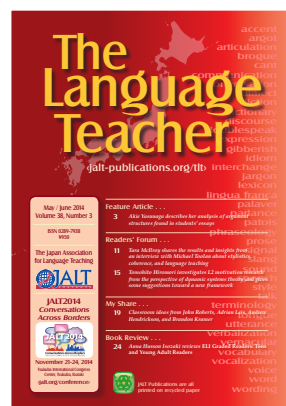


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The Language Teacher

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May / June 2014
Volume 38, Number 3

ISSN 0289-7938
¥950

The Japan Association
for Language Teaching



JALT2014
*Conversations
Across Borders*



November 21-24, 2014

Tsukuba International Congress
Center, Tsukuba, Ibaraki

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In this month's issue . . .

Welcome to the May/June 2014 issue of *TLT*. Though school has started and your hectic life is back again, we hope you have managed to enjoy the spring break with cherry blossoms. I checked the May/June issue of 2011, issued right after the Great Earthquake in the Tohoku area. At that time, JALT and other organizations became involved in a number of fundraising projects, and JALT was asking members to help the victims of the devastated areas. We are deeply grateful to those who have taken action. Victims are still suffering from the slow reconstruction process. JALT sincerely hopes for their wellbeing and encourages JALT members to keep helping.

In this month's issue, in our Feature Article, **Akie Yasunaga** describes her analysis of the argument structures of 12 essays using Toulmin's model of argument. Meanwhile, in Readers' Forum, **Tara McIlroy** shares the results and insights from an interview with Michael Toolan about stylistics, coherence and language teaching, and **Tomohito Hiromori** suggests pathways toward a new framework of L2 motivation research from the perspective of dynamic systems theory.

Finally in Book Reviews, **Anna Husson Isozaki** takes a look at *ELI Graded Readers: Teen and Young Adult Readers*.

In this issue we say goodbye to our wonderful JIC editor, Richard Miller. We really appreciate three years of his informative columns and his hard work. Michael Parrish is our new JIC editor. We hope Michael will

Continued over

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May/June 2014 online access

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enjoy his editorship and we are looking forward to working with him.

As always, we really appreciate the hard work and dedication of all the volunteers at TLT. We hope that you find this issue enjoyable and helpful!

Toshiko Sugino, TLT Japanese Language Editor

TLTの2014年5/6月号へようこそ。新学期が始まって、また多忙な日々が戻ってきた頃だと思いますが、少しでもお花見や新緑の季節を楽しむことができたいと思います。先日、東日本大震災の後に発行された2011年5/6月号を手にとってみました。その中で、JALTが他の組織と共同で募金活動を行い、被災者に援助の手を差し伸べてくださるよう会員の皆様をお願いしておりました。ご貢献くださった方々に深くお礼を申し上げます。復興が思うようにいかないまま、被災者はまだ大変な思いをしておりますが、JALTは被災者のご健勝を祈りつつ、会員の皆様を引き続きご援助してくださることをお願いする次第です。

本号のFeature Articleでは、安永明恵氏が日本人大学生の論証文(12編)を使って、効果的ライティングのために、ツールミンの論証モデルを使用して調査分析を行っています。Readers' Forumでは、Tara McIlroyが Michael Toolan氏をインタビューして、文章などの文体・一貫性と言語教授についてインタビュー内容を紹介し、廣森友人氏は、近年の第2言語学習に関わる動機づけ研究の課

題を指摘した上で、それを解決するための新しい枠組みとしてダイナミックシステム理論を示唆しています。最後に、Book Reviewsで、Anna Husson Isozaki氏がELI Graded Readers: Teen and Young Adult Readersを紹介しています。

最後に、3年間もの長きにわたりJICの編集者として有益なコラムの提供をしてくださったRichard Miller氏の努力に対しお礼を申し上げます。Michael Parrish氏が本号より新JIC編集者として就任しました。今後ともParrish氏と一緒に楽しく仕事ができることを楽しみにしています。

いつものように、TLTの発刊に際し、一生懸命に取り組んでくださったすべてのボランティアの方々に感謝の意を表したいと思います。皆様どうぞ本号をお楽しみください。

Toshiko Sugino, TLT Japanese Language Editor

Correction

In the final question on page 15 of the interview with Ken Hyland which appeared in the last issue of TLT, the title of his book published by Cambridge University Press, *Disciplinary Identities: Individuality and Community in Academic Discourse*, was incorrectly referred to as *Distinguishing Identities*. We apologize for this error.

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

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Analysis of argument structures: Inquiries into effective writing

Akie Yasunaga

Tokyo Keizai University

In this paper the structural features of argumentative texts (12 essays) generated by Japanese university students attending an English presentation course are analyzed. Toulmin's model of argument (1958) was used as a measure for analysis of micro-structures (i.e., *claim, data, warrants, backings, and rebuttals*). The aim of the study is twofold: to identify common substructures used in the arguments; and, based on the results, to investigate implications for teaching argumentative writing. The study reveals that the predominant structure was justificatory argumentation presenting data and data-backings in support of the claim. Only a few students employed warrants and rebuttals in the substructures; three cases and eight cases respectively out of a total of 96 cases. The results indicate that L2 linguistic knowledge and subject-related knowledge play an important role in shaping argument. Two implications for teaching also emerged: firstly, learning and practicing both macro- and micro-structures of argument are necessary, and secondly, reader-oriented activities that help the students to understand wider reader opinions would help improve argumentative writing.

本論では英語プレゼンテーションコースで学んだ日本人大学生の論証文(12編)の分析を行った。分析指標として、トゥールミンの論証モデルを使用し、主張、理由、根拠、証拠、反駁等の論証の下位構造を調査した。研究の目的は次の2点である。(a)共通してみられる論証の下位構造を認め;(b)論証文指導についての示唆を考察する。研究の結果、ほぼ全ての学生が相互に関連のある理由と証拠を提示して弁証した。ごく僅かな学生のみが、根拠(3件)及び反駁(8件)を使用した。研究結果はライティングを学習するコンテキストと学習者がライティングを学んだ学習経験が論証文構成に大きな影響を与えることが認められた。ライティング指導においては、論証の下位構造を明示的に指導し、それらを練習することが不可欠だと推測され、さらに、社会の多様な意見を論証に組み入れるリーダー中心のアクティビティが有用であると推論された

Expressing one's opinion through convincing arguments is important from the perspective of effective communication. Mastering effective argumentative writing can empower students, as it entails producing "professional, ethical, and political discourse" (Crammond, 1997, p. 230). It helps a writer persuade and convince readers effectively by deploying a writer's beliefs, values, learning experience, and socio-cultural norms in their opinions—as such this type of writing is at the heart of communication. Therefore, investigating how a writer generates arguments and speculating on how to help students enhance this writing skill should have a significant impact on second language writing pedagogy.

Swales (1990) described the relationship between discourse features and communicative functions in the theory of "the discourse community." According to Swales, the discourse community is comprised of members who have "a broadly agreed set of common public goals" (p. 24), has regular inner group communication, and, importantly, makes use of agreed genres to accomplish communication. Examples of discourse communities are those who read and contribute to scholarly journals, magazines, newspaper editorials, and so forth. We can identify prototypical discourse structures, that is genre-specific features, in the texts produced by these communities. Because of their specific function in achieving communication, the prototypical discourse structures entail a set of schematic features that comprise the beginning, middle, and ending of the whole text—in this way, recipes, news

editorials, and academic papers all have distinctively different structures. Thus, the knowledge of these prototypical discourse features would likely benefit Japanese students in developing communicative efficacy.

It is worth examining text features of arguments formed by Japanese students by contrasting them with those formulated by members of the discourse community where English is spoken. By identifying contrasting text structures it may be possible to explore what elements of argumentation Japanese students should further learn in order to enhance communicative efficacy. Toulmin's model has been applied to writing pedagogy for native English speakers for a number of years and significant numbers of textbooks on writing and argumentation employ this model (see Connor, 1996, p. 68). In this paper, Japanese students' argument structures in opinion essays—specifically micro-structures of the argument—are examined. The analytical measure used was adopted from Toulmin's model of argumentation (Toulmin, 1958).

Background

In the past, Japanese writers' styles of argumentation have been researched extensively. Some research found the Japanese style of argumentation to be indirect or inductive. For example, Hazen (as cited in Connor, 1996) claimed that the Japanese style of argumentation stated a claim indirectly, and little evidence for argument was explained explicitly. Connor (as cited in Connor, 1996, p. 140) also analyzed written correspondence—47 documents, including letters, faxes, and electronic mails—between a Japanese manager in marketing and an American counterpart and found that the Japanese manager expressed rejection indirectly. Connor also conducted in-depth analysis of a report written by the Japanese manager and confirmed that the manager did not state claims explicitly or argue directly about concerns.

However, in another study, Gilbert (2004) analyzed the coursework of eight Japanese students attending tertiary education in an Australian university, using Toulmin's model of argument. She found that both Australian and Japanese students preferred to present facts and logical explanations in support of their claims, which is inconsistent with Hazen's aforementioned study. Gilbert claimed that although Australian and Japanese students showed some differences in argument structures in terms of shaping

the central argument, both groups shared “a significant number of similarities, especially with respect to the modes of implementation of successful argument macrostructures and the types of preferred argument substructures” (p. 72). Gilbert concluded that although the data were not representative of all Australian and Japanese students, the context of the writing played a prominent role in shaping argument structures.

In the past few decades, other kinds of rhetorical analysis differing from the aforementioned contrastive rhetoric have emerged. For example, from the perspective of multi-lingual writing expertise, the bidirectional features of writing knowledge between the first language (L1) and second language (L2) have been actively researched (Rinnert & Kobayashi, 2007; Kobayashi and Rinnert, 2012). According to Kobayashi and Rinnert (2012), the rhetorical decisions L2 writers make are influenced by their “repertoire of writing knowledge,” which is “a cognitive construct comprising the entire inventory of knowledge about L1 and L2 writing acquired by the writer to date” (p. 106). Such repertoires of writing knowledge include L1/L2 writing conventions (e.g., discourse markers), L1/L2 rhetorical features (e.g., organizational structures), meta-knowledge about concerns such as reader expectations, and L1/L2 linguistic knowledge. From the perspective of writing expertise, the writer's repertoire of writing knowledge is not static, rather it continues to develop, transform, and evolve on the basis of the writer's experience of writing in both L1 and L2.

Rinnert and Kobayashi (2007) examined the structural moves in argumentative essays among four groups of university students, aged 19 and 20 years old, divided into groups according to their previous high-school intensive writing training as follows: (a) both L1 and L2; (b) L1 only; (c) L2 only; and (d) little or none in either. They identified significant differences in structural decisions across the groups, including overall text structures, the use of meta-discourse markers, and the degree of elaborateness of the supporting points. One important finding was the pluralistic nature of writing knowledge acquired through L1 and L2 writing experience. According to Rinnert and Kobayashi, the effect of combined intensive writing experience in both L1 and L2 is far-reaching: those students in group (a) with intensive L1/L2 training allocated more pre-writing planning time, generated more points and more elaborate supporting details, and used more discourse markers. Secondly, the

students in group (b), who received intensive L1 writing instruction, shared common structures with group (a), for example they clearly structured paragraphs in three parts—introduction, body, and conclusion—a structure which seemed to have been acquired during L1 writing instruction in opinion essay writing for university entrance exams. However, they often failed to elaborate on their points, probably due to a lack of L2 knowledge and little experience of practicing in the L2. Thirdly, the students in group (c) seemed to possess some knowledge about writing paragraphs: They stated their position and included supporting reasons; however, they occasionally arranged paragraphs arbitrarily and preferred to express personal thoughts rather than objective views. Finally, the majority of the students in group (d), with no writing instruction in either L1 or L2, used personal narratives in support of their position, employed inductive style of claim, and allotted minimal pre-writing planning. Thus they concluded, apart from L2 linguistic knowledge, the writer's experience of writing instruction significantly influences the structuring of the argument.

To sum up, the past research indicates that Japanese writers tend to formulate indirect and inductive ways of argument; however, the kinds of text features are not static, rather, the context (e.g., whether students write in higher education in a particular community), and the writer's experience (e.g., writing instruction they receive) have significant effects on shaping argument structures. These findings led to the current case study, an in-depth analysis of Japanese students' argument substructures.

The study

In this study, Japanese students' opinion essays were analyzed using Toulmin's model of argument. Toulmin (1958) conceptualized argumentative discourse based on Western judicial justificatory practices of law, and he postulated three schematic structures: *claim*, *data*, and *warrant*. Argumentation, first, attempts to establish a claim—a contentious assertion, opinion, or judgment. This claim should be justified by data, that is, reasons for both supporting the claim and protecting it from possible challenges. Data can be drawn from experience, facts, or instances. Next the arguer provides warrants, that is general premises offered by authority, to give credibility to the relationship between claim and data.

Toulmin identified claim, data, and warrant as essential elements for every argument. Further extended structures of elements are *rebuttal*, *qualifier*, and *backing*. According to Toulmin, a rebuttal aims to prevent potential counterarguments from undermining the claim. A qualifier entails probability and presumability of the grounds that credit the causal relations between data and claim; thus, a qualifier often takes the form of a modal qualifier such as “almost certainly,” “probably,” and “maybe.” Backing consists of concrete examples that elaborate on data or eliminate ambiguous inferential aspects of a warrant. Using the argument model, the following structural elements were counted and totaled (adapted from Crammond, 1998):

Claim	A basic assertion presented by the arguer;
Qualifier	Reference to the degree of the probability;
Data	Causal reasons that justify the claim;
Backing	Exemplification of data or warrant;
Warrant	Premises that authorize causal relations of claim and data;
Rebuttal	Denied implication against potential counterargument.

The purpose of the study is therefore to investigate answers for the following research questions:

1. What types of semantic substructures do Japanese students employ in their argumentation?
2. Based on the results, what instruction is needed to improve argumentative writing?

Data collection

The participants, first-year Japanese university students (N=12, four females and eight males) were all 18 or 19 years old. The students' English level was beginner, with around 230 to 395 on the TOEIC equivalent score. In the questionnaire, ten of the students answered that they had received special L1 writing instruction in *shouronbun*—to prepare for opinion essays in Japanese for university entrance exams—at high school.

The data used for the study were the final course assignments in the Presentation Course, which is a required course at Tokyo Keizai University. The class met twice a week for a total of 28 90-minute classes per semester. Over the

course, the students received explicit writing instruction using a textbook to prepare for their presentations. The instruction included teaching the arrangement of writing—introduction; thesis statement; main points supported by facts, data, or personal experience; and conclusion—and logical reasoning. A series of process-oriented activities were conducted such as brainstorming, outlining, and formulating in English. Whole class discussion—generating ideas, or debating over pros and cons of a particular topic—was also conducted in the pre-writing activities. All students consented in writing to the use of their work for the purposes of this study.

The sample text below (Figure 1) was used for a consciousness-raising activity for argument substructures—how to justify claims with concrete examples, facts, or logical explanation.

In my opinion, smoking in a restaurant should not be allowed {claim} for the following three reasons.

Separating a smoking area from non-smoking one is not effective {rebuttal}. Although I sit in a nonsmoking area, it is very difficult to block smoke {data}, because smoke drifts in the air {data-backing}. Thus, separating non-smokers' space from smokers' does not work completely.

Smoking causes secondary smoking to nonsmoking people nearby {data}. According to research, secondary smoke has more serious effect than direct smoke {warrant}, since smoke goes more easily to lungs of nonsmokers. It is reported that secondary smoke causes the risk of having cancer {warrant-backing}. . . .

Figure 1. An excerpt from the model text (adapted from *Barron's Writing for the TOEFL iBT [3rd ed.]*)

In the model text, the first paragraph makes the central argument, which explicitly calls for the banning of smoking in restaurants. The second paragraph refutes the counterargument—the separation of the smokers' space from non-smokers—by presenting data from personal experience, that is, smoke cannot be blocked even when sitting in a non-smoking area. The third paragraph justifies the claim–data relation with a warrant—the report of an increased risk of having cancer.

Essay prompts were provided including both open-ended questions, in which they take one side from two choices (e.g., “Should students should live alone or with their families?”) and closed-ended questions, in which they claim a

particular proposition should be accepted or rejected (e.g., “Japan’s consumption tax should be raised”). The sample questions are listed in Appendix A. The lengths of the final papers ranged from 125 to 326 words. During the editing phase, ungrammatical phrases and sentences were corrected by the teacher.

Originally, 16 students were assigned to the class; however, three students did not complete the final paper, so 13 papers were examined in terms of argument structures and topic choice. After careful examination, 12 essays were selected in order to balance between the two prompts—six open-ended essays and six closed-ended essays. The 12 essays provided a representative sample of the students’ texts, so one open-ended essay was excluded from the analysis. Pseudonyms are used to protect the privacy of the students.

Results

All the students wrote five-paragraph essays, and the predominant argument substructure used was justifying the central claim with three main data and data-backings. Some students employed warrants and rebuttals; however, the number of the cases of these micro-structures was significantly small. Table 1 shows the total cases appearing in the two types of essays.

Table 1. The total cases of micro-structures employed in the arguments

Micro-structures	Open-ended essays (N= 6)	Closed-ended essays (N= 6)
Claims	6	7
Data	18	19
Data backings	15	13
Warrants	2	1
Rebuttals	5	3
Qualifiers	0	3
Total	46	46

The central feature of the argument was justification substructures. Through pre-writing activities, the students brainstormed relevant ideas, decided a position to take, and formulated points with supporting details. The types of backings varied depending on the topics. Most students preferred to present facts or examples, and a few students used statistics from external

sources such as newspaper. Two students made extensive use of the first person singular *I*—that is, they expressed personal thoughts by reflecting on their own life and experiences—and others (10 students) used the second person *you* or the first person plural *we*—that is, they wrote more objectively with specific examples.

The occurrences of warrants and rebuttals were very few, only three cases and eight cases respectively out of a total of 92 cases. The function of warrants is to give credibility to the causal relations: as such, warrants often entail a particular authority, for example citing research or findings from educational psychology. A lack of warrants may be a manifestation of students not researching relevant evidential support from experts. It seems that the students brainstormed the idea in the class but did not consult experts or research outside sources for further evidence.

An excerpt from an open-ended essay, which compared the Internet to TV is shown in Figure 2.

From which do you get information, TV or the net?

... Comparing the Internet from TV, I think getting information from the Internet is more convenient than TV {claim} by three reasons.

First, you can get information immediately {data}. For example, suggested that you must search for something immediately, it is easy to get information if there is a computer nearby. Not only with a PC, but if you have a cell phone, you are able to get the same information from your phone. Furthermore, you need not to wait until the news broadcast programs are shown {rebuttal}. As such, the Internet is more convenient than TV.

Second, you will be able to get much more information from the websites if you use the Internet {data}. While the number of websites on the Internet was only 18,000 in 1995, in 2006, the number of websites surpassed 700 million in 2006 {data-backing}. By contrast, there are only seven local broadcasting on TV in Japan {rebuttal}. As you can see from this, you are able to have a lot of information from the websites. The Internet is very useful.

Third, you can use and process information easily {data} if we search the site from your mobile phone and write a report while using the site {data-backing}. If you watch TV news report, however, you should write a note, and you need rely on your own memory {rebuttal}. Therefore, I think it would be more convenient to use the net.

In conclusion, the Internet is convenient than TV by three reasons. . .

By Tohru

Figure 2. Argument structure from an open-ended essay

In this essay, Tohru framed his argument chain by presenting the relative superiority of the Internet over TV. He framed the substructure in terms of the immediacy, the amount, and the processability of information. In his second supporting point, Tohru inserted evidential statistics—the number of websites on the Internet—from an external source as supporting details, but the first and third supporting points were explained from his personal experience of using the Internet.

Next, from the closed-ended essays, an excerpt from Atsushi's argument is presented in Figure 3.

Tax should be increased

... Recently, a movement to increase taxes is a hot issue such as allowance of consumption tax increase bill. In my opinion, tax should be raised {claim} . . . Here are three reasons that support my opinion . . .

