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JALT2014
*Conversations
Across Borders*



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Tsukuba International Congress
Center, Tsukuba, Ibaraki

⟨jalt.org/conference⟩

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In this month's issue . . .

On behalf of the entire JALT 2014 conference team, we invite you to participate in our 40th annual international conference! This year's conference will be held at the Tsukuba International Congress Center from Friday, November 21 to Monday, November 24. Our theme for JALT2014 is "Conversations Across Borders" and we expect the 40th anniversary conference to be an exciting long weekend filled with hundreds of stimulating and informative presentations, workshops, and poster sessions dealing with all aspects of language teaching and learning. There will be plenty for you to talk about with other conference goers—from the innovative plenary talks given by **Thomas Farrell, Bill Harley, Claire Kramsch, and Kimie Takahashi**, to the informative workshops and presentations given by featured speakers **Andy Boon, Miles Craven, Lesley Ito, Jeanne McCarten, Leslie Turpin, and Crayton Walker**. We're sure that there'll be something for everyone at the conference—for teachers of children, for teachers of a language other than English, and for teachers working in any formal or informal educational context.

Spend a few hours browsing through the publishers' booths, chatting with their knowledgeable representatives about the newest materials in language education. Stop at the SIG tables to meet old friends and perhaps to make new ones. And of course, relax and enjoy yourself at any of the weekend's social events sponsored by various JALT groups and associate members.

In keeping with the theme of our conference, we encourage you to have conversations across borders—not only with the speakers and presenters from outside Japan, but also with those who may have different research and professional interests from your own. It's often through conversations with others that we can gain deeper understanding of our values and beliefs, our teaching practices, and ourselves!

Please enjoy this special issue of *TLT*, which includes articles by and interviews with our plenary and featured speakers. We hope these papers pique your interest, and that you will take some time to go through the Conference Preview and visit our conference webpage at <jalt.org/conference> for more informa-

Continued over

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tion. At the JALT website, you can register for the conference, book your hotel room, and locate all the events you want to join while you are at JALT2014.

We are looking forward to seeing you in Tsukuba in November! Let the conversations begin!

Peter and Diane, JALT2014 Conference Chairs

JALT2014大会実行委員会を代表して、第40回年次国際大会に皆様をお誘いします。今年度の大会は11月21日(金)から11月24日(月)まで、つくば国際会議場で開かれます。JALT2014のテーマは、“Conversations Across Borders (境界を越えた会話)”です。この40周年記念大会が、言語教育・学習の全ての分野を扱った刺激的で有益な発表やワークショップ、ポスターセッションにあふれる、心躍る長い週末になることを期待しています。皆様が他の大会参加者と様々な話題について話し合う機会も数多くあります。例えば、Thomas Farrell, Bill Harley, Claire Kramsch, Kimie Takahashiの各氏が創造力に富んだ基調講演を行います。また、招待講演者のAndy Boon, Miles Craven, Lesley Ito, Jeanne McCarten, Leslie Turpin, Crayton Walkerが、有益なワークショップや発表を行います。児童教育の先生方や英語以外の言語教育の先生方を含めて、公式あるいは非公式に教えている全ての先生方が、この大会から何かを得られることと確信しています。

知識豊かな出版社員が言語教育の最新の教材を紹介してくれる、出版社ブースにもお立ち寄りください。SIG(分野別研究部会)テーブルでは、新旧の友人に会えることでしょう。JALT内のグループや賛助会員が主催する様々な週末の社交的イベントでは、一息ついてゆっくりできます。

大会のテーマに沿って、境界を越えた会話をするのはいいのですが、日本以外からの講演者や発表者だけではなく、ご自分の研究や仕事とは違う分野の人々とも話し合う機会を持てます。他の人との会話を通して、自身の価値観や信念、教育の実践や我々自身に対する理解をも深めることができます。

このTLT特別号には、基調講演者や招待講演者の論文やインタビューも載っていますのでお楽しみください。講演者の論文に興味を持っていただき、大会予稿集やお知らせをじっくり読んで、大会ホームページ<jalt.org/conference>で詳細な情報を得ていただくよう願っています。JALTウェブサイトでは、大会への登録や、ホテルの予約、JALT2014大会開催中の全ての行事を調べることができます。

11月につくばで皆様にお会いするのを楽しみにしています。さあ、境界を越えた会話の始まりです!

Peter and Diane, JALT2014 Conference Chairs

Welcome to this year's special Pre-Conference Issue! If, like me, you can't stand the summer heat, then this is just the thing to get you looking forward to the cool autumn weather and the annual JALT conference it heralds. In this bumper issue you can find short preview papers from JALT2014's plenary and featured speakers—just enough to whet your appetite and give you a tantalizing insight into their diverse and exciting ideas.

In addition to the special content, we also have the usual mix of research and practical teaching ideas. In our Feature Article, **Okon Effiong** investigates the effectiveness of task repetition in enhancing second language fluency. Over in Readers' Forum, **Alexander Worth** discusses his experiences using iBooks Author to produce course handouts, and **Chit Cheung Matthew Sung** interviews applied linguist **Martin Dewey** about his work on English as a lingua franca. As usual, My Share features an exciting mix of activities to spice up your classroom, with ideas from **Jamie Sturges**, **Fern Edennohls**, **John Blake**, and **Kevin Axton**. Meanwhile, in Book Reviews, **Richard Miles** shares his thoughts on *How to Deliver a TED Talk*.

This issue, we also have to say goodbye to our My Share editors, Chris Wharton and Donny Anderson. Thank you for all your hard work over the years. In their places, we welcome Glenn Magee and Jonathan Reingold. Best of luck with your new positions. As with all JALT's activities, *The Language Teacher* wouldn't be possible without the hard work of volunteer JALT members, and we really appreciate all the effort people put in. Thank you everybody!

David Marsh, TLT Coeditor

JALT年次大会特集号によるこそ。もし皆さんが私と同じように夏の暑さは耐え難いと感じるなら、本号を読んで涼しい秋とその季節に開かれる年次大会を楽しみにしてください。この特大号で、JALT2014の基調講演や招待講演の予稿原稿を読めば、その多岐にわたる興味深いアイデアに益々興味をそそられ、わくわくすることでしょう。

本号では特集記事に加えて、いつもの研究論文や実用的な教育のアイデアも掲載されています。今回のFeatureでは、Okon EffiongがL2能力向上を促すためのタスクの繰り返し有効性について調査しています。Readers' Forumでは、Alexander Worthが授業配布資料を作るためのiBooks Authorを使用した経験について議論します。Chit Cheung Matthew Sungは、応用言語学者のMartin Deweyに、共通言語としての英語に関する研究についてインタビューをします。いつものようにMy Shareでは、Jamie Sturges, Fern Edennohls, John Blake, Kevin Axtonの各氏が、皆さんの授業に役立つような数々の興味深い授業内活動を集めます。また、Book Reviewでは、Richard MilesがHow to Deliver a TED Talkに関する彼の考えを述べています。

今号がChris WhartonとDonny Andersonにとって、My Shareの編集の最後の仕事になります。お二人の長年のご苦労に感謝を表します。編集を引き継ぐGlen MageeとJonathan Reingoldの活躍を祈ります。あらゆるJALTの活動と同様に、The Language Teacherも、無償で仕事をする熱心なJALT会員がいなければ成り立ちません。皆様のご尽力とご協力に感謝いたしております。

David Marsh, TLT Coeditor



An invitation to reflect on practice

Thomas S. C. Farrell

Brock University, Canada

Sponsored by the Teacher Education and Development (TED) SIG

Reflective practice is now a common term in many teacher education and development programs worldwide. Although definitions of reflective practice may vary in different programs, it generally means teachers systematically collect information about their classroom happenings, and then analyze and evaluate this information and compare it to their underlying assumptions and beliefs so that they can make changes and improvements to their teaching. This paper outlines what reflective practice is, why it is important, and how teachers can reflect.

内省の実践（意識的に深く考え注意深く観察する）というのは世界中の多くの教員養成課程で使われている一般的な用語である。内省の実践の定義は、それぞれの教科課程で異なっているかもしれないが、一般的には、授業の向上と工夫のために、教師がクラス内の情報を体系的に集め、この情報を分析・評価し、自分達の教育の前提や信条と比較する、ということの意味している。本論では内省の実践とは何か、なぜそれが重要なのか、どのように教師は授業に反映できるのかについて要点を述べる。

What is reflective practice?

Perhaps people new to teaching may consider a formal invitation for teachers to reflect to be obvious and commonsensical because, after all, most teachers think about their teaching in one way or another. Yes, such “common sense reflection” is familiar to most teachers of English to speakers of other languages as we mull over our classes before and after teaching. So, *reflect* in its everyday conversational use means thinking about what we do and what we did, but this “thinking” is not systematic, nor is it continuously related to what happened in our lesson. For example, if we have a student who suddenly does not respond to our lesson and is in fact negative, we will wonder why—especially if this student has in the past responded well. Our instinct as a teacher is to try find out “what is wrong” and to try to solve it because it may make us uncomfortable. When we have resolved this—hopefully successfully (whatever “success” means in this case)—we may feel better and



hope something like this does not happen again. Either way, we just want to leave it there rather than really explore what just happened. This is not reflective practice though, as we do not try to link it to our experience and the process of our “reflecting” lacks any structure. This is *common sense reflection* and is probably the most popular type of reflection that all language teachers consider important. Reflective practice means taking such common sense reflections further, with more disciplined thinking in which we ask ourselves more probing questions about our practice. Such probing questions can include “What do I do?” “Why do I do this?” “What is the result?” and “Will I change anything in my practice as a result of finding answers to the previous questions?” Such reflective practice actively challenges our taken-for-granted ways of teaching and can be uncomfortable and challenging for anyone who tries it, as we do not know what we may find.

