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Across Borders



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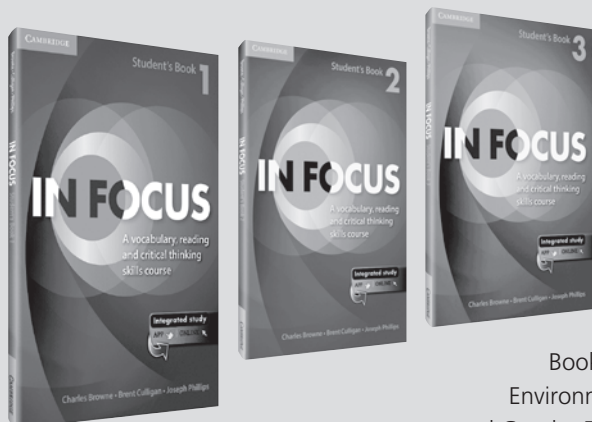
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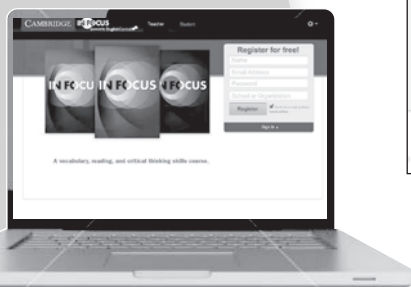
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In this month's issue . . .

Happy New Year! We hope that you will enjoy the first *TLT* issue of the year of the horse.

As you may remember from the *SIG Special Issue* last year, I prefer to keep these introductions short and sweet so that you can get reading as soon as possible, and to let the great papers we have in *TLT* speak for themselves. In this issue we have a Featured Article from **Yo Hamada**, *The effectiveness of pre- and post-shadowing in improving listening comprehension skills*. There are two Readers' Forum papers, both related to the TOEIC: *Renegotiating the TOEIC: A self-directed learning approach*, by **Tanya McCarthy**, and **Edward Sarich's** *A guide to planning and executing a TOEIC preparation course*. In Book Reviews, Mark Swanson reviews *Vocabulary Power 3*.

The My Share column for this issue has four more useful activities for your to try in your own classrooms: **Bogdan Pavliy** and **R. Gregg McNabb** use a simple point scoring game to motivate secondary school student, *Motivational soccer*; *Free messaging apps in the classroom* by **Andrew Pollard** introduces a brief fluency-focused speaking activity which utilises smartphone applications like LINE; **Ian Willey's** *Intelligibility in English presentations: A peer feedback task* helps learners to build academic vocabulary and other less common or specialised word sets. The final article comes from **Paul McAleese**, *Poster presentations with a twist*. This activity helps learners improve listening and note-taking skills.

Continued over

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The *TLT* is brought to you every other month by a team of hardworking volunteers, all of whom have a passion for language education and an interest in publishing. We are always looking for new people to join the team, and if you think that proofreading, copyediting, or even editing a column is something you would be interested in, please check our call for volunteers notice in this issue.

After the JALT National Conference, the editors completed our annual place change and will soon be officially welcoming a new Associate Editor to the team. Watch this space. This issue will also be the last for our wonderful Japanese Editor, Emika Abe. Please join me in saying a huge thanks you to her for all the wonderful and tireless work she has done for *TLT* over the years. Toshiko Sugino will be stepping up to take over the editorship. We wish her every success and are all looking forward to working more closely with her.

Carol Begg, 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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あけましておめでとうございます。午年初のTLT年頭号をお届けいたします。

昨年のSIG特集号を覚えていらっしゃる方もおいででしょうか、挨拶は短くしておきます。さっそく本誌を読み、素晴らしい論文を楽しんでください。本号のFeatureでは、Yo Hamadaがリスニング力を向上させるためのシャドウイングについて論じています。Readers' Forumでは、TOEICに関連した論文を2本掲載しています。Tanya McCarthyは自主学习モデルを紹介し、Edward Sarichは大学のTOEIC対策コースについて分析しています。Book Reviewsでは、Mark SwansonがVocabulary Power 3の書評を書いています。

My Shareでは、4つの役立つアクティビティを紹介しています。Bogdan Pavliy and R. Gregg McNabbは、高校生の動機づけを高める単純な得点記入ゲームを使い、Andrew PollardはスマートフォンのLINEなどのアプリを使った、流暢さに重点を置いたスピーキングアクティビティを紹介し、Ian Willeyは学術語彙や使用頻度が低い専門語彙の習得を助けるフィードバックタスクを紹介し、Paul McAleeseはリスニングとメモの取り方を向上させるポスタープレゼンテーションについて紹介しています。

TLTは毎号熱心なボランティアの手により届けられています。言語教育に情熱を持ち、出版に興味を持つ人々です。私たちはいつもボランティアチームに参加して下さる新しい人を求めています。もし、校正、編集、コラムの編集などに興味をお持ちなら、ぜひ本号のボランティア募集広告をチェックしてください。

JALTの年次大会の後、編集部では役職の交代を行いました。まもなく、新しい副編集長を正式に迎えることになるでしょう。また本号が、日本語編集長のEmika Abeの最後の号になります。長い間TLTのため献身的に素晴らしい仕事をしてくれたことに、心から感謝の意を表します。そしてToshiko Suginoが新日本語編集長として就任します。彼女の成功を願い、彼女と一緒に働くことを楽しみにしています。

Carol Begg, TLT Coeditor

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The effectiveness of pre- and post-shadowing in improving listening comprehension skills

Yo Hamada

Akita University

This study examines the effectiveness of pre- and post-shadowing for the improvement of listening comprehension skills. Two groups of Japanese university freshmen participated in the experiments (Pre-shadowing group: 27 males, 5 females; Post-shadowing group: 5 males, 19 females). The instructor gave 8 lessons, and both groups used the same textbook. The pre-shadowing group learned new vocabulary and content for the target passage, and then engaged in shadowing training; Post-shadowing group started with shadowing training, and then exclusively learned new vocabulary and content. The results show that the post-shadowing group improved their listening comprehension skills. The results are discussed in terms of learners' anxiety and attention, difficulty of the target passages, and the activation of prior knowledge.

本論ではプリ・ポストシャドーイングのリスニング能力向上への効果を検証する。日本人大学1年生2群（プリシャドーイング群：男27名、女5名、ポストシャドーイング群：男5名、女19名）を被験者とし、共通の教科書を使用して計8回の授業を行った。プリシャドーイング群はパッセージの語彙と内容を先に学習し、その後シャドーイングを行った。一方、ポストシャドーイング群は先にシャドーイングを行い、その後語彙と内容を学習した。その結果、ポストシャドーイング群のリスニング能力が向上したことが分かった。研究結果を学習者の不安定と注意度、教材の難易度、そして既存知識の活性化の観点から考察する。

The results of years of research on shadowing have shown that it is an effective technique for improving listening skills (e.g., Hamada, 2011a, 2012; Kato, 2009; Kuramoto, Nishida, Isobe, & Shiki, 2010; Mochizuki, 2006). The most recent trend in research is to further explore the mechanisms of shadowing, especially from the cognitive point of view, and to develop effective pedagogical procedures for shadowing. This study focuses on procedures aimed at using shadowing more effectively in the classroom and particularly addresses the question of whether the contents of learning materials should be learned before or after shadowing training.

Definition and mechanism of shadowing

Shadowing is becoming one of the most effective techniques for formal listening practice in the Japanese classroom. Starting with a report by Tamai (1992), increasing research has been conducted in English as a Foreign Language (EFL) contexts (e.g., Kato, 2009; Kuramoto, Shiki, Nishida, & Ito, 2007; Mochizuki, 2006).

Shadowing is defined as an active and highly cognitive activity in which learners track speech they hear and vocalize it as clearly as possible while simultaneously listening (Tamai, 1997). Repeating is considered an offline task in which learners are given silent pauses to reproduce the sounds they have heard; shadowing is considered an online task (Shiki, Mori, Kadota, & Yoshida, 2010) in which there are no silent pauses. Learners' attention is exclusively aimed at phonology in online tasks, whereas learners can deal with phonology and meaning within the pause in the offline process. Shadowing, seemingly considered a passive activity in the sense that learners appear to only listen and reproduce the sounds they hear, is actually an active online activity. However, the high

cognitive load and repetitive nature of shadowing can be potential downsides (Hamada, 2011b). Teachers' considerations for learners' psychology are therefore necessary.

The mechanism of shadowing is commonly explained as being connected to the working memory system proposed by Baddeley (2007). Shadowing reinforces learners' phonological coding and their speech perception (i.e., judging what they hear and transferring it to phonological form), particularly by training the phonological loop, which is part of the working memory (Baddeley, 2007). The phonological loop processes and stores incoming information by retaining phonological information for a few seconds in phonological short-term storage, and then repeating it during subvocal rehearsal (Kadota & Tamai, 2005). Through shadowing, learners will be able to automatize their speech perception, increase the capacity of their working memory, and strengthen the rehearsal process so that they can hold phonological information longer in the phonological loop (Kadota, 2007).

In addition, recent research has started to examine the relationship between the priming effect and shadowing (Nakayama & Armstrong, 2011). Priming, in the context of language use, is "the phenomenon in which prior exposure to language somehow influences subsequent language processing, which may occur in the form of recognition or production" (McDonough & Trofimovich, 2009, p. 1). The priming effect results in the previously learned stimulant positively influencing the response to subsequent, similar stimulants (Takahashi, 2005). The knowledge learners have already acquired can be stimulated and reinforced by shadowing, which will contribute to greater listening comprehension among learners.

Research into and the procedure of shadowing

Researchers have recently investigated shadowing in Japanese as a Second Language (JSL) and EFL contexts in classrooms in Japan. The research in JSL (Iwashita, 2012; Jo, 2010; Karasawa, 2009; Kurata, 2007) and EFL (Hamada, 2011a, 2012; Kato, 2009; Kuramoto et al., 2010; Mochizuki, 2006; Oki, 2011) contexts has investigated the mechanism of shadowing and its influence on listening comprehension skills, reproduction rate, and pronunciation, as well as examining working memory. Shadowing has been shown to be useful in a variety of aspects, and it is safe to

state that shadowing is effective for improving listening comprehension skills.

To my knowledge, there is no commonly agreed-on set of procedures for shadowing training in the EFL classroom; however, shadowing is considered to be more effective in combination with other activities, such as reading comprehension and vocabulary learning (Kadota & Tamai, 2005; Kato, 2009; Kuramoto, et al., 2010; Hamada, 2011a; Matsui, 2011, cited in Kadota, 2012; Mochizuki, 2006). Shiki et al. (2010) discovered a plateau for the rate of reproduction for shadowing and reading aloud, indicating that improvement of shadowing performance can be limited. The incorporation of written texts increases the effectiveness of shadowing (Kuramoto et al., 2007), and repeating written scripts after listening is more effective than following the script silently while listening (Kuramoto & Matsumura, 2001); these findings indicate the necessity of using scripts in training. In summary, shadowing should be used as a core technique, accompanied by supplementary activities to maximize its effectiveness. For classrooms in which students need to learn vocabulary, digesting the contents of the textbook and practicing correct grammar will improve their integrated English skills. Potential ways that shadowing can fit into classroom teaching merit further examination.

Pre- and post-shadowing

To explore the procedure of shadowing in the classroom, we must consider the cognitive process of listening. Learners digest information using two commonly known, contrasting processes: bottom-up processing (i.e., the linguistic level that originates in the speech signal, dealing with knowledge of grammar, semantics, and pragmatics) and top-down processing (i.e., the level of processing that originates in the listener's memory [Richards & Schmidt, 2010; Rost, 2011]). Applying this process to shadowing, Kadota (2012) introduces two concepts for shadowing: top-down shadowing, in which learners practice shadowing after they study the contents, structure, and vocabulary of the target passage, and bottom-up shadowing, in which learners practice shadowing before they study the target passage. Bottom-up shadowing is a phonology-based rehearsal task because learners try to listen to the sounds they are encountering for the first time; top-down shadowing is a knowledge-based task because learners rehearse based on the knowledge they have already acquired (Kadota, 2012).

However, one might wonder how to directly apply these concepts to daily lessons. The shadowing procedure in the classroom should include steps in which learners use a written script, including top-down and bottom-up processes, which indicates top-down and bottom-up shadowing might occasionally overlap. Thus, from a practical point of view, attention should be focused on whether students should work on shadowing training before or after learning lesson content, avoiding defining the training style as top-down and bottom-up shadowing.

Theoretical advantages and disadvantages of pre-shadowing (i.e., shadowing before learning the lesson content) and post-shadowing (i.e., shadowing after learning the lesson content) are described as follows. In pre-shadowing, learners can deliberately focus on the incoming sounds because those sounds comprise the only information on which they can rely; this practice should enhance their speech perception skills (Kadota, 2007). However, when the target passage content is unknown to the learners, shadowing these passages becomes more difficult, and the cognitive load for this task becomes higher. In fact, some participants who practiced shadowing before learning the target vocabulary and contents of the materials commented that “shadowing unknown English words is difficult. I felt anxious about shadowing before understanding the contents” (Matsui, 2011, as cited in Kadota, 2012, p. 199). In post-shadowing, learners possibly lose focus on the sounds by splitting their cognitive resources between phonology, vocabulary, and the grammar rules they have just learned (Kadota, 2007). However, being familiar with the target passage can ease learners’ anxiety (Hamada, 2011b), which consequently lowers the psychological costs of shadowing. Also, previously acquired knowledge (i.e., vocabulary and grammar) can be reinforced through repetition. In addition, the post-shadowing procedure fits one of the recently-encouraged teaching principles, “Presentation, Comprehension, Practice, Production” (PCPP), whose effectiveness for listening has been already reported (Iwanaka & Takazuka, 2011). PCPP stems from second-language acquisition theory, which effectively influences learners’ cognitive process; instructors can follow their usual procedures, including the use of the PCPP principle, without fundamentally changing the traditional teaching style in Japan (Muranoi, 2006).

Purpose of the study

To discover how shadowing technique is used effectively in current EFL classrooms, this study investigates the effectiveness of pre- and post-shadowing on listening comprehension skills in classroom.

Methods

Participants

A total of 56 freshmen at a Japanese national university participated in this study. To examine the two types of shadowing, a group of 32 students majoring in engineering (M27, F5) and another group of 24 students majoring in international communication and culture (M5, F19) were selected. The estimated proficiency level of each participant was determined to be intermediate, based on the results of placement tests (ELPA, 2012) taken by the participants in April, 2012. The mean listening score on the pre-test was 6.38 for the first group (pre-shadowing group) and 6.33 for the second group (post-shadowing group), with a maximum score of 13.

Materials

This study used the textbook *Reading Explorer 2* (CEF: B1-B2 level; MacIntyre, 2009), which is used by all the freshmen at the university. Three chapters, comprising a total of eight passages, were selected from the book. The number of the words each passage contains and the readability of the passages are described in Table 1. The length of each passage ranges from approximately 100 to 145 words. Each passage was given a Flesch Reading Ease (FRE) score (the maximum is 100; the higher the score, the easier the passage is to read), with the passages having an FRE score ranging from 51.0 to 69.0. The Flesch-Kincaid Index (to index for which grade level the passage is appropriate, based on the grade levels of schools in the United States [Microsoft, 2012]) ranges from 7.0 to 12.5. The passages used in this study are considered challenging for the participants. However, students can improve their listening comprehension skills by practicing with difficult materials (Hamada, 2011a); hence, concern that the difficulty of the materials might negatively influence the results was disregarded.

Table 1. Word number and readability of the material

Class No.	Word Number	Flesch Reading Ease	Flesch-Kincaid Grade Level
Class 1	104	51.9	12.4
Class 2	101	60.5	11.0
Class 3	110	69.0	8.1
Class 4	129	66.5	7.1
Class 5	142	62.5	8.9
Class 6	115	54.9	10.3
Class 7	106	64.8	9.4
Class 8	105	69.0	7.9

Because a limited time was available for the assessment under the strictly designed curriculum, the collection of 13 sample listening questions in the *TOEIC Test New Official Preparation Book* (2008) was used for the pre-and post-tests to assess improvement in listening comprehension skills. Approximately one month elapsed between the pre-test and post-test; learners received no explanation about the test content after the pre-test. Details of the test questions are given in Table 2.

Table 2. Learners' tasks in each part of the TOEIC, 2008 edition

Section	What learners hear	Number of questions	Number of choices	What is written in the book
Part 1	Four statements about a picture	2	4	Nothing
Part 2	A question or statement	5	3	Nothing
Part 3	Conversations between two people	3	4	3 questions and distractors
Part 4	Talks given by a single speaker	3	4	3 questions and distractors

Procedure

Twice a week for a month (eight times in total), the participants were given shadowing-based lessons. Table 3 shows the procedure for each lesson and Table 4 describes the detailed procedure of shadowing practice.

Table 3. Procedure of each lesson for the two groups

Step	Pre-shadowing group	Both groups	Post-shadowing group
1		Listen to the passage	
2	Shadowing practice		(Skip)
3		Vocabulary activities	
4		Comprehension of the passage	
5	(Skip)		Shadowing practice

Table 4. Shadowing procedure used in the study

Stage	Instructions
1	Listen to the passage
2	<i>Mumbling</i> twice (silently shadow the incoming sounds without text)
3	<i>Parallel reading</i> (shadow while reading the text)
4	Silently check understanding with the text (both English and Japanese translation) for 3 minutes
5	Shadowing 3 times
6	Review the text for 3 minutes, to clarify difficult sounds and meanings
7	<i>Contents shadowing</i> once (concentrate on both shadowing and the meaning)

In step 1, both groups listened to the target passage once. Then, in step 2, the pre-shadowing group practiced a set of shadowing procedures; the post shadowing group did this in step 5. The two groups followed exactly the same procedure, with the only difference being that

the pre-shadowing group practiced shadowing before the vocabulary-learning activities and comprehension check and the post-shadowing group practiced shadowing after those activities. Students practiced shadowing using the recommended procedure in Table 4 (Kadota & Tamai, 2005), through which learners were expected to improve their listening comprehension skills (Hamada, 2012).

In step 3, a modified version of a vocabulary learning activity introduced by Kasahara (2010) was used (Appendix). In this activity, students first checked the meanings and pronunciation of new words with the aid of the instructor using bilingual lists of the words. Then, they practiced individually for a limited time to memorize the English words. Afterwards, they paired up: one partner read aloud the Japanese translation and the other answered in English within a limited period (i.e., one second per one word, with a maximum of 13 words in each of the eight training sessions). Then, the partners changed roles. After another minute, in which they individually reviewed the words, they practiced this activity again.

In step 4 (the comprehension phase), following the technique *Zenyaku-Sakiwatashi* (A method to provide translation in advance; Kanatani, 2004), a bilingual script of the target passage was distributed (Appendix). The Japanese and English transcripts each contained some blanks, in which the students were supposed to place the new words they had practiced in step 3. Additionally, sentences that have key grammatical features were underlined, and the instructor explained these features after students each had completed the step 4 activity.

Analysis

To confirm that the initial listening comprehension skills of the two groups did not differ, a two-tailed independent *t*-test was conducted for the two groups. After the training session, a *t*-test was conducted for each group to measure the improvement of the students' listening comprehension skills respectively.

Results

The two groups are considered to be equally balanced initially ($t [29] = 1.11; p > .05$). The mean score of the pre-shadowing group increased by 0.53, while that of the post-shadowing group increased by 0.84. The results show that the post-shadowing group improved with statistically significant differences ($t [23] = 2.17, p < .05, r = .41$), but the pre-shadowing group, as shown in Table 5, did not ($t [31] = 1.26, p > .05, r = .22$). These results suggest that the post-shadowing group, for which the effect size was medium, improved their listening comprehension skills after a limited one month period of shadowing practice.

Discussion

The post-shadowing group alone improved their listening comprehension skills with statistically significant differences. At least three interpretations might account for this result.

First, the issue of learners' attention and anxiety during practice sessions may account for higher performance in the post-shadowing group. In the pre-shadowing group, the target passage included words the participants had first encountered; in the post-shadowing group, the participants had already learned the target contents. Despite the disadvantage incurred by the students of the post-shadowing group, who were possibly splitting their cognitive resources to handle meanings, phonology, and so forth, the participants in this group appeared to focus on the phonology. Further, post-shadowing practice may ease the stress and anxiety that occur among learners when shadowing a passage that includes unknown words. As mentioned by Matsui (2011, cited in Kadota, 2012), students in the pre-shadowing group may have felt anxious about shadowing as well. Because shadowing is a highly cognitive activity, removing intensive anxiety may lower its cognitive load, leading to a positive outcome.

Second, the difficulty of the target passages might result in higher scores in the post-shadowing group. A widely accepted principle of

Table 5. Listening Test of Scores for the Pre- and Post- Shadowing Groups

Group	Pre		Post		<i>p</i> -value	Effect size (<i>r</i>)
	Mean	SD	Mean	SD		
Pre-shadowing	6.38	1.98	6.91	1.80	0.22	0.22
Post-shadowing	6.33	1.79	7.17	1.79	0.04	0.41

shadowing materials is to use relatively easier ones, with materials ideally containing two or three unknown words or less per 100 words (Kadota, 2007). However, the target passage for this experiment exceeded the recommended level, which possibly hindered improvement among the participants in the pre-shadowing group. Use of easier passages might have helped the participants to focus merely on the phonological aspect; the difficulty of the passage used in this experiment might have disrupted the process, making pre-shadowing cognitively more complex. Consequently, only the post-shadowing group improved.

Third, the activation of previously learned items (i.e., schema) through shadowing practice might account for the higher scores of the post-shadowing group. Learning the target contents before shadowing activated the semantic and phonological information contained in the target contents. During shadowing, because the knowledge of the target passage has already been activated, students were not only able to undertake bottom-up processing, such as identifying incoming phonological information but also top-down processing, such as guessing which word would come next. This presumably helped the students to shadow more successfully. Then, the accurate phonological information was then transferred to the students' long-term memory, which enhanced their learning. In conjunction with this theoretical analysis, this result might show how the priming effect (McDonough & Trofimovich, 2009) occurred in this experiment. For the students in the post-shadowing group, the prime stimulation (i.e., the vocabulary and target contents they learned) might enhance the target stimulation (i.e., the vocabulary and target contents they shadowed), leading to students' improvement in listening comprehension.