First, Japan adopts lower tax rates than those of other countries {data}. You know, today's consumption tax of Japan is 5%. This is lower than other countries, so Japan's major parties attempts to raise consumption tax from 5% to 10% {data-backing}.

Secondary, Japan must increase tax, because it has lots of red {data}. For example, Japanese government's budget is supported by borrowings every year {data-backing}, yet it is not allowed in the Constitution of Japan {rebuttal}. Every year, Japan modifies the Constitution to issue a great amount of government bonds {data-backing}. Therefore, tax should be increased to change the current situation.

Finally, tax is important capital resources of the country {data}. The latest Japan's budget is about 80 trillion yen. In order to suffice this very large amount of money, today's tax rate is not enough {rebuttal}. The government collects both direct taxes such as income and corporate taxes and indirect taxes for liquor and cigarettes. According to the Shoup's recommendations, direct taxes reduce motivation of business people {warrant}. I think we should raise indirect tax.

From these three reasons, . . . I think tax should be increased.

By Atsushi

Figure 3. An argument structure from a closed-ended essay

In this essay, Atsushi supported an increase in the consumption tax in terms of three points: the tax rate, violation of the Constitution, and the government budget. Compared to Tohru's

essay, Atsushi developed his argument from broad points in society. As Atsushi commented in his introduction, the topic was hot in Japan at the time, with the media broadcasting the debate repeatedly, and viewers sharing their views on the pros and cons of the issue. It seems the topic knowledge—the points at issue—provided a basis for shaping substructures of Atsushi's argument. In fact, Atsushi employed the most cases of semantic elements (i.e., claim, data, warrant, and backing), accounting for 10 cases in total, while the average total employment of the semantic elements was around 7.6 cases.

It should be noted that through observation over the course, many students seemed to have difficulty in elaborating details for their points. One reason might be due to a limitation of L2 knowledge, and another reason seems to be little experience of formulating paragraphs in the L2. In fact, a few students commented that they felt confused when they were asked to elaborate and give examples of a specific reason in the body. Three students did not elaborate the points fully although they were instructed to explain: for example, only one point was elaborated, but the other two points were not elaborated or explained somewhat incoherently. It seemed that they gave up explaining further due to limited L2 knowledge. Furthermore, topic knowledge and familiarity influenced the structuring of the argument as most students did not research the topic widely. Thus, factors that might affect composing processes seemed to be insufficient L2 and topic-relevant knowledge, and unfamiliarity of formulation processes—that is how to structure argument and organize paragraphs.

Discussion

For the first research question, the results indicate that the students structure argument with reasons for supporting the claim, and they prefer employing facts and examples over personal experience to elaborate the points. The predominant structural elements employed were claim, data, and data-backings. The students formulated arguments based on ideas generated in in-class discussion during pre-writing activities, or from personal views on the topic. Only a few students researched the topic further from external sources (e.g., newspapers or the Internet).

The characteristic of relying on data and data-backing complex is found to be similar to novice writers of English L1 in Crammond's (1998)

study. Crammond compared the argument structures of novice student writers (6th, 8th, and 10th grades) and expert writers (professional writers) of English L1, and found the students in the 6th and 8th grades relied on backings for elaborating on data—scarcely using warrants or rebuttals in the substructures. By contrast, expert writers employed more warrants and rebuttals than backings—warrants and rebuttals were employed at least once in their argument substructures—and the number of times these semantic elements were employed increased with the age of the author. Thus, the argument structures found in this study have similar characteristics to those substructures used by novice L1 English writers.

Secondly, topic effects were observed. To some degree, the credibility of a claim depends on the depth of semantic substructures—data, warrants, and backings. It seems comprehensiveness is likely one factor in determining the depth of an argument. Argumentation that drew on various views in society in support of the claim outperformed that which structured arguments from personal judgment (e.g., the amount of support, the credibility of data, and the strengths of the evidence). For example, Atsushi's argument, an increase of the tax, incorporated well-developed in-depth debates from wide-ranging perspectives in society. By contrast, essays on uncontroversial but rather personal issues, such as living alone or with family, cooking at home or dining out, tended to formulate substructures from subjective views. It appears that controversial issues or hot topics likely intrigue the students into incorporating broader opinions from society.

Next, as for the second research question, implications of improved argumentative writing, firstly, it seems learning and practicing genre-specific macro- and micro-structures of argumentation is a necessary condition. Although the students learned integral structural elements (data, warrants, and rebuttals) through the model text (see Figure 1), most students failed to employ warrant and rebuttal in their substructures—only three cases of warrant and eight cases of rebuttal were employed. Warrants and rebuttals empower argument structures because a warrant builds strong justifiable grounds by presenting rules or principles from credible authority, while a rebuttal acts upon potential challenges that might defeat an argument (Toulmin, 1958). Knowledge of these substructures would expand students' repertoires of argument structures and likely help them in structuring more powerful

arguments. Furthermore, the employment of warrants and rebuttals likely increases as writers advance their writing skills (Crammond, 1998). Thus, through the processes of developing the range of argument structures, including macro- and micro-structures of argument, L2 writers will likely enhance their argumentative writing.

Secondly, it seems some forms of reader-centered activities are needed for improved argumentative writing, as the current process-based writing instruction, which employs prewriting activities of brainstorming, generating, and mapping ideas, gives little opportunity to raise students' awareness of wider readers' opinions and possible counterarguments. In-class discussions and debates may contribute to noticing different opinions. Through discussion, students can add on new knowledge beyond personal views, thereby helping them recognize wider opinions and potential counterarguments. Through engaging in debate, the students face challenges that could demolish their argument, thereby demonstrating the need to provide justifiable facts drawing on credible sources (e.g., newspaper, research).

Furthermore, understanding broader audience opinions certainly helps formulate more intricate points in argument. Topics that are likely to push students into using deeper substructures are controversial issues and hot topics (e.g., increases in taxes, nuclear power generation), because the students are likely to have been exposed to country-wide debate through the media and thus those topics are easy to research. This kind of subject-related knowledge provides a strong basis for shaping good argumentation. To sum up, for improved argumentative writing, instruction in macro- and micro-structures of argumentation is necessary, and furthermore, some forms of audience-oriented activities, for example discussion or debate, may help the students increase subject knowledge and contribute to structuring effective argumentation.

Conclusion

Cultivating communicative competence is considered to be of primary importance in English education in Japan. In the light of the concept of the discourse community, developing rhetorical knowledge and awareness of genre-specific discourse features would help Japanese students achieve effective communication. In this paper, Japanese university students' argumentative text features were analyzed using Toulmin's (1958)

model of argument. The aim of the study was to identify shared common substructures of the arguments; and to explore options for writing instruction that might help students improve their argumentative writing. Through the study, the most common structures were found to be justificatory argumentation with data and data-backing complex, with little use made of warrants and rebuttals. The range of argument substructures would likely expand as students advance their repertoire of writing skills, and the results imply that writing instruction on macro- and micro-structure of argument is necessary. Some forms of reader-oriented activities that promote understanding broader reader opinions would also likely contribute to improved argumentative writing.

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Acknowledgements

I would like to thank Professor Carol Rinnert of Hiroshima City University for providing me with valuable insights into formulating the article.

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Appendix A

List of questions for writing prompts

1. Which medium do you think is better, TV or the Internet?
2. Which do you agree with, university students should live alone or with their families?
3. Which do you think is better, cooking at home or dining out in a restaurant?
4. Which do you think is better, reading from

books or from the Internet?

5. Which do you prefer, a bike or a car?
6. Should more Japanese students study abroad?
7. Should the Japanese government raise taxes?
8. Should high school students wear a uniform?
9. Should people not use a cell phone or a smart phone in public space?
10. Should lifetime employment be maintained?

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Interview: Talking with Michael Toolan about stylistics, coherence, and language teaching

Tara McIlroy

Kanda University of International Studies

Michael Toolan is a stylistician with a particular interest in narrative analysis, creativity, and language in literature. In this interview he talks about his teaching and research, some aspects of narrative studies, and how stylistics research makes increasing use of corpus linguistics and often features multimodality. His single-authored books include *The Stylistics of Fiction* (1988), *Total Speech* (1996), *Language in Literature* (1998) and *Narrative* (2nd ed., 2001). Much of his work is supervising masters and PhD research at the University of Birmingham, UK, in the areas of corpus linguistic and critical discourse analysis of mass media, stylistic analysis of poetry (especially 20th/21st century), linguistic analysis of literary narratives, and integrational linguistic theory. He was a visiting consultant at Kanda University of International Studies in December 2013.



TARA McILROY (TMC): First, as a bit of background, how did you become interested in stylistics in general and narrative studies in particular?

MICHAEL TOOLAN (MT): I've always been interested in literature and in writing—in the how—at [The University of] Edinburgh, in my language of literature final year course, then in my PhD on Faulkner's style at [The University of] Oxford. I had a widening interest in linguistics (Halliday, Chomsky, Harris's integrational linguistics) and especially socially-contextualised language use such as sociolinguistics, pragmatics and stylistics. Roger Fowler's stylistics publications were especially inspiring, along with numerous others; I was asked to teach narrative analysis in my first full-time lecturing post (at NUS [National University of Singapore]), and did so co-teaching with the brilliant Rukmini Bhaya Nair (now at IIT [Indian Institute of Technology], Delhi).

TMC: Your interests vary across areas such as literary linguistics, narratology and narrative studies, literary translation, and corpus stylistics. What kinds of things might language teachers in Japan be interested in amongst that selection?

MT: Stylistics, and the stylistics of translation, because these sensitize the teacher/student to the very specific effects of the language being used (in the present case, English), so are a powerful learning tool at the top end of language proficiency. Stylistics is always asking, "Why this wording and not that?" Even very minor details

can have a stylistic motivation. For example, why the nursery rhyme runs “Jack and Jill went up the hill” and not “Jack and Jill went up a hill.” There won’t always be a clear answer, but the lack of a clear answer is also often instructive!

TMC: You have suggested that *coherence* can be seen as the ways in which parts of a story link together, perhaps helping the reader to understand moments of excitement, prepare for an ending, etc. Could you explain a bit about this concept?

MT: It goes back to Aristotle, the unities of time and place, the sense of an ending, and sense of a beginning. Aristotle’s idea of a story having to have a beginning, middle, end looks and sounds trivial until you have thought hard about how the very idea of a beginning (say) can be justified, warranted. I think I now understand how narratives must have a beginning and a middle, but would not claim yet to understand the logical necessity, the meaning, of endings!

TMC: Talking about narratives specifically, what are some of the features in narrative texts which cause readers to be so involved in the text, and can be so interesting to research?

MT: It all comes down to situation, and the reader’s imaginative involvement or engagement with situation, in my opinion. I’ve written about this in the journal *Narrative*, recently, *apropos* stories by Alice Munro (whom I was delighted to see recently won the Nobel Prize for literature). Various linguistic features can be the reflexes, the stimuli, the cues (almost like Gumperz’s contextualisation cues) of this involvement/engagement: *visualisability* of the situation; plausibility of a character’s express or implied reactions (e.g., through free indirect thought); credibility through similarity of views; or a clear and motivated grasp, by the reader, of why they do *not* share the point of view of the character or narrator (e.g., Humbert Humbert in Nabokov’s *Lolita*). Throughout, involvement is achieved by effects or *inducements*. For example, in a narrative which is mostly simple syntactically and even lexically, if a scene, which is *prima facie* a crisis point anyway (in terms of plot events), is rendered in complex syntax and lexis and repetition, the reader may be strongly and differently affected by such a passage (than they are by the rest of the story). We get quite parallel effects in high-intensity climactic passages in operas, classical music symphonies, narrative dance and theatre . . .

TMC: I can see a lot of potential for language teaching projects amongst that topic. Thinking about linguistic creativity in particular, how can something so seemingly simple as repetition teach us about creativity?

MT: It’s useful to begin by talking about what is meant by the term creativity. It’s a broad term but we end up saying it’s hard to define creativity but I know it when I see it. It isn’t just innovation. To some extent creativity may well be the reworking of old stuff. There are all of these discussions about how there’s nothing fundamentally new under the sun in language. With every new technology, every cultural shift, all of our cultural practices including our poetry, literature, advertising—all of these have to adjust. Often, with linguistic creativity, the first wave of doing things is different and develops. So Twitter gives us 140 characters and before long someone comes along and says perhaps we can create a genre with 70 characters. There’s a self-imposed restriction and there’s a certain power that you get from that. Creativity is about newness but it’s also to do with finding a fit. It might mean finding a fit that you were not really aware of until this new art form came along and allowed you to work with it in a new way. A new best fit, for a newly-emerging situation.

So there’s that and the whole business of repetition. We say, for example, that there are 44 sounds in English and repetition of those 44 sounds in all kinds of ingenious combinations. Repetition, similarity, and difference are the driving forces of all of that. And then, there’s the paradox since we always think of repetition as being boring or ineffective and if we’re looking at a poem that there might be repetition but it is not bringing anything new. Repetition seems to be at odds completely with creativity but to my mind we only have to look at particular kinds of repetition. We can look closely at different types of repetition—what I would call bad repetition—in contrast to the repetition that we see in Shakespeare, Keats, and in any number of poets and writers who use repetition very, very effectively. Macbeth says, “tomorrow and tomorrow and tomorrow” which in context is a powerful use of repetition and also very creative (exceptionally fitting in the emerging situation). One of the powerful things that repetition does do is it focuses you in (again) on the thing previously mentioned. It creates a kind of unity. These things are risky, of course. There’s the risk that people might dismiss it as bad, weak expression, but there’s also the possibility of saying

more about that one thing, with greater depth and greater resonance. Another art form, which makes use of repetition of course, is music. All kinds of music use repetition and variation in a good way.

TMC: Thank you for mentioning creativity and evolution of language use. You talk about Twitter and uses of technology to help understand these things. My next question is about technology. What can you say about how corpus stylistics can help the teacher-researcher?

MT: The first thing that John Sinclair said about corpus studies is that you can look at a lot of language if you have a corpus, and that looking at a lot of language enables you to see it differently. That is true in a sense, however, we can't really look at any more language now than we could before because we can't read faster, and our eyes can't cope with looking at more text at any one time. But, we can now search through great bodies of language much more easily than we could 50 years ago. Corpus linguistics is particularly powerful in these areas and the great keyword at Birmingham in corpus linguistics is *collocation*. The company a particular word keeps makes you realise that we shouldn't look at language as a process of a word at a time selection, but rather as the use of chunks and multi-word units. There are very strong preferences in the shape of particular multi-word units. Two might look very similar to each other but one is frequently used by native speakers and the other one isn't ever used. That's the kind of thing that Michael Hoey has written about quite a lot in his theory of language *priming*, the natural and the unnatural. Whether we talk about it in terms of priming or collocation frequency we are focusing on the phrasal nature of language. I think that's the core of it. Looking at corpus work, to my mind it is quite grammatical, it is paradigmatic, it is saying that the paradigm is not one word wide, it's three or four words wide. The challenge for anyone looking at that kind of corpus work, from a discourse orientation, is to move from that paradigmatic framework to a focus on sequencing. How can we make corpus studies work for the long distance texture, the syntagmatic extension, of a narrative text? And that's what I've been most interested in.

Going back to the teacher/researcher, I think there's a lot we can do with poems. In poems we don't have so many issues with long-distance links but we have lots of local, powerful choices which may be highly predictable and primed,

or on the other hand they may be extremely exceptional and jarring in a sense or marked, or foregrounded. Bill Louw's work has been very interesting in that area. One of the simplest things he does is just take the opening lines of a Philip Larkin poem and takes out the lexical words and thus leaves the grammatical words in the string and puts a wild card in each of the places where the lexical words would be. Checking this modified chain against a corpus, he can show what that grammatical structure is typically used for, what kinds of phrases and expressions it is usually used for. He can then productively compare those 'norms' with the poet's actual lexical choices, and can reveal very interesting implicit evaluative meanings where Larkin has used some strange words in a grammatical frame that is used for some other purpose usually.

TMC: In your book *Total Speech*, you discuss *integrational linguistics* and this approach questions the very idea of entities such as the English language. That might seem counterintuitive to members of JALT tasked with teaching English—what comments could you give about what an integrationist position is on this idea of a national language and what that might mean for language teachers?

MT: I edited a collection on that topic about four years ago with Routledge and I'd recommend some of those papers by people like Roy Harris and Chris Hutton. Chris Hutton teaches in Hong Kong and there are all sorts of local issues there, as I'm sure there are in Japan, around the business of teaching language, especially teaching English. Integrational linguists are constantly wanting to emphasise the gap between the ways we might think about language in theory and the practicality of factors which drive pragmatic activities such as teaching. *Integrationists*, in theory, question the existence of languages. They see no reason why English should be seen as a rounded, well bounded, distinct thing: a language. They see language everywhere, and then they see people do political things, such as creating boundaries between things and say, "That is English. That over there is not English." But, we know over and over again that we come across words like ciabatta and lasagne, and then people debate "Are these English words?" "Is cappuccino an English word?" And these boundaries begin to collapse as soon as you put any pressure on them. Supposing that nations were dispensed with, then we'd still have language, wouldn't

we? It's an add-on. These things such as calling English the national language of such-and-such a country are political acts. They are not trivial acts. Integrational linguistics is that it tries to get back to absolute fundamentals. If English and French are similar in being languages, why were they taught to him so very differently when he was at school, Roy Harris asks in his chapter. His conclusion is that his teachers had adopted a very unsatisfactory theory of language, treating language as essentially telementation via a shared, fixed code. The Hutton article talks about the role of English and correctness, and internal endonormative standards versus exonormative standards in Hong Kong. Rukmini Bhaya Nair provides an insightful discussion of the role of English in India. English is spoken by so many native speakers of English in India today that it is bound to become more important internationally as well as within that country.

TMC: I think a lot of what you say has relevance for English teachers in Japan. It might be part of the language teachers' job to question these norms. Additionally, what other tips can you give to teacher-researchers in Japan?

MT: One of the hot topics in the conference I tend to go to these days is *multimodality*. A renewed recognition that being effective in using language, whether it is learning English, or Japanese or whatever, is so much more than the speech stream or the writing and reading channel. That gesture, presentation of self, ambient factors, visual cues, setting, all of these multimodal things that we deploy everyday, are relevant to linguistic communication. Multimodality in a typical speech interaction has come back into linguistics studies in a big way. Some of it has been taken over by the psychologists, so gesture, for example, such an important part of speech, I think the psychology departments are doing more of it than the linguistics departments. There's no reason why studies can't combine the two. These are areas where the technology reflects these things. Forty years ago it was fiendishly difficult to get recordings of speech interactions of such quality that you could track gesture, posture, facial expressions, and so on along with the speech stream. Mostly, our recordings and transcripts did not capture whether or not the person was pulling a face as they spoke, was looking at the addressee or turned away, whether they were slumped in their chair when they spoke, even though we know that these

things all matter as they are part of the semiosis of the interaction. Multimodality applies even to something as old as poetry. The traditional way that people would encounter poetry would be to purchase a slim volume of poems published by Faber or someone like that and perhaps never hearing the poet's voice (and only seeing their face in a still photograph, at best). But today, poets are constantly travelling around the country doing readings, can be heard on radio and seen and heard on websites, and the visibility of the performance of poetry has changed hugely. People as often hear and encounter a performed poem on the radio or the Internet as they read it in textual form. So, for many reasons multimodality is a topic of great interest. So one of my suggestions to young researchers would be to be as aware as they can be of the emerging technologies that are available for the creation, recording, studying, capture, and segmentation of language in use.

TMC: Thank you so much for the points about how teachers can get into research. Thank you very much for your ideas and your time.