So reflective teaching means more than fleeting thoughts before, during, or after a lesson. Reflective practice means examining what you do in the classroom and why you do it. Reflective practice also means thinking about the beliefs and values related to teaching English as a second or foreign language, and seeing if classroom practices are consistent with these beliefs and values. In order to engage in this type of reflective teaching, teachers must systematically collect information about their classroom

happenings and then analyze and evaluate this information and compare it to their underlying assumptions and beliefs so that they can make changes and improvements in their teaching (Farrell, 2007). Reflective practice can also be conducted outside the classroom by looking at the context of teaching, such as when teachers want to see either the impact of their teaching on the community and society or how the community and society impacts their teaching (e.g., Who makes the curriculum? What and whose values does the curriculum embody?).

Why is reflective practice important?

Teachers may ask why they should reflect on their practice beyond the quick after class muse with perceptions such as, "That was a good/bad class!" or "The students were not very responsive today!" While these reflections may act as a necessary starting point for most teachers, they do not produce any real evidence that their musings or perceptions have been correct or not. For example, some teachers end class feeling really happy because they think it went well. Conversely, they may feel unhappy at the end of a class because they have perceived it to have gone badly and, worse, they had spent a lot of time preparing for that particular class. Some teachers base their initial perceptions on their teaching on the way the students respond (e.g., by yawning) or not responding during class. This kind of "evidence" may not lead to correct interpretations of the teachers' perceptions because that yawn may have nothing to do with their class and their teaching and everything to do with that student's lack of sleep or the like. Likewise, if the students do not respond to the lesson, teachers should try to find out why they were not responsive without getting too defensive. So, teachers need to know *why* some classes go "well" and others do not go so "well" and how they define what this "well" means. This is called *evidence-based reflective practice*. As such, teachers need to get solid data about what is really happening in their classroom, rather than what they think is happening. So, reflective practice is important because it helps teachers make more informed decisions about their teaching, because these decisions are based on concrete evidence systematically collected over a period of time.

How can we reflect?

Teachers can engage in evidence-based reflective practice by themselves and this is a good starting

point for all teachers. However, while we are self-reflecting we may encounter issues or situations that may be unpleasant and so we may avoid these and become biased in our reflections, considering only topics that do not upset us. In other words, we can become biased in what we self-reflect on, so we may need to be challenged because we may become too comfortable with our teaching, or because we have not asked ourselves some hard questions about what we do. As such, reflective practice is better informed by some kind of dialogue with the self, but mostly with others so that we can have a deeper understanding of ourselves as teachers.

Reflective practice through dialogue begins with the self where a teacher engages in internal dialogue about his or her own practice. A teacher can begin this internal dialogue by telling their own teaching story, such as in an autobiography, which can be analyzed later for that teacher's stated or implied beliefs, assumptions, and values about teaching and learning English as a second language. By telling their story, teachers can make better sense of seemingly random experiences because they hold the inside knowledge, especially personal intuitive knowledge, expertise and experience that is based on their accumulated years as language educators. These self-reflection stories can provide a rich source of teacher-generated information that allows teachers to reflect on how they got where they are today, how they conduct practice, and the underlying assumptions, values, and beliefs that have ruled their past and current practices.

The dialogue with self can be expanded to include others such as a critical friendship or a group of teachers that form a teacher reflection group. For example, if a teacher wants to dialogue with another peer he or she can choose to enter a critical friendship, team-teaching, and/or peer coaching whereby both teachers collaborate in a two-way mode to encourage dialogue and reflection in order to improve the quality of language teaching and learning in some way. Teachers can also join a teacher reflection group with teachers from either their own institution or from other institutions. The teacher reflection group meets regularly to discuss and reflect on practice. These group discussions can break the sense of isolation many teachers say they feel when they talk about their teaching. The group can also complement individual members' strengths and compensate for each member's limitations.

Conclusion

Reflective practice as it is outlined in this short article is much more than taking a few minutes to mull over our teaching. Most teachers do this anyway. Reflective practice as it is outlined here is evidence-based because teachers systematically gather data about their teaching and use this information to make informed decisions about their practice. In addition, reflective practice also means teachers enter a dialogue with themselves and other teachers so that they can reach a new level of awareness and understanding of their practice. This dialogue can occur with the self, a critical friend, and/or in a teacher reflection group. The dialogue is supportive and sympathetically challenging so that individual teachers can reach a level of awareness of what they do and why they do it. Indeed, I would like to invite all readers to join me to reflect during the JALT2014 conference where I am excited to speak.

Reference

Farrell, T. S. C. (2007). *Reflective practice: From research to practice*. London, UK: Continuum Press.

Thomas S. C. Farrell is Professor of Applied Linguistics at Brock University, Canada. His professional interests include reflective practice, and language teacher education and development. Professor Farrell has published widely in academic journals and has presented at major conferences worldwide on the topic of reflective practice. A selection of his recent books include *Reflecting on Teaching the Four Skills* (Michigan University Press, 2012), *Reflective Writing for Language Teachers* (Equinox, 2013), *Reflective Practice* (TESOL Publications, 2013), and *Reflective Practice in ESL Teacher Development Groups: From Practices to Principles* (Palgrave Macmillan, 2014). His webpage is <reflectiveinquiry.ca>.

JALT2014 • JUNIOR PLENARY SPEAKER | 5



Educating and entertaining with stories and songs

An interview with Bill Harley

JALT Junior Plenary Speaker

Sponsored by Yokohama JALT

Kristin Shitara

JALT Junior Program Chair

Bill Harley is a two-time Grammy award-winning artist and recipient of a Lifetime Achievement Award from the Rhode Island Council for the Humanities. Bill uses song and story to paint a vibrant and hilarious picture of growing up, schooling, and family life. His work spans the generation gap, reminds us of our common humanity, and challenges us to be our very best selves. A prolific author and recording artist, Bill tours widely as an author, performing artist, and keynote speaker.



Visit <billharley.com> for more.

KRISTIN SHITARA (KS): You are described as a singer, storyteller, author, playwright, educator, and performing artist. Is there one of these identities that is most important to you?

BILL HARLEY (BH): I've never been able to choose. I guess one of the things I've always felt is that song and story go together. I see them as being just different expressions of each other or located on a continuum. And so I've always kind of fought against being defined one way or another. But I was really a performer first. But I would write material to perform. My mom was a children's writer. So writing was always something I knew people did. Then the teaching kind of comes as part of it. I've been an artist in residence in this school in Providence for 10 years. I went to the head of the school and said I'll work here regularly if you let me do anything I want because I wanted to try different things. So, I wrote songs for the kids. I wrote a play with the kids. But for the past three or four years I've been working on storytelling with third graders. I've learned some really interesting things about the connection between the oral language and written language.

KS: Since you have spent a lot of time in the school system, what do you see there that is going well or perhaps not going quite so well?

BH: This whole push over the past 20 years for high stakes testing has always been a concern to me. A lot of stuff I do isn't directly related to the test. Although I say, if kids can stand up in front of a group of people and tell a story, they are going to be OK, because there are so many elements involved in communication and language and sense of self that goes into that. When I first started working with the 3rd grade teachers on storytelling I said, "Let's just try this for a year and see how it works." And so they were like, "Well, OK. We like you, Bill, so we will." But with each year they have become more convinced of its value.

KS: That is really exciting what you are doing with those kids. How did you make the choice to work with children when you were starting your career as a performer?

BH: Part of it was following my own nose about what was working. And I guess I am very comfortable with kids. I seem to have some sort of natural aptitude to relate to them. And when I was making my first record, I was trying to figure out if it was the kid record or the adult record and my friend who was producing it said, "Well, which one are people asking for?" I said, "They are asking for the kid record." And he said, "Well, make that one first." And so that is kind of the way it worked. Another thing is I've

always been concerned about issues involving social justice and this sense of giving a voice to those who don't have power. And that's kids. I feel like in some way I get to speak for what children are perceiving. So a lot of my work is not so much prescriptive about what they are supposed to be, but descriptive about who they are.

KS: I think you are doing a great job because I bought a few of your recordings and gave them to my daughter. She now listens to them every night before she goes to bed. And she just loves them.

BH: How old is she?

KS: She's eleven.

BH: That's great. I love performing for eleven year olds. That's right at the age when they are thinking, "I don't know . . . I'm supposed to pay more attention to my peers than I am to this guy." I love performing for them. They're smart.

KS: Right, they can follow the story. My little one is six and she had a little trouble following the story. Well, we have language and culture issues, too. But then she heard the *You're In Trouble* song and that drew her in, too.

BH: I have some CDs that are specifically aimed at primary grades and some for the older ones. Some of those long stories are a lot. But I'll be interested to be there [at the JALT conference] because I'm really interested in this connection of people hearing stories and what that does for their language. Over the years we have run into a lot of people from other countries who come up to us at the shows and say, "My kids listen to your recordings all the time and we've really found that it is one of the ways that they are learning the language." Because it's not just text, there's an emotional aspect to it.

KS: So, do you have a lot of experience performing for audiences whose linguistic or cultural backgrounds are different from yours?