Implications of the findings

Based on the results of this study, I present two educational implications in terms of lesson style and learners' psychological status. First, shadowing training is effective when done after learning the target contents. Additionally, instructors can use the Comprehension and Practice stages of the PCPP model. Although other common listening teaching techniques such as dictagloss and dictation can be used as once-only activities that take up only 5 to 10 minutes of a 50- to 90-minute class, the post-shadowing procedure can be holistically well fitted to a lesson (e.g., 30 minutes for learning the contents, then the next

30 minutes for post-shadowing using the same material, and the last 30 minutes for production activities). Moreover, this procedure may contribute to more effective internalization of newly-learned items. Some learners can pay attention to semantics as well as phonology while shadowing, possibly connecting the phonology of the words with the meanings (Oki, 2012). Thus, post-shadowing will enable learners to review what they have learned and to internalize the learned items.

Second, using this procedure, learners can work on shadowing while experiencing less cognitive burden. They start with learning new vocabulary, come to understand the lesson contents, and then practice shadowing; hence, when shadowing they do not have to fear pressure based on unknown contents. This should reduce the psychological cost of, or anxiety toward, the task among learners. As is pointed out in the results of investigations of shadowing regarding learners' perceptions (Karasawa, 2009) and levels of cognitive complication (Kurata, 2007), shadowing is cognitively complicated. Thus, post-shadowing can reduce learners' psychological burden.

Study limitations and future research

Although post-shadowing was shown to be effective for learners' listening comprehension skills, there remain three issues that limit interpretation of the results of this case study. First, because the participants' level is intermediate, their motivation level is not low, and the balance between their majors and genders are not equal, the results do not apply to all situations. For more advanced learners, pre-shadowing can be comfortably challenging and could result in a more favorable outcome. In the future, more data should be collected to provide empirical conclusions. Second, this study focused only on the improvement of listening comprehension skills as an outcome experienced most strongly by the post-shadowing group. Also, due to time restrictions, *TOEIC Sample Tests* (TOEIC, 2008) were used as a convenient way to evaluate listening ability; ideally, a more properly-designed assessment should be used. Other aspects, such as speech perception by distinguishing phonemics and accents, pronunciation, and linguistic knowledge (Kadota, 2012), merit exploration. Third, the findings of this experiment would be more convincing if compared with data from a control group; hence, setting a control group will be required in future studies.

Conclusion

It has been my desire as a researcher and a teacher to develop more effective teaching techniques to help improve students' listening skills. My results indicate that post-shadowing is suitable for regular EFL classrooms, where difficult materials that contain new vocabulary and new expressions are used. This study also demonstrates how a theoretically-effective teaching technique, shadowing, can be used more practically, building a bridge between theory and practice. It appears that shadowing has not become popular outside Japan, and I hope for similar kinds of shadowing research that attempts to develop similar learning procedures to help greater numbers of students to increase their foreign-language skills.

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Appendix: (Based on Reading Explorer 2, p.17)

- | | |
|-------------------|----------|
| 1. treasure | 1. 宝 |
| 2. travel journal | 2. 旅行記 |
| 3. describe | 3. 描く |
| 4. palace | 4. 宮殿 |
| 5. admire | 5. 賞賛する |
| 6. is located in | 6. ～位置する |
| 7. perceive | 7. 認識する |
| 8. modern | 8. 現代の |
| 9. capital | 9. 首都 |

In the (1 service) of Kublai Khan, “the most powerful man in people and in lands and in (2 treasure) that ever was in the world,” Marco was able to learn and experience many things that were (3 new) to Europeans. In his travel journal, he described Kublai Khan’s palace as the greatest he had ever seen. He admired the Khan’s recently completed new capital, Daidu, (4 whose) streets were “so straight and so broad.” The city was located in (5 what) is now the center of Beijing, and Kublai Khan’s city planning can still be perceived in the straight, broad streets of China’s modern capital.

「(1史上最大の)影響力を人民と国家と財宝に及ぼす人物」と崇めるフビライ・ハーンに仕えたマルコは、西洋人には目新しい多くのことを学び、経験した。彼は(2 旅行記(東方見聞録)の中)で、フビライ・ハーンの城をそれまで見た中で最も偉大な城と記している。マルコはハーンが新たに築いた都、大都を崇め、その道路は「驚くほど真っ直ぐで広い」と描写した。大都は今の北京の中心地に位置している。フビライ・ハーンの(3 都市計画)は、(4 近代化)した中国の首都の広い直線道路に今でも(5 垣間見ること)ができるのだ。

Renegotiating the TOEIC: A self-directed learning approach

The TOEIC (Test of English for International Communication) is currently the main examination used in Japan as an employment requirement and in several institutions, to streamline students. For non-English majors, it can be especially difficult to reach the required target set by each organization. A self-directed learning model for TOEIC study was thus designed to encourage students to renegotiate their learning goals and try a new style of learning in order to achieve their TOEIC target in a more focused manner. The acronym FITE (Focus – Input – Training – Evaluation) was used to help students focus on specific areas of their learning, find a good balance for their self-directed activities and self-monitor their development each month as they prepared for the test. This study follows the progress of a lower-proficiency level student who was struggling to achieve his target. After eight weeks of self-directed learning, he showed gains in both reading and listening scores. The research concluded that whereas a program of daily study of TOEIC-specific practice exercises from textbooks was the main component in learner success, it was also essential for students to be cognizant of strengths and weaknesses; to focus on a particular area of improvement; to expose themselves to other forms of learning for enjoyment; and to self-evaluate their learning progress in order to increase their overall abilities.

TOEIC (Test of English for International Communication)は現在、日本で雇用に必要な条件として、また教育機関における学生の効率的なランク付けのために、使用されている主要な試験である。英語専攻でない学生にとって、企業や学校の定める必要スコアに到達することは大変である。そこで本論ではTOEICのための自主学習モデルを考案した。それは学生に学習到達目標を再設定させ、より集中的に学ぶTOEICの目標スコアに到達できるように、新しい学習スタイルを取り入れさせるものである。ここでは、「Focus(重点の絞り込み) – Input(インプット) – Training(演習) – Evaluation(評価)」の頭文字を取ったFITEというモデルを使用した。これは学生がTOEICの勉強をする際、ある特定の学習分野に重点を置き、自主学習行動の適切なバランスを発見し、毎月自らの進歩を自己観察することを促すものである。本論では、目標達成に努力していた習熟度の低い1人の学生の進歩を追った。8週間の自主学習の後、この学生はリーディングとリスニング両方のスコアを伸ばした。結論として、TOEICに特化した練習問題テキストの日々の学習が学習者の成功の主要因である一方、学生が自分の得意不得意を認識し、特定分野を重点的に改善し、他の学習形態への挑戦を楽しみ、学習進度を自己診断することも、総合力強化のために非常に重要であった。

Tanya McCarthy

Osaka Institute of Technology

The TOEIC (Test of English for International Communication) is currently the main examination used in Japan as an employment requirement and has also been used in educational settings to streamline students. For students who are non-English majors, it can be especially difficult to reach the required target set by each organization. TOEIC takers, at the institution in which this research took place, typically employed strategies of learning from TOEIC practice textbooks or from organized TOEIC lessons or workshops. Few, however, had considered how to incorporate their TOEIC studies into their daily routines or considered the effect of other types of learning on their TOEIC outcomes. A self-directed learning (SDL) model for TOEIC study was thus designed that encouraged students to renegotiate their learning goals and try a new style of learning in order to achieve their TOEIC target in a more focused manner.

The effects of SDL on students' academic achievements have been widely investigated in research literature over several disciplines over the past three decades (see for example Savoie, 1980; Long, 1991; Darmayanti, 1994; Schunk & Zimmerman, 1997; Zimmerman & Kitsantas, 1999; Zimmerman & Riseberg, 1997; Hsu & Shiue, 2005; Stewart, 2007). Due to the benefits to learning outcomes described in studies such as these, there has been an emphasis in various institutions in Japan to increase access to SDL practices. SDL has been defined as “any

increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her own efforts" (Gibbons, 2002, p. 2). In this form of study, learners are given increasingly more responsibility over the learning process, which may include working independently or interdependently with peers, using any number of resources. It is the learner's ability or motivation to take control that determines his or her potential for SDL. In essence, then, SDL gives learners primary responsibility for planning, implementing, monitoring and evaluating their efforts.

At Osaka Institute of Technology (OIT), the institution in which this research took place, SDL practices have been incorporated into mainstream curriculum and learners are exposed to self-regulatory processes both through classroom lessons and advisory services in the Language Learning Center (LLC). Skills such as goal-setting, strategic planning, self-monitoring and self-evaluating learning are introduced to learners in stages in order to guide them through the process. It is expected that after being introduced to these skills, learners will eventually become more active participants in their own learning process. Test-preparation for the TOEIC examination is the main area of focus faced by learning advisors as learners try to achieve targets required by the institution and future employers.

This research is a case study documenting the SDL practices of a learner through an eight-week SDL program in which he re-negotiated study patterns and tried a new style of learning. The acronym FITE (Focus – Input – Training – Evaluation) was introduced to the learner as a SDL model for TOEIC to help him focus on specific areas of his learning, find a good balance of SDL activities and to self-monitor development as he prepared for the test. It first describes the working context, presents the model in practice, and then discusses the learning outcomes at the end of the program. The research finally concludes that whereas a program of daily study of TOEIC-specific practice exercises from textbooks was the main component in learner success, it was also essential for the student to be cognizant of strengths and weaknesses; to focus on a particular area of improvement; to expose himself to other forms of learning for enjoyment; and to self-evaluate the learning progress in order to increase overall abilities.

Working context

Students at OIT major in fields such as Engineering, Information Science and Technology, and Intellectual Property. While English is part of the curriculum, many students tend to place a high focus on English learning only when preparing for the TOEIC test. The LLC at OIT is a center built in 2011 to help encourage students to increase out-of-class learning. Three part-time learning advisors work in the center, providing advice on various language learning problems, and guiding learners through the step-by-step process of making an individualized learning plan to meet specific learning goals.

Method

In order to evaluate the SDL program in a real-life context, and obtain an in-depth understanding of how students would cope with this new approach to TOEIC learning, a multiple case study approach was considered. Three male students who expressed interest in the TOEIC SDL program were approached and asked to report on their progress over an eight-week period during the spring break. Consent to use the results of their study progress for research purposes was granted by the students, as long as pseudonyms were employed. After one week, one student did not return to the advisor and a second student failed to report in during the spring break. Thus, this study became a single-case design of a TOEIC self-directed learner over a period of eight weeks of self-directed instruction.

The student

The student in this study, Jun (pseudonym employed), was a first year student in the Mechanical Engineering Department. Previously, he had scored in the 300's in his TOEIC, but he had never been able to achieve a higher score. Jun's target, when he approached the learning advisor for help, was to get over 400 points. His motivation was quite low as he felt this target was unattainable, based on prior experiences. Constructivist theory (see Kelly, 1995) proposes that building meaning occurs by examining and reconstructing concepts and theories that are unsatisfactory. Thus, the learner was first asked by the advisor to examine present learning strategies, decide on an achievable target, and then renegotiate a new method of learning through the SDL program in order to achieve a higher level of satisfaction.

The SDL program

The major principles underlying the SDL program were that it was congruent with long-term self-directed practices; it was flexible in its ability to conform to different learners' needs; and that it was involved with all aspects of the learner's life. It was important that the learner understood from the outset that it was not homework to be decided by the advisor or a set of tasks to be completed each week by a set deadline. It was explained that the learner would control as much of the learning experience as possible; improvement would depend on how active the learner was in self-managing the learning process; and that he should try to find a greater desire for learning through his interests.

The program rested on four main components presented as an acronym which was a familiar word that students associated with TOEIC preparation – FITE:

- **Focus:** Understand your strengths and weaknesses by completing a TOEIC diagnostic test. Decide on the area(s) that you need to focus on to help you to achieve your target.
- **Input:** Find opportunities to listen to and read English for fun. Try to surround yourself with English as part of your daily life, so you can get accustomed to the speed, sound and rhythm of English.
- **Training:** It is very important to test all sections of the TOEIC. If you practice only one area, the other areas may get weaker. So, practice, practice, practice TOEIC tests as much as possible and do many exercises.
- **Evaluation:** Do a TOEIC test now and then (about 6 to 8 weeks later) to evaluate your learning plan and progress. Renegotiate your plan (if necessary).

Each component was essential to finding a good balance of study and each student's balance was unique to his or her learning. It was explained to students that if they were going to take the test in a short time, then training was the best approach. If they had a longer time to prepare, they should find a focus area and try to improve it through strategy-training along with doing practice TOEIC exercises. If students had a significantly longer time to prepare, they were encouraged to expose themselves to English in their daily life along with TOEIC training and focusing on one particular area. By evaluating

their learning plan from time to time, they would be able to check their progress.

Results

The FITE Model in action

Jun's highest TOEIC score to date was 355. As his target was 400, he needed to improve his score by about 50 points. Although for many students, this might have seemed an easy target, for Jun, this was an insurmountable task. Although he was willing to work hard, he still showed a somewhat high level of anxiety when approaching his English learning. He initially planned to study 4 hours a week, but later changed it to 6-7 hours upon being shown learning plans of several other students who were studying between 7-20 hours a week. Jun's initial plan for each component was:

- **Focus:** I want to improve part 7. I cannot read long sentences.
- **Input:** I will listen movies. I want to read comics in English. I will challenge difficult books later.
- **Training:** I want to get full points for Section 1. I have a vocabulary textbook for TOEIC 600 points. I will review vocabulary every day. I don't know which TOEIC exercises to do or when to do it.
- **Evaluate:** I want to improve listening from 200 to 220 and reading from 155 to 180.

After talking with the advisor, Jun renegotiated his plan, improved his balance of study between parts 1-7, selected appropriate resources, which more closely matched his TOEIC level and started on his action plan. During the eight weeks in which Jun was involved with SDL, the institution was on spring break. Therefore, the only contact the advisor had with him was through an online group (at www.edmodo.com) in which he reported in each week about his study progress. It is interesting to note that although TOEIC studying is largely an individual activity, there appeared to be a social aspect to it, in which contact with others helped to sustain motivation. This was noted and incorporated into later advising sessions to encourage students to work together more.

Table 1 illustrates the breakdown of Jun's eight-week SDL program.

Table 1. Jun's weekly plan

Week	F	I	T	E	TOEIC Score
				2 hours	355
1	1.5	0 hours	2.5 hours		
2	2.5 hours	4 hours	1 hour		
3	2 hours	3 hours	2 hours		
4	2 hours	1 hour	4 hours		
5	3 hours	1 hour	3 hours		
6	2.5 hours	1 hour	3.5 hours		
7	3 hours	1 hour	2 hours		
8	3 hours	0 hours	4 hours		
				2 hours	410

Table 1 showcases changes Jun made week by week as he continued through the learning process. As is evident from the table, as Jun got closer to taking the self-evaluation test, he spent more time focusing on his weak points while at the same time increasing the time spent on studying for all parts of the test. For input, he decided to read his favorite *manga* (comic) in English in order to become more accustomed to recognizing English words in context. In weeks 2 and 3 he realized his balance of input was too high, and decreased the time spent on this. In the final week of SDL, Jun's attention changed to solely TOEIC preparation. Thus by renegotiating the balance, he was able to manage his TOEIC study effectively.

Results of his SDL program

After eight weeks, Jun took the TOEIC test again and found that he had achieved his target of hitting 400 points (see Table 2) and gained 55 points.

Table 2. Jun's current score

	Listening	Reading	Total
Test 1	200	155	355
Target	220	180	400
Test 2	240	170	410

He posted online:

I feel like this score is good. I don't believe this score! I want to get this score in TOEIC test. I will borrow many books and I will practice reading quickly. Long sentence question is very difficult. I review TOEIC trial test. I read long sentence again. And I write word that I don't know. I learn word in my notebook.

The key points Jun attributed to his success were as follows:

- Find a good balance of FIT (Focus-Input-Training) to match TOEIC study schedule
- Do many TOEIC practice exercises and tests!
- Write vocabulary in a notebook and review often
- Find weak points and focus on them
- Do fun English too! (e.g. English Central or reading comics)
- Use English in daily life (e.g. edmodo.com)
- Do trial examinations to check progress
- Re-negotiate learning plan and make changes if necessary
- Find as much time as possible for TOEIC study in schedule!

Conclusions and implications

Although Jun's success did not seem remarkable when compared to other students' results, his achievement was significant considering that when he first entered the LLC, he was not able to speak any English as his anxiety level was so high. This research does not try to claim that the FITE model is a new or innovative method of preparing for TOEIC (see Noguchi & McCarthy, 2010; Morrison, 2011). Further, the findings cannot be generalized to larger populations; however, for a non-English major student with low motivation and high anxiety, it provided an understandable and structured model for TOEIC study.

On a personal level, Jun felt a sense of accomplishment that he was unable to achieve previously. By adding self-reflection, self-monitoring and self-evaluation practices into his learning, he was able to see progress. After the program, Jun continued his TOEIC practice by himself and in his tenth week of SDL booked another appointment with the advisor. Jun reflected on his results and noticed that although he saw improvement in his weak area (Part 7), he did not improve at all in Parts 5 and 6. In this meeting, he explained that his new focus area was increasing vocabulary.

This was a good example of his development as a self-directed learner, as Jun was able to recognize his strengths and weaknesses by himself and renegotiate his plan on his own. It also connected back to the underlying principles of the SDL program in which learning was congruent with long-term practices; it conformed to the student's needs and interests; and English became part of daily life.

According to the research literature, highly self-regulated learners who have an intrinsic interest in tasks reported better academic results and higher self-efficacy (Zimmerman & Schunk, 1989). This has great implications for teachers preparing students for TOIEC (or any other examination), as by helping students to restructure their learning and develop a repertoire of SDL strategies to self-regulate their learning, they will be able to manage their learning process more effectively. In particular, the following areas should be highlighted:

- Self-monitoring activities to check learning plan and learning progress
- Social activities to sustain motivation (through an advisor, teacher or peers)
- Non-traditional TOEIC resources to increase intrinsic interest in English

It should also be noted that a system such as FITE is not and should not be used as a measurement of English proficiency. Rather, it should be presented as a model in which a student can learn how to plan, reflect on and assess SDL practices. As SDL continues to be employed in institutions as a means of improving learning skills, programs such as this, which can enhance SDL skills, will help to increase learning outcomes and more importantly, assist the learner in becoming more proactive in his or her learning endeavors.

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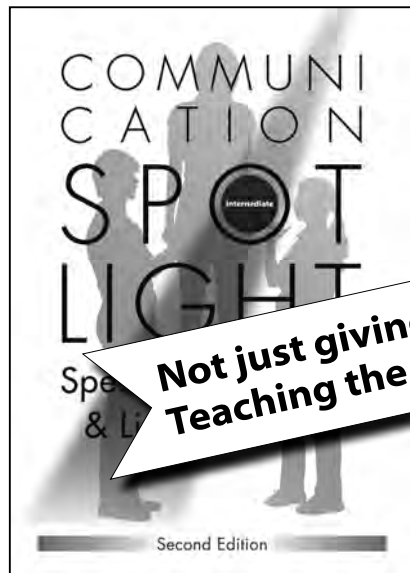
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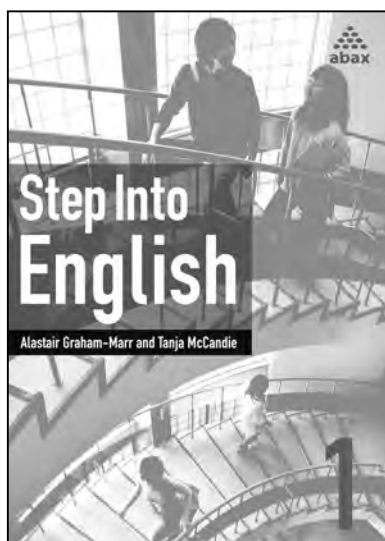
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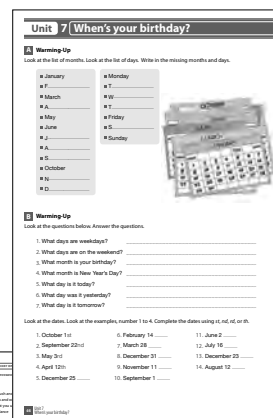
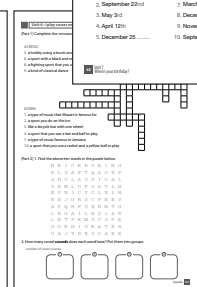


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A guide to planning and executing a TOEIC preparation course

Edward Sarich

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In response to the increasing reliance on the TOEIC as a measure of English proficiency in the private sector, many Japanese universities have begun offering courses designed specifically to raise TOEIC scores. This paper examines some of the relevant research on meta-cognitive TOEIC strategies as well as offers some practical tips for designing and teaching a TOEIC course.

日本の企業が英語能力の測定にTOEICを重要視する傾向があることに応じて、日本の大学でもTOEICのスコアを上げるための対策コースを設置するようになってきている。本論では、TOEICを受けるためのメタ認知的方略について分析しながら、TOEICコースの指導法やレッスンを組み立てるコツを紹介する。

It is perhaps an unfortunate reality that following high school, the most commonly used measure of English proficiency in Japan is the TOEIC, a standardized language test that provides no direct measure of writing or speaking. This has far reaching implications, not only on how English is taught in classrooms, but on curriculum development as well. Primarily, the need to raise student scores on this high stakes test is often far more immediate than the need to improve communicative language proficiency. At present, Japanese companies are increasingly using the TOEIC as a measure of English ability in the consideration of hiring and advancement. In response, many Japanese universities have introduced TOEIC preparation courses into their English curricula.

