The aim is for students to independently construct a simple text using previously learned vocabulary. The activity works best with small classes but can be adapted for larger groups and may also be used for other genres, such as narrative or recount.

### Preparation

**Step 1:** Print months, temperature (hot, warm, cool, cold), and clothes flashcards (word and picture) for different seasons.

**Step 2:** Prepare old magazines featuring pictures of people wearing seasonal clothes.

**Step 3:** Divide the board into four squares.

**Step 4:** In the first square, write the following (in italics):

<opening>	SUMMER
<sequence>	Summer is ____, ____ and ____. It is ____ and ____. In summer, I wear ____.
<concluding>	I ____ summer!

Then, write the same for each season on the remaining three squares on the whiteboard.

### Procedure

**Step 1:** Divide students into two groups.

**Step 2:** Review the vocabulary items for seasons and quickly drill the statement *This one is [season]*.

**Step 3:** Give old magazines to groups. Students find and cut out pictures related to seasons using language practiced in Step 2.

**Step 4:** Review months, temperature, and clothes vocabulary with flashcards. Discuss which items belong with which season and divide into four season sets.

**Step 5:** Give ONE set to each team (e.g., Summer). Students run to the board and write the vocabulary in the appropriate spaces, as shown below:

<p>SUMMER</p> <p>Summer is <u>[June]</u>, <u>[July]</u> and <u>[August]</u>.</p> <p>It is <u>[hot]</u> and <u>[sunny]</u>.</p> <p>In summer, I wear <u>[a T-shirt and shorts]</u>.</p> <p>I ____ summer!</p>
--

After each line is completed another student must read it aloud. The first team to finish is the winner.

**Step 6:** Students then copy the two texts onto the large piece of paper divided into four squares. The final sentence is for the students to choose either *I like [season]* or *I don't like [season]*. This can then be decorated with pictures cut out earlier, with the winning team given first choice of pictures.

**Step 7:** The remaining two season squares are then completed independently (or for homework) using the class text as a guide. This may also be used for assessment purposes.

### Conclusion

This activity provides practice constructing an information report in a fun and active manner. Importantly, it also gives young learners both the opportunity to place previously studied vocabulary within a meaningful context and to experience the joint-construction of their own simple text. The students enjoy actively participating in the process of writing the text, rather than simply copying dialogues or unrelated word-lists, and gain a sense of achievement with it. For older or more advanced learners, the activity may be extended by introducing more complex language, e.g., conjunctions, such as *so* and *because*.

# Dramatising the EFL classroom through Reader's Theatre

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## Quick guide

- » **Key words:** Drama, script, writing, oral, performance
- » **Learner English level:** Beginners to advanced
- » **Learner maturity:** Elementary to university
- » **Preparation time:** 30 minutes
- » **Activity time:** 60 to 90 minutes per class
- » **Materials:** Tape recorder or video recorder

Reader's Theatre is a presentational performance based on principles and techniques of oral interpretation with the purpose to entertain, instruct, and persuade (Adams, 2003). Readers first read a story and then transform it into a script involving several characters. Unlike conventional drama, which relies mainly on physical movements or actions, the script is performed for an audience using only the voice elements (articulation, rate, tone, pitch, voice projection, etc.). Reader's Theatre has been adopted in Western educational settings to improve the reading fluency and to enhance the reading comprehension of students (Henry, 2011). However, I have adopted Reader's Theatre as a means to teach oral communication skills such as proper pronunciation, voice projection, appropriate tone, and voice flexibility.

## Preparation

**Step 1:** Select a story scene appropriate to the class level of English and interest from any graded reader (see Appendix A). It is highly recommended that the teacher choose a story scene with at least two characters engaged in a

conversational dialogue.

**Step 2:** Based on the story scene selected, prepare a scenario (see Appendix B) for the script writing.

**Step 3:** Prepare a tape or video recorder to record students' performances.

## Procedure

**Step 1:** Before class, assign students a story scene from the graded reader to familiarize students with the background of the story scene. In class, conduct a pre-reading activity such as explaining the pertinent vocabulary, and then have students read the story scene individually and discuss their impressions of the characters in groups of three or four. I normally ask students to comment on their favourite characters in the story scene by asking them several questions such as: *Which is your favourite character? What would you do if you were in his or her situation? Do you think there are people who behave similarly to the characters in the real world?*

**Step 2:** After students have gained sufficient background knowledge of the story scene, introduce script writing and briefly explain the role of a narrator and different characters in drama scripts. Next, assign students the task of writing the script guided by the scenario prepared by the teacher (Appendix B). Explain that each group will write an original script involving different characters and a narrator (see sample script written by students in Appendix C). Allow students time to negotiate the scripts and provide suggestions if students have difficulties in writing the script.

**Step 3:** When a group has finished writing, check the completed script and have members in the group rehearse it before you. Prior to rehearsing, instruct them to perform their parts using only voice elements and the hand-held scripts. Correct pronunciation or highlight important delivery skills (such as the proper use of tone, volume, or voice projection) when students are rehearsing their scripts. While you focus your attention on the first group, instruct other groups to continue working on their scripts. Usually students appreciate the teacher giving them time to rehearse on their own first, as they can then modify their scripts to bring about the desired

effects. If you have a large class, you may want to create groups with more than five or six members to include more characters or narrators.

**Step 4:** When all students are ready to perform the teacher records their performances using a tape or video recorder.

**Step 5:** Play back the recording and encourage students to comment on their peers' performances. You should also take the opportunity to stress the importance of good articulation, voice projection, and flexibility for effective communication in English.

### Conclusion

Students generally have positive comments regarding Reader's Theatre (see Appendix D). They often develop a sense of investment in the lesson because they are not only reading a script, but also performing the script through interpretation of the characters. It is also energising for teachers as they watch students read, interpret, and perform a piece of literature, knowing that students are holistically involved in the process of learning.

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- Adams, W. (2003). *Institute Book of Readers Theatre: A Practical Guide for School, Theatre and Community*. Chapel Hill, NC: Professional Press.
- Henry, L. (2011). Readers Theatre. *ReadWriteThink International Reading Association*. Retrieved from <[readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html](http://readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html)>

### Appendices

The appendices are available from the online version of this article at <[jalt-publications.org/tlt/departments/myshare](http://jalt-publications.org/tlt/departments/myshare)>.

## Tic-Tac-Toe for vocabulary revision

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### Quick guide

- » **Key words:** Vocabulary, recycling, Vocabox, tic-tac-toe game
- » **Learner English level:** Elementary and above
- » **Learner maturity level:** All
- » **Preparation time:** 5 minutes
- » **Activity time:** 15 minutes
- » **Materials:** Vocabulary cards, whiteboard, marker

Language learners are faced with the task of acquiring and retaining new vocabulary on a daily basis. One of the main tasks of a language teacher, then, is to help students develop a sufficiently large vocabulary. Nevertheless, some language teachers ignore this fundamental fact, assuming that the vocabulary will take care of itself through repeated exposure and classroom activities. As Nation notes in *Teaching and Learning Vocabulary* (1990), developing a principled and systematic approach to teaching, as well as learning, vocabulary can be a valuable use of class time.

One of the most important aids to memory retention is recycling. The learner needs to meet the lexical item several times, preferably in different contexts. There is a greater probability of this happening incidentally if learners read and listen extensively. As Nation (1990) has rightly argued, real vocabulary learning comes through both receptive and productive use.

The teacher also needs to help the students to recycle recently learned lexis in subsequent lessons. It is especially important to do this the day after it has been taught as we have seen how



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much we forget in the first twenty-four hours after initial learning. If you keep a class *Vocabox*, this is much easier to do, as you have all the recently taught lexical items at hand.

We are suggesting a game using the students' Vocabox, which could be used for revising the vocabulary students have already learnt and also for presenting the main vocabulary of listening and reading texts as a pre-listening or pre-reading activity. This activity is based on the game tic-tac-toe, which most students are familiar with.

### Preparation

**Step 1:** Write the words which you and the class find useful in terms of practicality and frequency on pieces of colored paper or card. Each card could contain only the lexical item or some of the other information about it such as the definition, phonetic form, and parts of speech.

**Step 2:** Keep the cards in a box in the classroom so it is accessible to everybody in the class.

### Procedure

**Step 1:** Divide students into two groups. Call one group X and the other O.

**Step 2:** Draw a tic-tac-toe box on the board and number each of the boxes from 1 to 9 as in the figure below.

1	2	3
4	5	6
7	8	9

**Step 3:** Choose nine cards from the Vocabox and place them facedown on a table in the same three-row, three-column formation.

**Step 4:** Ask Group X to choose a number at random. Have one person from the group come to the table, pick the card which has the same number, and try to explain the meaning of the word to the students in his/her group or provide a synonym without using the exact word itself in his/her example. Put the group sign, i.e., X, on the box which the group has chosen, if the group guesses the word correctly. If incorrect, replace the card with another. After that, ask a student

from Group O to come to the table and follow the same procedure.

The group which manages to complete a line first with their group sign horizontally, vertically, or diagonally is the winner.

### Conclusion

This activity attempts to introduce an effective and systematic way for students to record, retain, and review their vocabulary. As mentioned earlier, this activity could be used for reviewing the vocabulary which has been taught and also for introducing vocabulary before a reading or listening activity. We have found this activity quite interesting, challenging, and competitive. Students try their best to win the game.

### References

Nation, I. S. P. (1990). *Teaching and learning vocabulary*. Boston, MA: Heinle & Heinle.

## Teaching phrasal verbs with word forks

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### Quick guide

- » **Key words:** Phrasal verbs, collocational competence, word forks
- » **Learner English level:** Intermediate and advanced
- » **Learner Maturity level:** High school and college
- » **Preparation time:** 30 minutes
- » **Activity time:** 45 minutes

Phrasal verbs may be a difficult aspect of the English language for ESL/EFL learners. If the mother tongue of an English learner is devoid of phrasal verbs, they may find it very difficult to incorporate them into their speech or writing and may opt to avoid them altogether.



Vigorous practice is needed if these learners want to be well versed in the usage of phrasal verbs. However, if an ESL/EFL learner gets accustomed to the usage of phrasal verbs, then their *collocational competence* (ability to use lexical items that usually co-occur in native speakers' speech) in English will dramatically increase. Teaching phrasal verbs is a challenging task for any English teacher, but word forks come to the rescue.

Word forks are diagrams in the shape of a fork—the stem of the fork is meant for the particular word which ought to be taught to the ESL/EFL learners and the prongs are meant for the various words that go with that particular word (see Appendix A for examples).

### Preparation

**Step 1:** Create word forks for the phrasal verbs you want to teach (refer to Appendix A).

**Step 2:** Make a list of words that can function as substitutes for each of these phrasal verbs (see Appendix B for an example).

**Step 3:** Create enough copies of the word forks and substitute list for each person in the class.

### Procedure

**Step 1:** Divide the entire class into groups of three to five members and distribute the word forks and list of substitute words.

**Step 2:** Encourage students to create a story of their own by describing the funny activities of their favourite cartoon characters.

**Step 3:** Be sure to have students use as many of the word fork constructions as possible but have them substitute words from the substitution list. Ideally, they should have one in each sentence. An example of a story using the substitute words from Appendix B might be:

Tom *cancelled* his flight to Antarctica. While returning home, he *met* Jerry *accidentally*. Jerry advised him to *repeat* an aerobics exercise. As Tom was not able to perform it, they planned to *arrange* a workshop on "How to do Aerobics!"

**Step 4:** While students are writing, circulate to check for errors and ensure students are using the word fork structures and substitute list vocabulary.

**Step 5:** When students are finished writing, ask each group to select a leader for their group.

**Step 6:** Ask the leader of the first group to come to the front and read aloud the first sentence of their story to the entire class.

**Step 7:** Ask a member from the group that raises their hands first to reframe the aforesaid sentence of the first group using the appropriate phrasal verb. A possible answer to the example given in Step 3 is given below:

Tom *called off* his flight to Antarctica. While returning home, he *ran across* Jerry. Jerry advised him to *do over* an aerobics exercise. As Tom was not able to perform it, they planned to *set up* a workshop on "How to do Aerobics!"

**Step 8:** Allot ten points for a correct answer and minus ten points for a wrong answer.

**Step 9:** Repeat the activity for all the sentences of all the groups. Declare the group that has decoded the maximum number of phrasal verbs the winner.

### Variation

The above activity can be repeated for prompts like:

- "Describe your daily routine the moment you wake up till you go to sleep."
- "Describe a visit to a place of historical importance."
- "Describe your first day in college."

### Conclusion

The activity will be fun-filled when the students narrate the activities of their favourite cartoon characters. The negative marking makes the students more alert and it motivates them to think on their feet. This activity enables the students to learn collocations meticulously and it indirectly hones their collocational competence.



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## Appendix A. Example word forks

hang around	the park
	the theatre
	the beach
	the café
	the hotel

do over	a task
	a dance
	an exercise
	an essay
	an assignment

set up	a workshop
	a seminar
	a symposium
	a conference
	a colloquium

turn on	the faucet
	the computer
	the television
	the radio
	the machine

put off	the exam
	the proposal
	the project
	the research
	meeting

run down	the literature survey
	the phone number
	the home address
	the fax number
	the email ID

run across	a souvenir
	old equipment
	my teacher
	my friend
	old photos

call off	the strike
	the meeting
	the flight
	the journey
	the voyage

## Appendix B. Phrasal verb substitutes

Phrasal verbs	Word substitutes
put off	postpone
do over	repeat
run down	search for
set up	arrange
run across	meet accidentally
turn on	open \ switch on
call off	cancel
hang around	wait

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## ...with Robert Taerner

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This month's column features Frederick Shannon's review of *American Headway Second Edition Level 3* and Miklos Juhasz's evaluation of *Q: Skills for Success Reading and Writing 2* and 3.