BH: I can't say that I really do. I mean within the United States I have traveled around a lot, but I haven't done much work overseas. We were in New Zealand . . . it was a funny thing. I was doing school shows and I kept asking the kids "do you know what this is?" and finally one of the teachers said, "Bill, they watch American television all the time, it's no big deal." So, I can't say I have performed a lot in places where I walk

in and I am the only white guy there and I hope that the audience gets it.

KS: It is something that I wondered about with my daughter. The first story I chose to play for her was *The Great Sled Race* because we had just had this huge snow. I wondered if she would take to it since she has never been sledding before and even though we speak English at home, she doesn't hear much language from her peers in English. But it was not a problem. She liked it from the start.

BH: I do feel like my work is particularly American. But I feel like if they can understand the emotional aspect of the story, they can make connections and understand the specific story and the particular words. You learn by inference more than you do by direct teaching. We had friends over for dinner the other night and we were talking about Bill Cosby who was a big influence on me. One of the women said, "I listened to those stories and I didn't understand everything about what was going on, but it made me want to understand."

KS: That provides great motivation for someone learning another language. If they want to know what is going on then that's the key right there. So, what makes a good story and how do you approach creating a new one?

BH: I think what I am usually looking for is some universal in terms that a lot of people have had a similar experience. And then a lot of times I am looking for a memorable moment. So what I usually do is start with those moments that are emotionally strong that are usually moments of fear, joy or relief. Usually that moment is the climax of the story. And then I go back and build around that. And I think I do that even with my books. One of my books *Night of the Spadefoot Toads* is a book about a boy and his teacher who basically live in my town. This story came from an experience I had when a friend of mine who is a biologist and I went out one night in April. She took me to this vernal pool where this endangered species was and we stood there in the middle of a thunderstorm counting these toads and it was this really amazing experience that I'll always remember. And that became the center of that book. So I think you look for an emotional moment that has a lot of resonance that you hope you can communicate to people. And you hope you can build the plot or the story around it so when you get to that moment, it means something.

KS: What about your future? What are you working on now?

BH: I'm doing this series, *Charlie Bumpers*. The second one is coming out in a couple weeks and I'm just finishing the third one. And there are three more in that series. I'm also working on an opera with a friend of mine.

KS: Oh my goodness! That's quite an undertaking!

BH: Yeah, it's exciting and a little bit scary. He's a composer and I'll take care of the story and words. And I'm just starting to work with my agent on an outline for a book about storytelling for parents.

KS: That's an awesome idea. My girls love it when I make up stories for them, but I often get myself in a middle of a story and I can't find a good way out.

BH: Stories about who you are and what you did are the ones that they will remember. There are certain kinds of basic story structures that you can use. You can learn those and have them in your pocket to use to get you out of trouble.

KS: I can't wait for the book. And everyone is really excited to have you come to the conference. Thank you for your time today.

BH: Well, we are excited, too. We look forward to seeing you.

Kristin Shitara has been teaching ESL/EFL for 18 years and holds a M.A. in TESL from the University of Nevada, Reno. She has taught English in America, Ecuador, and Japan. She opened her own English school in 2003 in Minano, Japan, where she teaches students from 2 to 65 years old. She has been a member of JALT since 2002 and is currently the TCSIG and JALT Junior program chair. Her professional interests include reading instruction, technology in teaching, curriculum design and teacher training.



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Foreign language teaching and the multilingual subject

An interview with Claire Kramersch

University of California, Berkeley

Sponsored by the College and University Educators (CUE) SIG

Peter Hourdequin

JALT2014 Co-Chair

Claire Kramersch is Professor of German and Affiliate Professor of Education at the University of California, Berkeley, where she teaches undergraduate and graduate courses in Applied Linguistics and directs doctoral dissertations in the German Department and in the Graduate School of Education. She has written extensively on language, discourse, and culture in foreign language education. Two of her books, *Context and Culture in Language Teaching* (OUP, 1993) and *The Multilingual Subject* (OUP, 2009) won the Mildenerger Award from the American Modern Language Association. She is the past president of the American Association for Applied Linguistics and the current president of the International Association of Applied Linguistics.

PETER HOURDEQUIN (PH): For readers not familiar with your work, can you briefly describe some of the directions your research interests have taken you in recent years, and how this work has influenced your own classroom practices?

CLAIRE KRAMSCH (CK): I started out believing I would become a teacher of German at high schools and universities in the French Educational System, since I was French and I had studied German language and literature at the Sorbonne. But marrying a German who wanted to emigrate to the United States forced me to rethink my professional life. Since we lived in Cambridge, MA, I taught German at MIT for many years. But, because I

didn't understand the American way of life nor my American students' worldviews, and they didn't understand my worldviews, I felt very alienated in the U.S. So I started researching the link between language, discourse, and culture in order



to understand what I didn't understand about America and about myself. This research led me to the interdisciplinary field of applied linguistics, which slowly gave me answers to my questions that the study of German literature had not. Understanding the relationship between language, discourse, and ideology helped me understand many of the misunderstandings I had experienced moving to the U.S. My first books, *Discourse Analysis and Second Language Teaching* (1981), *Interaction et Discours dans la Classe de Langue* (1984), and *Context and Culture in Language Teaching* (1993) were all attempts to find classroom applications for the insights I was gaining through studying research in psycho- and sociolinguistics, SLA, and discourse analysis. In the first 20 years of my life in the U.S., I taught German as a foreign language at MIT, Cornell, and UC Berkeley, and in the last 20 years, I have mostly taught courses in applied linguistics that all draw on the research I have conducted on my own on foreign language learners and teachers in various countries like China, Japan, France, Germany, and the U.S. This work has been influenced by the tremendous changes that have occurred on the geopolitical stage and that have transformed language teaching and learning around the world: globalization, information technologies, social networks, the spread of neoliberalism, and the fight against terrorism.

PH: In recent years there's been a push in foreign language education for more and more standardization to guide teachers in helping their

students reach “objective” benchmarks. Your most recent book, *The Multilingual Subject* (2010), however, calls for an approach that gives greater voice to language users’ subjective experiences, memories, perceptions, emotions, desires, and imaginations. These may be harder to measure on many kinds of standardized tests, but they are clearly elemental components of becoming and being a multilingual. Can you discuss what you see as the proper balance between the acquisition of testable “skills” in the foreign language classroom and the foregrounding of language users’ subjective experiences with language?

CK: The current pressure to standardize knowledge and objectives, measure results, evaluate performances, and assess outcomes are all ways in which the corporate world and the nation-states they hold hostage exercise control over language and knowledge. Foreign languages that, in the U.S., are avowedly viewed by the media, the politicians, and school administrators as merely tools for safeguarding American national security and maintaining American economic superiority, are particularly visible targets for the exercise of corporate and state control. Unlike their counterparts in literary and cultural studies, teachers of language seem to be held accountable only for developing linguistic proficiency and fluency in the foreign language (FL), not for fostering alternative worldviews or for putting in question the students’ national cultural narrative. And yet, the increasingly visible contradictions in national narratives that are very much linked with the ways these narratives are “language” in the press and the media, are creating cognitive and emotional dissonances in the students’ minds that need to be discussed openly in the language class. For example, why do the U.S. media call the knife attacks in London last year “terrorist acts,” but the knife attacks in Kunming in China this year “acts of ethnic violence”? And, why is the Chinese press so upset about that? How are emotions and the actions they trigger associated with the kinds of words we choose?

PH: And what role do you see for teachers’ own experiences of language? How important is it for these to be shared with students, and how should this be balanced with the attainment of learning objectives?

CK: To the extent that students are ready to hear their teacher’s experiences, and to the extent that teaching a foreign language is meant to help students see the world from a different

perspective, then teachers have a responsibility to tell their students about their own experiences with language and culture. However, the teacher herself is in a vulnerable position. What if the students are not mature enough to understand their teacher’s experiences and the emotions associated with them? What if they ridicule them, or trivialize, or sensationalize them? The teacher also has a responsibility to protect herself emotionally and professionally, and she might therefore prefer not to share her own experiences, but use texts written by someone else to analyze, interpret, and discuss rather than put herself personally on the line.

PH: Many teachers and second language acquisition (SLA) researchers frame challenges of language acquisition in terms of issues of motivation, but in *The Multilingual Subject* (2010) you focus on what you call “the embodied self” of the language learner, and the role of desire rather than motivation. Can you briefly discuss how language learner desire differs from motivation, and why it’s important for educators to consider desire?

CK: Most research on motivation in SLA is based on a version of *rational actor theory*, in which people set goals for themselves, like belonging to or identifying with a group that speaks the language (integrative motivation), or learning the language for ulterior social or economic benefit (instrumental motivation), and then move towards realizing these goals. Having learned German just for the beauty of its syntax and the musicality of its poetry, I have always missed in motivational studies the esthetic or poetic motivation that prompts learners to invest in a language like one would invest in a lover. Desire in love and desire in language are related—they demand nothing, nor do they work toward some future gratification. They exist only for the present as embodied pleasure, like a poem. Adolescents who learn a foreign language often project onto the language their innermost dreams and aspirations and their desire for fulfillment of the self. This self-fulfillment is somewhat different from motivation to “do” things or to “achieve” goals.

PH: You’ve given us the term *symbolic competence* to point to the kinds of skills foreign language users need in the 21st century. For teachers who might not be familiar with this term, could you explain it a bit and perhaps suggest some practical ways that symbolic competence can be exercised in the language classroom?