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ダイナミックシステム理論に基づいた 新しい動機づけ研究の可能性

Although L2 motivation studies conducted so far offer various insights into effective L2 instruction, they have also had several drawbacks, such as (1) they have used a “top-down” approach from theory and research to practice, thus lacking a situation-specific perspective, and (2) they have employed cross-sectional designs, thus lacking a developmental perspective. This paper states that Dynamic Systems Theory (DST), which originated in the fields of physics and mathematics, has the potential to serve as a valuable basis for overcoming these drawbacks. More specifically, it shows methodological procedures in verifying the factors that have an effect on increased or decreased L2 motivation from the viewpoint of DST, and examines DST’s potential for adaptation to research in the fields of applied linguistics and second language acquisition.

本論では、近年の第2言語学習に関わる動機づけ研究の課題を指摘した上で、それを解決するための新しい枠組みとしてダイナミックシステム理論を紹介する。ダイナミックシステム理論の観点から、第2言語学習の動機づけ向上あるいは低下に影響を与える要因について検証する具体的手順を示すとともに、本理論の応用言語学・第2言語習得研究への適用可能性について検討する。

L2 Motivation research from the perspective of Dynamic Systems Theory: Some suggestions toward a new framework

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はじめに

第2言語・外国語学習の成功や失敗に影響を与える要因は数多く存在する。教師、教科書、学習時間、学習開始年齢など、学習者を取り巻く外的な要因は枚挙にいとまがない。一方、同じ教師、同じ教科書、同じ学習時間、同じ学習開始年齢だからといって、必ずしも同じような学習成果が得られるわけではない。学習者に内在する要因(学習者要因あるいは個人差要因と呼ばれる)も一定程度の役割を果たすからである。Masgoret and Gardner (2003)はメタ分析の手法を用いて、第2言語の授業における動機づけと成績との間には $r = .37$ 程度の相関があること、すなわち動機づけは成績変動の約14パーセントを説明することを明らかにしている。これは第2言語の学習を進める上で動機づけは重要な位置づけを占めており、効果的な指導を展開する上ではとりわけ考慮すべき要因であることを示している。

上記の認識を受け、近年の第2言語学習に関わる動機づけ研究は、教室場面へとその焦点を移しつつある。中でも、どのようにすれば第2言語学習への動機づけを高めることができるのか、言い換えれば第2言語学習者を動機づける理論の構築といったより実践的な問題を扱った研究が増えつつある。例えば、Dörnyei (2001)では動機づけの可変性を重視したプロセスモデルの観点から、動機づけのプロセスと動機づけ方略(例:「動機づけの基礎的な環境作り」、「学習開始時の動機づけ喚起」など)との関連を整理している。さらに、Guilloteaux and Dörnyei (2008)、Moskovsky, Alrabai, Paolini, and Ratcheva (2013)では上述したモデルの妥当性を実証的に検証している。その結果からは、動機づけ方略を取り入れた第2言語活動が行われている教室で学ぶ学習者は、より高い動機づけを持ち、より積極的に学習活動に取り組む傾向にあることが示されている。

このように近年の動機づけ研究は、教室場面そのものを研究の対象とすることを通じて、より具体的な教育的示唆を提示しようと試みている。しかし、現状において

それらの試みが十分な成果を上げているかと言えば、必ずしもそうではない。その背景にはいくつか理由が考えられる。第1に、これまでの動機づけ理論と教室実践との関連を扱った研究は、いわゆるトップダウン的なアプローチによるものがその大半を占めることが挙げられる。すなわち、実践に関する示唆は理論や研究を基盤として一方向的に提示され、それらは概して多くの教師を対象とし、一般化された形でなされる傾向にある(Ushioda, 2013)。したがって、そのような示唆は特定の教室場面や教師の問題意識といったボトムアップ的な視点とは必ずしも結びつかない。第2に、研究方法論上の問題がある。例えば、現在でも主流なアプローチとして用いられている横断研究は現象の記述はできても、その原因を説明することはできない。つまり、動機づけの向上あるいは低下に影響を与える要素を特定することは容易ではない。縦断研究は動機づけの変化を把握できる可能性を持つ一方、それらの多くは2時点(ブレーポスト)での比較に基づくものであり、動機づけの連続的な発達プロセスを捉えきれていない。加えて、多くの縦断研究は学習者集団を対象になされているため、個々の学習者の動機づけがどのように発達していくのかについては知見が得られにくい。このような課題を克服することができれば、より教育実践の示唆に富む研究が可能となる。

ダイナミックシステム理論と動機づけ研究

そのような現状に対して、近年、とりわけ発達心理学の分野で注目されているダイナミックシステム理論(以下、DST: Smith & Thelen, 1993; Spencer, Thomas, & McClelland, 2009; Thelen & Smith, 1998)は、上記の課題に答えるための有力な視座を提供しうる。DSTは複雑系の科学を背景として台頭してきた発達理論であり、その特徴は人間行動の複雑な発達プロセスを時間軸に沿って詳細に記述し、それまでには見られなかった行動(変化)パターンを見つけ出すとともに、その変化はどのようにして起こるのか、変化を作り出すメカニズムは何か、どのような条件下でその変化は起きるのかなどを明らかにしようとするものである。

伝統的な研究とDSTに基づく研究に見られる特徴的な相違の1つは、「因果関係」に対する見方・考え方にある。従来の研究の多くは、複数の事象(あるいは要因)の間にもどのような因果関係が存在するのか「予測する」(predict)ことに関心を払ってきた。例えば、動機づけと学習成果の間にもどのような関係が見られるのか検証するというのが研究目的の場合、「動機づけが高ければ高いほど、学習成果が高い」といったように、両者の間には直線的(liner)な因果関係が見られると考える(ここでは、因果関係とよく似た概念である相関関係との違いについては詳述しない)。

一方、DSTに基づく研究では、事象(要因)間に非直線的(non-liner)な関係を想定する。すなわち、いくら動機づけが高くても学習成果が得られないことや、動機づけが低くても学習成果が高い場合も一般的に起こり得ると考える。これは結果である学習成果は、他の無数の要因との複雑な相互作用によって定まると考えるからである。このことをLarsen-Freeman and Cameron(2008a)は、株式市場を例に挙げながら説明している。たしかに、ある上場企業の株価を予想しようとする場合、その株価は特定の要因のみによって決まるわけではなく、おそらく複数の(あるいは無数に近い)要因によって決まっているに違いない。もし、方程式で株価が予測できるのであれば、数学者はみな大金持ちになっているはずである。したがって、DSTで

は動機づけや学習成果などを予測することは不可能であり、唯一できることは、ある変化が起こった際にその変化を「回顧的に説明・解釈する」(retrodict)ことだけだと考える。

以上のように、DSTでは因果関係を予測して一般化を目指すのではなく、ともすれば従来はノイズと見なされてきたばらつき(variability)を重視する。言語の習得と同様、動機づけの発達プロセスは一般的には段階的な変化を示すが、急激に動機づけが向上したり、低下したりといった非直線的な様相も示す。個々の学習者と周りの学習環境が相互作用しながら、学習者の動機づけや学習行動が規定されていくプロセスをボトムアップ的、かつ縦断的に捉えようとするDSTは、これまで以上に動機づけの実態を詳細に描き出してくれるものと考えられる。

ダイナミックシステム理論の基本的手続き

DSTにはいくつかの異なった研究アプローチが存在するが、Thelen and Smith(1998)に基づけば、方法論上の基本的手続きはおおむね以下のようにまとめられる。

- ① 具体的に観察可能な集合変数(collective variables)を定義する。
- ② 異なる時期や異なる状態において、集合変数のダイナミックな発達軌跡を描く。
- ③ 集合変数の発達過程における変化点(points of change)を特定する。
- ④ 集合変数の変化・発達を発生させるコントロール・パラメータ(control parameter)を特定する。
- ⑤ 集合変数の変化・発達を発生させるシステムに関する具体的なモデルを導き出す。

ここでは上記の手続きを第2言語学習の動機づけ研究にあてはめ、より具体的に説明する。

まず、第2言語学習の動機づけを集合変数として操作化し、アンケートや観察・面接などによって測定可能な概念として定義する(①)。DSTでは変数という概念そのものを否定するという立場も存在するが(Larsen-Freeman & Cameron, 2008b)、実証的な研究を可能とするためにはいくつかの特徴的な要因に焦点をあてる必要がある(van Geert, 2008)。そこで本論では一例として、学習者の(1)授業出席状況、(2)学習活動への参加状況、(3)学習日誌の総記述量を総合して、動機づけの集合変数として定義する。

次に、異なる時期(例:学期の開始・中間・終了時)や異なる状態(例:授業の開始・中間・終了時)など複数回にわたる縦断調査を通じて、動機づけの発達プロセスを連続的に捉える(②)。図1はある教室内で学ぶ学習者の動機づけ(上述した3指標による集合変数)の変化を1年間、計6回(前後期とも15週中に各3回)にわたって縦断的に記述したものである。ここから、この教室内には動機づけが徐々に上昇して行った学習者(グループA)、徐々に下降して行った学習者(グループB)、あまり変化の見られなかった学習者(グループC)が存在したことが分かる。その一方で、この3パターンのいずれにも当てはまらない特徴的な変化を見せた学習者(学習者X)の存在も確認された。このようにDSTでは動機づけのダイナミックな発達軌跡を描くことにより、特徴を持った学習者を見つけ出すことが可

能となり、全体と比較しながらこの学習者をより詳細に分析・考察することが可能となる。

その妥当性を検証するために、学習者を無作為に抽出してインタビュー調査を実施することもできる。

最後に、上記の調査結果を踏まえ、特定されたコントロール・パラメータに焦点化した動機づけの発達システム(どのようなプロセスを経て、あるいはどのような条件下で動機づけが向上・低下するのか)をモデル化する(⑤)。例えば、先述したグループA~Cと学習者Xの動機づけの変化・発達に影響を与えた要因は、それぞれ異なることが推測される。このように、本ステップでは調査全体を通じて得られる知見を総合して、学習者の動機づけ特性ごとにコントロール・パラメータとなる動機づけ要因を整理するなど、動機づけの向上・低下が生じるメカニズムを説明するモデルの提示を試みる。

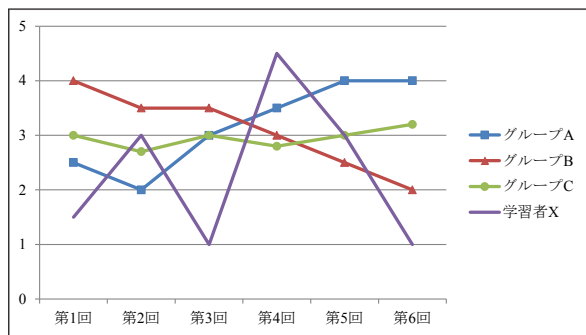


図1: 3つのグループとある1名の学習者における動機づけの変化プロセス

おわりに

従来の研究では研究対象を分解した上で、限られた要因に焦点をあてながら、それらの関連や変化を記述・分析してきた。しかし、そのような要素還元的なアプローチでは個々の要因に目が向けられ、全体的な視点が抜け落ちてしまう恐れがある。すなわち、同じ要素でも全体の文脈の中でその振る舞いに変化し、それによってまた全体が変化することもあり得る(Fogel, 2008)。そのような研究に対して、DSTでは動機づけの向上・低下が生じる現象を「1つのシステム」として捉え、そのシステムの中でより強力な影響力を持つ要因がどのように動機づけの発達を成立させているのかを検討する。その実態をモデル化することは、動機づけの変化・発達プロセスを踏まえた指導実践に対しても有益な示唆を与えるものと考えられる。具体的には、特定されたコントロール・パラメータを意図的に取り入れた授業実践(教育介入)を行い、それが本当に動機づけの変化・発達に影響を与えるのか実証的に検証することも可能となる。

第3のステップでは、図1に見られるような動機づけの発達の变化を回顧的に振り返りながら、動機づけの向上・低下が生じた特徴的なポイント(変化点)を特定する(③)。ここでは、例えば学習者Xに関して言えば、第3回(前期3回目)と第4回(後期1回目)において顕著な変化が見られたことから、これらの点が「変化点」と推定することができる。あるいは、より客観的に「変化点」を見つけ出したい場合は、対応のある分散分析を用いて、各回における集合変数の平均値の差を検討したり、最小-最大グラフ(min-max graph)を用いて、顕著な変化が見られたポイントを特定する方法などが挙げられる(詳細については、Verspoor, de Bot, & Lowie, 2011を参照)。

続けて、先述した特徴的な変化に影響を与えた要因(コントロール・パラメータ)が何であるのかを明らかにする(④)。具体的には、例えばこれまでの先行研究や教室での観察調査などからパラメータ(群)を特定していく方法や、候補となるパラメータ(群)を予測変数、集合変数として定義化された動機づけを目的変数とした(重)回帰分析を行い、動機づけの発達プロセスに強い影響を与えるコントロール・パラメータを特定することも可能となる。なお、パラメータの候補としては、これまでにさまざまな要因が挙げられている(表1)。ここでは本当に当該の要因がコントロール・パラメータとしての役割を果たしていたのか、

これまでの研究成果から、動機づけを高める要因の特性はある程度明らかになりつつあるが、そのような要因がどういった状況でも普遍的に機能するわけではないことも指摘されている(Hinomori, 2006, 2013)。したがって、動機づけの変化が起こるパターンを特定し、それに基づいた仮説を実証的に検証することは学習者個々に対する理解を深め、動機づけ向上や低下防止に向けたより診断的な学習支援を可能にするものであり、第2言語学習者を動機づける理論の構築に対して重要な知見を提供できるものと考えられる。

表1: コントロール・パラメータの候補となる動機づけ要因 (Hinomori, 2013を基に作成)

研究例	モデルの名称	具体的な動機づけ要因
Epstein (1988)	TARGET Model	1) 課題 2) 権威 3) 報酬 4) グループ化 5) 評価 6) 時間
Keller (1992)	ARCS Model	1) 注意 2) 関連性 3) 自信 4) 満足感
Gagne, Briggs and Wager (1988)	Nine Events of Instruction	1) 学習者の注意を喚起する 2) 授業の目標を知らせる 3) フィードバックを与える 他(計9要因)
Deci and Ryan (1985, 2002)	Basic Psychological Needs	1) 自律性の欲求 2) 有能性の欲求 3) 関係性の欲求
Schumann (1997)	Component Process Model	1) 新奇性 2) 快適性 3) 目標重要性 4) 解決可能性 5) 規範・自己両立性

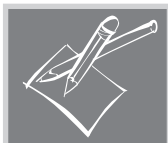
DSTに基づくアプローチは、これまでの横断研究・縦断研究(あるいは量的研究・質的研究)といった2元論とは異なる視点から言語の発達を捉え直すことを可能にする枠組みとして、応用言語学や第2言語習得の研究者らの関心を集めている(Dörnyei, 2014; Ellis & Larsen-Freeman, 2009; Verspoor, de Bot, & Lowie, 2011)。ただし、これまでのところ、DSTを理論的基盤として行われた上記分野での実証研究、とりわけ動機づけに焦点をあてた研究はほぼ見られない。そのような現状を踏まえ、本論ではDSTのアプローチに基づいた新しい動機づけ研究の可能性について検討した。近年の動機づけ研究は、抽象的にモデル化された「教員」や「学習者」から、置かれた社会状況や立場に立脚して具体化された「人」といった観点から動機づけを捉え直そうとしている。個々人のうちに内在する動機づけが周りの学習環境と相互作用しながらダイナミックに変化・発達していくプロセスを描き出すことを可能にしてくれるDSTのアプローチは、今後の動機づけ研究の新たな展開を感じさせる。

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Building fluency through timed conversations and follow-up questions

John W. Roberts

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Quick guide

- **Keywords:** Timed conversations, follow-up questions, silence
- **Learner English level:** False-beginner and up
- **Learner maturity:** High school to adult
- **Preparation time:** 10 minutes
- **Activity time:** Up to 60 minutes
- **Materials:** Conversation sheet, conversation topic, watch/clock/timer

In the Japanese EFL classroom, particularly high school and university, false beginner conversation classes often focus on relearning grammar already covered during secondary education in preparation for entrance exams. These courses tend to focus on task-based learning where grammar is reintroduced and students practice the grammar by “interviewing” their classmates. The risk to this grammar-drilling “interview task” is that students begin to parrot the grammar, stray from actively listening to their partner(s), and lose social interconnectedness with peers. To increase social and grammatical mindfulness, a content-based approach in the form of timed conversations stressing follow-up questions and minimalizing silence helps students not only utilize the reviewed grammar but also seek out additional grammar in order to learn more about their partner(s). Also, this format allows students to exercise more natural body language and emotions in relation to the

You know, Christmas may be known as the most wonderful time of the year, but I have a feeling this time in the calendar can give Christmas a run for its money. The temperatures outside are pleasantly genial but not too hot for the most part. This is perfect weather for outdoor activities, relaxing in the sunshine, or even gathering up your work and heading outdoors for a change of pace. Who would blame you for gazing out the window a little too long?

First up this month is a timed approach to conversation practice from John Roberts, aimed at encouraging learners to keep the conversational flow throughout. Adrian Leis breathes new life into the classic telephone game by adding a visual component. The fun and games continue with Andrew Henderson’s flexible race game activity. Finally Brandon Kramer outlines a mathematics activity for content-based second language teaching that will have students on the edge of their seats. These activities are sure to keep class interesting while saving you plenty of time you might use for all manner of diverting activities.

context of the conversations, which may otherwise be lost in a task-based approach.

Preparation

Step 1: Create a conversation sheet, focusing on the different steps of conversation (See Appendix).

Procedure

Step 1: Take time to review the steps in class. My particular emphasis is on informal conversational English, though one could use or combine formal English as well. Be sure to stress the importance of follow-up questions in Worksheet Steps 2, 3, and 4.

Step 2: Allow students to practice the individual steps in pairs so as to get used to the expressions and the overall function of the steps.

Step 3: Provide time for practice conversations. This activity works well in the first few weeks of class. This practice makes a good additional ice-breaker, and I use *Introductions* as the main topic (see Step 3 of Appendix) for these practice runs with students' new group members or surrounding classmates for two or three 2-minute conversations. Reiterate the goal of minimizing silence by asking follow-up questions to partners.

Step 4: Have students stand up and mingle with classmates from other groups. Increase the time to 3 minutes. Set a new topic such as sports, hometown, restaurants, etc.

Step 5: Surprise test. After the first round of 3-minute conversations, pick a random pair and quiz one of the partners in front of everyone. Ask him or her to report what s/he learned about their partner. After the student's report, ask him or her additional questions (usually 3 or 4) in relation to the partner. Most students will have had difficulty with the follow-up questions because they are not sure how or what to ask. This quiz demonstrates to all how to ask deeper follow-up questions, and encourages the next round of partners to be more active in their listening and follow-up questions.

Step 6: Repeat Steps 4 and 5 as needed. Continue to stress the importance of follow-up questions. As you go through a few rounds of conversations, encourage the class to refrain from Japanese and silence as you come across it.

Variations

For this lesson, I usually build the class up to a 5-minute conversation as their final challenge

for the day. This format is the basis for all future conversations in the class and eventually they will engage in 10-minute conversations. As you increase time, increasing conversation group sizes to between three and five students can be beneficial. Students are able to socialize with more people at once, which can create a livelier, less stressful conversation for the individual student.

Conclusion

Such an approach as this increases camaraderie in the classroom, provides an environment for active socialization in the second language, and promotes other communication skills such as active listening and appropriate body language and gestures to the conversation context. By timing the conversations, students become goal-oriented as they try to keep the conversation moving and refrain from going off on tangents in Japanese, thus thinking deeper and more abstractly on the conversation topic in English.

Appendix

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

Picture whispers

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Quick guide

- **Keywords:** Speaking, listening, vocabulary
- **Learner English level:** Low intermediate to advanced
- **Learner maturity:** Junior high school to university
- **Preparation time:** 5 minutes
- **Activity time:** 5 minutes
- **Materials:** Photograph, blank A4-sized paper, colored pencils (optional), timer.

