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In this month's issue . . .

Happy New Year! Welcome to the first issue of *TLT* for 2013. If you are reading this, then we've somehow managed to survive the predicted Mayan Apocalypse of 2012, and can all breathe a collective sigh of relief. The New Year is always a time of change, and we have a few changes to announce here, too. First of all, we're pleased to announce that Carol Begg, who currently edits our Grassroots column, will become our new Associate Editor. Also, we say goodbye to Ted O'Neill, our *TLT* Wired column editor. Thank you for all your hard work at *TLT* over the years, and all the best with your new position as JALT's Director of Public Relations. Ted will be replaced by Edo Forsythe, whose name will be very familiar to members of JALTCALL. Good luck, Edo! We'd also like to welcome several new members to our production team: Donny Anderson, Michael Holsworth, Glenn Magee, Mary Kiyoko Ohno, and Sadira Smith. Welcome aboard! And a big thank you to all the other people behind the scenes, without whose work hard *TLT* would not be possible.

We begin the year with another exciting issue jam-packed with a fascinating mix of articles. Firstly, **Diane Hawley Nagatomo** takes a look at the issues faced by housewives teaching in the cottage *eikaiwa* business. No doubt, many of these issues will be very familiar to those of us who have ever taught privately. In our other Feature Article, **Melodie Cook** investigates expatriate English teachers' perceptions of Japanese university entrance examinations. Meanwhile, in Readers' Forum, **Jonathon Brown** discusses the role communicative lan-

Continued over

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TLT Japanese-Language Editor: Emika Abe

guage teaching plays in raising students' motivation, **Matthew Sung** interviews ELT expert Alan Waters, while **Marian Wang** puts JALT members' questions on The Comprehension Hypothesis Extended to Stephen Krashen. We also have three great classroom activities to share with you: **Jane Lightburn** describes a writing project in which students expressed their feelings and ideas about the 2011 Tohoku earthquake, **Michael Ernest** sets out a fun dialogue memorisation exercise, and **Greggory Wroblewski** helps his students learn new vocabulary using *Anki*, a computerised flashcard system. In Book Reviews, **Andrew Philpott** takes an in-depth look at an innovative student-centred textbook, *Scraps*.

Traditionally, New Year is a time for reflection on the past year and making resolutions for the new one, and at *TLT* we all resolve to make our publication better than ever. Enjoy!

David Marsh, *TLT* Coeditor

あけましておめでとうございます。TLTの2013年初頭号によろこ。皆様がこの新年号を読んでいるということは、2012年に予想されていたマヤ暦の予言による世界滅亡をなんとか免れて、安堵のため息を吐いている頃だと思ひます。新年というの、いつも変化

の時であり、我々もいくつか変化のお知らせをします。まず、現在Grassrootsコラム編集者のCarol BeggがTLTの副編集者になったことをお知らせします。さらに、TLT Wiredコラム編集者のTed O'Neillにさよならを言ひます。Tedは長年TLTのために尽力してくれました。今後は、JALTの広報担当理事として活躍してくれることと思ひます。Tedの後任は、Edo Forsytheです。JALT CALL会員にはおなじみの人です。Edo、頑張ってください。また、TLT制作協力チームに、Donny Anderson、Michael Holsworth、Glenn Magee、Mary Kiyoko Ohno、Sadira Smithが加わりました。皆さん、よろこそ！ また、陰で支えてくれている他の全ての皆さんに感謝の言葉を述べます。皆さんの協力なしにはTLTの発行は不可能です。

今年も様々な素晴らしい記事が満載の新年号をお届けします。まずは、Diane Hawley Nagatomoが、小規模な英会話学校などで教える主婦が直面する問題点について調べます。その問題点の多くは、個人で教えた経験があるかたには、きつと身近な内容であると思ひます。もうひとつのFeature Articleで、Melodie Cookは、日本の大学入学試験に対する日本居住中の(英語圏からの)英語教師の認識について調査します。一方、Readers' Forumでは、Jonathon Brownが、学生の動機を向上させる際にコミュニケーションの道具としての語学教育が果たす役割について議論します。Matthew Sungは、ELT専門家のAlan Watersにインタビューをし、Marian Wangは“the Comprehension Hypothesis Extended”に関するJALT会員の質問をインタビューでStephen Krashen に聞きます。また、3件の素晴らしい授業用アクティビティの紹介をします。Jane Lightburnは、学生が2011年の東日本大震災について自分の感情やアイデアを表現したライティング・プロジェクトを説明します。Michael Ernestは、楽しみながらできる会話暗記の練習を提示し、Greggory Wroblewskiは、デジタルなフラッシュカードであるAnkiを使用して、学生が新しい語彙を学ぶのを手助けします。Book Reviews(書評)では、Andrew Philpottが、革新的な学生中心の教科書であるScrapsを詳しく分析します。

伝統的に新年は、過ぎ去った1年を振り返り、新しい年の決意をする時です。スタッフ一同、TLTをますます素晴らしい出版物にするよう決意いたします。お楽しみに！

David Marsh, *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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The advantages and disadvantages faced by housewife English teachers in the cottage industry *Eikaiwa* business

Diane Hawley Nagatomo

Ochanomizu University

The *eikaiwa* [conversation] business in Japan is a multi-billion dollar industry, and yet very little empirical research has been conducted on its teachers or its students. An online survey focusing on the pedagogical and personal issues of one group of *eikaiwa* teachers (foreign women who are married to Japanese men) was constructed and distributed. Results from the 31 respondents indicate an ongoing overlapping struggle with their teaching in balancing their families' personal and financial needs, their relationships with their students, and the gendered constraints imposed upon them by Japanese society. The paper ends with a call for more research of all *eikaiwa* teachers in more *eikaiwa* contexts.

日本における英会話産業は今や数十億ドル産業だが、それに携わる教師や生徒についての実証的な研究はこれまでほとんど行われていない。本論では、英会話学校の教師（いずれも日本人男性と結婚している外国人女性）を対象に、教育に関する問題および個人的な問題についてのオンライン調査を実施した。31名の教師より得た回答から、彼女らがそれぞれの家庭の問題や経済的な問題、生徒たちとの関係、そして日本社会が課している女性特有の制約といった複数の問題とバランスを取りながら、教育活動を行うことに常に苦勞している現状が明らかになった。最後に、本論は、今後より多くの英会話学校の教師について、さらに多くの研究が行われる必要性を喚起する。

EFL research in Japan generally focuses on issues surrounding formal education, but there is scant attention paid to *eikaiwa* [conversation] schools, the students, or the teachers, even though this is a multi-billion yen business with more than 30,000 full- and part-time teachers, of whom nearly 15,000 are non-Japanese (Ministry of Economy, Trade and Industry, 2005). Looking at issues that surround *eikaiwa* teaching is important if we want to understand English language learning in the Japanese context, not only because *eikaiwa* supplements formal English instruction for students, but because it is also seen by many as a consumptive activity to support a casual hobby for either “pleasure and enjoyment,” or as a serious “lifelong hobby driven by intellectual curiosity” (Kubota, 2001, p. 475).

One reason why there is little research conducted in the *eikaiwa* context may be because most *eikaiwa* teachers are not academics engaging in and writing up empirical research. Bueno and Caesar (2003), in their introduction to their collection of essays of English teachers' personal experiences, explain that the difficulty they had in collecting essays from teachers in various teaching contexts was because “the people who teach below the college level, for the most part cannot write.... they are younger, their training is poor, their time is usually brief, and their motivations have more to do with adventure and travel than commitment to the classroom” (p. 15). Although it is true that youth and temporary residential status may describe many *eikaiwa* teachers, it is important to acknowledge that not all are young, impermanent, or undedicated. In fact, numerous *eikaiwa* teachers, for various reasons, have made Japan their permanent home and *eikaiwa* teaching their career.

To better understand language learning and language education in Japan, issues concerning all *eikaiwa* teachers need to be examined. This exploratory study, however, first focuses on one particular group: foreign women married to Japanese men. Because of gendered expectations of women in Japan, particularly of housewives and mothers, these women's experiences may be somewhat different from other groups of *eikaiwa* teachers. The question that guided this study, therefore, was: What are the advantages and disadvantages for these women teaching English conversation in their homes and their local communities?

The participants, data collection, and data analysis

An Internet questionnaire was constructed on Survey Monkey, which included twenty questions designed to obtain biographical data and to elicit formation about the women's current English teaching situations (see Appendix). A request was made for respondents who teach English in their homes or in their local communities in two popular e-groups for foreign women married to Japanese men.

Thirty-one women responded to the questionnaire. They come from the USA (9), Canada (7), Great Britain (6), Australia (3), Germany (2), New Zealand (1), Poland (1), Scotland (1), and the Philippines (1). The participants range in age from 28 to 62 and live in 21 prefectures throughout Japan. Nearly all have bachelor degrees in various subjects such as anthropology, law, literature, social welfare, history, nursing, library science, and TESOL. Two have MAs (TESOL and English literature), two have PhDs (Veterinarian Science and Biochemistry), and one is currently enrolled in a doctoral program. Teaching experience ranges from less than five years to more than thirty years. They teach between one to thirty classes per week; their students range in age from preschool to retirees; and they teach in places such as their own homes, community centers, students' homes, language schools, company offices, and coffee shops.

The answers to each question were uploaded to a qualitative data analysis software (NVivo), and coded into two categories that NVivo calls "free nodes" and "tree nodes" that can be conceptually linked to other nodes (see Bazeley, 2007). I organized the data into two free nodes (advantages and disadvantages) and to numerous tree nodes to examine recurring themes (Miles & Huberman, 1994). Due to space limitations, the discussion that follows focuses on only three themes that

emerged from the tree nodes: flexibility, relationships with students, and money.

Discussion

Flexibility

The most commonly cited advantage of *eikaiwa* teaching was the flexibility it offered in balancing work and family lives. This was particularly true for those those with small children when teaching privately to babies, children, and their mothers. Lessons are held at times and in places that are mutually convenient. Sometimes students' mothers babysit while they teach, and sometimes the participants' children join in the lessons. This arrangement enables teachers like Amy and Liz to work without worrying about childcare. Women with older children also schedule their teaching around their families' needs and limit their number of classes. Karen, for example, says that she tries not to work too much or she feels that she is neglecting her children.

Another advantage of private teaching (as opposed to working for an *eikaiwa* school) is the opportunity to develop tailor-made curriculum according to individual pedagogical styles. Linda says:

No commute! No bosses! I can make the rules to suit both me and my students. Flexibility (to a point) if there is a family crisis. I like being able to tailor classes to each group of students and not feel bound by a curriculum that is time-based.

Private teaching also enables the women to select students, unlike teachers at conversation schools who generally teach whoever enrolls in the program. Anna, for example, chooses to teach only women and children. Although Jenny has not turned anyone away yet, she likes having the option to "terminate classes without having to go through the channels of a regular company, nor just grin and bear it" when children repeatedly misbehave.

There is, however, something of a downside to the flexibility that private *eikaiwa* teaching offers. Scheduling lessons around a family's convenience could result in a loss of income and a loss of opportunity because many English learners want to study during what could be called "*eikaiwa* prime time": evenings and weekends. Nevertheless, most participants reported cutting down or eliminating weekend classes to spend this time with their families. Ellen says the "evening hours are the hardest part about English teaching work for mothers, so I've pretty much vetoed late-afternoon and early-evening lessons in exchange for a more relaxing evening routine with the kids." She

wants more daytime classes, but as noted by other women, they are not always easy to find. Ellen feels that her decision not to teach at night has eliminated her chances to obtain full-time work in *juku* (cram schools) or in companies.

Several participants find difficulty in balancing teaching and family, especially those who operate *eikaiwa* businesses and teach many classes per week. Anna, for example, has approximately 100 students attending the language school she runs from her home. Although she takes weekends and school holidays off, maintaining a dual identity as a teacher and as a parent is not easy, as her comment below illustrates:

I feel that my children missed out on a lot when they were younger, as they'd come home from school and have to be quiet, and were not able to talk about their day with me till much later in the evening. I had to be very strict with them about loud noise and in particular sibling fights in the next room. They were punished severely for the smallest infraction because I found that if I let a bit of squabbling go, it escalated quickly. I feel that I was too hard on them but it was the stress of having mothers in the classroom listening to my kids punching and screaming at each other in the next room.

Another struggle exists for women who are solely in charge of their businesses. Kathy, who rents an apartment to use as a classroom, has insufficient student enrollment to warrant hiring another teacher. She must always be available to teach, even if ill, because she cannot afford to cancel classes. Amy, whose teaching partner left Japan after the March 11 earthquake, is concerned about not having a back-up teacher for the same reason. Although Anna has an office assistant and a tax accountant to assist with paperwork, she complains:

I can't escape from work—it's always there in the next room, waiting for me. Nobody to hide behind. The work must be done and it must be done by me, which makes taking any time off at all hard.

Furthermore, preparing appropriate teaching materials for private lessons is, according to Claudia, Jenny and Maria, time consuming. Mindy and Anna worry about maintaining consistent and high-quality English lessons without interaction with other teachers. Mindy reports:

It's hard to stay self-motivated and maintain or further [my] own education. To be honest, I

don't think I am. While I don't think it makes my lessons or teaching skills bad, I do think that it means I'm not doing the best possible job that I can.

Relationships with students

The second theme concerns the positive and negative aspects of the teacher-student relationship. Conversation teaching often creates blurred lines between teachers and students. Friendships develop where personal stories are exchanged, meals are shared, alcohol is drunk, and events are celebrated. Annie formed a book discussion group with her students, and Mary has learned "the most amazing things" from her class of retirees, such as "double rainbows, flying pumpkins, *mukade* [poisonous caterpillars] medicine, the name of any kind of flower you can possibly imagine, cheap restaurants, daggers disguised as hair ornaments." Pamela's lessons with two students who have been coming to her for 15 years are "more talking than teaching." As Becky puts it, her lessons are like a gathering of friends, but with the bonus of getting paid.

However friendly the student-teacher relationship may be, money does exchange hands. If the financial line is crossed, tensions can and do develop. For example, Mary's friends and neighbors are sometimes relaxed about paying lesson fees on time, and she dislikes it when they ask for discounts for missed classes. One of Tracy's adult students, also a friend, changed to a different (and more expensive) class but didn't understand why she should pay more. Additionally, English lessons occur during pre-established times, unlike time spent with friends, which is generally more fluid. Students like to linger after a lesson, but the teachers, especially those who teach at home, do not like this, and as Maria complained, "It's difficult to send students away after the lesson is over."

It is important to note that not all private students become friends. Some teachers feel they are being taken advantage of. Anna, for example, disliked that some of her students felt free to call her any time, and Jenny felt that her privacy was invaded when mothers wandered freely about her home while she taught their children.

Finally, nearly all the participants felt that students displayed rudeness and demonstrated a lack of respect toward them as friends and as teachers when they suddenly cancelled, failed to attend, or quit classes altogether with no explanation.

Money

The third theme discussed in this paper concerns the positive and negative attitudes toward *eikaiwa* income. Some participants felt grateful for the money, especially if they had been trained in fields where finding related employment would be difficult. Anna explained, "It's the best income that I could make with my qualifications in my area of Japan."

Women without financial necessity to work, or women who receive a steady income elsewhere (such as from secondary or tertiary institutions), expressed satisfaction with their *eikaiwa* "pocket money." For some, however, *eikaiwa* income initially earmarked for "treats" began to supplement their families' living expenses. Anticipated *eikaiwa* income has even led to home mortgages being taken out and children being enrolled in private schools.

Unfortunately, maintaining a steady *eikaiwa* income to support fixed expenses is difficult because of the unreliability and unpredictability of the *eikaiwa* profession. English students often move on to "learn" something else, so recruiting new students is essential. However, according to several participants, there is competition from a surplus of *eikaiwa* teachers who are willing to teach for less. This has made Kathy consider leaving the *eikaiwa* business altogether because she currently has no personal income after expenses are deducted. Anna, whose income is carefully calculated into her family's mortgage payments, also worries: "There is little financial security. Nothing to stop everyone deciding to quit tomorrow or go somewhere else if a newer, cuter school opens nearby."

Because of the difficulty in maintaining a steady income, several women expressed preference for working for *eikaiwa* schools. However, Sandy complains she is sometimes treated as a "disposable" commodity, and Liz feels that her school underpays her. Schools can only afford to hire teachers *if* they have students, so teachers like Pamela (who is dispatched to companies for three-month contracts) constantly worry about contract renewal.

Additionally, as Carol discovered, it is difficult to obtain work in *eikaiwa* schools after having taught at home while raising children:

Although I am qualified and have taught for many years, albeit mostly at my house, a young interviewer asked me 'You're really just a home-maker, aren't you?' He made it obvious he didn't really consider me a serious candidate for the position, although I had

taught for a similar organization for many years about ten years previously.

Finally, a real financial concern for some of these women is the necessity to earn enough, but not *too much*. In Japan, a dependent wife of a salaried worker is entitled to earn up to 1.3 million yen per year and still be eligible for social benefits. Exceeding this limit results in a substantial financial loss and creates an obligation to pay for one's own insurance, pension, and taxes. Thus, to make financial independence worthwhile, annual income must exceed three million yen. Although some of the women in this study were apparently able to earn this amount, the instability of *eikaiwa* teaching makes becoming financially independent risky.

Conclusion

This is the first of a series of studies that I hope to conduct with *eikaiwa* teachers in Japan. Although the current study focused on only one particular group of teachers, I believe that the issues that emerged from this study may resonate with all current and former *eikaiwa* teachers. For teachers who make their living through *eikaiwa* teaching, particularly those who permanently reside in Japan, the financial instability of this profession may be a constant source of worry. Even if a great amount of time, money, and energy is invested into recruiting and maintaining students, there is no guarantee of a consistent and steady source of income. How, then, does this influence the student-teacher relationship as described earlier, and how does this influence the quality of *eikaiwa* lessons that teachers hope to give and that students hope to receive?

Female *eikaiwa* teachers' experiences may be somewhat different from their male counterparts, especially those who must balance family life with teaching. It is unlikely (although certainly not inconceivable) that a male teacher would bring his children to his lessons or organize his teaching schedule around his family's dinner hour. Therefore, further investigation is warranted to determine how prevalent gendered attitudes in Japan shape issues surrounding *eikaiwa*, which may not only influence how students and teachers interact with each other, but also student preference for a male or female teacher (e.g., Bailey, 2007).

The necessity of limiting one's income to maintain tax dependency status may not be a consideration to those who are not married to Japanese salaried workers, but it is to women like

the participants in this study. If it is perceived that married *eikaiwa* teachers teach only as a “hobby” or for “pocket money,” how do these attitudes determine the teachers’ and their students’ attitudes toward English language learning?

This study touched on issues surrounding what I have called “the cottage industry *eikaiwa* business.” Clearly more qualitative and quantitative investigation into all types of *eikaiwa* teachers—both Japanese and non-Japanese—and the conditions surrounding all *eikaiwa* teaching contexts is warranted. Not all language learning is related to entrance exams or to advancing oneself in business, as Kubota (2011) argues. Language learning as a hobby has long been one approach taken by many Japanese language learners. Future areas of inquiry of these teachers could include in-depth interviews and classroom observations to gain insight into how individual *eikaiwa* teachers teach and how they interact with their students. Questionnaire surveys distributed to a greater number of teachers could uncover reasons why these teachers are in Japan, what their level of education and experience is, and how they carry out language teaching in their various teaching contexts. It would also be interesting to survey and interview *eikaiwa* students to determine the impact of *eikaiwa* on their language learning. Such investigation into this type of language pedagogy is necessary to broaden our understanding of how English is taught and learned in Japan.

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Appendix

1. Are you currently married to or in a long-term relationship with a Japanese national, or have you ever been married to or in a long-term relationship with a Japanese national?
2. What is your nationality?
3. How old are you?
4. What prefecture do you live in?
5. How many years have you been teaching English in Japan?
6. On average, how many classes per week do you teach?
7. How many students do you currently have?
8. Where do you teach?
9. What kind of students do you teach?
10. Please describe your educational background.
11. Please describe your current teaching situation.
12. What do you think are the “pros” of your English teaching situation? What do you like about it?
13. What do you think are the “cons” of your English teaching situation? What do you dislike about it?
14. Do you have any comments about your relationships with your students?
15. Do you have any comments about the income you earn from language teaching?
16. How has your English teaching situation changed over time? If so, in what ways? How have you adapted to the changes?
17. Do you have, or have you ever had a student that you could consider to be a “successful” English learner? If so, please describe that students and what you think happened to make that student successful.
18. How do you balance your English teaching with your family and private life?
19. If you could change anything about your current teaching situation, what would you change?
20. If you have any comments or thoughts about teaching English, please write freely here.

advert

The multipurpose entrance examination: Beliefs of expatriate ELT faculty

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Entrance examinations for Japanese universities have come under fire from various sources for having a negative influence on communicative language teaching (Cook, 2010; Sakui, 2004; Sato & Kleinsasser, 2004), for being less valid and reliable than they could be (Brown, 2000; Leonard, 1998; Murphey, 2004), and for largely not having been written by experts (Aspinall, 2005). While these criticisms may be valid to some extent, it is important to realize that university entrance exams may only marginally serve pedagogical purposes; their economic, social, and public relations functions may, in some cases, even outweigh educationally-related concerns. This paper presents some initial findings from an exploratory Japan-wide study of tertiary-level, expatriate English teachers' perceptions of entrance examination creation (specifically with regard to the English portion) and results reveal that these tests may be fulfilling more functions than we might at first expect.

日本の大学入試は、「コミュニケーション・ランゲージ・ティーチングに負の影響を持つ」(Cook, 2010; Sakui, 2004; Sato & Kleinsasser, 2004)、「妥当性・信頼性に欠ける」(Brown, 2000; Leonard, 1998; Murphey, 2004)、「概して専門家によって作成されていない」(Aspinall, 2005)、など、様々な研究から批判を浴びてきた。これらの批判はある程度妥当かもしれないが、大学入学試験における教育的な目的の役割はごくわずかに過ぎないと認識することが重要である。入試の経済的・社会的・広報的機能が、場合によっては、教育関連の関心を上回ることもさへある。本論では、日本全国の高等教育機関に従事する外国人英語教師の入試問題作成(特に英語の試験)への認識に関する探索的研究から得られた初期の調査結果を提示し、その結果、入試が当初の予想以上に多くの機能を果たす可能性があることを明らかにする。

Many tertiary-level expatriate ELT faculty members in Japan participate, alongside their local colleagues, in entrance examination creation. However, many expatriate teachers express dissatisfaction with their institution's tests, mainly because they believe that these examinations fail to function as language tests should, in other words, to provide pedagogically-useful information. The English portions of entrance examinations have been criticised widely in the literature for a seeming lack of validity and reliability (Brown, 2000; Leonard, 1998; Murphey, 2004), for their influence on how English is taught in Japan, especially to the detriment of communicative language teaching (Cook, 2010; Sakui, 2004; Sato & Kleinsasser, 2004), and because they are not constructed by testing experts (Aspinall, 2005).

In general, expatriate ELT faculty members in Japan are likely to come from integrationist academic cultures (Holiday, 1992) which are "skills-based, task-based, participatory, process-oriented, problem-solving, and consultative" (p. 228). In addition, these teachers tend to possess, at the minimum, an MA in TESL and are likely to have taken courses in testing and assessment as part of their graduate school requirements. In graduate school, they may be taught for example, that language tests should serve one of four purposes (Hughes, 2003): to test *proficiency* by measuring people's "ability in a language, regardless of any training they may have had in that language" (p. 11); to evaluate the *achievement* of people or courses, by assessing how they succeed at fulfilling language-course-related objectives; to *diagnose* or identify "learners' strengths and weaknesses... primarily to ascertain what learning still needs to take place" (p. 15); or to *place* candidates, in which case tests "... are intended to provide information that will help place students at the stage (or in the part) of the teaching programme most appropriate to

their abilities” (p. 16). In other words, graduate students are likely to be taught that language tests should serve primarily pedagogical purposes.

However, in Japan, language tests used as entrance examinations seem to have additional non-pedagogical functions as well. According to literature on entrance examinations in Japan in particular, these tests may also serve social, economic, and political purposes (LoCastro, 1990), demonstrate a university’s status and selectivity (Blumenthal, 1992; LoCastro, 1990; Shimahara, 1978), and indirectly measure students’ diligence (Frost, 1991; LoCastro, 1990) and intelligence (Kariya & Dore, 2006; LoCastro, 1990). It is likely that these purposes are familiar to local (Japanese) ELT faculty, who tend to come from a collectionist academic culture (Holliday, 1992) which is subject-oriented and hierarchical, and who have been raised in Japan and gone through the Japanese educational system. Shimahara (1978), in writing about a much earlier version of the Center Test, stated explicitly that the test “is an arbitrary device for social placement (emphasis mine), rather than a pedagogical instrument” (p. 263). However, how clear is this to expatriate ELT colleagues who haven’t been raised and schooled in Japan? Thus, the research question guiding this particular study was “According to expatriate ELT university faculty members, what

purposes does English on entrance examinations serve?”