Designing a TOEIC course that satisfies everyone involved can be challenging. Most teachers would likely want to teach a course that raises all of the skills that contribute to English proficiency, not just those that are measured by the TOEIC. However, institutional considerations, such as recommended grading criterion or textbook selection, can also influence curriculum development. An awareness of student expectations should also play a role in designing the course. Some students might only be interested in raising test scores to improve their future employment prospects, preferring to focus on the familiar practice of going through mock test questions and memorizing vocabulary (Nishitani, 2003). All of these factors must be carefully reflected on before designing the TOEIC course. With the aim of taking into consideration the interests of all concerned parties, this paper will review relevant research and offer some practical advice on planning and executing a balanced and effective TOEIC preparation course.

Vocabulary, vocabulary, vocabulary

Classroom focus on vocabulary acquisition has been shown to significantly improve test scores (Nishigaki & Chujo, 2005). In order to establish a firm routine for memorization, a vocabulary list should be provided, preferably one that is written in both English and Japanese. While some native English-speaking teachers prefer to focus on L2 vocabulary definitions, this can be time consuming, and research has shown that

use of L1 associative vocabulary meanings is more efficient, especially for lower level learners (Koda, 1997). Ideally, the vocabulary lists should be based on words that are likely to occur on the TOEIC, but as most former TOEIC tests are not made available to the general public, it may be difficult to obtain a corpus-based vocabulary list. Context based instruction is also thought to be helpful, and retention should be improved when unit vocabulary is organized around an overarching theme (Hunt & Beglar, 2005).

It is important for students to understand that there is no magic bullet for remembering vocabulary and that it will probably take up the bulk of their study in the course. For most, this process tends to take time and is one that favors a short, daily routine over sudden bursts of cramming. Short weekly tests can offer an incentive for students to prepare in this way. However, weekly tests must be supplemented by longer review tests, as the process of transferring vocabulary from short-term to long-term memory may require successive attempts at memorization.

Memorization tends to be an intensely personal process, and students need to develop a method that they feel comfortable with. The traditional way involves making lists or flashcards, and there are now several free or low cost online flashcard programs available for PCs and tablet devices on the market. Whatever method students use to remember vocabulary, classroom time can be spent not only testing it, but reinforcing it as well. Having students verbally test each other for a few minutes in class can help them approach the task from a different angle. Another method that has proven successful is to have students answer questions that contain their learned vocabulary, which shows how the words are used in context. One way to help in remembering difficult vocabulary is by using mnemonic devices. Students should compile a special vocabulary list for words they fail to answer correctly on their weekly tests, so that they can apply an alternate strategy for memorization that can help the vocabulary stick. Learning word derivations, rhyming the difficult vocabulary with a similar sounding L1 word or phrase, or even using vivid associative imagery can help make the process of remembering difficult vocabulary go faster (Hulstijn, 1997). Overall, slow and methodical practice, approaching the memorization process from several angles, and a repeated and a varied system of evaluating whether the vocabulary has been transferred into

long term memory should help produce strong results.

Textbook selection

Teachers need to be aware that the TOEIC is as much a test of perseverance and concentration as it is a test of language proficiency. This being the case, students need to develop their test stamina by spending time in class reviewing practice questions. The textbook should be chosen carefully, as the practice questions available in most of them tend to be quite different from those that appear on the actual TOEIC. In an attempt to be challenging, these practice questions often include choices that are overly vague, which can end up being confusing rather than instructive. Other textbooks target a certain score and restrict questions to a correspondingly narrow range of difficulty. This does not prepare students for the varying difficulty of the test questions on the actual TOEIC. Of all textbooks, the Shin Koushiki series is the only one that contains actual questions that have appeared in former TOEIC tests.

Plodding through practice test questions can be tedious and may negatively affect student motivation. It is believed that many TOEIC textbooks do not provide enough situational context or productive activities for students (Shibata & Inoue, 2005). Moreover, there exists a legitimate concern that competition to raise TOEIC scores among institutions can cause classroom pedagogy to lose focus on the development of productive skills that are not directly measured on the TOEIC (Knapman, 2008). One strategy to help mitigate these issues is to have students discuss contexts and answers with each other before the actual answers are revealed. Students often welcome the opportunity to do this, not only because it can offer a distraction from the teacher-centered instruction that reviewing practice questions often employs, but because it also gives them the chance to explain things to each other in a way that they may find easier to understand.

Some teachers provide their students with L1 translations or explanations of listening scripts and reading questions. While this may prove comforting, the value of this practice is questionable. An important aspect of test preparation, and indeed of learning a language, is helping students learn to navigate through uncertainty, piecing together understanding by using context to guess at what they are unsure of.

Listening section

The listening questions are undertaken based on a set audio script, so timing is not a particular issue. However, as the modalities change quickly, the greater challenge for the student is to maintain focus and to minimize question bleeding, where they get so caught up trying to determine a correct answer that it interferes with their understanding of the next question. This can prove both confusing and frustrating. It is often helpful for students to consider that trying to get every question right is unrealistic. As the average score on the TOEIC IP test (mostly university students) is 460, most test takers do not get even half of the questions correct (ETS, 2010). Those who do well on the TOEIC recognize that some difficult questions have to be guessed at and let go, and this is a skill that needs to be developed in the classroom.

More specific listening strategies require the student to be active, using any free time to look at pictures or questions beforehand. For lower level learners, the fast pace and changing modalities can lead to cognitive overload, and a common response to this is sleepiness. The best way to fight against test lethargy is to remain active, eliminating unlikely choices, and trying to estimate situational contexts of the modalities in order to activate affective schemata. Some students close their eyes when concentrating on listening questions, a practice which should be discouraged because it can lead to students falling asleep during the test.

The listening section of the TOEIC is comprised of four sections. The first section requires test takers to answer questions based on ten different pictures. During this section, students should be encouraged to use any free time they have trying to activate their situation-specific knowledge. One popular classroom activity that I have used is to have students describe the pictures to each other in English and guess at questions that they are likely to be asked. This activity not only breaks the monotony of going through test questions, but also helps students develop their speaking skills.

The second section is comprised of 30 question-response questions. An excellent strategy for this section is to have students listen carefully for *who*, *where* and *when* in the questions, as the answers can be determined more easily. If there is a *who* question, the answer often contains a person's name or a pronoun. *Where* questions often contain a place, such as the name of a city, in the answer. *When* questions often contain a

time or a date. Short dialogues usually end in questions, but not always. If the introductory statement is a comment rather than a question, then the response will often be an exclamatory sentence. While going through this part of the listening, it is often helpful to have students to write down when they hear *who*, *where*, or *when*, to help keep them active.

The third section is comprised of 30 questions based on several short conversations. The questions are written down on the test, and it is recommended that students spend any free time they have reading the questions before the audio begins. A good strategy for practicing this section is to get students to imagine where and what is happening in the situation, as this can help them make educated guesses at answers they are uncertain of. As stated earlier, it is highly recommended to have students compare their responses in pairs before revealing the actual answer.

The final section consists of 30 questions based on several short monologues. This is by far the most difficult section as these talks are often information heavy. Again, students can benefit from trying to imagine the situation in which the monologue is being presented. However, it is also important for them to try to pick out and remember any facts or dates that are presented, as this is the information that the answers will most likely be based on. Although memo taking during this section can help students develop their ability to hone in on relevant data, it should be noted that the TOEIC is the only major standardized language test that does not allow memo taking during its test. Such a practice is thought to be unfair because it offers an advantage to those with a better working memory, a construct that should not be included in the assessment of language proficiency (Sarich, 2011).

Reading

There are 3 sections in the reading part of the TOEIC. Section 1 consists of 40 incomplete sentence questions and section 2 consists of 12 sentence completion questions. A thorough understanding of syntax can significantly help speed up the process of finding answers. Classroom time spent reviewing common word collocations, word suffixes and their relation to parts of speech, proper preposition use, and common verb forms can really help students improve their speed and understanding. Once again, there may be some tricky questions in this

section that students get stuck on, and timed practice in class can help students develop a pace that is measured without being harried. Ideally, the first two sections should be completed within 20-25 minutes, taking between 20 and 30 seconds per question.

The final section is on reading comprehension, where students are required to read one or two articles and answer questions on them. The general rule of thumb for how much time to spend is one minute per question, so an article that has three questions should be completed in 3 minutes, where an article with five questions needs to be completed in 5 minutes. A common issue among low scoring students is that they progress through the reading section too slowly and end up having to guess at several answers at the end because they ran out of time. This problem can be addressed by giving students short, timed practice sessions. It is also a good idea to advise students to bring a watch with them so that during the reading section they have a good idea of the pace at which they are progressing. Another way to mitigate the issue of timing is by helping students learn which answers should be guessed. A strategy of reducing the most unlikely answers and guessing from the remaining ones is effective, not only because it helps raise the chances of answering correctly but, because it helps reduce anxiety when students do not know the answer. Questions that require the test taker to determine what information is not present in the article can take an especially long time. As these questions require the test taker to eliminate several possibilities instead of search for just one, they are prime candidates for students with timing problems to just guess at and move on. One other difficult question type requires the test taker to supply the meaning of a certain word in the article. These questions almost always focus on a lesser known lexical meaning, one which is supplied by context. If the test taker does not immediately recognize the correct answer, it might be a good idea to have them eliminate the obvious choice and guess at the remaining ones. Remember, if the goal is to get a few more than half of the questions right, not wasting time on difficult or time-consuming questions is a better alternative than students not completing the test and having to guess at the questions that they were unable to get to.

Conclusion

The TOEIC is a test that exerts a monumental effect on English education in Japan, and scores

on this test can significantly affect the lives of the test takers. As such, teachers can do much by helping their students understand how this test might be best prepared for. It goes without saying that motivated students are better able to retain and apply the information that they learn in the classroom. In designing a TOEIC course, a great way to motivate students is to supply them with material that they find relevant and present it in an engaging way. All of the suggested activities outlined in this article were undertaken in class and students responded very positively to them.

It may also be helpful to remind students that as a diagnostic tool, the only certain thing that can be derived from a TOEIC score is how well one performs compared with others who take the same test. There are aspects of language proficiency that are not accurately assessed by the TOEIC, and doing well on it requires several skills that are completely unrelated to language proficiency, such as the ability to concentrate and perform under severe time pressure. Overall, students should constantly be reminded that while doing well on this test may be important for their futures, achievement of a desired TOEIC score is not the end goal, but rather one short step in the long journey toward becoming proficient in English.

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TLT RESOURCES

MY SHARE

...with Chris Wharton & Donny Anderson

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Happy New Year! We trust you had a restful holiday season and are raring to get back into the classroom. If not, we have some wonderful activities that will make the transition a little more palatable. Why not start the year off with some fun and a little motivational soccer from Bogdan Pavily and R. Gregg McNabb? Not a sports fan? Well, Andrew Pollard has an innovative idea using free messaging apps in the classroom to increase student engagement. If you prefer to have your students do more speaking in class, we have two great ideas for student presentations: Ian Willey suggests a peer feedback task to increase the intelligibility of student presentations, and Paul McAleese offers a new twist to poster presentations. No matter which you choose, we hope that these activities make your classroom a little more inviting for you and your students.

Motivational soccer

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Quick guide

- **Keywords:** Game, laughter, motivation
- **Learner English level:** All
- **Learner maturity:** Elementary school and above
- **Preparation time:** 5 minutes when format is well thought-out
- **Activity time:** Depends on class
- **Materials:** Textbooks, handouts, workbooks

In many Japanese universities, non-English major students are often not interested in learning English, preferring to take a neutral or inactive stance; therefore, it can be rather difficult to convert them into active classroom participants. The game we introduce here has helped us to involve reticent or unmotivated students in classroom work. It is called “Soccer” but could be any other game with opposing teams. Soccer may be preferable as most students know the rules and have played or watched it. It is essential to maintain the game’s fast pace, or it will lose its allure.

Preparation

Step 1: Divide the class into two teams and have students choose their team’s name and colour. This is optional if you will only do this activity infrequently. You can also recommend actual teams or national teams.

Step 2: Appoint two goalkeepers (preferably the best students) and two captains (class leaders). Sometimes the captain will decide which is the right answer, when teammates have differing opinions.

Step 3: Briefly and carefully explain the rules of your “Soccer” including any local—or special—rules. Have students begin their assigned review work, such as offering an opinion, matching synonyms, answering short questions, scanning for specific information, voicing the key ideas of a passage, or any exercise that has been assigned.

Procedure

Step 1: Start the game with fanfare. For each correct answer, the student kicks the ball. If an answer is incorrect, the student loses the ball. You act as referee and either draw the progression of the ball or move a magnet, if you are using a magnetic whiteboard.

Step 2: As you advance the ball along the whiteboard, one team will near the goal area and a member of that team then shoots. The only hope for the opposing team is a save by their goalkeeper. If the goalkeeper can answer the next question correctly, there is no goal. At this juncture, be sure to use techniques to heighten tension and encourage team support. For instance, you might say, “No, sorry, it’s not correct! It’s still 1:0!” It is important to record the name of the student who scored and the time (e.g., Yamada 10:22). Play then resumes from center field, with the captains starting.

Step 3: Try to engage all students in the game. You might sometimes award free kicks, corners, or even penalty kicks. These “wild card” surprises must be clearly stipulated in your local rules. In these cases, you can appoint who will shoot, usually a very inactive student or someone who needs a boost. Give this student an easy task to provide an opportunity to score and be motivated.

Step 4: It could be very exciting to finish about 10 minutes before the final whistle (i.e., the class chime) when the game is a draw—but, please, no game fixing! The winning team is then decided by a series of sudden-death penalty kicks. You can appoint five students per team to do them. You can give a chance to the keeper to save the team, or, with little time remaining, just let them shoot the ball. Usually the atmosphere is very tense before the final shot, and students are very serious because they want to win. Although students communicate with their teammates primarily in Japanese, they do the work together.

Step 5: Congratulate the winners and everyone who scored or assisted.

Conclusion

Students will enjoy the activity if you are creative, entertaining, and have adequately thought the process through beforehand. They should feel you are genuinely involved in the game and unwaveringly fair; otherwise they will not be willing to play again, especially elementary school students. “Soccer” is one of the best ways to engage almost all students in class activities and make them feel alive during mandatory English class.

Free messaging apps in the classroom

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Quick guide

- **Keywords:** Mobile-assisted Language Learning (MALL), spoken fluency, learner autonomy
- **Learner English level:** All
- **Learner maturity:** Junior high and above
- **Preparation time:** 10 minutes
- **Activity time:** 10 minutes and 15 minute-extension (may be assigned as homework)
- **Materials:** Smart phone, free messaging application

Smart phones are part of contemporary life and mobile-assisted language learning is an area in development; a logical progression is to make use of smart phones to enhance learning opportunities. The activity detailed below is built around free messaging apps such as Naver’s *Line* (Naver, n.d.) and *Kakao Talk* (Lee, n.d.), both of which are growing in popularity in Japan and Northeast Asia. These are primarily text messaging apps; however, they can also share audio messages, which is a feature that can be exploited to enhance learning opportunities for spoken fluency.

Preparation

Step 1: Students and teacher should have smart phones with *Line* or *Kakao Talk* installed. If half of students have smart phones, this activity can be modified to suit pair work rather than individual work, which also enhances the communicative aspect.

Step 2: If accessible, a Wi-Fi network will avoid potential data charges. Ensure that students have access to your *Line* and *Kakao Talk* ID so they can submit their finished product.

Step 3: Explain to students that they will brainstorm a topic and speak on it for several minutes. Students are advised not to write sentences and not to worry about grammatical accuracy; the goal here is to focus on fluency. They will be sending their recordings to the teacher, which adds extrinsic motivation to the task. A teacher-led demonstration in the students’ L1 is a way of highlighting the focus on fluency.

Procedure

Step 1: Assign a speech topic in line with the course syllabus. Examples may be a generic topic, such as *vacation*, or something more syllabus-controlled (e.g., the present perfect + superlative: *What is the most memorable thing you have done?*).

Step 2: Set a time limit for students to brainstorm on the topic. I suggest 2 minutes as a guideline.

Step 3: Have students record themselves speaking on topic using their brainstorm as a guide. If this task is performed in pairs, you may have the non-speaking partner take notes on their partner’s speech. A 2-3 minute limit is achievable by students of most levels.

Step 4: Students should send their recordings to their teacher immediately after completing the task. This will assist in monitoring the fluency focus and enable the teacher to monitor student production for delayed error correction and revision in a follow-up class.

Extension

Once the students have completed their spoken task, they may perform dictation using their recording. Having students perform dictation and following it up with guided self-correction—as in the process of revising a written transcript of their speech—is a way of making use of consciousness-raising and noticing (Schmidt, 2001; Thornbury, 2005).

The goal of this extension is to draw students' attention to the form of their spoken production in an attempt to find balance on the fluency-accuracy continuum while making them more autonomous learners. The form to be focused on should be in line with the syllabus; depending on the classroom context, it may range from a focus on a specific grammatical point to pronunciation and intonation.

Conclusion

Over the course of the previous 2 years, I have experimented with free messaging apps with my students on a regular basis. The activity detailed here has received positive feedback in terms of its motivating property and its autonomy-building nature. Students who have performed this kind of task on a regular basis have an increased confidence and fluency level when communicating in English.

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Intelligibility in English presentations: A peer feedback task

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Quick guide

- **Keywords:** Presentation skills, vocabulary, peer feedback

- **Learner English level:** Intermediate and above
- **Learner maturity:** University
- **Activity time:** 30-60 minutes (Over two class meetings)
- **Preparation time:** Little to none
- **Materials:** None

I often have my medical and nursing students write out their English speeches before delivering them, a necessary skill if they become researchers and present their findings in English. One thing I have noticed is that even well-prepared speeches can fall flat when the presenter includes words that are difficult for the audience—and perhaps even the presenter—to comprehend. This activity aims to help students recognize the importance of using audience-friendly vocabulary in speech scripts and to practice the compensatory strategy of rewording. It can be done in any course where students deliver English speeches.

Preparation

Step 1: In the lesson before the activity below is conducted, have students practice rewording. On the board, write a few difficult vocabulary items in context (e.g., *The medicine ameliorated his condition; English presentations should be intelligible*).

Step 2: Encourage students to think of simpler ways to express these sentences. They may need to consult their dictionaries. Discuss this as a class.

Step 3: Stress the importance of using vocabulary that audiences will comprehend in speeches.

Step 4: Instruct the students to prepare a one-page speech on a selected topic (e.g., *Why I chose my major*). Students should bring two copies of their speech to the next class.

Procedure

Step 1: Divide students into pairs. Have paired students sit next to each other and then give the below instructions.

Step 2: Instruct one student (the reader) in each pair to give one copy of the script to the other student (the listener). Listeners should have a pen or highlighter in hand.

Step 3: Have readers read their scripts aloud, slowly. Listeners should read along, highlighting or underlining any words or phrases which

they either do not understand or think may be difficult for other students.

Step 4: Direct readers to read their scripts aloud a second time at a more natural speed. Listeners should check to make sure they have marked all difficult expressions.

Step 5: Ask students to switch roles and repeat Steps 2 through 4.

Step 6: When students have finished reading their scripts aloud, have them give the scripts they have marked back to their partners, and discuss ways to reword difficult expressions.

Step 7: Request students to write alternative wordings on their scripts, either in margins or directly above difficult expressions.

Step 8: Have some students share examples of difficult words with the class by writing them on the board. If students have difficulty finding easier rewordings, the class can think together to find solutions.

Step 9: Instruct students to take their scripts home, revise them, and print out a new copy. Have students bring both the original and new version to the next class, when they will deliver their speeches.

Step 10: When students submit their speech scripts after delivering their speeches, check to see how their original scripts have changed as a result of this activity.

Extension

If time does not permit this activity, you can let students know about the *Globish* website <globish.com> established by Jean-Paul Nerrière. *Globish* is a simplified form of English with a core vocabulary of 1,500 words. The website has a page to input text; words not included in the 1,500 word vocabulary list will come up highlighted. Many of these words may be difficult and require rewording. Instructors are encouraged to visit and experiment with this site before showing students, via projector and providing a demonstration, how to use it to identify difficult words and make their scripts easier to understand.

Conclusion

Finding the words to express oneself simply and clearly is notoriously—that is, very—difficult, requiring years of practice even in one's first language. Students will have difficulty finding ways to reword vocabulary and may only be

able to simplify a few words per page. However, this activity will make students aware of the need to attend to the difficulty level of vocabulary in their speeches, and more importantly, the communicative nature of oral presentations.

Poster presentations with a twist

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Quick guide

- **Keywords:** Presentations, fluency, building confidence, listening tasks
- **Learner English level:** Upper-beginner and above
- **Learner maturity:** High school to university
- **Preparation time:** None
- **Materials:** Egg timer (or timer with alarm), A3 paper, scissors, tape
- **Activity time:** 30 minutes

While the ability to give short spoken presentations is an important language skill, many students are apprehensive about speaking in front of the whole class. Poster presentations are one way of building student confidence in presenting without the pressure of large audiences. Also, presenting visual material can not only take some of the focus off the presenter but make the presentation more enjoyable for the students listening. This graded activity requires students to give short poster presentations to other students on a one-to-one basis. Non-presenting students are required to mingle around the different presentations while completing simple listening tasks.

Procedure

Step 1: Have students prepare a 3-minute poster presentation on a given topic. I like to do this as a review activity using lesson themes or topics already covered. As they will be later asked to listen to a number of presentations, I also like to

give students the choice of a number of different topics in order to create variety. With my lower-level students I have found topics such as *my weekends*, *an overseas trip*, or *shopping* successful. While preparing, students are free to attach any number of pictures to their posters and write short titles or captions. It is important to tell students that delivery is an important part of the presentation grade, so they should plan for lots of time to practice in advance. I have also found it is a good idea for the teacher to model an example presentation in advance, although this obviously takes some preparation.

Step 2: Once the students have prepared and practiced their presentations, have them form two groups: a presenter group and a listener group. Members from the presenter group each attach their posters to the walls at evenly spaced locations around the classroom. Following this, assign each presenter one listener.