The popular communication game of Whispers, or the *dengon* game, as it is known in Japanese, is

often used in English classes at Japanese schools. Students sit in a line. Student (S) 1 reads and remembers a sentence or short story written on a piece of paper and then tells it to S2. After this, S2 relays the message on to S3, until it reaches the final student, who then writes it on the board. More often than not, the game reaches a humorous ending, as the sentence written on the board is completely different from the original sentence.

Although this activity can be effective in practicing various grammar points, speaking skills, and listening skills, it has two major weaknesses. First, once the students have completed their role, they have nothing to do until the end of the activity. Second, usually the sentence or short story has been prepared by the teacher; thus, the English students are speaking is not their own. When doing *Picture Whispers*, students are active during the entire activity while being given an opportunity to use their own English.

Preparation

Before class, prepare a photograph (one for each time the activity will be done) and a few sheets of blank A4 paper. The photograph can be printed or simply saved onto a tablet computer.

Procedure

Step 1: Have students sit in rows of five with student one (S1) sitting in the first row and student five (S5) sitting in the fifth row.

Step 2: Give one blank piece of A4 paper and colored pencils (if available) to S5 in each group.

Step 3: After telling students the time limit for the activity. I suggest 5 minutes. Have S1 from each group come to your desk to look at the photograph you have prepared (e.g., Appendix A).

Step 4: Have S1 whisper a description of the picture to S2, who describes it to S3, and so on. Have S5 draw the picture based on the description heard. Ensure that S1 is able to return to your desk to look at the photograph again and tell extra information to S2. Likewise, S5, or other students are able to ask questions about the picture to get extra details.

Step 5: After the time limit has finished, ask S5 from each group to briefly describe the picture he or she has drawn. You can add some questions here to give hints for strategies when doing the activity again in future classes.

Step 6: (Optional) If you decide to do the

activity again, I suggest changing the order of the students (e.g., each student moves two rows forward, while S1 and S2 move to S4 and S5 respectively). Before starting the activity a second time with a new picture, give students 1 minute to think of some strategies as a team to draw a better picture.

Conclusion

I have found the *Picture Whispers* activity to be beneficial especially in classes focusing on prepositions of place, or practicing the difference between *there is* and *it is*, a distinction many English students at the lower-intermediate level often have trouble with. Using colored pencils adds an extra dimension to the activity as students are encouraged to use even more descriptive language in their speech.

One weakness with this activity is that students may use their mother tongue to describe more complicated pictures. This can be overcome by choosing a photograph that matches the students' level and with encouragement from the teacher. I hope you will find this activity to be as effective for your students as I have for mine.

Appendix

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

A race activity for junior & senior high school lessons

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Quick guide

- **Keywords:** Race game, vocabulary-builder, question/answer activity
- **Learner English Level:** Beginner to high beginner
- **Learner maturity:** Junior and senior high school

- **Preparation time:** 30 minutes
- **Materials:** Stop watch, 5 vocabulary cards

There are two parts to this short activity: a vocabulary-building activity and a race game. The aim is for students to walk away from this lesson having learned five new vocabulary items and the vocabulary and grammar patterns necessary for asking and answering questions. These patterns for questions and answers lend themselves to a variety of simple past-tense usages (e.g., the question *How did you come to school today?* and its answer, *I came by bike*; or *How did you pass the test?* and *I studied hard*).

These patterns for questions and answers are aimed at building a simple but solid foundation from which to progressively grow larger structures. The additional aim with the grammar patterns is to teach students grammar surreptitiously; students learn grammar without realizing or finding it boring or overly bookish.

Preparation

Step 1: Go to any free clipart website. Copy and paste any five photos onto a blank document that relate to your lesson.

Step 2: Print the document in color. Cut each picture out to make five separate vocabulary cards.

Step 3: Return to the site and paste these pictures, once again, onto an A3 landscape document. Make each picture as large as possible.

Procedure

Step 1: Place the poster on the whiteboard. Point to your poster and ask about today's topic for study until someone tries an answer. If the answer comes as one word, get student to repeat the word, and then put it into a sentence. Write the word on the board and direct students to read it. Allow several tries before giving them the pronunciation.

Step 2: Point to the first vocabulary clipart and solicit an answer as to its English noun. Wait for an answer. Then either correct the word or repeat the word three times and write the word above its picture. Do this for the rest of the of the vocabulary pictures.

Step 3: Write your key question for the activity on the board. Have students read it from the board and repeat it twice. Beneath the question, write the first words of an answer to create

a sentence stem or grammar pattern. For the answer to *How did you come to school today?*, you might write *I came by . . .* Have students read the answer and repeat it twice. Move to your poster and point to the first picture. Solicit the question, while pointing to it. Then solicit the answer by pointing to your first picture.

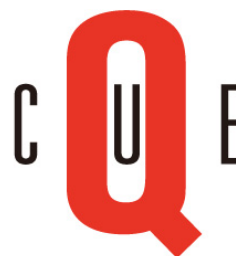
Step 4: Repeat step 3, getting faster each time.

Step 5: Begin the race game activity, a question-and-answer session. Make three teams, with students in A-B pairs. Instruct Student A to ask the question (e.g., *How did you come to school today?*). Instruct Student B to answer the question using the answer pattern on the board and the vocabulary card given them. Give each Student B in Team 1 one of the five cut-out vocabulary cards and get your stop watch ready to count.

Step 6: Point to the first Student A in the first team, prompting the first question. Go through the team with this activity, write their time on the board, and then move to the next team. When all are complete, announce and indicate the winning team. Now, perform the same activity, swapping Student A (asking) with Student B (answering). Go through the activity again with the team in this arrangement, write their time on the board, and then move to the next team. When all are complete, announce and indicate the winning team again.

Conclusion

In my experience, students respond well to this interactive activity and to the challenge of the race game. These activities can lend themselves to other vocabulary-building lessons on any topic at the beginner level, in addition to Q&A-type learning activities.



The JALT CUE-SIG 3rd Annual ESP Symposium

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Rika-chan bungee: Content-based instruction in mathematics

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Quick guide

- **Keywords:** ESP, mathematics, task-based, group work
- **Learner English level:** High beginner to advanced
- **Learner maturity:** High school to adult
- **Preparation time:** 1-2 hours
- **Activity time:** 1-2 class periods
- **Materials:** Plastic toy dolls, rubber bands, meter sticks, string, activity worksheets, window with no obstructions below

In this task, adapted from a mathematics activity for native English speakers (Zordak, n.d.), the students will compete to give Rika-chan the thrill of her life. Linked skills and problem solving tasks within this activity allow the students to use language as a means for information transfer and task completion rather than simply as a knowledge goal with no clear practical applications, an important distinction within content-based instruction.

Preparation

Step 1: Seek out a suitable window for the activity and measure the distance to the ground using string and meter sticks. A 20-30 meter drop is ideal.

Step 2: Obtain enough rubber bands for the class to use (100-200 bands per group should be more than sufficient, but a pilot test would give a more specific estimate).

Step 3: Procure one Rika-chan doll (or another similar toy doll) for each group.

Step 4: Create a worksheet with a data table (2 columns x 15 rows), an x-y graph to plot the results, and room for calculations.

Procedure

Step 1: Explain the task to the students using simple English and demonstrate how to tie the first rubber band to the doll's feet, which will serve as the anchor for the subsequent bands.

Step 2: Have the students tie one rubber band to the anchor band and drop the doll from a fixed point on the wall. Marking with a pencil on paper taped to the wall, measure the distance to the lowest point reached after three drops. The students should write their results in the data table on their worksheet, recording the number of bands and the distance fallen. Continue adding one band at a time and record the results for up to 15 rubber bands.

Step 3: While the students should be familiar with the mathematical concepts, it is helpful to pre-teach the following English vocabulary: graph, slope, point, line, x-axis, y-axis, y-intercept, and best-fit line. The students will need to plot their data onto an x-y graph, with the x-axis representing the number of rubber bands and the y-axis representing the distance fallen. They will then draw a best-fit line on their graphs, measuring its slope (m) and y-intercept (b). Using these measurements, they can use the slope-intercept equation ($y=mx+b$) to predict how many rubber bands (x) are necessary for the doll to safely bungee-jump from the height of the window (y).

Step 4: After the students discuss and write their predictions in groups, have them tie the appropriate number of rubber bands to the doll and move to the window. With students at ground level judging, the groups should drop their dolls one by one. Give a prize to the group that drops the doll closest to the ground without impact.

Step 5: As a post-activity, have the students summarize the experience and report their results orally or in writing as a linked-skills activity.

Variations

1. To avoid inter-group collaboration, adding varying amounts of weight to the dolls using coins and tape will give each group a unique result and force them to make independent predictions. In addition, the increased weight of the coins should give each doll a more dynamic and exciting bounce.

2. Expansion using more elaborate pre-task scaffolding activities to practice the required vocabulary and mathematical concepts could be helpful for lower level students.

Conclusion

The group that allows the doll to fall closest to the ground without impact walks away the winner, but all students walk away smiling as they practice their mathematical knowledge through meaning-focused language activities. With English as the primary means of teacher explanations and accountability through assessed reporting on group progress, the students, who would normally rely on Japanese communica-

tion, can be pushed to consider and use English throughout the task.

References

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TLT RESOURCES

BOOK REVIEWS

...with Robert Taferner

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Reviewed by Anna Husson Isozaki,
Gunma JALT

ELI teen and young adult graded readers include original stories, adapted classics, and unabridged classics; currently there are approximately thirty-five titles paired with audio. They are CEFR-graded and range from 600 headwords to 2500 for adapted classics, and choices are increasing (e.g., a new adaptation of the Soseki classic *Botchan*). Most books include CDs and, notably, free downloads of the audiobooks online. All titles in the collection include background sections supplying relevant cultural or historical information to help learners situate the story. All titles also contain exercise sections, and glossary definitions at the bottom of pages. The paper editions are FSC-certified and e-book versions are now available as well.

These graded readers and audiobooks were piloted with university and adult students in a semester project during which learners were asked to choose something fun for at-home English practice. Other genres and series were competing options but ELI's attractive collection was clearly appealing. Weekly class meetings began with brief sharing of students' choices with partners. The pace of borrowing the ELI readers picked up over the semester, indicating positive word-of-mouth, which was corroborated both in students' verbal and anonymous written feedback. Short books (*Val's Diary*, or *The Egyptian Souvenir*) students could complete in a day, while longer ones (*Pride and Prejudice*,

This month's column features Anna Husson Isozaki's evaluation of *ELI Graded Readers: Teen and Young Adult Readers*.

ELI Graded Readers: Teen and Young Adult Readers

[Various authors. Italy: ELI Publishing, 2009-2013. (Audio CDs included, and free downloads of complete MP3 audios, booklets and answer keys). Teen readers set: 14 books, ¥16,170. ISBN: 9784907063269; Individual books: ¥1,155, e-books ¥924; Young Adult set: 22 books, ¥34,650. ISBN:

Wuthering Heights) tended to take several weeks to complete.

In their feedback comments students mentioned a number of ways of enjoying their ELI stories. Listening and reading at the same time was a good experience for many, thanks to the inclusion of audio components. Paired reading and listening is gaining support in recent EFL research: Chang and Millet (2014) reported large gains in learners' listening comprehension and fluency, in addition to vocabulary gains (Chang, 2011), as compared with reading only. Walter (2008), focusing on literacy in L2 English, calls "for progress in reading . . . increasing proficiency and exposure to the spoken language . . . for example, by encouraging students to read books at their level while listening to spoken word CDs" (p. 470).

Students also found another method, listening and reading separately, to be effective. A typical comment from these learners: "Listening before reading is very useful for understanding... I didn't read book in English, but now I like reading." This may have been because listening at leisure and reading later felt more natural than trying to force the two activities with sometimes mismatching speeds together, or because listening first provided a preview for understanding the written text. The Eli audiobooks were rated highly by students as pleasant, clear, and well-paced. The pacing is generally a little slower than for L1 listening, and is a pleasure to listen to, in particular the adaptations of *Anne of Green Gables* and *Macbeth*, and the original *A Faraway World*.

The extras in the books received praise from students. Many wrote that the artwork helped them imagine their stories, though some mentioned an occasional drawback: *Jane Eyre* was singled out by two readers who otherwise liked the story because the "pictures were so dark." The vocabulary notes occasionally earned appreciation, as from readers of *The Hound of the Baskervilles*, *The Adventures of Tom Sawyer*, and *Wuthering Heights*, though others said they preferred their dictionaries. The concise, helpful and entertaining background sections even include up-to-date information on movie adaptations or related popular music.

A few of the titles proved difficult in the EFL context: *A Midsummer Night's Dream*, while slim and expected to be manageable at 800 headwords, defeated readers with its great number of characters with unfamiliar names, and the unabridged *Heart of Darkness* had no borrowers. In an enormously positive contrast,

the 800-headword *A Faraway World*, which deals with themes of overcoming bullies and building racial understanding, was a favorite choice and borrowers said it helped increase their multicultural awareness.

Overall, the majority of books in the ELI series won enthusiastic reviews from students, who answered in their surveys that they liked the stories they chose, and consistently indicated that they felt their reading and listening skills improved and their vocabulary increased. Most encouraging were comments that their resistance to reading disappeared; all wrote that they wanted to try reading and listening to another book in the future.

The ELI series' inclusion of audio components makes them particularly enjoyable and effective for learners crossing the bridge from struggling with reading to fluent bi-literacy. I would recommend choosing titles from the ELI series as valuable additions to any university library graded reading collection.

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Books for Students (reviewed in *TLT*)

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Breakthrough Plus. Craven, M. Oxford, UK: Macmillan, 2013. [5-level communication-focused course based on CEF incl. student books, digibook, test generator, and online support webpage w/ videos, worksheets, and downloadable audio files].

* *CNN Student News*. Sekido, F., Kofure, M., Arnold, J., & Ikeda, K. Tokyo: Asahi Press, 2013. [15-unit current events reading course book incl. audio and video DVD].

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].

* *Current News English*. Morita, A., Yabukoshi, T., Konno, K., Tsuchihashi, K., & Yoffe, L. Tokyo: Macmillan Languagehouse, 2013. [12-unit reading skills course w/ online material incl. teacher's manual and class audio MP3].

! *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].

English for Mass Communication. Horie, H., Kato, K., Konishi, K., Miyazaki, S., & Uchino, Y. Tokyo: Asahi Press, 2013. [10-unit course book focused on reading in current events w/ teacher's manual and downloadable audio files].

* *Get on Stage!* Puchta, H., Gerngross, G., & Devitt, M. London: Helbling Languages, 2012. [Photocopiable resource book for sketches and plays for young learners incl. DVD of sample plays and audio CD].

! *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].

Interactive English. Uchida, M., Nelms, R., & Kameyama, H. Tokyo: Shohakusya, 2013. [2-level course incl. 2 reading and 2 TOEIC® test textbooks used individually or simultaneously for intermediate learners incl. student books w/ self-study audio CD, teacher's manual, and smartphone application].

! *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: Conversation 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].

* *Reading Stream*. Takeuchi, O., Yabukoshi, T., Sumi, S., & Ueki, M. Tokyo: Kinseido, 2012. [3-level graded reading series w/ 15 units per course incl. teacher's guide and audio CD].

Structure, Structure, Structure: The Best Guide to Reading and Writing Ever. Gale, S., Fukuhara, S., & Cross, T. Tokyo: Nan'un-do, 2012. [14-unit essay writing course based using model reading passages incl. student book w/ audio CD, teacher's manual].

! *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].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Greg Rouault
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* *International Perspectives on Motivation*. Ushioda,

E. (Ed.). Basingstoke, UK: Palgrave Macmillan, 2013.

* *Language Teaching Insights from Other Fields: Sports, Arts, Design, and More*. Stillwell, C. (Ed.). Alexandria, VA: TESOL International, 2013.

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



OUTSIDE THE BOX

...with Adam Lebowitz

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A linked index of Outside the Box articles can be found at:

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3. 臨時常勤 留教師 (*Tenure limits limits teaching.*) If you have a five-year contract, well-paid, with some administrative work, you can provide one year of quality work max. The first two years are learning the ropes, then two years (if that) being productive, followed by one year focusing on your next gig. Fortunately, the position of the "semi-full timer" seems to be on the way out, because it weakens commitment.
4. 經過長年 短距離文化 長距離世代 (*Time defrocks/the culture shock/and provides/generation divide.*) The inner-workings of the student mind are unfathomable. Digitalized media is their *métier*. The bridge between my generation and anyone younger—even my fellow 'Murakins—is longer than between *Nihonjin* my age and older.
5. 携帶支配 (*Sell control through cell control.*) Out of pocket and in the bag at the beginning of class. Case closed.
6. 教育支援 授業外 (*Learning begins/Through the Outside-In*) In North America, Student Services is growing. Study centers, mental health counseling, gyms, and international student support are all deemed necessary for academic performance. Nihon is behind the curve here. Try raising awareness in your Student Affairs Office.
7. 医系豊益 (*The medical seam is the income stream.*) Hospitals are major profit-making organs of universities. Medical schools are increasingly influential on campus as subsidies to public universities are reduced. If possible, hook-up with this faculty; the Health Ministry gives bigger chunks of *kenkyûhi* than the *Monbukagakushô*, too!

Seven Basic Tortuous Truths (in verse)

1. 外語苦難模 最高師範 (*Model learner, Model teacher*) Teachers are behavioral role models, but what does living here 10+ years without basic literacy show? What better way to demonstrate benefits of foreign language literacy than to model it? Raise empathy by suffering with the students: Study 日本語!
2. 不食不利 (*Break no fast, No mind can last.*) Teenage circadian rhythm is late to bed, late to rise. Calories and glucose will raise performance in that 8:30 class. Get students to buy an evening *onigiri* or *meron-pan* for their pillow to overcome a modicum of sleep deprivation.



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.

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Paperless language lessons using presentation software

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“Hug a tree after class,” I would tell students as I passed them a handout they had forgotten to bring from the previous week. Some teachers feel guilty about killing trees making hundreds of copies of worksheets and sometimes ending up with extras that are thrown into the recycle bin. As schools and organizations think about ways to reduce their carbon footprint or save money by reducing printing costs, one thing they can do is to use presentation software such as PowerPoint or Keynote (Apple’s version of PowerPoint) to present material in the classroom instead of textbooks or handouts.

For teachers who have developed their own curriculum and worksheets, making copies for classes can be time consuming. Adapting work-

sheets onto presentation software may also seem time consuming, but since the worksheets are already on the computer, they could be copied and pasted directly onto slides and manipulated for the best display. Having information, examples, and correct answers already prepared saves classroom time by not having to write on the whiteboard. The whiteboard can still be used, but mostly for new or spontaneous information that comes up during discussions, or for students to share their answers with the class.

When creating slides from worksheets, language teachers can abandon the rules for creating slides for typical presentations given at conferences or seminars. However, there are a few basic principles to keep in mind: Based on student feedback, 64-pt font size is best, 48-pt is a little too small. Some text headlines or bullets points can be useful, but refrain from overwhelming students with too much reading from the display. Use a lot of visuals. These can be found on free clipart sites such as MyCuteGraphics <mycutegraphics.com>, TeacherFiles <teacherfiles.com>, Classroom Clipart <classroomclipart.com>, or by searching the Internet. Animations and sound effects help to keep the students engaged—the sites above also offer animated gifs to make your presentations exciting. Based on previous experience, some ideas and tips for useful slides are below:

First day class orientations can be very repetitive. Teachers can make their goals and expectations clear for all the classes by creating a slide to show in each class (see Figure 1).

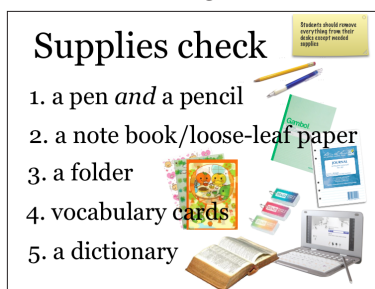


Figure 1. Sample slide used during the initial lesson as a reminder of the teacher’s expectations. Most students would quickly discard this if it were printed on paper, so using the slide is a greener way to teach.