Method

Data were collected using snowball sampling (Dornyei, 2003) over a three-month period via online survey and then by follow-up open-ended interviews. The 15 respondents who agreed to participate in a follow-up were interviewed via Skype, telephone, or in person. For this study, Cresswell’s (2009) generic guide for analysis and interpretation was followed. Responses mentioned in this paper were follow-up answers to survey questions Q34: “What do you think the purpose of your university’s English portion of the entrance examination SHOULD BE?” Q35: “What do you think the purpose of your university’s English portion of the entrance examination IS?” Q36: “Do you think the majority of Japanese English-teaching faculty agree with your opinions?” and Q39: “What do you believe would improve the effectiveness of the English portion of your university’s entrance examination?”

Participants

Table 1 provides brief biographical information for those who participated in the follow-up interviews.

Table 1. Biographical information of participants

Pseudonym	Nationality	Highest level of education attained	Years teaching in Japan	Type of university
Austin	British	PhD Linguistics	6-10	Technical College
Cabby	American	MA Education	11-20	Private
Cheryl	American	PhD Applied Linguistics	11-20	Private
David	American	MA TESL	11-20	Private
Debbie	American	PhD Linguistics	30-40	National
Diogenes	American	MA TESOL	31-40	Private
Jack	Australian	M.Ed. Language and Literacy Education	1-5	National
Joe	Canadian	MSc. Applied Linguistics	11-20	National
Mauve	American	MA Comparative Literature and Alternative Education	6-10	Private
Mike	British	MA	11-20	Private
Paul	British	MA Modern Languages	21-30	Private
Phil	American	M.Ed. TESOL	1-5	National
Sam	Canadian	M.Ed. TESOL	1-5	Private
Sarah	British	MSc TESOL	11-20	Private
Steve	American	MA TESOL	1-5	Private

Results

Minority report: Entrance examinations DO serve pedagogical purposes

For a few participants creating the English portion of their institution's entrance examinations, there seemed to be congruence between the kinds of test purposes that are commonly studied at graduate school and the tests created at their institutions. For example, Paul said he believed that questions on his university exam were based on the English textbooks the majority of his institution's applicants were known to have used, because in his case, his institution explicitly knew which high schools' students would be sitting the test. In other words, it seemed to Paul that the test was testing students' achievement. Sarah and Cheryl also felt that their respective institutions strove to ascertain if students had retained what they learned in high school. Sarah said, "... when we did create the test together that was the feeling I got, that they were very carefully checking what the students were supposed to have learned and the test was to show if they had done that." Cheryl also said that most of the test creators were familiar with high school English class' contents and attempted to ensure that at least the vocabulary on the exam was familiar to test takers.

Majority report: Entrance examinations DON'T serve pedagogical purposes

However, the majority of the other respondents explicitly said that they believed their institutions' examinations purposes had no pedagogically-related function. In particular, they said that their exams were not testing proficiency, achievement, or placement.

Not for proficiency

Several participants did not see the entrance examinations at their institutions as proficiency tests. Debbie, for one, felt that her institution's test was "...not about English ability exactly... so the questions are not really designed to see how proficient a person is at English" (according to her definition of "proficiency" which she acknowledged may be different from that of her local colleagues). Cheryl also said that she didn't feel that her institution's test assessed proficiency, although she did think there was an assumption among non-English-teaching faculty, however, that the test did indeed assess it:

I remember that coming up at a meeting where we were, somebody was trying to decide whether to fail someone... and the point was made, "Well, they passed our English exam, so we know they can handle... the curriculum here." And I was thinking, "We don't know any such thing!"

Not for achievement

Other participants said they felt entrance exams do not assess what is learned in secondary schools. For instance, Jack lamented the lack of relationship between the test and the high school curriculum, in other words, that his institution was not viewing its entrance examination as an achievement test. It seemed to be, in his opinion, constructed by teachers who "...obviously weren't very familiar with what had been going on for the previous five or ten years in the high school curriculum." This sentiment was echoed by Mauve: "Judging from their selection of (entrance examination) texts, that they're asking for the students now, I don't get the impression they have much idea of what goes on in high school." Achievement, according to Mike, is difficult to assess because the levels of language required, in his opinion, of "all universities" are generally beyond the true ability of Japanese high school students:

I think, as far as I can tell, all the universities use reading passages that are way above the reading level of students, right? So, the issue is really how much higher is it than the actual reading level of the students who are taking it. Like, I've heard at __ City University, they use texts of a reading level of 9. That means a native speaker in year 9. Which is massively above... the average Japanese reading level is at about 4 or 5.

This sentiment is echoed by Phil, who related that it would be difficult to assess students' achievement in high school if that curriculum were not sufficiently covered, especially with regard to the higher-ranking universities in Japan. Joe confidently asserted that at his institution at least, achievement or communicative English was definitely not what was being assessed: "It's not for real-world English; it's not an achievement test based on high school English..." Achievement in English did not seem to be the goal at Steve's institution either. "It doesn't really feel like they care too much about how much has actually been retained in regard to English."

Not for placement

A few participants said they felt entrance examinations did not aid in placing students in classes. Jack believed that his institution's test was clearly not for placement, although he felt that "a lot of people make a very foolish assumption" about entrance examinations being so. Joe, too, said explicitly that he felt his institution's test was "not as placement."

Entrance examination purposes

Participants did, however, cite a host of other purposes of entrance examinations at their institutions, such as to see how well students could perform on tests, to reveal students' IQ levels, to provide funding for institutions through test application fees, to stratify students in society, and to promote institutions to the public.

Tests of test-taking skill

Some respondents, such as Phil, felt that entrance examinations were designed to see how well students could perform on tests, likening learning test-taking skills to learning how to dance:

A lot of them (students) will waste a lot of time just studying test-taking skills and ... you really don't want to study something, there's a way to get around through guessing, you can spend a lot of time just figuring out how to do well on the test. You know, think of it as a dance. You don't really have to have a good sense of rhythm if you know which technical movements to do.

Indicators of intellectual ability and/or academic potential

Some respondents felt that entrance exams may be used to demonstrate students' overall intellectual ability and to predict their academic achievement in university. Debbie and Joe, both teaching at highly-ranked tertiary institutions, believed that the purpose of English on their entrance examinations is to determine students' overall intellectual ability as well as their potential to succeed in an academic environment. At Debbie's institution, giving students translation questions was considered the best way by the local members of the English department to determine this:

It's a test of intellectual ability and ... the test has a couple of relatively-long readings ... and the students translate parts of the read-

ing. There's certain elements of the test that have to be translated ... and that's a very typical kind of question on tests. However, if the students can't understand the general, the overall reading itself, they cannot translate very well."

According to her, students' ability to successfully "turn English back into Japanese" is considered to be clearly linked to intellectual prowess. Joe felt that the purpose of his institution's entrance examination was to determine if potential students could "handle academic work in English at the university level":

I would say it's for ... especially a national university ... one of the purposes is to indicate if the students are academically capable. Secondly, it should in some way show that the student is cognitively prepared or able to deal with ... being an academic, being a student at a university, so we want to see that cognitive skills and basic intelligence come through. So it's really ways of showing that you can handle English at an academic tertiary level and that you're prepared for it psychologically.

Sources of revenue

A large number of expatriate ELT faculty members, such as Diogenes and Phil, said they believed that "the test fee is an important contribution" and "a payoff for the school." Austin, who at the time of this study worked at a lower-ranked technical college, believed that this was the *only* reason for his university's entrance examination, saying that "the kids pay about 10,000 yen or something. I don't know how much it is; they pay a lot to do the test, and they're not being tested." David offered a similar response as well, quoting a similar fee. Mike estimated that between 15,000-20,000 students took his university's test each year at around 25,000 yen per test.

At the other end of the spectrum was Cabby, working at a failing institution he described as "not very competitive." He said that the test fees collected from prospective students hoping to enter the few remaining still-healthy departments at his university helped compensate for those which were ailing, such as the English department:

Now the childhood education department ... the junior-college level of the four-year faculty as well, I think 125 seats is their maximum and they fill up every year. They might turn away

15-25 students each year, and a few of those might end up in the English department, but other than that, there's no department that's hitting the maximum number of seats allowed. And so it's to collect (fees); they'll take anyone now. The test fees are important for the school.

Tools for social stratification

For Mike and Steve, entrance examinations served a primarily gate-keeping function. According to Mike:

... the tests have only one purpose, which is to get students who are at a certain level overall in maths, English, and so on, because they add up the scores together, right? You don't get in based on English. You get in based on three subjects or five subjects. So, it's just to distinguish between them so that, you know, the A ranking university gets the top 5% and then next one down. There's no other function.

Sam echoed this sentiment, using the TOEFL test and its purpose abroad to contrast the situation in Japanese universities as well as the use of language tests in Japan as gate-keeping tools by employers:

This other thing, too, is entrance exams for foreign universities are, at least... recently, they're supposed to determine whether students are able to do the kind of tasks they would be doing if they entered the university, right? And that's what the new TOEFL's supposed to be doing, testing the ability to do university work, right? But for university entrance exams in Japan, I don't think it's that at all. ... and you have English exams for companies, for jobs where the person will never be required to use it. It's just a way to separate people.

Tools for public relations

Interestingly, the most commonly-cited purpose mentioned by respondents was that entrance exams were generally used to promote their institutions. Some participants said that because of a decline in applicants, almost any prospective student who took the entrance examination would be guaranteed a seat at the school. In other words, these institutions did not face a problem of selecting, but rather attracting prospective students. "Did they really need an examination?" I asked. According to Jack, "If the university doesn't have a test, it can't call itself a university."

Cheryl said that she'd heard from some people at her institution that "We don't actually need the test, but we have to have one for PR purposes." Similarly, Austin told me that at his former failing institution there really was no selectivity, so the test day was used as a time for test interviewers to "tell the students all the good points about the school." Paul, more intimately connected with the PR process at his institution, said he believed that the test's purpose was to communicate with potential students:

I've always seen that the test needs to communicate with its target audience and that's where the *akahon* (Red Book containing past tests) became so important because the target audience became the *jukus* (cram schools) and the high school teachers who would advise students to come to our school.

As a response to falling enrolment numbers and a corresponding decline in ability levels, his institution decided to change its focus in order to attract larger numbers of potential students:

Our primary consideration was not, "Is this the right level of difficulty for students coming to take the test?" because then we would have set a test that was so ridiculously easy that we would do nothing for the reputation of the school. Our consideration was "how does this look in the *akahon*?" and then we'll find a way to admit people.

This might explain why Diogenes felt prevented from introducing questions on his university's examination which he felt would truly reflect the actual ability of the usual applicants to his institution. When he "submitted some easier questions that [he] thought reflected the abilities of the students ... that didn't work." Thus, perhaps one of the most important functions of entrance examinations is to promote the image of the school.

Conclusion

As this exploratory study seems to indicate, expatriate ELT university faculty seem to understand, as literature on entrance examinations in Japan suggests, that entrance examinations at Japanese universities serve a myriad of purposes, many of them unrelated to pedagogy. One purpose, to promote the image of the university, appears to stand out as one of the primary reasons why these examinations exist, even at universities that may, in reality, not require them.

Perhaps expatriate ELT faculty feel critical about the English portion of entrance examinations

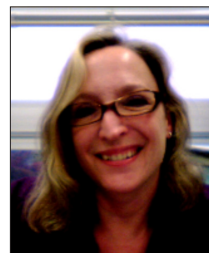
because what they have learned about language test development may have focused exclusively on the pedagogical aspects of language testing while ignoring the sociocultural contexts in which language testing takes. Further research needs to be done in order to determine how to incorporate a broader perspective into language testing courses. In any case, it must also be acknowledged that in Japan, as well as in other countries, examinations serve a much wider range of purposes, and whether we agree with them or not, if we hope to introduce improvements or innovations, we would have a better chance of success if we could convince our local ELT colleagues that such improvements would advance the overall reputation of our institutions.

It may also be important for expatriate ELT faculty to more critically think about the kinds of recommendations for test design that they are taught in graduate school, especially if they study at inner circle institutions but work in outer or expanding circle countries (Kachru, 1992). What works in such teachers' home cultures, where most pedagogical recommendations originate, may be applicable only to a limited extent in other settings. However, if expatriate ELT faculty are mindful of the culture in which they live and the purposes to which these tests are ultimately put, and if they keep in mind that any changes they suggest need to take into account the multi-functional nature of entrance examinations in Japan, they may have a greater chance at improving their institution's tests (that is to say making them more pedagogically sound), should not only they, but also local ELT faculty, deem it necessary and worthwhile to do so.

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Initiation, preservation, and retrospection: The role of CLT in the L2 motivational process

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This paper examines the role Communicative Language Teaching (CLT), a popular language teaching approach, plays in second-language (L2) motivation by analyzing the characteristics of CLT in tandem with the motivational process. Using Dörnyei and Ottó's (1998) model of L2 motivation as a framework, three major components of motivation are identified: (1) initiation, (2) preservation, and (3) retrospection. Based on these components, the role CLT plays at the various stages of the L2 motivational process, as identified by Dörnyei and Ottó (1998), through initiation, preservation, and retrospection is investigated. In doing so, this study presents evidence of the importance CLT plays in fostering students' motivation, thereby advocating its effectiveness in ESL/EFL classrooms in Japan.

本論は、第2言語(L2)学習の一般的な語学教授法であるコミュニカティブ・ランゲージ・ティーチング(CLT)の役割を、動機づけの過程と並行してその特徴を説明することで検証した。Dörnyei & Ottó (1998)のL2学習における動機づけを枠組みとして使用し、動機づけの3つの主要な構成要素を(1)始まり、(2)維持、(3)回顧と識別した。これらの構成要素を基盤とし、L2学習の動機づけの様々な段階におけるCLTの役割を研究した。本論では、CLTが生徒のやる気を育てるのに重要な役割を担うことを例証し、日本のESL/EFLクラスに効果的であることを論じる。

Undoubtedly, motivation plays an important role in education and its effects on language learning have been well documented (see Dörnyei, 2005; Gardner & Lambert, 1972; Krashen & Terrel, 1983; Sternberg, 2002). Though motivation is only one variable determining language learning success, research has shown that it is particularly important because of its ability to compensate for deficiencies in learners' aptitudes (Gardner & Lambert, 1972). What is of greatest concern to teachers, however, is the fact that motivation can be manipulated—it is not fixed but dynamic in nature (Dörnyei, 2005). This presents teachers with both the opportunity and responsibility to facilitate students' motivation, and, when done properly, assure learning success. Perhaps one of the most obvious and effective ways of accomplishing this is through implementation of teaching methods and approaches that assist in motivating students.

The purpose of this study is to examine an approach that appears to be particularly adept at this: Communicative Language Teaching, or CLT (Bingham, 1997; Hiep, 2007; Rabbini & Diem, 2006). To demonstrate the role CLT plays in L2 motivation, this study examines motivation in tandem with the components of CLT along a continuum. In doing so, theoretical corroboration is found that advocates the importance CLT plays in fostering motivation and its effectiveness in ESL/EFL classrooms in Japan.

Communicative Language Teaching

The theory of communicative competence

The approach of CLT is based on the theory of communicative competence. First proposed by Hymes (1972), the theory of communicative competence claims that to effectively communicate in a language, one must know how to use the language appropriately in regards to social and situational contexts. Though definitions of communicative competence may vary slightly (see Breen & Candlin, 1980; Canale & Swain, 1980; Savignon, 1972, 1991, 2001), most agree that communication should be central to comprehension and production and should determine both the content and mode of learning. CLT emerged from this postulation. Therefore, CLT's goal is not simply to improve language skills, but to demonstrate the interdependence between communication and language (Richards & Rodgers, 2001). This is accomplished through classroom procedures that provide meaningful communicative interactions.

The importance of meaningful interaction

CLT appreciates, however, that for a communicative interaction to be meaningful, it must be directly relevant to the learner beyond the classroom. Accordingly, development of communicative activities should be genuine for the learner. Moreover, CLT activities are designed to be cooperative not competitive. Because communication competence requires reciprocal actions, activities should not pit students against one another but encourage teamwork. In this way, students and their needs come before syllabi's objectives and emphasis is placed on structure in the function of language, rather than structure for the service of the function.

Meaning and correctness

Critics of CLT, however, argue that exclusive emphasis on communication and lack of explicit instruction and correction could lead to early fossilization of errors (Lightbown & Spada, 2006), but to claim CLT is centered exclusively on meaning is somewhat of an exaggeration. Though CLT regards errors as less important, proponents of CLT do not recommend entirely abandoning the components of language. In fact, most studies have shown CLT positively contributes to L2 learners' fluency and communicative abilities when implemented alongside form-focused instruction (see Genesee, 1987; Harley &

Swain, 1984; Norris & Ortega, 2000; Spada, 1997; Savignon, 1972). Moreover, CLT views errors as an indication of learning progress and a basis on which to develop procedures which assist in improving those areas (Lightbown & Spada, 2006). This suggests that CLT is not meant to function as a lone approach but rather in collaboration with other methods to address learners' weaknesses without criticizing or condemning them for mistakes.

Motivation

According to the above description, it is easy to envisage how CLT might contribute to the fostering of motivation among L2 learners; however, in order to form a more authoritative basis for this view, it is necessary to establish a practicable definition of motivation with which to proceed. The trouble is, however, motivation is a very complex psychological phenomenon with countless facets and is nearly impossible to thoroughly define within the limits of a single model. Even so, this does not mean that it is impossible to know what motivation looks like. In fact, according to Gardner (2005), a motivated person is identifiable in terms of two telltale conducts: (a) engagement in a goal-directed activity and (b) expenditure of effort to reach that goal.

The dynamic nature of motivation

As Gardner (2005) explains, however, what complicates matters is that a goal can give rise to motivation within most anyone, but individual differences are found in what one does after becoming motivated; in other words, the extent to which effort is expended differs from person to person. Furthermore, a number of studies have shown that motivation can lose its intensity, particularly in school contexts (see Benson, 1991; Berwick & Ross, 1989; Dörnyei 2005; Tachibana, Matsukawa, & Zhong, 1996), demonstrating that motivation is continuously fluctuating (Dörnyei, 2005). This suggests that motivation must not only be initiated at some point, but must also be sustained from its point of instigation until the goal is acquired. From this perspective, motivation can be viewed as a process.

Motivation as a process

The idea of motivation as a process is not a new concept. Dörnyei and Ottó (1998) define motivation as "the dynamically changing cumulative arousal in a person that initiates, directs,

coordinates, amplifies, terminates and evaluates the cognitive and the motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out" (p. 65), and derived a process model from this definition that identifies three stages within the evolution of motivation:

1. *Preactional Stage* – The learner must choose or have a reason to pursue a specific goal or task.
2. *Actional Stage* – The learner's attention and interest on the task at hand must be "maintained" and "protected."
3. *Postactional Stage* – The learner reflects back on his or her past experiences, which often determine the learner's future motivation.

The first stage implies an act of initiation—there must be a rationale behind the desire to pursue and a decision to commence the pursuit. The second stage suggests preservation, in that the individual must have a desire, will, or drive to continue towards that goal and consequently preserve the pursuit. The third and final stage addresses retrospection. At this stage, the concept that past experiences can dictate reactions towards the L2 and L2 community and thereby affect any future interactions is recognized. Using this model as a framework then, we can define motivation as a dynamic process of (1) initiation, (2) preservation, and (3) retrospection. Armed with this understanding, let us now explore how CLT assists to bring about and carry learners through this process.

CLT in the motivational process

Initiation: Preactional Stage

The Japanese Ministry of Education curriculum guidelines states the goals for English instruction in Japan are "to develop students' ability to understand and express themselves" (as cited in Savignon, 2001); nevertheless, much of the focus in ESL/EFL classrooms remains on grammatical and lexical aspects without any meaningful purpose behind the tasks (Brown, 2004). Of course, this is largely due in part to the exam-centered type of education that is prevalent in Japan.

Passing an exam can certainly motivate a student initially, but the fact is this motivation will inevitably lose momentum—it cannot maintain itself. Once the exam is completed, motivation is often lost because the student was only motivated for this one purpose: passing the exam (Takanashi, 1991). This is the case for a

large majority of Japanese junior high and high school students (LoCastro, 1996; Morrow, 1987). Therefore, despite the fact that examinations are capable of giving rise to motivation, initiation cannot be maintained; as a result, exams should not be considered a suitable method by which to initiate—let alone—preserve the motivational process. CLT, on the other hand, can help fulfill these factors in two ways.

Firstly, CLT is designed to be incorporated into other curricula as a way to better meet the individual needs of learners, so that everything students need to know to enter university can still be covered, while at the same time the focus of the class is being shifted to the learner (Savignon, 2001). Because of this, the student has the opportunity to choose why he or she is pursuing English (in addition to examinations) and what he or she would like to focus on in that pursuit, initiating the L2 motivational process. Secondly, because the student is studying for his or her own "self-perceived goal" beyond the purpose of passing an examination, CLT effectively sustains him or her while at the preactional stage, which easily leads the learner into the actional stage.

Preservation: Actional Stage

Because of the rather long span of time it takes to acquire a language, maintaining and preserving students' motivation is an important aspect of learning English (Dörnyei, 2005). Though CLT may present a way from stage one to stage two, the responsibility of holding students' interest in English rests on the shoulders of the teacher. This, however, does not mean CLT is ineffective at preservation; only that the teacher must consider appropriate ways to implement the approach to sustain motivation.

As discussed earlier, activities in CLT should be genuine and authentic so that students feel they are applicable to their lives. In Japan, for example, ordering at a restaurant in English is generally not considered an "authentic" task and therefore would not be effective at preserving most students' motivation since such a task lacks practical applicability for them. Additionally, conversational English may be useful for students who regularly experience intercultural contact (Kormos & Csizér, 2007), but the reality is that direct direct contact with English-speaking foreigners is minimal for the majority of Japanese. This does not suggest, however, that Japanese are not exposed to English. In fact, Japanese are regularly exposed to what Kormos

and Csizér (2007) term, “L2 cultural products.” Teachers in Japan can take advantage of this.

Foreign television programs, movies, and music enjoy great popularity among Japanese. Implementing these sorts of cultural products into the CLT classroom can be one effective way of preserving, as well as increasing, learners' interests in English, and, thereby, their motivation to study and learn. And, because English is a foreign language in Japan, indirect contact, that is, contact with “cultural products,” is much more likely to occur. As a result, students' motivation will be more easily maintained and protected than with tasks that do not represent authentic experiences with the language (Kormos & Csizér, 2007).

Furthermore, exposure to such cultural products has a profound effect on learners' perspectives and attitudes (Kormos & Csizér, 2007). According to Gardner (1982, 2005), attitude is important because it dictates one's reactions towards the L2 and L2 community, and those reactions are usually determined by past experiences with the L2. By presenting students with positive interactions with the target language, CLT assists in both preserving motivation and providing experiences on which students can favorably reflect, thereby ushering in the third and final stage of the L2 motivational process: the postactional stage.

Retrospection: Postactional Stage

The majority of Japanese ESL/EFL learners are aware of the importance of English in today's ever-globalizing world. In fact, most Japanese hold bilingualism in high regard and consider it to be a highly attractive attribute, and more and more domestic companies are requiring their employees to be proficient in a foreign language, usually English. Yet despite these positive perspectives/attitudes, it is not uncommon for learners to continue to wrestle with their negative past experiences with English.

In her study of unsuccessful language learners, Nikolov (2001) found that, in spite of a favorable view of speaking foreign languages, participants struggled to get past the adverse learning conditions one must suffer through to learn those languages. Japanese often acknowledge English as a useful language to know, but complain about how difficult it is to learn. Many grow disillusioned with English, citing rote memorization of vocabulary, overly complicated grammar,

and indecipherable pronunciation as negative motivational factors.

As Dörnyei (2005) explains, students who fail because of what they believe to be the result of their own ability or lack thereof, are generally reluctant to continue learning a L2, resulting in the motivational process petering out at this point. This can be truly devastating to a learner's motivation because, if this occurs, it is unlikely the process will be reinitiated in the future. CLT, however, can assure that this does not happen.

Because CLT should operate at only one step beyond the learner's level—in accordance with Krashen's (1981) Input Hypothesis, which states that acquisition occurs when L2 learners receive comprehensible input ($i+1$), i representing language competence and $+1$ representing input above this level—a learner should never feel incapable in a CLT classroom. Furthermore, due to CLT's focus on communicative interaction over correctness, students' participation in the activities, rather than their performance, should take center stage in regards to student assessment. This eliminates the need for formal grading where students are made aware of each and every mistake. Instead, CLT teachers can focus on students' strengths and build their confidence, thereby providing students with a positive experience, rather than one in which they feel is representative of their failures and poor abilities.

Conclusion

In this paper we have explored how CLT creates an interest and excites students about English by focusing on the learners and their needs and desires, providing them with meaningful purposes for learning beyond extrinsic factors such as passing an examination, thereby initiating the preactional stage of L2 motivation. We have also seen that CLT preserves that interest and excitement among students at the actional stage by considering students' direct and indirect exposure to English and creating authentic tasks accordingly. Lastly, we have observed how CLT offers students an enjoyable experience that they can look back on favorably and, in turn, preserve that motivation to learn English in future activities at the postactional stage. By taking individual learners' abilities into account and never overwhelming them or exceeding their levels, CLT can help to encourage students in their pursuit of L2 acquisition. Observing CLT in the context with the motivational process, as identi-

fied by Dörnyei and Ottó (1998), we have come to a better understanding of the role CLT plays in motivation. Furthermore, we have demonstrated and identified not only why CLT is effective at motivating students, but also in what ways it is effective. In doing so, this study has presented the advantages of applying CLT in ESL/EFL classrooms in Japan.