## American Headway Second Edition Level 3

[Liz Soars & John Soars. New York: Oxford University Press, 2009. pp. v + 155. ¥2,990 (Includes Student Practice Multi-ROM). ISBN: 978-0-19-472983-3.]

Reviewed by Frederick Shannon,  
Kyushu University

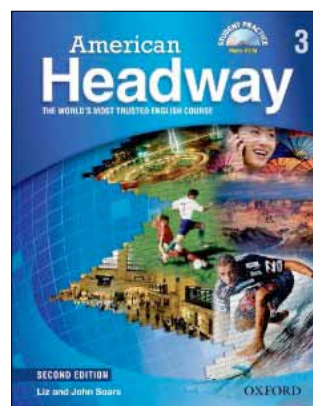
*American Headway Level 3* is a four-skills textbook for intermediate level learners wishing to study American English. The *American Headway* series combines both traditional teaching methods that focus on structure and form with more communicative approaches to language learning and teaching.

Grammatical structures are featured prominently in each of the units and include explicit explanations of the grammatical forms. Therefore, the course books appear to be consistent with what White (1988) refers to as a "Type A" syllabus that focuses on the structure and rule-based knowledge of a second language (p. 46). However, meaningful communicative practice in addition to language functions are also featured, which indicates that the series has adopted an eclectic approach towards language teaching.

The course books each consist of 12 units and each unit has 8 pages. Some of the topics are the same but with new text (e.g., Unit 10 Reading & Speaking – Dubai: The City of Superlatives). The contents map of the textbook is organized into two main sections, Language Input (Grammar, Vocabulary, and Everyday English) and Skills Development (Reading, Listening, Speaking, and Writing).

Each unit in the textbook is broken down into several sections: Starter, Presentation, Practice, Skills, Vocabulary, and Everyday English. The Starter begins the unit and is normally a short activity that introduces the new target language and theme of the unit. Following this is the Presentation section which highlights a particular grammatical structure. Next, the Practice section includes a wide variety of activities such as jigsaw, fill-in-the-blank, matching, and survey-type activities.

The Skills section is a combination of listening and reading texts which are taught together with speaking tasks. The Vocabulary section of each unit introduces lexical items that are related to the topic of the unit and may include collocations, prefixes, and suffixes. Finally, each



unit closes with *Everyday English*. It provides learners with practice using common language functions such as arranging to meet someone, disagreeing, and giving opinions.

Furthermore, the second edition now includes a new online Teacher Resource Center which provides a library of supplemental materials for teachers. PowerPoint presentations related to the grammar sections and reading texts, audio and video clips, photocopiable worksheets, and projectable images from the student book may be downloaded from the library. Also, a new Test-Generator CD-ROM has been introduced which allows teachers to construct their own tests.

The second edition of the Teacher's Book still offers a great deal of support for instructors. It provides ideas for lesson planning, explains the purpose of the lessons, highlights important cultural notes, and gives information on the purpose of the activities in the student book.

I have been using this textbook in four-skills university English classes with first and second year non-English majors (e.g., agriculture, engineering, law, medicine). Overall, I have found that the textbook has been generally well received by the students. Two particular features of the textbook that students have reported as helpful are the Audio Scripts and Grammar Reference sections located in the back of the book. After completing a listening activity, most students like to check the tapescript to confirm what they have heard. Also, my students have mentioned that the Grammar Reference is useful for them because it provides more examples of how to use the key grammar forms introduced in the units.

However, certain aspects of the series may not appeal to everyone. First, *American Headway* is designed for learners who wish to study American English. This may not appeal to native English speaking teachers who speak a different variety of English or to students who would prefer to study, for example, British English. Second, as mentioned previously, the explicit teaching of grammatical structures remains prominent in the new edition. Some teachers may see this as inconsistent with communicative teaching practices. However, in recent years, some scholars have argued for a move away from a strictly communicative approach to

language teaching and have begun to advocate teaching that also maintains a focus on form. For example, Ur (2009) argued that, "[t]he goal is implicit knowledge of grammar; but it does not necessarily follow that grammar should be taught implicitly" (p. 3).

Overall, *American Headway Second Edition Level 3* is an improvement over its predecessor. It provides engaging content that focuses on both form and meaningful communicative activities. Also, the new series features increased teacher and student online support. For these reasons, *American Headway* is a good choice as a multi-skills English textbook, particularly for university students at the beginner to lower-intermediate levels.

## References

- White, R. V. (1988). *The ELT curriculum*. Oxford: Blackwell.
- Ur, P. (2009). *Teaching grammar: Research, theory and practice*. Vienna: University of Vienna.

# Q: Skills for Success Reading and Writing 2 and 3

[Book 2: Joe McVeigh & Jennifer Bixby. New York: Oxford University Press, 2011. pp. xix + 205. ¥3,360. ISBN: 978-0-19-475623-5; Book 3: Margot F. Gramer & Colin S. Ward. New York: Oxford University Press, 2011. pp. xix + 223. ¥3,887. ISBN: 978-0-19-475624-2.]

Reviewed by Miklos Juhasz, Meiji Gakuin University

The six-level *Q: Skills for Success* series consists of two strands, *Reading and Writing* and *Listening and Speaking*. The 10 units in each textbook provide sufficient material for one academic year in courses where students attend one 90-minute class per week. It is ideal for university programs where reading and writing classes are taught in parallel with their listening and speaking counterparts since the respective units are topi-



cally related and thus can provide more input for essays or class discussions. This review focuses on Book 2, intended for TOEFL 397-435 student levels, and Book 3 targeting the 437-473 range.

Although the series is sometimes marketed as English for Academic Purposes (EAP), *light-academic*, as described by the publisher, is more accurate as no truly academic research essays are included. The two readings introduced in each unit are invariably high-interest, which is the most important requirement for the success of any reading textbook (Williams, 1986). Cognitively challenging but linguistically suitable for these basic to lower-intermediate levels, they present simple topics in an academic manner. For instance, a Book 2 chapter on colors, describing their cultural, emotional, and business significance, and a Book 3 passage about food, adding a scientific perspective of taste sensitivity, were popular with classes and generated great essays. Several fresh and unique opinion paragraphs such as *In Praise of the Throwaway Society* (Book 2, p. 132) are included. Scanning, skimming, and other reading strategies are introduced and practiced effectively, and the preview tasks presented before each reading have adequate variety. In addition to their printed versions, all readings are available on the audio CD.

The vocabulary component of the course avoids the common pitfalls of many materials, namely teaching too much vocabulary in one unit, presenting vocabulary in lexical sets and insufficient review and recycling (Nation, 2001). A target vocabulary of 8-10 lexical items is presented before each reading. Two corpus-based word lists, the *Oxford 3000™* (Turnbull, 2010) compiled for the *Oxford Advanced Learner's Dictionary* as a list of the 3000 most important English words), and the Academic Word List (AWL) (Coxhead, 2000), are the source of most of these lexical items ensuring that the majority of this vocabulary is essential, frequent, and useful for academic study. Of the 180 items introduced in Book 2, 153 are on either or both lists and only 27 (15%) are on neither. In Book 3, 46 (24%) of the 187 items are off the lists. Various attempts to recycle and review vocabulary are noticeable. First, several units have vocabulary consolidation activities. The target lexical items are also reprinted at the end of each chapter with their membership on the AWL and *Oxford 3000™*.

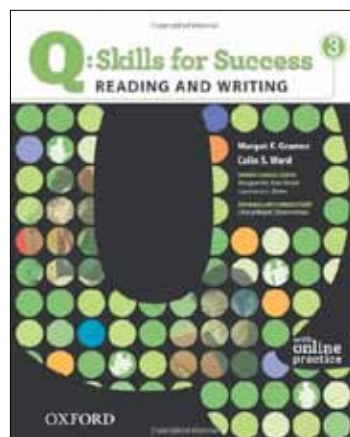
Vocabulary is further recycled in the *Q Online Practice* system and in chapter tests thus in total approaching the lower end of the recommended 5-16 repetitions (Nation, 2001, p. 81) necessary to remember a word.

Writing skills are taught clearly and gradually, always with relevant and easy to understand examples, following the principles of process writing and including activities for self- and peer-review, editing, and self-assessment. What I found was the main shortcoming of the first three levels

of *Q: Skills for Success Reading and Writing* is not unique to this series. In most tertiary EFL writing programs, multi-paragraph compositions are a requirement even at the lowest levels. Yet, the writing instructions and models in Book 1 and 2 do not go beyond the individual paragraph, and instruction on writing complete essays is first presented as late as *Unit 7* in Book 3. I also found the ordering of the introduction of different essay types questionable in Book 3 where the opinion essay, possibly the most common and most requested essay type (Leki & Carson, 1997), is explained only in the final unit.

The *Teacher's Handbook* is simple to use, and contains extra activities and useful background information. The printable chapter tests on the included DVD are easy to administer and can be scored quickly by the learners themselves. Two cumulative tests and one placement test are also provided. However, some errors were present in both the tests and the answer keys. The *Q Online Practice* system mirroring the chapter structure of the textbooks is excellent for homework assignments.

Overall, the series is easy to use and adapt, and its online components are clearly designed to help instructors teach efficiently. The texts provide up-to-date and thought-provoking readings, introduce carefully selected vocabulary, and



teach reading and writing skills effectively making it an ideal textbook choice for any university or high school English program.

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- \* *Door to Door: A Complete Study Abroad Guide*. Minehane, G. Nagoya, JA: Perceptia Press, 2009. [5-section course book for students who are thinking about studying abroad, aimed to guide students before, during, and after their study abroad experience.]
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- ! *Simply Shakespeare: Two Tragic Stories: HAMLET and ROMEO and JULIET*. Knudsen, J., & Tanaka, T. Tokyo: Nan'un-do, 2011. [16-unit reading course book of abridged versions of Shakespeare's literary works w/ student CD, incl. teacher's manual and classroom CD.]
- \* *Thinking in the EFL class: Activities for blending language learning and thinking*. Woodward, T. Crawley, UK: Helbling Languages, 2011. [Teacher resource book w/ 37 tips for teachers

# 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' Review Copies Liaison address listed on the Staff page on the inside cover of *TLT*.

## RECENTLY RECEIVED ONLINE

An up-to-date index of books available for review can be found at:

<jalt-publications.org/tlt/departments/recently-received>

\* = new listing; ! = final notice. Final notice items will be removed 31 Mar. Please make queries by email to the appropriate JALT Publications contact.

## Books for students (reviewed in *TLT*)

Contact: Steve Fukuda  
pub-review@jalt-publications.org

- \* *College Grammar Pathfinder*. Honda, Y., & Tsuchiya, T. Tokyo: Kinseido, 2012. [24-unit course book in essential grammar for Japanese college students incl. audio CD, teacher's manual, review tests, and downloadable audio.]

and 87 practical activities for the classroom to encourage flexibility, fun, creativity, and rigor in teacher and student thinking incl. downloadable handouts.]

\* *Beyond the Language Classroom*. Benson, P., & Reinders, H. (Eds.). Houndmills, UK: Palgrave Macmillan, 2011.

*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.

Books for teachers (reviewed in *JALT Journal*)

Contact: Greg Rouault

jj-reviews@jalt-publications.org



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>

Apple Distinguished Educator and the Google Certified Teacher programs require prospective participants to submit a short video application. Some search committees also request a class or demonstration video from job applicants. A simple, well-edited video is a chance to show yourself at your best. But, by the time you hear of a great opportunity, you may not be able to capture your teaching on video before the deadline. The new school year is the perfect time to start recording what makes you special as a teacher or researcher. A few inexpensive tools are enough, and you may already have them.

## Hardware

### Cameras

Video cameras used to be expensive and hard to use, but they no longer have to be. The Flip video camera was the breakthrough product in 2008 that put HD video production in people's hands for less than \$200. Though no longer produced, these very basic, sturdy cameras are still available online used for \$50-75. They are as simple to use as power-on and press record. I still use mine regularly and never worry about lending it to a student. Most pocket-sized point and shoot cameras include a movie mode. Finally, many of us have a high quality video camera in our phones. Recent iPhones and Android phones shoot adequate video for most purposes.

### Tripods

Make certain to get a tripod, or even more than one for different purposes. Even the coolest

## Are you ready to make a video record of your teaching?

Ted O'Neill

Cheap, ubiquitous technology has made video production and distribution accessible for any teacher. A video teaching portfolio or class record is becoming part of the application process for some employment or professional development opportunities. Both the

colleague's or student's hands are a bit shaky. Classroom desks or tables can tilt or wobble. I've had very good luck with Joby posable tripods of various sizes. They are cheap, easy to use, and tough. Plus, they look fun. That is a big plus when trying to put a class at ease in front of the camera.