During dialog or conversation practice, key phrases can be displayed for students to begin practicing with and then removed once they gain comfort (see Figure 2).

Let's try!

Introduce yourself!

My name is _____.

I live in _____.

I love _____.

I _____.

Figure 2. Sample slide showing a practice dialog. Displaying the text instead of printing a copy of this for each student for just one exercise helps keep students conversing more naturally.

- Conversations from textbooks can be displayed with color-coding for each partner. As students practice the target language, information can be removed slowly as students memorize it and demonstrate knowledge.
- Photo prompts can be used to encourage conversation practice by allowing students to look up at the screen rather than down at a textbook.
- Slides can lead students through the process of a guessing game. They can show the students how they will need to manipulate language during practice exercises and included visuals help reinforce meanings.
- Slides with animations help explain grammar constructions in their parts which can be revealed piece-by-piece.
- Using slides with music and video makes the lesson more engaging.
- Showing a homework slide at the end of your lessons ensures that teachers will not forget an assignment, and the visual cue reinforces what the teacher assigns verbally, thereby increasing retention.

One issue with using presentation software is the equipment needed. Most teachers have laptop computers, but if not, an investment in one can be pricey for part-time teachers or those

who do not have research funds. Most schools have extra computers that teachers can borrow. Recently, iPads and even cell phones can be used with the proper adaptors for screen display. Also, the classroom needs to be equipped with a large monitor or projector and screen so that all the students can see the slides. Be sure to have the proper cords and/or adaptors to plug the computer into the display system. There is also open source software on the Internet if a teacher does not want to purchase Keynote or Power-Point; however, in this case, Internet access may be necessary.

While the use of presentation software has not statistically demonstrated language improvement among the students, it has helped to create a lively and fun atmosphere in the class as well as to eliminate the use of a lot of paper. The estimated paper savings for 12 classes per semester is approximately 5,000 sheets of A4-sized paper (and copy toner). By using presentation software in lieu of prints, at least one tree per year can be saved (Conservatree, 2012).

Some may say that using a computer or electronic gadget is actually worse for the environment. As long as electronic devices are recycled rather than being thrown in landfills or burned, teachers are being environmentally responsible. So get out the presentation software, impress your students, and save trees.

Reference

Conservatree. (2012). How much paper can be made from a tree? <conservatree.org/learn/EnviroIssues/TreeStats.shtml>.

Editor's Note: As you've seen from the past several *Wired* columns, technology does more than enhance your classes and lessons—it can increase their interactivity (as seen in the last edition) and it makes your program greener. I hope you can join the JALTCALL 2014 Conference in June to learn about all the other ways that educational technology makes the world a better place. For details, see <conference2014.jaltcall.org>. See you in Nagoya!



JALT FOCUS

JALT NOTICES

...with Malcolm Swanson

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



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

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

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

JALT National Officers, 2014

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

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

A quiet JALT Notices column this month as the Board adjusts to the changes that have come about over the last few months. We introduce JALT's latest chapter, and two new Associate Members.

A letter from Saitama JALT

To our supporters across JALT, Saitama JALT (previously Omiya) thanks all of JALT for its support in our name change process.

Please take note of our new web site <saitamajalt.weebly.com>, as well as our new email contacts, starting with my own <president.

saitamajalt@gmail.com> (please substitute the position in that address with *publicity, program, treasurer, secretary, or membership* to reach our other constitutional officers).

Thank you again for empowering us to better represent our members.

Regards,

Matt Shannon, Saitama
JALT President



New JALT Associate Members

Britannica Japan

Britannica Japan provides timely, relevant, and trustworthy information and instructional products used in schools, universities, homes, libraries, and workplaces.



We're deeply involved with schools, parents, and educators, designing products for 21st-century classroom environments. In a world where questionable information is rampant, we provide products that inspire confidence, with content people can trust. We do this, as we have for many years globally, by collaborating with experts, scholars, educators, instructional designers, and user-experience specialists; by subjecting their work to rigorous editorial review; and by combining it all into learning products that are useful, reliable, and enjoyable.

Many people know us as the publisher of those big multivolume encyclopedias. But we're also much more than that today. We've changed and expanded. Britannica is online, in e-books, and on mobile devices. In addition, we provide an English program and teaching materials for kids aged 2-5 years old with early stage of English introduction in Japan.

- Home class teachers at kindergartens or nursery schools can work on English with kids every day.

- Songs with dances using many phrases currently used in the life of kindergartens or nursery schools.

ブリタニカ・ジャパンは、日本はもとより世界が認める一流の知識人が執筆・監修した信頼の置ける情報を、日本語・英語という言葉の壁にとらわれず、幅広い知識を習得できる商品・サービスとして提供しています。今日ではオンラインをはじめ、e-bookやモバイル・デバイスの形態で商品を展開しています。また、幼児向け英語プログラムおよび教材も提供しています。このプログラムは、幼保園の担任の先生方から子どもたちへ、普段の保育生活の中で毎日継続的に英語に触れることができるように開発されたものです。

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JALT members can receive a free one-month personal trial or a trial for their school. Please contact Mark Ritchie at <mark@pressreader.com> to activate your PressReader trial or if you would like more information.



JALT FOCUS

SHOWCASE

...with Kristen Sullivan

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



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

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

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

In this issue of Showcase, veteran educator James Porcaro offers five pearls of wisdom to sustain one's passion as a teacher.

James W. Porcaro

I'm 68 years old and in my 30th year of teaching English in Japan. I currently teach as a part-timer, having had to retire from my university professorship at 65, yet I teach as many classes per week as ever. On the authority of the consistent responses



of my students on course questionnaires, I can say that I teach with as much or more passion and quality as I ever have. For teachers, even a generation younger than I, who may find their fire flickering, I offer five ways to keep it burning well into later years.

First, continually seek and accept new challenges. In my early years in Japan, at a premier foreign language college in Osaka, I became the academic supervisor, in charge of ten full-time teachers from several countries. I had never intended or expected to have such a role and had no previous experience of that sort, but circumstances compelled me to take the position. The challenges and accomplishments, both professional and personal, were many and rewarding.

At that time I also took over a course in Japanese-to-English translation though my Japanese proficiency was limited and I had no background in that area. I educated myself and developed a unique course of literary translation which I taught for 14 years. In 2000, 28 years after I had completed a master's degree in African Studies, came an opportunity to teach it. I re-educated myself and developed and taught for ten years perhaps the only African studies course taught in English at a Japanese university.

With no previous background in teaching English for science and technology (EST), I took up teaching the university courses English for Earth Science and later English for Electrical Engineering and Mechanical Engineering. I've also been teaching a weekly course at high school for the past ten years and served as an advisor in the SELHi program for six years at the same school.

Second, be creative. Throw away any textbooks you use, create your own lessons and produce your own lesson materials. In none of the courses named above or others have I used a textbook. Creating your own lessons and materials enables you to teach with the passion you feel for your work.

Third, publish. I started at age 52, in 1998, with my first article in *TLT* for My Share. Since then I've had 22 more articles in JALT publications and 66 in total in print. I have written multiple articles about each of the instructional areas mentioned above and many others. The critical reflection required for writing for publication has clarified the meaning of my teaching. This has been vital for reaching a clear identity of myself as a teacher and for "the development of a personal system of knowledge, beliefs, and

understandings drawn from the practical experience of teaching . . . [and] the development of a personal teaching philosophy" (Richards, 2011, p. 5).

Fourth, treasure every interaction with every student in every class. That's what it's all about. By the way, there are great advantages to teaching at my age. I've lived a longer life in Japan than any of my students. I've been through a cycle of life in Japan with my family. I know the lives of my students. I bring that personal experience and understanding to the classroom and my relationships with students, and to the meaningful lessons I prepare. I believe students sense all that and readily trust me, as I respect them in turn.

Finally, be in it for yourself, because for teachers to sustain their efforts, their motivation must go beyond simply a strong desire to advance students' learning and personal development. Often that is not enough when teachers encounter frustrations, disappointments, and failings. There must be something more to it. A teacher must have "fire in the belly" and simply love to be in a classroom and the process of teaching itself. Do it for yourself as much as for your students.

Indeed, meaning for me as a teacher is drawn from and defined by the daily classroom experience itself. Each teacher must construct that meaning for him- or herself. It is an existential process as we make choices based on our experiences, beliefs, and outlooks, and take full responsibility for the teachers we are. I'm proud of being the teacher I am. I feel fortunate to have had this success in Japan and look forward to many more years in the classroom. May you, too, keep your fire alive.

Reference

Richards, J. (2011). Exploring teacher competence in language teaching. *The Language Teacher*, 35(4), 3-7.

James W. Porcaro teaches in Toyama. He can be contacted at <porcaro@tuins.ac.jp>.



JALT2014
Conversations Across Borders
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JALT FOCUS

GRASSROOTS OUTREACH

...with David McMurray

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



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:

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and future practices within the field of CALL and educational technology is expected. The conference will feature over 100 paper presentations, show & tell presentations, poster presentations, and workshops. There is sure to be something of interest for everybody.

The keynote speaker, Regine Hampel, is a professor of Open and Distance Language Learning at the Open University in the UK. As an Associate Dean, she oversees the research and scholarship conducted in the Education and Language Studies department. Her research interests blend cognitive and socio-cultural theories of learning with the affordances of current and emerging media. She is co-author of the book *Online Communication in Language Learning and Teaching* (with Marie-Noëlle Lamy) and has published numerous articles and book chapters on task design, learner interaction, and teacher training for online learning contexts.

The plenary speaker, Glenn Stockwell, is a professor and Associate Dean of Academic Affairs in the School of Law at Waseda University in Tokyo. His research interests include mobile learning, the relationship between motivation and technology, and how technology can influence the language learning process. He has co-authored the book *CALL Dimensions: Issues and Options in Computer Assisted Language Learning* (with Mike Levy), served as editor for the book *Computer-Assisted Language Learning: Diversity in Research and Practice*, and published numerous articles and book chapters. Stockwell is currently the General Editor of *The JALT CALL Journal* and he edits several other noteworthy publications in the field.

In addition to learning about a wide range of practical and theoretical issues related to educational technology, attendees will also have a chance to attend the much-celebrated networking reception held the first evening of the conference. The reception offers the opportunity to catch up with old friends, make new acquaintances, and develop your professional network. This year's reception will be held at a venue offering a fabulous view of the city that will recharge everyone's tech batteries!

The 2014 conference is supported by commercial sponsors who will be featured in multiple presentations and displays which will allow

This issue of Grassroots Outreach announces an upcoming conference hosted by the CALL SIG and shares the preliminary conclusions of a study on vocabulary conducted by Stuart McLean, Nicholas Hogg, and Tom Rush that was financially supported by a research grant from JALT. The authors will be publishing their research in the *Vocabulary Learning and Instruction Journal* <vli-journal.org> later in 2014, accompanied by a presentation at the next JALT Vocabulary SIG Vocabulary Symposium.

Announcing New Horizons in CALL

James Carpenter
Edo Forsythe

The JALT CALL SIG will hold its annual conference from June 6-8, 2014 at Sugiyama Jogakuen University in Nagoya. The theme for the conference is *New Horizons in CALL*. A wide range of presentations related to current, cutting edge,

conference attendees to learn about the latest materials and resources on the market.

We received excellent feedback on last year's conference including praise for the intimate, friendly atmosphere; the effective coordination of conference events; and the "exceptionally useful insight" in our presentations. We expect similar successes this year. Conference details, including the event program, session types, travel and hotel arrangements, and venue information are available at <conference2014.jaltcall.org>. For those who do not register before the deadline, onsite registration is also available. Questions about the conference can be addressed to <jc2014@jaltcall.org>. We'll see you in June at Sugiyama Jogakuen University, Nagoya for JALTCALL 2014!



JALTCALL 2013, courtesy of Jim George

JALT Research Grants

Each year, JALT awards up to three grants for a maximum of 100,000 yen each for research on language teaching in Japan. Only JALT members who have no outside funding sources to conduct research are eligible to apply. The goal of the grants is to support language teachers in their professional development and to encourage teachers to engage in classroom-based research. Grant applications are collected each summer and vetted by the JALT Research Grants Committee. Winners of the grants receive funding before the start of the following school year during which they conduct their studies, provide quarterly reports, and receive guidance from the committee. Following the completion of the research, winners are invited to give presentations on their projects at the JALT national conference and to publish a paper in the Language Teacher. Information on the grants can be found on JALT's main website <jalt.org/researchgrants>.

Vocabulary size of Japanese university students: Preliminary results from JALT sponsored research

Stuart McLean
Nicholas Hogg
Tom Rush

Background

This article presents preliminary results from research funded by a 2012 JALT research grant (for details, McLean, 2012). Research on the vocabulary size of Japanese students is limited. Shillaw (1995), and Barrow, Nakanishi & Nishino (1999) suggest that the vocabulary size of non-English major Japanese university students is around 2,300 words. In these studies vocabulary knowledge was assessed over a limited range of word families, with students completing self-checking familiarity surveys. However, this approach may have measured the word forms students recalled being exposed to, or their ability to discern real English words from nonsense words, rather than measuring receptive reading vocabulary knowledge.

Aims

As a result of limited literature on the subject, we decided to apply for one of the three annual JALT research grants to assist university lecturers in Japan to make informed estimates of their students' vocabulary sizes. To do this, the average vocabulary size is being measured for various sample subpopulations of students. In addition, relationships between vocabulary size and other variables such as standardized English tests scores are being investigated.

Methods

Nation & Beglar's (2007) Vocabulary Size Test (VST) is being utilized to measure participant

receptive reading vocabulary size. 80 items representing the first 8,000 word families are being used, resulting in the test taking 40 minutes to complete. The number of correctly answered questions is multiplied by 100 to find a participant's vocabulary size. The corpus used in the selection and sequencing of the test items is the 10 million token spoken section of the British National Corpus (The spoken corpus lists are available from <vuw.ac.nz/lals/staff/paul-nation/nation.aspx.>) (Nation and Beglar, 2007).

Sample

At the time of writing this article 118 classes have taken the test online and 82 classes have taken the paper form of the test. The following preliminary results are based on the VST scores of 1,279 students ($n = 1,279$), from only 56 of the classes described above. Table 1 shows the number of classes and students from different student subpopulations that have taken the VST.

Preliminary Results

Table 2 shows the descriptive data for the entire preliminary data set. The mean VST score for Japanese university students surveyed was 39.39 representing a mean written receptive vocabulary size of approximately 3,939 word families. The most salient feature of Table 2 is the relatively large size of the standard deviation compared to the mean. Table 3 shows the mean VST scores and standard deviation of the various subpopulation samples. An ANOVA examining a year effect yielded no significant differences between the year groups, $F(2,1276) = 2.04, p = .13$. Table 4 shows descriptive statistics for VST scores by year.

Table 5 shows the descriptive statistics of VST scores split by *hensachi* (national ability test results) levels. The ANOVA examining the difference between these *hensachi* groupings was significant, $F(2,1276) = 83.98, p < .001$. The $\eta^2 = .12$ indicates a relatively strong relationship between department *hensachi* and VST scores (Table 6). This suggests that student in university departments with higher *hensachi* scores tend to have greater vocabulary sizes.

Tables 7 and 8 show that both English majors and science majors had significantly greater mean VST scores than arts majors $F(2,1276) = 22.10, p < .001$, while the greater mean VST scores of English majors relative to science majors was not significant. The $\eta^2 = .03$ indicates a small-to-medium strength relationship between major and VST score.

Preliminary Conclusions

Considering that Shillaw (1995) and Barrow, et al. (1999) tested students' knowledge of only the "Nation's (1990) 3,000 word list" and the first 3,000 words of "JACET 4,000 Basic Words," respectively, and that the current study measured participants knowledge of the first 8,000 words of the spoken BNC sub-corpus it may be expected that the average found by this study is greater. Additionally, the multiple-choice nature of the VST results in students' scores on the VST will be inflated to a degree. However, this does not mean that students know most of the first four thousand words of English, but correctly answered a mean of 39.39 questions from the 80 questions of the VST. The large range in VST scores within *hensachi* groupings might be the result of private universities accepting an increasing number of students on recommendations, the degree to which students took the test seriously, and other factors. A department's *hensachi* is established by averaging only the *hensachi* of students who entered the department on their entrance exams scores and does not include those who enter on recommendations.

Future Directions

Owing to the very low number of university departments with a *hensachi* of less than 45 in Japan the lower boundary may be altered to less than 50. It is hoped that a Rasch analysis of the VST results and investigating the correlation between personal English *hensachi* and personal VST scores will assist in explaining the large variance in VST scores within *hensachi* bands and student subpopulations. A publication on one part of the data collected will be published in the Vocabulary Learning and Instruction journal <vli-journal.org> in 2014, and will be accompanied by a presentation at the JALT Vocabulary SIG Vocabulary Symposium on the 14th of June 2014.

References

- Barrow, J., Nakanishi, Y., & Nishino, H. (1999). Assessing Japanese college students' vocabulary knowledge with a self-checking familiarity survey. *System*, 27(2), 223-247.
- McLean, S. (2012). Assist your students by knowing their vocabulary size and participate in JALT-funded research. *The Language Teacher*, 34(4), 87-88.

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

Nation, I.S.P., & Beglar, D. (2007). A vocabulary size test. *The Language Teacher*, 31(7), 9–13.

Shillaw, J. (1995). Using a word list as a focus for vocabulary learning. *The Language Teacher*, 19(2), 58-59.

Table 1. Number of classes and students (in brackets) that data has been collected from

	Hensachi (Program)	1st years	2nd years	3rd years	4th years
English majors	>60	0	1 (n = 23)	1 (n = 11)	0
	45-59	3 (n = 64)	0	0	0
	<45	1 (n = 26)	0	0	0
Arts majors	>60	2 (n = 49)	7 (n = 144)		
	45-59	16 (n = 339)	8 (n = 206)	1 (n = 29)	
	<45	0	1 (n = 7)		
Science majors	>60	6 (n = 153)	1 (n = 25)		
	45-59	0	5 (n = 125)		
	<45	3 (n = 78)	0		

Table 2. Preliminary descriptive statistics for Japanese university students' VST Scores

	N	Range	Min	Max	M	SD	Skew	SES	Kurt	SEK
VST Score	1279	57	14	71	39.39	8.30	-0.06	0.07	-0.04	0.14

Table 3. Mean and standard deviation (in brackets) of VST scores for each student subsample

	Hensachi (Program)	1st year	2nd year	3rd year
English majors	>60		36.78 (7.56)	42.09 (7.20)
	45-59	44.75 (5.62)		
	<45	38.96 (6.26)		
Arts majors	>60	38.98 (4.78)	40.56 (7.58)	
	45-59	36.73 (8.03)	38.76 (8.78)	39.07 (5.47)
	<45		32.71 (3.25)	
Science majors	>60	48.12 (4.61)	44.80 (4.94)	
	45-59		36.50 (7.55)	
	<45	33.35 (6.49)		

Table 4. Descriptive statistics for VST scores by year

Year	N	Range	Min	Max	M	SD	Skew	SES	Kurt	SEK
1	709	55	16	71	39.78	8.49	0.01	0.09	-0.17	0.18
2	530	47	14	61	38.84	8.18	-0.17	0.11	0.07	0.21
3	40	22	29	51	39.90	6.06	-0.19	0.37	-0.79	0.73

Table 5. Descriptive statistics for VST scores by hensachi

Hensachi	N	Range	Min	Max	M	SD	Skew	SES	KURT	SEK
≥60	405	47	18	65	43.32	7.30	-0.45	0.12	0.54	0.24
45-59	763	57	14	71	38.00	8.21	0.12	0.09	0.28	0.18
≤44	111	32	18	50	34.62	6.69	-0.01	0.23	-0.48	0.46

Table 6. Post-Hoc Scheffe Analysis of VST scores by hensachi level

(I) <i>hensachi</i>	(J) <i>hensachi</i>	Mean Difference (I-J)	SE	p	95% CI	
					LL	UL
≥60	45-59	5.32*	.48	0.00	4.14	6.49
	≤44	8.70*	.84	0.00	6.65	10.75
45-59	≥60	-5.32*	.48	0.00	-6.49	-4.14
	≤44	3.38*	.79	0.00	1.43	5.33
≤44	≥60	-8.70*	.84	0.00	-10.75	-6.65
	45-59	-3.38*	.79	0.00	-5.33	-1.43

* The mean difference is significant at the 0.01 level.