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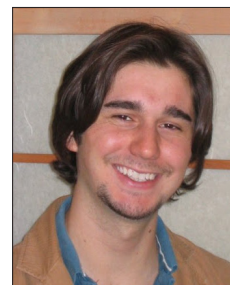
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Language teaching methodology and teacher education: Trends and issues

An interview with Alan Waters

Chit Cheung Matthew
Sung

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Adopting appropriate teaching methods and designing suitable teaching materials are among the major concerns of language teachers around the world. Although many teachers are eager to find the 'best' or most effective ways of teaching, there are no easy answers, given the wide range of sociopolitical contexts in which teaching takes place. In this interview, Alan Waters, a leading expert in English language teaching (ELT) from Lancaster University, talks about the trends and issues surrounding language teaching methodology, materials design, as well as teacher education in ELT. With extensive experience in the field, Alan has taught English as a foreign language and taken part in teacher training projects in various parts of the world, and has published



several books and numerous journal articles. He is interested in all the main aspects of the theory and practice of ELT.

Matthew Sung (MS): What do you think have been the major changes in ELT methodology over the last two decades or so? What main challenges do they present for our profession?

Alan Waters (AW): In answer to the first of these questions, I think it depends on whether you are talking about theoretical or practical developments. As I have tried to explain in a paper on the subject that appeared in *ELT Journal* in October last year (Waters, 2012), if you look at the 'professional discourse' (major publications, conference presentations, electronic discussions, and so on), the main theoretical developments over the last 20 years or so range from the 'post-method condition' (the idea that prescribed ways of teaching such as Audiolingualism are not a credible basis for methodology), through 'appropriate methodology' (the idea that the most effective kind of methodology will be based on the sociocultural norms of the teaching situation) to, ironically enough, a renewal of 'methodism', one caused by the way that a 'communicating to learn' approach is increasingly advocated as the single best method. In the latter approach, learners use language to solve problems and (in theory, at any rate) acquire a knowledge of grammar and so on as a by-product of the communication work. Examples of methods based on

this approach are the *strong* form of task-based learning and teaching, Content and Language-Integrated Learning, and so on. So strongly has a 'communicating to learn' approach been advocated by the professional discourse over the last 10–15 years that Prodromou and Mishan (2008) refer to it as "methodological correctness" (pp. 193–194).

However, if you look at the practice side of the matter, a rather different picture emerges. Of course, it is difficult to generalize about what actually happens at the classroom level in terms of methodology, for all sorts of reasons there isn't space to go into here, unfortunately (though see the paper of mine referred to above). But it can be argued that major international course books (sets of published teaching materials), because of their popularity and the way their design is based to a great extent on feedback from practitioners, provide a way of getting some kind of idea of what a large number of teachers, working in a wide range of situations around the world, regard as effective methodology at the practice (i.e., classroom) level. Now, if you look at the kind of methodology that is in editions of books like this, such as the *New Headway* series, from about 15 years ago (Soars & Soars, 1996) and then compare it with the one in more recent editions of the same book (Soars & Soars, 2009), as I did as part of the research for the same paper already referred to, you find (a) the methodology in both editions hasn't really changed much at all over the years, and (b) it is mainly a 'learning to communicate' one in nature—in other words, first the grammar and so on is studied, and then there are lots of practice exercises and skills-based activities to help the learners gradually put it into practice.

As should be obvious, these conclusions show that there has been very little development over the last 20 years or so at the practice level, despite the very different kind of methodology that has been advocated at the theoretical level over the same period. There are various possible reasons for this state of affairs, of course, but in my view the main one is the continuing hegemony of the 'native-speakerist' concept of foreign language learning (Holliday, 2006). By this I mean that the native speakers who dominate the professional discourse tend to advocate a form of language teaching methodology based on the L1 experience of learning English, that is, a 'naturalistic' approach occurring in an L1 environment. But such a learning context is, of course, almost the opposite of the typical classroom-based EFL situation.

To try to also answer the second question, it therefore seems to me that the main challenge which this state of affairs presents to our profession is how to somehow adopt an overall perspective on language learning and teaching which is much more 'grounded' in the prevailing realities of ELT as it occurs in most parts of the world—an overall view that is much more 'English as foreign language'-oriented, rather than 'native-speakerist', in other words. There is certainly good, solid, classroom-based research evidence to support a 'learning to communicate' approach (see, e.g., Lightbown & Spada, 2006, pp. 179–180), whereas there is also a lack of evidence to support the use of a 'communicating to learn' approach for the development of new language knowledge (see, e.g., Swan, 2005). So the problem is not a shortage of empirical data on the matter. Rather, in my view, it is the relatively lack of 'voice' given to the 'ordinary' practitioner in a profession increasingly dominated by top-down academic ideology (Waters, 2009b). Ironically, however, because of their relative power and authority, academics themselves are probably those who are in the best position to reverse this state of affairs, by doing more to critically question hegemonic viewpoints about 'common-sense' methodological practices, and by conducting more research of their own which looks at ELT methodology from a more 'bottom-up' perspective (such as in the example of the analysis of the two *New Headway* editions outlined above).

MS: Your mention of teaching materials just now prompts me to ask how you see this aspect of ELT in relation to current trends in theorizing and research?

AW: Well, I think the first thing to say is that teaching materials, especially in the form of course books, even though they are one of the main and most important features of most ELT classrooms, have hardly been 'on the map' at all in terms of applied linguistics until relatively recently. This is because they have traditionally been viewed with suspicion from an academic point of view. Thus, in Allwright (1981), a very influential article, it was argued that, since research shows that classroom learning opportunities occur as a result of unpredictable interaction among the learners and between them and the teacher and the teaching materials, course books and so on cannot in any way predetermine what learning will actually take place. This lent support to the view that teaching materials were

only of very limited value, and that whenever possible, learning would be better without them—the position adhered to by approaches such as ‘Dogme’ language teaching (Meddings & Thornbury, 2009). However, as research discussed in Hutchinson and Hutchinson (1996) shows (cf. Prabhu, 1992), course books can play an important role in reducing the unpredictability of classroom interaction to manageable proportions, thereby enhancing the potential for uptake of learning opportunities, and they can also play an important educational role beyond the classroom as well.

Subsequently, there has been greater interest in the study of teaching materials on the part of applied linguistics. However, this has tended to take the form of bemoaning the extent to which they do not conform to the findings of second language acquisition (SLA) studies (see, e.g., Tomlinson, 2001), even though experts in SLA themselves do not regard the findings as so far providing a basis for prescribing language teaching methodology (see, e.g., Ellis, 2009). Another strand of theorizing sees course books as potential ‘Trojan horses’ for free-market economics and other sociocultural values, which are seen to be negative (see, e.g., Gray, 2010), and evaluates them accordingly. Thus, although the course book and other kinds of teaching materials are at last becoming more of an object of study within applied linguistics, the approach is still largely a top-down, ‘linguistics applied’ one, rather than being based on attempting, in the first instance, to come to terms with teaching materials in their own right, that is, a more bottom-up, ‘theorizing from the classroom’ stance, although there are some recent, more heartening signs of such ‘materials research’ being attempted by Dr. Richard Smith and his associates at the University of Warwick, England (see < tinyurl.com/cpkrczc; cf. Waters, 2009a). It seems to me that, in fact, such a grass-roots approach ought to be the starting and end point of all ELT research, that is, we need to be sure that, in the first instance, we understand the rationales behind current pedagogic practices, and whatever other theoretical perspectives we also bring to bear on the matter need to take into account the context in which the form of ELT being studied operates. From such a perspective, rather than all ELT course books being dismissed out of hand as woefully atheoretical, as tends to occur at present, it might instead be possible to see how different designs of them give rise to different pedagogic possibilities, and for theory to thereby be informed by

practice as much as vice-versa—a much more desirable state of affairs, in my view.

MS: In-service teacher training programmes have been in place in many countries in order to help teachers face change in the curriculum. How effective are these training programmes in helping language teachers acquire new teaching ideas and cope with the implementation of these innovative ideas?

AW: Unfortunately, there is plenty of research evidence to show that in-service training (INSET) programmes are frequently ineffective (see, e.g., Waters & Vilches, 2012, p. 3). However, they do have the potential to be a vital part of helping teachers to cope with the seemingly never-ending stream of educational innovations so many of them are on the receiving end of these days, so it is important for them to be as effective as possible. One way of attempting to make this the case is to identify what tends to go wrong in INSET at present, and to then try to re-design it in such a way as to lessen or prevent the problems from occurring.

Some recent research in this area that I have been involved in (see Waters & Vilches, 2012, pp. 4–5) shows that there are usually two main problems with INSET:

1. the content tends to compromise top-down teaching ideas, which are often impracticable at the classroom level;
2. lack of support for post-training, school-based implementation efforts.

As the research findings in Waters and Vilches (ibid.) indicate, to solve the first problem, the development of new teaching ideas ‘needs to start from where people are’ (Wedell, 2009, p. 177). In other words, while being open to innovation, curriculum development should be rooted firmly in the realities of the typical classroom, such as the level of knowledge and skills of teachers and their conditions of service, the motivation and abilities of the learners, the role of the assessment system, the resources available, and so on. Without being based on a foundation of this kind, the content of INSET has little hope of being successfully implemented.

The second problem occurs mainly because the amount of time, energy, understanding, motivation and support needed for teachers to successfully implement new teaching ideas tends to be woefully underestimated. As the same study of ours already mentioned indicates (pp. 16–21), for this problem to be avoided, it is important that

the following aspects (among others) are paid careful attention to:

- making sure the teaching institution authorities have sufficient understanding of and commitment to the new teaching ideas;
- providing teaching materials which incorporate the new teaching ideas;
- enabling teachers to collaborate closely during the implementation process in order to provide mutual support, jointly solve 'teething' problems, and so on;
- regular, systematic and supportive observation of and feedback on teachers' attempts to implement the new ideas.

So, in a nutshell, making INSET work more effectively means, above all, working with appropriate teaching ideas in the first place, and then providing the proper kind of follow-up support for putting them into practice.

MS: Thank you for sharing your thoughts about these topics with us!

AW: My pleasure—thank you very much for giving me the opportunity to do so!

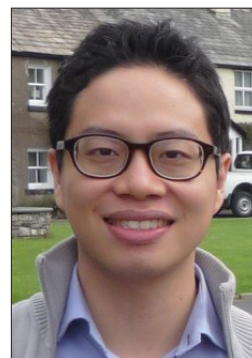
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Dr. Stephen Krashen answers questions on The Comprehension Hypothesis Extended

Marian Wang

Kobe University

Stephen Krashen is Emeritus Professor of Education at the University of Southern California. He is best known for developing the first comprehensive theory of second language acquisition, introducing the concept of sheltered subject matter teaching, and as the co-inventor of the Natural Approach to foreign language teaching. He has also contributed to theory and application in the area of bilingual education, and has done important work in the area of reading. He was the 1977 Incline Bench Press champion of Venice Beach and holds a black belt in Tae Kwon Do. He is the author of *The Power of Reading* (2004) and *Explorations in Language Acquisition and Use* (2003). His recent papers can be found at < www.sdkrashen.com >.



Dr. Krashen and his advisory committee

JALT's Extensive Reading SIG brought Dr. Stephen D. Krashen to the Fifth Annual Extensive Reading in Japan Seminar, and on July 3rd, he spoke to approximately 150 people at Kobe's International House. Kobe JALT's Membership Chair prepared a form for participants to write down questions for Dr. Krashen. The following questions received responses and have been modified for brevity and accuracy.

Q1: Will reading work for high school and junior high school students in Japan?

Dr. Krashen (SK): YES! In fact, self-selected reading, done over a few years, is a wonderful way to prepare for all those exams. Japan has become a major center for research in this area, thanks to Beniko Mason, Junko Yamanaka, Atsuko Takase, Rob Waring, David Beglar, Tom Robb, Akio Furukawa, and many others.

Q2: I have noticed that a lot of graded readers include comprehension questions and vocabulary exercises. Isn't this counter to what extensive reading is supposed to be?

SK: Yes, this is counter to the ideas underlying extensive reading, and for two reasons:

1. The time is much better spent reading more than answering comprehension questions or doing vocabulary exercises; (see e.g., Mason's research on efficiency, Mason & Krashen, 2004). (Exception: Some questions may stimulate thinking and discussion, resulting in cognitive development. This is possible, but I have never seen it happen from the questions I have read that follow reading selections).
2. Questioning readers on what they read promotes a strange kind of reading: Rather than being absorbed in the text, readers will read in preparation for answering questions and will try to learn and remember vocabulary while they read. The kind of reading that really counts (and in general the kind of input that counts) is COMPELLING: The message is so interesting that there is no focus on form; in fact, the reader may not even be aware of the language the text is written in (Krashen, 2011).

Q3: What do you think about rereading?

SK: It depends. If it is mechanical rereading to build fluency, I think it is a waste of time: Fluency

is a result of building reading proficiency through lots of interesting reading (Beglar, Hunt, & Kite, 2011). If it is rereading because the book is so wonderful the students want to read it again, it is very good. Students will acquire new grammar and vocabulary. I would never require rereading.

Q4: Do you have any advice for motivated students who are poor readers?

SK: I would first try the obvious:

- Make sure there is lots of comprehensible and COMPELLING (not just interesting) reading available (Krashen, 2011): comic books, graphic novels, magazines, and/or novels that students that age really want to read.
- Allow some time for Sustained Silent Reading (SSR), but don't require students to bring their own books. Make sure there are good things to read that are easily available.
- Don't require book reports for SSR.
- Include read-alouds of books that might be interesting as part of the class.

The main thing is lots and lots of easy, highly interesting reading.

Q5: What is the role of comprehensible input in speaking?

SK: According to the comprehension hypothesis, speaking is the result of language acquisition, not the cause. We don't learn to speak by speaking; rather, we build up the competence for speaking by listening and by reading (of course, reading alone won't do the job). This has been confirmed by a number of case histories showing that the ability to speak "emerges" gradually as a result of listening.

Q6: With only comprehensible input, is it possible to improve TOEFL or TOEIC scores dramatically?

SK: Oh yes. That's exactly what Mason (2006, 2011) has reported in a series of studies with intermediate adult EFL students in Japan. They did only free voluntary reading, with no classes and very little or no self-study. And in all cases they made very impressive gains on standardized tests (TOEFL and TOEIC).

Q7: Does the comprehension hypothesis work in foreign language as well as in second language situations?

SK: Most of the research supporting the comprehension hypothesis comes from foreign language situations, not second language. This is true

of comparisons of beginning and intermediate methods (foreign language instruction in the US), and studies of SSR.

Q8: There are many homeroom teachers and parents who are skeptical about the comprehensive approach and a big challenge is how to ask them to be patient. Do you have any advice on what to tell them?

SK: I have no advice on dealing with colleagues but here is an idea that might help parents: Offer a free intermediate advanced English class taught using comprehensible input methodology. Then they will see for themselves.

Q9: Do you still insist that production (speaking/writing) is not essential for learners to learn to speak or write in a foreign language?

SK: I know this point is contentious, but the research is very clear: Output is not essential—more writing does not result in better writing, more speaking does not result in better speaking. But speaking is helpful, because it encourages input (conversation) and makes you feel more like a member of the "club" that uses the language. And writing is a powerful means of solving problems, and thereby making yourself smarter (Krashen, 1994, 2003).

Q10: What should writing center counselors be advising students of?

SK: There is a limit to how much we can help students write more accurately in the short run. Only a few aspects of the written language are teachable and learnable. Of course in the long term, it is wide reading that is responsible for developing writing style. Writing center counselors can, however, help students understand how to use writing to make themselves smarter and solve problems, in other words, help them master the composing process (Best source = the work of Peter Elbow, e.g., Elbow, 1972). Understanding the composing process has helped me tremendously. Please also see the articles on writing on my website at <www.sdkrashen.com/index.php?cat=3>.

Q11: Does phonics help second language acquirers?

SK: The assumption is that since phonics has been shown to be helpful in first language development, it will be helpful in second language development. But this assumption is not fully correct.

We have to distinguish two kinds of phonics instruction: Intensive, systematic phonics, in which we teach all the major rules in a strict order to all students; and basic phonics, in which we teach only the straightforward rules, rules that both teachers and students can remember and actually apply to texts to make them more comprehensible. In English, basic phonics consists of the most frequent pronunciation of initial consonants (e.g., the first “b” in “bomb” but not the last one) and the most frequent pronunciation of vowels.

There are two reasons to reject intensive systematic phonics: (1) The system that must be consciously learned has too many rules, the rules are too complex, and the rules have too many exceptions; (2) Intensive systematic phonics instruction doesn’t help in reading for meaning.

As Smith (2003) notes, many phonics rules are “unreliable ... there are too many alternatives and exceptions ... 300 ways in which letters and sounds can be related” (p. 41). His most famous example is the fact that each of these uses of “ho” has a different pronunciation: hot, hoot, hook, hour, honest, house, hope, honey, and hoist. Smith points out that even if a reader knew the rules, these words cannot be read accurately from left to right, letter by letter: The reader needs to look ahead.

Some have claimed that the rules of phonics that appear not to work very well can be repaired and should be taught, but attempts to state better generalizations have resulted only in more complex rules that are only slightly more efficient (Krashen, 2002).

Let me suggest a simple procedure: If the teacher has to look up the rule before coming to class, that rule is too complex to teach. If the teacher doesn’t remember it, the students won’t remember it either.

Intensive, systematic phonics instruction does not help children in real reading. The impact of intensive phonics is clear on tests in which children pronounce lists of words in isolation, but it is not significant on tests in which children have to understand what they read. Thus, intensive phonics instruction only helps children develop the ability to pronounce words in isolation, an ability that will emerge anyway with more reading (Garan, 2002; Krashen, 2009).

Q12: Does “immersion” help second language acquirers?

SK: “Immersion” is a confusing term and can be used in at least three ways:

1. “Immerse” yourself in the language by interacting with speakers. This will help if you are already an intermediate and can understand at least some authentic input. It won’t help beginners.
2. A special program in which subject matter is taught through the second language. I refer to this as “sheltered” subject matter teaching and it can work very well if students are intermediates (who can understand the instruction)
3. A program similar to (2) but any use of the student’s first language is forbidden. This is not desirable: Use of the first language can help if it helps make input more comprehensible, that is, by providing background information. (It can delay progress if it is used instead of the second language, that is, for translation).

Q13: Have you ever seen Washoe (the chimpanzee who acquired an impressive amount of sign)?

SK: No I haven’t, but my daughter and son-in-law visited Washoe before she died and communicated with her using sign. I hope to meet Cosmo, the amazing talking parrot: Betty Jean Craige has invited me to her home to meet Cosmo next time I am in Athens, Georgia. (For a description of what Cosmo can do, see Craige, 2010).

Q14: Have any studies been done into the effect of peer correction?

SK: There are no studies demonstrating that peer correction, or non-peer correction, has a lasting effect. In many studies, correction has no effect. When it has an effect, it is small, and only occurs when the conditions for Monitor use are met, confirming that correction influences conscious learning, not acquisition. In my opinion, the most compelling papers on the impact of correction have been written by John Truscott (1996, 1999, 2004, 2005).

Q15: How can we control for the influence of out-of-class/in-class variables in research?

SK: Even with studies using experimental and control groups, there are variables that cannot be measured or controlled. One way to deal with this is to keep doing lots of studies. If 25 studies are done, and the conditions are slightly different in each one (different teachers, time of day, amounts of outside reading, etc.), we can be confident that our results are valid. The interest-

ing thing about self-selected or extensive reading is that we keep getting the same results in both correlational studies and in case studies.

Q16: What research directions would you advise? What should research be measuring?

SK: The research so far has been very, very impressive. Free Voluntary Reading/Extensive Reading works in a wide variety of situations, and lots of different measures have been used. I am most excited about cases in which language acquirers only read for pleasure, and show dramatic gains, without study, studies of the kind Mason (2006) has done. And of course it would be good to see if extensive reading works with other target languages. I know of only one study that has looked at this, done by Hitosugi and Day (2004).

Acknowledgement

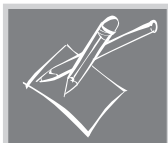
Kobe JALT would like to thank Dr. Stephen D. Krashen for responding to questions from the audience.

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TLT RESOURCES

MY SHARE

...with Dax Thomas &
Harry Harris

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



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



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Real life, real English, the Tohoku 2011 earthquake

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Quick guide

- » **Key words:** Writing, content-based English, value-based activity
- » **Learner English level:** Intermediate and above
- » **Learner maturity:** University
- » **Preparation time:** 30 minutes to set up the blog, 10 minutes to assign the essay and letter
- » **Activity time:** 3 class periods, 90 minutes each
- » **Materials:** Computer classroom with Internet access, regular classroom

This activity is a university-level intermediate writing course project that allows students to express their feelings and ideas about the 2011 Tohoku earthquake disaster in three different ways. There are three parts. The first is a 150-160 word essay on the Tohoku earthquake and tsunami disaster. It is a general narrative-style essay. The second assignment is a blog post. Students read one news story about the disaster and then write a news summary or editorial-style essay. It is both a computer skills class and an English-language media writing assignment. The third assignment is a real-life task in which students write letters of encouragement to an actual group of students in the Tohoku region and the teacher sends these letters to a non-profit group for sharing with a class of students in the affected region.

Preparation

Step 1: For the first assignment, prepare a sample essay for students on the topic of the Tohoku disaster of 2011. Prepare a handout of ideas on how to write a general essay about it.

Welcome to the first 2013 edition of My Share. In this issue we have four very interesting activities for you. Jane Lightburn has her class writing essays, blog posts, and letters of encouragement to students affected by the 2011 disaster in the Tohoku region. Michael Ernest offers up an activity to aid students in memorizing dialogues in class. Gregory Wroblewski brings students into the computer classroom to study vocabulary. Finally, Eddie Van Der Aar uses Bingo to get students practicing rejoinders. Four great activities to help kick off the new calendar year. Enjoy.

Is your membership due for renewal?

Check the label on the envelope this TLT came in for your renewal date, then go to <jalt.org/main/membership> and follow the easy instructions to renew. Help us to help you! Renew early!

Step 2: For the second assignment, set up a blog (I used Google's <blogger.com>) on which students will write their blog posts. Organize an Internet access classroom for the day of writing so they can write as a group. Prepare a sample news summary and editorial with an attached hard copy of a news story on the disaster for students to read before blogging.

Step 3: Before the third task, contact an NPO group connected with the disaster relief to initiate an exchange of information so that student letters of encouragement can be sent to a particular group of students through that association. In this case, I used the group *Teachers for Japan* (teachersforjapan.org), an English teacher volunteer group based in Sendai. Once in contact, you can organize where the letters of encouragement should be sent.

Procedure

Step 1: In the first class, ask students to write a short narrative-style essay about the Tohoku earthquake of 2011, based on their primary experience or reactions to the disaster. Set a word limit, perhaps 150-160 words for an intermediate-level class. Allow about 90 minutes to write. Essays are turned in at the end of class. For lower levels, provide sample topic sentences. Circulate and assist students with any grammar problems they encounter as they write. Return the essays with corrections by the next class. Have students draft a final version for use in the third class.

Step 2: Before the second class, ask students to check the news about the Tohoku earthquake. It could be any news source, from an online newspaper to YouTube. Students write a blog post either in the form of a news summary or an editorial in the second class. This is a news writing assignment, not a personal narrative essay. The post should be about 150 words. Have students print out their blog posts. Write your comments and corrections. Return them in the next class.

Step 3: Students write personal encouragement letters (see Appendix for an example) in the next class on good quality paper. This is a creative letter writing assignment. Send the letters on to the NPO, which will then deliver them to the students in the target area.

Step 4: Share feedback from the NPO with students to underscore that they have used their English for real-life application. If possible, have a class group share of the finished first essays as

a reading circle activity, which creates a sense of closure to the project.

Conclusion

This activity is one way in which university teachers can help students process what happened in the Tohoku earthquake disaster. As this disaster was in Japan, the students here are in a unique position to reflect and write about it. This activity is a creative approach to the topic using three writing tasks: general essay, blog post and letter writing. Finally, the effort of using English for a positive and meaningful purpose—in this case of writing to Tohoku junior high or high school students who are also learning English—can be a motivating experience for Global English student writers.

Appendix

Part 3 of the assignment: letters of hope to students in the Tohoku area. Students write a letter of encouragement. Some of the language in these letters includes the following points:

1. A short self-introduction
2. Phrases/words of encouragement that include key values such as *hope, courage, patience, strength, appreciation, love, happiness, fearlessness, contentment, peace, etc.*
3. An English letter salutation (*Dear...*) and valedictory (*Yours truly* or *Sincerely*).

Sample:

May 2011

Dear Tohoku students:

Hi!! My name is _____. I'm a Global English student at Aichi Gakuin in Nagoya. I live in Gifu which is pretty close to Nagoya. I study English. We heard about the big trouble you had and the earthquake. I think you are very courageous! You are trying your best to keep going to school after such a big disaster! We are sending you all our thoughts of love and patience too!

Good luck with your studies! You are great!

Yours truly,

Disappearing dialogue

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Quick guide

- » **Key words:** Memorization, review
- » **Learner English level:** High beginner to intermediate
- » **Learner maturity:** Junior high school and above
- » **Preparation time:** About 10 minutes to write out the dialogue and explain the activity
- » **Activity time:** About 15 minutes
- » **Materials:** Whiteboard/blackboard

Memorization activities can provide students with a fun, relatively easy challenge that can help build vocabulary and grammar bases that can be accessed years later when needed. The following activity involves students practicing a piece of dialogue, written on the classroom board, that is gradually erased by the teacher as students practice with their classmates. It can easily be adjusted for individual class levels and incorporated into more communicative approaches.