Step 3: Instruct listeners that they will have 3 minutes with each presenter and they are required to listen to the presentation and complete their listening task sheets (see Appendix) by recording the presenter's name, topic and one extra detail. Instruct listeners that, when the timer alarm sounds, they are to move to the next presenter area to their right (i.e., clockwise) and continue until a number—or all—of the presentations have been listened to.

Step 4: Now have listeners and presenters exchange roles. Give the new presenters time to set up their posters and prepare while issuing the new listeners their listening task sheets. Then, repeat Step 3.

Step 5: Once all presentations are complete, it is a good idea to give the class some praise on their performances and some general feedback. I like to give my students tips on how to further improve their presentation delivery for next time, such as on the importance of eye-contact and appropriate body language. Feedback for more advanced classes might focus on tips such as effective verbal sign-posting to link different parts of their presentations.

Variations

With such activities as this one, variations are virtually limitless. With higher level students, I try to make the presentations more interactive by having listeners also ask questions at the end of each presentation and record more detail in the *Extra point* column on the listening task sheet. If all the students have access to PCs or laptops, the presentations can easily be created and pre-recorded as animated slide shows using open-source software such as *Microsoft Photostory* 3, with students moving around the computers to view the presentations.

Conclusion

I have found that even low-level and low-motivation students seem to enjoy this activity and often appear pleasantly surprised about how long they can present for. The activity gives students the freedom to choose and present topics in a non-intimidating and interactive way. Listeners also are kept fully involved by constantly moving around the different presentations while completing their task sheets.

"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.

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TLT RESOURCES

BOOK REVIEWS

...with Robert Taferner

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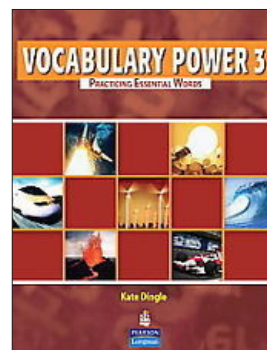
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For academic purposes, the AWL is the most useful vocabulary to learn after the GSL. AWL words make up approximately 8.5 to 10 percent of typical academic texts, nearly one out of every ten words (Nation, 2008). Furthermore, comprehension of both the GSL and AWL words gives learners close to 90 percent coverage of most academic texts (Nation, 2001).

In *Vocabulary Power 3*, three hundred target words are spread over thirty chapters, ten words per chapter. Each chapter, approximately ten pages in length, contains eight different contexts for learning and practicing the target words. This includes understanding collocations and multiple meanings of the words, completing articles adapted from authentic news sources, and applying the words with discussion questions and writing topics that have real-life relevancy. This format aligns with the research on memory, which states that it is often necessary to encounter a word seven or more times for memorization to occur and that words should be encountered in different contexts, retrieved, and used (Nation, 2001).



This month's column features Mark Swanson's evaluation of *Vocabulary Power 3*.

Vocabulary Power 3

[Kate Dingle. New York: Pearson Longman, 2008. pp. iii + 312. ¥3,539. ISBN: 978-0-13-243178-1.]

Reviewed by Mark Swanson, Kansai Gaidai University

Vocabulary Power is a three-book series for learning vocabulary. *Vocabulary Power 1* teaches words from the General Service List (GSL) (West, 1953), *Vocabulary Power 2* from the GSL and Academic Word List (AWL) (Coxhead, 2000), and *Vocabulary Power 3* focuses on more challenging words from the AWL. *Vocabulary Power 1* is recommended for low-intermediate, *Vocabulary Power 2* for intermediate, and *Vocabulary Power 3* for advanced-level students.

Vocabulary Power 3 helps prepare students for rigorous academic challenges, such as content-based instruction in English, by providing students with the means to specifically learn and retain words from the AWL, which contains 570 of the most frequent words that appear in academic texts, excluding words from the GSL.

Vocabulary Power 3 is not specifically targeted to Japanese students. However, it is mostly culturally neutral, except for a few instances that presuppose some knowledge or experience of American culture. One noticeable feature of *Vocabulary Power 3* is that there are no pictures. I view this positively, as I feel that the efficiency of design helps give the impression that *Vocabulary Power 3* is intended for serious-minded English learners.

Strengths of *Vocabulary Power 3* include the brevity and clarity of the target word definitions. In comparison, dictionary definitions tend to be long and difficult to understand (Folse, 2004). The short and easy-to-understand definitions likely promote retention of the target words. However, this may be a double-edged sword. In some cases the definitions may be too short and simple, and, as a result, do not always

capture the entire nuance of the target words. For example, the target word *coherent* is defined as *clear* and the target word *theory* is defined as *an idea*. Thus, students may misunderstand or misuse some target words unless the teacher provides further clarification. In spite of this minor drawback, the numerous exercises throughout the chapters help to elucidate the target words' nuances of meaning and contexts for usage.

Vocabulary Power 3 functions well as a weekly homework assignment. I assign my students to complete an entire chapter per week as homework. In class, I have students exchange their textbooks and check their partner's work as I read the answers aloud. Next, students are given time to ask and answer the discussion questions, which are generally interesting and relevant to students. After every three chapters, students are tested on the target words.

Currently, I am using *Vocabulary Power 3* with intermediate and advanced-level students in a second-year junior college course and a first-year university course. Students have completed twelve chapters during the first semester, and will do twelve more chapters next semester. The students were asked to rate the usefulness of *Vocabulary Power 3* via anonymous surveys. All 41 students surveyed rated it favorably. Survey comments include the target words are useful

words to know, it is easy to memorize the target words and understand the meanings well, the discussion questions are interesting and fun, and the textbook is effective for improving TOEFL and TOEIC scores.

In conclusion, I highly recommend *Vocabulary Power 3* as a main or supplemental textbook for both advanced and intermediate-level students. According to the surveys and feedback from teacher-student meetings, and supported by test scores, *Vocabulary Power 3* is a satisfying and perceived to be a useful way to improve their vocabulary.

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Books for Students (reviewed in TLT)

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! *Business Encounters*. Critchley, M. P. Tokyo: Nan'un-do, 2013. [16-unit task-based learning course preparing students for business communication incl. student book w/ mini TOEIC and unit assessments, listening transcripts, and teacher's edition].

Communication Spotlight: Speaking Strategies and Listening Skills (2nd ed.). Graham-Marr, A. Tokyo: Abax, 2013. [4-level course aimed to improve student's ability to communicate set for adults and young adults (CEFR A1 through B2 levels) incl. text, notebook, classroom DVD w/ worksheets, and audio CD].

* *Decide for Yourself: Debating Controversial Global Issues*. Rabbini, R. Tokyo: Cengage Learning, 2012. [14-unit course book centered on critical thinking skills and strategies to promote reading and speaking competency incl. teacher's manual w/ audio CD].

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A list of texts and resource materials for language teachers available for book reviews in *TLT* and



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

! *The ELT Daily Journal*. Houston, H. Charleston, SC: Anthimeria Press, 2013. [Professional development journal for ELT instructors incl. classroom ideas, suggestions, activities, and tips].

! *English Listening for ESL Students*. Rice, J. Toronto, Canada: Connect School of Languages Inc., 2013. [3-book interactive iBook multimedia series available on iTunes and designed for the classroom setting or for self-study req. iBooks 3.0 or iOS 5.1 or later.

* *Getting Into English*. Cronin, J., & Bray, E. Tokyo: Nan'un-do, 2013. [15-unit oral communication course book for beginner-level students incl. teacher's manual w/ final exams and audio CD].

Global Outlook. Bushell, B., & Dyer, B. New York: McGraw Hill ELT, 2013. [3-level intermediate to advanced basic reading skills and strategies series incl. student books w/ audio CD and answer key].

* *Modern Japanese Grammar: A Practical Guide*. McGloin, N. H., Endo-Hudson, M., Nazikian, F., & Kakegawa, T. New York: Routledge, 2014. [Reference guide and practical usage manual for learners of Japanese covering traditional and function-based grammar].

* *Performance: Conversations Scenes from Everyday Life*. Harrington, D., & LeBeau, C. Eugene, OR: Languages Solutions Incorporated, 2013. [12-unit course book focused on using drama theory and role play methodology incl. teacher's book and internet support].

! *Skillful (Macmillan Academic Skills Series)*. Various authors, Tokyo: Macmillan, 2013. [Two 5-level courses focused on developing academic study skills incl. student books w/ digibook access, excerpts from *The Study Skills Handbook*, academic keyword list, and teacher's books].

! *A Taste of English: Food and Fiction*. Minami, F. W., Taguchi, S., & Motoyama, F. Tokyo: Asahi Press. [14-chapter course book centered on excerpts from popular literary works in connection with food incl. student book w/ downloadable audio files and instructor's manual].

Top Grammar Plus. Becker, L., Frain, C., Hill, D., & Thomas, K. Crawley, UK: Helbling Languages. [3-level comprehensive grammar series incl. exam practice, e-zone online activities, and teacher's books w/ tests].

* *VOA News Clip Collection*. Yasunami, S., & Lavin, R. S. Tokyo: Seibido, 2014. [15-unit integrated skills course based on VOA clips and reading texts incl. teacher's manual, classroom DVD and CD].

Writing Points! Basic Grammar for Better Writing. Okuda, T., & Allan A. Tokyo: Kinseido, 2012. [12-unit writing course focused basic grammar incl. student book w/ audio data, classroom CD, teacher's manual, translations, and review tests].

Books for Teachers (reviewed in JALT Journal)

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

* *Identity and Language Learning: Extending the Conversation* (2nd ed.). Norton, B. Bristol, UK: Multilingual Matters, 2013.

* *International Education Policy in Japan in an Age of Globalisation and Risk*. Aspinall, R. W. Leiden, Netherlands: Brill, 2012.

* *Learning Vocabulary in another Language* (2nd ed.). Nation, I. S. P. Cambridge: Cambridge University Press, 2013.

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TLT RESOURCES

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...with Adam Lebowitz

To contact the editor:

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Those of us "semi-veterans" with 20 or so years teaching experience are kind of a "gap generation" with classroom technology. When we started, it was all wooden desks and blackboards. Whiteboards and pens were still considered avant-garde, and carrying a laptop made you into a *ransel*-carrying *shougaku-sei*. Most of all, materials were simple: a book had a bunch of paper pages between covers, and

you ordered a sample copy which looked pretty much the same. Now, we have all this wonderful technology, but when we invest our hard-earned *kenkyuuhi* we are not always sure what we are going to end-up with. Dissatisfied younger teachers would winge and whine on their Facebook pages about the inherent unjustness of the universe, but we oldsters might just start looking for the chalk again. Or, would we? University of the Ryukyus professor and technophile George MacLean has one possible solution to the "Hey!-this-is-not-what-I-meant-to-order!" blues.

Towards an ed-tech editorial convention

George MacLean

I was recently asked to imagine a dream gizmo or app that I would develop if someone gave me 100 million dollars and 20 years of free time. Certainly there are machines and applications being developed daily that will enhance classroom instruction, however my concern lies more with the end-users and how to more effectively ensure that said machines are actually adopted. Unfortunately, despite the fact that vast amounts of time and money are being devoted to developing technologies that are used in education, the end-users are often not sufficiently consulted. They have technology foisted on them that is often functional, but could be easily adapted to great effect with a little more consideration of end-user needs.

Toward that end, I think it would be helpful to establish an editorial convention for studies that feature the use of technology for education. Editors and journals could recommend or require that papers discussing specific ed-tech devices or software include a dedicated section where the authors briefly evaluate the pros and cons of whatever technology they used. If this section was given appropriate keywords, it could generate the right hits on the Internet and allow potential researchers to amalgamate this information to a point where it acquires critical mass, can be written up, and perhaps even influence future development efforts.



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TLT RESOURCES

TLT WIRED

...with Edo Forsythe

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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.

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commercial word processors in general. Google Docs are often compared with products like Microsoft Word, as in Kovaleva (2011) and Hartley (2012).

EtherPads

Since 2010, numerous sites have provided word processing apps for online collaborative editing, most using EtherPad as the platform they are built upon. Some features of EtherPad have made it especially popular among educators

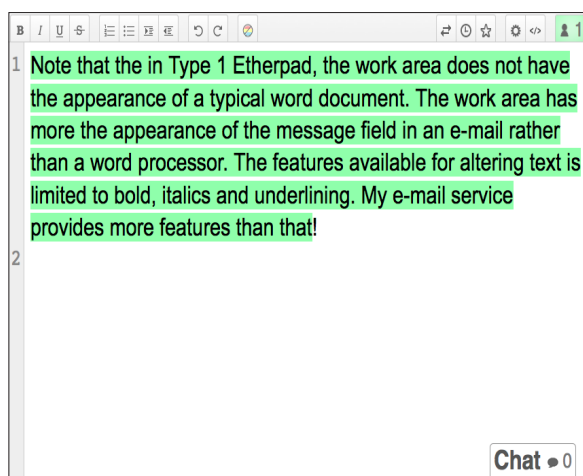


Figure 1. Type 1 EtherPad

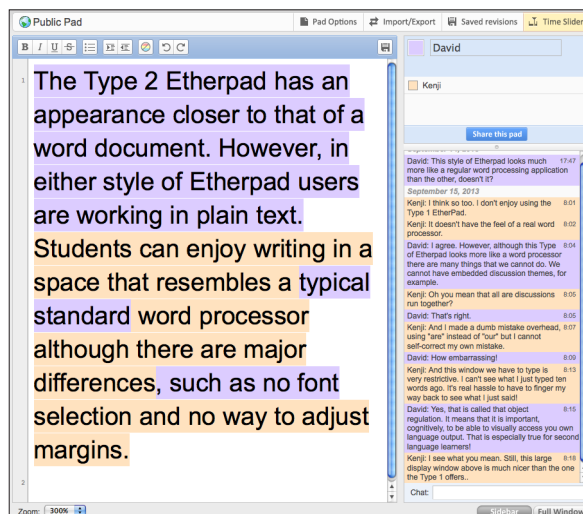


Figure 2. Type 2 EtherPad

Editor's Note: Due to an influx of excellent ideas about using technology in education, the Editors have graciously allowed me to increase the size of the column in this and upcoming editions. The current edition highlights online collaboration tools for word processing and learning management—two rapidly growing areas in CALL.

Pedagogical affordances of two online document types

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Since they were first made available in 2007, online documents provided by Google Docs have become very common in both the office and in blended learning environments in which computer-mediated communication is utilized. Google Docs has maintained its prominence among other free online documents as well as

(Pymm & Hay, 2013; Brodahl, Hadjerrouit, & Hansen, 2011; O'Hare, Quartermaine, & Cooke, 2011). However, EtherPad and Google Docs are quite different, and deciding which to use involves a tradeoff between pragmatic considerations and pedagogical affordances.

Sites that provide EtherPads include Framapad, Mozilla Pad, Pirate Pad, Primary Pad, Qik Pad, Titan Pad, and TypeWithMe. The process of choosing is simplified by knowing that there are only two types of EtherPads and the differences are largely cosmetic.

In a Type 1 EtherPad, the work area (see Figure 1) does not have the appearance of a Word document, but looks more like an email message field. A Type 2 EtherPad (see Figure 2) more closely resembles a Word document. However, in either type, text alteration is limited to bold, italics, and underlining (Floss Manuals, n.d.).

As students become comfortable using EtherPads, they often ask how to change the text font or import an image, and regrettably, they cannot. The variety of formats of text documents that can be imported varies from site to site. EtherPads generally claim to offer the ability to import Word and .rtf files but reliability is patchy. Furthermore, when importing text files, any previous work is written over and cannot be undone. Also, although EtherPad claims to be working on this, using EtherPads on the go via smartphone is currently not possible.

Google Docs

Google Docs by contrast has many of the features available in a standard word processor. A ruler at the top of the document can be used for adjusting left/right margins. There is an ample array of fonts, character sizes and text colors to choose from. Importing images and tables is simple. A Google Doc can be exported as a doc, docx, odt, rtf, pdf, txt, or html file much more easily than with EtherPads. Additionally, the Google Drive mobile app allows users to work on documents while on the go.

Comparison

What are the benefits of choosing EtherPad over Google? The first is convenience: To access a Google Doc, a student must have a Google account. Aside from ethical considerations, leading an entire class through the process of signing up for Google accounts is difficult. After students have signed up, they must request access to the

online document, which the instructor must then grant; or the instructor can enter each student's email address into the "Invite People" field of each document. Moreover, until students edit their account profiles, they will be identified within the document by their email addresses rather than their actual names. In contrast, an instructor can have an entire class working on EtherPad documents within one class period. Creating several EtherPads and distributing the appropriate URL to each group could take as little as 15 minutes.

A second advantage that especially appeals to educators is the Time Slider that enables a step by step view of students' collaboration. Google Docs have a Revision History that allows a similar function, but in "more detail" mode it often records non-events.

Yet another advantage is the authorial color feature of EtherPads. Each member of an EtherPad is assigned a different text color. This makes it easy for teachers to give an appropriate amount of credit to each student. Google Docs also feature authorial color view, but only in "Revision History" mode, and then only the most recent edits in a given edit frame are colored. In the following frame, previous work returns to black, making it easy to identify new edits but difficult to keep track cumulatively.

In view of these points, EtherPads would seem to be the obvious choice for educators. However, EtherPads have one shortcoming that makes all the other points trivial. A great deal of the learning in a collaborative assignment occurs during metatalk (Storch, 2010). However, the quality of students' metatalk is limited by the poor quality of the interface provided in EtherPads. The chat field in both Type 1 and 2 EtherPads is a narrow strip that does not expand as the user types. It limits users' view of what they are typing to several words, making object regulation—which is important for quality collaboration (Brooks & Donato, 1994)—difficult. In Type 1 EtherPads, the display window for past posts can be expanded, but students tend not to do so. Type 2 EtherPads do provide a larger display area for viewing past comments, but not for typing as it occurs.

Neither Type 1 nor Type 2 EtherPads support embedded discussion threads; this is a major shortcoming. Maintaining awareness of earlier topics is difficult and students tend not to continue prior discussions. I have observed that communication in the chat area of EtherPads is very much in the moment and lacks the depth of asynchronous communication. Moreover,

if a teacher comments on an earlier example of language use, that teacher-student talk is likewise lost in the roll and the opportunity for leading students to “notice the gap” is unlikely to be accessed.

Google Docs documents feature a Comments column and a Chat area so both synchronous and asynchronous communication are supported. Comments are linked to highlighted portions of the text. This limits free ranging discussion somewhat, but also makes it very easy for instructors to get students to attend to specific textual issues. Comment topics are embedded separately so that specific issues are easily located. The text field enlarges to accommodate the length of each post as it is typed, thus better facilitating quality metatalk and students’ object regulation of their own language output. Also, teachers can notify students by email of comments and responses relevant to them individually by typing an @ followed by a member’s name. Chat allows freer and more direct exchanges whenever students prefer to use simple and synchronous communication.

EtherPad, therefore, provides quick and easy-to-implement online editing, with some of the pedagogical advantages of online editing but a very limiting environment for fostering metatalk between students, or correction and L2 modeling by teachers. Google Docs offers everything that EtherPads do not, but only for the teacher with the time and patience to set up the document.

Some educators may feel that the level of synchronous communication supported by EtherPad is adequate. However, there are three other points to consider. First, while Google Docs have various privacy settings for viewing and for editing privileges, EtherPads have none. Anybody who has the URL can view and edit an EtherPad document. They can also engage in chat completely anonymously. Most sites assign each EtherPad a random ten-character URL and these are probably fairly secure. However, at least one of these sites allows visitors to freely enter and view other users’ documents. For teachers concerned with Internet safety, this is far from secure.

Second, EtherPad reliability during use is unstable and often disconnects without saving users’ inputted data. Brodahl, Hadjerrouit, and Hansen (2011) report that their study was adversely affected by poor reliability of EtherPads, and a forum discussion at TypeWithMe (2011) revealed similar disruptions involving three different EtherPad providers. Furthermore, during the writing of this article, while collaborating

in a shared Primary Pad document, three other persons and I were repeatedly disconnected and our writing was lost. Finally, once an EtherPad assignment is complete, it is difficult to delete the EtherPad, with different providers offering a variety of solutions.

The instructor’s selection of software will very much determine the way their students interact. If an instructor’s main focus is on work produced through collaboration, EtherPads may be more than adequate. Despite the negative points noted here, existing literature shows that many teachers have been satisfied with them. However, for instructors who wish to exploit the potential of quality metatalk, EtherPads are simply not up to the job. Teaching from the premise that the process of collaboration is as important as the product leads to a strong preference for Google Docs—a preference that I support. By implementing Google Docs into their courses, teachers not only provide an effective means of completing writing assignments, but also introduce students to a powerful collaborative tool that they may use on their own in future coursework and later in their professional lives.

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David Gann has been teaching in Japan since 1996 and is an Assistant Professor at Tokyo University of Science. He is the coordinator of the Critical Thinking SIG and the co-producer of Critically Minded Podcast. His main interests include critical thinking instruction, CALL, and learner autonomy.

Edmodo: A Simple Tool for Blended Learning

Peter Hourdequin, Tokoha University

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Edmodo <www.edmodo.com> is a free online learning management system that provides a private virtual space for students and teachers to share and discuss text, images, audio, and video. It has become a popular platform used in primary and secondary schools as well as universities in the U.S., but its functionality, ease of use, and cross-platform simplicity make it a good fit for EFL contexts at all levels as well.

Edmodo is accessible via web browser and/or a free smartphone app (iOS and Android). The user interface, common to all platforms, is simple and intuitive—similar to that of social networking sites such as Facebook (see Figure 1).