Table 7. Descriptive statistics for VST scores by major

Major	N	Range	Min	Max	M	SD	Skew	SES	Kurt	SEK
English	124	36	22	58	41.82	7.04	-0.48	0.22	-0.04	0.43
Arts	774	56	15	71	38.18	8.02	0.13	0.09	0.45	0.18
Science	381	51	14	65	41.07	8.79	-0.33	-0.13	-0.38	0.25

Table 8. Post-Hoc Sheffe Analysis of VST scores by major

(I) Major	(J) Major	Mean Dif. (I-J)	SE	P	95% CI	
					LL	UL
Eng.	Arts	3.64*	.79	0.00	1.71	5.58
	Sci.	.75	.85	0.68	-1.32	2.82
Arts	Eng.	-3.64*	.79	0.00	-5.58	-1.71
	Sci.	-2.90*	.51	0.00	-4.15	-1.64
Sci.	Eng.	-.75	.85	0.68	-2.82	1.32
	Arts	2.90*	.51	0.00	1.64	4.15

* The mean difference is significant at the 0.01 level.

The JALT Peer Support Group is hosting a Writer's Workshop at Pan-SIG 2014!

May 10–11, 2014

Miyazaki Municipal University, Japan

The key to career success these days is publishing, but that can be a daunting task. The Peer Support Group (PSG) can help! We are a volunteer group of writers and reviewers who collaboratively assist new or inexperienced writers to develop their manuscripts to a (hopefully) publishable level.

This year, we will be hosting a conference-long Writer's Workshop at PanSIG 2014 in Miyazaki. If you are presenting at the conference and want some help turning your presentation into a proceedings publication, stop by and see us. If you want help on another piece of in-process writing, or just want to toss some writing ideas around, you are also welcome! For more information on hours and services, click the PSG link on the Pan-SIG website at: <pansig.org/2014/>

To find out more about the PSG, visit our webpage at:

<jalt-publications.org/psg>



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>.

The 13th Annual JALT PanSIG Conference, Sustainability: Making Learning and Teaching Last, will be held in Miyazaki, May 10-11, 2014. The schedule is online at <pansig.org/2014/schedule> so take a look. We hope to see you in Miyazaki!

Bilingualism

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

Bilingualism SIG has a dual focus of supporting research in the areas of bilingualism, multilingualism and multiculturalism and supporting families raising bilingual children in Japan. The latest issue of our annual journal, the *Journal of Multilingualism and Multiculturalism*, volume 18, is now available. Our monograph on third culture kids (TCK) is still available for 1,000 yen. Visit our website for more information <bsig.org>.

On May 17, 2014, B-SIG coordinator Mary Nobuoka will be speaking about raising bilin-

gual children, at the Kobe/B-SIG annual BBQ. If you missed this comprehensive talk at the JALT international conference last year and are in the Kobe area, please join us. Check for details at <kobejalt.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適用する英語教育の発展を目的に持ち、結成されました。連携体制を組み、最善の教育方法を共有することにより、英語教育に携わるインストラクターの皆様のお手伝いを致します。

College and University Educators

[🔍] tertiary education, interdisciplinary collaboration, professional development, classroom research, innovative teaching [📖] *On CUE*—2-3x year [🗣️] Annual SIG conference, regional events and workshops]

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 speaker is yet to be determined.

For further details, please visit the website at <conference2014.jaltcall.org>. We hope to see you there.

Critical Thinking

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

Members of the Critical Thinking SIG will be active at this year's PanSIG conference. To view all the abstracts in one place, visit the Critical Thinking SIG page for PanSIG 2014 at <pansig.org/2014/category/ct>.

There will be three individual presentations by Gann, Saunders, and Werner, plus a forum with the College and University Educators, Framework and Language Portfolio, and Literature in Language Learning SIGs.

In conjunction with the Learner Development SIG, Gann will be discussing the idea of needing a critical thinking special interest group and why "EFL educators must rethink critical thinking instruction." Saunders, who will appear representing the Critical Thinking and Pragmatics SIGs, will discuss the accomplishments of a Super Science High School (SSH) as it pushes a program designed to prepare some of Japan's future scientists with the English language knowledge and ability to communicate on a global scale. Werner, who represents the Critical Thinking and Material Writers SIGs, will demonstrate materials developed for a content-based university class on American pop culture that takes students another step below the surface to get them thinking about identified social issues. Participate in this presentation and you will be treated to a hands-on experience with online tools as well. Finally, the Critical Thinking SIG will participate in the forum "Creating a lasting impact on students' learning: Connections inside and outside the classroom." Participants will be discussing how what one does inside the classroom can have a *demonstrable resonance* in places other than a classroom, or just during a lesson.

It will be a fun and educationally packed weekend at PanSIG 2014 in Miyazaki, and the Critical Thinking will be collaborating with hosts of different SIGs to offer the opportunity to meet your peers, share your ideas, collaborate with colleagues, and expand your horizons to ultimately build a sustainable and lasting environment for yourselves, and those you teach.

Extensive Reading

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

At the PanSIG2014 conference be sure to stop by the ER SIG Forum where we will discuss ER program creation, from beginning to sustainability. We have a great line-up of speakers planned who will each bring a different perspective to the creation process: Mark Brierley, Barry Keith, Thomas Bieri, and Greg Rouault. For more information visit our ER Forum page on the PanSIG website where you can ask questions and comment! We hope to see you there!

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), bottom-up, top-down publications] [📖 newsletter] [🗣️ seminar, workshops, materials development] [📄] [🗣️]

This SIG aims to discuss the CEFR and ELP and other similar frameworks and their relevance for Japan. The SIG holds periodical seminars focusing on classroom use of the CEFR, amongst other things. More info: <sites.google.com/site/flpsig/home> Contact: <flpsig@gmail.com>

13th Pan SIG, May 10-11 2014

- Joint forum with CT, LiLT and BE SIGs
- Title: *Creating a lasting impact on students' learning: Connections inside and outside the classroom*
- FLP SIG's topic: *Make teaching last outside the classroom: The language portfolio*
- Content: We will discuss the concept of the CEFR as an important tool to make classroom instruction more lasting by including a classroom diary and a language portfolio in the teaching cycle. Studying an L2 in Japan is largely for passing exams, and therefore tends to be shallow. A more reflective approach can foster a deeper impact. Reflective data from students classroom diaries will be presented.

SIG Conference in Nagoya, May 31 2014

Venue: Chukyo University, Nagoya.

- Title: *Critical, constructive assessment of CEFR-based language teaching in Japan and beyond*
- More info: <sites.google.com/site/flpsig/critical-constructive-assessment-of-cefr>

The FLP SIG Kaken Project 2012-2014

- *Development of EAP Textbooks based on the CEFR and Learner/Teacher Autonomy Support Tools*
- The principal purpose is to develop English language integrated skills textbooks for the higher education context in Japan. More info: <tinyurl.com/FLPKaken>

Gender Awareness in Language Education

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

GALE will be organizing a panel discussion at PanSIG 2014 to discuss ways that we as language teachers can help sustain discussions of gender issues in the classroom and in Japanese society at large. While four GALE members will lead the discussion, our primary goal is to build a conversation among all participants, gathering tools from each other that we can put into practical use as educators. We also have a Facebook page, an online discussion list for all members, and an executive discussion list for officers and any GALE member who would like to take an active role in, or know more about, GALE business.

For more information about GALE, visit our website at <gale-sig.org/website>. If you have any questions about joining GALE, please send a message to <coordinator@gale-sig.org>.

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 interna-

tional conferences, and maintains contact 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—4x year*] [🗣️ AGM at the JALT conference] [📅] [🗨️]

The JSL SIG will host a forum at 2014 PanSIG in Miyazaki. You are cordially invited to join us. The forum aims to explore the issues of sustainability in language learning for school-aged children. While it is essential to provide such children with sustainable language education, curricula are subject to change by policies which are heavily influenced by social and political changes. Unlike adults, most children have to passively accept these program changes. First, we will a general overview of policies and issues in language learning in Japan. Both English and Japanese language learning are undergoing policy changes. Issues will be discussed in light of global perspectives. Actual cases and some experimental results of children's cognitive development and curriculum making for sustainability will be examined.

日本語教育研究部会 (JSL SIG) は、今年度5月に宮崎で行われる分野別研究会 (PAN SIG) においてフォーラムを企画しております。

フォーラムのテーマは「年少者第二言語・外国語教育における持続性」です。

言語学習に対して自ら決定権をもつ成人学習者と異なり、就学期の子どもの言語学習は新たな政策やプログラムを与えられることから、社会の変化の影響を受けやすくなっています。本フォーラムでは、年少者の第二言語・外国語教育における持続性をテーマに扱います。まず、近年、様々な改革の中にある、年少者への言語政策の概要を俯瞰します。その後、参加者も交え、持続可能性について、年少者の認知発達やカリキュラム作成の観点からも考えを深める予定です。皆様のご参加をお待ちしております！

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/jshsig>. 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 <facebook.com/JSHSSIG> so anyone can have a look, click “like” and make our news your news! Everybody is welcome!

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 & e-book 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, junior and senior high schools; distance learning, language schools, university settings, and teachers teaching languages other than English.

In addition to our regular get-togethers, the LD SIG will hold forums at the PanSIG and JALTCALL conferences entitled, *Continuity in Learning and Learner Development and Learner Development and Web 2.0* respectively. On the publication front, we have the regular twice-yearly issues of our newsletter, *Learning Learning*, as well as 2 book projects nearing completion: *Learner Development Working Papers: Different Cases, Different Interests and Collaborative Learning in Learner Development*. We are also offering grants for membership, subscription, research, conferences, and outreach projects. For more information, please visit <ld-sig.org>.

学習者ディベロップメント研究部会 (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求・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。

LD SIGの今後の予定として、メンバーの地域別集會に加えPanSIGではContinuity in Learning and Learner Development、またJALTCALLではLearner Development and Web 2.0と題するフォーラムをそれぞれ開きます。出版関連では、通常の年二回発行のニューズレターLearning Learningに加え、二冊の本(Learner Development Working

Papers: Different Cases, Different Interests と Collaborative Learning in Learner Development.)が仕上がりに近づいています。また、会費、購読料、研究、学会参加、アウトリーチプロジェクトへの助成金を支給しています。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 International 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 will also be able to 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 Teaching

[🔗] literature, film] [📖] *LiLT Journal*—2x year] [👤] LiLT conference, PanSIG conference] [📅]

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 in 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!

Upcoming events include the PanSIG where we’ll hold a joint forum on the theme of sustainability. Later in the year is the LiLT SIG conference, September 6-7, 2014. We are steadily making plans for our first literature-themed conference to be held at Aichi University, Toyohashi campus. Please consider submitting something to present, attending, or helping out by promoting the conference. The deadline for submissions is May 15th.

Guidelines and information for contributors are available on our website <liltsg.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] [📝] [🗣️]

Our activities in 2014 will be exciting as we'll be joining the PanSIG 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 and 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]

OLE will participate in many events this year and is already accepting proposals for its events at JALT2014:

The OLE-SIG and the Multilingualism Forum, the French Forum, and the Spanish, Chinese and German workshops. Please send your proposal without delay 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 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> soon!

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

Great news! The Speech, Drama, and Debate SIG was promoted to full SIG status at the February EBM! Thank you to all who made this possible.

We are planning a strong presence at PanSIG2014 in beautiful Miyazaki, with a collection of *PechaKucha* presentations and interactive presentations. See <pansig.org/2014/category/sdd/> for more details on our presentations there.

Something new: we plan to publish an activities book. So, if you have ideas for teaching speech, drama, debate, or oral interpretation, or would like to be an editor of the book, send inquiries to the SDD contact email address on the official JALT SDD page or <sdd@jalt.org>. The format will be the same as the *My Share* articles in *The Language Teacher*. We will also be putting out the third of 6 bulletins and we are preparing the first of two issues of our peer-reviewed journal, *Mask & Gavel*. Please consider submitting an article. (See <sites.google.com/site/speechdramaanddebatepublicsite/home> to download some of the back issues.)

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

Finally, we are happy to provide speakers to chapters or events. We have already done so for Toyohashi, Gifu, Fukuoka, Hiroshima, and Okinawa chapters, and have had a few requests from several chapters for 2014. Send inquiries to the SDD contact email address on the official JALT SDD page or <sdd@jalt.org>.

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

当研究部会は、留学や異文化教育に関して議論し、また支援できる場を提供しています。当部会のニュースレター“Ryuu-gaku”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

TBLT in Asia 2014

A biannual international event aimed at task-based learning practitioners and theorists or those interested in learning more about this approach to teaching. The first conference in 2012 featured over 60 presentations by experts from Asia and around the world. TBLT in Asia 2014 promises even more! TBLT in Asia also features a mini-conference focused on study abroad and the use of tasks for students while studying abroad sponsored by the JALT Study Abroad SIG. The two day event will feature plenary speakers William Littlewood (Hong Kong Baptist University) sponsored by the JALT CUE SIG, Stephen Dalton (U.C. Berkeley, USA), sponsored by the JALT Study Abroad SIG, Peter Skehan, (St. Mary's University College, U.K.), & Yuko Goto Butler (University of Pennsylvania, U.S.A). Kinki University, Osaka, May 17-18, 2014. See <tblsig.org/conference> for more information.

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. We are seeking submissions to TED's journal *Explorations in Teacher Education*. Submission requirements can be found on our website at <jalt.org/ted>.

Preparations for TED SIG's next mini-conference, EFL Teachers' Journeys Conference 2014, are well underway with our two plenary speakers and the venue booked. We hope to see you there on June 22nd, 2014 at Kyoto Campus Plaza, Kyoto. More details can be found on our website and the conference website. Keep in contact with

us on Twitter <@tedsig>, Facebook and Google+ for the latest news.

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] [📅]

THT Vietnam, THT Kyrgyzstan and THT Bangladesh are looking for presenters for the 2014 events. Vietnam has been set for 8-10 August. Currently the Vietnamese National Ministry of Education has mandated CEFR (Common European Framework of Reference) levels for all teachers within the national education system by the year 2020 (the 2020 Project), and while all teachers are welcome, we would particularly welcome participants who would like to present about CEFR and work with Vietnamese teachers in this area. As of printing, the tentative dates set are:

- Bangladesh: September 15-19
- Kyrgyzstan: September 8-12

For up-to-date details, please visit <tht-japan.org>. If you have any questions, please contact Joe Tomei at <thtjalt@gmail.com>.

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] [📅] [🗨️]

This year's PanSIG is a great opportunity for our members in the west of Japan to attend a major conference locally, and we encourage you all to come along. Of particular interest to our members will be a presentation exploring what's good about Japanese English teaching programs from an assistant language teacher's perspective (Muller), and an interactive presentation looking at ways families of bilingual children can overcome problems such as the lack of opportunities for children to interact with English speakers besides their parents. The speaker (Provenzano) will introduce ideas, including a new discussion group using Google Hangout for bilingual teenagers from across Japan, and more. Participants are encouraged to share their own experiences and ideas.

TCSIG would like to extend our thanks to iDTI for organizing a fantastic series of online courses and to all our members for participating.

As always, if you have any ideas, activities, advice or experiences you would like to share with your fellow teachers, please consider submitting them to some of our upcoming issues of the TLC Newsletter! Email your submissions to the editor at <editor@tcsig.jalt.org>. For more information about the Teaching Children SIG and all our activities, please visit our 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 will hold its Third Annual Vocabulary Symposium on June 14 at Kyushu Sangyo University in Fukuoka City. This year's symposium will feature discussants Batia Laufer from the University of Hafia and Akiyo Hirai from the University of Tsukuba. The theme of this year's symposium is vocabulary learning and vocabulary assessment. The JALT Vocabulary SIG provides a venue for the discussion and research into second language vocabulary acquisition and assessment, particularly as they pertain to language education in Japan. Please visit our website at <jaltvocab.weebly.com> for more information regarding previous symposiums, events and publications. Additional SIG news and dialogue can also be found on our Facebook page at <facebook.com/groups/236623256372419>.

 **TLT COLUMN**
CHAPTER EVENTS

...with Gary Wolff

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



Each of JALT's 36 active chapters sponsors from 5 to 12 events every year. All JALT members may attend events at any chapter at member rates—usually free. Chapters, don't forget you can add your event anytime to the online JALT calendar at the URL shown below.



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

FUKUOKA—*Understanding our students' memories* by Hosam Elmetaher. Students need to memorize hundreds of words, especially in their reading classes. Therefore, it is important for teachers to understand how the brain works. What are the different types of memory and how can we improve them? This presentation aims to introduce different ways of teaching in order to enhance memory. *Sat 17 May, 17:30-19:30; Seinan Gakuin University Community Center, 2F; <fukuokajalt.org>; Non-members ¥1,000.*

FUKUOKA—*Discussion about the revised labor laws (details TBA)* by Chris Flynn, Fukuoka General Union. *June (time & date TBA); Seinan Gakuin University Community Center, 2F; For details: <fukuokajalt.org>; Non-members ¥1,000.*

GIFU—*Let cooperative learning activate* by Joël Laurier, Gunma Kokusai Academy. The growing

emphasis on communicative EFL classes requires greater classroom effectiveness. Cooperative Learning (CL) helps create supportive student teams that develop their social skills. This makes students active teammates rather than passive learners. This hands-on workshop will present participants with effective CL structures to use in any class. This highly engaging workshop's success depends on the participation of all attendees, so be ready to hop aboard the CoLe train! *Sat 17 May, 19:00-21:00; JR Gifu Station, Heartful Square, 2F (East Wing), One-day members ¥1,000; 1st visit free.*

HIROSHIMA—*Integrating self-regulated learning (SRL) practices into foreign language classrooms* by Paul Collett and Kristen Sullivan, Shimonoseki City University. The presenters will explain self-regulation in the context of foreign language learning, and give examples of how SRL skills can be developed in the classroom. Contextual issues which can affect SRL skill development, particularly learner beliefs and teacher cognition, will also be discussed. *Sun 18 May, 15:00-17:00; YMCA (Hatchobori, red brick building); <hiroshima-jalt.org>; Non-members ¥500, students ¥200.*

HIROSHIMA—*Content-based instruction for Japanese as a foreign language.* This presentation will show how teaching about Japan and its culture is an effective way for students to elevate their Japanese language abilities. For details about the speakers and presentation, please see the Hiroshima JALT homepage. *Sun 22 Jun, 15:00-17:00; Peace Park, 3F Conference Room; <hiroshima-jalt.org>; Non-members ¥500, students ¥200.*

HOKKAIDO—*Strong CLT: Using English to learn it* by Martin J. Murphy and Joel P. Rian. The more time learners are engaged using English in well-crafted lessons, the better they will learn to communicate. More experience communicating unscripted in English leads to an intuitive grasp of proper usage and grammatical form. This presentation explores Howatt's (1984) distinction between a "weak" and a "strong" version of Communicative Language Teaching (CLT), and posits that in the Japanese university context, the weak version is prominent in English language classrooms. *Sat 17 May, 14:00-16:00; See <jalthokkaido.net> for more details.*

HOKKAIDO—*An introduction to conversation analysis* by Tim Greer. This workshop will

introduce Conversation Analysis (CA), exploring its relevance to foreign language teaching and learning. There will also be an optional data session for those hoping to have a basic introduction to conducting a CA data session. Prior to the data session, participants in the data session will be asked to read a number of important CA-based research articles and transcribe a short extract of talk using CA transcription conventions. The workshop will be followed by an after-workshop dinner. *Sat 21 Jun, 13:00-17:00; See <jalthokkaido.net> for more details.*