Figure 1: Joby Gorillapod tripod with Flip HD camera

### Extras

You may want to try to get some lights or microphones to improve the quality of your final product. However, better external microphones generally require more expensive cameras with mic inputs. Clearer sound can be added to videos with the same tools you might use for podcasting (see Brewster and Von Dietze, 2010). If you want a little more lighting than you find in your school you might be able to get by on the cheap. For a video shot in a rather dim office with awkward shadows, a couple of ¥299 clip-on lamps from Ikea were all I needed to brighten things up.

### Software

Entry-level desktop software packages are all you need to produce a quality application or portfolio video. Update to Apple's iMovie 11 on the App Store. Windows Live Movie Maker is a free download for Windows 7 and Windows Movie Maker is available for earlier versions of the operating system. Each of these packages comes with support pages and tutorials from their makers.

You can go even simpler. If you shoot your video on your phone, you can edit it right there. For the iPhone, Splice (free version and ¥399 paid version) is a simple, but flexible video editor. It allows you to do all of the basics: cut clips together, create titles, and add voiceovers. At ¥499, iMovie for iOS devices is a bargain. For Android phones or other devices such as the Galaxy Tab, Clesh video editor is an advanced cloud-based editor (¥400 in Android Marketplace). Andromedia HD is a free full-function editor for Android. These apps for mobiles or tablets are good enough for short projects that don't require too many bells and whistles.

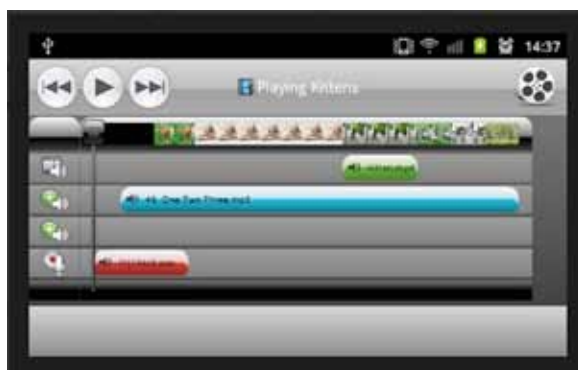


Figure 2: Andromedia HD editor screenshot showing multiple audio and video clips and tracks

### A few tips

#### Releases

Privacy rules are confusing and changing. Recording your teaching necessarily means recording students. A simple permission form in English and Japanese for students to sign is a good idea. Specify that students' names will not be used and that the video is not for commercial purposes.

### Exporting your video

After you've edited together the clips you want, added any voiceovers, and carefully typed your titles, you have to export, or render, the final file for viewing. There are a bewildering number of video file types, but sticking with an old standard like mpeg is probably the easiest way to make sure recipients can view it. It may seem counter-intuitive, but the audio quality may actually be



more important than the video. Classrooms tend to look similar, but it is the language and interaction that is really important. Select higher quality audio if you can when exporting your video.

### Before class

Choose simple clothing that you will feel comfortable wearing often. That makes it less jarring if you edit together excerpts from several classes.

Practice ahead of time with the chalkboard or dry erase board to see how notes appear on video. Writing that students can read in class may be illegible on a phone, tablet, or computer screen. It may appear much smaller, and any glare on the board cannot be edited out in post-production.

A busy classroom looks great but may make for poor audio. One solution is adding a voiceover. Try going to the classroom ahead of time and video recording an introduction or lesson plan explanation in peace and quiet.

### Start now with a coworker

A good video should tell a story. Try to capture some of your early classes this year for a "before and after." This also gives students a chance to get used to the camera in the classroom. They will become comfortable and some will even really enjoy it. Working with another teacher is ideal so you can record each other. This makes a nice collaborative project and may double as an easy entry into peer observation.

### Links and references

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The JALT Extensive Reading SIG  
is proud to present

### Extensive Reading: Research and Practice The 5th Annual Extensive Reading Seminar

Plenary addresses by

Dr. S.D. Krashen and Junko Yamanaka

Sunday, July 1st, 2012 in Nagoya, Japan

**Sugiyama** 椋山女学園

Hosted by Sugiyama Jogakuen University

For more details, please follow the website link  
from the ER SIG page on the JALT website  
<jalt.org/groups/596>.

## EFL Teacher Journeys Conference

Shizuoka JALT and the JALT Teacher Education and Development (TED) SIG are proud to announce the EFL Teacher Journeys Conference, June 24th, 2012 in Shizuoka city. This mini-conference is intended to spark new conversations around themes related to EFL teacher identities, career paths, and professional development. Featured speakers will include Patrick Kiernan, author of *Narrative Identity in English Language Teaching*, and Wilma Luth, an expert on reflective practice. For more information, and to see the call for papers, please visit our conference website at:  
<https://sites.google.com/site/teacherjourneys/>



## 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/tlt/departments/outside-the-box>

This week's column is by **Scott Stillar** from the University of Tsukuba.

**D**espite the visceral reaction many teachers may have against it, I believe gum chewing should be encouraged in the EFL classroom. For classes with a heavy emphasis on intra-group discussion, allowing the students to chew gum may relieve anxiety regarding halitosis or bad breath, and thus encourage them to participate more actively. In my own personal

experience I have found that students who freely chew gum in my classes have higher attention and participation rates compared to the majority of their peers. These perceived benefits are supported by research on memory and cognition. Research suggests that chewing gum may benefit cognitive functions, such as improved mood (Scholey, et al., 2009), memory, and focus (Baker et al., 2004;

Scholey, 2004). In addition, research also suggests that the presence of flavor in gum may positively affect memory (Herz, 1997).

This is the empirical evidence in favor of chewing gum in class as validated by researchers, but it also has the nod of endorsement from perhaps a more pertinent individual: Mrs. Nettie Kitzes. Madame Kitzes was my colleague's high school French teacher, and was by all definitions a *master teacher* of foreign languages. After graduating from Hunter College – a Hall of Fame Alumnus – in the 1940s, Madame taught French, Spanish, German, Latin, and Morse code in the US military, and then won a scholarship to the Sorbonne where she obtained a degree with distinction. In her 50-year public school career, her class was so renowned, members of the French diplomatic service in Washington, DC sent their children to the Maryland school to further their education *en français*.

According to my colleague, who claims to still think to himself in French, her pedagogical weaponry included audio-lingualism, suggestion, grammar-translation, communicative techniques, literature, and sheer force of will. It also included gum chewing during tests.

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JALT FOCUS

## JALT NOTICES

## ...with Malcolm Swanson

To contact the editor:  
[<jalt-focus@jalt-publications.org>](mailto: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/tt/departments/jalt-focus>](http://jalt-publications.org/tt/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>](mailto: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

## 2012 JALT National elections: Call for nominations

Elections for the following positions will take place in September. You are invited to nominate JALT members in good standing who have suitable experience.

- **President:** The president has general responsibility for coordinating the activities of the executive board and for directing and pub-

licizing the affairs of JALT. He/she presides at Executive Board and Board of Directors' meetings. The president, with the approval of the Executive Board, appoints the heads of committees, subcommittees, and boards not specified in the constitution and bylaws. The president is a member of all committees. Voting status is designated by the Bylaws.

- **Vice President:** The vice president presides at meetings in the absence of the president and shares the duties and the responsibilities of the presidency. The vice president chairs the Administrative Committee and supervises the running of all aspects of JALT Central Office.
- **Director of Membership:** The director of membership is responsible for overseeing JALT membership records, coordinating the formation of new affiliates, chapters, and SIGs, formulating and implementing policies governing their relationship to JALT, and assisting in membership drives. The director of membership chairs the Membership Committee.
- **Director of Program:** The director of program is responsible for supervising the arrangements for the Annual Conference and for planning special programs and workshops for various chapters and SIGs. The director of program chairs the Program Committee.
- **Director of Public Relations:** The director of public relations is responsible for coordinating JALT publicity nationally and internationally; promoting relations with educational organizations, media, and industry; finding and developing new associate members, commercial members, and institutional subscribers; coordinating associate/commercial member relations with the business manager and the director of programs; liaising with the Publications Board on all matters related to publications. The director of public relations chairs the External Relations Committee.

- **Director of Records:** The director of records is responsible for recording and keeping the minutes of Executive Board Meetings and General Meetings, and for keeping the chapters and SIGs informed of the activities of the national organization. The director of records chairs the Records and Procedures Committee.
- **Director of Treasury:** The director of treasury maintains all financial records, is responsible for collecting and disbursing all funds of the organization, and presents an account of the financial status of the organization at a General Meeting. The director of treasury chairs the Finance Committee.
- **Auditor:** The auditor's duties include the following: inspect the status of business conducted by the directors; inspect the status of assets of this incorporation; report to the General Meeting or the concerned governmental authority if, as a result of the inspection specified in the preceding items, improper conduct or important facts indicating violation of laws, regulations, or the Articles of Incorporation with regard to the business or assets of JALT is discovered; convene the General Meeting, if necessary, to submit a report as specified in the preceding item; present opinions to the directors on the status of business conducted by the directors or the status of assets of this incorporation.

**Term of Office:** All terms are for 2 years starting immediately after the Ordinary General Meeting at the JALT 2012 conference in Hamamatsu (12-15 October).

You can nominate yourself or someone else. In either case, the person must be a current member of JALT. Please clearly indicate membership number(s), affiliation(s), and contact information. Nominations must be sent by email to Mark Neufeld <nec@jalt.org>, JALT Nominations and Elections Committee Chair. Please submit nominations and include details of qualifications in English and Japanese by May 15, 2012.

## 2012年全国選出役員選挙—推薦者募集

以下の役職の選挙が10月に行われることを公示します。これらの役職に適任と思われる会員をご推薦ください。

**理事長:**理事長は執行役員会の活動を統括し、本学会の事業を指導し周知させる全般的な責任を有する。理事長は、執行役員会及び理事会の議長となる。また執行役員会の承認をもって、各種委員会、小委員会および定款と定款細則に記載されていない役員会の委員長を任命する。理事長はすべての委員会の構成員となるが、投票権については細則に明示される。

**副理事長:**副理事長は理事長不在の際に会議の議長を務め、理事長の責務を補佐する。理事長、副理事長ともに不在の場合は、理事長の指名により執行役員会のその他のメンバーが会議の議長を務める。副理事長は、総務委員会の議長を務める。

**会員担当理事:**会員担当理事は、本会の会員の記録を管理し、新しい準支部ないし準分野別研究部会、支部および分野別研究部会の設立のための調整をはかり、これらのグループと本会の全国組織との関係に関わる方針を定め、実施する責任を持つ。またこれらのグループの会員の獲得を支援する責任を持つ。会員担当理事は、会員担当委員会の議長をつとめる。

**企画担当理事:**企画担当理事は、年次大会の準備を監督し、支部や分野別研究部会のために特別なプログラムやワークショップを企画する責任を持つ。企画担当理事は企画委員会の議長をつとめる。

**広報担当理事:**広報担当理事は下記の任務を有する。(1)本学会の国内外の広報活動を統括する。(2)他の教育団体、報道機関、産業界との交流を促進する。(3)新たなビジネス会員、法人購読会員を獲得する。(4)ビジネス・マネージャー・企画担当理事とビジネス会員間の調整役をつとめる。(5)出版関連の事項で、出版委員会との連絡役をつとめる。広報担当理事は、渉外委員会の議長をつとめる。

**書記担当理事:**書記担当理事は執行役員会会議及び総会の議事録を作成、管理し、本部の活動について支部と分野別研究部会に周知をはかる責任を持つ。書記担当理事は、記録管理委員会の議長をつとめる。

**財務担当理事:**財務担当理事は、すべての経理記録を管理し、本会のすべての資金を収集し、配分する責任を負う。また総会において本会の財務状況の報告を行う。財務担当理事は、財務委員会の議長をつとめる。

**監事:**監事は、次に掲げる職務を行う。(1)理事の業務執行の状況を監査すること。(2)この法人の財産の状況を監査すること。(3)前2号の規定による監査の結果、この法人の業務又は財産に関し、不正の行為又は法令、若しくは定款に違反する重大な事実があることを発見した場合には、これを総会又は所轄庁に報告すること。(4)前号の報告をするために必要がある場合には、総会を開催すること。(5)理事の業務執行の状況又はこの法人の財産の状況に就いて、理事に意見を述べる。

**任期:**すべての役職において任期は浜松の年次総会(2010年10月12日~15日開催)直後より2年間とする。



推薦は自薦、他薦を問わないが、いずれもJALT正会員である事。連絡時には推薦する者、推薦される者の会員番号と支部名を明記。以下の連絡先マーク・ニューフェルド宛にEメールで推薦文を5月15日までにお送りください。

マーク・ニューフェルド  
選挙管理委員会 委員長  
Eメール <nec@jalt.org>

## 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. 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 an

AM that has recently joined our organisation.

## CHieru *"Building a Brighter Future for All Children with ICT"*

CHieru Co., Ltd., is one of the largest education system manufacturers in Japan. CHieru was founded in Oct 2006 in Tokyo, Japan as a joint venture of Alps System Integration Co., Ltd. (ALSI—an IT company in ALPS Electric Group) and Obunsha Co., Ltd. (one of the largest education publishers in Japan) to meet the growing needs of ICT in education for schools.

Our services include software and system products, teaching and learning resources, and strategic consulting for school ICT environments in both primary and higher education. With this combined integration of teaching and learning services, we have succeeded in improving each learner's motivation, as well as improving the teaching process and its effectiveness in the classroom. Currently, over 60% of higher education schools in Japan have installed our CALL system products and we are expanding our

enterprise worldwide.