Preparation

Step 1: Create a dialogue between two participants that reflects the language from a unit of study but also includes extra phrases or vocabulary that may be of interest to students. It is best to make the dialogue as close to a real communication event as possible.

Step 2: Adjust the dialogue to the level of the class. In higher level classes, I have used prompts in square brackets, such as [Greeting], [Response], and [Clarification] rather than including explicit phrases. This provides an extra challenge and gives the dialogue a more natural feel. That is, students in higher level classes can choose their own greetings and responses rather than simply reading from the text on the board.

Procedure

Step 1: Explain to students that they are going to practice a conversation with their classmates. Write the dialogue on the classroom board as follows:

(Example dialogue)

A: Excuse me. Hi! Could you help me please?

B: Sure. What's the matter?

A: Uhhh. I think I'm lost. Could you tell me the way to the Hilton Hotel?

B: Yeah, it's pretty close. Just go straight down this road and turn left at the intersection.

A: OK.

B: Then go straight for a hundred metres or so and it's on your right.

A: Great. Thanks so much for your help.

B: No worries.

Step 2: Model the conversation and have students repeat with conversation-style intonation.

Step 3: Ask students to stand up, find a partner, practice the dialogue once, change roles, and then find another partner with whom to practice. Demonstrate in front of the class with one student to give students an idea of what you expect. Tell students they have to practice for 10 minutes or, alternatively, give them a set number of partners to practice with instead of a time limit. After a couple of minutes, remove two or three words from the board (e.g., *straight, down, for*), replacing them with underlined spaces. Continue to remove more words every couple of minutes until almost all of the dialogue is erased.

Step 4: After 10 minutes, have students sit back down and ask them for feedback. Was it difficult? Could they do it? Students are often surprised at their ability to successfully memorize and model a complete dialogue in English, which can have a very positive, motivating effect. As an extension, you can choose two students to stand up and complete the dialogue in front of their classmates. If they have trouble, other classmates can assist them by giving them hints.

Conclusion

Despite being a fairly dry concept for a classroom activity, memorizing a dialogue in English presented students with a challenge they seemed to enjoy. As the conversation was carefully scaffolded and adjusted to the level of the class, almost all of the students were able to success-

fully memorize it with little to no assistance. The challenging aspect of the exercise kept them engaged and acted as a motivational tool. Students obtained a notable sense of achievement at being able to complete the challenge successfully. They also enjoyed using very casual phrases not covered in their textbooks, such as “No worries”. If this kind of rote-memorization is overused, it can become boring and counterproductive for students, but as an occasional review or introductory activity, it provides a fun challenge.

Using computer-based flashcards to introduce and review new vocabulary

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Quick guide

- » **Key words:** Computer-Assisted Language Learning (CALL), flashcard software, vocabulary
- » **Learner English level:** Beginner and above
- » **Learner maturity:** Junior high and above
- » **Preparation time:** 25 minutes
- » **Activity time:** 50 minutes
- » **Materials:** Internet enabled computers, one CD-R, target vocabulary list

The seemingly endless stream of new vocabulary can seem an insurmountable obstacle to a language learner, and the sheer volume of new terms and grammar points included on standardized English tests makes efficient study essential.

Fortunately, Computer-Assisted Language Learning (CALL) can greatly enhance the speed with which language learners acquire and retain

new information. Many flashcard applications track user performance over time and test accordingly in the future. The more difficult to recall—based on user input—the sooner the card will be presented for review. By focusing on the difficult terms, such software increases study efficiency by eliminating needless review of easy terms every time. Finally, these applications can regularly sync to cloud storage so that study sessions can end in one location and pick up exactly where the user left off in another.

Besides a wide variety of freely downloadable shared decks, including vocabulary lists from Obunsha’s popular *Target* series, most flashcard applications enable easy creation of custom word lists. Likewise, in the TESOL classroom, students can create personal decks to study for next week’s test or next year’s *Eiken*. Additionally, both audio tags and images can be added to aid recall.

In the following lesson plan, a free cross-platform desktop client named Anki <ankisrs.net> is used to help students study for a vocabulary test. While the lesson plan can be adapted for any level, for simplicity’s sake, I will describe a junior high school lesson set in the school computer lab in which the upcoming textbook chapter contains a vehicle-themed vocabulary list.

Preparation

Step 1: Reserve the school’s computer lab for one 50-minute class period and procure a copy of students’ target vocabulary list.

Step 2: Obtain example images of each vocabulary item from their target list, using Google Images or another image search engine, and burn to a CD-R.

Step 3: Briefly familiarize yourself with Anki’s installation and features ahead of time.

Procedure

Step 1: Lead students through the simple installation process found at <ankisrs.net>.

Step 2: Have students download a sample deck and verify student understanding of the difficulty-rating scale from 1 (*forgot completely*) to 4 (*remembered perfectly*).

Step 3: Lead them to create a new custom deck and demonstrate how to input information for flashcard creation.

Step 4: Pass around the images CD and instruct students to copy it for later use. If the instructor

has access to official student e-mail addresses, as in the case of a university setting, the image files can be e-mailed to the students in advance to save time.

Step 5: Once everyone has entered the terms from the vocabulary list, the instructor should demonstrate correct pronunciation for each term and students should create audio tags by clicking the *record* icon.

Step 6: Demonstrate image attachment and instruct students to use the copied images to complete their picture cards.

Step 7: Students should drill the new vocabulary using the onscreen flashcards until the deck is finished (i.e., until they have scored at least a 2 on every card). The instructor should walk around the room to ensure that each student practices the correct pronunciation following each audio cue.

Step 8: Encourage students to review their decks once a day in the computer lab or at home after downloading the free software. They should continue to review daily until completion of the test for that particular chapter's vocabulary.

Conclusion

Flashcard applications such as Anki are also frequently available for mobile devices. Since so many young people already own an iPod Touch/iPhone or spend a great deal of time in front of the computer anyway, lesson plans like the one above offer an opportunity to introduce them to convenient language learning tools for use both in and out of the classroom in an ongoing and cumulative fashion. Whether for weekly vocabulary tests or eventual *Eiken* certification, CALL and flashcard software offer a fun, convenient way to marry young people's love of technology with the educator's desire to hone students' English skills.

Never had an article published before? Lacking confidence, or just unsure of what to do?

TLT's Peer Support Group can help.

<jalt-publications.org/psg/>

Learn to write with the help of our experienced collaborative writing team.

Rejoinder bingo: Getting beyond "me too"

Eddie Van Der Aar

Okazaki Women's Junior College

<eddievanderaar@gmail.com>

Quick guide

- » **Key words:** Showing agreement/disagreement, rejoinders, accuracy
- » **Learner English level:** Intermediate
- » **Learner maturity level:** High school to university
- » **Preparation time:** 10 minutes
- » **Activity time:** 45 minutes
- » **Materials:** Blank bingo sheets (Appendix A), list of rejoinders

Students generally have no trouble using the ubiquitous "me too" in conversation. This activity is a way to reinforce and reacquaint students with a variety of rejoinders they probably rarely use. It is especially useful for distinguishing between rejoinders used for positive and negative statements. It can easily be made more challenging.

Preparation

Copy and distribute the blank bingo sheets (Appendix A). Have the rejoinders written on the board or projected onto a screen for the students to easily see (a sample list is shown in Appendix B).

Procedure

Step 1: Have students form groups of 4-6.

Step 2: Have students select an equal number of rejoinders for both positive and negative statements. Have students write the rejoinders randomly in the bingo sheet spaces. They can only write each rejoinder once. They can, however, write rejoinders with the same meaning, for example, *So do I*, and *I do, too*. At this stage, it is important that students give a little thought to which rejoinders they will most likely need rather than racing to fill the blanks (see Appendix C for an example of a completed sheet).

Step 3: The first student in each group makes a positive statement for the other students to hear. Each student responds with an appropriate rejoinder. For example:

S1: I have finished my economics report.

S2: So have I.

S3: I haven't.

S4: I have, too.

Students should respond even if they do not have an appropriate rejoinder written on their sheet. If they have the correct rejoinder written down, they should cross it off. They can only cross one square each turn. Each student takes a turn making a positive statement.

Step 4: Conduct a second round of statements. This time, each student makes a negative statement. Once each student has made a negative statement, the students continue with another round of positive statements. The teacher should monitor, encourage creativity, and prompt for specific kinds of statements if needed to help the students get bingo.

Step 5: The game continues until each group has a winner. Groups who have winners early on can easily continue the quest for another bingo until the allotted time is up.

Extension

If time permits, have students report on something they found in common with another group member. For example, 'She enjoys swimming during the summer, and so do I'.

To extend this even further, the activity can be run again. Students should continue speaking and add more information after they have said their rejoinder.

Conclusion

The intention with this activity is to allow practice of rejoinders in a controlled setting. Students are generally motivated and not threatened by the activity as it is a game. The language that must be produced to elicit the rejoinders is not given, so it allows for students to express themselves freely and meaningfully. Using the ideas in the extension allows the activity to be more communicative and fluency-orientated.

Appendix A: Blank Bingo Sheet

		FREE		

Appendix B

List of rejoinders for positive sentences

So did I.	I have, too.	I do, too.
I did, too.	So have I.	So do I.
I didn't.	I haven't.	I don't.
So will I.	I can, too.	I am, too.
I will, too.	So can I.	So am I.
I won't.	I can't.	I'm not.

List of rejoinders for negative sentences

I don't, either.	I didn't, either.	I haven't, either.
Neither do I.	Neither did I.	Neither have I.
I do.	I did.	I have.
I won't, either.	I can't, either.	I'm not, either.
Neither will I.	Neither can I.	Neither am I.
I will.	I can.	I am.

Appendix C: Completed Example

So do I.	I did, too.	I haven't, either.	I don't, either.	I can't, either.
So am I.	I'm not, either.	I can.	I won't.	I have, too.
I didn't.	I will.	FREE	I don't.	I haven't.
I can, too.	I didn't, either.	So am I	I can't, either.	So did I.
Neither am I.	Neither will I.	I don't .	I do, too.	I am, too.



TLT RESOURCES

BOOK REVIEWS

...with Robert Taferner

To contact the editor:

<reviews@jalt-publications.org>



If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received column, or consider suggesting an alternative book that would be helpful to our membership.

BOOK REVIEWS ONLINE: A linked index of Book Reviews can be found at:

<jalt-publications.org/tlt/departments/book-reviews>

Each character in the book provides his or her own *scrap* page and dialogue, which serve as models for students and help to contextualise learning.

Lesson A is divided into four sections: *Brainstorm*, *Scraps*, *Interview*, and *Prepare*. Before doing listening activities, it is important that students “activate prior knowledge, make predictions, and review key vocabulary” (Richards, 2008, p. 10). *Scraps* does this in the *Brainstorm* section.

This is a good lead-in activity as it gets students interested in the topic and prepares them for the coming listening activity. In the *Scraps* section, students look at some example scraps from the unit’s character. Whilst looking at the scraps, students listen to the person talking about his or her scraps and answer comprehension questions about the dialogue. In the *Interview* section, students listen to a dialogue in which the character is being interviewed. Students can shadow read the interview, practice pronunciation with the teacher, and read it with a partner. In relation to designing good listening activities, “the post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic” (Richards, 2008, p. 10). This is achieved at the end of *Scraps* section and in the *Interview* section, where students interview three other students, using the same questions they just heard in the interview. Finally, students prepare for their presentations. Students are introduced to relevant vocabulary and expressions they will need for their presentation. They are also asked to start thinking about what type of scraps they would like to use for their own presentation. Students are then asked to prepare their own scrap page as homework to complete Lesson A.

Lesson B starts with a cardboard page for pasting scraps onto which can be pulled out when finished. Students then present their scraps to the class and the audience will listen,



This month’s column features Andrew Philpott’s evaluation of *Scraps* (3rd Edition).

Scraps (3rd Edition)

[Brian Cullen & Sarah Mulvey. Nagoya: Perceptia Press, 2008. pp. 80. ¥1,995. ISBN: 4-939130-84-7.]

Reviewed by Andrew Philpott,
Kwansei Gakuin University

Scraps is a unique topic-based, student centred ESL textbook focused on students making a scrapbook about their lives. It can be used as a main text or supplementary material for a conversation, discussion, or presentation class. This book is versatile in that it can be adapted and used for any age group from junior high school level to adults. However, it is ideally suited for university level students, pre-intermediate, and above.

The textbook has eight units with a review unit coming after Unit 4 and Unit 8. Each unit is divided into Lesson A and Lesson B. Lesson A focuses on preparing a *scrap* page while Lesson B focuses on presenting it. Each unit looks at the life of a different character and focuses on a relevant topic (e.g., music, books, family, and school) in his or her life.

make notes, ask questions, and then finally judge who gave the best presentation of the day. The final two pages of each unit consist of the *Scraps Magazine*, which extend the topic with a reading passage, comprehension and discussion questions, and a crossword activity which recycles the vocabulary of the unit.

At the end of the textbook, there are sections for useful presentation language, extra conversation questions, and the scripts for all the recordings in the book. The teacher's guide is provided free online at <perceptiapress.com/books/scraps/index.html> with many tips, teaching techniques, and the answer key which will guide teachers smoothly through the course. Generic worksheets for each unit that allow teachers to get the most out of each student's scraps are also provided free online.

I used this textbook in my pre-intermediate and intermediate communicative English classes, which range from six to twelve students. These classes meet three times a week, for 90 minutes per class. This book was suited for these classes because it really got students actively

speaking about topics that are relevant to their lives, which is important as "students are only motivated to learn things that are important and meaningful to them" (Biggs, 1995, p. 83). This textbook allowed students to be creative and provided an open environment for them to learn about each other's lives whilst improving their English skills. It is good for building students' vocabulary and international cultural knowledge, while improving their listening and speaking skills. This book would work well in mixed-level classes. It is a fun textbook, and students are left with a scrapbook at the end of the course that will be a good memento for them.

References

- Biggs, J. (1995). *Motivating learning*. In J. Biggs & D. Watkins (Eds.), *Classroom learning* (pp. 82-102). Singapore: Prentice Hall.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge: Cambridge University Press.

* = new listing; ! = final notice. Final notice items will be removed 31 January. 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

* *All about Money and the Economy*. Mintzer, R. A. Tokyo: Asahi Shuppan-sha, 2012. [Reading course book for university students w/ 22 readings from best-selling Japanese author Akira Ikegami incl. glossary of technical terms and downloadable CD].

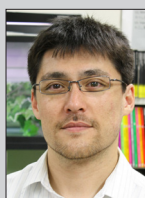
Business Venture. Barnard, R., & Cady, J. Oxford: Oxford University Press, 2011. [3-level speaking and listening course designed for low-level learners incl. student books w/ class audio CD, teacher's guide w/ extension activities and workbook activities].

! *English Sounds, English Minds*. Sugimori, M., Otsuka, T., Sugimori, N., & Evans, P. Tokyo: Kinseido Publishing, 2012. [15-unit listening skills course incl. student book w/ audio CD, teacher's guide, and script data].

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>

Global Concepts. Knudsen, J. Tokyo: Nan'un-do, 2012. [16-unit reading course for English for international understanding incl. student's book w/ 3 review units].

! *Grammar Practice*. Puchta, H., Stranks, J., & Lewis-Jones, P. Crawley, UK: Helbling Languages, 2012. [4-level grammar course for young learners incl. student books w/ interactive CD-ROM].

! *Great Writing*. Folse, G., Muchmore-Vokoun, A., & Solomon, E. V. Hampshire, UK: Heinle Cengage Learning, 2010. [5-level writing course incl. student books w/ Examview® Assessment CD-ROM, instructor and student resource website access, and classroom preparation tools].

* *Hooray, Let's Play!* Gerngross, G., & Puchta, H. Crawley, UK: Helbling Languages, 2012. [3-level course for very young learners incl. teacher's book, DVDs, Audio CDs, story cards, flashcards, and a hand puppet].

Pandy the Panda. Villarroel, M., & Lauder, N. Recanati, Italy: ELI Publishing, 2010. [3-level course for young pre-school learners incl. 8-unit student books, activity books, and teacher's books w/ CDs].

* *Surprising Japan!* Gordenker, A., & Rucynski, J. Tokyo: Shohakusha, 2013. [15-unit university level course book w/ readings about Japan and Japanese culture based on author's column in *The Japan Times* incl. smartphone application].

* *World Link*. Stempleski, S., Morgan, J. R., & Douglas, N. Hampshire, UK: Heinle/Cengage Learning, 2011. [4-level series for young adult/adult learners from false beginner to high intermediate level incl. student CDs, online workbooks/video workbooks, lesson planner w/ teacher's resources CD, and interactive presentation tools kit].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Greg Rouault

jj-reviews@jalt-publications.org

! *Replication Research in Applied Linguistics*. Porte, G. (Ed.). New York: Cambridge University Press, 2012.

! *The Roles of Language in CLIL*. Llinares, A., Morton, T., & Whittaker, R. Cambridge: Cambridge University Press, 2012.



TLT RESOURCES

OUTSIDE THE BOX

...with Adam Lebowitz

To contact the editor:

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



"Outside the Box" 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>

Sam Nfor from the Universities of Tsukuba and Saitama explains how the world of drama can motivate both students and SLA professionals. He is an expert on this subject because he originally came from his native Cameroon on a Bunkacho (Agency for Cultural Affairs of the Government of Japan) Scholarship to study traditional Japanese dance and theater.

Methods of teaching English through drama

I participated this summer in a TEFL graduate course entitled *Methods of Teaching English through Drama*, tutored by Professor Gary Carkin at South New Hampshire University, to

learn the critical areas of applied drama, scripted drama, readers' theatre and process drama.

Applied drama consists of a wide variety of activities including warm-up exercises, mime, role-playing, and simulations. Teachers can assist students in imitating, mimicking, and expressing themselves through gestures and facial expressions.

Scripted drama in ESL/EFL is informal performance with no audience and limited costumes and props and allows students to educe speech behaviors that have been previously taught in the classroom. Emphasis is not usually placed on the performance (product) but on the rehearsal (process). Students are guided through the rehearsal process to complete accuracy in order to communicate during a performance.

Readers' theater is a dramatic presentation of a written work. No memorization, costumes, blocking, or special lighting is needed. Readers hold scripts, and the focus is on reading the text with expressive voices and gestures. This makes comprehending the text meaningful and fun for students.

Process drama is created by teachers and students working together to identify and explore a fictional role by a selected group. It requires language used in meaningful and authentic situations where the focus is on problem posing and problem solving. Teachers support students' communicative efforts, model appropriate behaviors within situations, and challenge their responses as co-creators and actors.

These drama techniques can help language learners stay motivated, gain confidence, develop fluency, and build up clearer speech in the course of language acquisition. The teacher

does not need to be a trained drama expert to use drama in the classroom. Classroom drama should be a standard part of teacher-training curricula.

Further Reading

Process drama:

Bowell, P., & Heap, B. S. (2001). *Planning process drama*. London: David Fulton Publishers.

Kao, S. M., & O'Neill, C. (1998). *Words into worlds: Learning a second language through process drama*. Stamford, CT: Ablex Publishing.

Applied Drama:

Duff, A., & Maley, A. (2007). *Drama techniques in language learning*. Cambridge: Cambridge University Press

Scripted Drama:

Case, D., & Wilson, K. (1979). *Off stage: Sketches from the English teaching theatre*. London: Heinemann.

Readers' Theater:

Montgomery, C. Haiku (1993). In B. Ross (Ed.), *Haiku moment: An anthology of North American contemporary haiku*. P.138-9. Clarendon, VT: Tuttle Publishing.

General:

Carkin, G. (2003). *Ten plays for the ESL classroom*. Manchester: Carlise Publications.

"Wow, that was such a great lesson, I really want others to try it!"

「すばらしい授業!、これを他の人にも試してもらいたい!」



Every teacher has run a lesson which just "worked." So, why not share it around? The **My Share** Column is seeking material from creative, enthusiastic teachers for possible publication.

全ての教師は授業の実践者です。この貴重な経験をみんなで分かち合おうではありませんか。My Share Columnは創造的で、熱心な教師からの実践方法、マテリアルの投稿をお待ちしています。

For more information, please contact the editor.

詳しくは、ご連絡ください。

<my-share@jalt-publications.org>



TLT RESOURCES

TLT WIRED

...with Edo Forsythe

To contact the editor:
[<tlt-wired@jalt-publications.org>](mailto:tlt-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 editor before submitting.

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

[<jalt-publications.org/tlt/departments/wired>](http://jalt-publications.org/tlt/departments/wired)

SIG, I am always looking for ways to share my experiences with fellow language professionals, as well as enriching my own bag of tech tools by learning what others are doing. I look forward to helping you all get your classrooms *Wired*.

Mixing it up

For my first column, I would like to share a website which I find extremely helpful not only for my students, but also for my own language maintenance: *The Mixxer* [<www.language-exchanges.org>](http://www.language-exchanges.org). *The Mixxer* is a free website for language exchange and practice with native or fluent speakers of dozens of languages. While there are a number of websites designed for foreign language study, sites like *The Mixxer* provide users an opportunity to write something in a foreign language and have native speakers or more proficient non-native speakers correct or comment on the text with suggestions for improvement. On these websites, native Japanese speakers can write something in English and have it checked or corrected by others. They can also help others learn Japanese by commenting on other users' posts written in Japanese. These interactions can help Japanese EFL students develop relationships with English speakers learning Japanese as they take turns corresponding in each language. Once they feel comfortable with each other, both parties can choose to access Skype via *The Mixxer* to continue their interaction in a synchronous environment using text, audio or video chat. The ability to easily

Jump into *The Mixxer*

By Edo Forsythe

Greetings from beautiful Hirosaki in Aomori prefecture. I am excited to relieve Ted O'Neill as the editor of the *Wired* column. I thank him for this wonderful opportunity and for his continued service to *The Language Teacher* and to JALT. I know I have big shoes to fill and I'm anxious to jump right in! First, please allow me to briefly introduce myself. I have been teaching English and American cultural studies at Hirosaki Gakuin University for three years. Prior to that, I served in the U.S. Navy as a Russian translator for 21 years and spent the final 6 years teaching Russian. I have been interested in CALL and technology in language learning since my own days as a foreign language student, and that interest intensified when I became a teacher. As an active member of the JALT CALL

The Mixxer - a free educational website for language exchanges via Skype

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move from asynchronous writing exchange to synchronous audio or video interaction makes *The Mixxer* preferable to similar websites, such as *Livemocha* and *Lang-8*.

Using *The Mixxer* in class

In my general English classes, I demonstrate how to create an account and find language partners on *The Mixxer* early in the semester. Then, I assign my students to use *The Mixxer* to post their written homework assignment for comment and suggest that they find an English-speaker who is studying Japanese and provide feedback to that person's Japanese writing. *The Mixxer* makes this quite easy. To ensure that all students receive feedback, I personally make comments to each student's English post even if others have also commented. The final step for my students is to incorporate the feedback they have received on their original post and submit a corrected final draft to me for grading and comment. This final step is vital because it forces students to consider the feedback they have been given and to notice where their English needs improvement. Once students have completed this process twice, most of them understand how they can use the site for their own English practice. I only require students to use *The Mixxer* twice during a semester, and students have commented in their end-of-course surveys that they enjoyed using this

website for language learning. Some have even continued using it on their own.

The Mixxer has a Japanese version of their site for those students who are not proficient enough or comfortable enough to engage the web totally in English. The *Language Interface* box on the left side of the homepage has buttons to change the site's language. *The Mixxer* has also recently added tools to make the site more attractive to educators. Teachers can create a class group and invite native speakers to join the class, giving the teacher more control over who is interacting with the students.

I hope that you find this tool helpful in language learning and teaching. I've had great success finding Russian speakers with whom to practice writing and speaking, and there are thousands of language learners speaking dozens of languages waiting for you and your students to join in the mix. Questions about using *The Mixxer* can be directed to <tlw-wired@jalt-publications.org>.

My goal for the future of the *Wired* column is to use it as a forum for sharing successful examples of technology in the language classroom. If you have a tool, website, or piece of hardware you'd like to share, please contact me at <tlw-wired@jalt-publications.org> and we'll work to help you share your experience with your fellow TLT readers. Until next time, stay wired!



JALT FOCUS

JALT NOTICES

...with Malcolm Swanson

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



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

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

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

President's Message

Happy New Year!

As I write this, it has been just a month since our wonderful JALT2012 conference in Hamamatsu. Many thanks again to all the organizers, presenters, and attendees who made JALT2012, *Making a Difference*, such a great conference! In the coming months you will be hearing a lot about our exciting plans for JALT2013, *Learning is a Lifelong Voyage*, which will be held Oct 25-28, 2013.