CK: I have defined symbolic competence as an awareness of what words index or connote in a particular context of use, and the ability to reframe these words when used in a different context. In particular it means:

- understanding the symbolic value of words and the different cultural memories evoked by different symbolic systems, for example, the fears associated with the term *communautarisme*, the values attached to a term like *laïcité* in French, the terror triggered by the word *terrorism*.
- locating oneself and others within real or imagined historical trajectories, for example, locating oneself as an American speaker within a history of race relations, liberal democracy, and frontier spirit; locating a Chinese speaker within a history of Western colonialism, Mao communism, and age-old traditions.
- manipulating social norms and expectations to reframe ways of seeing familiar events, for example, if you are Chinese, you might respond “thank you” in English to a compliment made to you in Chinese. You will thus not sound as arrogant as you would if you had said thank you in Chinese, and yet you will show that you know the pragmatics of English and can say “thank you” without having really said it.
- creating a new context so as to shift power relations among speakers, and to take up alternative subject positions, for example, answering a question with a question, using metacomments, reflecting on how things are said, not just what is said.

Symbolic competence can be fostered in the classroom by systematic attention to the words chosen by speakers or writers instead of other words they could have chosen and the different values indexed by different words, for example, the difference between calling a difficulty a *challenge* versus a *problem*. Why do Americans prefer to speak of challenges rather than of problems? A challenge evokes a can-do frontier spirit, whereas a problem implies/ connotes a realistic/ fatalistic worldview. The teacher might want to compare how the same event is described in the American and in the French press: for example, oil spills off the coast—an environmental challenge or an environmental catastrophe? Other activities that raise the social and political consciousness associated with symbolic competence are transposition, translation, transcription, etc.

PH: Can you talk a little bit about your experience as director of Berkeley Language Center and some of the insights you may have gained from that work with teachers of many different languages, and how it perhaps influenced your own research and/or classroom practices?

CK: I founded the Berkeley Language Center in 1994 because the majority of language teachers on campus did not know one another, didn't think they had anything in common with one another, and didn't know that language learning and teaching had a common research base in SLA/ applied linguistics. It was from the start a research and resource center, not a teacher training center—nor was it responsible for delivering language instruction. The FL departments did not want someone to impose one language pedagogy on all foreign languages, and they wanted to retain the prerogative of hiring/ firing and teaching all languages. But they appreciated a center that formed a community of teachers who slowly also became researchers of their own classrooms and who acquired a drastically improved morale. As director of the BLC for 12 years, I understood better the working conditions of these lecturers and have recently completed a study (with Lihua Zhang) of foreign born, native instructors in the University of California system that I am working up for publication (Kramersch & Zhang, in press).

PH: Your 2012 article, *Imposture: A Late Modern Notion in Poststructuralist SLA Research*, resonated with me, and I think probably many readers in Japan, because it seemed to speak very directly to dilemmas and paradoxes faced by foreign language teachers and students here. You point to ways that cultures and institutions, and even language teaching materials frame language speakers in certain ways. Could you talk a bit about this, and about things that teachers and students can do in what you term an “ethical transformative quest” to challenge dominant discourses while still deriving pleasure from language learning as a process?

CK: The study I have just completed with Lihua Zhang (Kramersch & Zhang, in press) addresses the issue of native instructors who increasingly teach their own native language at educational institutions around the world. These institutions thereby gain global symbolic distinction but totally underuse these instructors if they use them as mere “walking dictionaries” or “tape recordings”, where in fact these instructors model day in day out for their students the difficult—and

often painful—work of cross-cultural mediation at the intersection of the local and the global. I have called this work ethical, because very often cross cultural misunderstandings occur when moral universes clash, that is, when the learners encounter worldviews or actions that go totally against what they believe is “right” and “good” (e.g., euthanasia, the death penalty, or the French interdiction to wear the Muslim veil in public schools). The challenge is how to help students ask different questions than the ones they are used to. Literature and the arts can help here, as well as narrative and the personal testimony.

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JALT2014 • PLENARY SPEAKER | II



Investigating concepts of desire, gender, and identity in language learners

An interview with Kimie Takahashi

International Christian University, Tokyo

Sponsored by the Gender Awareness in Language Education (GALE) SIG

Michi Saki

Ritsumeikan University

and Thailand. She has published widely on gender, race, and language learning, which she addresses in her new book *Language Learning, Gender and Desire: Japanese Women on the Move* (2013, Multilingual Matters). Takahashi is also the co-founder of the sociolinguistics website *Language on the Move* <languageonthemove.org>. In this interview, Takahashi discusses the motivation behind her research and the concept of *akogare*



Over the course of her international career as a sociolinguist, Kimie Takahashi has spent many years working in Australia

and its relationship with second language learning. With many of our students learning English being women, the concepts behind Takahashi's research is of great interest to any language teacher—male or female. Such knowledge can help deepen our understanding of language learning and of our students.

The title of her JALT2014 talk is *Gendering Intercultural Communication – Asian Women on the Move*. Takahashi completed her doctorate with the University of Sydney in 2006, and is now Visiting Associate Professor in the Department of Society, Culture, and Media at the International Christian University, Tokyo. Takahashi's research interests focus on gender, race, bilingualism, and second language learning and use in transnational contexts.

MICHI SAKI (MS): Thank you very much for agreeing to be interviewed for the *The Language Teacher*.

KIMIE TAKAHASHI (KT): Thank you for inviting me to introduce myself to the readers of *The Language Teacher*. It's very timely because I'm in the process of moving from Bangkok to Tokyo to take up a new position at International Christian University in April.

MS: First of all, could you tell us about yourself, your current research, and how you became involved in it?

KT: Since I left Japan in the early 1990s, I've lived and worked in Australia and Thailand, and it's my first time to teach in Japan. It's, of course, sad to leave Bangkok after three fantastic years here, but I'm also thrilled to be on the move again and to start working closely with Japan-based academics.

I consider myself a critical sociolinguist. I'm interested in intercultural communication, language learning, and multilingualism, and how they intersect in mediating our lives in transnational contexts. Obviously, my research interest has a lot to do with the fact that I've spent most of my adult life overseas speaking different languages with people from diverse backgrounds. I've written about the relationship between life and research in the book chapter *Multilingual Couplehood* (Takahashi, 2010).

My recent work focuses on the role of language proficiency and communication skills in the tourism industries. I first got involved in sociolinguistic research on tourism when I joined Ingrid Piller's research team at Macquarie

University, Australia, in 2007. Focusing on tourism between Australia and Japan, we interviewed a range of tourism organisations, service providers, and Japanese tourists visiting Australia.

For instance, in our latest publication (Piller & Takahashi, 2013), we explore the value of English and Japanese for the employment and promotional opportunities of Australia-based Japanese flight attendants. I have been conducting an extension of this research in Thailand since 2013 (funded by Assumption University of Thailand, see <languageonthemove.com/language-mobility-and-tourism> for more information). My collaborators and I are currently planning a new project on multilingualism and language learning in Japan as a tourism destination. That's another reason I'm looking forward to moving back to Japan.

MS: Can you explain what you mean by Japanese women's *akogare* for English?

KT: The notion of *akogare* as a key factor in language learning and as an ongoing challenge to rethink the concept of motivation in language learning developed out of my PhD research, which I conducted between 2000 and 2006 at the University of Sydney. I first published about *akogare* in language learning in a 2006 co-authored book chapter (Piller & Takahashi, 2006) and the concept has become quite well-known since then, particularly through the publication of my book (Takahashi, 2013a).

The key point is that we tend to think about motivation in language learning as internal to the individual. However, as I found in my fieldwork with young Japanese women in Sydney, many had begun to "desire English" (i.e., feel *akogare* for English) from an early age and in very similar ways through their exposure to, and engagement with, historical, social, and commercial discourses of what "English" means. In that way, *akogare* is a discursive construction that is always in the process of change. Many of these floating discourses tend to present English as two things: a (purchasable) resource for identity transformation—from being an ordinary to an international woman—and as access to Western men.

For example, many of my participants started to think English was cool when they fell in love with Hollywood stars or Western singers or met good-looking teachers or exchange students from the West at secondary school. These objects

of their *akogare* were noticeably white men. Once they moved to Australia, many of my participants thought one of the best ways to improve their English was to find a native-speaker boyfriend. Who did they mean by “native speaker”? Well, mostly white men. But through my fieldwork, I realised that they wouldn’t just go for anyone for the sake of improving English or of expanding their social network. Nor did they act as if they were inferior to native speakers/Western men. For more details, Chapter 4 of my book has many fascinating examples of their socialisation in the romantic context in Sydney.

While *akogare* for English does seem to turn on women’s agency to learn and use the language and to make a transnational move, I have to say I’ve seen negative manifestations of it as well. When you are so enthralled with the (almost impossible) dream of transforming yourself into a “native speaker of English”, or of finding a Hollywood-like romance with a “perfect” Western boyfriend, your everyday life is likely to be filled with a sense of disappointment and disillusionment. During my keynote lecture at JALT, I’ll try to shed more light on that dark side of *akogare*.

MS: What motivated you to research the relationship between Japanese women’s desire for Western culture and second language learning?

KT: As a researcher and a second language user of English myself, I wasn’t happy about the way motivation was conceptualised in the field. The assumption of previous work on motivation was “if you are motivated, you’ll learn”. This didn’t sit right with me because I knew for a fact that millions of Japanese were extremely motivated to study English—well, who wouldn’t be if the language is continuously presented as the Holy Grail of globalisation? At the same time, there has been this relentless stigmatisation that the Japanese are bad language learners and do not speak up because they have a serious issue with shyness and protecting face—that is, their failure to learn English was entirely their fault.