Our solutions turn normal computer classrooms into high-quality media / language centers and traditional language labs into fully digital, computer-assisted, language learning classrooms.

Products:

- *Digital Language Lab System: CaLabo EX*
- *Learning Management System: CaLabo LX*
- *Computer Lab Management: CaLabo LMS*
- *AV Accessories*
- *e-Learning materials*

For further information, please visit: <chieru.com>

### 子どもたちの可能性ある未来のために

チエルは、『教育』と『ICT』をつなぐイノベーターです。

教育現場でインフラが整った今、私たちは、システム・周辺機器・デジタル教材の開発から販売・サポートに至るサービスを提供し、その範囲はCALL教室からコンピュータ教室、普通教室へと多岐に渡ります。そして、教育情報や活用事例の提供、各地域での研究会開催等、先生方とのFace to Faceのつながりを大切にしています。



JALT FOCUS

# SHOWCASE

## ...with Kristen Sullivan

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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, Diane Hawley Nagatomo shares her journey from *eikaiwa* teacher to researcher and materials writer.

## Diane Hawley Nagatomo

Like many long-termers here, I came to Japan for a one-year experience abroad, to learn *fluent* Japanese, to have some fun, and then return to my *real* life in California. That was thirty-three years ago. Instead of becoming an elementary school teacher like I had planned, I became an English teacher instead. At first, I didn't know what I was doing at all. I have a vivid memory of one of my very first students at



the language school that hired me (and just about any other foreigner on a tourist visa) running out of my lesson in tears five minutes after it started, never to return. I was terrified that someone might ask me a grammar question and while teaching I was so nervous I was usually drenched in sweat. Eventually I decided that I liked teaching English and that I had a flair for it. I got my foot in the university teaching door in 1984 and upgraded my skills and knowledge with an MA and more recently, in 2010, a PhD.

My research interests have run along several lines. First, I'm interested in materials writing and my focus has been mainly on developing EFL textbooks to be used by Japanese university teachers. Thinking about what these teachers want and need in language teaching materials led me to the path that my doctoral research eventually took, which was looking at Japanese English teachers' professional identity. I decided to focus on these teachers because in many instances they identify as specialists in English-related subjects such as literature or linguistics, and not as *language teachers*. Nevertheless, they have a tremendous influence over English language education in Japan: they not only teach English language to enormous numbers of university students, they are also responsible for teacher education classes to train prospective English teachers and they construct the English component of entrance exams which is commonly known to be of utmost concern for secondary school teachers and students.

During the course of my research, I travelled throughout Japan and interviewed numerous Japanese teachers in various types of universities. The stories these teachers told me about their struggles in merging their identities as specialists in their fields and as teachers of English were fascinating. One thing that struck me in particular was that my female participants and my male participants live significantly different professional lives. A common thread found in all interview data was women's feelings of marginalization and discomfort from being in the gendered minority in their workplaces. One female associate professor confessed that at times she feels like an interloper in an academic men's club—a sentiment that was generally shared by all the other women. I found that the path toward becoming a university English teacher

may be quite different for women than it is for men and that English language learning itself is very much full of gendered ideologies.

When my doctoral research ended, I decided to continue my investigation of the lives of female teachers. Now I am examining how *foreign* female teachers, many of whom are married to Japanese and thus have a long-term vested interest in Japan, construct their identities as teachers, members of a Japanese family, and as members of their local Japanese communities. Many of these women don't have backgrounds in applied linguistics and they may not attend expensive language teaching conferences like JALT. They are not only unlikely to conduct and write up empirical research about themselves, their teaching practices, or their students, they seem to be ignored by researchers as well. To date I've found scant literature focusing on this group of teachers, but because they teach numerous students of various ages and occupations in their homes, in their students' homes, and in their local communities, they play an important role in planting seeds of motivation, which I believe shape the linguistic outcomes of many language learners in Japan. In many instances my own students, many who intend to become English teachers, say their interest in English was initially sparked because of private conversation lessons they had with a foreigner—quite often a local housewife.

Investigating relatively unexplored groups of language teachers—whether they are university English teachers or foreign housewives—has been very professionally satisfying. I believe that examining all the pieces of the language-learning puzzle in Japan will enable us to gain a more complete picture of English language learning and English language teaching in the Japanese context.

**Diane Hawley Nagatomo** has been living and teaching in Japan for more than 30 years. She is an associate professor at Ochanomizu University and has a PhD in Linguistics from Macquarie University. She has authored and coauthored numerous EFL textbooks for the Japanese market. Her book *Exploring Japanese University English Teachers' Professional Identity* was published by Multilingual Matters in February 2012. She is currently a co-coordinator for the GALE-SIG. She can be reached at <hawley.diane.edla@ocha.ac.jp>.



JALT FOCUS

# GRASSROOTS

...with Joyce Cunningham  
& Mariko Miyao

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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, John Gunning reflects on JALT2011 and the spirit of volunteerism that helped to make it a successful conference. In the second report, Patrick Brophy explains about how, in 2011, the AJET Programme participants began working more closely with its new domestic partner, JALT, in a number of ways. In the third report, Stephen Shrader explores intercultural communication at SIETAR Japan's 26th annual conference on intercultural communication. Finally, Jane Harland explains how collaborating with Apple led to workshops in English for educators in the Fukuoka area, and outlines her experience of the Apple Distinguished Educator (ADE) programme.



JALT2012 at Act City Hamamatsu • Oct 12–15 2012

## JALT 2011: Spirit of volunteerism

by John Gunning, Gifu Pharmaceutical University and Conference Manager of JALT 2011, <kinkajapanmtb@yahoo.com>

The JALT National Conference held November 18-21, 2011 is one of the largest language conferences in Asia with over 1,800 participants, workshops, presentations, and plenaries as well as two satellite conferences occurring within the conference itself: JALT Junior and Other Language Educators (OLE). Last year I had the opportunity to act as Conference Manager and one word sums up the conferences from a planning perspective, that being, volunteerism. Just about every member of the team, from our student interns up to the JALT National President, volunteer many hours in order to provide a platform for educators to share research and exchange ideas in Asia.

### Planning

When I first got involved with the planning of JALT conferences (Site Chair JALT 2010) I was completely unaware that the planning starts years prior to the conference. The sites are secured and booked by the Director of Programs and followed by negotiations regarding budgets, grants, and facilities with a small team that consists of JALT Central Office (JCO) staff, prior site chairs, the conference business team (JALT National Business Manager, Conference Business Manager), and members of the Board of Directors (BOD). This process can take up to a few weeks as the sites are checked for room sizes and numbers, Internet availability, restrictions, and transportation concerns. This year the Director of Programs, Steve Cornwell, is looking to reserve venues years in advance, and as the size of the



conference grows, available sites are becoming more difficult to secure.

There are also a number of Pre-Conference Planning Committee (PCPC) meetings throughout the year. The main ones are scheduled on the last day of the Conference and during the Executive Board Member (EBM) meetings in February and June. However, there are a number of meetings scheduled between the EBMs, usually in March, May, and October. Between the meetings there are flurries of emails, Skypes, and telephone calls confirming and checking planning schedules.

### The team

An important facet of any volunteer work is simply getting along. In reality and being honest, I do not think I would want to volunteer countless hours and put the effort into a project of this size if I did not truly enjoy the time doing it. The JALT 2011 planning team had fantastic chemistry and not only have I made professional contacts working with everyone, but many personal relationships have been developed, which I believe will last longer than my future participation with JALT. The team is divided up into three main groups. First, and I am not sure if this is the best way to describe it, would be the visionaries who consist of the Conference Chairs and the BOD. They let the rest of the team know the feel, sense, or type of conference they envision. This is followed by the second group, who might be best described as the *nuts and bolts* and who are responsible for taking that vision and making it actually happen. The PCPC team and its many volunteers (student interns and staff which number more than 200) have the job of setting up rooms, securing equipment, programming, developing and planning events, setting up the Internet, coordinating the interns, coordinating the Educational Materials Exhibition (EME) space, making transportation maps, booking hotels, and writing the pre-conference and conference handbooks. I honestly cannot provide every task that is necessary in the space provided for this short article. The last group is JALT's Associate Members (AM), otherwise known as JALT's business partners, who work with the planning team to ensure that there is quality space devoted to educational materials, and

provide sponsorship for some featured speaker workshops and some of the plenary speakers. They also support various events, which can be both academic and social in nature.

### Getting involved

The planning team is always looking for new members who have the time and are committed to seeing it through from the start of its one-year planning cycle. Depending on the position, the amount of time devoted to the planning varies considerably with some team members joining from the very beginning to other members who have the opportunity to commit time at a later date. If you are interested and would like to learn more about the roles and responsibilities, I would be more than happy to get that information to you. I would suggest, if it is your first time volunteering for JALT 2012 and future conferences, to perhaps start with a role that is less demanding in terms of the time and effort so you are not overwhelmed. And it can be somewhat overwhelming for the less experienced, and that is based on my own experience!

## JALT members present at the 2011 Osaka JET Skills Development Conference

by Patrick Brophy

In 2011, the Association of JET (AJET) Programme participants began working more closely with its new domestic partner, JALT, in a number of ways. This has included sharing JALT's teaching resources with JETs across the country, and most notably, inviting JALT members to present at annual JET Skills Development Conferences (SDCs). On December 8, an SDC was held in Osaka, and several speakers were provided by JALT, giving the conference a new professional and academic edge.

The planning for the event began before the summer break, with Osaka JET and National AJET Chair Matthew Cook connecting SDC organizers (including myself, as Osaka AJET President) with JALT Domestic Affairs Committee Chair Rick Bales and Osaka JALT Chapter President Bob Sanderson. After a long planning and organizational process, a full day of sessions led by JALT members was arranged for December 8th at the Osaka Prefecture Education Center in Abiko, with around 100 JETs scheduled to attend.

The first speaker was Steven Herder, from Doshisha Women's College of Liberal Arts, presenting *Professional Development Through Collaboration*. During this insightful presentation, the 100-person audience was reminded of the many common problems ALTs face in Japanese schools. Herder not only showed how to deal with these problems, but also showed how to adjust your own attitude in order to make work and life easier. One participant said that he had "learned more in the first presentation than he had learned in the entirety of his previous four conferences."

Steve Cornwell, JALT Director of Programs, followed and gave all the members a handout with a number of motivational activities that only take five minutes. These activities could be adapted to all school levels, from elementary to high schools. The JET participants left this presentation anxiously clutching the print they got from Cornwell, excited and eager to try these new activities in their schools, certain that they could motivate their students to study English.

After lunch, Shirley Leane, all the way from Tottori University, gave her presentation: *Choosing Appropriate Activities for the Classroom*. After laying a solid foundation of English education theory history, Leane led the participants through a series of group exercises, creating lessons and evaluating them based on the various teaching styles. This analysis of styles gave JETs a great opportunity to reflect on the learning methods incorporated in their lessons and how to make them more effective with that knowledge.

During the last time slot of the day, James Rogers, of Kansai Gaidai, showed how to improve student motivation and memory through the

use of games. By getting us to play these games ourselves, Rogers was able to show how his adaptable, fun-for-all-ages activities could be incorporated into the classroom. "I can't wait to try this at school!" was overheard more than once.

In a concurrent session, Bob Sanderson facilitated a workshop entitled *Developing our Personal Philosophies of Teaching and Learning*. This challenged us to think about our own ideas and approaches to education, and posed several thought-provoking questions that left more than a few JETs deep in thought about how to approach our work in the future.

At the end of the day, my sense was that everyone went home much more satisfied and intellectually fulfilled than at past conferences. The JALT presenters had given everyone lots of food for thought. Many JETs have studied education in their home countries, while others have had no formal background in education. But regardless of background, every JET seemed to leave the conference with something they could take to school and immediately put into practice. The insights of the speakers, gleaned from their own teaching experience, motivated and reassured us of our important roles as ALTs.

This first co-operation of its kind between JETs and JALT was a resounding success. As the organizers reviewed the feedback sheets completed by the JETs, it was clear that this was one of the best Osaka Prefectural JET Skills Development Conferences yet. On behalf of all Osaka JETs, I would like to extend my sincerest thanks to all the presenters who took time out of their busy schedules and to all those at JALT who helped make the 2011 Osaka SDC such a resounding success. We are excited and looking forward to more opportunities to work together with JALT in the future.

### ***On JALT2010: Creativity: Think outside the box***

**The 2010 Conference Proceedings is now available to JALT members online!**

Over 80 papers offering information and ideas to support and motivate you in your learning, teaching, and research.

[<www.jalt-publications.org/proceedings>](http://www.jalt-publications.org/proceedings)

# SIETAR Japan Conference: A review

Stephen Shrader, Notre Dame Seishin University

JALT members interested in culture should also consider SIETAR Japan, the Society for Intercultural Education, Training, and Research, which convened in Himeji for its annual conference in October 2011. The conference is much smaller than JALT's, and is very personal yet professional. Each year the conference has a theme—in 2010 it was humor, last year it was intercultural communication in the health field—reflecting the group's cultural focus.

The SIETAR Japan conference has presentations both directly and indirectly related to language education, as few participants are solely language teachers. It is exciting to meet attendees from many walks of life, who can often describe cultural misunderstandings they have experienced. Their stories are easily adaptable into topics and activities. Some participants are also involved in academic research, and their presentations provide useful intercultural theory, as well as insights into how to research cultural or identity-related issues. Of course, some presentations feature activities already designed for language classrooms.