JALT National Officers, 2012–2013

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

- ▶ President: Kevin Cleary
- ▶ Vice President: Nathan Furuya
- ▶ Auditor: Caroline Lloyd
- ▶ Director of Treasury: Oana Cusen
- ▶ Director of Records: Roehl Sybing
- ▶ Director of Program: Steve Cornwell
- ▶ Director of Membership: Buzz Green
- ▶ Director of Public Relations: Ted O'Neill

As a new Board of Directors was installed at the Ordinary General Meeting we had at JALT2012, we held a “handover” meeting in mid-November to aid the transition between outgoing and incoming directors and the two boards in general. At this meeting, we welcomed our new members, Director of Public Relations, Ted O'Neill, and Director of Records, Roehl Sybing, and had a final chance to meet officially with their predecessors, Michael Stout and Aleda Krause. As a group we discussed feedback on JALT2012, made plans for the upcoming two years, and came to agreement on various management issues. In addition, we had breakout meetings to discuss items that involved smaller groups or transitioning directors.

Most chapters and SIGs are experiencing similar changes in leadership, and we hope that they will also succeed in helping the new officers get off to a flying start. We really appreciate all the energy that JALT volunteers bring to any project, and stand ready to help all members and officers have a better experience with JALT. If you have any ideas or suggestions for JALT or the BoD, please let us know at <feedback@jalt.org>.

Thank you again for your membership and contributions to JALT, and best wishes for 2013!

Kevin Cleary
President, NPO JALT

JALT2013 Call for Presentations

Whether you are an experienced teacher or someone who is just starting out teaching, you do not want to miss JALT2013 “Learning is a Lifelong Voyage” from Oct 25-28, 2013 in Kobe. It is going to be a great conference with hundreds of presentations, workshops, and forums, as well as some great plenaries and featured speaker workshops.

In addition to attending some of these presentations, you can also be an active participant by giving one. Start the Year of the Snake off right by submitting a proposal. Join the voyage and be part of JALT2013. The Call for Presentations has opened and will remain there until the deadline of Apr 22, 2013. Please visit <jalt.org/conference/jalt2013> to submit your proposal!

Go to <jalt.org/conference> for all the latest information!

2013 JALT Executive Board Meetings

2013-1 TOKYO

- February 2-3, 2013
- National Olympics Memorial Youth Center (NYC), Shibuya-ku, Tokyo

2013-2 KYOTO

- June 29-30, 2013
- Campus Plaza Kyoto

2013-3 KOBE

- JALT Annual International Conference, October 25-28
- Kobe Convention Center, Portopia, Kobe, Hyogo

PanSIG2013 Call for Presentations

The Call for Presentations for the JALT PanSIG2013 Conference to be held May 18-19 at Nanzan University, Nagoya, can be found at <pansig.org/pansig2013f/PANSIGWEBSITE/JALTPanSIG2013/Call_for_Papers.html> (or do a websearch for PanSIG2013). The theme is “From Many, One: Collaboration, Cooperation, Community.” The deadline for submissions is Feb 15, 2013.



JALT FOCUS

SHOWCASE

...with Kristen Sullivan

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



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

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

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

In this issue of Showcase, Amanda Yoshida offers insights into the life of a busy working mom, who is also studying for a master's degree in TESOL.

Amanda Yoshida

Why try to do it all?

For the past ten years, I have been working full time as an English teacher at a public secondary school where I teach grades 9 – 12. I have two young children who attend daycare. I am also working towards a master's in TESOL through Anaheim University and will graduate later in 2013. People often remark on how amazing it is that I can do it all. The truth is that I cannot do it all and that many important things have been either outsourced or postponed until I graduate. Essentially, I have reorganized my life so that I can handle studying, working and raising a young family. (Notice that I did not use the word *balance*. There is no such thing.)

After I returned from maternity leave for my younger child three years ago, I decided it was now or never, and I found a well-structured master's in TESOL program that fit my lifestyle. My initial reason for getting a master's degree was



to become a better teacher; and while this is still true, I later realized that I have other motivations for doing so. It's important to me that I can someday move into a position that will offer more opportunities and choices so that when my children grow older, I can continue to challenge myself. However, some people have questioned

why I feel the need to do it now while my children are so young. While still in daycare, my children can stay longer and can even go on Saturdays, so now is more convenient than later when they start elementary school. In addition, I couldn't imagine waiting several more years until the time is right to find that as teenagers, my children need me more than ever. Now, I can depend on the wonderful daycare system offered in Japan, so that I can still make time to work and study before picking them up at the end of each day.

Time Management

Every morning, I wake up at 4:00 AM to study until 6:00 AM, and then I wake up the kids so we can all get ready for work and daycare. I try to leave work on time so I can fit in a study session from 4:45 PM to 6:30 PM. Recently though, I have had to decrease my studying time in order to fit in some daily walks and exercise at my local gym, at the request of my doctor. Sweet drinks and snacks ordered during my coffee shop study sessions were seriously affecting my waistline and cholesterol levels. The kids stay home with my husband on most Saturday mornings, and I go someplace quiet to study and to attend my Saturday online lectures from about 8:00 AM to 11:00 AM. The rest of the weekend is considered sacred for family togetherness; however, I spend much of that time cleaning the house and grocery shopping. When a paper deadline looms, I make arrangements with my husband to stay with the kids for the entire Saturday so I can go out and work on my paper. When it is convenient for my work schedule, I take an afternoon or full day off to write my papers at home.

Time for personal hobbies only occurs during vacations from work and the breaks between courses at my graduate school. I take advantage of these breaks by continuing to wake up early and working on personal projects, such as digital scrapbooking, writing, Internet shopping, organizing and cleaning, all while watching a variety of rented DVDs.

Staying Motivated

Every chapter I read, every paper I write, and every course I finish brings me one step closer to my degree. It's been a long road to get here, and at the time of this writing, I am taking my last course at Anaheim University. I feel grateful that my husband, though impatient and lonely at times, has supported me throughout my degree

program and that I have friends who understand and offer empathy when I need it. I am especially grateful to colleagues and mentors who encourage me and offer knowledge and ideas. One of the best parts of this whole experience was that one of my colleagues, Adrienne Verla, started a graduate program at the same time. She sits next to me at work, and no matter how little support we feel from the peanut gallery, at least we have each other.

Amanda Yoshida is currently pursuing a master's degree at Anaheim University and has been working at a high school in Chiba for over ten years. Her interests include class-based assessment, writing and teachers' perspectives. She can be reached at <amanda.j.yoshida@gmail.com>.



JALT FOCUS

GRASSROOTS

...with Carol Begg

To contact the editor:

<grassroots@jalt-publications.org>



The editor warmly invites 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/tt/departments/grassroots>

Amongst the growing variety in the garden of JALT Special Interest Groups is the Literature in Language Teaching (LiLT) SIG. A newly sprung collection of teachers and researchers is joining together for the first time to promote literature in the language classroom in Japan. This introduction to the SIG invites JALT members to join us during this time of growth. Here we'll also explain a bit about our motives and goals for the SIG.

Why: creating the LiLT SIG

Literature is widely used in language classrooms in Japan. However, for some of us already involved in teaching literature or those with a literature background, it seemed unusual that no literature SIG was created in JALT before now. Indeed, in 2010, when we looked around for a place to discuss literature with other JALT members we found that literature was distinctly conspicuous by its absence from the SIG scene. In contrast, the UK's IATEFL Literature, Media Studies and Culture SIG is both well established and highly active, with a yahoo group boasting 600 members. Rather than try to tack on our current interests to another SIG less focused on literature, the LiLT SIG was created. This now means that for the first time in Japan, JALT members can find a place dedicated to active discussion about literature in EFL.

Creativity and collaboration: Introducing the Literature in Language Teaching SIG

Simon Bibby & Tara McIlroy

Here's what LiLT is all about, from our website mission statement:

Literature in Language Teaching (LiLT) SIG formed in 2011 to encourage and promote the use of literature in the language classroom. Appropriately chosen literature provides real content, to engage and motivate our language students. The literature itself provides ready-made context for learning that is so often lacking in our EFL situation. <lilt.jalt.org>

What: current goals & future directions

As a JALT SIG, our collaboration with other branches of the JALT tree is vital to our growth. We plan to develop these links and focus on three key areas:

- **Conference support:** In 2012 our key aim was to support a variety of literature-themed events around Japan. We plan to continue this commitment in 2013. We'll be at PanSIG in May; attending for the first time. Anyone interested in submitting a proposal linked with literature is encouraged to make contact with the SIG. Collaborative projects are particularly welcomed.
- **Forums and promotion:** To share ideas about research and teaching the SIG has established an online forum for members, which also serves as a place where ideas can be developed. All SIG members are invited to join this group.
- **Publication:** the SIG has created a peer-reviewed publication, the Journal of Literature in Language Teaching which will be a biannual journal from 2013. Information about submissions is available on our SIG website <lilt.jalt.org >. This will be freely available in keeping with the trend towards open-source peer-reviewed work.

Who: warmly welcoming a range of interests

This SIG is for those already teaching literature in Japan as well as anyone interested in using literature to teach culture, media, film, and the humanities. The LiLT SIG brings together people who want to bring literature into focus in ELT in Japan. At the JALT National Conference this year, new SIG members expressed both relief and happiness that finally a group with their interests in mind had finally been created. Current members hold a range of positions in universities and schools across Japan.

From little acorns, the SIG has been growing steadily, and soon expects to make the significant move upward from 'forming' to 'affiliate' status in the JALT garden. This also means we are growing in number while growing in diversity. We'd like to create a model for understanding literature's impact and its role and impact in language teaching in Japan. Our members are very much welcomed to join the SIG executive team to volunteer time, skills, and ideas to the SIG's development. Speak to one of the current chairs to find out more about volunteering with the SIG. Reach us through our website <lilt.jalt.org >. Send us an email <liltsig@gmail.com> to make contact. To join the SIG, please tick the Literature in Language Teaching SIG box when you are renewing your JALT membership.

The 2012 Independent Learning Association Conference in Wellington, New Zealand

Vick L. Ssali,
Aichi Gakuin University



The 5th Independent Learning Association 2012 was held at Victoria University of Wellington from Thursday, August 30th to Sunday, September 2nd. It was under the theme *Autonomy in a Networked World*. With three pre-conference workshops, five plenary sessions and over 110 presentations, practitioners and researchers had lots of chances to exchange ideas on fostering learner autonomy in a rapidly changing lan-

guage-learning field. The beauty and calmness of Wellington; the wonderfully relaxing location of Victoria University; the sincerely welcoming spirit of the Kiwis, and the meticulous precision of the organizers, all helped make this conference a memorable occasion. I tried to attend as many sessions as possible in order to have as wide a feel for the conference as possible.

Mike Levy, a professor of second language studies at the University of Queensland, was the first keynote speaker and he talked about the need for teachers to find ways of making the best use of the technologies students bring to class. The title of his presentation was *The Students' Voice in Designing Optimal CALL Environments: Approaching questions of autonomy and independence in a networked world*, and he succinctly summarized what the conference was mainly about. He argued that teachers should tap into such popular tools as mobile apps, online dictionaries and many others. He argued that although they may not be perfect, they will be very useful in the creation of effective technology-mediated learning environments in the future.

Another keynote speaker who went to the core of the theme of autonomy in language learning was Andy Gao, an associate professor at the University of Hong Kong. He expounded on what he called, "the fundamental interaction" between the currently popular concepts of *autonomy* and *agency*. He claimed that *autonomy*, traditionally defined as "the ability to take charge of one's own learning" (Holec 1981:3), is specific to the individual learner and is self-regulatory. He described *Agency*, on the other hand, as the total sum of the universal, sociocultural factors that drive learners on to the path of autonomous language learning. He argued that *agency* is therefore the universal prerequisite for the genuine practice of *autonomy*.

Japan and JALT were noted for their big presence. Over 70 of the 180 or so delegates were Japan-based teachers and researchers! Many of them described the various programs they are involved in, at their respective institutions, to help students take the all-important step from being language learners to being language users.

One of my own favorite presentations was by Garold Murray, Naomi Fujishima, and Mariko Uzuka of Okayama University. Their presentation, *The Power of Place: Autonomy and Space*, outlined the importance learners attach to language interaction spaces as they transform them into places of action in their language learning process. The presenters' description of events

and the results of a survey-based study that investigated learners' self-efficacy beliefs and self-regulation strategies, the English Café they set up at Okayama University, is an example of what I discussed in my own co-presentation on the necessity of teachers and innovators expanding classrooms into language interaction spaces.

Overall, the presentations and plenary sessions I attended were of very high quality. Not only the big names in the field of independent learning, but also other researchers and practitioners from all over the world gave well-researched and inspiring reports on the efforts at their respective institutions to develop and nurture autonomy in language learning.

The organizers must also be commended for a job so well done. From the scheduling of the presentations to the constant supply of relevant information, I have no doubt that most, if not all the delegates, appreciated the good work that went into the organization of this international conference. From the student interns to the conference co-conveners themselves, all the organizers were always at hand to guide the participants in any way required. The catering is another area that must be commended. Being provided with food and snacks during both tea and lunch breaks spared us the hassle of running in and out of the venue to look for shops and cafes. One would sometimes feel we were getting more than what we had paid for.

One area that I found wanting was the size of rooms. They were too small for almost all the presentations I attended. Many attendees would be seen squatting or standing during sessions. Besides this, however, this 5th Independent Learning Association Conference was a pleasure to attend, and personally I am already looking forward with high hopes to the next one in Bangkok, Thailand in 2014.

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

What next?

Write it up and submit it to *The Language Teacher* of course!

See the Submissions Page on our website for more information!

<jalt-publications.org>

AILA 2011 Conference Report and World Congress 2014 Preview

Greg Rouault

Konan University, Hirao School of
Management



The International Association of Applied Linguistics (AILA) held its 16th triennial conference in Beijing, August 23-28, 2011 <www.aila2011.org/en/>. Since its inception in 1964, this was the first visit to China. Having been hosted ten times in Europe, and around the world in Montreal, Singapore, Sydney, Madison, and in Tokyo in 1999. The host affiliate, China English Language Education Association, is one of AILA's 32 national affiliates offering membership services and professional development resources for over 8,000 linguists, practitioners, and policy makers.

Upon registration, in addition to the high quality conference bag and requisite promotional materials, three well-indexed documents (*Conference Program*, *Conference Program Abstracts*, and *Conference Guide*), each the thickness of a typical conference handbook, pointed to the scale of the event. Furthermore, different than the array of course books for students promoted in the materials exhibition at many conferences for language educators, the sponsors on display at AILA included the major academic publishing houses, with a focus on their journals and professional development titles, staffed by editors looking for proposals.

The five main days of the conference included keynote presentations from five plenary speakers covering the range of fields and sub-disciplines addressed in applied linguistics and the 2011 World Congress theme: *Harmony in Diversity: Language, Culture, Society*. Following opening addresses by the host organization dignitaries and Martin Bygate (President of AILA),

Gu Yueguo delivered the first plenary on the study of language as lived experiences and how these experiences shape language and human agency, contrasted with Halliday's view of language encoding experience. Barbara Seidlhofer looked at how English as a lingua franca (ELF) challenges the conventional ways of defining languages and user competence under the dominance of Anglo-American interests. Malcolm Coulthard highlighted evidence from one of the hybrid disciplines of applied linguistics, forensic linguistics. Ex-journalist and editor of the *Journal of Sociolinguistics*, Allan Bell, operationalized Ricoeur's Interpretive Arc for discourse work with hermeneutics in interpreting media texts. Diane Larsen-Freeman closed the final day lobbying for a reformulation of the term second language acquisition (SLA) into the more dynamic second language development (SLD) where (a) regressing may occur, (b) there is no common endpoint, and (c) learners actively transform their linguistic world, not conform to it.

The dozen parallel sessions included symposia, individual papers, workshops, and posters in over 25 areas of concentration, as well as invited symposia and the Research Network Symposium (ReNs). These ReNs support AILA's objectives to contribute to the development, exchange, and dissemination of scientific knowledge and practical experience in the broad subject areas of applied linguistics. For me personally, I was able to: preview a presentation by Vijay Bhatia before he arrived at JACET in Fukuoka; get advice from Ken Hyland on videotaping learner interactions with ICT applications in the in-class writing tasks my colleague and I have a research grant for; and confirm with Peter MacIntyre the feasibility of my idea to investigate Dörnyei's ideal self in narrow context ESP users. Making the trip was worth it just to receive a list of references from Naomi Storch from her work on collaborative writing for the same ICT research grant studies. I also had a fully-equipped room to give my own presentation on learner attitudes toward using Archie Comics in EFL reading, which was as sparsely attended for obvious reasons.

Convenient accommodations and amenities were readily available and the Beijing Foreign Studies University (BFSU) site was very accessible with three buildings used for presentations. The 170 volunteers in orange T-shirts were especially happy to find someone to speak not only English with, but also French and Japanese. Plenary speakers, presenters, and delegates

alike spent the hour-long lunch break in the cafeteria chatting. The fair weather allowed the free, outdoor evening receptions to go off without a hitch, although some falsely expected these would replace their dinner every night rather than serve as social functions. The off-site Congress Party was well attended, in fact too much so for the seats available, but when Henry Widdowson is standing in the lobby at the cocktail lounge table next to yours it is tough to pull rank. The conference schedule included one free afternoon for excursions with an agency available at the conference site. I booked online and was able to visit the Great Wall and Ming Tombs, and saw the Olympic structures from a distance. In addition, once a taxi could be negotiated, it was possible to see the evening sites downtown, which I was fortunate to do one night in a group, which included my professors from Macquarie.

Language educators and researchers may be interested to know that AILA 2014 will be held in Brisbane, Australia from August 10-15, 2014, a rather convenient time in the academic calendar in Japan. However, please note that AILA also has a very early deadline for proposal submissions. Details can be found on the AILA World Congress 2014 website < www.aila2014.com/ > with specific guidelines for abstract submissions on the theme *One World - Many Languages* to be available at < www.aila2014.com/abstract_submission.html > from January 2013 until the deadline in April 2013. Early bird registration will close a year later in April 2014. The overview of AILA 2014 given by the conference co-chairs at the closing ceremony in Beijing along with the Australian Night reception suggested that the Land Down Under will be the place to be in August 2014 for the 17th World Congress of Applied Linguistics.



JALT FOCUS

OUTREACH

...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:

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

English and Japanese language skills. When she is granted a master's degree from a university in Japan she is not going to search for work in an office in Tokyo that would value her strong interpersonal skills.

Shanshan Chen studies in Japan because she wants to try her hand at creative writing in Japanese, English, and Chinese, her mother tongue.



She has an aesthetic view of education. She actively looks for ways to become educated in learning how to feel, and how to know. Maley (2010, p. 5) suggests that creative writing draws "heavily on intuition, close observation, imagination, and personal memories." Chen has turned to poets for direction. She is inspired by poets like R.S. Thomas (2002) who wrote in 5-8-5 syllable haiku-like form: "Poetry is that / which arrives at the intellect / by way of the heart." She agrees with the 19th century master poet Kobayashi Issa when he referred to foreigners in distant lands who are seeing the same moon at the same moment: 名月もそなたの空ぞ毛唐人 *meigetsu mo sonata no sora zo ketōjin* (harvest moon / up in that sky for... / Chinese, too!).

Shanshan Chen doesn't study foreign languages for pragmatic purposes. She no longer devotes herself to achieving high scores on examinations the way she used to do at university in China. She isn't interested in landing a job as a translator with her fluent

Learning haiku in English by way of the heart

Shanshan Chen

The International University of
Goshima Graduate School

When I want to read haiku and learn how to write haiku in English I turn to the page in Higginson's *The Haiku Handbook* in which he wrote, "The primary purpose of reading and writing haiku is sharing moments of our lives that have moved us" (1982, p.7). Well-written haiku allow the composer to capture moments in time, experiences, and perceptions that can be offered to readers. At the deepest level, this is one of the great purposes of all art, and especially literature. Haiku is literature, and it is critiqued in literary journals around the world (McCarty, 2008). I keep current on opinions about international haiku by reading the *New York Times* and *Los Angeles Times*, newspapers that regularly print articles on haiku.

To learn ways to teach haiku in English I look for ideas in journals such as *TESOL Journal*, *JALT Journal*, and *TLL* (Svendson, 2002; Rodriguez, 2004; Duppenhaler, 2006), and listen to doctoral candidates of literature at conferences (Iida, 2010). Ways to combine haiku with popular learning techniques in the classroom appear on language teaching websites such as IATEFL Online <iatefl.britishcouncil.org/2010/forum/extensive-reading-graded-readers> where teachers share ideas such as asking learners to write a haiku about a story from a graded reader to help them encapsulate the significance of the plot or to resonate with the author.

When I compose haiku in English and want to share them with readers around the world I turn to newspaper websites such as the Asahi Digital <www.asahi.com/english/haiku> and Mainichi Interactive <mainichi.jp/english/english/features/haiku>. I took part in a unique way to write and share haiku by making a quilt for students in Tohoku (Ohama, 2012). Japanese students and exchange students from several countries wrote haiku in English onto cloth patches that were sewed to form a huge mosaic (McMurray, 2012). For example, Megan Hood from Canada painted

a flower and wrote about her mother's gorgeous garden on Prince Edward Island.

*Peonies in bloom
summer days in sweet perfume
Mother's garden grows*

By making the quilt I learned that drawing or painting pictures at the same time as writing haiku helps me to share my feelings. Thinking about the people who were hurt by the tsunami and trying to cheer them up by writing poems was a difficult challenge. I shared my feelings in English by writing haiku, stroking with a paintbrush, and methodically sewing patches onto a quilt.

When I participate in haiku workshops with people from around the world I have observed that some of the Japanese participants seem to place great value on writing about what people feel. In traditional Japanese aesthetic, feelings inspired by a picture of a falling flower can be as beautiful as peonies in full bloom. For example, when I attended a workshop organized by Seinan Jo Gakuin University and the Kitakyushu Chapter of the Japan Association for Language Teaching (JALT) on Nov. 3, 2012, Chizuko Miyafuji from Kitakyushu wrote the following haiku to reveal that a less-than-perfectly-round moon in the sixteenth day of its cycle can be as beautiful as the perfect full autumn moon.

*Only one
silver sixteenth moon
silent night*

Chinese, British, and Japanese students joined instructors from Japan, Canada, the US, and New Zealand at the workshop. I was honored to be given time to conduct a slide presentation during the workshop to explain differences in the way students approach writing about their feelings in haiku.

International haiku contests challenge people to pen well-written poems that have international appeal. I am currently interested in contests held in Kyushu where I attend university. For the first time, the Japan Women's Haiku Convention



invites foreigners to enter in a haiku competition leading up to their National Women's Haiku Conference in Kitakyushu on March 3 Sun, 2013. The International Kusamakura Haiku Competition has been held for 17 years and attracts participants from around the world. Last year's winning haiku by George Swede from Canada about the tragedy at the Fukushima Nuclear Plant was selected by the judge (Kumamoto City, 2011, p. 49) not so much because of the "irony in the seemingly impassive twinkle of stars" but because "on the other hand there exists a connection to an ancestral knowing."

*no-go zone
the twinkle of stars
in the Ukedo River*

The West Japan Industry and Trade Convention Association has convened 12 haiku events. Seinan Jo Gakuin University in Kitakyushu has hosted 3 contests. This year, 512 haiku penned in English were received from 326 haikuists in 26 countries, including many non-English speaking countries (Seinan Jo Gakuin, 2012). This was a really good opportunity for me to meet haikuists from around the world and read about what they care about. Ramona Linke from Germany personified trees.



*Autumn light—
the trees breathing out
their shadows*

Mario Massimo Zontini from Italy entered this delicious poem about boy who likely has fat cheeks. Ron C. Moss from Australia won the contest with a haiku about faces.

*Full autumn moon
in the child's dreams
pumpkin cake*

*Mountain train
faces in a passing window
lit by the moon*

Brian Robertson won second prize for a poem about a child wanting to hold the moon. The master poet Issa Kobayashi (1763–1827) wrote about such childish feelings: *Meigetsu wo totte kureru to naku ko kana* (*The child sobs / "Give it to me now!" / bright full moon*)

*The moon out of reach
a child wades in a pond
full of it*

Hiroko Takahashi from Tokyo, a previous grand-prize winner also wrote about a child. Experiences with children bring out feelings in veteran writers.

*The full moon
has given child to me
I rear her*

I entered the following poem in the contest that I wrote one night, when I was on the phone with a friend who lives very far away. We had suddenly stopped talking. There was no need to say more, we were both busy taking photographs of the moon at the same time. My haiku didn't win, but writing it helped me share a moment in my life that deeply moved us.

*On the phone--
"do you see it too?"
maple moon*

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TLT COLUMN

SIG NEWS

...with Jennie Roloff-Rothman

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JALT currently has 26 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication.

You can access SIG News online at:
<jalt-publications.org/tlt/departments/sig-news>

SIGs at a glance

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

Pan-SIG 2013

The Call for Papers for the JALT PanSIG2013 Conference to be held May 18-19 at Nanzan University, Nagoya, can be found at <pansig.org/pansig2013f/PANSIGWEBSITE/JALTPanSIG2013/Call_for_Papers.html> via a web search for PanSIG2013. The theme is *From Many, One: Collaboration, Cooperation, Community*. The deadline for submissions is February 15, 2013.

Bilingualism

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

Are you raising bilingual children in Japan? Join the Bilingualism SIG to receive our newsletters (three times a year) containing practical advice and information on raising bilingual children, education in Japan, and resources for parents and teachers. Membership also includes a copy of the peer-reviewed *Japan Journal of Multilingualism and Multiculturalism*, the world's premier source for scholarly articles on bilingualism in Japanese contexts. B-SIG also supports members who are researching and writing academic papers.