It’s easy to blame learners and users of English if motivation is seen as something internal to them: “Oh they are not opening their mouth because they are not motivated enough”. It’s not that simple. It’s not rocket science to know that communication takes more than one person. It’s really, really hard, if you have to speak (in any language, let alone a language over which you don’t have a sense of ownership) in a highly unequal relationship. It’s a common experience,

but motivational research doesn’t really reflect that everyday reality of inequality and injustice.

One of the key contributions of *akogare* comes from our engagement with commodification of language and identity in the market place. English continues to be relentlessly commodified and eagerly consumed as a Western product (e.g., American English, British English), while “native speakers” and white men are sold, explicitly or implicitly, as objects of desire to students/consumers. The commodification of English and the ways in which language learners internalise a desire for English is in no way unique to Japan as an ever-increasing body of research conducted by a team of PhD students and early career researchers Ingrid Piller and I have been co-supervising at Macquarie University shows. It may not be called *akogare* and it plays out differently in different contexts, but desire for English has been internalised by Olympic volunteers in China (Zhang, 2011), young Taiwanese (Chang, 2012), migrant women in Australia (Butorac, 2011), and cosmopolitan Thais (Kogar, 2013).

As far as Japan is concerned, English as a global language is no longer just located in the traditional educational discourse—it has become an object of consumption. If English is marketed as an empowering product for women in a still largely sexist society, those who can purchase it will do so (Takahashi, 2013b), but promised results are often not that forthcoming. We need to adopt a framework that will allow us to understand this and its intersection with women’s personal, educational, and professional lives. The concept of *akogare* is a useful tool to do just that.

MS: Do you think the English language industry in Japan is sexualised?

KT: To say that would be a gross over-generalisation but there can be no doubt that “sex sells”. This marketing truism can be found at work in the English language industry in Japan, as elsewhere. Therefore, I think it’s important to explore if, and when, sexualisation of education occurs, and critique its negative manifestation in our everyday lives (Piller, Takahashi, & Watanabe, 2010; Takahashi, 2012).

MS: In your new book, *Language Learning, Gender and Desire: Japanese Women on the Move*, you talk about the complex topics of language, gender, diversity, race, and desire. What do you feel are some significant implications of language desire?

KT: One of the key implications of our research is the urgency to engage with activism for gender equality in Japan (Piller, 2014). The reality is this: Japan has slipped to 105th place among 136 countries in the gender equality list in 2013; 25% of pregnant women have experience in being harassed in their workplace; 22,000 children are on waiting lists for day-care centres; and all five awardees of the 2013 Order of Culture and all 15 Persons of Cultural Merit selected by the Japanese government last year were men (Takahashi, 2013b).

Girls and women really have to be “super-human” to make it in this kind of society. And what the English language industry or study abroad agencies do not tell Japanese women is that English or even university degrees from abroad—that is, their merchandises—are not enough to win respectful citizenship. In fact, the reverse is often true—English language proficiencies and transnational identity often work against Japanese women in Japan as many of the women in our projects told us. I invite your readers to visit the video exhibition *Japanese on the Move* to meet some global Japanese women, such as Kayu Hashimoto, who generously share their experiences.

As a transnational Japanese woman myself, I’m sure my return to Japan in April will present a whole range of opportunities and challenges. What I want to do is to incorporate these first-hand experiences into my further exploration of *akogare* and commodification of English and identity, and you can count on me blogging about them on *Language on the Move* as they happen. For those readers who haven’t visited our website, *Language on the Move* is a peer-reviewed blog-based sociolinguistics website, where we blog about our research. The reality is, discourses of gender, of language, of transnationalism, and hence women’s experiences, change at unprecedented speed today, and I find blogging and online collaboration with various research and activist groups (e.g., *Live Multilingually*, *Human Rights Now*) to be one of the most productive forms of knowledge production and of activism for gender equality.

MS: Thank you very much for your time, Kimie, and we look forward to your talk at the JALT international conference in November.

KT: Let me close this interview by saying how much I am looking forward to meeting language teachers and researchers at the conference in

Tsukuba. In the meantime, I hope the readers will start joining our conversation on *Language on the Move*.

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Exploring worlds outside: Students as researchers

Andrew Boon

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Sponsored by National Geographic Learning/
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Project work can be a powerful means of empowering students to take their learning beyond the classroom, to make use of the language (whenever and wherever possible) to explore the world outside, to seek answers to the issues they are interested in, and to suggest change. This article examines the process of engaging students in semester-long English projects, from developing and negotiating researchable topics and equipping students with the necessary qualitative research tools to collect primary and secondary data, to sharing their findings with one another in the final class. It will also describe students' reactions to the overall learning experience.

プロジェクト作業は、学生が教室を超えて学び、言語を(時と場所を問わず)活用し、外の世界を探求し、興味を持った問題の答えを探し、変化を促すための大変効果的な手段となる。本論では、学生が半期を通して英語プロジェクトに取り組む過程を考察する。まず調査可能なテーマを開拓し、協議し、1次・2次データを収集するのに必要な質的調査手段を学生に備えさせることから始めて、最終授業で調査結果をお互いに共有するまでを論じる。また、この学習体験全般に対する学生の反応についても述べる。

As an English lesson finishes, students may walk out of the classroom, re-enter their first language (L1) world, and forget the learning that has taken place. However, project work can be a powerful means of empowering students to take their learning beyond the

classroom, to make use of the language (whenever and wherever possible) to explore the world outside, to seek answers to the issues they are interested in, and to suggest change. As Fried-Booth (2002) argues, "Project work takes the experience of the classroom out into the world and provides an opportunity for informal learning" (p. 5).



This article will examine the process of engaging students in semester-long English projects from developing and negotiating researchable topics and equipping students with the necessary qualitative research tools to collect primary and secondary data, to sharing their findings with one another in the final class. It will also describe students' reactions to the overall learning experience.

Getting projects started

In my classes, I introduce the project to students during the first lesson of the semester. Then, I dedicate time later in the course for students to complete a research proposal for their individual projects. Students are provided with a handout

that explains the kind of project they will undertake and how the end product will be assessed. For example, in my third-year Academic Learning (AL) course students are informed of the assessment criteria (see Figure 1).

At the end of the first semester of AL, you will be asked to submit a 1,000-word assignment (30% of your final grade) and to give a 10-minute presentation on your research topic (20% of your final grade).

You will be assessed on:

- ASSIGNMENT — evidence of research, cohesion & coherence, vocabulary use, grammar use, formatting
- PRESENTATION — evidence of research, poster, content, delivery, question & answer

Figure 1. Academic Learning course assessment criteria (From Lesson 4 handout).

Students are given time in class to decide on the topic they would like to research for their project. For example, in my AL classes, students are asked to investigate an area in which they would like to enact change (see Figure 2).

Think about this question and then discuss it with a partner:

- What do you want to change and why?

Figure 2. Topic discussion question (From Lesson 4 handout).

Alternatively, if the teacher is using a course-book, it is possible to provide students with a list of research themes that include the content that will be covered in the semester (e.g., identity, sport, nightlife, and fashion).

I then ask students to consider whether their topic is both important and researchable. In other words, they should choose a topic that people would be interested in reading or listening to (or even that will change the world!) and should be within a student's ability to research (see Figure 3). *Life of an astronaut: a longitudinal ethnographic study*, although being important, would be beyond the time and means of students to research.

Your choice of topic is very important – Do you have the time and means to research it? Will it keep your interest over the next 8-10 weeks? Is it interesting for others?

My research topic is _____.

This is important because _____.

Moreover, _____.

In addition, _____.

Figure 3. Research topic selection (From Lesson 4 handout).

Once students have chosen their topics, I have them pitch their ideas to their classmates to convince each other of the importance of their projects. Students then write a research question, identify how they will collect their primary and secondary data, and complete a research plan (see Figure 4).

Research plan:

Step	Action to be taken:
1	
2	
3	
4	
5	
6	

Figure 4. Research plan (From Lesson 4 handout).

Finally, students discuss their plans with me and make any suggested changes to it. Once my approval is given, they can then begin work on their projects.

Sample projects from the 2013–2014 AL students are:

- *Should university classes start at 9am?*
- *Should Japan allow more foreigners into the country?*

- *Do we really need the Tokyo Olympics?*
- *Is dieting risky?*
- *How can we change the current job-hunting system?*

Collecting the data

The AL course focuses on primary data collection methods such as conducting questionnaires, interviews, and observation and secondary data collection such as finding materials either online or in the library. Classes help to support students' independent projects. Moreover, students join a private Facebook group to provide support to one another (Boon & Beck, 2013). For example, students can post their research questions and receive comments from the teacher and class members:

My research topic is "How do you think about university's first class starts at 9 o'clock?" This is important because first class's start time will affect our lives. University's first class starts at 9 o'clock. However, I think 9 o'clock is too early. Many students cannot concentrate on first class. I'd like to do interview. I want to know how everybody feel first class's start time

(Student M: Posted 09.23.13)

Interesting. yes, it is so early. I want to sleep in morning.

(Student D: Commented 09.23.13)

Moreover, students can use the Facebook group to collect primary data from each other. For example, students may create a questionnaire using SurveyMonkey <surveymonkey.com> and post it to the group for group members to answer. Students are also encouraged to go out into the world to conduct face-to-face interviews whenever possible.