It is worth noting the number of presentations in English varies. In 2010, about half the sessions were in English, while last year more were in Japanese. Last year there were English options at almost every time slot, but Japanese proficiency would increase a person's ability to fully participate. (SEITAR Japan President Eriko Machi, comparing the schedule to previous years, notes the smaller number of English in 2011 was atypical, and that Kanto conferences in particular tend to have more English sessions.)

Last year, the first round of six concurrent sessions was the only one where no English

option was listed. Strong personal interest led me to Manami Tanaka's presentation on long-term overseas stay and the identity of Japanese residents in the USA, revealed in questionnaire responses. She presented in 2010 on life histories of her interviewees, allowing participants to understand how she approached two different kinds of data.

I heard Yumiko Yabuta next, describing a short term exchange program's effect on Japanese junior college students, and Korean students at their sister school. Her presentation, like Tanaka's, would interest teachers who want to know (or research for themselves) the effect of intercultural interaction on a person's understanding of self and other.

I next attended a workshop by Obirin University's Shoko Araki. She demonstrated the simulation Albatross, allowing participants to visit a fictional culture. We experienced the culture's rituals without any background knowledge

to understand what we were encountering. Participants were asked "What kind of culture is this?" and "How long would you like to stay here?" The culture seemed male-dominated, but was actually controlled by females.

Araki used our misinterpretation

to remind us to consider alternative understandings before jumping to conclusions regarding unfamiliar actions. Even experienced interculturalists can be fooled by their own cultural backgrounds, and I felt I could use the activity with my own students someday.

On the second day, I attended a panel discussion on qualitative research methods. The presenters discussed narrative approach, grounded theory approach, and action research. I went wondering how to tackle a certain research question that didn't seem to lend itself to any method I knew. Panelist Akiko Asai was able to help me, as she explained the inductive approach to action research. It seemed to fit my research question well, and I left the session feeling I would be able to make progress on a problem I have wanted to research for several years.

After the morning sessions, everyone gathered for a panel discussion on disasters and disaster areas as subcultures. One panelist, Tomonobu



Haga, told us of his experiences working in over 60 countries, including his efforts in the recent Tohoku earthquake region. Hearing him talk about cross-cultural troubleshooting was energizing, and that alone made the conference worthwhile for me.

For my last session I became a member of the Living with Diversity SIG. Four presenters shared materials for raising diversity awareness. Margaret Kim, for example, has students imagine they are helping refugees coming to Japan by making skits and posters. Lisa Rogers uses video clips in a language class highlighting cultural values and practices that can cause conflict. Michiko Tomioka highlights diversity with an icebreaker that has students describe themselves through names or nicknames. Soo im Lee closed by sharing materials on hate crimes in Japan that she uses in training Osaka's public servants. Their ideas, readily adaptable or designed for a language classroom, are especially important for Japan's changing society today and, more broadly, our world.

This year's conference will be held November 10-11 at Reitaku University in Kashiwa, Chiba.

## My Apple life: Creating learning opportunities for all

Jane Harland, Kyushu University

I have been an Apple user since 1997 and think that technology can be a great tool, when used appropriately. Many educators comment on teaching multilevel classes; however, there seems to be a huge range of computer literacy skills among educators with a huge gap between those who can and those who would like to learn, but do not know where to start. Initially, I was overwhelmed with ideas and possibilities on how to employ technology in my classroom, but decided I had to start somewhere. A few years ago, when I purchased a new MacBook, I signed

up for Apple's One to One scheme (Apple, 2011) and started studying at Fukuoka's Tenjin Apple Store so that I could improve my computer skills. I have gained so much from attending their One to One sessions, Workshops, and Personal Project sessions, as I tend to have plenty of ideas, but sometimes need a little expert input to point me in the right direction to put them into practice. Sometimes, I don't even know what to ask until I actually start to work.

I was studying in Japanese which was fine for me, but what about my JALT colleagues who were eager to learn, but didn't have sufficient Japanese language skills? Many English teachers in Fukuoka wanted to learn more about using Apple technology with their students; however, due to busy teaching schedules and a lack of Japanese language skills, their options were limited. I wondered about creating an opportunity for non-Japanese speakers to learn how to use technology more effectively in their classrooms. Several discussions with Apple Store staff led to the introduction of joint Apple/Fukuoka JALT workshops in English in February 2010. Due to the layout of the Apple Store, there was a limit of 16 attendees so, unlike regular meetings, members were asked to sign up in advance. Also, the workshops are free and open to all, as it is a good way to attract potential new members. The first workshop was held on a trial basis, as no one was sure exactly what would happen; however, any doubts soon disappeared, as it was oversubscribed with several people on a waiting list.

I have continued to collaborate with Fukuoka Apple Store and several Apple/JALT joint workshops have been held in English; workshops

### JALT Apple Store



Don't forget, JALT membership brings added bonuses, such as discounted Apple products through the JALT Apple Store.

[<jalt.org/apple>](http://jalt.org/apple)



held so far have focused on Keynote, Garageband, and iWeb. Attendees are encouraged to bring their own Macs, and the Apple Store provides some Macs, so most people end up with their own device. The first half of each event is aimed at those who had never used the software before, while the second half is focused on more experienced users, the idea being that everyone takes away something that they can actually use. The most recent workshop was on the iPad2/iPad and also covered the differences between iOS and Mac OS, and the best educational features of each. Members of Fukuoka JALT have proved that workshops in English are popular and the Fukuoka JALT community has a growing number of Apple users. In case you are wondering how many Apple Stores in Japan run workshops in English, at the moment there is only one – Fukuoka! I advocate JALT members collaborate with their local Apple Stores to run technology-related workshops in English, or alternatively meet with your fellow JALT members to brainstorm and share ideas. I think this kind of cooperation is a win-win situation for all concerned and benefits both educators and their students.

This summer, I was one of a group of 15 Japan-based educators selected to attend the Apple

Distinguished Educator (ADE) Japan Institute of 2011 in Kobe. We spent three amazing, inspiring, thought-provoking days with Apple staff and ADE alumni learning more about our roles as ADEs, watching fantastic presentations, and being introduced to Challenge Based Learning. Being an ADE involves four basic roles: advocate, advisor, author, and ambassador. ADEs are selected for being “passionately committed to the promise of educational technology to improve teaching and learning,” and if this sounds like you, why not apply to become an ADE next year? If you are wondering if you are *geeky* enough, you are not expected to be an expert, but rather be an enthusiastic educator who is committed to using technology as an effective educational tool. I am just beginning my voyage as an ADE and am excited about the future opportunities available to members of a growing global network of innovative educators.

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JALT FOCUS

# OUTREACH

**Y**ili Zhou majored in the study of Japanese as a foreign language at Dalian Foreign Language University in China, but is currently studying English Education at a gradu-

ate school in Japan. In this article for Outreach, Zhou shares her creative learning ideas and the reasons why she thinks learning English as a third language will give her a competitive edge when looking for a job in Japan.



## Studying the English language used in Japanese advertisements

Yili Zhou

In China, the English language is the most common foreign language studied in junior and senior high schools. Majoring in English is also the number one choice of students entering university departments of foreign languages. Chinese students are eager to study English at universities in English-speaking countries. Studying abroad for four years can be expensive, however, so a popular alternative is to enroll in a Chinese university and apply to study abroad for one semester as an exchange student. In 1998, the number of Chinese students studying on exchange programs in the US was equal to the number of Japanese students studying on exchange. The number of Chinese exchange students steadily increased until 2006 and then rapidly increased while the number of Japanese students seeking to study abroad decreased. In a report by the Institute of International Education (2011) China is ranked as the leading place of origin for international students in the US, with 157,558 students in 2010 (an increase of 23 percent from the previous year). There were only 21,290 Japanese students in America during the same academic year.

Despite the high interest in English among Chinese students, I opted to study the second-most popular foreign language in the area where I live: Japanese. In my hometown of Dalian there

are many American, European, and Japanese corporations. The Japanese IT companies include: Panasonic, NEC, and Sony. Dalian houses the Bank of Tokyo-Mitsubishi and Mizuho Corporate Bank. Japanese companies also operate telephone call-centers in Dalian because of the availability of office workers who can speak Japanese. Most foreign managers that I have met speak either English or Japanese, and young people aspiring to work in their companies need to be able to communicate in those languages. The language programs offered at Dalian University of Foreign Languages are geared to help students secure employment. Overseas internships and the opportunity to earn a joint degree with a university in another country are two strategies that have been helping students like me to find a job. In 2009, about 190,000 foreign students were at Japanese universities. About 60 percent, or 127,000, were from China according to a report by the Asahi Shimbun (Hayashi & Koyama, 2011).

Although I came to Japan seeking to perfect my Japanese language ability, I changed my research focus to learning English when I was accepted into a graduate school. My university thesis focused on the comparison of the grammar used when making commands in Chinese and Japanese. Though my chosen field of study was Japanese, I started to pay attention to the use of English in Japan as well as the rest of the world. I thought about what foreign languages and what field of business would be most useful in my future. While I have the opportunity to study in Japan, I would like to perfect not only my Japanese communication abilities, but also my command of English. Studying marketing, and in particular, advertising, will give me an opportunity to use all three languages. My master's thesis focuses on the English language used by Japanese advertisers.

English is widely used as a global language because of the current globalization trend. Globalization refers to the increasing standardization of the world's economic order through the reduction of barriers to international trade such as tariffs, export fees, and import quotas. The marketing of products has had to change with globalization. Advertising, as an effective way to increase profits by promotional sales, has had

## ...with David McMurray

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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:

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to adapt new strategies to communicate with a large community of buyers. English is a second language for most of the world and it is the lingua franca of globalization. It is often used in advertising to encourage people to purchase a product. According to Torben and Kim (1991), the targets of commercial advertising include industrial and trade advertising as well as prestige or goodwill advertising that contain elements of political propaganda. Advertisers use different media to present their message to consumers: press advertising, print advertising, radio advertising, television advertising, music in advertising, billboard advertising, online advertising, covert advertising, and celebrity branding (Manohar, 2011).

Advertisers are adept at coining new words in English. Advertisers can create new language forms to try and alter the buyer's concept. Popular advertisements can contribute new words to the lexis of modern English. Japan is increasingly coming under the influence of English. Native English speakers in Japan have studied the use of Japanese-made English. Some research has come close to mocking the English language used by some Japanese advertisers and product designers, yet Caires (2005) takes care to show fascination, not derision, in his explanation of why he is attracted to Japanese-created English phrases. And it seems that advertisers of non-Japanese products that are sold in Japan use more English in their commercial messages, referred to in Japanese as a "CM," than do companies selling Japanese products.

In Japan, newspaper and print advertising are giving way to online advertising. One of the largest advertising companies in the world, Dentsu, is a Japanese firm that relies on digital advertising and cross-communication strategies to accommodate different languages and cultures. The company recently appointed their first non-Japanese Executive Officer to lead the changes (Sugiyama & Andree, 2010).

In Japan, television advertising continues to be an effective way to reach consumers. By watching television every day, I have noted that the majority of television commercials in Japan feature a song or melody. A majority of the Japanese advertisements I have analyzed use songs com-

posed in English to attract Japanese customers. Imported music gives an imported international image to their products. For example, in 2011 the advertising by the Nivea Corporation in Japan used the English song *California King Bed* sung by American singer Rihanna. The lyrics heard on television were simple to understand: "Chest to chest. Nose to nose. Palm to palm. We were always just that close. Wrist to wrist. Toe to toe ... In this California king bed. We're ten thousand miles apart." To push their new shampoo, Kao featured *It Doesn't Stop*, an easily understood English song: "This is a song / Song about us / I've never thought / I would sing something silly as this / Sometimes it's simple / Simpler than life / Simple when someone's just honest."

Fieldwork supports my readings and observations. I have attended seminars held by companies in Kagoshima that conduct business transactions in English. I participated in a seminar hosted by the NPO Naturing Project that allowed the top management of Japanese companies to interact with foreign students. I had the opportunity to discuss in English and Japanese with the Chief Executive Officer of Honda Kiko about how he requires the use of English in his company headquartered in Fukuoka and in the marketing that they do with customers. I am currently conducting tests and interviews to check whether these thesis statements are true or not:

- H1. A majority of companies in Kagoshima use English in advertising.
- H2. Companies based in Kyushu use English in advertising to not only native English speaking people but also to nonnative English speaking people.
- H3. Companies in Kyushu use misspelled English words and grammatically incorrect phrases in advertising to consumers.
- H4. Companies in Kyushu use Japanese-made English when advertising.
- H5. Companies in Kyushu provide English training courses to sales employees.

I believe that learning English as a third language, and studying how advertisers use English in Japan, will give me a competitive edge when I go looking for a job.

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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:

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### 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>.

## Pan-SIG 2012

The 10th Annual Pan-SIG Conference will be held on Saturday and Sunday, Jun 16-17 2012 at Hiroshima University, Higashi-Hiroshima Campus. More info: <pansig.org/2012>

### 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 conducive 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—2x year, YouCUE e-newsletter] [🗳️ 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 published a new book in 2011, *CALL: What's Your Motivation?* with articles about CALL theory, practice, assessment and practical use. Congratulations to all of the published authors! CALL SIG members receive one copy for free; other interested parties should contact the CALL SIG for information about obtaining a copy. A special edition of the *JALT CALL Journal* was published in December with selected papers from the JALTCALL 2011 Conference. The conference sessions were excellent and the papers in the special edition represent some of the best. Look for the JCJ online at <jaltcall.org/journal>.