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 collaborating 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*—2-3x year [🗣️] Annual SIG conference, regional events and workshops [📧]

All CUE members receive the refereed publication, *OnCUE Journal* (ISSN:1882-0220). 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 JALT CALL SIG will be publishing information about our upcoming annual conference, JALTCALL 2013, in the next month or two, so keep checking the SIG website <jaltcall.org> or follow us on Twitter <@JALTCALL>. Also, the SIG will be looking for people to help with the JALTCALL Conference. Anyone interested should contact the SIG Coordinator <sig-coordinator@jaltcall.org>. Finally, the post-conference special edition of the *JALT CALL Journal* will be published in December so people should check out the Journal archives on the SIG website <jaltcall.org/journal>.

Critical Thinking

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

We are ALWAYS looking for new input from teachers interested in critical thinking themes! 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 want 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 ER SIG will be working in cooperation with several other SIGs to bring you exciting events this spring. Firstly, we are a Sponsoring SIG for PanSIG 2013 and will be partnering with the TED and THT SIGs. This partnership will include a forum on outreach and program development that should be quite interesting. The conference will be held May 18-19 at Nanzan University in Nagoya, and we hope that you'll join us at this exciting event.

Two weeks later, from May 31- June 2, in cooperation with the CALL SIG, we will be holding a joint event encompassing both JALTCALL2013 and the 6th Annual ER Seminar at Shinshu University in Matsumoto. In keeping with tradition, ER presentations and plenary sessions will be concentrated on Sunday, but we think this event will be a great opportunity to enjoy the energy of two conferences at once and to find out more on how extensive reading and educational technology can be synergistic. We hope you'll join us for this exciting and unique occasion. Please go to the ER SIG website at <ersig.org> to find detailed information and links.

Also, we would like to encourage anyone interested in starting an ER program but doesn't have enough resources, as well as anyone who is presenting research on ER, to use our website to learn about our grant programs.

Finally, our new peer-reviewed publication, *Journal of Extensive Reading*, should release its first articles online via Open Journal Systems early in 2013. Lots of people inside and outside of Japan have been working to make this journal a reality. Feel free to use our website to find the latest information and a link to the journal.

Framework & Language Portfolio

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

This SIG wants to discuss the CEFR and ELP, and other similar frameworks with respect to 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> for more information, including info about the publication *Can Do Statements in Language Education in Japan and Beyond*, and download the bilingual *Language Portfolio for Japanese University*.

'The FLP SIG Kaken Project 2012-2014': The purpose of this research is to develop English language integrated skills textbooks that suitably adapt and apply the CEFR for the higher education context in Japan. To support learner and teacher autonomy as well as the classroom implementation of the text, we will aim to develop supplemental learning materials such as a language portfolio, and autonomy informed resources. For more information, please visit <tinyurl.com/FLPKaken>. The plan for the immediate future is: 1. decide the basic details, 2. make project teams that will create two course books, and 3. publish the books in April 2014.

We have outlined, to those who show interest, how you can get involved in these project teams toward the end of 2012. For more information, please contact <flpsig@gmail.com>.

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> and 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 primarily from the fields of 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." Visit <gilesig.org> or contact Kip Cates <kcates@rstu.jp>.

Japanese as a Second Language

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

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

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

Junior and Senior High School

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

The 2012 Educational Development Seminar: Learning Through Communication will be held February 23 - 24, 2013. The theme is Reading Activities in English and this event is being co-sponsored by the JALT Junior-Senior High School Special Interest Group (JSHSIG) and Tokai University, RIED. Keynote speakers are Dr. John F. Fanselow, Professor Emeritus of Teachers College, Columbia University and Professor Ehara Yoshigaki from Kanagawa Prefectural Institute of Language and Culture Studies.

In this two-day workshop, participants will have the opportunity to explore a complete planning-to-practice framework, including educational goals, lesson design, materials creation, and teacher-student interaction. They will also be invited to discuss meeting the challenges of implementing MEXT's Revised Course of Study, including ways to: 1. conduct classes primarily in English, 2. provide students with more meaningful and enjoyable English reading experiences, and 3. nurture the communication skills students need to participate in today's globalized society.

This event is free of charge, but capacity is limited to 30 participants. The venue is Tokai

University's Yoyogi Campus, Tokyo. The target audience for this workshop is junior/senior high school English teachers, university faculty in charge of teacher training courses, and researchers in the fields of pedagogy, materials development, and teacher development. Registration deadline is January 31, 2013. For further information, go to <ried.tokai.ac.jp/ried/events/index.html> or contact Chizuru Muramoto, Communication Department, RIED at (03) 3467-2211, ext. 2203 or at <muramoto@tokai-u.jp>.

Learner Development

[🔗 learner autonomy, critical approaches to teaching and learning, teacher/learner roles, learning processes, learning content, group dynamics] [📖 Learning Learning, 2x year; regular emailings 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] [📅]

学習者ディベロップメント研究部会はオートノミーのある学習と教授を発展させるための実践を探求・研究することに関心のある者約200名が世界中から集まって組織する、活発でフレンドリー、そして成長し続ける研究部会です。私たちは、社会文化理論や、教授と学習への批判的アプローチ、グループ・ダイナミックス、リテラシーの発達、その他の教師と学習者に関わる学際的な分野にも関心があります。私たちは、多様な教育現場(大学以外)でご活躍の皆さんの参加を歓迎しています。小学校、中学校、高校、通信教育、語学学校での指導や、英語以外の言語を教えている教師の皆様、どうぞご参加ください。私たちは、私たち自身の学習者としての経験と教師としての実践、教室内と教室外での学習者の経験における関連性の探求に尽力します。私たちの研究部会は、年に2回発行されるニューズレター「学習の学習」やEメール、オンライン資料、そして現在進行中の電子書籍の出版プロジェクトなどを通じて、教師、大学院生、研究者間のネットワークを広げます。さらに詳しい情報については、私たちのウェブサイトを<ld-sig.org>をご覧ください。

We welcome the participation of teachers from diverse teaching context, including elementary school, junior high school, senior high school, distance learning, language school, university settings, and teachers teaching languages other than English. Our plans for 2013 include a retreat and volunteer activity in Tohoku March 2-3, forums at JALTCALL, the PanSIG conference, the annual JALT conference, plus a 20th Anniversary Learner Development SIG conference in Tokyo November 23-24. For further information, including details of our SIG grants for 2013, publication projects, and local get-togethers in Hiroshima, Kansai and Tokyo, please go to <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>.

Literature in Language Teaching

It has been a busy time for the Literature in Language Teaching SIG as it continues to grow and develop. As 2013 begins we have plans for an interesting year ahead - which promises to be just as busy!

The SIG welcomes Tara McIlroy as joint coordinator of the SIG along with Simon Bibby. Tara teaches at Kanda University of International Studies in Chiba. Simon is based in Kansai so we now have Kanto and Kansai representatives. We hope to be able to plan events with greater efficiency for increased effectiveness. Get in touch with the SIG with questions or comments at <liltsg@gmail.com>.

To cap a busy and successful year, the World Storytelling Conference, held November 30 - December 2 at Kobe City University of Foreign Studies, brought together a broad and talented group of speakers and performers. Weaving tales about hope, inspiration, love, life and tragedy for the participants helped to connect the threads of our various backgrounds. LiLT members could mingle with the invited speakers at this event. With five plenaries and concurrent sessions over the three-day conference, attendees were spoiled for choice. Congratulations to the organising committee, particularly Lori Zenuk-Nishide and Donna Tatsuki, who both put in much work in the literature and ELT calendar, helping to create a wonderful event. In addition to the help that we at LiLT gave, a big thanks to the generous supporters of this event, which included the JALT Kobe and Osaka chapters.

Next, we're gearing up for the PanSIG in May, with deadline for submissions in February. LiLT will be attending for the first time so be sure to get involved if you are looking for an opportunity to do so!

For greater communication between members, we created a Yahoo group. Make sure to join the

group for conversations with LiLT members; suggesting collaborative projects and sharing ideas for upcoming events are most welcome. A Facebook page and group have also been made for publicity and connects the SIG to the JALT website. To join the SIG, tick 'Literature in Language Teaching' when renewing your SIG membership.

Finally, a call for contributions to the *Journal of Literature in Language Teaching*. We will become a biannual publication from 2013, and are looking for submissions. All important guidelines and information for contributors are available on our website <liltsg.org>. We look forward to working with you in 2013!

Materials Writers

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

The Materials Writers SIG now has a 'Members Profiles' section on its website where SIG members can post materials of their own creation for anyone to download. Even if you are not a member of the MW SIG, please check out the materials available at <materialswriters.org>. Also, if you are interested in posting your own materials on our website, please contact the MW SIG Coordinator at <mw@jalt.org>.

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]

OLE has put up a special issue on the OLE Coordinator's Ehime University homepage containing all OLE related presentations at JALTCALL2012 and PanSIG 2012, including OLE-sponsored guest speaker Tom Cobb's lecture. To view and download this for personal purposes, please go to <web.iess.ehime-u.ac.jp/katudouhoukoku.html>. As usual, OLE also plans to gather all presentations at JALT2012 and make them available as a compendium on the same homepage some time after the conference so check back soon. For more and details of upcoming OLE activities, contact the coordinator at <reinelt.rudolf.miy@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 'pragtivities'. 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 or 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 apprise 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

What a busy few months for the SDD SIG! We had a successful JALT2012 in October with excellent co-sponsored workshops by Carolyn Graham and Ken Wilson, followed soon after by a highly popular Speech, Drama, and Debate Conference at Nanzan University in Nagoya featuring Carolyn and Ken (special thanks to Karl O'Callaghan and Oxford University Press), and then a wonderful co-sponsored event at ETJ Tokyo at KIFL with excellent audience numbers (20-30). The SDD SIG was well-represented at the World Storytelling Conference November 31-December 2 in Kobe. The first volume of our peer-reviewed journal, *Mask & Gavel*, came out

at the beginning of October. (Download a copy at <sites.google.com/site/speechdramaanddebatepublicsite/home> or go to the JALT website SIGs <jalt.org/groups/657> and click 'Link to Website'.)

Our next event is the Dramatic Classrooms conference February 23-24 at Tokai University-Yoyogi Campus (Tokyo) co-sponsored with The Performance Division of the Communication Department at the Research Institute of Educational Development (RIED) of Tokai University and the JSHS SIG. For more information, check the SDD public website at the URL mentioned above.

Study Abroad

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

The Study Abroad SIG provides a supportive place for discussing areas of interest regarding study abroad and intercultural training. We welcome submissions for our newsletter, *Ryugaku*, and we are looking for new officers to join the team. Visit our new website at <jalt-sa.org> or contact us at <studyabroadsig@gmail.com>.

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

Task-Based Learning

The special edition of *OnTask*, which is devoted to the presentations of our successful Task-Based Learning and Teaching in Asia conference, was released in December.

TBL SIG was created for teachers and other professionals who currently use or are interested in using task-based approaches in the classroom. It focuses, in particular, on issues related to task-based language teaching and learning in the Asian EFL context. The SIG serves as a useful forum for the exchange of practical teaching ideas, theoretical discussions, 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>.

Teacher Education & Development

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

The Teacher Education and Development (TED) SIG is a network for those who want to help themselves and others become better teachers. Our activities include retreats, conferences, a library of books available for loan, and an Internet discussion group. TED's comprehensive newsletter *Explorations in Teacher Education* welcomes stimulating articles! Our current issue features proceedings from the engaging EFL Teacher Journeys Conference held on June 24, 2012 in Shizuoka city (with Shizuoka JALT). Featured speakers Dr. Patrick Kiernan of Meiji University, and Wilma Luth of Hokkai Gakuen University both have articles in the issue, as do many other interesting presenters from the event. Find out more about TED at <jalt.org/ted>. You can also stay in touch with us online by becoming a friend of our mascot, Ted Sig, on Facebook, or following him <@tedsig> on Twitter or Google Plus.

Thanks to everyone who came out to the TED-CUE forum at JALT National this year in Hamamatsu! This was a great event that highlighted many unique perspectives on the conference's theme of “making a difference.”

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] [📧]

We recently finished up our conference forum, and Yokohama JALT chapter THT showcase for their chapter meeting on November 18. Our upcoming events are Laos (February-March, dates flexible) and Vietnam (early June), so if you are interested, please contact Joe Tomei, JALT THT-SIG Coordinator <thtjalt@gmail.com>. The programs are not limited to SIG members or to those having JALT membership, so feel free to pass this information on to others. If you are interested or would like more information, please email <thtjalt@gmail.com>, giving your name and the location in which you are interested.

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] [📄] [🗣️]

TCSIG and the International Teacher Development Institute (iTDi pro) are proud to present esteemed educator and web expert, Özge Karaoğlu, as the host of a series of online ‘webinars’ this January. Building on the success of her wonderfully stimulating plenary and workshop at the 2012 JALT Conference, Özge will be showcasing some of the exciting possibilities for using web tools that make learning fascinating and fun for both students and teachers. For more information, please visit the TCSIG website <www.tcsig.jalt.org/>, blog <jalttcsig.posterous.com/>, the TCSIG Facebook page <www.facebook.com/pages/JALT-Teaching-Children-SIG>, or the iTDi.pro website <itdi.pro>.

Submissions are now being sought for the 2013 PanSIG Conference to be held in Nagoya in May. We would particularly like to encourage first time presenters to consider giving a short talk, holding a workshop, or joining a panel discussion on any aspect of teaching young learners. We also warmly welcome submissions for presentations in Japanese.

If you have any ideas, activities, advice or experiences you would like to share with your fellow teachers, please consider submitting them to some of our upcoming issues of the TLC Newsletter! Email your submissions to the editor at <editor@tcsig.jalt.org>.

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. 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. There is an email list for teachers of children who would like to share ideas or questions <tcsig@yahoogroups.com>. Hope you can join us for one of our upcoming events.

児童教育部会は 子どもに英語(外国語)を教える全ての教師を対象にした部会です。当部会では、この分野で著名な教師が担当するコラムを含むバイリンガルの会報を年4回発行しており、日本人の先生方の参加も積極的に募っています。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@yahoogroups.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 new to this area who wish to learn more about it. Our interests encompass quantitative and qualitative approaches to language assessment, including 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, instructional columns on statistical analysis, Rasch measurement, and assessment literacy.

Vocabulary

The Vocabulary SIG thanks you for your participation in activities at this year’s JALT National Conference in Hamamatsu. The conference was a great success and we had the pleasure of signing up 12 new members, bringing our total membership to 115.

This year several executive positions have changed. Co-Coordinator will be Aaron Gibson & Raymond Stubbe, Program Chair Jeffrey Stewart, Membership Chair Mark Howarth, Treasurer Quint Oga-Baldwin, Publications Chair Tomoko Ishii & T J Boutorwick, Publicity Chair Alonzo R. Williams and the Member-at-large will continue to be Rob Waring.

As always we publish our bulletin *VERB (Vocabulary Education and Research Bulletin)* twice a year and the fall issue is out. To read online or to make a submission for upcoming issues please see the Publications page on our website: <jaltvocab.weebly.com>. We are looking forward to the 2013 Vocabulary SIG Symposium, which will be in Kyushu at Kyushu Sangyo University on June 29. The proceedings from the 2012 Symposium are online in the first issue of the online journal *Vocabulary Learning and Instruction (VLI)* at <vli-journal.org>.

The Vocabulary SIG is a special interest group (SIG) of the Japan Association for Language Teaching. The Vocabulary SIG aims to provide a forum for focused research and discussion in specific regard to vocabulary acquisition. We aim to offer both teachers and researchers a place to connect regarding how learners improve vocabulary knowledge, how to test their knowledge, and how these theoretical aspects connect to classroom practice.



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 you can add your event anytime to the online JALT calendar at the URL shown below.



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

FUKUI—*Applying dynamic assessment in the Japanese elementary school's foreign language classrooms* by Galina Hristoskova-Shimo.

This presentation will focus on the application and use of Dynamic Assessment (DA) in the Japanese elementary school's foreign language classrooms. DA investigates the learners' potential language development and therefore offers a more in-process view of their development. Through in-classroom activities as well as students' and teachers' comments and examples, this presentation will aim to inform, display, and promote DA to attending classroom and research practitioners. *Sun 10 Feb, 13:30-15:30; Open University of Japan Fukui Campus, AOSSA, 7F; <jaltfukui.org>; Non-members ¥1,000, non-member students ¥500.*

GIFU—*The voices of academic publishing in Japan* by Theron Muller, University of Toyama. In academic publishing literature, the storyline is about increasing pressure on academics to publish, often described as 'publish or perish.' What's largely missing from this picture is discussion and consideration of authors' motivations for pursuing academic publication. Muller will share preliminary data from research into

emerging scholars in Japan pursuing academic publishing and how those authors describe their motivations and goals toward academic writing. *Sat 19 Jan, 19:00-21:00; JR Gifu Station, Heartful Square - 2F (East Wing); One-day members ¥1,000, 1st visit free.*

GIFU—*Music and EFL - Play it, sing it, learn it!* by Brian Cullen, Nagoya Institute of Technology, and Jim Smiley, Tohoku Bunka Gakuen University. For this harmonic event, the presenters will explore various applications of music and song in EFL. Research supporting the use of music in education will be discussed in order to demonstrate that music and song can facilitate learning for adults as well as children. Cullen and Smiley will then follow this with practical techniques for integrating this great resource into your lessons to achieve the best ways of promoting language learning. *Sat 16 Feb, 19:00-21:00; JR Gifu Station, Heartful Square - 2F (East Wing); One-day members ¥1,000, 1st visit free.*

HAMAMATSU—*Delving into the minds of "bad" students, and Second language learning during a short-term homestay program* by Jun Harada, Dokkyo Junior & Senior High School and Rikkyo University. This event will be in two parts, the first looking at the presenter's experience, both in New York City and Japan, of learning about the unique characteristics of unmotivated learners. In the second part, the possibilities for duplicating the homestay experience abroad in English classrooms in Japan will be considered. *Sun 20 Jan, 13:30-16:30; ZaZa City Palette, 5F; <hamajalt.org>; Non-members ¥1,000.*

HIROSHIMA—*Active participation through student response systems* by Bill Pellowe, Kinki University, Fukuoka. Motivate your students to stay focused through student response systems (SRS). The presenter will demonstrate a variety of ways to use SRS in your classroom, both low-tech (e.g., students holding up colored papers) and high-tech (a free, open-source system for iPod Touch and other mobile browsers). *Sun 20 Jan, 15:00-17:00; Peace Park, 3F Conference Room; <hiroshima-jalt.org>; Non-members ¥500, students ¥200.*

HIROSHIMA—*Book reports* by Dawn Kobayashi, Miki Shibata, Richard Gabbrielli, Susan Meiki, Tim Buthod, and Fuyuko Ruetenik.

Six teachers will give book reports: *Creativity in Language* by J. Swan, *Grammar Acquisition and Processing Instruction* by A.G. Benati and J.F. Lee, *Teaching for Success* by Mark Fletcher, *The Geography of Thought* by R. Nisbett, *Learning New Languages* by T. Scovel, and *Intercultural Communication* by A. Holliday. There will be some time for discussion about each book topic. Sun 17 Feb, 15:00-17:00; Peace Park, 3F Conference Room; Non-members ¥500, students ¥200.

IBARAKI—*February meeting (Co-sponsor: GALE SIG)*.

First, *From dutiful daughters to English professors: How gender shapes the professional lives of Japanese female university English teachers* by Diane Hawley Nagatomo. This presentation examines the role of gender in the professional identity development of seven Japanese female university English teachers ranging in age from their early thirties to their early sixties. Second, *Integrated speaking tasks used for teaching and assessment* by Rie Koizumi. This presentation introduces integrated speaking tasks that can be used for teaching and assessment, and ways to implement the tasks in the classroom context. Sun 17 Feb, 13:00-17:00; Tsukuba Gakuin University; <ibarakijalt.blogspot.com>.

IWATE—*Online tools for teaching and learning #2* by Christine Winskowski, Morioka Junior College.

Join us for a tour of cool online tools—for teachers, for students, and some for both. The world of online tools now includes online lesson construction, text-to-speech conversion, quiz construction, rubric construction, graphic organizers, whiteboards, flowchart construction, timeline construction, website organizers, multimedia/video annotation, and more. As time permits, we will tour some of Winskowski's favorites and some audience selections. Remaining tools will be indexed on a handout—explore at your leisure! Sun 27 Jan, 13:30-16:00; Aiina, Room 602, One-day members ¥1,000.

IWATE—*February meeting*. First, *Fun TOEIC classes: A 'how to'* by Yurina Azuma. This presentation introduces proven pedagogical practices that allow for effective TOEIC instruction in an interesting—even fun—atmosphere. Azuma has been teaching English for 10 years. Second, *Communicative methods for using literature in the*

EFL classroom by Bern Mulvey. The study of foreign literature allows unique insights into other periods and cultures, not to mention providing examples of proper language usage. This presentation introduces methodology that allows teachers to overcome any obstacles and to utilize literature in the classroom. Sun 24 Feb, 13:30-16:00; Aiina, Room 602; One-day members ¥1,000.

KITAKYUSHU—*TOEIC vocabulary teaching applying CLIL* by Takashi Uemura. Content and language integrated learning (CLIL) is a pedagogical approach to develop L2 learners' communicative competence by focusing on both teaching subject and language. However, there has been little research on implementing the CLIL approach in TOEIC courses. First, the presenter will explore the theoretical framework of CLIL and its effectiveness in TOEIC vocabulary teaching. Then, he will demonstrate a TOEIC vocabulary seminar applying the CLIL approach. Sat 12 Jan, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; One-day members ¥1,000.

KITAKYUSHU—*Love that dog: Making a difference with multimedia* by Linda K. Kadota, Matsuyama Shinonome College. Inspired by Sharon Creech's *Love That Dog*, this presentation introduces ways to utilize multimedia in classroom activities to add color and fun to reading lessons. Multimedia elements (text, sound, video, animation, and graphics) are combined in ways that hold students' attention by stimulating multiple senses simultaneously. They are powerful tools to help students build analytical reading and writing skills, as well as confidence in their abilities. Multimedia can make a significant difference when teaching poetry. Sat 9 Feb, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; One-day members ¥1,000.

KYOTO—*Writing for communicative purposes: Application of genre-based approaches to ESP courses and Writing for academic publication: Challenges for multilingual scholars* by Atsushi Iida, Gunma University. Dr. Iida will give two talks—a workshop looking at university writing classes, and a presentation discussing the challenges for non-native speakers of English to publish in English language scholarly journals. The second presentation will be of particular interest to the Japanese members of our teaching community. Sat 12 Jan, 14:00~16:30 (provisional); Campus Plaza Kyoto; <kyotojalt.org>; Non-members ¥500.

MATSUYAMA—*Captivate your students with CAPTUR* by **Paul Shimizu**, Intercom Press. CAPTUR is a handheld, low-tech device which allows the questioner to get answers from ALL students at the same time. The presenter will run a workshop showing how CAPTUR can run simple, teacher-led activities as well as having students question each other in small groups. This method can generally enhance your current textbook, worksheet, or wall chart use. *Sun 13 Jan, 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members ¥1,000.*

MATSUYAMA—*Calibrating oral assessment of small group interaction* by **Darren Lingley**, Kochi University. This workshop will cover issues in assessing oral output in small group interaction. Participants will use four rating scale bands—keeping the conversation going, quality of content, grammar/vocabulary intelligibility, and pronunciation intelligibility—to assess three sets of Japanese learners. Teachers interpret rating scales differently, so it is important to establish common evaluation standards when examining oral proficiency for placement purposes. *Sun 10 Feb, 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members ¥1,000.*

NAGOYA—*The voices of academic publishing/ Narrative inquiry in the classroom* by **Theron Muller**, University of Toyama. In academic literature, the increasing pressure to publish is discernible. Muller will share research into emerging scholars in Japan pursuing academic publishing and their writing motivations/goals. The second half considers how the voices of the students are often lost when evaluating production by measuring accuracy, fluency, and complexity. We will step back to reflect on student voices and what insights they may reveal. *Sun 20 Jan, 13:30-16:00; Nagoya International Center, 3F, Lecture Room; <nic-nagoya.or.jp/en/e/about-us/access-hours>; One-day members ¥1,000, 1st visit free.*

NAGOYA—*Music & EFL - Play it, sing it, learn it* by **Jim Smiley** and **Brian Cullen**. In this presentation, we will explore the use of music and song in EFL. Research supporting the use of music in education will be discussed in order to demonstrate that music and song can support learning for adults as well as children. We will follow this with practical techniques for integrating this great resource into your lessons in the best ways to facilitate learning. *Sun 17 Feb, 13:30-16:00;*

Nagoya International Center, 3F, Lecture Room 1; <nic-nagoya.or.jp/en/e/about-us/access-hours>; One-day members ¥1,000, 1st visit free.