Edmodo communities are formed by teachers for specific groups of students—usually classes. Once a teacher creates an Edmodo group, he

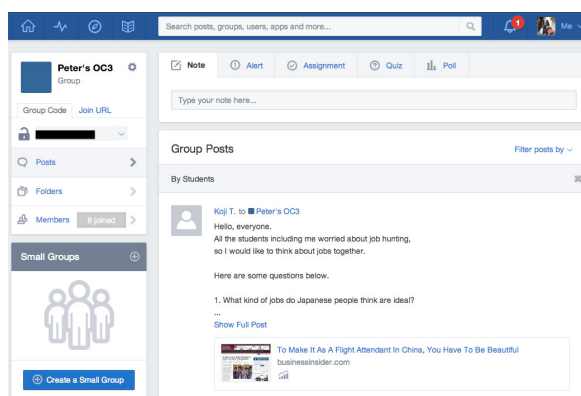


Figure 1. Screenshot of the author's Edmodo course page

or she receives a short code to give to students, which they use to join the group. This registration method has two benefits. First, it simplifies the process of student sign-up. Students do not need to input email addresses or other personal information to register with the site in order to participate. They just need the code they receive from their teacher. The second benefit is that students can choose their level of anonymity on the site. The registration process requires students to create a username and password for themselves, but does not require an email address or even a real name. And though Edmodo is secure and private, this feature helps alleviate concerns that might arise about the sharing of personal information on the Internet.

During a trial of Edmodo I did in a third-year university oral communication class in 2012, my students registered with their given name and the first initial of their family name. Many chose to register their email addresses as well because this allows students to receive notifications of activity on the class Edmodo site. Once users sign in, they are presented with a very simple “wall” of recent posts. This is the primary place where class activity on Edmodo takes place, so if students are able to sign in and scroll around a webpage, they have the digital literacy skills necessary to participate in a class on Edmodo.

Posts to the class wall, called “Notes”, may contain text and files for download, or web links to audio, video, or other online resources. Similar to posts on Facebook, notes automatically embed video links and provide previews of other types of media. All members of an Edmodo group have the ability to post notes independently or in response to other members’ notes. Notes can be posted to individual group members, the entire group, or to smaller discussion groups created by

the instructor. The instructor also has the ability to post quizzes, polls, assignments, and alerts to the whole group, or to individual students. Teachers can even time delay these posts—setting them to appear at specific dates and times in the future.

Files may also be placed in easily accessible shared folders organized by the instructor, or in Google Drive folders shared with the group and accessible through the Edmodo interface. A calendar feature allows the teacher to map out future assignments or class events for everyone to see, and Edmodo now also provides access to a wide variety of third-party apps that can be used within the platform. Many of these apps, such as dictionaries and class planners, are free.

The best way to get to know Edmodo and its features is to sign up and explore the user interface yourself to see what is possible. If you have more than one email address, you can add yourself as a student in a class you create to experience what students do when they use the system in a class. Overall, Edmodo is a simple, easy-to-use, multi-platform learning management system that provides useful tools for students and teachers to interact online outside of class.

Peter Hourdequin is an instructor of English in the faculty of foreign studies at Tokoha University. He is also a post-graduate researcher (part-time) in Lancaster University's department of Educational Research. The author has recently published a research article about using Edmodo in the language classroom entitled, "Promoting Student Autonomy with a simple online learning management system" in the journal, *Learning Learning*.

Editor's Note: Google Docs and Edmodo are growing rapidly and are being used by more and more educators every year. Their dynamic simplicity is their biggest selling point—that's why teachers seem to love them. Jim George recently tweeted a link to an Edmodo cheat sheet to help teachers get started using Edmodo in their classrooms; the cheat sheet and other helpful Edmodo tips can be found at <www.educatorstechnology.com>. Follow Jim George (@oyajimbo) on Twitter for great tips for making your classrooms *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:

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JALT2014, our 40th annual international conference, will be held in Tsukuba, and we are very excited about bringing our conference back to the Tokyo area again.

As you can see from the conference information on <jalt.org>, the deadline for the Call for Presentations for JALT2014 is 11 February 2014. Please polish up that proposal and send it in soon!

Another conference that I'd like to bring to your attention is PanSIG2014, which will be held 10-11 May 2014, in Miyazaki. The conference co-chairs, Hugh Nicoll and Joe Tomei, have come up with a very intriguing plan for the conference. Please go to <pansig.org> to find out more about the interactive presentations that will form the core of PanSIG2014. You'll also notice that the Call for Proposals deadline for PanSIG is 15 January 2014.

As Buzz mentions in her report for this issue's JALT Focus, the Senior type of membership was approved at the Ordinary General Meeting held at JALT2013. The vote turned out to be 1,040 "For" and 32 "Against", with 203 members abstaining. At the Executive Board Meeting in

Happy New Year!

At this writing it has been exactly one month since JALT2013 kicked off in Kobe. Many thanks again to the organizers, presenters, and attendees who made JALT2013, "Learning is a Lifelong Voyage", as enjoyable and educational as it was!

February, we will discuss what the fee for this membership type should be. Presuming that we can agree on a fee, you will be asked to approve it at the First JALT Ordinary General Meeting of 2014, which will be held on 29 June 2014.

As always, if you have any ideas or suggestions for JALT or the Board of Directors, please let us know at feedback@jalt.org. Thank you again for your membership, and very best wishes for 2014!

Kevin Cleary, President, NPO JALT

From the Director of Membership

Hi everyone, I'm glad to have this chance to let you know a bit about JALT's membership. As Director of Membership, I do my best to help JALT provide better service to its members and to work with chapter and SIG membership chairs. I also spend a fair bit of time tracking our membership numbers, and am glad to say that over the past four years and more, we've had a steady, if slow, increase in membership. I thought I would take this opportunity to share some of the details with you.

At this time, we have 2,965 JALT members. Of these, 46 are Associate Members, or AMs. When you walk through the Educational Materials Exhibition (EME) area at an annual JALT conference such as JALT2013, you can see these AMs displaying their wares. We also have 21 Complimentary Members. These people belong to associations with which we have an affiliation, and we give each organization's leader a membership in regard to this relationship. There are also 99 Subscribers (libraries and other institutions to whom we send our publications) within our ranks. The remaining 2,799 of us are Individual Members, and are further broken down into categories including Regular, Student, Joint (two people sharing an address), and Group (five or more people sharing an address). I hope that later this year we'll be able to offer a Senior type membership to those who are at least 65 years of age. Thank you again for supporting this new membership type by approving it at the Ordinary General Meeting that was held at JALT2013!

JALT was founded in 1975, and we now have 34 chapters, from Hokkaido down to Okinawa. As you may guess, our largest chapter is Tokyo. Although our chapters come in various sizes, I am happy to report that they are very active and nearly all of them hold around 11 events each year.

As a volunteer organization, we depend on our chapters to give teachers a place to meet and collaborate. We greatly appreciate the hard work

of our chapter officers! It is also wonderful how chapters work together to put on events, and how they share advice and resources.

As befits a professional organization, we have Special Interest Groups (SIGs) that each bring together those who are particularly interested in a specific area. JALT has 27 SIGs, and they have a total of 2,588 members.

In 1990 we welcomed our first SIG, the Bilingualism SIG (B-SIG). Our newest SIG is the School Owners SIG, which started last October. The largest SIG is the College and University Educators SIG (CUE SIG), which has 350 members.

PanSIG is an annual conference in which most, if not all, SIGs participate. You are warmly invited to take part in the 13th Annual JALT PanSIG Conference, "Sustainability: Making Learning and Teaching Last," which will be held in Miyazaki, 10-11 May 2014.

Another responsibility I have is to initiate a membership drive, or campaign. In the past, JALT has offered discounts on membership and free SIG memberships in the hope of increasing our numbers. Some of the campaigns have been successful and some of them have not really taken off. I would love to get to that 3,000 member mark, and hope our next campaign will get us there.

What can we do to encourage someone to become a member of JALT?

Letting them know that joining JALT means they will "become part of a community and find a lot of inspirational ideas" is a good place to start. This year I asked the chapter and SIG membership chairs for their input on why someone would join JALT, and I got some great feedback. You can be sure that I will put it to good use when I think of next year's campaign.

JALT has a lot to offer language teachers, but they have to know who we are before they will join us. We are thus promoting the JALT brand. If you were able to go to JALT2013, you will have certainly noticed how cool our conference bags were. We hope to have more such branded items for you later this year.

We have also formally adopted a mission statement, which will help us stay focused on our core reason to exist: promoting excellence in language education.

I'd like to tell you that I joined JALT because someone asked me to attend a chapter event. I have to say that my image of JALT was that it was solely for university professors. My students are in primary school or junior high, so I was really pleasantly surprised to find that JALT had

a lot of teachers who taught at the same kind of schools I did, faced similar difficulties, or who simply had great ideas that I could apply in the classroom. After that meeting I gladly joined and haven't looked back since. If you know someone who would benefit from being a JALT member, please don't be shy about asking them to join!

Finally, I'd like to introduce you to a very important part of the membership team, Chie Kobayashi. Chie is the Membership Secretary at JALT Central Office. If you ever have a question about your membership or JALT, please contact Chie at <membership-office@jalt.org>, or send me a message at <membership@jalt.org>.

Thank you again for your membership, and very best wishes for the coming year!

Buzz Green, Director of Membership

New JALT Associate Members

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- 生徒は、おススメ度を参照しながら、パソコンやスマートフォンで有名出版社(マクミラン、センゲージなど)の多読用図書を検索、閲覧。読書中は、インタラクティブ辞書や登場人物リスト、オンデマンドの朗読音声を利用できます。
- 教師は、LMSで生徒たちの読書状況を監視、評価。どの本を読んでいるかだけでなく、これまでに何冊、どのくらいのペースで読んだかも把握。読書目標を設定すれば、生徒やクラス間で競争させ、読書意欲向上が図れます。

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JALT FOCUS

SHOWCASE

...with Kristen Sullivan

To contact the editor:

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

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

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

In this issue of Showcase, Mari Nakamura offers insight into the collaborative writing process by sharing her experience of co-authoring a picture book.

Behind the Scenes of Picture Book Writing

Mari Nakamura

I recently had the honor of co-authoring a picture book, *Lily and the Moon* (ELF Learning <elflearning.jp/lily>), with renowned picture book author, Patricia Daly Oe. Like many other projects, this collaborative work turned out to be a nonlinear process, which involved a lot of discussion and numerous decisions to be made. In this short article, I will share the journey I took with my amazing collaborators.

I first met Patricia in 2009 at an ELT event where both of us presented our own books. We barely had time to talk but we felt that we shared some common thoughts and feelings on education. In 2010, we had dinner at a noodle shop in Tokyo, and our conversation led to a nostalgic talk about our care-free childhood memories. We both felt that children these days are missing out on some

of the valuable experiences that we had in our youth, such as playing outside till it gets too dark to play, and engaging in imaginative play using simple materials. From this conversation, we thought of creating some picture books together along the themes of adventure and friendship.

In early spring 2011, we had a meeting at an Indian restaurant in Tokyo. Somehow our meetings almost always involve dinner! I shared a very rough story idea with Patricia – a story where animals see different images on the moon but come to see the same image at the end of the story. I'd always wanted to write a story with the moon in it, but had trouble coming up with a coherent storyline. Patricia, with several picture books under her belt, came up with the great idea of making it an adventure story featuring several creatures traveling together to find a certain image on the moon.

We decided to pick a ladybug as the main character of the story because of its round shape, just like the moon, and its contrasting size against that of the moon. We discussed whether we would include some cultural landmarks, such as Mount Fuji or the Eiffel Tower, and present them with what the people in those countries traditionally see on the moon so that children could also learn geography and cultural differences from the story. However, we eventually disregarded this idea because we wanted to avoid making the story too obvious, limiting children's imagination as a result. After the meeting, we researched the different images people around the world see on the moon, which was quite a learning experience for us, and further discussed the story through email. It took longer than we had expected to complete the first draft, but our passion for the story never faded away.

Once we finished the first draft of the story in early 2012, it was time for us to find a publisher. We knew that it would not be easy to find one given the general economic climate surrounding publishers. Fortunately, I had a personal contact with Eric Kane, the owner of ELF Learning, one of the most reputable education companies based in Japan. We brought the story to him with some sample artwork created by Patricia. Thankfully our proposal was accepted by ELF Learning, and the second leg of our journey started.

Patricia, Eric, and I continued to collaborate online, while also working separately to use our own personal talents to add to the Lily and the Moon project. We wanted to make our picture book both appealing for native speakers of English and accessible for ESL/EFL learners. To meet this end, we worked together to revise the text numerous times. While we were working on this aspect of the project, Patricia created the illustrations for the book using her own handmade Japanese washi-art and light clay figures, which added natural warmth to the story. The innocent atmosphere and deep expressions created by Patricia's artwork were later captured in the photographs taken by Etsuo Kawamura, a professional photographer based in Tokyo. Patricia spent more than five months making the artwork and many hours in a photo studio with Mr. Kawamura to supervise the shooting sessions. Eric devoted his time to the production of a video and song based on the story, collaborating with David Freeman and Deborah Grow. I, with some valuable input from Patricia and Eric, designed language learning activities to be included in the Lily and the Moon Education Pack.

Lily and the Moon was published in June, 2013. Nothing delights me more than hearing from classroom teachers about how they have enjoyed reading the book with their students, singing the Lily song as a whole class, and engaging in fun activities based on the story. I have also been amazed at how many people have their own fond memories that involve the mystery and beauty of the moon.

Looking back on this journey, I see it as an adventure full of discovery, which was only made possible with my professional friends' passion and talents. And this sense of adventure, discovery and gratitude for friendship is what *Lily and the Moon* is all about.

Acknowledgement:

Special thanks to Patricia Daly Oe <patricia-oe.com> for offering input for this article.

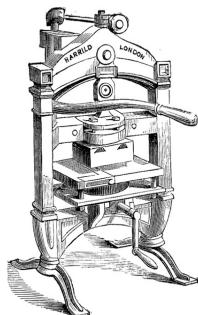
Mari Nakamura has been teaching children and teenagers for over 20 years at her own English school, English Square <crossroad.jp/es/> in Kanazawa, Japan, while also providing teacher training sessions in major cities in Japan. Her publications include *Lily and the Moon* (co-authored with Patricia Daly Oe, published by ELF Learning), *Phonics Farm* (Macmillan LanguageHouse) and *English Land* (co-authored with Seino Akiko, published by Pearson). She has earned an MSc in TEYL (Teaching English to Young Learners), and is a lecturer in the Language Teaching Professionals TESOL Certificate (Young Learners) Program. She is also a regular contributor to the JALT TC (Teaching Children) SIG's TLC (Teachers Learning with Children) Newsletter.



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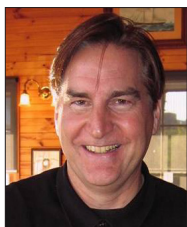


JALT FOCUS

GRASSROOTS OUTREACH

...with David McMurray

To contact the editor:
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Grassroots Outreach is a place for essays and short reports that can motivate readers to take action and bring about positive change in our language teaching profession, here at home, as well as around the world. The editor of Grassroots Outreach warmly invites 750-word reports, essays, and interviews about events, groups,

or resources that are organized inside or outside of JALT, and can be found inside or outside of Japan. Contributors may also submit articles in the form of interviews with language teachers based overseas who would not otherwise readily have access to a readership in Japan.

Find Grassroots Outreach articles online:

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

Grassroots Outreach readers question whether the pressure to rapidly and frequently publish is leading to the establishment of poor quality on-line academic journals. In this issue, Tim Stewart, a steering committee member for the Japan Association of College English Teachers 2013 convention that highlighted the Internet-enabled open education movement, explores how these publications are viewed and evaluated by universities. Providing insight on how some university search committees function, Stewart sheds light on institutional factors that encourage teachers to publish frequently. In this essay, Stewart contends that pedagogy should be as important an evaluation criterion as numbers of publications when selecting a job applicant for an academic position.

Playing the numbers game in academia

Tim Stewart
Kyoto University

A convergence of three intellectual stimuli prompted me to write this essay: a plenary speech, a journal article, and a committee meeting. First, I attended an impressive plenary talk by Toru Iiyoshi (2013) at the Japan Association of College English Teachers convention on how open education tools can transform learning by promoting the development of teaching practice. After that JACET convention, I was engaged by O'Mochain's (2013) article about the unfairness of the publication landscape in English language teaching (ELT). A few days later I reviewed applications for ELT positions.

After his plenary I asked Iiyoshi how more professors could be expected to become innovators in education when the financial and status rewards overwhelmingly flow to research and publication. He offered little hope for change to the status quo in the near term. Perhaps I am exaggerating the priority of publications situation, I thought. However, the search committee deliberations cut that reconsideration short. To gain the approval of the whole faculty, a candidate needs a great weight of paper behind him. In short, teaching expertise does not count for much. What counts heavily in the hiring process is the publication count. Japanese professors have definite expectations about how old the candidate is and how many publications they have (Miller, 2013). This is a systemic problem.

Another notch on your CV

Many Japanese institutions instruct job candidates to number the chronological list of publications on their curriculum vitae. Once these numbers are inserted they are not easy to ignore, and thus slant the review process toward quantitative evaluation. After the search committee makes its choice, it is vetted at a university faculty meeting. When evaluating a candidate from an unrelated field, professors likely rely on the candidate's total number of publications. This is a numbers game that dominates natural and social science fields today. With such an intense focus on publication numbers, research quality can easily be overlooked. Teaching ability might barely register a mention. That is, once the data have been quantified, the numbers are often taken at face value. Copies of publications are circulated, but few professors seem to give them

more than a skim. Correlating age with the total number of publications is simpler than engaging in qualitative interpretation.

The debate about quantity versus quality in academic publication isn't new. *Science* published a satirical piece 50 years ago warning that the exploding competition to publish would weaken scientific knowledge (Forscher, 1963). While the realization of networked learning is starting to turn this argument on its head, the quantity-quality debate is far from over. The preoccupation with numbers is a serious obstacle to raising the status of teaching practice at universities. Research gets funded, but development of teaching practice rarely does. Since Boyer (1990) introduced the idea of the scholarship of teaching, much work has been done on how to evaluate teaching as scholarship. However, even after 20 years, systemic changes have been slow to materialize. This indicates the intractable hold of publications in academia.

To discover where power is concentrated, follow the money. In higher education, the money and the glory is in research, not the development of teaching. Global university rankings clearly favor quantifiable research performance data. The lure of research funds has elevated research above teaching and created an upper-echelon of researcher superstars. Once scholars began competing for research funds, the gap between teaching and scholarship expanded. Research became attractive as an end in itself and a chief means of promotion. Tenure committees tend to be dazzled by the number of published articles. Given this situation, young scholars see that rather than developing their pedagogy, it's best to spend time distributing the findings of a study over several articles to maximize the quantity of their published work (Magner, 2000).

Making teaching count

O'Mochain (2013) asked why the new "predatory" journals exist. This is obviously an entrepreneurial response to the systemic pressure to publish. The administrators and faculty committees that created this monster are now blaming the victims for the problem. In addition to emphasizing publication quality over quantity, universities have to start recognizing teaching as scholarship and giving it rewards similar to research. So far, initiatives to redress the imbalance of status, recognition, and reward between research and teaching have fallen short. Faculty who dedicate themselves to teaching excellence

instead of generating published manuscripts still find the ultimate symbols of recognition and reward – tenure and promotion – elusive (Chalmers, 2011). Because most academic articles go unread the numbers game is not cost-effective for universities. Students want teachers to attend to their needs as much as they do to their writing. Counting teaching as scholarly activity would open up an excellent path toward education reform.

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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>



TLT COLUMN

SIG NEWS

...with Jennie Roloff-Rothman

To contact the editor:

<sig-news@jalt-publications.org>



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 2014

You are warmly invited to take part in the 13th Annual JALT PanSIG Conference, *Sustainability: Making Learning and Teaching Last*, to be held in Miyazaki, May 10-11, 2014. The PanSIG conference is held annually by the Special Interest Groups of the Japan Association for Language Teaching.

As in previous years, PanSIG will offer advice and revision opportunities. Mark Brierley (ER SIG) and Alison Stewart (LD SIG) are going to be in charge of the submission and revision process, and the Peer Support Group (PSG), will be helping, with PSG head Loran Edwards acting as assistant review chair. We welcome SIG members who are willing to help in this process to volunteer by emailing <pansig2014@gmail.com>.

Bilingualism

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

NEW!!! The Bilingualism SIG monograph *Third Culture Kids and Their Families* is out! This publication will be of special interest not only to TCK and their parents, but also to families raising their children in three languages. Of course, it also provides parents raising bilingual children with hints and inspiration on their multilingual journey. Edited by Bernadette Luyckx and Ron Murphy, 2013.

The JALT Bilingualism SIG has put together an extensive collection of monographs on various practical topics to do with raising children bilingually, particularly in Japanese contexts. In addition to general information on bilingualism, popular topics include bicultural children with special needs, naming bicultural children, and educational options for bicultural children in Japan or overseas. Whether you are a new parent looking for advice or an educator wondering about how to deal with bilingual children in your class, the wealth of personal experiences in these books will provide you with plenty of directions and perhaps even some answers to your questions. To see more titles, visit our website: <www.bsig.org>.

Business English

The JALT Business English SIG seeks to develop the discipline of teaching English, conducive to participation in the world business community. We aim 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。

Visited TLT's website recently?

<jalt-publications.org/tlt>

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]

Last year CUE celebrated its 20th anniversary by organizing various professional events from Hokkaido to Kyushu. CUE officers would like to thank each and all of its members for their support and involvement in SIG-related activities. Please feel free to contact us at <jaltcue-sig.org/officers> for further information about our events and activities. We look forward to hearing from you and seeing you soon at one of our events!

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 Conference is coming up from June 6-8 at Sugiyama Jogakuen University in Nagoya. This year's theme is "New Horizons in CALL." The planned keynote speaker will be Regine Hampel, who is a Senior Lecturer in Modern Languages at the Open University. The plenary is yet to be determined. For further details please visit the website at <conference2014.jaltcall.org>. Hope to see you there.