The Call for Proposals for JALTCALL 2012 in Nishinomiya is underway. Potential presenters should submit their proposals via the JALTCALL 2012 website <conference.jaltcall.org>. Anyone interested in assisting with the JALTCALL 2012 Conference should contact the CALL SIG Coordinator <sig-coordinator@jaltcall.org>. While the CALL SIG is gearing up for a super conference in Nishinomiya in June, we are also

looking for sites for future conferences. Anyone who wishes to host a CALL SIG conference at their school should contact the SIG coordinator <sig-coordinator@jaltcall.org> for an application. We hope to see you all in Nishinomiya at the JALTCALL 2012 Conference in June! Until then, keep CALLing!

## Critical Thinking

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

We are *always* looking for new input from teachers interested in critical thinking! We invite your ideas about the theory and teaching practices regarding critical thinking. Whether it's a classroom idea, a reflection, or a full research paper, we hope to hear from you! Think about writing for our quarterly newsletter, *CT Scan*, or our SIG website today. All submissions are welcome at <ctscan.editor@gmail.com>. For more information, visit us at <jaltcriticalthinking.org>.

## Extensive Reading

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

The JALT Extensive Reading SIG is pleased to announce an upcoming event, the 5th Annual Extensive Reading Seminar titled *Extensive Reading: Research and Practice*. Plenary addresses will be from Dr. S. D. Krashen and Junko Yamanaka. The event will be held on July 1, 2012 at Sugiyama Jogakuen University, Nagoya, Japan. Please follow the website link from the ER SIG page on the JALT website <jalt.org/groups/596> for detailed and updated information on the seminar and other related events.

## 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 info 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] [📖 日本語教育ニュースレター Japanese as a Second Language Newsletter—4x year] [🗣️ AGM at the JALT conference] [📅]

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>.

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。

### 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 clearing house 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

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

The Learner Development SIG is a lively, friendly, and growing network with about 170 members around the world who have an interest in exploring and researching practices that help develop autonomous learning and teaching. We are also interested in sociocultural theory, critical approaches to teaching and learning, group dynamics, literacy development, and other interdisciplinary spaces that teachers and learners may navigate. We welcome the participation of teachers from diverse teaching contexts (other than university) - including elementary school, junior high school, senior high school, distance learning, and language school settings—and teachers teaching languages other than English. We share a commitment to exploring connections between our experiences as learners and our practices as teachers, and the learners' experiences inside & outside the classroom. The SIG offers chances to get connected with other teachers, graduate students, and researchers through our twice-yearly newsletter, *Learning Learning*, email and online resources, plus ongoing ebook publication projects. 2011 saw the publication of a third SIG book, *Realizing Autonomy: Practice and Reflection in Language Education Contexts* (Palgrave Macmillan).

We hold regular local-area get-togethers in different parts of Japan, focusing on discussion and practitioner research into learner development issues. In 2012, the SIG will be holding a one-day meeting with JALT Kyoto in April, as well as putting on forums at JALTCALL 2012 in Kobe, the Pan-SIG conference in Hiroshima, and the Nakasendo conference in Tokyo, and at the annual JALT conference in October. 2012 also sees the SIG offering membership grants, subscriptions, research grants, and conference grants to foster wider membership and participation in learner development events and publications. For more information, 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>.

### Materials Writers

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

The Materials Writing SIG was established for the purpose of helping members to 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 to create 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 material 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 forming 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] [📅 7]

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 are very pleased to have as our keynote speaker, David Carless, Associate Professor in the Faculty of Education at the University of Hong Kong. David is a well-known researcher and writer in the fields of task-based learning, including implementation of TBL with young learners and in elementary schools as well as assessment and the management of educational change. Full details of the conference can be found at our website <jalt.org/tbl>.



## Teacher Education

[🔗 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, conferences, a library of books available for loan, and an Internet discussion group. TED's comprehensive newsletter *Explorations in Teacher Education* welcomes stimulating articles! TED is also proud to announce that we will be coordinating with Shizuoka JALT to host a mini-conference entitled *EFL Teacher Journeys* on June 24, 2012 in Shizuoka City. A link to the conference website and call for papers can be found at <jalt.org/ted/Events.html>. Find out more about TED 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 or Google Plus.

## Teachers Helping Teachers

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

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. If you are interested in more information, please email Joe Tomei at <tthjalt@gmail.com>. If you'd like to see details of other programs, visit <tth-japan.org>.

## Teaching Children

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

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.

We are very excited to announce an extra special plenary speaker for JALT Junior at JALT 2012 in October. Özge Karaoğlu from Turkey is a well-known teacher of young learners and teacher trainer. She has built up a large following as a blogger focusing on language education and the use of technology and the web for language learning. Özge has also received a number of awards for her contribution to education. More information can be found at <ozgekaraoglu.edublogs.org/about-me-2>.

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>.



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>.

Spring has sprung! Well, almost. All the beautiful flowers and warmer days remind us that April in Japan means a fresh start. With the upcoming new school year just around the corner, now is a great time to connect with fellow educators, hear some new ideas, and share your own words of wisdom. So why not pay it forward and participate in one of the many exciting JALT chapter events planned around the country?

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

**FUKUOKA—Big bucks in e-publishing?** (*How to publish your articles, books, and texts on Amazon's digital publishing platform (Kindle) and Apple's iBooks*) by **Aonghas Crowe**. This presentation will cover the current state of the e-book industry, the pluses and minuses of

publishing electronically, as well as the nuts and bolts of publishing and promoting your works. Aonghas Crowe is a writer, blogger, translator, and teacher. He has been working for Fukuoka Jo Gakuin University Junior College since 2011. *Sat 21 Apr 18:00-20:00; Seinan U. Community Center, near Nishijin Station, Fukuoka; See <fukuokajalt.org>; One-day members ¥1,000.*

**GIFU—Program-tailored student placement by David Laurence and Matt Smith.** The presenters will share the process of creating a student placement test at a university-level English program from design to implementation, showing how a single test based on receptive skills was replaced with two parallel tests based on productive skills: one speaking test based on the SPEAK test, and one writing test based on a learner corpus. The presentation will conclude by discussing the practicalities of implementing a new placement test from an ELT management perspective. *Sat 17 Mar 19:00-21:00; Heartful Square at JR Gifu Station, 2F, East Wing; One-day members ¥1,000.*

**HIROSHIMA—Comparing foreign language communication to Budo (martial arts) by Yosuke Yanase.** Learning to communicate in a foreign language is a highly demanding task, and it may be compared to learning *Budo* (martial arts): the capability to deal with the almost unlimited possibilities that real combat offers. This presentation will deal with the issues of consciousness/non-consciousness, mind/body, and sensitivity, and how they are related to speaking and writing in particular. (For April, see <hiroshima-jalt.org>). *Sun 11 Mar 15:00-17:00; Hiroshima Peace Park, 3F Conference Room; ¥500, Students ¥250.*

**HOKKAIDO—Helping children overcome fear of failure by Rob Olsen,** Associate Professor, Tomakomai Komazawa University. This presentation explores the challenges young English learners in Japan face in expressing confusion, (e.g., “I don’t understand”) in a foreign language classroom. The presentation ends with a description of the emotional, physical, and verbal responses given by the young learners. *Sun 22 Apr 14:00-16:00; Hokkai Gakuen University; <hokkai-s-u.ac.jp/english/access.html>; Non-members ¥500.*

**KITAKYUSHU—Equipping teachers to incorporate drama by Covenant Players Drama Company.** The aim of this workshop is to equip teachers to utilize and incorporate drama in the classroom. The workshop is based on our English Language Communication Program (ELCP) used in schools for ESL students. ELCP is based on the concept that creative involvement circumvents inhibitions about speaking a foreign language, allowing the free flow of previously learned language. Our plays and exercises are designed so that use of language is most important and awareness of self is minimized. *Sat 10 Mar 18:30-20:00; Kitakyushu International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1,000.*

**KITAKYUSHU—What does it mean to be fluent in English? Implications for English teachers in Japan by Craig Lambert.** The talk will discuss research on what fluency in speaking English is, how it can be developed, and how much time is required to develop it. The talk will combine research results and examples. Craig Lambert is an associate professor at the University of Kitakyushu. His courses are in teaching training and certification and his research specialization is task-based L2 learning. *Sat 14 Apr 18:30-20:00; Kitakyushu International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1,000.*

**KOBE—April my share.** This is an opportunity for JALT Kobe Chapter members and other local teachers to share language teaching activities and ideas. Each participant is asked to bring one successful lesson plan, activity, or other material. Participants will go away with several ready-to-use activities for the new semester. Please come and share your creativity. For more details: <kansaitech.com/kobejalt>. *Sat 21 Apr 16:00-18:00; Kobe YMCA; JALT members free, One-day members ¥1,000.*

**KYOTO—Continuing education for language teachers: A discussion.** Many teachers consider continuing education in master’s, doctoral, or graduate certificate programs essential to personal and professional advancement. However, these courses require significant time and financial commitments, and the balance of

benefits to costs may be questionable. This event will bring together current and former continuing education students to share their experiences in a moderated panel discussion. The audience will be welcome to ask questions and share their own concerns. Materials covering a range of different programs will also be available. *Sat 24 Mar 14:00-16:00 (provisional); Campus Plaza Kyoto; See <kyotojalt.org>.*

**KYOTO—Learner Development SIG joint event.** Kyoto JALT and the Learner Development SIG will be holding a joint event consisting of workshops and a roundtable discussion for language teachers of learners from elementary school age to adults. Confirmed presenters include **Ann Mayeda** (Konan Women's University), who will be discussing learner autonomy and young learners, and **Phil Brown** (Konan Women's University), who will focus on developing learners' vocabulary strategies. Weather permitting, we will have a *hanami* party after the event. *Sun 8 Apr 10:00-15:00 (provisional); Kyoto Kyoiku Bunka Centre; See <kyotojalt.org>.*

**MATSUYAMA—Change in elementary school English: Implications and considerations** by **Mark Fennelly** of Shikoku University. The presentation will begin by taking a look at the process of the introduction of foreign language activities at the elementary school level. It is hoped to clarify goals, identify problems, and offer discussion for the implications across the education system and for the future. *Sun 11 Mar 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members ¥1,000 yen.*

**MATSUYAMA—Research 101: A refresher course for teacher/researchers** by **Ian Willey** of Kagawa University. This workshop is for novice teacher-researchers and those who want to brush up their research skills. First, some basic issues in research will be discussed, including research questions and sampling methods. The presenter will then introduce his own mixed-methods study, and show how data was collected, coded, and analyzed. Last, participants will share their own questions and experiences with research. *Sun 8 Apr 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members ¥1,000 yen.*

**NAGOYA—Double feature: Using picture cards/ application, design, and correction of homework** by **Peter Warner**. This two-part workshop will consist of a demonstration of 12 different ways to use simple picture cards in EFL classes for effective, stimulating, and enjoyable lessons, and an examination and demonstration of the application, design, and correction of homework. Warner (1953, USA) has taught hundreds of students of all ages at his At Home English language school in Nagoya since 1993. *Sun 11 Mar 13:30-16:00; Nagoya International Center, 4F, Lecture Room 3; <nic-nagoya.or.jp/en/e/about-us/access-hours>; One-day members ¥1,000, 1st visit free.*

**NAGOYA—Japanese English as a lingua franca: Is it ok?** by **James D'Angelo** of Chukyo University. There will be a short lecture, followed by activities demonstrating how to incorporate World Englishes/ ELF into enjoyable ELT lessons. At Chukyo University, we founded the College of World Englishes in 2002 to offer an alternative to an NS-based model of English education. WEs can inform a curriculum in many ways, but newer constructs such as *new EIL* and *ELF* are perhaps more appropriate for Japan. *Sun 22 Apr 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; <nic-nagoya.or.jp/en/e/about-us/access-hours>; One-day members ¥1,000, 1st visit free.*

**OKAYAMA—Global issues films in English language teaching** by **Tom Fast**. The speaker will talk about why he chose to use film to teach global issues in English, and how he went about creating activities and teaching the topics portrayed in the selected films. He will also discuss his experience as an American instructor teaching Japanese high school students about WWII using film. *Sat 21 Apr 15:00-17:00; Location TBA; Members free, One-day members ¥500.*

**OSAKA—**We will be hosting **Andy Boon** (a Featured Speaker at JALT2011, from Tokyo) on Saturday evening, April 7, in Namba, and will be participating again in this year's International Hanami at Osaka Castle Park, planned for Sunday, April 8, weather permitting. We also expect to hold our 3rd annual *Back to School* event later



in April at OGU. See our Facebook group, check <osakajalt.org> or <jalt.org> for updated information, or email us at <osakajalt@yahoo.com>.