OKAYAMA—*Active participation through student response systems* by **Bill Pellowe**. Motivate your students to stay focused through student response systems (SRS). The presenter will demonstrate a variety of ways to use SRS in your classroom, both low-tech (e.g., students holding up colored papers) and high-tech (a free, open-source system for iPod Touch and other mobile browsers). *Sat 19 Jan, 15:00-17:00; Tenjinyama Bunka Plaza; <tenplaza.info/introduction/access.html>; Non-members ¥500.*

OKAYAMA—*Revisiting CBI (content-based instruction): Theory and practice* by **Akemi Morioka**. This presentation gives an overview of theories that support Content-Based Instruction (CBI) and some examples of its practices. By revisiting CBI, which has been around for a while now, Morioka would like participants to share the teaching philosophies and approaches we each embrace, and consequently, remind ourselves of our missions: what, how, and why we teach languages at our institutions. Second presentation: *E-learning trends: Lessons from experts in four different countries* by **Keiko Sakui** and **Neil Cowie**. This presentation will describe a project in which the (non-techie) presenters interviewed experts in four countries (Japan, New Zealand, Singapore, and the UK) about trends in using technology for language learning. A report on ideas learnt from these expert teachers include definitions of e-learning, advice about pedagogical approaches, a list of recommended e-learning tools, suggestions for institutions who wish to implement e-learning programs and teacher training, and a discussion of student reactions to e-learning. *Sat 9 Feb, 15:00-17:00; NDSU at Logos Hall; Non-members ¥500.*

SENDAI—*Two presentations: 1) DIY Neuro-ELT - Making your textbook more brain-friendly* by **Marc Helgesen**. This practical session will look at seven ways we can make our current textbooks more brain-friendly. Marc will show examples using *English Firsthand*. 2) *Four good ways to motivate children and one bad one!* by **John Wiltshier**. Wiltshier will outline four principles that can increase children's motivation to become active learners, supported with examples from his new series, *Our Discovery Island*. One bad

idea for trying to motivate children will also be discussed. *Sun 27 Jan, 14:00-17:00; Aobaku ChuoShimin Center; <jaltsendai.org>; Members free, one-day members ¥1,000.*

SENDAI—*Looking forward to changes in secondary education* by **Jim Dochterman, Cory Koby, and Austin Lantz**. Our three local organizers will be joined by representatives of various concerned parties for a series of short presentations. Following this, a panel discussion will invite audience participation as we discuss wholesale changes in the core language education curriculum here in Japan, which will commence in April 2013. Whilst particularly affecting high school, implications for junior high school as well as tertiary education also will be discussed. *Sun 24 Feb, 14:00-17:00; Location TBA; <jaltsendai.org>; Members free, one-day members ¥1,000.*

TOKYO—*Teaching content in multilingual classrooms* by **Dr. Heath Rose**. This workshop will explore the issues surrounding the teaching of content through the English language in multilingual classrooms. The workshop will touch on a number of issues connected to pedagogy, including teaching content with language sensitivity (CLIL), curriculum design and assessment in multilingual classrooms, and recent paradigm shifts away from using native speaker norms as a yardstick for non-native English speaker performance in higher education. *Wed 9 Jan, 18:00-19:30; Sophia University Yotsuya Campus Bldg. 10, 3F; Reservations necessary: <program@tokyojalt.org>; JALT members free, one-day members ¥1,000.*

YAMAGATA—*University students' communication English* by **Steve Ryan**. *Sat 12 Jan, 13:30-15:30; Yamagata-shi, Kajo-kominkan; Non-members ¥1,000.*

YAMAGATA—*Translation between Japanese, English, and German* by **Reinhold Grinda**. *Sat 9 Feb, 13:30-15:30; Yamagata-shi, Kajo-kominkan; Non-members ¥1,000.*

YOKOHAMA—*Imagining an L2 self through classroom practice* by **Garold Murray**. This workshop explores how teachers can apply Dörnyei's L2 Motivational Self System model in their classrooms. A brief overview of the key constructs will be provided. Participants will have the opportunity to consider specific suggestions for classroom practice in relation to their own teaching context. Participants will then work together to produce activities designed to help students imagine themselves as speakers of the target language. *Sun 20 Jan, 13:00-16:30; Kannai Hall (Youth Center), Yokohama; One-day members ¥1,000.*

YOKOHAMA—*Applying principles of social psychology for better classroom management* by **Leander Hughes**. This presentation introduces several principles from social psychology which can help your students make the right choices about how they spend their time in your class. Becoming more aware of these principles will help you employ them to even greater effect. After introducing each principle, we will share our experiences and ideas on how we have applied it or hope to apply it in our respective contexts. *Sun 17 Feb, 13:00-17:00; Kannai Hall (Youth Center), Yokohama; One-day members ¥1,000.*

An Introduction to Online Learning Management Systems for Language Teachers

John & Billy Martyn
Jan 18th (Fri) 18:00-20:00 at Sophia University, Bldg 10, Rm 301

Learning management systems (LMS) can help teachers reduce the time and effort they spend on manual tasks such as creating and grading assignments, and organizing and sharing course materials. Our first session will offer an opportunity to learn about different LMSes, including Language Cloud, a new LMS designed for language education.

For more information
<www.tokyojalt.org/events.html>

Dramatic Classrooms Conference

Feb 23–24, 2013
at Tokai University,
Yoyogi Campus (Tokyo)

Co-sponsored by the Speech, Drama, and Debate SIG and The Performance Division of the Communication Department at the Research Institute of Educational Development (RIED) of Tokai University.

For more information, check the SDD SIG's public website at <sites.google.com/site/speechdramaanddebatepublicsite/home> or go to the JALT website <jalt.org/groups/657>



TLT COLUMN

CHAPTER REPORTS

...with Tom Mahler

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: September — Empowering student presentations with PechaKucha by Sylvan Payne. Death by PowerPoint. There are 300,000,000 PowerPoint users around the world right now. 30,000,000 PowerPoint presentations are being prepared right now. 1,000,000 PowerPoint presentations are being given right now. And half of them are terrible. Students around the world see these bad presentations and mistakenly think that the PowerPoint style of presentation is all there is. They learn to give PowerPoint presentations, and in turn teach future generations how to give them. The vicious cycle continues. But there is hope. PechaKucha is a new style of presentation where presenters are only given 20 slides and 20 seconds to present each slide. Slides progress automatically, forcing the presenter to be succinct, racing their slide deck. Sylvan Payne sees the PechaKucha 20X20 presentation style not only as a confidence-building classroom activity, but also as a necessary component of a paradigm shift away from PowerPoint. Payne was able to show Gunma JALT members his successful implementation of PechaKucha in his classes and successfully introduced the many benefits of PechaKucha, namely: it's short, high-interest, practical in large classes, and most of all, fun. The meeting ended with a group discussion about the various ways Gunma JALT attendees use presentations in their classrooms.

Reported by John Larson

GUNMA: October — Students' voices and critical thinking about environmental issues through news item writing by Inggy Yuliani Pribady. Genre pedagogies have drawn on Systemic Functional Linguistic theory, which views language as a resource for making meaning in social context—also known as a semiotic system. It embodies the idea that the grammar system of the English language facilitates certain kinds of social and interpersonal interaction, represents ideas about the world, and connects these interactions and ideas into a meaningful and relevant contextual scheme. Pribady's presentation described ways in which appropriate scaffolding teaching and learning activities in genre pedagogy helped her students to critically shape ideas to the issues

GIFU: September — ELT 2.0 by Michael Stout. Participants at this workshop were introduced to the next generation of English Language Teaching, otherwise known as ELT 2.0. This form of ELT is based upon an "architecture of participation," where all of the content is learner-generated. As such, students spend a lot of time interacting with each other, producing and responding to peers via a range of new technologies.

Professor Stout introduced 12 web-based applications for facilitating this brand of ELT. As well as old favorites such as Blogger, Flickr and Fotobabble, some lesser-known applications with great potential for use in the language classroom were also presented. For example, Quizlet allows students individually, and even whole classes working together to create their own flashcards for vocabulary learning. These cards can then be automatically turned into a mini online test. For classes that are more creatively inclined, Toondoo, Makebeliefcomix, Goanimate and Dvolver aid students in creating short cartoons or animated presentations.

All in all, there is a whole host of applications available on the Web, most for free, that can be used to inspire creativity and personalization in the language classroom.

Reported by Paul Wicking

of environment through their writing. This scaffolding took the form of a particular sequence of activities known as ‘teaching and learning cycle,’ namely Building Knowledge of The Field, Modeling of the Text, Joint Construction and Independent Construction.

This meeting fell on the same day as the Maebashi Festival and was located very near the center of the action—afterwards, it was the privilege of Gunma JALT attendees to introduce our guest to her first Japanese festival.

Reported by John Larson

HAMAMATSU: September — Annual general meeting/informal Q&A with Steve Cornwell. Eri Gemma, Dan Frost and Jon Dujmovich presented the chapter officer reports for the year prior, followed by elections. Coordinating Committee Positions filled were Treasurer (Gemma), Publicity Coordinator (Frost), Programs Coordinator (Dujmovich), Membership Coordinator (Colin Verstrepn) and President (Dujmovich). Supporting positions filled were Facilities (Santiago Cortez), Reception (Pierre Allard) and Meetings Reporter (Susan Sullivan). As Hamamatsu was the host city for the 2012 JALT National conference, Steve Cornwell—JALT National Director of Programs—and representation from the National Conference Committee, provided attendees with a preview of some of the 2012 JALT National Conference events and activities. A casual question and answer session followed. It was noted that members would host and be invited to dinner and discussion with the JALT 2012 Balsamo Asian Scholar Featured Speaker, Inggly Yuliani.

Reported by Susan Sullivan

HIMEJI: October — Research and resources and Teaching students about plagiarism and citation by Susan Gilfert. Coinciding with the AGM and election of new officers, where three relatively new members came forward to take on roles, Himeji Chapter hosted two presentations by Susan Gilfert. Drawing on her qualifications and professional work as a librarian, a teacher of Advanced Writing for ESL in the US, and years of experience teaching EFL in Japan, Gilfert first outlined where academic researchers and advanced students can locate information and find credible resources. Sources were differentiated between those used to become generally informed about a field and those providing more rigorous academic or scholarly content. A list of

eight criteria was provided for evaluating information, along with a checklist researchers can look to when searching sources. Due to a lack of coverage, she has found in typical writing course books, including those for academic writing, Gilfert next shared an extensive set of handouts for teaching citation and avoiding plagiarism. The materials went from working through the search menu of an online database to scanning abstracts to outlining specific details to be aware of in APA citations and reference lists. Participants in the workshop had a chance to understand how the models can be introduced in class with time leftover to work both through samples of practical exercises for teaching citation and referencing when writing research papers and graduation theses. Lunchtime provided an opportunity to thank outgoing officers Wendy Tada, Andrew Philpott, and Rika Tanaka, to recognize the ongoing efforts of Treasurer – Shigeo Sakata and Publicity Chair – Cecy Wales and to welcome newly elected Jason White, David Lees, and Jennifer Vizcaya as President, Program Chair, and Membership Chair respectively.

Reported by Greg Rouault

HOKKAIDO: October — Genre pedagogy to lead students to a high stake of learning: Students’ voices and critical thinking about environmental issues through news item writing by Inggly Yuliani Pribady. Pribady, a JALT 2012 Balsamo Asian Scholar, kicked off her JALT Japan tour at our meeting in Sapporo. She is a junior high school teacher in Indonesia and her report about the English curriculum in Indonesia had us all intrigued. In Indonesia, the public schools are given a curriculum framework but also the freedom to independently create their own curriculum sensitive to the school’s situation and context. Students start learning English from grade one in elementary school, and from junior high school it is the language of instruction for the subjects of math, art, science and technology. Referring to systematic functional linguistics (SFL) and a genre based approach (GBA), Pribady went on to describe how students work on projects (content based learning) which give them further opportunity to study a topic (sometimes linked with their studies in science or technology) in English. A four-stage model was described where students build knowledge of the topic through critical reading. A text is then given as a model and the teacher gives explicit instruction on its structure, grammar and language features. Next, the teacher and students

critically discuss the topic and students work together to create texts. Finally, students independently write draft texts, which are teacher and peer reviewed, edited and then published. Products of this process were presented: these included posters and videos in the genre of news items on global warming and environmental issues created by students. The presenter also spoke of regular class interaction with an English class in South Korea via Skype through the British Council Schools Online program. She emphasized the need to accept different varieties/accents of English and this program was giving her students experience in communicating using English as a lingua franca, while also making friends abroad.

Reported by Haidee Thomson

IBARAKI: September — *Idea-generating tools: Applications to teaching argumentative writing to groups of college students in Japan* by **Naomi Takagi**. Takagi presented her research on using brainstorming and brainwriting (Pin Cards) as part of group writing projects in EFL classrooms in Japan. Her classroom observations and student reactions suggest that the EFL students may respond more favorably to brainwriting (Pin Cards) than to brainstorming for its effectiveness in generating a number of useful ideas. However, in terms of enjoyableness, they may prefer brainstorming as it helps to enhance the sense of solidarity among group members. She concluded her presentation, stating that spending time on idea generation may be beneficial because students can mull over the subject, look into their own knowledge and experiences, and learn from others, all of which are conducive to their growth as writers and thinkers.

Using T.V. commercials in English class by **Joyce Cunningham**. In this interactive presentation, Cunningham discussed the use of commercials in order to enhance EFL learners' cultural and linguistic literacy. After exploring advantages and disadvantages of commercials as teaching materials, she emphasized that instructors need to reflect on and tailor their objectives accordingly. For instance, if the aim is to enhance students' understanding of the target culture, the class may look into aspects such as the commercial's audience, explicit & implicit messages, or use of non-verbal communication. If the goal is to learn language in context, the class may focus on reviewing grammar, pronunciation, or words and expressions used in the commercial. The class could also spend an entire semester

on studying commercials as well as planning and producing student-generated commercials. Throughout the presentation, Cunningham offered opportunities for attendees to analyze sample commercials for effectiveness and usefulness as teaching materials.

Reported by Naomi Takagi

IWATE: September — *The M&M's of teaching English to young learners* by **Kathleen Kampa**. Kampa talked about the power of music, movement, and multiple intelligences (MI) to create a dynamic learning environment. She explained that music enhances memorization as well as a specific critical process in language acquisition. Correspondingly, the movement invites students to learn by doing, a process that builds neural networks in the brain and throughout the body. However, an important question was, "Are music and movement effective for all learners?" At this session, we learned to incorporate different elements of MI and help young learners succeed in the EFL classroom. It was interesting to learn that I was "Picture Smart." I never thought I was!

Reported by Harumi Ogawa

KITAKYUSHU: September — *Connectivism: A learning theory for the digital age. Fad or future?* by **Michael Phillips**. Phillips posited the need for a new theory of education to cover 21st century changes in information processing and communication technologies. We all brainstormed together and watched a short film depicting how quickly things are changing and assessed whether new critical thinking skills are being taught in the modern classroom, or if it is just the case of recycled skill-sets being delivered at faster speeds. He reported that digital literacy is moving from learning and storing to accessing information and that creating has supplanted evaluating.

Siemens (2004/5) maintains that behaviorism, cognitivism and constructivism need a concept driven by the understanding that decisions are based on rapidly changing knowledge foundations. After a theoretical review of *connectivist learning theory* which considers new meanings of 'learning and knowledge' that would meet the needs of learners in the digital age, present and future, we were encouraged to discuss in small groups how this information could impact our teaching practice.

The presentation finished with a thought-provoking video clip which outlined some ways of accessing information on the web and

underscored the necessity of good teachers to thus disseminate it all into something in which students can relate and respond.

Reported by Dave Pite

KITAKYUSHU: October — *Helping our students become multi-competent academic writers* by **Carol Rinnert**. From a three-hour presentation delivered in half the time, we got an impression of what is involved in researching the development of English writing abilities among EFL students in Japan.

In the U.S. Rinnert taught composition at Boise State University and researched Japanese writers there. She found they tended to go from specific to general, in contrast to their American counterparts. After coming to Japan, she teamed up with Hiroe Kobayashi at Hiroshima University, encountering new trends in multilingualism—particularly a tendency to downplay the hitherto favored focus on monolingual mastery of the target language—and the realization that intercultural speakers and writers are potentially superior role models. Alternatively, attention is shifting to Vivien Cook’s (1991) notion of multi-competence (the compound state of a mind with two grammars) as a standard of evaluation.

Results were reported of Rinnert and Kobayashi’s long-term, multi-stage research project and their implications for improving multi-competent academic writing. Diagrams illustrated essay structures in three different languages as demonstrated by different writers; “think-aloud” techniques helped show changes over time and how repertoires of writing knowledge expand and are internalized. Discussion followed regarding adaptation of this model and implications for teaching, such as goals and methods of writing instruction.

Reported by Dave Pite

KYOTO: September — *Annual general meeting and ‘Practice makes perfect’ practice event for the national conference*. Chapter officer elections for 2012-2013 started the meeting followed by three presentation rehearsals for the Hamamatsu National Conference, with each session succeeded by 10 minutes of feedback concerning content, delivery, and visuals. (1) *Learning to make a difference at the Model U.N.* by **Calum Adamson**. Keeping with the conference theme of ‘Making a Difference’ Adamson outlined Kyoto Gaidai Nishi High School’s Model United Nations(MUN), and argued that

debate about real-world issues in a MUN setting gives learners ample opportunity to develop their English and critical thinking skills. (2) *L2 Motivation: Natural Sciences vs. Liberal Arts* by **Karl Hedburg**. The presenter reported on a questionnaire-based quantitative study concerning factors that motivate these two groups of tertiary students. Pedagogical implications were also discussed. (3) *Using Manzai to energize slow learners at university* by **Ted Bonnah**. For Bonnah, *manzai*-themed student presentations were a successful twist on the traditional presentation-style lesson for his low-ability and low-motivation learners. Performances captured on video kick-started lively student-reflection sessions in class and were a treat to watch for members in attendance.

Reported by Gretchen Clark

NAGOYA: September — *ELT 2.0* by **Michael Stout**. Web 1.0 is the original Internet, ‘read only’, but to Web 2.0, anybody can post user-generated content, like Twitter, Mixy, and Facebook. ELT 2.0 is the next generation of ELT based on an “architecture of participation”, which builds on the power of collective intelligence. Stout uses Blogger as a tool of his projects using learner-generated content. At the beginning of his lessons, he handed out an intensive reader and its comprehension questions. Next, he gave out a detective story as extensive reading. He had students make comprehension questions, quizzes and add their own stories to the original. The other class students also contributed comments to the story from their cell phones, which then created conversation among them. Stout shared several useful applications for lessons: Voicethread, Fotobabble, Xtranormal, and so on, giving these instructions: 1. choose a theme for the project, 2. determine the final outcome, 3. experiment with different applications, 4. choose an application and make a model, 5. structure the project, 6. introduce the application to the learners, 7. share the final outcome, 8. evaluate the application. With an iPad provided by Stout, each group made their own lesson plan per his instruction.

Reported by Kayoko Kato

NARA: September — *Ways that work in teaching children* by **Takako Watanabe** and **Kazuo Watanabe**. A twelve-year-old Japanese girl made a several-minute speech fluently in English and another student said she did not like

her English teacher at junior high school conducting class in Japanese. These were excerpts from a video recorded at Watanabe English School, where Takako Watanabe, an experienced bilingual English teacher, has implemented an immersion teaching program in an interactive learning environment. Her teaching principles are founded in language-conscious content teaching, which is essentially based on Harold Palmer's principles of language teaching. Here, grammar is not intensively learned at the school. Instead, students are given a great deal of exposure to graded readers in the school library, where thousands of books are kept. Books are an indispensable study tool for the students, in that they learn how English texts are organized, find discussion topics for interactive activities, and can also examine English writing techniques. In fact, they copy some pages of a book into their own notebooks and from this understand sentence structures and grammatical functions. Watanabe's challenges continue, as she started to teach math and science in English too, but always enjoys new challenges.

Reported by Motoko Teraoka

OKAYAMA: September — *Students (and teachers) as legitimate peripheral participants* by **Akiko Nagao** and **Ian Willey**. Both speakers approached Lave and Wenger's Situated Learning Theory from different perspectives. Nagao presented a case study of a Japanese student assimilating into her ESL class in Australia. She displayed evidence of the student starting in the "periphery" of the classroom community and through experience approaching the "core" or feeling that she has achieved relative mastery in the community. Nagao described this process in terms of SLT and the Community of Practice concept (both which share ideas with Vygotsky's Zone of Proximal Development).

Willey turned the lens toward Japan-based EFL teachers and their various communities of practice, specifically as editors for others' academic research papers. He also took a case-study approach, interviewing several EFL instructors with no background in medicine who nevertheless edit medical research papers for colleagues. By analyzing their behaviors and attitudes, Willey hoped to measure how these respondents move from the periphery of this particular situated learning context toward becoming "experts" at what they do (though even as they master the process, they may not be accepted as equal members in the community of authors).

Both presenters emphasized that SLT focuses on how people gain knowledge themselves in their various respective communities (perhaps even unconsciously), and is not meant to measure the result of any formal teaching process, even in a classroom context such as Nagao's study.

Reported by Scott Gardner and Richard Lemmer

OKAYAMA: October — *Guiding student discussion of graded readers* by **Jason Cox**. In Cox's ER course at a local university, students discussed graded readers in class. The students didn't know how to talk about books and needed language help. Cox gave them a set of phrases to discuss the books, as well as questions to ask their partner about genre, setting, character, etc. This helped discussions in class but not the final test outcome. Eventually, Cox produced a rubric which had all the required discussion elements. In sum, while the students needed some help with the language to analyze and discuss texts, they greatly benefited from a detailed discussion by rubric.

Reported by Magnus Kuwahara

OKAYAMA: October — *Demotivation, amotivation or overmotivation? An action research project* by **Peter Burden**. Without motivation, according to Burden, learning cannot take place. Here, the presenter gave questionnaires to low-level non-English majors at a national university, where the students' described extremely negative feelings towards English classes in high school. Burden blamed the test-driven learning environment. Demotivated students believe they cannot learn English: in order to blame factors other than intellect, they don't study. Furthermore, teachers attend less to low-ability students. Burden suggests the following remedies: let the students know their importance to the teacher than class performance, help students to be goal oriented so they can enjoy success in class, and teach learning strategies.

Reported by Magnus Kuwahara

OMIYA: September — *Omiya chapter's AGM and monthly event*. Several new executives were elected. A productive discussion of chapter goals was had; good things can be expected over the next year!

During the event, **Keiko Kikuchi** presented on her efforts to teach students issues surrounding nuclear power behind the backdrop of Japan's

recent problems. The audience was shown materials and information that Kikuchi used in classes, which interested all involved.

A second presenter, **Evelyn Asaka**, conducted a workshop on activities for a wide range of group sizes and abilities. Participants could gain insights on activity design.

Reported by Brad Semans

SENDAI: September — This was a very special month for our local chapter as we enjoyed a visit by JALT National President Kevin Cleary. Our regular meeting was preceded by a lively board meeting, during which we engaged in discussion of the now-approved overhaul of JALT's information management system. This was followed by two very well organized presentations: *What benefits should a language teaching association provide to its members?* by **Kevin Cleary**. It is very important for a professional association to understand the needs of its members and do its best to meet them. During this discussion, we identified some unmet needs that members have in regard to our relationship with JALT, and did our best to generate ideas on how JALT can better serve us. With a room filled with passionate and active members, we hope that Cleary brought home with him a bounty of ideas to guide him in his continued leadership of the organisation going forward. *Creating a Lifelong Learning Community* by **Kevin Cleary**. After a short break, we completely shifted gears and enjoyed a great look into both Cleary's professional life and personal interests. He advocated that one of the strongest motivators for adult language learners is the chance to join and participate in a community of like-minded people. Cleary discussed the key factors necessary to create an environment where learners flourish, welcome new members, and build up a community of practice. Materials development, peer support strategies and classroom management issues were also discussed. The presenter highlighted his success with an English Through Cinema class, and openly shared strategies for employing a teacher's area of interest into a sustainable lifelong language learning community.

Reported by Cory Koby

SENDAI: October — **Focus on speaking-3 presentations.** *What Japanese university students don't know about English phonology: A survey and activities* by **Soichi Ota**. In the first half of the presentation, Ota presented data

from a survey he administered on what his students know about English phonology, which led to a discussion of what possibly causes the lack or shortage of English listening proficiency and "katakana" pronunciation among Japanese university students. In the latter half, he presented some tips to design better listening activities based on a number of studies and suggested a couple of activities that he's been using to improve his students' English listening skills. This was a great opportunity for our members to gain insight from not only a very talented young educator, but also a successful product of the very system that we all strive to improve. *The rhythm of English: Making yourself understood through stress-timing* by **Rick Meres**. Meres explained that good pronunciation is one of the keys to making oneself understood. But proper stress-timing is another key element. The amount of time it takes to say something depends more on the stress-timing in the sentence than the actual number of syllables. Understanding the relationship between the stressed and unstressed syllables is what helps make the speaker understood. Meres presented our chapter with some very revealing independent and unpublished research he undertook strictly to satisfy his professional curiosity, and our members were amazed with the results. Meres was able to empirically demonstrate that the Japanese ear is not well-tuned to native-like timing and pronunciation—in stark opposition to a much better ability to decode "Katakana" English, whilst evidence collected from residents of Meres's hometown in America were the complete reverse. *The ABC's: Going back to basics, going forward to ... Wherever* by **Lorne Spry**. Spry gave a presentation of how he helps students understand the differences between the Japanese and English sound systems. We were able to understand Spry's lifelong dedication to fostering improvements in the skills of his students.