Critical Thinking

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

Please consider writing for a future issue of *CT Scan*. Full research articles: 1,500-3,000 words, detailing your research related to critical thinking in language education. Articles that connect theory to classroom practice are encouraged. Classroom reflections: 500-2,000 words, detailing classroom activities that have been used to teach or encourage critical thinking among language learners. Commentaries: 500-2,000 words, detailing personal observations meant to provoke discussion within our membership regarding critical thinking in language education. All submissions are welcome at <ctscan.editor@gmail.com>. We recommend adhering to *JALT Journal* style guidelines for your submission. Please refer to <jalt-publications.org/downloads/jaltstyle.pdf> for guidance.

Extensive Reading

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

We welcome you to take part in the 7th Annual Extensive Reading Seminar & 2014 Vocabulary Symposium on Sunday, September 28, 2014 at Keisen University, Tokyo. The theme is "Covering the Text: Vocabulary and Reading Comprehension." For the call for papers and other information please check the seminar website: <ersig.org/drupal-ersig/7th-er-seminar>.

The ER SIG also welcomes submissions to our two publications, the ERJ (*Extensive Reading in Japan*) and the JER (*Journal of Extensive Reading*). Members receive printed versions of the ERJ twice a year, and both publications are available electronically via our website for free. Please see our website <ersig.org> for submission guidelines, how to become a member and much more.

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

Upcoming conference: Critical, Constructive Assessment of CEFR on Saturday, May 31, 2014 at Chukyo University, Nagoya. The theme is "Principles and practices in the implementation of the CEFR in curricula and classrooms." Deadline for abstract submission: Thursday, January 16, 2014. Submission requirements: Send a 300-500 word abstract, references, e-mail address, and full name and affiliation of each presenter to <criconcef@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] [📅] [💬]

We have an ongoing call for papers for our academic journal, *The Journal and Proceedings of the Gender Awareness in Language Education Special Interest Group of JALT* (or *The GALE Journal*). Visit our website at <gale-sig.org> or contact us for more details. Please e-mail <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>, our Facebook page or contact Kip Cates <kcates@rstu.jp>.

Japanese as a Second Language

[🔍 Japanese as a second language] [📖 日本語教育ニュースレター Japanese as a Second Language Newsletter—3x year, 日本語教育論集 JALT Journal of Japanese Language Education—1x 2 years] [🗣️ AGM at the JALT conference] [📅] [💬]

日本語教育論集への投稿を募集しています! 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、ブックレビュー等。2014年3月末締め切り。詳細は論集編集担当: 服部珠予 <hattoritamayo@yahoo.co.jp> まで。また、日本語教育ニュースレターへの投稿も募集しています! 研究報告、指導法・学習法、エッセイなど、日本語研究者・指導者・学習者の皆様からの投稿を年間を通してお待ちしております。詳細はニュースレター編集担当: 高野のぞみ <takano-n@tama.ac.jp> まで。

Call for papers: *JALT Journal of Japanese Language Education*. JSL researchers, teachers, learners are invited to submit articles, research

reports, essays, and book reviews. Deadline is March 31, 2014. For the details, please contact Tamayo Hattori <hattoritamayo@yahoo.co.jp>. Also, send your JSL articles, reports, and information to the JSL SIG Newsletter. We accept them throughout the year. Please email submissions to Nozomi Takano <takano-n@tama.ac.jp>.

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 JSHS SIG is now on Facebook! If you are a JSHS SIG member, then come and check out our exclusive group at <facebook.com/groups/jshs-sig>. Whether you want to ask a question, help someone out or just share something, this is the place for junior and senior high school teachers to be. We also have a public page at <www.facebook.com/JSHSSIG> so anyone can have a look, click 'like' and our news will be your news! Everybody is welcome!

Show us what you've got! This year's SIG Forum at the JALT2013 Conference offers 90 minutes of shares from junior / senior high school teachers, for junior / senior high school teachers! With so many shares from people in your field, we can almost guarantee something of interest to everybody. Time will be made at the end of the Forum for participant and presenter group discussion so please join us if you are free. We look forward to seeing you!

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] [📅] [💬]

The Learner Development SIG is a lively and friendly network of more than 200 members who are interested in exploring and researching practices that help develop autonomous learning and teaching, among other issues to do with learning inside and outside the classroom. We welcome the participation of teachers from diverse teaching contexts, including elementary school, junior high school, senior high school, distance learning, language school, university settings, and teachers teaching languages other than English.

Following our 20th Anniversary Conference in Tokyo in November last year, we are looking forward to another exciting and productive year in 2014. Upcoming events include local get-togethers in Tokyo, Kansai and Hiroshima, an outreach trip to Tohoku in February/March, and forums at the PanSIG and JALTCALL conferences. On the publication front, in addition to the regular twice-yearly issues of our newsletter, *Learning Learning*, we have two book projects nearing completion: *Learner Development Working Papers* and *Collaborative Learning in Learner Development*. For more information, please visit <ld-sig.org>.

学習者ディベロプメント研究部会(LD SIG)は、教室の内外での学びに関するテーマの中でも特にオートノミーのある学習とティーチングを発展させるための実践を探究・研究することに関心のある200名以上が組織する、活発でフレンドリーな研究部会です。私たちは、多様な教育現場でご活躍の皆様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、大学で指導されている皆様、そして英語以外の言語を教えている教師の皆様も、どうぞご参加ください。

昨年11月に東京で行われた創設20周年記念大会に引き続き、2014年も活発で生産的な一年となることを大変楽しみにしております。まずは、東京、関西、広島での地域別集會、2月か3月に東北へのアウトリーチ旅行、そしてPanSIGやJALTCALL学会でのフォーラムがあります。出版関連では、通常の年二回発行のニュースレター *Learning Learning* に加え、二冊の本 (*Learner Development Working Papers* と *Collaborative Learning in Learner Development*) が仕上がりに近づいています。詳細は、<ld-sig.org> をご覧ください。

Lifelong Language Learning

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

The LLL-SIG invites those teaching languages to young, middle-aged, and older adults to share information through our website <jalt.org/lifelong/index.html>, newsletter, at various SIG conferences and events (including PanSIG), and at the JALT National Conference, where an annual LLL-SIG forum is held.

Our Facebook page can be accessed at <facebook.com/jaltLLL>. As of this writing, we have nearly 189 likes and we always welcome more. If you “like” us, you will be able to find out about not only our SIG’s events, but you can also get tips about lifelong language learning and teaching, and find out about opportunities and events in the community that stretch your capabilities and broaden your horizons, including volunteering possibilities.

Literature in Language Learning

Happy New year to all of our members! Thanks for a great 2013. LiLT SIG members engage with literature through film, creative writing, poetry, the short story, classic literature and world literature as well as literature in translation. We welcome interest from those working cultural studies, politics through literature, language learning and applications of literary texts in different contexts.

We are always interested in volunteers to help out with things such as events planning, reading and proofing for our journal and helping the SIG grow. If you are thinking about getting involved we welcome you to contact us!

2014 Conference: September 6-7. We are steadily making plans for our first literature-themed conference to be held at Aichi University, Toyohashi campus with John Roberts as the conference chair. Please consider submitting something to present, attending, or helping promote this first LiLT SIG conference. The deadline for submissions is May 15th.

All important guidelines and information for contributors are available on our website <liltsig.org>. To join the SIG, tick Literature in Language Teaching when renewing your SIG membership.

Materials Writers

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

First of all, a deep heartfelt thanks to all who, at the conference, visited our table, attended our forum and workshop at JALT2013. We had a marvelous time meeting old and new faces. Hopefully, we generated more new members and kept the old as interested as ever. Our workshop with Todd Jay Leonard was a relaxed affair on Sunday evening and participants came away knowing a lot more about the realities of writing for the Japanese market. Thanks, Todd! At the board level, we introduced a new level of officer: the assistant role. This allows new officers to learn the ropes without necessarily taking on the full responsibility off the bat. The idea behind this is to nurture future stability in the officer ranks.

Our activities in 2014 will be exciting as we’ll be joining the Pan-SIG as usual, and we’ll be involved with a few other events during the

year. Please check our website for more information <materialswriters.org>. Meet old/new members and stay active!

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]

In 2013, OLE participated in the JALT East Shikoku conference, PanSIG and JaltCALL and organized its 2nd SIG conference at Chukyo University in Nagoya and enjoyed over 20 contributions at JALT 2013 in Kobe. Most Kobe presentations will be up very soon on <web.iess.ehime-u.ac.jp/katudouhoukoku.html>.

OLE will participate in the respective events this year and is already accepting proposals for its events at JALT 2014: The OLE-SIG and the Multilingualism Forum, the French Forum, and the Spanish, Chinese and German workshops. Please send your proposal urgently to the coordinator at <reinelt.rudolf.my@ehime-u.ac.jp> with the title line JALT2014.

Pragmatics

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

Pragmatics is the study of language from the point of view of language users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication.

The Pragmatics SIG is in the process of creating a library of humorous comics and videos that highlight pragmatic matters in everyday conversation. Look for some new videos on our website <pragsig.org> this summer!

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>.

School Owners

Please consider signing up for our newsletter! The sign-up form to the SO SIG's free quarterly newsletter is now active on the SO SIG website <schoolowners.net>. To subscribe, visit the site and enter your email address. Subscribers receive articles, freebies and news on upcoming SO SIG events.

Speech, Drama, & Debate

2013 was a good year for the Speech, Drama, and Debate SIG. We had a strong presence at PanSIG2013, the most dramatic booth and a really exciting forum at JALT2013—five excellent (really excellent) PechaKucha presentations followed by two enthusiastic small group discussions—and a wonderful co-sponsored conference in Hiroshima at the beginning of December, which included our first speech contest. We put out 6 bulletins and two issues of our peer-reviewed journal, *Mask & Gavel*. (See <sites.google.com/site/speechdramaanddebatepublicsite/home> to download some of the back issues.)

In addition to PanSIG2014 and JALT2014, our biggest project for 2014 is the first annual JOESC (Japan Online English Speech Contest). For details see <sites.google.com/site/japanonline-speechcontest>.

Study Abroad

[🗨️ study abroad, pre-departure curriculum, setting up, receiving students, returnees] [📖 Ryugaku—3-4x year] [🌐 national and PanSIG 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。当部会のニューズレター“Ryuugaku”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 TBL SIG will hold the second “TBL in Asia,” conference in Kansai on May 17-18 2014 at Kinki University, Osaka. Peter Skehan from the University of Auckland in New Zealand is confirmed as Plenary speaker. Proposals are now being accepted for presentations, workshops and poster presentations. Deadline for proposals is January 31, 2014. Details and the call for papers can be found at <tblsig.org/conference>.

The 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 discussion, and academic study 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, PanSIG 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. With memories of JALT2013 still fresh in our minds, we are starting to think of TED SIG's next mini-conference, EFL Teacher's Journeys Conference 2014. Preparations for the conference have begun and the hunt for interesting plenary speakers is on. Updates will be posted as they happen on the website at <jalt.org/ted>.

You can also find out more about TED's journal *Explorations in Teacher Education* on the website. The journal welcomes stimulating articles across the field. Submission guidelines for articles can be found on the website. You can also stay in touch with us via Facebook or Google+ or by

following <@tedsig> on Twitter.

Teachers Helping Teachers

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

2014 Lao THT Program, February / March, National University of Laos staff training and student support program. Bankuen Teachers Training College, Lao American College and high school home stay program. For further information please contact: thtlaos2012@gmail.com

Chris Ruddenklau, THT Laos country coordinator, is also working with the organizers of the 11th Annual LaoTESOL Conference January 21-22, 2014 at the National University of Laos Vientiane: “Advancing Techniques and Skills for the Language Teaching Profession.” Approximately 350 Lao teachers of English will be attending. This is a unique chance to present, meet Lao teachers, eat Lao food and be entertained by Lao singers and dancers. Abstracts and biographical data can be sent to: <chrisruddenklau@yahoo.com>. Please consider combining this with the THT Laos program!

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] [📅] [🗣️]

Submissions are now being sought for the 2014 JALT Junior Conference. Although the conference is still a while away, this year the presentation submission deadline has been brought forward to February 11, so please note the early deadline. 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.

The TC SIG is for teachers of children of all ages and we are always looking for new ideas and new people to keep the SIG dynamic. We particularly want to appeal to Japanese teachers and teachers who team teach to consider joining our group. There is an email list for teachers of children who would like to share ideas or questions <tcsig@yahoogroups.com>.

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 our online *TLC Newsletter*! Email your submissions to the editor at <editor@tcsig.jalt.org>. For more information about the Teaching Children SIG and all our activities, please visit our homepage <tcsig.jalt.org>, or the TCSIG Facebook page <facebook.com/pages/JALT-Teaching-Children-SIG>.

Testing & Evaluation

[🔍 research, information, database on testing] [📖
Shiken—3x year] [🗳️ PanSIG, 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 VOCAB SIG is proud to announce that our membership has grown to 130 since last year. We welcome new membership and enjoyed last year's JALT2013 Conference.



TLT COLUMN

...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>.

FUKUOKA—*Creative homework design ideas to flip your classroom /Going paperless* by **Robert Cochrane**, Kyushu Sangyo University. This workshop will explore how to create engaging, effective homework activities using task-based learning and motivational design. Cochrane will

also share some ideas for making your classes paperless. *Sat 18 Jan; Time and place TBA; See <fukuokajalt.org> for details; Non-members ¥1,000.*

HIROSHIMA—*A word is not always just a word: Pitfalls in intercultural communication* by **Hideyasu Tanimoto**, Hiroshima University. English sentences pregnant with cultural connotation are often difficult for students in Japan to understand. By the same token, Japanese sentences with implicit messages are hard for native speakers of English. In this presentation, we'll have fun understanding how intercultural miscommunication can occur. *Sun 19 Jan, 15:00-17:00; Peace Park, 3F Conference Room; Non-members ¥500, students ¥200.*

HIROSHIMA—*Global issues* by **Kip Cates**, Totтори University. This presentation will show how English teachers can make lessons more meaningful by bringing important global issues – such as environmental problems, armed conflicts, and gender issues – into the classroom. *Sun 16 Feb, 15:00-17:00; Peace Park, 3F Conference Room; More details at: <hiroshima-jalt.org>; Non-members ¥500, students ¥200.*

KITAKYUSHU—*Connecting neuroscience and ELT - what we learned in 2013* by **Robert S. Murphy**. Practical and theoretical! Murphy will discuss content from the best presentations at the Mind, Brain, and Education conference in Quito, and the ICCNS conference in Boston. He will also present the 42 Maxims from the neuroELT lab in their newest form. Finally, in a workshop format, participants will work in groups to design practical ideas for their own classroom contexts. Be prepared to take home a notebook full of new ideas! *Sat 11 Jan, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; Non-members ¥1,000.*

KITAKYUSHU—*So you want to publish an EFL textbook? Four points of view to consider when writing a proposal--the myths and realities of EFL publishing in Japan* by **Todd Jay Leonard**. This presentation will outline the current publishing market in Japan for EFL/ESL textbooks by reviewing various points of view of the publishing industry. Leonard has published extensively within the ESL/EFL market in Japan and will offer helpful advice to budding authors who wish to pursue projects geared to Japan's domestic market. *Sat 8 Feb, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; Non-members ¥1,000.*

KYOTO—*Improving reading fluency*. Concerned with improving the breadth and speed of your students' reading ability? Then you won't want to miss our three presenters, who'll discuss real-world research on improving this crucial skill. **Bjorn Fuisting** will discuss implementing speed reading programs in university classes. **Ann Flanagan** will present about spreading extensive reading (ER) to secondary schools, and how ER has been implemented there. **Amanda Gillis-Furutaka** will explain how and why ER students often use L1, and how this can be reduced. *Sun 12 Jan, 9:00-12:00; Campus Plaza Kyoto; For further details: <kyotojalt.org>.*

MATSUYAMA—*How bilingualism informs language teaching* by **Steve McCarty**, Osaka Jogakuin College & University. For the Matsuyama JALT 30th Anniversary, the founder will show scanned documents from 1984 and invite reflections on the Chapter's bilingual, community service approach. Then a developmental bilingual perspective will be shown to shed light on the effectiveness of language teaching

approaches, bilingual development at different ages, the viewpoint of students, the societal context of language teaching, and language acquisition. *Sun 12 Jan, 14:15-16:20; Shinonome High School Kinenkan 4F; <www.shinonome.ac.jp/site/highschool/access.html>; One-day members ¥1,000.*

MATSUYAMA—*The feasibility issue of form-focused instruction* by **Julia Mika Kawamoto**, Matsuyama University. Can teachers draw students' attention to their errors while engaging in meaningful language use, or is doing so too disruptive to the flow of natural communicative interaction? This presentation considers whether or not teachers can easily implement form-focused instruction (FFI) in their classroom. The speaker will present results from her research and discuss pedagogical implications. *Sun 9 Feb, 14:15-16:20; Shinonome High School Kinenkan 4F; <www.shinonome.ac.jp/site/highschool/access.html>; One-day members ¥1,000.*

NAGOYA—*Nagoya: Big ideas for little ones* by **Kathleen Kampa Vilina**, Seisen International School. What big ideas do you want your young learners to come away with from your lessons? In the 21st century, young learners need skills and attitudes that they can transfer into school, hobbies, and family life. Discover the "Cs" (competencies) of learning through lively music and movement activities that help your "little ones" grow with BIG IDEAS! *Sun 19 Jan, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; <nic-nagoya.or.jp/en/e/about-us/access-hours>; One-day members free (courtesy of Oxford University Press).*

NAGOYA—*My EFL career: Sharing our stories via Pecha Kucha* by **Daniel Dunkley, Robert Gee, Andrew Offord, Mark Rebuck, Andrew Sekeres, & Paul Tanner**. Looking for a change or upgrade? What are local teaching jobs really like? The speakers will discuss their current fulltime (contract or tenured) position at a high school/university, explain how they got the job, and candidly assess its strengths & weaknesses. Each Pecha Kucha presentation will include a short Q&A, with a panel/open discussion to end proceedings. *Sun 23 Feb, 13:30-16:00; Nagoya International Center, 4F, Lecture Room 3; <nic-nagoya.or.jp/en/e/about-us/access-hours>; One-day members ¥1,000, 1st visit free.*

OKAYAMA—*Exploring cultural differences through humor* by **John Rucynski, Ayako Namba, and Scott Gardner**. What are the cultural boundaries of humor? This presentation reports on a research project in which students from various cultural backgrounds viewed and discussed a variety of “controversial” comedy clips. Next, *Swiss-army knife activities* by **Matt Gilhool**. An enjoyable activity can take lessons to the next level. However, creating activities can be a challenge. Gilhool will demonstrate some activities that can be easily adapted to different languages and levels. *Sat 18 Jan, 15:00-17:00; Okayama Fukushi Kaikan, on Shiroshita-Suji, 8F; Non-members ¥500.*

OKAYAMA—First, *An alternative to speech writing* by **Paul Delaney**. Breaking away from the traditional speech writing format of a high school public speaking course, Delaney will show how to incorporate task-based learning to generate a group presentation in which the students teach the audience how to cook a three-course meal. Second, *Get your students hooked on television*, by **Bob Lamitie**. This presentation will include some thoughts on teaching with videos of American TV programs: why it can be effective, some ideas on keeping the students’ interest, and some useful methods. *Sat 15 Feb, 15:00-17:00; NDSU at Logos Hall; Non-members ¥500.*

SENDAI—*Extensive reading colloquium* by **Ben Shearon**. ER Program Design lecture: ER is gaining traction in Japan thanks to the efforts of classroom teachers, but institutions often lag behind in understanding and adopting ER as part of their curriculum. This short lecture will delve into the factors affecting ER program design at the system level and suggest some metrics for setting goals and practice. Followed by local teachers introducing their ER programs – a common format will be used in order to facilitate comparisons and better understand the similarities and differences between various approaches. A panel discussion and Q&A will follow. *Sun 26 Jan; Details at: <jaltsendai.org>.*

SENDAI—*Why are Japanese entrance examinations different from all other language tests?* by **Melodie Cook**, University of Niigata Prefecture. Based on a Japan-wide survey of expatriate ELT university faculty, Cook attempts to answer the eternal four questions about English on Japanese

entrance examinations: Who creates these tests and what assumptions do they bring to the test development process? What is the purpose of entrance examinations? Why do we hold certain beliefs about “good” tests? And how and when can we change tests in order to improve them? *Sun 23 Feb; Details at: <jaltsendai.org>; Members free.*

SHINSHU—*Storytelling in the classroom* by **Brian Cullen and Sarah Mulvey**. The presenters will look at some of the many ways in which stories can be useful, what stories you might like to choose, and some practical techniques for really engaging your students through storytelling. They will also discuss how the human brain is wired for storytelling and how we are indeed storytelling animals. Participants will have time to share their own stories and practice the techniques introduced. *Sat 25 Jan, 15:00-17:00; Matsumoto; For further details: <jalt.org/events/browse-events-group/439>.*

TOKYO—*Reading and vocabulary 2-part lecture series: Working with word lists for language learning and teaching—Challenges and opportunities* by **Averil Coxhead**, Victoria University of Wellington, and *The future of extensive reading* by **Rob Waring**, Notre Dame Seishin University. These distinguished lecturers will share their insightful research evaluating the Academic Word List (Coxhead) and Extensive Reading (Waring). *Thu 23 Jan (Coxhead) and Mon 24 Feb (Waring); Sophia University; <tokyojalt.org/events>; Non-members ¥1,000.*

YAMAGATA—*Canada, Toronto, in terms of its history, culture, literature, education, language, etc.* by **Jon Ivan Pinsan**. *Sat 11 Jan, 13:30-15:30; Yamagata-shi Kajokominkan; For more info, contact: Fumio Sugawara, tel. 0238-85-2468; Non-members ¥1,000.*

YAMAGATA—*Comparative communication between Japan and Germany* by **Reinhold Grinda**. *Sat 8 Feb, 13:30-15:30; Yamagata-shi Kajokominkan; For more info, contact: Fumio Sugawara, tel. 0238-85-2468; Non-members ¥1,000.*

YOKOHAMA—*Cooperative learning: teaching that is as easy as 1-2-3-4* by **Joël Laurier**. Cooperative Learning (CL) is a research-based teaching pedagogy that provides an effective

teaching approach. Through interactive, task-based activities, students learn to take control of their own learning. This hands-on workshop will show attendees how they can use CL to increase active participation between students, build confidence for teachers, and deliver more student-centered English lessons. Attendees will be shown effective CL structures that make

learning the student's responsibility and facilitating the teacher's concern. *Sat 18 Jan, 13:00-16:45; Yokohama Youth Center, under Kannai Hall; Directions: <kannaihall.jp/access/index.html>.*

YOKOHAMA—Technology in teaching event. *Sat 15 Feb; 13:00-16:45; Venue TBA; Details will be posted on: <yojalt.org>.*



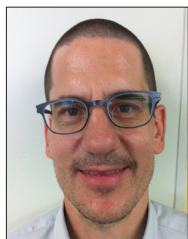
TLT COLUMN

CHAPTER REPORTS

...with Tom Mahler

To contact the editor:

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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>

AKITA: September — Hard pressed to succeed without Soft Skills? by **Sarah Louisa Birchley**, Toyo Gakuen University. Ideally, university students should learn the skills indispensable for business success before they graduate. This leads to the crucial questions of how can they learn the necessary skills, and is it possible to teach them? The presenter started the session with these very questions. In the first part of the workshop, Birchley explained how “soft skills” are necessary for success in international business. She defined the term soft skills, and showed how they can be taught in the classroom. Soft skills are those behavioral competencies that are also known as interpersonal skills, or people skills. Birchley also showed how soft skills are connected with the Content and Language Integrated Learning (CLIL) approach. She then defined awareness-raising assessment and showed how it relates to the topic. In the second half of the session, Birchley demonstrated various enter-

taining activities that she actually uses in her classroom. Each of the diverse components was seamlessly connected to the next and the session was very informative.