**SENDAI**—*Building a course in extensive reading for non-English majors* by **Ken Schmidt**. Schmidt will describe his university-level, elective EFL course focusing on ER with graded readers. Speaking, listening, and writing—in addition to reading—are brought into play, with in-class emphases on interactive book- and vocabulary-related activities, and reading speed. Key components of the course will be presented. Student response to the course and action research possibilities will also be discussed. Audience participation and discussion are encouraged. *Sun 25 Mar 14:00-17:00; Sendai Shimin Kaikan, Room 2; See <sites.google.com/site/jaltsendaiinfo/home/upcoming-events>; One-day members ¥1,000.*

**SENDAI**—*My share*. We will be having a My Share meeting with a number of local members presenting ideas on a topic of interest. The specific topic and venue are still to be determined, so please check the Sendai JALT website: <sites.google.com/site/jaltsendaiinfo/home/upcoming-events> for further developments. *Sun 22 Apr 14:00-17:00; One-day members ¥1,000.*

**SHIZUOKA**—Shizuoka JALT is proud to announce that we will be coordinating with the Teacher Education and Development (TED) SIG to host a mini-conference entitled *EFL Teacher*

*Journeys* on June 24, 2012 in Shizuoka City. A link to the conference website and call for papers can be found on our website <jalt.org/chapters/shizuoka>.

**TOKYO**—*Language and technology: Rationale for inclusion in the Japanese university EFL classroom* by **Eucharía Donnery**. University students have grown up with a range of communication technologies, and their inclusion in the EFL classroom can provide a way for students to maximize their use of English. In this workshop, participants will discuss their experiences with technology, both personally and professionally. Next, the presenter will provide an overview of computer-assisted language learning and then describe how Skype can be used in international student exchange sessions. *Tue 17 Apr 18:30-21:00; Sophia University, Bldg. 10 #301; See <tokyojalt.org/events.html>.*

**YAMAGATA**—*Missouri and USA in terms of its history, culture, education, language, etc.* by **Lisa Somers**. For more info, contact Fumio Sugawara (Tel: 0238-85-2468). *Sat 3 Mar 13:30-15:30; Yamagata-shi, Kajo-kominkan, Tel: 0236-43-2687; Non-members ¥1,000.*

**YAMAGATA**—*Pennsylvania and America in terms of its history, culture, education, language, etc.* by **Justin Orasky**. For more info, contact Fumio Sugawara (Tel: 0238-85-2468). *Sat 14 Apr 13:30-15:30; Free admission.*

## 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.

Learn a new skill, help others, strengthen your résumé, and make a difference! If you would like to join our team, please contact the editors:

<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>

**GUNMA: November—How to include critical thinking in the classroom** by **Jennie Roloff Rothman**. Complete the following sentences: *When I hear Japan I think..., Japanese people believe..., Japan is...* This is one of many of the stimulating exercises Roloff Rothman introduced to Gunma JALT this month. Her course, Understanding World Politics, currently offered at Kanda University of International Studies, aims to help students become both critical thinkers and global citizens. Roloff Rothman outlined her syllabus and demonstrated some of its key activities. Attendees took part in exercises relating to political ideology, international relations theory, and the Israeli/Palestinian conflict. Through these activities, Roloff Rothman showed how the three objectives of improving English ability, developing critical thinking skills, and increasing international understanding are all interconnected. Last, she gave suggestions on how and why critical thinking can be incorporated into other learning materials for a range of ability levels.

*Reported by John Larson*

**IBARAKI: December—Culture circles** by **Suzanne Bonn**, *The influence of English vocabulary strategy on basic education in China* by **Wei Li** and *Research method statistical issues part 1: What if you have two groups to compare?* by **Takayuki Nakanishi**. Bonn introduced her teaching method named “culture circles” which aims to enhance students’ understanding of a culture by engaging them in active reading. As in the traditional reading circle, each member of the culture circle plays a different role, but Bonn replaces two of its roles in order to better accomplish its purpose. Throughout the presentation, the participants were invited to practice the roles of the culture circle in small groups. Next, Li presented her research on effective ways of teaching English vocabulary to elementary students in China. From her survey, she found that her subjects were eager to increase their vocabulary and that they relied on their teachers and parents to improve their English skills. Based on these findings, Li proposed some strategies which involve teachers’ and parents’ cooperation to increase their vocabulary. As the first in the series, Nakanishi acquainted the participants with the basic knowledge of statistical analyses using Excel. Specifically addressing the usefulness of t-test for comparing two data sets, he explained the types of t-test and their respective uses as well as guidelines for setting the *p* value. He also pointed out some of the common mistakes in statistical analyses and emphasized the importance of choosing an appropriate method.

*Reported by Naomi Takagi*

**IWATE: December—Promoting students’ foreign language communication ability and general studies: The IPU case study** by **Yoshiko Miyake**. First, Miyake introduced her research on bilingual education in Puerto Rico, offering some comparison with Japan’s foreign language initiatives. Next, she addressed the new directions in foreign language teaching from MEXT, and how they are being applied at her

institution. These include efforts to establish and expand a study abroad program and promotion of foreign language self-study. The reforms that were discussed are motivated by demographic, social, and economic change, but are emerging within conservative systems in the university.

*Reported by Harumi Ogawa*

**IWATE: December—University students' perceptions on the teacher's use of L1 in an English classroom** by **Harumi Ogawa**. Ogawa discussed the action research she conducted to explore the effective use of the first language (L1) in an English classroom at a Japanese university. The results show that using L1 in a university English classroom is beneficial to maximising the students' learning process, providing efficient class administration, and for affective purposes. The data also reveal that finding a balance between using L1 and L2 is a key to creating a successful learning environment.

*Reported by Harumi Ogawa*

**KITAKYUSHU: January—Adapting board games for language practice** by **Margaret Orleans**. Following the advice of Guy Cook (1997) that students should be playing with their new language right from the start, Orleans gave us, and got us to think of, ideas of how to facilitate enjoyable repetition of useful vocabulary and grammatical structures, enhance awareness of lexical rules (and the extent to which they can be bent and broken), and ensure student investment through personalization of the target language. From her large collection of commercial board games, Orleans started with the popular Clue, eliciting opinions on its usefulness in the language classroom and how it might be adapted for specific teaching objectives. A principle recommendation was to have students devise their own materials as much as possible to encourage interest and ensure the level is appropriate. Other considerations are amount of exposure to language coupled with extent of encouragement of competition and argument to get the spoken language out. Following this, in pairs and threes we learned new games and devised possible adaptations to share and discuss with the total group, then received printouts of rules for several more. On the whiteboard, Orleans

illustrated examples of how she had stimulated her students' creative writing by exploiting various board game materials.

*Reported by Dave Pite*

**KOBE, KYOTO, NARA, AND OSAKA: December—Pecha-Kucha night** by various presenters. Once again, the Kansai area JALT chapters joined together for a year-end event of 12 Pecha-Kucha presentations, at the Konan University's Hirao School of Management (CUBE) in Nishinomiya. Pecha-Kucha is a simple presentation format where each presenter shows 20 slides for 20 seconds each, in a fast-paced speech lasting just 6 minutes and 40 seconds. **Warren Decker** kicked things off with his *Hiking trip in Wakayama*, followed by **Mizuka Tsukamoto's** report on *Bhutan*. **James Crocker** was next with his *JALT literary review proposal*, and then **Joanna Baranowska** spoke about her *Internship at Kyoto Machiya Tondaya*. **Harlan Kellem** gave a comparison of *Men's street fashion vs. timeless fashion*, and **Steve Cornwell** shared various cultural aspects of *Teaching about Christmas*. **Ellen Head** presented on *Amnesty International's write for rights*, followed by **Doug Meyer's** *Job survey results* and **Laura Markslag's** report on her *Dubai international exchange* online with her Japanese students. **Stuart McLean** informed us of his *JALT research grant* project, followed by **Deryn Verity's** *Life in pictures*, and **Sean Gay** concluded with a talk on *Bilingualism*. Thanks to the main organizer **Brent Jones** for an enjoyable evening of interesting presentations in a stimulating format. One participant commented, "Pecha-Kucha was FUN!! That was my first time to go, but I plan to go to every single one held in the future!!" Another responded, "It was good, wasn't it! I've also made it a habit to go, since there's always an eclectic bunch and a wide range of topics, usually presented in creative ways. See you at the next one!"

*Reported by Ray Franklin*

**NAGASAKI: December—Setting up an extensive reading course** and *The illusion of synonyms* by **Andrew Boon**. This double-header consisted of, first, an interactive report on Boon's implementation of an extensive reading course in a mixed-level university setting, and, second, a workshop

introduction to corpus linguistics through the analysis of the synonyms *bias* and *prejudice*. In his first presentation, Boon discussed his original design for a *book swap* format ER course. He asserted that an ER course is appropriate for a mixed-level class. Using graded readers, students in the course would read and write a short report from a template for each book read as well as present oral reports on some of the books they had read. Boon reported that, overall, students' response to the ER course was positive. In his second presentation, Boon introduced corpus linguistics and guided the audience through an analysis of the definitions and various contexts of the lexical items *bias* and *prejudice* via a series of small group discussions. Upon a more in-depth analysis, Boon demonstrated that the two *synonyms* turn out to be not quite as similar as one would initially assume.

*Reported by Joel Hensley*

**NAGOYA: December—*The opinionated teacher: What the students think* by Mark Rebuck.**

Rebuck's presentation deals with lessons containing some kind of controversial message. He looked at various reasons controversial issues (CI) are advocated in EFL: people often learn a second language more successfully when using it as a means of acquiring information; the communicative approach broadens the scope of possible topics; new technologies make it possible to bring issues into the classroom; and language has more leeway for topic selection than other subjects. Rebuck used short videos dealing with a CI, which were linked with, or slotted into, the content of existing lessons. One of the videos, for example, was made by residents opposed to the development of a *satoyama* in Nagoya. As well as the video, these *controversial-issue slots* (CI-slots) generated a language awareness task, as well as time for the teacher to disclose an opinion on the issue raised in the video. A survey found the CI-slots were positively evaluated by the students, partly because they dealt with issues familiar to their lives. Students generally also responded positively to the teacher's disclosure, although Rebuck pointed out that response bias could have influenced the results.

*Reported by Kayoko Kato*

**OKAYAMA: November—*Expert teachers: What are they like and what do they do?* by Keith Johnson.**

Johnson started by asking listeners to define not what a good language teacher *is*—a difficult question to answer—but what a good teacher *does*. Framing the question in the latter terms makes it easier to identify particular behaviors that make some teachers come to be considered as good. He then asked participants to choose not more answers, but more *questions* that we could ask about good teachers' behavior and classroom outcomes. These multitudes of questions were meant to demonstrate the research Johnson is engaged in, which cuts through the psychology and theory and simply measures what *good* (not necessarily *expert* or *experienced*) teachers do in their classes, and what their students do as a result. He illustrated his point with videos of two teachers teaching the same lesson plan to a similar group of language students. While experience seemed to play a large role in the differential success of the two recorded lessons, Johnson reminded us that in some cases "10 years of experience may only be 1 year of experience repeated 10 times," and that we must instead look, as his research does, beneath generalities and more closely at the classroom behaviors and environments that make teachers *good*.

*Reported by Scott Gardner*

**OKAYAMA: December—*Discourse frames and materials development* by Mike Guest.**

Guest's claim is that students benefit most from being given the big picture of language learning. Once students understand a holistic "discourse frame" (the speaker's own term) then they will be able to see how that affects features of language such as register and tone, or how they should begin and end a speech event. In turn, this focus on the macro level will allow learners to better understand discrete language forms. Mike illustrated his hypothesis with a number of scenarios from the field of nursing and from corpus linguistics. Participants discussed a number of different *taken for granted* linguistic items and tried to see them from a big picture. These included when we say "hello" or "my name is," or when we use certain collocations or the *can* form. Mike finished his talk with a practical example



of lesson materials using a discourse frame designed to help nursing students take a patient history. The presentation was a thoughtful and reflective look into seeing language as a system of communication that teachers need to be aware of when making materials and developing their own methods.

*Reported by Neil Cowie*

centralizing the importance of narrative in studying human behavior. The presentation made for an enlightening and enjoyable evening. More on his dissertation research can be found at <discoveringvoices.com>. For more about his work on supporting investment and agency in learners, go to <passionandprofession.wordpress.com>.

*Reported by PB Judge*

**OSAKA: November—*An evening with Marlen Harrison.*** Harrison gave a multi-faceted presentation to an enthusiastic audience in Namba. He started off by talking about a subject of interest to many in the audience: different approaches to earning a PhD. He compared his chosen path of returning to the United States for full-time study, with other options such as long-distance learning programs or studying locally. Harrison then turned to the main topic of the evening, his research into second language and identity. Harrison's doctoral dissertation was about language, identity, and sexuality in Japan. Harrison's use of auto-ethnographic narratives meant his participants were not just passive subjects used to gather data from, but agents who played active roles in the analysis of that data. Harrison's talk covered some fascinating findings as well as how that research has since influenced him, both as a researcher and instructor. Harrison then went on to briefly present a project he recently completed with university students learning writing in Finland. The project not only examined learner investment and agency, but also sought to do so by empowering its participants, engaging those whom he studied as co-researchers and authors. Harrison and others are part of a relatively new direction in qualitative inquiry, which is a humanistic approach that seeks to recognize and support the agency of those whom we study by

**SHINSHU: December—*Movement shape learning* by Curtis Kelly and *Working holiday experiences and personal growth* by Cheryl Kirchoff.** Kelly began his discussion of neuroplasticity with an overview of first and second language acquisition models, including those of Chomsky, Krashen, and Ahn. He then addressed the question of what was lacking in these models, i.e., the human factor, the plasticity of the brain, and a focus on the learner rather than the language. Kelly cited Brown and Murphy, Taub, and Merzenich in explaining how the parts of the brain dealing with cognition, movement and emotion are integrated in language acquisition and can be applied to "brain-friendly" teaching. He concluded by having participants try out various brain-based learning activities from his Active Skills for Communication series which provided opportunities for "deep processing." Kirchoff discussed the experiences students from Nagano Prefectural College have had on "working holiday," a program recommended by the school to address students' inward focus and lack of communicative ability. Students returning from their year abroad report having more ease in using English and better interpersonal relationships, and are more responsible and mentally stronger.