Providing progress reports

To ensure that the project remains at the forefront of students' minds, I find it useful to have them provide progress reports on a regular basis. Once students begin work on their projects, I ask them at the start of each class to work in different pairs and discuss their projects (see Figure 5).

Task 1: Project Report:

- How is your project going? What is your focus?
- Have you started to collect the data and do research?
- What are your next steps?

Figure 5. Project report.

This gives students the chance to talk about the work they have been doing since the last lesson and for the teacher to circulate, monitor conversations, and gain an understanding of student progress. It is also possible to have students report their progress by posting to the Facebook group.

Sharing research findings

In the final class of the semester, students submit their written assignments to the teacher and deliver a short poster presentation on their research. Students present their findings to a small audience of class members. The audience then rotates to the next presenter and students repeat their presentations to a new audience. Students repeat their presentations four times and then switch places with the audience (audience members become presenters and vice versa). The poster event creates a unique classroom dynamic and exciting finale in which students can share what they have learned outside of the classroom with their peers (Boon & Stevens, 2010).

What students think about doing projects

AL students commented that they liked to be able to choose their research topic (6 respondents), learn research methods (3 respondents), learn how to write academic essays (2 respondents), present their research (5 respondents), and "hear different opinions or ideas from many people" in the class (4 respondents). However, they mentioned that it was sometimes difficult to understand how to proceed with the project and how "deep" to go with the research (3 respondents).

With respect to using English outside of the classroom, three students responded that they used Japanese but then translated their research findings:

"My primary data is almost in Japanese, but I translate the answers."

Four students replied that they used a mix of both English and Japanese when collecting the data:

“My half of data comes from Japanese and half of the rest comes from English to compare and contrast.”

Finally, three students replied that they used mainly English during the research process. One student commented that she interviewed foreign friends online. Another student commented:

“I did conduct my survey in English but in the other side I can only set AL students as my target.”

Finally, students agreed that the projects helped them to improve their English. As one student commented:

“AL projects require using English in a lot of time, so I have to use the English naturally. It’s helping me to improve my English.”

Conclusion

Project work encourages students to take their learning and use it in the world outside. Although in an EFL setting it is possible that students will use the L1 to conduct their research, most AL students tended to seek ways to collect primary and secondary data in English. Moreover, as the end product is delivered in the second language (L2), the project still required AL students to think in English outside of the

classroom even when dealing with data in the L1. Such projects can boost learner confidence and autonomy via students taking “a certain responsibility for their own learning” (Fried-Booth, 2002, p. 7). Moreover, projects provide an exciting alternative to more traditional forms of classroom assessment.

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Writing across borders

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As a textbook writer for the last 17 years, I have been acutely aware of how ELT publishing has long defined itself by geographic borders—establishing groups to focus on specific, distinct, and often jealously guarded markets: South-East Asia, the Middle East, Latin America, Camena (Central Asia, Middle East, and North Africa), Western Europe, Eastern Europe, North



America . . . the list goes on. Each geographic border is associated with various curriculum restraints and cultural barriers. However, diversifying trends in pedagogy and content delivery, combined with the increasing fragmentation of these geographic markets, and not least the arrival of the digital age in ELT, have resulted in the breakdown of these traditional borders. We are emerging into a new landscape—one with newer, and fewer, borders. Borders need no longer be seen as boundaries or barriers. Rather, they should be viewed as pathfinders, lighting our way to a deeper, broader understanding.

17年間の教科書作成を通して、ELT出版には地理上の境界線があり、特定の、明確な、時にはうらやむほどに保護された市場にグループ分けされていることを強く感じている。東南アジア、中東、ラテンアメリカ、カメーナ（中央アジア、中東、北アフリカ）、西欧、東欧、北米などである。いずれの地理上の境界線も様々なカリキュラムの制約や文化的な障壁と結びついている。しかし、これらの地理上の市場の断片化の進行と相まって、教育とコンテンツ配信における多様化の傾向や、少なくともELTにおけるデジタル時代の到来により、これらの従来の境界線の崩壊が起こっている。我々は新しい社会—より新しく境界線の少ない社会に突入している。境界線はもはや、限界や障壁だと見なされる必要はない。それどころか、より深い、より広い相互理解への道を明るく照らす、先導者だと見なされるべきである。

Borders as barriers

Winston Churchill famously said, “America and England are two nations divided by a common language.” To this day, perhaps the deepest historic boundary drawn in ELT publishing has been the distinction between publications written in American English and those in British English. Publishers have felt the need to create separate courses, and list them in different catalogues. This distinction is becoming increasingly anachronistic, but persists even today. This rather clumsy linguistic border readily gives way to geographic borders. Some of my books are in American English exclusively for Japan (e.g., *World Interviews*), while others are in American English, but the border is widened to South East Asia (e.g., *Get Real!*, *Reading Keys*, and *Breakthrough*). For Cambridge University Press, however, *Listening Extra*, *Quizzes*, *Questionnaires and Puzzles*, *English Grammar in Use CD-ROM*, *Messages 3*, and *Cambridge English Skills—Listening and Speaking* are all in British English, and within a worldwide border. Interestingly, as *Reading Keys* and *Breakthrough* are in American English, both new editions are also promoted in Latin America. With Oxford University Press, I found myself writing within yet a new border. *Q Listening and Speaking 3* is mainly for the North American ESL market, but now finds itself straddling the EFL–ESL divide, notably in Asia and the Middle East.

My professional life has therefore been defined by borders: American English versus British English; Japan versus South-East Asia; Asia versus worldwide; EFL versus ESL; secondary

school versus adult; local publisher versus international publisher. For Cambridge University Press, I am viewed as a British English author of international titles, while for Macmillan I am pigeonholed as an American English author for Asia and Latin America. My experience shows just how much publishers love creating borders, and defining boundaries!

Of course, with these borders and boundaries comes a bewildering array of restrictions. There exists a minefield of cultural taboos and sensitivities that need to be carefully negotiated. Depending on the border, guidelines may include no religious references; no politics (and certainly don’t mention the war!); beware of maps and flags; censor images for alcohol, smoking, and displays of affection; avoid or encourage non-standard relationships; beware of references to and images of pets (e.g., no dogs in the home) . . . “We can’t have bare arms for Saudi,” “Don’t mention the colonization of South America,” “No bare midriffs, or mini skirts,” “No ham, no pork, no beef, no gambling, no ghosts, no eating in the street, no . . .”—you get the idea. Yes, there has to be an awareness of cultural sensitivities, but sometimes publishers tend towards the over-zealous in their forced depiction of an ELT-sanitized world. Amid the misery of all these restrictions, there is also room for the absurd, with advice such as “Images depicting beheading or hanging are only suitable for children over 12 years old” (Genuine, verbatim, and very recent guidance from a leading international publisher). Some might argue there have been too many borders and restrictions.

Borders redefined

For an industry that excels at creating borders where none need exist, the arrival of the digital age has been nothing short of apocalyptic. In just a few years, technology-led innovations have made e-learning and blended learning an integral part of ELT publishing. Such is the impact that Pearson has announced its intention to focus exclusively on digital learning in the future, and others are debating how far they should follow suit. Amidst all the uncertainty, one thing is certain: The new digital learning world is reshaping the archetypal borders. Digital content crosses boundaries and borders far more easily than print. Almost as a panic, interim measure, publishers find themselves reassessing and reshaping long-cherished borders. New versioning units are springing up, tasked with the responsibility of using existing courses to supply

fresh content to different markets. This stop-gap measure is partly designed to keep markets supplied with new material at minimal cost, while publishers chart their way through the digital revolution to calmer, more secure waters. Courses that were hitherto hemmed into particular niches may now stretch their wings with a new lease of life. This opportunity brings with it dangers, however. Few courses that are written for one particular market can actually work well in another. Hence the birth of versioning units, acting as benevolent midwives to safely deliver new courses to target markets. How successful the versions are depends to a large extent on the budgets available for adaptation, and only time will tell how well this strategy works. In the meantime, advice for teachers choosing a new course might be to ask whether it has been published elsewhere, and what has been done to adapt the course to the needs of local learners.

It is far better, in my view, to write a course aimed at a particular *type* of learner, than a particular geographic region. *Breakthrough Plus* addresses the needs of students who want to speak English, but who lack confidence in expressing themselves, and need practice in the skills they need to communicate effectively. By redefining “border” as a learning style, the course offers a way forward to students of shared educational experiences, expectations and abilities, wherever they may be. Moreover, as the course features people from all over the world, the variety of accents means the old American English versus British English issue is swept aside in favor of what can be called International English. Most English spoken today is between speakers whose first language is not English. We need to open up the classroom to these diverse accents, and in so doing challenge historic borders, and barriers, traditionally embedded in ELT publishing.

Borders unbound

This new publishing landscape results in more diverse routes to publication and content delivery. Those wishing to write and publish their own work now have the possibility to publish online as e-books, as apps, in traditional print form, or in a combination of all media. I have spent the last four years developing a new TOEIC preparation course called *Pass the TOEIC Test*. Rather than going through a major publisher, I set up a company to oversee the design, content editing, copy editing, proofing, artwork, permissions, audio, web support, and so on. We license local publishers and distributors around

the world. This flexibility allows us to adapt the course to local requirements, which is essential for success, and something that large publishers have been slow to offer. In Japan, for example, we distribute the full three-level international version, but we also have a very different version of the Introductory Course (published by Seibido), called *Valuable Clues for the TOEIC Test*, aimed at Japanese English teachers. We are currently working on apps, in addition to investigating e-books and an online platform.