KITAKYUSHU—*Principles of vocabulary acquisition: How well do textbooks do?* by Rob Waring. This presentation will first review some of the underlying principles of foreign language vocabulary acquisition. It will then look at how well course books and other ELT materials cover the most important vocabulary and whether they adhere to these underlying principles. Participants are asked to bring any current EFL text they are using to show others and review in light of the above principles. *Sat 24 May, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; Non-members ¥1,000.*

KITAKYUSHU—*English circles and the ELF class* by Michael Phillips. This presentation consists of three interrelated sessions. Initial discussion will centre on a deeper exploration of what is meant by the term "English Circles," and will reveal the increasing importance of English as a lingua franca (ELF) interactions to the learner. The next stage will explore how "Globish," as an emerging language code, is helping to fill the communicative functionality gap between NNS interactions, and reveals the systematic trend towards greater clarity of expression. The third session will then allow participants to discuss the standard they teach, and also to explore specific in-class ELF-centric issues. *Sat 14 Jun, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; Non-members ¥1,000.*

KOBE—*May BBQ.* The Kobe JALT chapter is pleased to welcome the JALT Bilingual Special Interest Group coordinator Mary Nobuoka from Tokyo as the main speaker for our annual BBQ. The topic of the presentation will be the advantages and challenges of raising bilingual children in Japan. The pros and cons of various educational options and ideas for supporting children's linguistic development will be

presented. Please RSVP to <kobejalt@gmail.com>. Childcare will be available. Please check our blog and Facebook page for updates. *Sat 17 May, 16:00-; Kobe Regatta and Athletic Club in Sannomiya; Members free, non-members ¥1,000 (BBQ extra).*

KOBE—Kobe JALT Tech Day 2014. Various speakers will introduce creative ways to use technology to enhance learning in the classroom. *Sat 21 Jun, Time TBA; See <kobejalt.org> for further information. Free for members, ¥1,000 for non-members.*

MATSUYAMA & EAST SHIKOKU (CO-SPONSORED)—The 5th Annual Shikoku JALT Conference. Keynote speaker: *Dealing with vocabulary* by Rob Waring, Notre Dame Seishin University. This talk will first outline what types (and amount) of vocabulary students need to master. We will also look at the major components of language courses (form-focus and communicative focus, input and output) and see how we can fit that into a balanced curriculum. We will consider how the cycle of learning assists learners in their accretion of knowledge before looking at the core principles underlying vocabulary instruction and an optimal balance of contextual vs. decontextual. We will also examine deductive vs. inductive approaches to see when each will be most beneficial. Following this, we will look at several steps to follow in a form-focused class from engagement, contextualization, presentation, assessment, integration, activation, and personalization. Featured speaker: *Encouraging students to use English and express their opinions* by Sakae Onoda, Kanda University of Foreign Studies. Short papers/presentations: *TBA. Sat 10 May, 11:30-17:30 (tentative); M33 & M32 of Aidai Muse, Ehime University (Johoku Campus); <www.ehime-u.ac.jp/english/access/johoku/cge.html>; One-day members ¥1,000.*

MATSUYAMA—Black sheep or ugly duckling: Turning writing classes into meaningful learning opportunities by Michael Delve, Neil Heffernan, and Sam Barclay, Ehime University. Despite the importance of improving English writing skills to help Japan participate in the international community, writing is often ignored by curriculum designers and instructors. This presentation argues that writing deserves a place in language education, and offers some strategies

for meaningful instruction. These include course design, teaching text structures, and fostering collocational competence to improve text readability. *Sun 8 Jun, 14:15-16:20; M33, Aidai Muse, Ehime University; <www.ehime-u.ac.jp/english/access/johoku/cge.html>; One-day members ¥1,000.*

NAGOYA—Let cooperative learning activate by Joël Laurier, Gunma Kokusai Academy. The growing emphasis on communicative EFL classes requires greater classroom effectiveness. Cooperative Learning (CL) helps create supportive student teams that develop their social skills, making students active teammates rather than passive learners. This hands-on workshop will present participants with effective CL structures to use in any class. This highly engaging workshop's success depends on the participation of all the attendees. Be ready to hop aboard the CoLe train! *Sun 18 May, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 1, <nic-nagoya.or.jp/en/e/about-us/access-hours>; One-day members ¥1,000; 1st visit free.*

OKAYAMA—Classroom management by David Townsend and Magnus Kuwahara Magnusson. While classroom management issues lie at the heart of the student-teacher relationship, little time is given to discussing them in a more formal setting. The presenters will offer some choice examples of practices that have worked well (e.g., learning names, dealing with problem students, organizing pair/group work), followed by a chance for discussion and the fruitful exchange of ideas. Recognizing that no strategy works in all situations, we can broaden our understanding of options available to us. *Sat 24 May, 15:00-17:00; NDSU, Logos Hall, Room 7-2; Non-members ¥500.*

OKAYAMA—1) The use of carrier nouns in Japanese and American students' writing by Nobuko Tahara. This presentation shows differences in how Japanese and English students use carrier nouns (simple nouns that acquire the meaning of more complex sets of text preceding them) in their writing, by analyzing texts in terms of Hallidayan cohesion, and suggests what Japanese students can learn for their English writing. 2) *Cooperative learning in a reading class in tertiary education* by Kyoko Sunami-Burden. See details at <sites.google.com/site/okayamajalt>; *Sat 14 Jun, 15:00-17:00; NDSU, Logos Hall, Room 7-2; Non-members ¥500.*

OSAKA—As we go to press, we are still working on finalizing our May and June chapter events. Please check JALT's online events calendar <jalt.org/events> and our chapter website <osakajalt.org> for updated information.

SENDAI—*Virtues and challenges in the classroom—A teaching bee* by Kim Horne. Like the old time “Quilting Bee,” a “Teaching Bee” is an event where attendees can socialize and accomplish tasks at the same time. In the first session of this full day Teaching Bee, we'll explore our core virtues as teachers. These virtues, along with various other resources and activities, will aid us in creating a culture of character in the classroom to improve student discipline and motivation. In the afternoon session, attendees will share and collaborate on the challenges that they face in teaching. *Sun 25 May; Sendai-shi Shimin Katsudo Support Center; <jaltsendai.org>; One-day membership ¥1,000.*

SHINSHU—*TEYL Series: FL education in Japan and England*. Sue Fraser will examine the teaching of English in Japan, and French and Spanish in England at the elementary school level. Data from this comparative case study are discussed to identify how early Foreign Language education is implemented and perceived by teachers and learners in these two contexts. In the following workshop, Ben Raven will share practical activities/lesson plans based on his experience working in Japanese elementary schools. *Sun 25 May, 14:00-17:00; Venue in Nagano City; See <JALT.org> events calendar for latest details; Non-JALT members ¥1,000.*

YAMAGATA—*Riddle me this* by Jason Peppard, Yamagata University. This talk will focus on the use of riddles in the university language classroom. In particular, the speaker will emphasize deductive reasoning and its role in increasing motivation among learners. Numerous examples will be given to illustrate the use of riddles in creating language as well as cultural awareness. *Sat 17 May, 13:30-15:30; Yamagata University, School of Education, Art and Science, Bldg. 2, 3F; Non-members ¥1,000.*

YAMAGATA—*Translating and interpreting—What's the difference?* by Lisa Somers, Yamagata University. On one level, there's a tendency to think of both translating and interpreting as a simple—and similar—matter of language conver-

sion. But as they are in fact two distinct processes undertaken under different circumstances for separate purposes, it is not surprising that they require quite a dissimilar approach. I will present my audience with a number of translating and interpreting scenarios, and will ask them to consider with me the best methods of dealing with the language and situational demands of the various situations. *Sat 7 Jun, 13:30-15:30; Yamagata University, School of Education, Art and Science, Bldg. 2, 3F; Non-members ¥1,000.*

YOKOHAMA—*Raising gender awareness in the EFL community in Japan: A closer examination of gender in the classroom and in the workplace* by Kristie Collins, Reiko Yoshihara, Fiona Creaser, and Diane Nagatomo. Many people are under the perception that gender issues belong exclusively within the realm of “women” and are not of importance or of interest to men. This panel of GALE members aims to correct this illusion by presenting gender-based topics about teaching methodology, beliefs, and professional lives, which can be of use and interest to both a female and a male audience. *Sat 17 May; Venue TBA.*

YOKOHAMA—*Voluntourism* by Daniela Papi. If you are thinking about taking students abroad on a service trip or bringing the world into your classroom virtually, please join us for this workshop. An ex-JET and founder of PEPY (Promoting Education, emPowering Youth) Cambodia, Papi will share lessons, tips, tools, and stories from the years she lived in Cambodia, reflecting on both the positive and negative effects of the growing volunteer travel sector. You should walk away with ideas for how to avoid volunteer travel horror stories and tips for how to bring development education into the classroom without leaving home. *Sat 21 Jun; Venue TBA.*

5th Annual Shikoku JALT Conference

Saturday, May 10, 2014

Ehime University, Matsuyama, Japan

Co-sponsored by East Shikoku JALT, Matsuyama JALT, and Oxford University Press.

- Keynote address: Rob Waring - Notre Dame Seishin University
- OUP Featured Speaker: Sakae Onoda - Kanda University of Foreign Studies



TLT COLUMN

CHAPTER REPORTS

...with Tom Mahler

To contact the editor:

<chap-reports@jalt-publications.org>



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

You can access Chapter Reports online at:

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

GIFU: January — *Creating classroom questionnaires* by Robert Croker. Most teachers at some point in their career have used questionnaires in the classroom. They are effective tools for facilitating dialogue between the teacher and the students about all aspects of their English education. In his introduction, Croker noted the four broad topics into which classroom questionnaires can give us insight: who our students are, what our students do, how our students feel and think, and what our students know.

Croker then succinctly explained the separate steps to be taken in creating good quality questionnaires. Altogether, seven essential steps were outlined, beginning with writing “I want to know” statements (research questions), and ending with piloting the questionnaire. The following steps including a number of checks and balances to ensure that students felt free to respond honestly and weren’t led in any pre-determined direction by the questions. Participants then wrote their own draft questionnaires to use in their particular teaching contexts. Overall, Croker’s presentation provided an excellent foundation from which educators could investigate students’ attributes, opinions, knowledge, and behavior.

Reported by Paul Wicking

GIFU: February — *Pecha Kucha event.* Gifu Jalters enjoyed an entertaining and rewarding evening of Pecha Kucha presentations. It was particularly motivating to see two presentations from Gifu Shotoku University students. The evening began with an informative presentation entitled *Techniques for community building in writing classes* by **Wendy Gough**. The presenter explored community building using journal writing and resources from Colorado State University which included writing forums giving students an opportunity to read and share their work.

The following presentation *Volunteer work in English space* by **Clair Taylor, Naoki Akahane** and **Nami Sakata** demonstrated how utilizing the experience of Taylor’s creation of a student friendly conversation lounge where student volunteers oversee the experience ensuring a great opportunity for students to practice not only English but also Chinese. The presenters had encountered several problems including lack of institutional support and time constraints, but could see positive benefits of the project and opportunities for evolving schemes. A similar scheme had been established at the partner elementary and junior high schools which included a children’s passport.

Corazon Kato’s *My story* gave a fascinating insight into the problems encountered in other Asian countries. Her English teaching journey began in a refugee camp in her native Philippines, and then was followed by time in Cambodia where her lessons were accompanied by the sound of gunfire. Coming to Japan in 1996, she found JALT a source of friendship and inspiration which should also help as her journey enters a new and exciting phase in Tokyo. The next presentation, *Class activities that help us*, gave education department students, **Seiya Kojima** and **Satoshi Hoshiai** an opportunity to outline activities that they enjoyed. They particularly enjoyed short movie scenes, which utilized several activities. Teaching skills activities gave them an opportunity to practice skills needed for their future careers. Finally they discussed how their teacher, Steve Quasha, watching proudly in the audience, had helped with their presentation skills.

The evening concluded with a refreshingly honest presentation, *Kaizen in the classroom*, by **Steve Quasha**. Reflection is a vital part of our career development, Quasha not only outlined several ideas relating to communication, vocabulary and listening but emphasized the need to try new ideas, try to remain positive and above all take the opportunity to recharge your batteries.

Reported by Brent Simmonds

GUNMA: January — *Ready or not, here it comes! High school English curriculum changes 2013* by Cory Koby. We always hear how the MEXT Course of Study is not meeting the needs of students in our classrooms. So it was a refreshing change to hear Koby's perspective. We were shown how the current curricular reforms at the high school level might be missing the mark because of the dichotomy created by the MEXT urging teachers to use more Basic Interpersonal Communication Skills (BICS) and the traditional Cognitive Academic Language Proficiency (CALP) approach that he sees continuing in classrooms across Japan. While admitting that he saw hope in the Course of Study's increased vocabulary list, Koby shared his dismay at their lack of substantive change. The presentation provided ample data to show that there are significant discrepancies between the three main parties in the EFL classroom - teachers (both Japanese Teachers of English and Native Teachers of English), Assistant Language Teachers and students themselves. Examples were given of why the policy, as it stands, is not garnering anticipated results. But ultimately, as Koby pointed out, the government can propose policies, but education policy is implemented at the classroom level. Until teachers buy into it, these policies will remain ineffective.

Reported by Joël Laurier

HAMAMATSU: February — *Job information: Academic work in Japan* by Richard Miller. Miller gave a nonstop, comprehensive presentation about the requirements of a good academic curriculum vitae and what universities are requiring from candidates. While his presentation was mainly aimed at junior lecturers, there was valuable information for more seasoned educators.

According to Miller, approximately 68% of employers in Japan request a specific academic CV and the qualifications for work in the academic world in Japan (particularly for English)

are becoming ever more rigorous. Therefore a carefully designed academic CV is essential. On many occasions he stressed the paramount importance of not only publishing, but also working to have a full, balanced CV. Miller also noted that a balanced CV attends to research, teaching and service. He suggested that we need to regularly consider how balanced we are, for example by using a score card style evaluation, such as is used in the business world. He emphasized personal branding and building an Internet presence by registering at Academia.edu and Linked In, so that if potential employers do an Internet search, candidates' names will appear. He recommended we keep very detailed files not only of presentations and publications, but also of classes taught, including class size. The reason for such scrupulous attention to detail was to differentiate ourselves and thus gain some edge over less detail-oriented applicants. He stressed that we have to look very good on paper.

In conclusion, it was clear from Miller's presentation that maintaining a proper academic CV involves considerably more effort than basic updating every year or two.

Reported by Gregg McNabb

HIROSHIMA: January — *A pragmatic response: Filling the language classroom gap* by Jim Ronald. Unfortunately, our scheduled speaker was unable to attend the meeting but ever-pragmatic Jim Ronald was able to fill the gap and give an impromptu, but very interesting and well-prepared presentation about pragmatics. He gave real life examples showing the importance of pragmatics and what happens when someone is lacking pragmatic knowledge, emphasising that this will usually be interpreted as rudeness rather than as a lack of linguistic knowledge. He also showed that teaching pragmatics can be done very easily and can have a powerful and immediate effect, and encouraged teachers to check that textbook activities reflect what real people would say in real situations.

Reported by Carla Wilson

HIROSHIMA: February — *Global issues: Language awareness and international understanding* by Kip Cates. In this workshop, Cates demonstrated several activities with a world languages theme. The activities allowed participants to demonstrate their subject knowledge and also provided repeated exposure to certain sentence patterns. Activities included matching

scripts to languages, matching descriptions to languages, and roleplaying short introductory dialogues in different languages. As well as increasing students' interest in language in general, students' English benefits through using English to read, write and talk about the languages, and also through providing the basic greetings, and confidence, to approach international students with whom subsequent conversation will probably be in English.

Reported by Carla Wilson

KITAKYUSHU: January — *Connecting neuroscience and ELT: What we learned in 2013* by **Robert Murphy, Rick Eller, Zack Robertson, and Joe Simpson**. After telling us about the recent neuro-linguistic conferences in Quito and Boston, Murphy introduced a list of 42 maxims that have been synthesized with colleagues <fab-efl.com> from hundreds of books and scientific articles in and around the fields of neuroscience, psychology, and education, which he invited us to consider and connect for better EFL teaching in our classes.

Simpson followed with extensions on numbers 20 and 21, discussing the various effects of sleep upon our brains, which is beneficial for learning in general, and some specific ways that it is good for language learning in particular. Because, according to the first maxim, emotion drives learning, Eller begins his children's classes with pictures, the wilder the better. He explained how positive and negative experiences throughout a lifetime uniquely shape our emotions and how tapping into them can be fruitfully exploited. Robertson noted that our thinking processes have evolved to anticipate things before they happen, as a survival mechanism, and that they filter out mundane or irrelevant stimuli and how that can be exploited for language teaching.

Our interest and imaginations piqued, Murphy then organized discussion in small groups of new collective insights and changes that might be affected in our teaching.

Reported by Dave Pite

KITAKYUSHU: February — **Todd Jay Leonard** talked about the current state of the commercial EFL publishing industry in Japan and his twenty-five years of publishing experience with various publishing firms in Japan such as Kenkyusha, Kinseido, and Macmillan. Leonard's discussion centered around four key areas: the publisher's perspective, the editorial perspective, the sales-

person's perspective, and the author's perspective. Prospective authors need to be aware of the current trends in publishing, know what market they are targeting, and remain flexible throughout the editing and publishing process. Leonard also stressed the importance of making contacts with the sales representatives at the publishing companies, as they are on the front lines interacting with the consumers and know what the current market is looking for. Commercial publishing has the potential to both a financially and personally rewarding experience if one maintains a positive yet practical attitude and has a willingness to both work hard and learn.

Reported by Zack Robertson

NAGOYA: January—*Big ideas for little ones* by **Kathleen Kampa Vilina**. Kampa Vilina suggests developing the C's of 21st century skills through music/movement activities as a springboard to build English skills in young learners. These C's are: critical thinking, creativity, collaboration, communication, and connections. Kampa Vilina introduced Bloom's taxonomy of thinking skills: remembering, understanding, applying, analyzing, evaluating and creating. To develop 21st century skills, Kampa Vilina introduced numerous songs, movement activities, and games for young learners. To build creativity and letter recognition, for example, students can make letters using their fingers, arms, or together with a friend. Students can use their imagination, express their own ideas, decide on the best idea, and find ways to improve it. To nurture critical thinking, students can experiment, such as discovering different ways to make sound, or generate ideas for organizing a group clock. To build communication and collaboration, students can work on tasks with a partner or group, such as deciding what to cook. Trading games help students practice simple conversations. Folk dance builds class spirit while learning movement through TPR commands. Students can be encouraged to make connections—to their own lives, to things from English class, or other classes.

Reported by Kayoko Kato

NARA: February — *2014 Annual joint Tenri University and Nara JALT seminar: Over the controversies on English education* by **Andrew Sowter and Ken Kanatani**. Sowter, Climate Reality Leader of The Climate Reality Project, compared the survey results of his university students' perspective on climate change before-

and-after his lessons to stimulate students' critical thinking. The post-lesson results revealed that their awareness of this important global issue was raised and their attitudes toward the issue became more serious. He emphasized that students need more opportunities to discuss, research, and analyze complex and controversial topics in class rather than train rote-memory skills. Kanatani discussed the 6/3/3 system against the common 4/4/4 system. Each figure indicates the number of English classes a week at junior high school; for example, six classes a week in the first year, three respectively in the second and third years. Another unconventional teaching approach of his was the five round system, in which students use the same textbook five times a year. The focus of these teaching and learning approaches is to review and explore what students have already learned, which, in his view, is lacking in the current English class. He also encouraged educational reforms at school level.

Reported by Motoko Teraoka

OKAYAMA: February — *An alternative to speech writing by Paul Delaney and Get your students hooked on television by Bob Lamitie.* In the first presentation, Delaney explained how he taught a class of third year high school students in which they needed to give a speech with PowerPoint; however, during their final year, students were not interested in subjects that were unrelated to university entrance exams. To motivate the students, he designed a course that included studying the language of recipes, cooking dishes, taking pictures, eating, and finally giving PowerPoint presentations on preparing them. Delaney stressed that organizing well is key to success, e.g., breaking the cooking procedure into small steps and making sure everyone knows exactly what they need to do at each step.