Reported by Mamoru “Bobby” Takahashi

GIFU: September — Workshop: Introduction to using iPads in the language classroom by **Paul Daniels** and **Tom Gorham**. Daniels and Gorham began their workshop with the absolute basics of using an iPad – the location of the on switch. After explaining where all the switches are located and what they do, the discussion quickly took a complex turn as matters concerning cables, adapters and how best to connect with existing classroom equipment were discussed.

A selection of iPad apps were also suggested, such as Doceri, an application that controls your desktop from an iPad; Bamboo, a simple app for drawing and writing; Airserver, which allows different iPads to display work on a large screen simultaneously; and Futaba, a fun vocabulary game for up to four players. The greater part of the workshop was spent with a neat application called Explain Everything. Participants used this app in groups to create a presentation on the iPad about their favourite place. Text, audio, video and drawing functions were combined together to create a multimedia presentation which was displayed at the end of the evening. Teachers who value cooperative learning and group work would find this an indispensable app for the classroom.

Overall, Daniels and Gorham provided participants with a number of practical tips and useful strategies for making the most of iPads in teaching contexts from kindergarten to university. Whether the teacher only has one iPad for a class of thirty, or all the students each have their

own iPad, there are many engaging activities and methods for using iPads to enhance inter-activity and promote genuine, meaning-focused communication in the classroom.

Reported by Paul Wicking

GUNMA: September — Building strategies and skills in critical media literacy: Empowering English learners to access, understand, and engage with news by **Anna Husson Isozaki**. This September, Gunma JALT was proud to welcome one of our own to the stage. Longtime friend and member Anna Husson Isozaki presented on how we can help students acquire the skills needed to find their way through the funhouse hall of mirrors that we call mass media. It is a challenge, but one that Isozaki deems necessary. Media literacy is about personal empowerment - giving our students the ability to find, share and respond to the issues that matter to them. Perhaps even more importantly, Isozaki skillfully showed that the backbones of media literacy: thinking, checking and looking for ourselves, are necessary skills for students and teachers alike. After a short break, Isozaki introduced participants to her treasure trove of carefully curated media links. A link to her collection, bio, and PowerPoint file and more can be found at our website <sites.google.com/site/gunmajalt/>.

Reported by John Larson

GUNMA: October — Classroom management strategies for reluctant learners: Deconstructing and working with student silence by **Susan Bergman Miyake**. Susan Bergman Miyake decided to put aside the usual, more attractive topics of content and language learning theories to talk about the elephant in the room; classroom management. Specifically, she lectured on how to interpret, manage and respond constructively to students who seemingly will not answer - even to say, "I don't know," - no matter how long they are given. To begin, Bergman Miyake invited attendees purge their negative feelings about these students while listing these on the board. Faced with a list of negativity ranging from "frustrating" to "hostages," attendees were then asked to transform this list into a positive one: replacing "inactive" with "present," "quiet" with "thinking." Paramount is for teachers to refuse to give up on individual learners and to deal with awkward moments constructively. Using heartbreaking stories from students she has taught in the past, Bergman Miyake showed

attendees that there is always a meaning behind the silence. Understanding that meaning, and thereby that student, is the first step to building the skills, confidence and motivation necessary for students to participate.

Reported by John Larson

HAMAMATSU: October — Annual general meeting. Eri Gemma, Sue Sullivan, Dan Frost and Jon Dujmovich presented the chapter officer reports for the year prior. Elections were then held. Coordinating Committee Positions filled were Treasurer (**Gemma**), Publicity Coordinator (**Gregg McNabb**), Programs Coordinator (**Frost**), Membership Coordinator (**Sullivan**) and President (**Dujmovich**). Supporting positions filled were Meetings Reporter (**Sullivan**). Upcoming events, including the presentation, dinner and retreat with **Scott Thornbury** (October 30-November 1st) and the My Share in December, were discussed, as were strategies for best serving the interests of Hamamatsu JALT members.

Reported by Susan Sullivan

HIROSHIMA: October — JALT 2013 National conference preview by **Various**. Jim Ronald and Toby Curtis introduced their Culture Swap videos, which are available free online for any teacher to use. The story and character-based videos feature natural English with a focus on pragmatics. Arthur Rutson-Griffiths gave an overview of the steps taken to implement a project to provide all first year students in his college with an iPad to be used in all classes, covering some of the pitfalls and useful principles of a project introducing new technology. Mathew Porter discussed the evaluation of a movie corner in a self-access learning centre and the changes, such as simplification of material and promotion of supplementary materials, this evaluation led to. Joe Lauer talked in general about podcasts and related research questions, and Jaime Selwood then introduced a podcast-based speaking and writing course in which students work towards creating their own podcasts.

Reported by Carla Wilson

HIROSHIMA: October — Grammar or speaking? (or both?) by **Scott Thornbury**. Acknowledging the widespread perception that teaching language learners the grammatical systems of English will result in their being able to

speak English, guest speaker Scott Thornbury illustrated for attendees that what most good speakers master is actually a fairly specific subset of English grammar. With this grammatical subset, good speakers are able to speak quickly, spontaneously, and accurately. They can get their message across with minimal means, under varying conditions, and on a variety of topics. Lastly, they master the socio-pragmatic norms for interacting in their English-speaking environments. Thornbury closed the presentation by suggesting some practical classroom activities for awareness-raising, language appropriation, and development of autonomy. For awareness-raising, recordings and transcripts that focus on the target language were demonstrated. Language appropriation activities were suggested, most of which emphasized the effectiveness of engaging in several iterations of the same or similar speaking task. Activities that build autonomy, he suggested, should be productive, interactive, purposeful, and authentic.

Reported by Aaron Sponseller

HOKKAIDO: September — *JALT Hokkaido language teaching conference* with **John Fanselow** and **Chuck Sandy**. Autumn means conference time for JALT Hokkaido. This September we were privileged to host two well-known educators and teacher-trainers at our annual conference; John Fanselow and Chuck Sandy. Both plenary speakers were quite unconventional and gave us plenty to think about. John Fanselow encouraged us to break rules and try new ways of doing things in our classrooms, and to compare them with our conventional ways in order to improve our teaching practice and provide new stimulation for our learners. He encouraged offering incomplete information to learners to increase engagement as they figure out the missing pieces. Chuck Sandy asked us to reflect on our careers as teachers, inspiring us to see ourselves in relation to community, not only with other teachers but also with our learners who will reflect our efforts. He said we can identify learning by the presence of joy and social interaction (learning is fun and it happens in community).

In addition to the plenary presentations and workshops, there were another 18 presentations including five poster presentations on various topics which included collaborative learning, on-line exchange, writing, oral assessment, listening, English medium instruction, extensive reading, and developing presentation skills. The confer-

ence concluded with a special panel discussion on Global Englishes, challenging us to consider what norms of English we teach and to compare these with what learners are likely to need in situations that involve international communication.

Reported by Haidee Thomson

IBARAKI: October — This month, our local chapter had the pleasure of having two guest speakers from Lifelong Language Learning (LLL) SIG. *Older students as both teachers and learners* by **Tadashi Ishida**. Ishida introduced us to a range of activities for senior English learners designed by the community organization he runs in Tokyo. For instance, the organization makes an arrangement with a *ryokan*, a traditional Japanese inn, so that senior learners can introduce Japanese culture to its foreign guests, using their expertise in *origami*, *rakugo*, *shamisen*, and other cultural assets. Such an arrangement is beneficial for both senior learners and visiting foreigners because the former can practice communicative language in real situations, while the latter can experience Japanese culture free of charge, creating a win-win situation for both parties. *English rakugo and English teaching* by **Tatsuya Sudo**. In the first half of his presentation, Sudo guided us through a fascinating history of *rakugo*, a traditional narrative art of Japan, and explained his involvement in it as a student and a teacher. He introduced us to different *rakugo* styles as well as prominent masters including Sanyutei Encho, Kairakutei Black, Tatekawa Danshi, and Katsura Shijaku. Sudo also highlighted pedagogical benefits of *English rakugo*, for it promotes self-conversation and reading aloud, both of which are said to be effective in enhancing the command of spoken English. Furthermore, *English rakugo* helps Japanese learners understand their own sense of humor and improve their presentation skills. In the second half of the presentation, Sudo changed into a *kimono* and performed two *rakugo* stories, “Milk” and “Snow in Hawaii,” enchanting us with his flowing narration. He ended his presentation with his ukulele performance of “*Satoukibi-batake*,” or “Sugarcane Fields,” in remembrance of those who were killed in the ground battle in Okinawa at the end of World War II.

Reported by Naomi Takagi

KITAKYUSHU: October — *Practical neuroELT for kids and adults* by **Ai & Robert Murphy**. The presenters discussed current developments in

neuroscience and their implications for language learning. The presenters first introduced six general maxims for implementing current neuroscience theories into classroom pedagogy, including the importance of emotion, personalization, and prediction in the learning process. Next, the presenters offered concrete examples of successful implementation of these principles into lesson planning, material design, and activity selection. The presenters argued that because current commercial English education materials often do not adequately incorporate neurobiological principles into their design, teachers need to find creative ways to incorporate them into their teaching. Finally, the presenters had the audience divide into small groups and discuss how they could implement the six principles in their upcoming lessons. Each group then presented its ideas to the whole group while the listening groups informally evaluated their peers.

Reported by Zack Robertson

KOBE: September — Tech day plus 2013. See Osaka Chapter for details.

NAGOYA: September — Introduction to using iPads in the language classroom by Paul Daniels and Tom Gorham. Three options to set up equipment to use iPads wirelessly in the language classroom are to buy a projector connected with Wi-Fi, to connect videos or other audio-visual aids to Apple TV with Wi-Fi or an ethernet network, or to buy a Mac computer which makes it possible to download programs such as Keynote, QuickOffice, PowerPoint (Apple version), and AirPlay wirelessly into a projector. With an iPad holder you can use the camera of an iPad or an iPhone to show text from a sheet of paper on a projector. Presentations can be controlled via your desktop and annotated using Doceri or Bamboo Paper for slideshows. With Air Server, you can wirelessly beam your iPad display to your Mac or PC and from there to your projector. To share, use Video Board with Moodle and YouTube. Or discover the location of your campus with Field Trip. Daniels and Gorham recommended using iTunes and iTunes U as browsers for apps. Gorham then introduced several game apps; Angry Birds, Scribblenaut, and Futaba Classroom Games. These help students with guided- or self-study.

Reported by Kayoko Kato

NAGOYA: October — Getting them to talk in English by Penny Ur. Purpose in a classroom activity is supplied by the task. In Ur's experience simple dialogs are a good basis for providing purpose toward developing fluent speech. The successful production of meaningful, long utterances can raise student morale. She also recommended that game-type activities can be fun when they have a clear and achievable goal. Moving on to the topic of presentations, Ur recommended that simple instructions should be given and interaction between students encouraged, to effectively promote better preparation and delivery. Teacher language should be appropriate to the level of the group and encourage participation based on the different levels of language ability in class. Ur commented that when organizing a presentation, clear and careful instructions should be considered throughout the lesson. She also pointed out that deciding on a group chairperson and discussing strategies helps to ensure participation and to keep learners focused on the target language. Activities should end while learners are still enjoying themselves. Feedback can then be given on the results of the task and not individual learner performance. Touching on the situation when there may be a spontaneous decision to interrupt when a student is speaking, Ur suggested that appropriateness is dependent on student expectations and preferences, the main aims of the course, the importance of the mistake, the persistence of the mistake, student confidence, and the excitement value of the discussion. Following these recommendations, Ur stated, is successful in preventing learners lapsing into their L1 at least 75% of the time.

Reported by Kayoko Kato

NARA: June — Forty acres and a mule & Twenty tatamis and a Calpis by Bonnie Yoneda and Jim Swan. The interesting title for this presentation comes from the presenters' personal experiences. Forty acres and a mule refers to an empty promise the U.S. government made to free slaves at the end of the American Civil War. Slaves believed they were each to be given 40 acres of farmland and a mule, and is tied into Yoneda's experience of teaching in Japan for 40 years and her great contribution to the foundation of Nara Chapter of JALT. Twenty tatamis and a Calpis comes from Swan's reminiscence of visiting Yoneda on hot summer days. She always offered him a glass of Calpis in her 20 tatami mat room. The two veteran professionals of English

language education, longtime friends, founding members, and ardent contributors to Nara JALT guided the audience through their early years of teaching and the Nara chapter's birth and infancy. Relaxed, confident and witty storytellers, they emphasized how a fledgling JALT chapter helped to enhance their personal development as teachers and how their confidence as JALT officers grew through trial-and-error. It was a lively and engaging presentation. We, the audience, appreciate the way they have paved for us.

Reported by Motoko Teraoka

NARA: September — Supporting learner autonomy in a team-taught graduate introductory course by **Haruyo Yoshida** and **Bruce Malcolm**. Yoshida and Malcolm first explained what team-teaching is. In their definition it is a relatively uncommon teaching style in which a native teacher and a Japanese teacher collaborate, share equal amounts of responsibility, and enjoy non-hierarchical teaching situations. Their team-taught course had not only two teachers with diverse teaching backgrounds but peer-mentors; students who had done the course before. The peer-mentors served as an informal channel between teacher and student and exerted leadership to motivate the course attendees. Versant English Test, a standardized computer-based spoken English test, was used to evaluate the students' verbal communication skills, which showed their improvements particularly in mastery of sentence construction. This unconventional approach to team-teaching helped the students to boost their independence and motivation towards the PowerPoint presentation they had to give at the end of the course. The two team-teachers were engaged in the preparatory stage and the demonstrative stage. Nine students were able to improve their learner autonomy through the team-taught course. An attentive audience acquired new knowledge through this interactive and informative presentation.

Reported by Motoko Teraoka

OITA: September — Oita language teaching symposium. In September we had our annual Oita Language teaching symposium which comprised of four interesting presentations. 1. *The implementation of CLT in Japanese high schools: Organizational hindrances to a smooth transition* by **Kevin Bartlett**. While the state of Communicative Language Teaching is being tweaked in the current iteration of MEXT's curriculum guideline

changes, Kevin Bartlett pointed out some difficult obstacles facing high schools; an aging teaching population and personal relations relating to hierarchy and seniority which are characteristic of Japanese society, a 5-10 year average tenure for young well-educated JLTs, idea hoarding, qualified teachers who leave high school teaching for college or other contexts, entrance examination pressures, and parental attitudes. He then presented some interesting ideas on how positive change could be promoted within a communicative framework. 2. *Enhancing willingness to communicate with class warmers* by **Nathan Ducker**. Ducker started his presentation with a lively tongue-twister *taikai* and then insight into Japanese culture in relation to the dichotomies of insider/outsider and public/private that produce what he described as four situation types. Ducker pointed out that linguistically light warm-up activities in groups of about three students, in a competition format, works very effectively to create the sense of excitement and security that is important for encouraging learners develop a willingness to communicate in English. 3. *Intonation in spoken discourse: The case for explicit intonation instruction* by **Curtis Edlin**. Edlin interactively reviewed the numerous ways that intonation functions in English. For example, apposition is signaled by a lower pitch in spoken phrases, whereas direct quotations are signaled with a raised pitch for the duration of the quotation. This is but one example of the many teachable points with regard to intonation as spoken grammar. 4. *Balanced approaches to pronunciation instruction* by **Jeremy Redlich**. Jeremy Redlich's presentation made a compelling argument to teach pronunciation within an English as an international language (EIL) perspective. He reminded us that it is really important to show students English pronunciation from members of the outer circles, especially to help promote their ownership and appropriation of the English language. Redlich introduced many of us to the concept of ELF (English as a Lingua Franca) and how this perspective then changes the teacher's view from norm-based pronunciation teaching (e.g., North American English or Received Pronunciation) to a more international interpretation of intelligibility.

Reported by Paul Seigniny

OKAYAMA: October — Designing independent listening projects by **Caleb Prichard** and **Ukiyo-Eigo**: *An interdisciplinary approach to art and EFL* by **Tom Fast**. Prichard started by positioning the role of listening in mainstream EFL teaching/learning, with special consideration given to the

varieties of English spoken around the world. He then showed how he used clips from the American reality show “Amazing Race” (available online) to provide authentic input for his university students. Prichard talked about giving students listening assignments at home, where they can drill and repeat at leisure, reserving the classroom for more authentic communication-oriented listening activities. He emphasized that allowing students to self-select materials on various websites allows them to tailor their listening practice to their own needs and interests.

Fast shared an art awareness project he did with high school students. He first talked about the justification for arts in the high school curriculum in general, then, showed how it could fit as part of EFL instruction. He went through several activities focusing on different kinds of Japanese traditional art, such as *bunraku* and *ukiyo-e*. The high point of these activities for Fast was student participation, including attempting to reproduce artwork by describing it to partners, and drawing *kabuki*-styled “actor portraits” of fellow students. Fast chronicled the great response of students first to drawing and then critiquing the portraits as a class.

Reported by Scott Gardner

OSAKA: September — In conjunction with the Pragmatics SIG, the Osaka Chapter hosted two presentations. **1. Interactional competence versus pragmatic competence in second language chat rooms: Implications for language teaching** by **Christopher Jenks** from City University of Hong Kong. Jenks’ fascinating presentation explored the development of the notion of communicative competence over the past 50 years. Dell Hymes coined the term in the late 1960s, and over time it has come to be divided into pragmatic competence and interactional competence. Richard Young’s recent work defines pragmatic competence as intrapersonal, individual knowledge, about “knowing” language, whereas interactional competence is a form of interpersonal knowledge which is jointly constructed by interlocutors. It is more about “doing” language rather than using language. The pedagogical implications are that pragmatic knowledge can be introduced in class, but what ultimately matters is what students can do by *interaction-ing* with this knowledge. What we teach in the classroom should reflect the contexts and interactions that students will find themselves communicating in in the future, and their flexibility and adaptability to variation should be nurtured as much as possible. *Reported by Robert Croker.*

2. “Seeing learning” in interaction: An overview of CA approaches to longitudinal SLA research by **Adam Brandt** from Newcastle University. For newcomers to Conversation Analysis (CA), this talk was an excellent opportunity to become more familiar with CA approaches to longitudinal SLA research and about CA itself. Noting that SLA happens through and over time, Brandt posed an obvious question: How can we understand SLA unless we look at it over time? Longitudinal research, however, is quite scarce. Why? After reviewing a number of SLA research traditions, Brandt explained that different traditions also have different definitions of “longitudinal.” Research could be, for example, four months to four years, looking at flash points, or certain linguistic features. Left without a clear definition, Brandt offered a brief history of CA, both as a theory of interaction and a methodology based on the works of Sacks and Schegloff in the 1960s. Later researchers then applied CA to L2 classroom interaction, and interest in longitudinal CA-SLA studies has increased, such studies include: 1) orientations to learning (short-term longitudinal), 2) changes in interactional competence (expansion of interactional resources for specific social actions), and 3) changes in the use of particular linguistic/interactional devices. Summarizing the current state of CA-SLA, Brandt noted that methodological issues remain, such as the use of exogenous theories, quantification, the nature of assessment, empirical contributions, and defining and documenting learning. Perhaps an outcome of long-term CA-SLA is that a more holistic understanding of the object of L2 development will contribute to the evolution of a new CA-SLA theory.

Reported by Duane Kindt

OSAKA: September — *Tech day plus 2013*, co-sponsored by Kobe JALT, at Otemae University, Itami campus, was a rich tapestry of over two dozen presentations on a wide variety of both technical and non-tech topics. **Thomas Robb**, of Kyoto Sangyo University, gave the opening keynote presentation *Considerations for the effective use of technology for language learning* in which he discussed the paradigm shift in how we think about and use technology, such as his popular MReader site, to advance outside of class learning and foster learner autonomy. **Oli-ver Bayley** of OUP introduced useful web tools such as <polleverywhere.com> and <oxfordenglishtesting.com>, and had even set up an interactive web board at <padlet.com/wal/jalttech> that still has notes from our session together.

The full list of presentations is too numerous to detail here, but suffice to say that the technical talents, creative skills, and on-going research that is being applied to so many teaching situations and for such a wide variety of purposes that was on display was truly inspiring, including effective uses of Moodle, Moodle Reader, Evernote, Google Scholar Profiles, PowerPoint, voice recordings, video clips and profiles, smartphones and a host of other tools. Lively discussions continued over fabulous Indian food at a nearby restaurant after the presentations. For full program details, photos, and archives of past Tech Day events please visit <tdp.osakajalt.org/> where you can also download the PDF of the program to access contact information of most presenters for even more details.