With the breakdown of the old borders comes the opportunity to publish directly, creating bespoke courses for particular niches. Over the coming years, I hope to encourage others to develop and take control of their own writing futures, especially in Japan. If you are interested, then please come and speak to me during the conference. My personal journey has taken me across many borders, barriers, and obstacles. Now I mostly publish my own work, and I look forward to helping others do the same.

Miles Craven has worked in English language education since 1988, teaching in schools, colleges and universities around the world. He has a wide range of experience as a teacher, teacher-trainer, examiner, course designer, and textbook writer. He is the author or co-author of over thirty textbooks, including *English Grammar in Use Extra*, *Cambridge English Skills*, *Q*, *Reading Keys*, *Breakthrough Plus*, and *Pass the TOEIC Test*. He also acts as Advisor for Executive Education programs at The Møller Centre for Continuing Education Ltd., Churchill College, University of Cambridge.

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Use graded readers for English conversation and more

Lesley Ito

BIG BOW English Lab

Sponsored by Atama-ii Books

A graded reader library is a valuable resource which can extend beyond simply extensive reading. Extensive reading has become more popular in recent years as more teachers realize how effective it is to help students become fluent readers and build their vocabularies. However, once the vocabulary has been pre-taught, the story has been read, and the headword count noted, it's a waste not to use them for other classroom activities. Get the most out of these engaging leveled stories by effectively using them in other contexts, from guiding and supporting *eikaiwa*-style conversation lessons, to structuring group discussions, to enriching writing or research tasks. Furthermore, reading activities done in class with adequate scaffolding can help the students strive to increase their reading level. This interactive workshop will highlight a variety of practical, effective, and simple solutions to fit all teaching contexts, from language school to university, and from children to adults.

段階別リーディング用図書は単なる多読の範囲を超えて活用できる貴重な教材である。多読は近年ますます人気を得ており、多くの教員が、学生の読解力や語彙力の向上に非常に効果があることを実感している。しかし、事前に語彙を教え、物語を読み、本の見出し語を教え終わった後、それらの知識を他の授業内容に活用しなければ無駄になってしまう。人の興味をそそるレベル別になっているこれらの物語を、他の授業内容でも効果的に取り入れて大いに利用すべきである。例えば、英会話スタイルの会話練習に導入したり、グループディスカッションに組み立てたり、ライティングや調査報告課題に利用することができる。さらに、適切な指導のもとに行われる教室内での読書活動は、学生の読解レベル向上に役立つ。この対話式のワークショップでは、会話学校から大学、また子供から大人までの、すべての教育現場に適合する様々な実用的かつ効果的で、簡単な解決策を取り上げる。

As someone who walked into walls as a child on a regular basis because I had my nose in a book, I was surprised when I started teaching in Japan and had so many students tell me that they didn't enjoy reading in English. Therefore, when extensive reading (ER) (Bamford & Day, 1997; Waring & Takahashi, 2000) gained popularity as a new way for students to learn English, my private language school was one of the first to have a graded reader library. This has grown over the years to include over 500 books that include graded readers of all levels as well as authentic children's materials.

ER is an essential part of my school's curriculum, but it would be a waste to put a book back on the shelf after it has been read and the headword count noted, as is often done in ER libraries. Graded readers are excellent tools that can and should be used for other classroom activities. Some teachers may worry that using graded readers other than for ER would demotivate students, but it is important to remember that while not every student may enjoy reading, almost everyone enjoys a good story. It seems that as long as an activity is interesting, short, involves the students' emotions or curiosity, and is adequately scaffolded to reduce student frustration, students will enjoy doing it (Boon, 2009).



In recent years, I have been involved with projects involving multi-path readers. Multi-path readers follow an interactive game format in which the reader makes choices during the story that lead to different endings. Multi-path readers, such as the *Choose Your Own Adventure* series, have been around since 1979. Many of us grew up reading them and they are some of the best-selling children's books in history. What may not be known about these books is that they are effective in motivating reluctant readers (History of CYOA, 2014) because of their interactive quality; in other words, the choice the student makes has a direct impact on the story's ending and the student is naturally curious as to how his or her story will end. Students using these interactive stories in the classroom will find a natural need to discuss them, since the class or small group must decide together or vote on which choice to make before they can proceed. These discussions are more successful with low-level learners if the teacher provides sentence prompts such as, *I think we should/shouldn't . . . because . . .* If the group or class doesn't like how their story

ended, they can easily start again and try a new adventure. Students can engage in short writing tasks, such as writing a one- or two-sentence summary of each ending they reach or writing their own endings and then taking the activity one step further by discussing what they wrote with their classmates and ranking the endings from favorite to least favorite.

ER usually requires students to read silently on their own. The general consensus in ELT is that reading aloud is not recommended and for many teachers it reminds them of their school days when their teacher would make the students take turns reading a paragraph from the textbook. Students often dealt with this by counting how many paragraphs until their turn and then staring into space in the meantime. However, in an EFL classroom, reading aloud can have benefits such as helping to develop reading fluency and reducing anxiety in students who are nervous about speaking in English (Gibson, 2008). The key is to have students read in small groups or to a partner so there is less time between turns. Another advantage of reading-aloud activities in class is that the teacher can occasionally stop the students and clarify points (such as cultural or historical references), ask general questions, ask opinions about the plot or a character's actions, or ask the students to make predictions about what will happen next. I've found that this type of support can help students read slightly above their reading ability level. Once students finish a book at this higher level, it often gives them confidence to check out other books from the same series, genre, or by the same author from the class library the next time they read on their own (Krashen, 2004).

As I previously mentioned, almost everyone likes a good story. They also like talking about the stories they have read as much as reading them. However, EFL students need adequate scaffolding in order to accomplish this. Short book reports that include the student's opinions about the story not only demonstrate that the student has read the book, but also give them time to reflect on what they've read and think about what they'd like to say about it. Book reports are an especially effective tool to start short, casual conversations between the student and the teacher. Discussion can be taken a step further by pairing up students who have read the same book and providing them with a sample dialogue or list of sample questions. As with many activities in the EFL classroom, book reports and discussions are much more successful if the students are first given examples provided by the teacher.

People often watch a movie or read a book and then later go on Google to look up some question about it that popped into their mind. Something about the story piqued their curiosity and they were compelled to learn more on their own. Students are no different. They might wonder if the fictional reader is based on a true event. In my class, reading a graded reader, *The Lost Ship* (Colbourn, Slater, & Milne, 1992), about a "ghost ship" lost in the Bermuda Triangle led to a lesson on the famous true story of the *Mary Celeste*, a mysteriously abandoned ship. Reading a multi-path story about a stolen World Cup soccer trophy, *The Lost Cup* (Broadbridge, 2014), led to students going on the Internet in class to see if it had really been stolen (it has—twice!). Or students might want to do research on their own or in groups to find out more about something interesting they've read in the reader. Students who don't yet possess the skills to write essays in paragraph form can make "mini-posters" to present or create true or false statements with which to quiz the class (Sandy, 2011).

Teachers can also turn this idea around and find a graded reader that relates to a Content and Language Integrated Learning (CLIL; Brown, 2014) lesson they want to use in class. In my experience, after reading a story together, students are often much more receptive to a lesson on topics that relate to the story. For example, after reading a short reader about a Nepali boy that had trouble adjusting to life as a homestay student in America, *The Homestay Friends* (Hoskins, 2000), the students were primed and willing to do a lesson comparing and contrasting the daily lives of children in Japan, Nepal, and America.

Sometimes students, especially those in *eikaiwa*-style conversation classes, are reluctant to study from a textbook and just wish to focus on "free conversation". However, that usually leads to students chatting about the same topics, using the same vocabulary, and making little improvement, which often leads to them quitting the lesson in frustration after a short time. Adding graded readers to the curriculum not only improves reading and vocabulary skills, but it also gives students meaningful content to talk about and exposes them to a large amount of comprehensible input, which will lead to greater satisfaction with their progress as students (Hoey, 2014).

Therefore, take those graded readers off the shelf, add them to your curriculum, and enjoy doing interesting reader-based activities with your students!

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Authenticity revisited: Corpus, conversation, and materials

Jeanne McCarten

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The question as to whether authentic materials can and should be used in teaching materials has provoked lively debate over the years, and most recently with regard to large corpora of conversation. This paper considers various issues in using authentic or naturally-occurring spoken language in the classroom and suggests ways in which the authenticity of conversations might be judged.

“Authentic materials” (教材として作られたのではない生の素材)を指導教材として実際に使えるか、また、使うべきかが長年にわたり活発に

議論されているが、最近には特に大規模な会話コーパスに関心が高まっている。本論では、実際に使われている自然な話し言葉を授業で使う時の様々な問題を検証し、会話の自然度を判別する方法を示唆する。

This paper considers some of the issues in using authentic spoken language in materials designed



to teach conversation skills and strategies. The quest for authenticity in materials has been a subject of major debate since the 1970s. Clarke and Silberstein (1977) argued that “the purposes of reading should be the same in class as they are in real life” (p. 138) and advocated that classroom activities should “parallel the ‘real world’ as closely as possible.” On the other hand, Widdowson (1998), defining authenticity as necessarily requiring an authentic response or interpretation on the part of the reader or listener, argued that “the classroom cannot replicate the contextual conditions that made the language authentic in the first place” (p. 715). Even the definition of what is authentic in the classroom can be problematic, but we will take our definition from Wallace (1992) as that of a real-life text “not written for pedagogic purposes” (p. 145) and amend it to include, additionally, conversational language which has not been *spoken* for pedagogic purposes.