In the second presentation, as a part of college listening classes, Lamitie made students choose an American TV series to watch from the first episode. The students not only enjoyed watching the shows, but also picked up vocabulary and phrases that they would normally not be exposed to when using more traditional teaching material. On the downside, the students also began having some misconceptions about American culture, as they seemed to believe that the exaggerated portrayal of American life in the TV shows was real.

Reported by Magnus Kuwahara Magnusson

OKINAWA: January — *Can you hear me now? Making oral communication easy for your students and win-win writing: Composition techniques to please students and teachers* by **David Kluge**. In his presentation on oral communication (held at the Katsuyama community center, with cherry blossoms blooming on the mountainsides and the sounds of goats and roosters in the background), Kluge spoke about teaching speaking skills and led us in a workshop on innovative oral communication activities. In the first activity, attendees created a poster containing words and illustrations related to a topic. Then, in small groups, we made a mini-presentation about the information on our posters. In the second activity, Kluge handed out cards on which we wrote keywords in three topic areas: local, national, and international. After a minute or so, Kluge collected the cards and randomly distributed them to different groups. Within each group, everyone took turns making an impromptu three-minute speech about one of the topics on the cards, which was challenging for both native and non-native speakers! The following day, at Okinawa Christian University, Kluge led a workshop for an audience of students and teachers from seven different countries that explained how to teach writing for both fluency and accuracy. Kluge's focus was on how to maximize student writing potential while minimizing the amount of grading work for the instructor. Fluency activities involved journal exchanges that would result in students writing at least 30 entries by the end of a typical semester. Kluge emphasized that such entries should *not* be graded by the instructor (only marked for completion) so that students would feel free to write without fear of making mistakes. To improve accuracy, Kluge demonstrated a "Composition by Color" technique, in which students write different parts of a composition (intro, body, conclusion) in different colors, which clarifies the writing process for students while simplifying the grading process for instructors. During both workshops, attendees acted as composition students in order to get a feel for how such lesson plans would work in class. After the workshops, the groups went out to dinner at local restaurants in Nago and Nishihara.

Reported by Meghan Kuckelman

OKINAWA: February — *Dramatic steps to creative writing and Ten drama activities for communication* by **Aya Kawakami**, Nanzan University in Nagoya. Kawakami demonstrated how

to use dramatic techniques to encourage creative writing and spontaneous communication in the language classroom. Seven language teachers and nine students interested in language education attended Saturday's workshop at Meio University. During the session, Kawakami led participants through a series of group activities designed to gradually increase novice students' creative writing confidence. The activities ranged from word association to mini-performances and concluded with each "student" writing a poem or short story. Sunday's workshop at Okinawa Christian College was attended by about 12 people. Kawakami kept participants on their toes the entire time, guiding them through 10 drama activities. The purpose of these activities was to help students learn to critically solve problems on their own and to develop communication skills beyond memorizing prepared dialogues and scripts.

Reported by Meghan Kuckelman

OSAKA: January – Winter potpourri micro-conference: Nine presentations on diverse topics, preceded by an open council session in memory and in celebration of the life of JALT President Kevin Cleary who had passed away suddenly earlier in the week, and followed by our annual Shinnenkai. **1) *Implementing mobile assisted language learning in an EFL context*** by **Laura Markslag**. Markslag demonstrated how her students made one-take videos, paper slide videos, and "Road Movies" to integrate technology into curriculum and to engage and encourage language learners collaboratively. **2) *Engaging classes and saving time with socrative.com*** by **Josh Wilson**. Wilson introduced ways of using socrative.com to make classes more engaging and interactive, and showed how to initiate activities and prompt the students with questions using smart phones or laptops. **3) *Comparative efficacy research in EFL*** by **Sean Gay**. Gay presented his research comparing the efficacy of the PPP model with a task-based learning approach. **4) *Mobile game apps for vocabulary study*** by **Oliver Rose**. Rose showed several mobile game applications he had designed including a flashcard site, text-to-speech audio and enjoyable input method requiring recognition as well as production. **5) *Measuring the uniqueness of students in English language classes*** by **David Mann**. Mann showed an awareness of diversity and had to rethink his approach using needs analysis. **6) *The implication of phoneme acquisition studies for teaching EFL***

by **James Jensen**. Jensen introduced an effective method for modifying the 2nd language learners' initial phoneme structure. **7) *Any stressed-out teachers out there? Let's explore mindfulness*** by **Gordon Ratzlaff**. Ratzlaff demonstrated techniques for internal stress reduction. Through explanation, discussion, demonstration, practice, questions and answers, his presentation sought to make our lives more integrated, balanced, and satisfying by lending students a helping hand. **8) *Colour, flow & culture: Board work in the Japanese EFL classroom*** by **Chad Cottam**. Cottam provided some insights into white board use as the cornerstone of an organized and efficient lesson with or without the adoption of technology. **9) *The M-reader quiz program for extensive reading*** by **Thomas Robb**. Robb introduced the Moodle Reader site which features over 3600 quizzes on graded readers, and provides an easy way to check whether students have done their required outside reading. Further discussion at our Shinnenkai dinner party capped off the very interesting and meaningful day.

Reported by Emi Rowan

SENDAI: February — *Why are Japanese entrance examinations different from all other language tests?* by **Melodie Cook**, University of Niigata Prefecture. English Entrance Exams for Universities in Japan: Why do they exist and what is their purpose or value? (Some of the answers here were quite interesting and unexpected.) Who are the creators of these exams and what are the processes along the way to reach final completion for release of the exam? How can the exams be changed (or should they be)? Do the exams serve pedagogical purposes? Are there non-pedagogical purposes? What are the characteristics of good test design? Are good test design elements used when creating entrance exams (reliability and validity for example)? The above questions were explored, along with a look at data and responses gathered from questionnaires and interviews with language teachers in various settings and situations around Japan. While the data and responses were being explained, many heads in the audience were nodding in agreement. Commonly held perceptions were explored, myths were debunked, and new perspectives were gained. A few attendees mentioned that they were not sure whether to attend this meeting not (they weren't particularly interested in discussing entrance exams), but after the meeting they mentioned that they had gained new insights and perspec-

tives and were very glad that they *did* attend this meeting. Toward the end of the presentation, the following was discussed: How to create change; as well as some considerations and cautions for doing so (or not). A very interesting, informative and thought-provoking meeting.

Reported by Daniel Ross

SHINSHU: January — *Storytelling in the classroom* by Brian Cullen and Sarah Mulvey. Cullen and Mulvey first created an engaging environment with interesting stories through the use of the spoken word and song. They then explained that storytelling is the oldest and most natural form of teaching and that stories which are told well can be very engaging for students. They described how storytelling can also recreate

situations with a similar level of engagement as being in the real situation and that the characters can also be used as role-models for students. They then provided an explanation on how different parts of the human brain engage in storytelling. When recalling the same story, the brain will be activated in a similar way as when it was heard, and active listeners predict the story while they listen. Their practical guide to implementing storytelling in the classroom was very useful and was put into practice by the audience, when they were divided into pairs to develop their own stories. Some groups then presented their stories to the audience. Many more of the presenters' stories can be found at standinginspirit.com/metaphors.

Reported by Jonathon Loch



TLT COLUMN

CAREER DEVELOPMENT CORNER

...with Michael Parrish

job-info@jalt-publications.org



To list a position in *The Language Teacher*, please submit online at jalt-publications.org/tlt/jobs or email Michael Parrish, Career Development Corner 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 column. All advertisements may be edited for length or content.

Career Development Corner Online

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

‘What’s your senmon?’: Realizing and developing your identity as an educator

Michael Parrish

When I was in the fifth grade, my teacher, Mrs. Hooper, asked her students to create and decorate small, construction-paper placards to hang around our necks with the initials IALAC written on them. When I arrived home, my mother saw my new jewelry and asked, “What does IALAC mean?” I replied proudly, “It means ‘I Am Lovable And Capable.’” My mother recalls this moment fondly to this day. Looking back, although IALAC may have been effective in boosting the self-esteem of 12-year-olds, it failed to sufficiently explain exactly *how* students were lovable and capable. In language teaching, we may all feel we are ‘IALAC’; nevertheless, we need to find ways to articulate our unique, special qualities in concrete, demonstrable ways. Sometimes we also need to prove to ourselves as

well as our students that what we are doing on a daily basis is meaningful and worthwhile.

At this time of year, many of us are starting new jobs and meeting new colleagues. A common ice-breaker is, "What's your specialty?" My answer (and perhaps yours) used to be simply, "I'm an English teacher." From the beginning, this reply understated what we have accomplished and what we are doing. At one point or another, we have all realized the importance of building a professional identity and reputation in order to be taken seriously by our colleagues in Japan, and among academics in general. A further impetus for developing a specialty is the movement towards content-based teaching, where the focus is less on the linguistic aspects of a foreign language (typically English in Japan) than it is on using a language as a medium through which one teaches another subject. In practical terms, we are often forced to be generalists in language teaching. An increasing number of universities across Japan, however, are offering non-language related courses (such as sociology, history, culture, or even an entire MBA program) in English. It is therefore likely that we may be given the opportunity to teach such content courses at some point in our career. The question that begs to be asked is, "How can this be done, given my current situation?"

One can find an area of specialty in any of the following areas: personal interests, professional or educational experiences, or research interests (activities). First, I have colleagues who have turned their passion for beer making into seminar courses, including experiential learning (making beer), historical research, and local business market research. Second, many current

instructors had already begun to develop other careers before coming to Japan; these experiences were certainly useful in informing and enriching their language teaching. Among many examples, one of my colleagues now uses the knowledge and experiences she gained as a professional librarian to deepen her academic writing classes and general English classes, enabling her students to be more astute information users. In terms of educational practice, it is helpful to define any special methodology or approaches that one utilizes (e.g., task-based learning). Third, specific research interests also help to set one apart from one's colleagues. Ongoing research is not only a professional requirement but also a personal, professional must. Research informs one's current teaching practice and demonstrates your vitality and competence as an educator to both oneself and one's colleagues.

To improve one's marketability as an educator seeking a position suiting one's qualifications, it is helpful to document your knowledge and abilities through official certifications, qualifications, or accredited advanced study. In an increasingly competitive job market, language instructors must be more than just "lovable and capable," but must also actively find ways to positively differentiate themselves from the pack, prove attractiveness to current and future employers, and take the initiative to make themselves indispensable over the long haul.

For more about the IALAC exercise, see J. Canfield and H. Wells, Eds. (1994) *100 ways to enhance self-concept in the classroom*, 2nd edition, Upper Saddlebrook, NJ: Pearson Education.



TLT COLUMN

CONFERENCE CALENDAR

Upcoming Conferences—Japan

10-11 MAY 14—JALT PanSIG2014 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 MAY 14—The First Annual Conference on Global Higher Education. Lakeland College Japan, Tokyo. 2,000 yen pre-registration, 3,500 yen on-site. <conference.lcjapan.com>

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

24 MAY 14—6th N.E.A.R. (North East Asian Regional) Language Education Conference. University of Niigata Prefecture, Niigata. Speaker is Diane Hawley Nagatomo (Ochanomizu U.). 1500 yen for members, 2000 yen for non-members, 1000 yen for students. (Deduct 500 yen for all if pre-registered.) <iuj.ac.jp/language/conference/near>

31 MAY 14—Critical, Constructive Assessment Of CEFR-Based Language Teaching in Japan and Beyond. Chukyo University, Nagoya, Aichi. This gathering is free. <<https://sites.google.com/site/flpsig>>

13-15 JUN 14—International Society for Language Studies (ISLS) 2014: *A Critical Examination of Language and Society*. Akita International University. Akita, Japan. <isls.co/index-2.html>

Upcoming Conferences—Overseas

28-29 APR 14—2014 International Conference on Advances in Educational Sciences. Taichung, Taiwan. Keynote speakers are Kong-Fah Steve Cheng (UMissouri at Colombia), Donald Chang (Metropolitan State U.), and Hsin-Hung Wu (National Changhua U. of Education, Taiwan). <icaes.net>

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>

10-16 MAY 14—5th & 6th Global Conferences: *Storytelling: Global Reflections on Narrative*. Lisbon, Portugal. <inter-disciplinary.net/probing-the-boundaries/persons/storytelling-global-reflections-on-narrative/story-2-call-for-papers>

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>

19-22 MAY 14—Annual Multidisciplinary Conference for Academic Disciplines, Ryerson University. Toronto, Ontario, Canada. <internationaljournal.org/toronto.html>

26-30 MAY 14—International Journal of Arts and Sciences Conference. Harvard University, 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>

9-10 JUNE 14—Global Conference on Language & Information Technology (GLIT2014): *Synergizing Meaningful Education*. Kota Kinabalu, Sabah, Malaysia. <glit2014.org>

16-17 JUN 14—2014 International Conference on Teaching and Education Sciences. Kowloon, Hong Kong. <ictes.org/cfp.htm>

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

9-11 JUL 14—8th International Conference on Politeness: *Conventional (Im)Politeness*. Huddersfield, UK. Keynote speakers are Haruko Cook (UHawaii), Johnathan Culpeper (Lancaster U.), Michael Haugh (Griffith U.). <hud.ac.uk/research/researchcentres/cipr/calls/8thinternationalconferenceonpoliteness.php>

14-17 JUL 14—Twenty-First International Conference on Learning. New York, USA. <thelearner.com/the-conference>

6-9 AUG 14—41st LACUS (Linguistic Association of Canada and the United States) Forum: *Pragmatics, Cognition and Culture*. Vancouver, Canada. <lacus.weebly.com/2014-conference-details.html>

Calls for Papers, Posters, Presentations

PAPER DEADLINE: 4 MAY 14 (FOR 11-13 SEP 14)—5th Conference on Language & Technology. Pakistan. <cs.dsu.edu.pk/clt14>

PROPOSAL DEADLINE: 31 MAY 14 (FOR 4-6 DEC 14)—6th CLS International Conference. Singapore. <fas.nus.edu.sg/cls/CLaSIC/clasic2014/clasic2014/index.htm>

PAPER DEADLINE: 31 MAY 14 (FOR DEC 14)—Special Issue of SiSAL Journal on Self-Regulation in Foreign Language Learning. <sisaljournal.org/for-authors/srl-call/>

PROPOSAL DEADLINE: 16 AUG 14 (FOR 18-19 OCT 14)—4th Chinese National Conference on Cognitive Linguistics and Second Language Acquisition. China. 200 words. Contact Liu Xueming at cogsla2014@163.com.



JALT2014

Conversations Across Borders

Nov 21-24, 2014

Tsukuba International Congress Center, Tsukuba, Ibaraki

jalt.org/conference

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

- Testing and evaluation
- Materials development

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

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

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

Membership Categories 会員と会費

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

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

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

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TLT COLUMN

OLD GRAMMARIANS

...by Scott Gardner

<old-grammarians@jalt-publications.org>

Shampoo, rinse, and spit

"There is a higher mane of being and an ultimate tooth." —A. B. Molar, barber surgeon

I once saw a dental clinic in Tokyo with a clever name: "Ha Ha" (*ha* is Japanese for "tooth"). The clinic's sign showed a big, cartoonish, smiling bicuspid. Ironically the sign was directly above a plate-glass window showcasing one of the multifunctional "procedure" chairs inside—empty at the time but still decidedly unfunny. I admired the dentist's effort, though, to lure us in with the promise of entertainment, with or without the aid of laughing gas. After all, we don't usually sit around the tea jar at work talking about how fulfilling our last dental visit was. (*Fulfilling*: get it?) It's good practice to get a checkup once in a while, though, say at least as often as you would buy a new refrigerator. In fact, some new "smart" refrigerators actually come pre-equipped with a magnetic note on the door that says "see dentist."

Not to brag, but I go often enough that my dentist and I have established a warm, amicable relationship. "How's Bowser today?" my dentist will ask when I walk in. (Bowser is my upper right canine, fairly well-behaved but with a tendency to drool on the carpet.) The polite assistants always say "*shitsureishimasu*" ("I am going to violate you") before putting their hands in my mouth. And of course I always say "*douzo*" ("go ahead") before opening it. (For dental visits I've managed to kick my old when-in-Japan habit of modestly holding my hand up over my opened mouth; it tended to get in the way of the drill.)

I like my dentist, but the atmosphere in his clinic is rather dry and sterile, and he certainly didn't give much thought to catchy nomenclature when he named the place after himself. I wish more dentists would show the imagination of "Ha Ha" in Tokyo. They could learn a lot from other small business ventures, like hair salons, for instance.

I've never had a favorite hair salon, but when I was a kid I had a t-shirt advertising a place called Cut 'n Dried. My older sister had passed it on to me after receiving it from a hairdresser who was seeking her attention. I went to that salon only once, even though my stylist there ran his fingers through my curly hair and said it was "to die for". (I figure he wasn't the same guy plying my sister with gifts.) But I liked the emphatic sound of the name and the intimidating scissors image on the shirt, and I probably wore it every other day during the summer until it fell apart. "Torn 'n Mangy" might have described it well near the end.

While I don't have much need for a coiffure these days, I'm still impressed by smart salon names that make people want to sell a lock of their hair to afford an appointment. In Japan, or at least in Okayama where there are styling salons everywhere, we have the added pleasure of seeing how craftily they use English words they may not quite have a command of yet. Here is a short list of some interesting local titles I've seen. These are all real: I've seen them either in person or on local commercial search sites.

Massive Hair

Weed

Hair Hospital Funny Face

Stooped (in katakana スチューピッド, which unfortunately reads as "stupid")

Hair Grease

Marginal

Hair Communication Puzzle

If dental clinics chose names more like hair salons do, we'd have a lot more fun going to the dentist, wouldn't we? Some possibilities:

Transcend Dental

Fangs A Lot

The Tusk of Amontillado

Tickle Your Ivories

The Buck Stops Here

Total Floss

Game of Crowns

JALT2014: Conversations Across Borders

**40th Annual International Conference
on Language • Teaching and Learning
& Educational Materials Exhibition**

Friday, Nov 21 – Monday, Nov 24, 2014

Tsukuba International Congress Center
(Epochal Tsukuba), Tsukuba, Ibaraki



Plenary Speakers

- Thomas Farrell—*Reflecting On Practice* (Sponsored by the Teacher Education & Development SIG)
- Bill Harley—*Story and Song: Ancient Crafts in a Modern World*
- Claire Kramsch—*Why conversation needs borders* (Sponsored by the College & University Educators SIG)
- Kimie Takahashi—*Gendering Intercultural Communication: Asian Women on the Move* (Sponsored by the Gender & Language Education SIG)

Featured Speakers

- Andrew Boon—*Exploring worlds outside: Students as researchers* (Sponsored by National Geographic Learning | Cengage Learning)
- Lesley Ito—*Use graded readers in conversation class and more* (Sponsored by Atama-ii Books)
- Jeanne McCarten—*Bringing real conversation skills to the classroom* (Sponsored by Cambridge University Press)
- Leslie Turpin—*Interview Poems: Bridging Peace and Communication* (Sponsored by SIT Graduate Institute)
- Crayton Walker—*Using a Corpus as a Teaching Tool* (Sponsored by University of Birmingham)

jalt.org/conference



13th Annual JALT PanSIG Conference

**Sustainability: Making Learning and
Teaching Last**

Miyazaki Municipal University, Miyazaki-city
May 10 – 11, 2014

Plenaries

- Hideo Nakazawa (Chuo University)—*Betrayed Revitalization on Sanriku Coast after Three Years: A Socio-Institutional Anatomy to Find a Role for Education*
- Nobuyuki Takaki (Kumamoto University)—*EFL "Teacher Learning" with PIGATE: Looking back at 20 years*
- Paul Hullah (Meiji Gakuen University)—*On Sustenance and Betterment in Language and Literature and Learning and Life*

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