Reported by Michelle Morimoto and Bob Sanderson

SENDAI: September – Curiosity to competency: Intercultural activities for the language classroom by **Jon Dujmovich**. Language educators often speak of using techniques, and activities appropriate for each stage of language learning. But when it comes to incorporating intercultural activities in the language lessons, there is usually very little consideration given to the learners' developmental stage of intercultural learning. The consequences of ill-matched activities can lead to reaffirmed or deeper cultural misunderstandings and little or no growth in intercultural competency. In this workshop the presenter showed us how to incorporate culture-based activities into the ESL/EFL classroom according to the learners' intercultural developmental stage, age, language ability, and other factors. All activities and techniques that were demonstrated are grounded in intercultural communications theory and methodology coupled with ESL pedagogy. Attendees to this very informative presentation had opportunities to experiment with ideas and activities in a workshop format while learning how the activities can be adjusted for learning stage appropriateness. Participants walked away with an understanding of how to incorporate the ideas and activities from this workshop into our classes, and immediately apply them to their lessons.

Reported by Cory Koby

SENDAI: October/November – Mind & body-grammar, discourse, and learning: A weekend with Scott Thornbury. Our chapter typically meets the last weekend of the month, but because of the 2013

JALT International Conference in Kobe, we were very happy to have this opportunity to delay our monthly meeting in order to host the final stop on Scott Thornbury's JALT Four Corners Tour. This was a major ELT event for our chapter, and we were very happy that 63 participants from across Japan—from Kobe to Hokkaido—descended upon our city for this once-in-a-lifetime chance to spend the weekend with Thornbury. **1. Learning Body.** Saturday afternoon we were treated to a rather novel approach to language acquisition, in which we looked at language as a whole-body experience—both physical and cognitive. This was far from a TPR viewpoint, but rather offered us a much more holistic viewpoint on the relationship between brain, body, and language. **2. Is there any discourse in this course?** on Sunday morning, and **3. Why are we still teaching grammar the wrong way?** after lunch, filled our minds with dozens of useful, practical, and immediately applicable activities, tasks, and approaches to language learning that kept attendees' attention and interest very high to the very end. In between the first and second session, 25 participants shuttled off to Akiu Onsen for the evening portion of the event. Great food, bountiful drink, refreshing *onsen*, and plenty of fun was had by all. During the meal, we were treated to Thornbury's PechaKucha presentation of **The A-Z of ALT**, which was precision-executed and highly entertaining. Having the opportunity to have Scott Thornbury here in Sendai was a real treat, and our members are very grateful for all of the support the JALT Four Corners Tour receives. As a chapter, we have established a history of these *Off to the Onsen* events, which happen about every year—centered around major ELT events. Like those before, this weekend was highly successful and rewarding. We invite educators everywhere to keep their eyes open for future events involving our famed Akiu Onsen—absolutely worth the trip up (or down)!

Reported by Cory Koby

SHINSHU: September — Rules, tools and jewels for teaching young learners by **Kim Horne**. Horne began with an explanation of how the brain works in regard to language learning, which served as the rationale behind her teaching rules: 1. add movement, 2. use repetition and 3. create and use emotions throughout all lessons. She then introduced tools for implementing the rules which included attention getters, transition helpers and ways to encourage responsibility. Through discussing a visual layout of the lesson plan throughout each lesson, young learners can practice a variety of tenses. The

teacher can engage their curiosity and memory while incorporating repetition and gradually building up complexity of the language used. Horne's "jewels" included motivational chants, ways to execute cohesive lessons that utilize repetition and surprises, characters or mascots which emotionally engage children and music to create a mood or reinforce/review vocabulary. This workshop was constructed in the same manner as one of her classes so that attendees could actually experience, as well as more easily remember, every strategy introduced.

Reported by Mary Aruga

YOKOHAMA: September — JALT national showcase by Travis Cote, Paul McBride, Brett Milliner, Colin Skeates and John Bankier.

This new YoJALT event was a preview of presentations to be delivered at the JALT national conference. The first was by Cote, McBride and

Milliner. They reported on an area of research seldom investigated: one university's efforts to improve its teacher development program for part-time teachers. Their four-part presentation (act-observe-reflect-plan), illustrated how data influenced what was implemented and then outlined future plans to change practices to meet current problems. In the second presentation, Skeates described how students enrolled in seven content classes made their own tests. Results illustrated that students were able to devise their own tests and do well. In the last presentation, Bankier reported on research about learner views and experiences of writing instruction. Drawing on questionnaire and interview data, Bankier asserted that most difficulties students have in learning English academic writing can be attributed to a lack of instruction in the L1 or L2, rather than cultural differences.

Reported by John Bankier and Colin Skeates



TLT COLUMN

JOB INFORMATION

...with Richard Miller

<job-info@jalt-publications.org>



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

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

Job Information Center Online

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

The Pre-sessionals, an option to gain experience and improve your CV Nick Doran

Every summer in the UK, universities hold pre-sessionals courses to prepare foreign students for regular university studies. Due to a rising number of students attending university in the UK, there is an equivalent increase in demand for teachers to teach on these courses (Jordan, 2002). Having just completed a 5-week pre-sessionals course at a university in London, I would recommend that other teachers who are eligible to work in the UK also consider teaching in a British university over the summer vacation.

Benefits

Working on a pre-sessionals course is generally well-paid with a gross weekly wage of around

£700 (100 000 yen) for full-time contracted positions. A number of universities advertise for teachers to teach part-time at an hourly rate of around £35 (5000 yen), however, these are best avoided as no guarantees are made regarding the minimum number of teaching hours available. Pre-session courses generally run for 5, 8 or 11 weeks which means it is possible for teachers to earn several thousand pounds.

The experience of teaching on a pre-session course can be beneficial for teachers who are considering relocating from Japan to the UK. The experience gained on these courses and contacts made could potentially pay dividends when seeking employment at a later date. For those who are planning on staying in Japan, there are advantages such as the opportunity to broaden teaching knowledge by teaching in a distinctly different context to that of Japan. In the UK, the make up of classes is often an eclectic mix of nationalities and for teaching professionals it can be a rewarding experience to teach these classes.

The classes

Teaching a pre-session course was an enjoyable experience for me as students were mature and highly-motivated. The course consisted mainly of Chinese postgraduates although other nationalities were also represented including Japanese and Europeans. Experience of working in Japan could be an advantage in terms of being accepted to work on a course and with basic teaching qualifications as the CELTA, it is not overly difficult to get accepted. Class sizes were generally a manageable 12 to 14 students.

Course Content

The content of classes can vary depending on the length of the pre-session course, however, in general there is a strong focus on EAP including reading academic texts, note-taking for lectures, presentation skills and essay writing. Other subjects including seminar skills, IELTS preparation, and General English may also be included (Goh, 1998).

Drawbacks

Although teaching on a pre-session course is, as mentioned, well paid, the biggest drawback is how the expense of a flight to the UK, living expenses, and income tax can seriously erode any income earned. An additional drawback relates to the chaotic nature of life in the UK compared

with the seemingly more ordered life in Japan. In the university where I worked I had to deal with a number of frustrations such as missing resources, painfully slow computers, and faulty AV equipment.

Applying for a position

An excellent resource for finding positions is the jobs section of the British Association of Lecturers in English for Academic Purposes (BALEAP) website. The application period starts around February with many positions vacant until late July. For me, the application process was straightforward, involving the completion of an online application form and a Skype interview.

For those who would like more information of pre-session courses, I can be contacted at 5047749@rikkyo.ac.jp

References

- Goh, C. M. (1998). Emerging environments of English of academic purposes and the implications for learning materials. *RELC Journal*, 29, pp. 20-33.
- Jordan, R. R. (2002). The growth of EAP in Britain, *Journal of English for Academic Purposes*, 1(1), pp. 69-78.

TLT / Job Information Centre Policy on Discrimination

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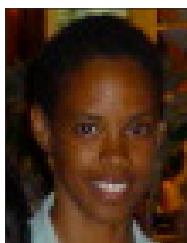
TLT COLUMN

CONFERENCE CALENDAR

...with Sadira Smith

To contact the editor:

<conferences@jalt-publications.org>



Please find below a mix of linguistic, literary and cultural academic gatherings that will occur over the next few months. You can contact me with your own interesting listings (including a website address) by the 15th of the respective month—at least 3 months before a Japan-based conference, and 4 months before an overseas conference.

Thus, 15 January would be the deadline for an April conference in Japan and a May conference overseas. Thank you for supporting JALT and happy travels!

You can access the Conference Calendar online at:

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

Upcoming Conferences

JAPAN

1 FEB 14—Paperless: Innovation and technology in education. Kanda University of International Studies, Chiba. Price: is 2130 yen (1105 yen for Kanda University of International Studies staff). Register by 10 JAN 14. <paperless2014.weebly.com>

29 MAR 14—The 6th International Symposium on Digital Technologies in Foreign Language Learning. Ritsumeikan University, Kyoto. Keynote speaker is James Paul Gee (Arizona State U.). Free, but please register in advance at <dlearning2014@gmail.com>. <dlanguagelearning2014.wikispaces.com>

17-20 APR 14—The International Academic Forum: Individual, Community, Society: Connecting, Learning and Growing. Conference sub-headings include **The Asian Conference on Language Learning**, **The 3rd Annual Asian Conference on Technology in the Classroom**, and **The Asian Conference on Literature and Librarianship** (taking place on April 3). Osaka International Conference Center and Rihga Royal Hotel, Osaka. Featured speakers are Steve Cornwell (Osaka Jogakuin U.) and Barbara

Lockee (Virginia Tech). <acll.iafor.org>, <actc.iafor.org/index.html>, and <librasia.iafor.org>

23-26 APR 14—Global Academic Network International Conference. University of Tsukuba, Tokyo. <global-conferences.eu/tokyo>

10-11 MAY 14—JALT PanSIG 2014 Conference: Sustainability: Making Teaching and Learning Last. Miyazaki Municipal University, Miyazaki. Speakers include Nobuyuki Takaki (Kumamoto U.) and Alice Hsia Hui Chik (City University of Hong Kong). <jalt.org/pan-sig>

17-18 MAY 14—The 2nd Task-Based Language Teaching in Asia Conference. Kinki University, Osaka. Featured speaker is Peter Skehan. <tbsig.org/conference>

OVERSEAS

28 FEB-1 MAR 14—Illinois TESOL-BE 40th Annual Convention: Milestones in Learning: ITBE 40 Years. Illinois, USA. <itbe.org/convention.php>

5-7 MAR 14—International Symposium on ICT for Language Learning and Teaching. Tunis, Tunisia. <utm.rnu.tn/ensite/index.php>

14-16 MAR 14—GURT 2014: Usage-based Approaches to Language, Language Learning and Multilingualism. Washington, D.C, USA. Plenary speakers are Joan Bybee (UNewMexico), Nick C. Ellis (UMichigan), Adele Goldberg (Princeton U.), Elena Lieven (Max Planck Institute and UManchester), and Elissa Newport (Georgetown U.) <www8.georgetown.edu/college/gurt/2014/index.html>

20-22 MAR 14—The English Beyond Borders Convention. Izmir, Turkey. Guest speakers are Theresa Lillis (Open U.), Roger Nunn (Petroleum Inst.), John Adamson and Naoki Fujimoto-Adamson (Asian EFL Journal), John Unger (Georgia Gwinnett College), Sivakumar Sivasubramaniam (UWestern Cape), Ahmet Acar (Dokuz Eylül U.), and Theron Muller (UToyama). <englishscholarsbeyondborders.org/conference>

22-25 MAR 14—AAAL Portland 2014. Oregon, USA. Plenary speakers are William Germano (Cooper Union), Marianne Gullberg (Lund U.), Kenneth Hyltenstam (Stockholm U.), Claire Kramsch (UCBerkeley), John McWhorter (Columbia U.), and Alison Wray (Cardiff U.). <aaal.org>

26-29 MAR 14—**TESOL 2014 International Convention & English Language Expo.** Oregon, USA. Keynote speakers are Surin Pitsuwan (Emeritus at Thammasat University), David Graddol (Director, The English Company), Deena Boraje (Dean, American U. Cairo), Diane Larsen-Freeman (Emerita, UMichigan at Ann Arbor). <tesol.org/convention2014>

2-5 APR 14—**48th Annual IATEFL Conference and Exhibition.** Harrogate, United Kingdom. Plenary speakers include David Graddol, Kathleen Graves, Michael Hoey, and Sugata Mitra. <iatefl.org/harrogate-2014/harrogate-2014>

3-6 APR 14—**NeMLA 2014 Convention: Write It Down! Teaching Writing in the Foreign Language.** Pennsylvania, USA. George Sanders to open convention. <nemla.org/convention>

11-12 APR 14—**Conference on Language, Learning, and Culture: Innovations at the Intersection of Language, Learning, and Culture.** Virginia, USA. Plenary speakers are Terrence G. Wiley (Center for Applied Linguistics), Shelley Wong (George Mason), and Ken Petersen (American Councils for International Education). <viu.edu/sed/about-school-of-education/cllc.html>

11-14 APR 14—**The Creativity Workshop in New York.** New York, USA. [NOTE: This workshop will also take place on 6-9 JUN 14, 26-29 JULY 14, and 15-18 AUG 14.] Faculty include Shelly Berc (Professor at UIowa International Writing Program), Alejandro Fogel (Fellow at Institute of Current Affairs), Elizabeth Eiss, Patricia Foster (UIowa), and Kirpal Singh (Founding Director of the Centre for Cross-Cultural Studies at the Singapore Management University). <creativityworkshop.com/newyork.html>

17-19 APR 14—**2014 International Conference on Applied Linguistics & Language Teaching.** Taipei, Taiwan. Keynote speakers are William S-Y Wang (Chinese U of Hong Kong), Amy B.M. Tsui (Hong Kong U.), John R. Rickford (Stanford U.), Michael J. Handford (Tokyo U.), Lia Margaret Plakans (UIowa). <alltntust.wix.com/2014allt>

30 APR-4 MAY 14—**35th ICAME Conference: Corpus Linguistics, Context and Culture.** Nottingham, United Kingdom. Keynote speakers are Beatrix Busse (UHeidelberg), Susan Hunston (UBirmingham), Tony McEnery (ULancaster), Ute Roemer (Georgia State), and Wolfgang Teubert (UBirmingham). Opening talk will be given by Ronald Carter (UNottingham). <nottingham.ac.uk/conference/fac-arts/english/icame-35/index.aspx>

17-18 MAY 14—**31st International Conference on English Teaching and Learning: Empowering English Education and Cross-Cultural Communication.** Zhongli, Taiwan. <etra2014.cycu.edu.tw>

26-30 MAY 14—**International Journal of Arts and Sciences Conference.** Harvard U., Boston, USA. <internationaljournal.org/boston.html>

30 MAY- 1 JUN 14—**Semantics and Linguistic Theory 24.** New York, USA. Invited speakers are Emmanuel Chemla (Ecole Normale Supérieure), Valentine Hacquard (UMaryland), Lauri Karttunen (Stanford), and Sarah Moss (UMichigan). <nyu.edu/projects/salt2014>

9-10 JUN 14—**3rd Annual International Conference on Language, Literature, & Linguistics.** Bangkok, Thailand. Keynote speakers are Daniel Newman (UDurham) and Li Zeng (ULouisville). <l3conference.org/ImportantDate.html>

17-19 JUN 14—**XXVI FILLM International Congress of FILLM: Languages and Literatures Today.** Ningbo, China. Invited plenary speakers are Tope Omoniyi (UROehampton), Julie Sanders (UNottingham), Hein Willemse (UPretoria), Zhang Longxi (City University of Hong Kong). <fillm.org/ningbohome.html>

7-8 AUG 14—**LSM 1st International Paper Conference: Current Trends and Issues in Applied Linguistics.** Davao City, Philippines. <facebook.com/linguisticsocietyofmindanaoinc>

Calls for Papers, Posters, Presentations

ABSTRACT/PAPER DEADLINE: STILL OPEN (FOR 21-22 FEB 14)—**Confluence V.** India. 200 words. <confluenceindia.co.in/confluence-v/guidelines-for-authors>

ABSTRACT DEADLINE: 31 JAN 14 (FOR 17-18 MAY 14)—**Task-Based Language Teaching in Asia.** Japan. 300-word maximum for 25-40 minute paper, workshop or poster session. <tblsig.org/conference>

PROPOSAL DEADLINE: 1 FEB 14 (FOR 23-26 APR 14)—**Global Academic Network International Conference.** Japan. <global-conferences.eu/tokyo>

PROPOSAL DEADLINE: 11 FEB 14 (FOR 21-24 NOV 14)—**JALT2014: Conversations Across Borders.** Japan. <jalt.org/conference/jalt2014/call-presentations>

ABSTRACT DEADLINE: 26 MAR 14 (FOR 26-30 MAY 14)—**International Journal of Arts and Sciences Conference.** USA. <internationaljournal.org/boston.html>

ABSTRACT DEADLINE: 15 APR 14 (FOR 17-19 OCT 14)—2nd Conference of the American Pragmatics Association. USA. Maximum 300

words on any topic on pragmatics and intercultural communication. <ampra.appling.ucla.edu/about-the-conference/call-for-papers>



TLT COLUMN

OLD GRAMMARIANS

...by Scott Gardner

<old-grammarians@jalt-publications.org>

Homeward bind



As the fall term winds down, spring break draws near, and foreign teachers across Japan make plans to revisit the places of their upbringing (or to get farther away than they already are), I am reminded of the immortal words of Thomas Wolfe: "You can't go home again...for less than

\$700 one way." Or, as my travel agent usually puts it: "You can't go home again through San Francisco, but you can connect through LA and Denver."

At the airport I hear other variations on the adage, like "You can't go home again with more than one checked bag, unless you want to pay \$35 for each extra." I've been tempted to pack myself as extra luggage for 35 bucks and save at least \$665. But there's something about going home in a bag that doesn't sound appealing.

I was looking at flight rates online recently, and one airline was offering a premier travel plan it called "The Works." For a slightly higher fee, I could check in two bags, stand in a shorter line at the ticket counter, and get a guaranteed "neighbor-free" seat on the plane. Either that means my seat would be somewhere up in the tailfin, or it means they would physically remove the person in the seat next to mine so I could be alone. I wonder if the flight attendants on this airline are burly, hair-gelled guys with dark suits and sunglasses: "D'yez want coffee, tea, or Da Woiks?"

I don't want to pay for so-called "premier" international flight service, because a) I'm stingy, and b) no matter how royal the treatment, I'll

still end up sleeping in my clothes with a bunch of strangers for six hours. It's not worth it. In fact, to save money, my wife and I often give up one whole day of our vacation by flying to Seoul and sitting there at the airport waiting for our cut-rate airline connection to somewhere else. Passing time in Incheon airport is not all that difficult. There are hourly traditional Hangul culture parades, which you can either appreciate on their own or turn into a betting game. For instance, after watching two or three parades go by, you can wait for the next one and bet on whether the performer in the red *dopo* is going to wear his fake beard this time or not.

Or you can play the Flight Numbers game. Players watch the departures board and try to associate a given flight number with some other number that is significant and verifiable in the realm of human knowledge (a historic date, a famous statistic, etc.). While playing this game with my wife last year I found an easy one: Flight 1066. "OK, what's so special about that number?" she asked. "Don't you know?" I scoffed. "Anyone with a reasonable knowledge of British history would instantly recognize 1066 as the month and year (October, 1966) that Jimi Hendrix purchased his first Marshall amplifier in London." She called for a "challenge", which meant a Wikipedia check, but my smartphone was running low on batteries, and she didn't want to look it up herself. So she ceded victory to me after the first round and wandered off to find a Hangul culture parade.

Those parades are just one of many reminders that our idyllic experiences and feelings of long ago are gone forever and cannot be reclaimed, except as orchestrated parades of memories. Red *dopos* don't sell at Nieman Marcus anymore. Hendrix is dead, along with most of the Marshalls he thrashed. The past is past, and the present has booked one-way tickets to the future. "You can't go home again." And even if you can, you absolutely, positively cannot sleep in those old Captain America pajamas that your mom keeps in the trunk at the foot of your bed.

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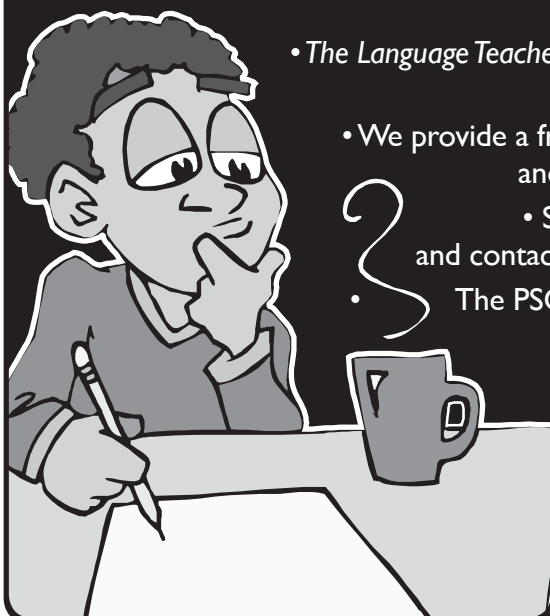
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- a professional organization formed in 1976
-1976年に設立された学術学会
- working to improve language learning and teaching, particularly in a Japanese context
-語学の学習と教育の向上を図ることを目的としています
- over 3,000 members in Japan and overseas
-国内外で約 3,000名の会員がいます

Annual international conference 年次国際大会

- 1,500 to 2,000 participants
-毎年1,500名から2,000名が参加します
- hundreds of workshops and presentations
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- publishers' exhibition
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JALT publications include:

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

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

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

- Testing and evaluation
- Materials development

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

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