*Reported by Mary Aruga*



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TLT COLUMN

# JOB INFORMATION

...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>.

## Second hiring season

As the ides of March are soon upon us, there are a number of changes that may potentially take place in job situations at various universities, elementary schools, junior high schools, and high schools. These changes are often due to people leaving the country and leaving for other jobs, thereby creating opportunities for those who still have places in their schedule for work, or are looking for work on a full-time basis. One friend of mine refers to this time as the "second hiring season" in Japan.

One thing that becomes apparent when getting hired at this time is that the qualifications are often interpreted more liberally than earlier. One example is a university that hired me on a contract position in late February in Osaka a few years ago. It turned out that of the three applicants to the position (all were invited to interview) only I showed up! The professor who hired me

told me later that I was pretty much guaranteed the job as soon as I turned up because they had become quite desperate. I also know several people now working at a number of universities because they had *Masters equivalent* qualifications, and when I asked, it turned out that all three people had been hired in March.

So, for those looking who have spaces available in their time schedule, it is the perfect time to network with everyone you know. Send emails to anyone who you had contact with in the past year or two and briefly explain that you are looking for a particular time slot(s) or a full-time position, and to please let you know if anything is available that they might know of at any school in your area. If you don't know the person well, an attached resume might also be a good idea. Often people know of positions that are open and just an introduction may be enough to secure a position.

If you do find something better, a word of advice: try to leave any position(s) on as nice of terms as possible. One thing that means is clearly explaining the decision you made and why you made that decision as honestly as you can. Something that some people may do is to avoid having the unpleasant conversation of telling a boss that you cannot fulfill an obligation that you had, but is better to let your current employer know as soon as possible. Finally, offer to help fill the position or positions that you will not be able to teach. After all, you do not necessarily want to have a bad name with any previous employer. The community in Japan tends to be rather small. I personally know of several situations where people have left suddenly and there may have been legal repercussions, as they had left on good terms, however, there were no issues. Having said that, one final caveat is to be careful of any legal obligation that you may have with respect to a contract. Getting sound advice on your own situation will at least give you the knowledge of where you stand (if you do not know where to turn, the general union might be a good place to go to).

\*For a full listing of jobs, please see the website.



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 March is the deadline for a June 2012 conference in Japan or a

July 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>

tonomy, College of the North Atlantic, Qatar.

**Contact:** <qatarteso.org/je/index.php/conf-news/conference-2012-news>

**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/iielt>

**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>

**5-6 MAY 12—COTEFL 4th**, Purwokerto, Central Java, Indonesia. **Contact:** <cotefl.ump.ac.id>

**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 (U of Ca., Berkeley) and Hsien-Chin Liou (Nat'l Tsing Hua U., Taiwan). **Contact:** <cs.pu.edu.tw/~2012call>

**26 MAY 12—KOTESOL (Korea Teachers of English to Speakers of Other Languages) 2012 National Conference**, Pusan, Korea. **Contact:** <koreatesol.org/node/1201>

**26 MAY 12—4th Annual NEAR Language Education Conference**, Niigata. **Contact:** <iu.ac.jp/language/conference/near>

**1-5 JUN 12—The Annual JALTCALL Conference: Building Learner Environments**, Konan CUBE, Hirao School of Mgmt., Konan U., Nishinomiya. The featured keynote speaker will be Stephen Bax (U. of Bedfordshire) and the plenary speakers will be Lance Knowles (DyEd

## Upcoming Conferences

**3 MAR 12—The Inaugural JALT Vocabulary Symposium**, Kyushu Sangyo U., Fukuoka. **Contact:** <jaltvocab.weebly.com/symposium.html>

**24-27 MAR 12—2012 AAAL Conference: Interdisciplinarity**, Boston. Plenary speakers will be: Mary Bucholtz (U. of 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>

**31 MAR 12—5th International Symposium on Digital Technologies in Foreign Language Learning**, Kyoto U. The keynote speaker will be James Paul Gee (Arizona State U.). **Contact:** <digitallanguagelearning.wikispaces.com>

**13-14 APR 12—Qatar TESOL Conference: Learner Motivation, Involvement and Au-**

Intl, USA) and John Brine (U. of Aizu). **Contact:** <conference.jaltcall.org>

**2 JUN 12—2nd Annual Conference of the Japan Second Language Association**, Hosei U., Tokyo. The plenary speaker will be William O'Grady (U. of Hawaii). **Contact:** <j-sla.org/e>

**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>

**16 JUN 12—The 11th Annual JALT Pan-SIG Conference 2012**, Hiroshima U. **Contact:** <pan-sig.org/2012>

**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>

**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>

**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:** <talc10.ils.uw.edu.pl>

**31 AUG 12—JACET (Japan Association of College English Teachers) 2012: The 51st International Convention**, Aichi Prefectural U., Nagakute, Aichi. **Contact:** <jacet.org/2012convention/index.html>

**4-6 OCT 12—The 10th Asia TEFL International Conference**, Delhi, India. The featured presentation theme will be "Tertiary English Education in Asia." **Contact:** <asiatefl.org>

**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: 2 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: 13 APR 12 (FOR 12-15 OCT 12)—JALT 2012**, Hamamatsu, Shizuoka Prefecture. **Contact:** <jalt.org/conference/jalt2012/jalt2012-call-presentations>

**DEADLINE: 16 APR 12 (FOR 18-20 OCT 12)—GLoCALL 2012: Globalization and Localization in Computer-Assisted Language Learning**, Beijing Foreign Studies U., Beijing, China. **Contact:** <glocall.org>

**DEADLINE: 30 APR 12 (FOR 21 OCT 12)—Fukuoka JALT Conference and Bookfair 2012**, Hakata, Fukuoka. **Contact:** <fukuokajalt.org>

**DEADLINE: JUN 12 (FOR 16-18 NOV 12)—TESOL France 31st Annual Conference**, Telecom ParisTech, Paris, France. **Contact:** <tesol-france.org>

**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.salttofworld.org/index.php/SALT/2012SALT>



**12-15 OCT 12—JALT2012: 38th Annual International Conference on Language Teaching and Learning & Educational Materials Exposition: Making a Difference**, ACT City, Hamamatsu. **Contact:** <jalt.org/conference>





TLT COLUMN

# OLD GRAMMARIANS

...by Scott Gardner

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## Who owns English?



You've heard of the Inner Circle, haven't you? It's a snobby term used to describe those who speak English as their first or native language. You'd be surprised how few people actually speak Inner Circle English.

It's a very exclusive club whose

members are sworn to secrecy, reinforcing their oaths through sadistic rituals that involve stacking copies of the *Oxford English Dictionary* on a devotee's chest, one volume at a time. The exact number of Inner Circle Adherents is in dispute, mainly due to controversy over the legitimacy of the Scottish Rites.

Who are the true Inner Circlers, then? My high school English teachers made sure I knew who at least some of them were. I remember two teachers in particular. Mr. Ginsberg had a weekly exercise of showing us strange modernist poetry that sounded like childish twaddle. A student in back would say, "I could write this stuff!" and he would reply, "Yeah, but you didn't!" Apparently, once somebody like e. e. cummings composed an all-lower-case, grammarless phrase like "traffic hell on san bernardino this a.m.," he owned that particular parcel of English, and could market it profitably as he saw fit. e. e. cummings probably owned shares in Twitter.

Mrs. Hawthorne was more dedicated to the traditional English literary canon, but she seemed to think that literature wasn't worth reading unless you could turn it into a biblical allegory. I remember the tears on her face one emotional day as she led us unwillingly to the conclusion that Willy Loman (*Death of a Salesman*) died for our sins. We got so caught up in symbol-searching that at breakfast I used to scan cereal boxes for signs of the Apocalypse.

Despite my problems with the English Avengers of high school, I chose to study English Lit in college, and there I was duly pummeled with alternative, ungraspable interpretations of literature and language that high school never prepared me for. One professor, Dr. Vonnegut, even challenged us to find the meaning of literary works "in the margins." By that I thought he meant the handwritten margin notes in the cheap secondhand textbooks I always bought. Some of those notes made a lot more sense than the printed stuff.

But it turned out this wasn't what he meant. He was talking metaphorically about "reading" beyond the words on the page—what the text *didn't* say, or who the author *wasn't* talking to. I never really figured out what Dr. Vonnegut was on about, but I got an "A" in his class anyway because I wrote my final 5-page paper entirely in the margins, leaving a big empty white space in the middle of each page. He even gave me a smirk when I handed it in. I may or may not be an Inner Circler, but at least for one semester I had the Outer Margins down.

Now I am an English teacher in Japan—a "native speaker"—and I am of course regarded by 95% of my students as a licensed proprietor of the English language. (The other 5% have done homestays in Australia, where teachers and host families alike insist that Americans like me don't speak English.) But as we "native speakers" should know, we're not so much owners of a language as we are curators of a quaint little museum of linguistic history. A little empire building here, a Viking attack or Norman Conquest there, and a swag bag full of vocabulary words plundered from around the world. The English language was never clean and shiny, so there's no sense holding up any portion of it in a snow globe and saying "This is it!" The purest English I ever spoke was probably the first word that came out of my mouth as a baby. I think it was "vernacular," although my mother contends that it was closer to "gurk."

# 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.

### 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>>.

*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**

Plenary speakers:

- **David Carless**—Associate Professor in the Faculty of Education at The University of Hong Kong  
*"Task-based language teaching in Confucian-heritage settings: Prospects and challenges"*
- **Michael Thomas**—Senior Lecturer in the School of Languages and International Studies, The University of Central Lancashire, UK  
*"Tasks, technologies, and Asian students: Beyond digital natives"*



— May 19–20, 2012 —

Osaka Shoin Women's University, Osaka, Japan

*For more details and online registration, please visit:*

[jalt.org/tbl/conference](http://jalt.org/tbl/conference)



### **Call for Presentations at JALT2012**

Now open for submissions!

*Making a Difference at JALT2012*

**October 12-15, 2012**

Hamamatsu ACT, Hamamatsu, Japan

Deadline for submissions  
Friday April 13, 2012

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# JALT2012: Making a Difference

## Hamamatsu, Japan — October 12-15, 2012

### Sharing stories about people . . .

**T**his year's conference theme is "*Making a difference*", and so we will be sharing stories about people who have made a difference in our lives, and we'll also share stories about ways in which we've tried to make a difference. Here are some stories about people who have made a difference.

**Michael Stout's story:** *My Canadian history teacher had no use for new fangled teaching methodologies. He didn't use video. He didn't even use the blackboard. There were no handouts in his class. We read and he lectured—but, I loved his class. He cared about what he was teaching and he cared about us. I don't teach exactly like him, but I hold myself to his standard.*

**Marcos Benevides' story:** *Too many people have made a difference in my career, so it's difficult to choose. But when I think back to when I started in textbook writing, I'm most thankful for the time a young Pearson rep took the time to sit down and really explain how ELT textbook submissions work. Thank you!*

**Hugh Graham-Marr:** *So many teachers inspired in different ways. One in particular was my grade 12 English teacher. Camus, Sartre... he'd give me books he thought I'd be interested in to read out of class and suggest other things I might read. And was there to discuss any points I wanted to talk about.*

**Eric Skier:** *"It's all about the aha moment!" — My American history teacher telling us why he became a teacher. This was in 1985 and we thought he was talking about the band.*

**Rick Berger:** *Every student has made a difference. A few just sat there and helped pay my salary, but most have shared my passion for learning.*

**Tanja McCandle Kondo:** *My students make me thankful to be in the job I am. I learn more from them than they do from me. Blessed to do a job I love. Couldn't imagine getting up everyday and hating what I do. I have one student in particular that amazes me. I always tell her when she gets the global recognition she deserves, I will be "that" teacher giving interviews and saying I knew she would be "someone". Mark my words, you'll know who she is one of these days and the world will be a better place for knowing her.*

**Alastair Graham-Marr:** *A teacher who was most influential was a colleague during my first year of teaching. He had taught for many years in China before coming to Japan and he taught me the importance of teaching your students, (as opposed to teaching English). He was a popular and effective teacher because he made whatever point he was trying to teach relevant to his students.*

**Jim George:** *Ralph used to roll his own cigarettes in class while we students were tasked with some of his maths. He could give explanations to make numbers make sense. I was only not crap at maths in Ralph's class and staggeringly got my 'O' level a year early. He was also the most intolerant football coach you'd ever have met—competitive (with crunching tackles) and the foulest language. He was the most unteachery person I have ever met—and the best teacher I ever had. It was always bizarre to see him take mass; but that is what Jesuit priests do. The only one I ever listened to, pulpit or not.*



Join us for more stories about making a difference at the 38th Annual International Conference on  
Language Teaching and Learning & Educational Materials Exhibition  
12 – 15 October, 2012 — ACT City, Hamamatsu