Reported by Cory Koby

SHINSHU: September — *Making your own chants is easy and fun* and *Using picture books in English classes* by **Mayuka Habbick**. In the first workshop, after providing some background to chants in the ESL/EFL classroom, Habbick led participants through the basics of creating them. She illustrated how through creating their own chants, students can learn without undergoing tedious drills. Simultaneously, they can personalize their learning and unconsciously acquire the rhythm and intonation

of English. Participants tried creating their own chants, then Habbick offered advice on how to make them more realistic and communicative. In *Using picture books in English classes*, Habbick illustrated numerous ways picture books can be used as learning tools in the EFL class. Citing Wright (1995), she stated that reading stories to EFL learners should promote language awareness and communication and provide stimulus for speaking and writing. She stressed the importance of piquing young learners' curiosity and providing ways in which they can personalize the stories. According to Habbick, the learning process should progress from feeling to imaging to speculating to organizing to expressing. The workshop culminated in her "JJ [Joy of learning, Joy of teaching] Book Review" activity based on the book "The Carrot Seed" by Krauss/Johnson.

Reported by Mary Aruga

TOKYO: September — *The future of language learning: A new learning management system* by **Language Cloud** and the **US Embassy**.

The presenters led an enlightening panel discussion on the challenges and successes using technology as part of language education, including some significant predictions of how the learning experience will change the new cloud-based technologies entering the market.

Reported by Shunsuke Kuwayama

TOKYO: October — "*Projects international*" *project-based learning* by **Language Cloud** and the **US Embassy**. This presentation focused on Projects International (PI), a network of educators working to develop student's communicative competence to participate positively in a global society. The presentation looked at the PI philosophy and method of project-based learning, reviewed past projects and discussed how similar initiatives can be developed in classrooms throughout Japan. *Writing center in India: Offering tutoring services to students with diverse backgrounds* by **Ranjit Rodrigues** and **Ashok Dange**. For a second year, faculty from the Chowgule College in Goa presented and discussed the results of an important study conducted through their writing center, and explained how the results of this study affects facilitation of the center. Questions such as "Should sessions be conducted in the native or target language?" were addressed among others.

Reported by Shunsuke Kuwayama

YOKOHAMA: September — *The craft of action research* by **Robert Croker**. Just in time for the new university semester, Robert Croker gave the participants of the September Yokohama JALT meeting the tools needed to plan and do their own action research in class. In a daylong workshop, first Croker explained that action research is used for teacher self-improvement: to help teachers improve their ways of teaching, develop new ideas, tasks and activities, or solve problems in their classrooms. Croker went on to describe how action research can be used to accomplish these personal goals. Next, some participants were invited to begin planning their own action research projects with the help of Croker and the other participants through brainstorming ideas and discussion. The last part of the presentation focused on ways to develop effective questionnaires for gathering information. The participants were finally encouraged to start their own action research projects which will later be presented at a poster presentation in November 2013 at Yokohama JALT.

Reported by Tanya Erdelyi

YOKOHAMA: October — *Global issues in scholarly writing: Towards academic publication* by **Atsushi Iida** and *Critical media literacy* by **Anna Husson Isozaki**. In the first presentation, Iida shared case study data which focused on some of the difficulties and pitfalls of trying to publish in peer-reviewed journals. She facilitated discussion of several different issues and attendees were challenged to review their own ideas about and direct experiences with academic publication. The first issue discussed was the problems experienced by any would-be writer. Iida then focused more specifically on the challenges experienced by writers for whom English is not their first language. Apparent biases towards "native speaker" English were brought up, as well as possible prejudices against non-Western rhetorical styles. Also found in the case study data were apparent gross misinterpretations regarding the purpose of submitted works, where readers who reviewed them for potential publication appeared to entirely misunderstand the purpose of the submitted work. After the case study data was shared, participants continued to investigate possible solutions and types of things writers might have to consider before submitting a work. The final message by the presenter was a very positive one, emphasizing that although a work might be refused by one journal, the refusal should not

be taken personally, and the author should be prepared to submit the work to other journals.

The second presentation examined ways to foster critical thinking skills when engaging with English media. Isozaki teaches several higher-level classes of future journalists, but the information she provided could be applied to any teaching situation that uses English media in the classroom. Isozaki gave some ideas on how teachers can undertake the challenge of fostering critical thinking skills in their students. The importance of acknowledging media bias and finding multiple sources for the same news

stories was emphasized. Nearly half of this presentation then involved participants logging on to computers and exploring the very long and comprehensive list of media websites that could be of use to students in a classroom setting. By clicking on the links provided by Isozaki and visiting the sites themselves, participants were able to experience a nice hands-on guide to increasing critical media literacy.

Reported by Paul Nehls



TLT COLUMN

JOB INFORMATION

...with Richard Miller

<job-info@jalt-publications.org>



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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.

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

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Labour contract law amendments: Recruitment indicative of change?

Damian J. Rivers

Osaka University

The issues surrounding limited-term contracts within the domain of foreign language education have been under scrutiny from various commentators within the sociocultural context of Japan for many years. These issues are multidimensional, inherently complex, and cannot be extensively documented within the limitations of this particular section. However, the most pertinent concerns for many educators revolve around employment instability and the anxiety generated from perpetual cycles of employment change, as well as the psychological, physical and monetary hardships of periodically moving the family unit. Even for those without family connections, the nomadic lifestyle that limited-term contracts tend to promote often inhibits the formation of sustainable collegial relationships, restricts workplace involvement in long-term initiatives, denies emotional attachment to a specific place

(i.e., developing a sense of home or belonging), and undermines sincere dedication to one's contracting institution. Such are the demands of an almost obsessive-like quest to continually search for improved working conditions.

Recent developments in government legislation have reignited familiar concerns with the extensive use of limited-term contracts across all domains of employment—consequently the future of contracted workers is again under review. This article draws attention to the change in legislation and considers how it is *intended* to better protect limited-term contracted workers. It also shows a number of recent foreign language education teacher recruitment advertisements posted on the JREC-IN website; with these we examine whether current advertisements are indicative of changes for the better, for the worse, or a continuation of a status quo mentality characterized by ambiguity and ambivalence.

The original "Labour Contract Act" promulgated on December 5 2007 (Act No. 128) asserts in Article 17(2) that with regard to fixed-term labour contracts "an employer shall give consideration to not renewing such labor contract repeatedly as a result of prescribing a term that is shorter than necessary in light of the purpose of employing the worker based on such labor contract" (Translation provided by the Japan Institute for Labour Policy and Training, 2008). While the English language version is somewhat open to interpretation, the underlying meaning seems to be that employers should *consider* refraining from repeatedly renewing term-limited contracts when there exists an employment position that purports a more long-term appointment. However, as many foreign language teachers are aware, it is certainly common practice to see teachers on limited-term contracts periodically rotated out of the workplace, only to be replaced by another teacher charged with performing the exact same role under the exact same conditions (i.e., the role continues to exist but the individual employee is deemed surplus after a certain period of time).

On March 23 2012 the government submitted the "Bill for Partial Amendment of Labour Contract Act" to the Diet with the intention of having it written into legislation during the immediate session. Indeed, Tokyo-based law firm Anderson Mōri and Tomotsune (2012: 1) confirm in a recent bulletin that the proposed amendments "came into force as of the date of promulgation (August 10 2012)". The amendments are officially *intended* to better address "the proper execution and

renewal of fixed-term employment contract[s]... for the purpose of stabilization of the employment of fixed-term employees". Although the amendments are now written into legislation, of significance to the current discussion is the fact that:

[t]he amendments to the conversion of fixed-term employment contracts to employment contracts without definite periods and prohibition of imposing unreasonable employment conditions due to existence of a fixed-term will come into force as of the date specified by a subsequent cabinet order which will be within 1 year of the amendment's date of promulgation. (Anderson Mōri and Tomotsune, 2012: 1)

For many foreign language teachers employed on limited-term contracts it is this observation which should be of immediate concern, especially considering that for decades so-called *native-speaker* teachers have been predominantly, although not exclusively, consigned to employment categories and institutional roles largely marked as being peripheral in their positioning and temporal in their existence (see Houghton & Rivers, 2013). Anderson Mōri and Tomotsune (2012: 1) further detail how:

[t]he amended law allows fixed-term contract employees with contract periods of over 5 years in total to convert their employment contract to an employment contract without a definite period by requesting to their employers. The contract period calculation for the conversion shall not include any fixed-term contract periods which commenced before the date of enforcement. In addition, if there is a period of inactivity exceeding 6 months during which no employment contract was executed, any fixed-term employment contract periods lapsing before such blank period will be excluded from the calculation of the total contract period. The employee's request must be made before the expiration of the current term of his or her fixed-term employment contract with a total contract period exceeding 5 years.

Of utmost significance within the suggested revisions are the proposed amendments dealing with repeated renewals for employees on limited-term contracts. They stipulate that after being contracted for a single or combined period of five years (starting from some point during fiscal 2013, although one can assume that this will

be April 1), the contracting organization has an obligation to then make the employee permanent (i.e., contracted without a fixed term-limit) if the employee requests that such action be taken.

Although this sounds promising, the outline above also reveals a potential *exit-strategy* for employers to avoid term-limited contract workers demanding to have the term-limit removed after a period of five years, namely the six month non-contracted cooling off period. For example, an employee could technically be employed for a duration of exactly five years before being told to “go away and come back in six months” for another term-limited period of five years. It is not hard to imagine that certain institutions of higher education will become creative with this six month non-contract cooling off period by giving legally un-contracted employees an *extended vacation or personal research period*, thus allowing the employer to reset the clock on the five-year term limit. However, the most obvious concern is that employers will instead simply move to restrict employees to a period of employment spanning no more than five years before continuing the current trend of replacing them with what is

often a less experienced candidate. Although not stabilizing the working conditions of limited-term contract workers in higher education, this would mean that common limited-term contract structures and configurations such as the three-year renewable once (total of six years) structure, the two-year renewable three times (total of six years) structure, and the five-year renewable once (total of 10 years) structure would cease to be utilized, thus ultimately reducing, rather than extending, the potential period of term-limited employment.

As Okawa Kazuo, Chairperson of the Osaka Lawyers’ Union for Labour, wrote on June 15 2012 (in a statement on behalf of the organization translated and made available by the General Union <enews.generalunion.org/LabourContractLaw.pdf>), while the amendments are intended to “achieve a society where limited-term contract workers will be able to continue working without worrying about their jobs... there is a danger that it might make the position of limited-term contract workers even less stable by legislation” (The General Union, 2012). Intrigued by the paradoxical nature of this position, during a fixed period of one month between

Table I. Summary of Foreign Language (English) Teacher Recruitment Advertisements Posted on the JREC-IN website between October 11 and November 12 2012.

	Date Posted	JREC-IN #	Original Contract	Contract Extension	Maximum Employment Period
1	2012/11/12	#D112110410	2013/03/01- 2015/03/31	2015/04/01- 2017/03/31	4 years
2	2012/11/10	#D112110374	2013/04/01- 2014/03/31	Yearly until 2017/03/31	4 years
3	2012/11/09	#D112090253	2013/04/01- 2017/03/31	Pending Review	4 years
4	2012/11/03	#D112110137	2013/04/01- 2017/03/31	None	4 years
5	2012/11/03	#D112101606	2013/04/01- 2015/03/31	2015/04/01- 2017/03/31	4 years
6	2012/11/03	#D112110113	2013/04/01- 2017/03/31	Pending Review	4 years
7	2012/11/03	#D112110101	2013/04/01- 2015/03/31	2015/04/01- 2017/03/31	4 years
8	2012/11/01	#D112101234	2013/04/01- 2014/03/31	Yearly until 2018/03/31	5 years
9	2012/10/27	#D112101140	2013/03/31- 2014/03/31	Yearly until 2017/03/31	4 years
10	2012/10/13	#D112100607	2013/04/01- 2014/03/31	Yearly until 2017/03/31	4 years
11	2012/10/11	#D112100494	2014/04/01- 2017/03/31	None	3 years

October-November 2012 all full-time contracted foreign language (English) teacher recruitment advertisements posted on the JREC-IN website were profiled in order to reveal potential evidence that the amendments designed to better protect term-limited contract workers might actually contribute to increased vulnerability within the workplace. It should be made explicit that the information presented in Table 1 is not intended to represent data in any experimental, controlled or research-based sense, but rather it represents a general summary of observations made throughout the month concerning the use of limited-term contracts.

Although not providing reliable grounds for comprehensive conclusions, the information in Table 1 appears to reveal that higher education institutions are actively aware of the potential implications should an employee be *allowed* to surpass five years of combined employment. In all of the above cases, future employees are limited to terms never extending beyond five years, thus making them ineligible for the move from a term-limited to an open-term contract scheme. It should also be noted that the apparent favouring of a four-year limited-term of employment is significant. This can be attributed to the fact that the legal amendments concerning the shift from temporal to indefinite entity were only stated to come into force within an unspecified period starting 1-year from the date of promulgation (August 10 2012). Therefore, and despite assumptions that this date will be April 1 2013, the four-year limited term of employment ensures an extra layer of protection for institutions from the possibility that term-limited contracted workers will: a) be able to reach to five years of combined employment, or b) have any legal recourse concerning the non-renewal of a limited-term contract after a period of only four years.

To repeat, the issues surrounding term-limited contracts are multidimensional and inherently complex. In contributing this article, my intention is simple – to increase awareness among fellow teachers concerning the questionable ways in which term limited-contracts and the legal legislation surrounding them is currently changing. With access to such information it is hoped that teachers currently searching for new positions, attending interviews, and pondering over employment offers starting in 2013 will be better placed to understand the primary reasons why their contracts are structured in a particular manner, be aware of the legal grounding behind such contracting practices, and understand the options

available to them once their contracts expire or once they have been employed for a combined period of five years. Once the five-year period of employment expires in fiscal 2018, it will be interesting to see how contracted workers across all sectors of employment react, and whether the “Bill for Partial Amendment of Labour Contract Act” actually serves its *stated* purpose to better protect them. This is of course based upon the optimistic premise that term-limited workers (especially foreign language teachers) will actually be allowed to reach the milestone of five years combined employment.

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NEAR

北東アジア言語教育学会

Language Education Conference

The call for papers for the 5th Annual NEAR Conference is now open. This year's theme is **All is New Again: New Experiences, New Challenges, New Voices**. This is the premiere event on the JALT Niigata yearly calendar so don't miss it.

<jaltniigata.weebly.com/near-conference.html>



TLT COLUMN

CONFERENCE CALENDAR

...with David Stephan

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



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

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

You can access the Conference Calendar online at:

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

Upcoming Conferences

25-26 JAN 13—33rd Thailand TESOL International Conference: *"E" novation and Communities in ELT*, Pullman Khon Kaen Raja Orchid Hotel, Khon Kaen, Thailand. **Contact:** <thaitesol.org>

23-24 FEB 13—9th Annual CamTESOL Conference on English Language Teaching: *Language and Empowerment*, Phnom Penh, Cambodia. **Contact:** <camtesol.org/index.php/2013-conference>

15-16 MAR 13—3rd International Conference on Foreign Language Learning and Teaching Conference, The Ambassador Hotel Bangkok, Bangkok, Thailand. **Contact:** <fltl2013.org>

16-19 MAR 13—AAAL 2013: *Applied Linguistics in a Globalizing World*, Sheraton Dallas Hotel, Dallas, Texas, USA. Plenary speakers will be Lera Boroditsky, (Stanford), William Hanks, (UC Berkeley), Agnes Weiyun He, (Stony Brook U.), Monica Heller, (Université de Toronto), Brian MacWhinney, (Carnegie Mellon), and Srikant Sarangi, (Cardiff U.). **Contact:** <aaal.org/display-common.cfm?an=1&subarticlenbr=79>

18-20 MAR 13—48th RELC International Seminar: *Assessment in Language Education:*

Innovations, Issues, & Insights, SEAMEO Regional Language Centre, Singapore. **Contact:** <www.relc.org.sg> Click on "Seminar."

20-23 MAR 13—TESOL 2013 International Convention & English Language Expo: *Harmonizing Language, Heritage, and Cultures*, Dallas Convention Center, Dallas, Texas, USA. Keynote speakers will be John Hunter, Thomas Nakayama, Suzanne Panferov, Aram deKoven, and Bonny Norton. **Contact:** <tesolconvention.org>

8-12 APR 13—IATEFL 47th Annual Conference and Exhibition, Arena and Convention Centre, Liverpool, UK. Plenary speakers will be David Crystal, Deniz Kurtoglu Eken, Jun Liu, Roger McGough, and Susan Barduhn. **Contact:** <iatefl.org/liverpool-2013/liverpool-2013>

17-19 APR 13—6th PELLTA International English Language Teaching Conference 2013, Bayview Hotel, Georgetown, Penang, Malaysia. **Contact:** <eltcon.webs.com>

25-28 APR 13—ACLL 2013 Third Asian Conference on Language Learning Conference: *Shifting Paradigms: Informed Responses*, Ramada Osaka, Osaka. **Contact:** <acll.iafor.org/index.html>

25-28 APR 13—ACTC 2013 Third Asian Conference on Technology in the Classroom Conference: *The Impact of Innovation: Technology and You*, Ramada Osaka, Osaka. **Contact:** <actc.iafor.org/index.html>

27-29 MAY 13—CELS Symposium 2013: *Alternative Pedagogies in the English Language & Communication Classroom*, Nat'l U. of Singapore. Keynote speakers will be Christopher Candlin, Ulla Connor, William Grabe, and Ann Johns. **Contact:** <nus.edu.sg/celc/symposium/index.html>

31 MAY-2 JUN 13—JALTCALL 2013, Shinshu University, Matsumoto. **Contact:** <jaltcall.org>

3-5 JUN 12—4th Annual Conference of Canadian Association of Applied Linguistics: *Pronunciation of Second Language Learning and Teaching*, U. of Victoria, Victoria, BC, Canada. **Contact:** <aclacaal.org>

17-18 JUN 13—2nd Annual International Conference on Language, Literature and Linguistics, Hotel Fort Canning, Singapore. **Contact:**

<l3-conference.org/CallForPapers.html>

29 JUN 13—The Annual JALT Vocabulary Symposium, Kyushu Sangyo U., Fukuoka. Featured discussants will be Paul Nation and Yo In'nami. **Contact:** <jaltvocab.weebly.com/symposium.html>

3-5 JUL 13—LTRC 2013: The 35th Language Testing Research Colloquium: *Broadening Horizons: Language Assessment, Diagnosis, and Accountability*, Seoul Nat'l U., Seoul. **Contact:** <www.ltrc2013.or.kr/call/call1.asp>

30 AUG-1 SEP 13—JACET's 52nd International Convention, Yoshida Campus of Kyoto U. Featured speakers will be Susan Bassnett (U. of Warwick), Ken Hyland (U. of Hong Kong), and Toru Iiyoshi (Kyoto U.). **Contact:** <jacet.org>

Calls for Papers or Posters

DEADLINE: 21 DEC 12 (FOR 17-18 JUN 13)—2nd Annual International Conference on Language, Literature and Linguistics, Hotel Fort Canning, Singapore. **Contact:** <l3-conference.org/CallForPapers.html>

CALL OPENS: JAN 2013 (FOR 10-15 AUG 14)—AILA World Congress 2014: *One World,*

Many Languages, Brisbane, Australia. **Contact:** <aila2014.com/abstract_submission.html>

DEADLINE: 31 JAN 2013 (FOR 17-19 APR 13)—6th PELLTA International English Language Teaching Conference 2013, Penang, Malaysia. **Contact:** <eltcon.webs.com/submissionofpapers.htm>

DEADLINE: 15 FEB 13 (FOR 18-19 MAY 13)—JALT PanSIG 2013, Nanzan U., Nagoya. **Contact:** <pansig.org/pansig2013f/PANSIG-WEBSITE/JALTPanSIG2013/Call_for_Papers.html >

DEADLINE: 17 FEB 13 (FOR 25 MAY 13)—5th Annual NEAR Conference: *All is New Again - New Experiences, New Challenges, New Voices*, Niigata. **Contact:** <iuj.ac.jp/language/conference/near/CallForPapers.htm>

DEADLINE: 30 APR 13 (FOR 14 SEP 13)—The 2nd Extensive Reading World Congress, Sookmyung Women's U., Seoul, Korea. **Contact:** <eltcalendar.com/events/details/6030>

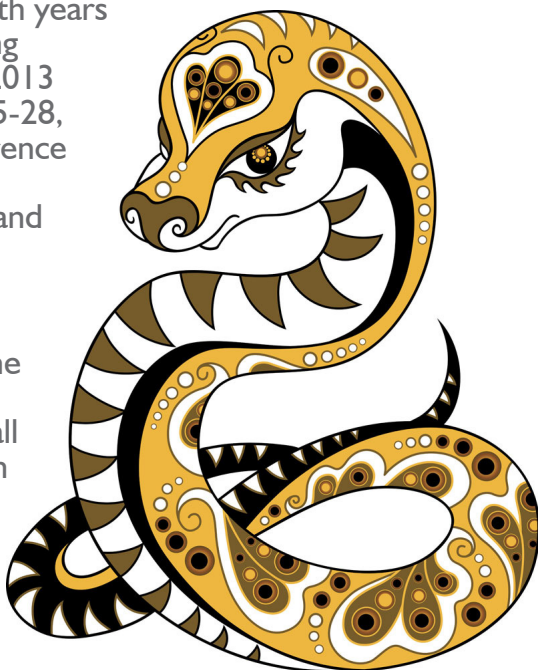
DEADLINE: 30 APR 13 (FOR 26-28 OCT 13)—The 11th Asia TEFL International Conference, Ateneo de Manila U., Manila, Philippines. **Contact:** <asiateflphil.org>

JALT2013 Call for Presentations

Whether you are an experienced teacher with years of experience or someone who is just starting out teaching, you do not want to miss JALT2013 "Learning is a Lifelong Voyage" from Oct 25-28, 2013 in Kobe. It is going to be a great conference with hundreds of presentations, workshops, and forums, as well as some great plenaries and featured speaker workshops.

In addition to attending some of these presentations, you can also be an active participant by giving one. Start the Year of the Snake off right by submitting a proposal. Join the voyage and be part of JALT2013. The Call for Presentations has opened and will remain there until the deadline of Apr 22, 2013. Please visit <jalt.org/conference/jalt2013> to submit your proposal!

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TLT COLUMN

OLD GRAMMARIANS

...by Scott Gardner

<old-grammarians@jalt-publications.org>



Crystal methodology

I want my own original teaching method. I want my name attached to a revolutionary pedagogic practice that turns language learning on its head. I want kids throwing their desks out of school windows, gleefully shouting, "We'll do it the Gardner Way!" Or "Gardnering Goes Great!" Every time neurophysiologists discover something new about language centers in the brain, I want the BBC calling to ask for my thoughts on the subject.

But what will my method actually incorporate? I haven't quite got that worked out yet, although I'm pretty sure that autonomy should be involved. And I really think that sociocultural factors should play an important role. And pencils—my method definitely needs to include pencils. I've wrestled with a few ideas for a sure-fire language learning methodology, but while these ideas look exciting on paper, I worry about whether they would actually work in real life. Let me share my most promising ones with you:

- *Eating your words language learning:* This consists of writing L2 compositions in a stream-



of-consciousness flow for 30 minutes at a time without pausing, then wadding up the paper and swallowing it. A variation on this method involves consuming not the

paper, but rather the eraser residue that results from two hours of test taking.

- *Electroshock phonology:* Electrodes placed on the ears assist the learner in achieving the proper tongue curls necessary to differentiate /r/ and /l/.

- *Raised by wolves method:* This method seems well suited to learning the language of wolves, but would probably be less successful applied to human languages.
- *Total telekinetic response (TTR):* With this method the learner "intakes" the material in his textbook from across the room. Unfortunately, in my preliminary tests learners have had trouble even opening the books telekinetically, let alone reading them.
- *Boke tsukkomi method:* The learner intentionally makes funny linguistic mistakes in order to induce sharp but comic reproaches from her interlocutor. Linguistic patterns may or may not be learned this way, but at least everyone has a pretty good time.
- *Garden path method:* Students put in groups parse sentences made trying to reason out, grammar, rank and type them. The instructor supplements with drills of repeat patterns manifest in learner structures grasp.
- *English through drinking games:* Particular structures—say, for example, minimal pairs



like *liquor* and *kicker*—are tested by being assigned to shot glasses, some filled with whiskey and others with water. The learner listens to a word and drinks from what he believes to be its appropriate glass. (Glasses are refilled as needed.) My studies show that listening comprehension improves remarkably in the first 20 minutes of the test, but then deteriorates quickly after one hour to levels worse than when testing started.

- *Innuendopedia:* This method consists of using suggestive and off-color phrases to teach more mainstream language. I've had trouble finding a publisher for the textbook I wrote implementing this method.

- *Wash your mouth out with soap method:* A variation on Innuendopedia. I took a clue for this method from my own parents, but found that it was more effective for *unlearning* particular vocabulary than for learning it.
- *Multiple personalities method:* Through careful



exposure to a combination of hallucinogenic aromas and psychedelic art films, the learner reaches a fugue state in which, personality-wise, she is capable of becoming a number of different people. At the right

precise moment the teacher (or “language dealer”) suggests through small whispers, “You speak French very well.” After repeated subjection to the method the learner tends to shift among these multiple personalities at random, and very likely at least one of them will speak French.

- *“My theory doesn’t like you” method:* Driven by ideology, the teacher relentlessly pushes a certain teaching regimen on students whether they appear to be benefiting from it or not. Any pedagogical failures are attributed to student anomalies and lack of funding, and not to the method itself.

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全国語学教育学会

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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。

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- TESOL—Teachers of English to Speakers of Other Languages

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