Authentic texts soon became an established ingredient in published materials, which was welcomed by teachers and students (Chavez, 1988). However, the availability of transcribed spoken corpora and the ability to analyze large numbers of conversations refueled the debate. Questions were raised as to the viability of interpreting anonymous spoken data without full access to or knowledge of its contexts (Carter, 1998; Cook, 1998; Widdowson, 2000). It is within this context that we consider some of the very practical pedagogic as well as linguistic issues.

Real conversation versus textbook conversation

The differences between “real” and textbook conversations are the subject of many studies (for examples see Barbieri & Eckhardt, 2007; Biber, Conrad, & Reppen, 1998; Cheng & Warren, 2007; Cullen & Kuo, 2007; Gilmore, 2004; Tognini Bonelli, 2001). Textbooks are often found wanting, either because they pepper their conversations with an unnaturally large number of examples of target structures and are overly lexically dense (Stubbs, 1986), or conversely, because they neglect to include enough discourse features of natural conversation, for example, false starts, repetitions, pauses, overlapping turns, and back channeling (see McCarthy, 1998, Chapter 3). Overall, “authentic” and “natural” are judged to be inherently good. The absence of authentic conversational features in teaching materials has even been described as potentially

disempowering for the learner (Carter & McCarthy 1996)—perhaps rightly so. If we wish learners to acquire conversational skills and the language to realize them, the more authentic the examples we can offer, the better.

While authentic language in materials that are designed to teach conversation is therefore desirable, the challenges of using real conversational data are not to be underestimated. Real conversation presents overlapping physical, linguistic, and pedagogical challenges. At a banal level, there are physical constraints. The printed page (or screen of online materials) is designed to follow publisher and teacher expectations and can mean that in an elementary course book, say, there is a limit of only fifty to sixty words in one conversation. Real conversations, especially those with many short overlapping turns, are often simply too long to reproduce on the page. Further, conversations with a high concentration of hesitations, false starts, and digressions can be difficult to read—they were not meant to be read, after all—or even listened to. The transcription conventions for indicating features such as overlaps are not widely known and can look daunting. Transcriptions of some common articulations of certain structures (e.g., *wouldn't've* for *wouldn't have*; *what's he do* for *what does he do*) are not orthographically accepted (or even acceptable). Additionally, conversations that have people speaking at the same time are extremely difficult to follow on audio recordings.

The language of real conversations also poses constant challenges to the materials writer, from macro concerns to individual details of usage. Even deciding on what constitutes a unit within conversation and where its boundaries lie can be problematic (see Atkins, Clear, & Ostler, 1992; Foster, Tonkyn, & Wigglesworth, 2000). Unlike written articles, which are published for larger audiences, conversations mostly have an audience of just one or two interlocutors. As such, it can often be difficult for a third party to fully comprehend the context and purpose of the conversation (Mishan, 2004) or speakers' references to unknown people and things. In this regard, Widdowson's (1998) claim that the contextual conditions of the original conversation cannot be replicated in the classroom has more merit. However, as McCarthy (2001, p. 138) points out, what is relevant here is learners' response to such texts. Well-chosen examples which engage learners' interest can make excellent pedagogical tools.

The avoidance of taboo words, offensive topics, derogatory references to brand names,

and even trademarks (which rule out the names of widely-used social media) is an obvious limitation. However, judgments on whether to include dated references (e.g., fax machines) or language which might be perceived as above the students' level and in danger of diverting the lesson from its main teaching goal are more subjective. Acceptability is a major issue (and of great concern to publishers' editors). Common, informal usages such as *there's* + plural noun, *would have went*, ellipted auxiliaries (e.g., *You having lunch today?*) and so on, may be considered unacceptable. For many teachers, common spoken expressions such as *you know*, and *like* for speech reporting and highlighting (e.g., *she's like really quiet and like totally clams up*) may be even more undesirable. In an informal survey of seventy ESL teachers in Illinois, USA, McCarthy and McCarten (2002) found teachers rated these expressions as less acceptable in materials than the use of *there's* + plural noun.

There are also pedagogical considerations. Materials writers try hard to engage students' interest, and other people's conversations can be dull for third parties or have little real-world content around which to build a lesson. Then there is the question of practice. In the author's experience, a conversation where one speaker has much more to say than the other was rejected by the publisher on the grounds that it could not be equitably practiced in pairs (personal communications). A serious issue is that many teachers may feel threatened or ill-prepared to teach features of spoken language which they have not yet encountered in their training programs. As a profession we have not yet developed a universal, learner-friendly meta-language for describing many features of conversation such as reciprocation, convergence, hedging, or, according to McCarthy (2001) the misleadingly named *dislocated* elements (e.g., *He's a builder, my brother*).

Carter, Hughes, and McCarthy (2011) offer possible solutions to some of these challenges, and attempts to include more natural-sounding conversation examples based on corpus observation have appeared in more recent teaching materials. McCarthy, McCarten, and Sandiford (2005a & b, 2006a & b, 2012, 2014a-e) use edited as well as specially-written conversations informed by corpus analysis. These explicitly teach the language and features of natural conversation including, for example, response tokens and backchannels (*Really?*, *Uh huh*), discourse markers (*well*,

anyway, you see), hedging (*kind of, a little*), vague category markers (*and stuff like that, and so on*), as well as dislocated structures (*and those news tickers, they're another thing I hate*) (See McCarthy & McCarten, 2012 for more on their approach to syllabus design.)

The proof of the pudding

How we judge authenticity in materials is, then, a huge area of debate. There is, of course, a question as to whether even lightly-edited conversations can ever be regarded as authentic, let alone those which the materials writer has composed based on close analysis of similar language events. We will not enter into that here except to say that any steps towards authenticity of language use in teaching materials are to be welcomed. For the classroom, perhaps a more pertinent question is, to use the term from Widdowson (1998), how are we to *authenticate* the language? The answer may lie in offering students plentiful opportunities to use the taught language and strategies in activities that require their personalized (indeed authentic) participation and contributions. In the end, however, perhaps we should judge authenticity not only in terms of the language in materials, which has been the main focus until now, but also as McCarthy (2001) suggests, in terms of learners' response, how learners themselves perceive the usefulness and authenticity of the language they are learning. A second, and perhaps more important, criterion might be how others perceive learners' fluency and ability to communicate effectively. Hasselgreen's (2004) research suggests that successful teaching of certain features of naturally occurring conversation will add positively to hearers' perception of speakers' fluency. The discussion of the importance of fluency in social contexts in McCarthy (2010) would further suggest that there is no more valuable judge of authenticity of a learner's output.

In this age of digital communications, previous distinctions between written and spoken language blur. Text messages, status updates, and (micro)blogging may be written texts, but many adopt some of the forms and features of face-to-face conversations in addition to creating their own. The debate about authenticity in a computer-mediated learning environment, as initiated by Kramsch, A'Ness, and Lam (2000), looks set to continue.

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Told poems: When the familiar becomes strange

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Peace-builders and teachers rely on many of the same skills, attitudes, and awarenesses to do their work effectively and much can be learned through their juxtaposition. This paper explores one teacher educator's experience incorporating concepts and skills from the field of peace-building into her own daily teaching of graduate students in an MATESOL program. Deepening her use of the familiar skills of listening, empathy, and inquiry (as her foray into peace literature suggested was necessary), proved to be more elusive than the author expected. The process surfaced an unexpected and underlying question: What does changing one's practice involve? Drawing on her experience of changing the use of storytelling in an intercultural communications course, the author offers a *Change Framework* consisting of four interlocking elements. It is the author's hope that teachers find this framework useful when grappling with the integration of old and new ideas in their own teaching.

平和推進者と教師は、仕事を効果的に行うために、同じような技術や態度、認識を多々用いており、これらを並列して考えると多くのことが分かってくる。本論では、平和推進の概念と技術を、MA TESOL Program (英語教授法修士課程)における大学院生向けの授業に日々組み込んでいる、1人の教員(養成)教育者の経験を考察する。リスニング、共感、質問のような、よく知られている技術をさらに深めることは、(平和文学に踏み込む必要があり)著者が思っていた以上に理解をえるのが難しいものだということが分かった。この過程で、「自分の実践を変えることはどう作用するか」という、思いもよらない潜在的な問いを表面化させた。異文化コミュニケーションの課程でストーリーテリングの方法を変更して行った経験を参考にして、4つの関連要素から構成される「変更の枠組み」を提案する。教師が自身の授業で新旧の見解を統合しようとする際に、この枠組みが役立つことを願っている。

When I think of border-crossings, I envision physical, geographical, linguistic, or cultural ones. But ideas also become “stuck in place” and crossing into other disciplines can expand the limits of our minds and our imaginations.



When I came to JALT in Nara ten years ago, I presented a workshop on Told Poetry, an activity that I learned from the poet, Verandah Porche (1998), which I do with my graduate students. When I return this November, I will do a workshop on the same activity. This time, however, I will examine how my thinking about it has changed as a result of my recent border-crossing into the field of peace studies.

I use Told Poems on the first day of my Intercultural Communications class. It serves as an ice-breaker and as an introduction to both intercultural communication concepts and to the way I use stories to teach the course. The activity has a simple, predictable and tight structure allowing it to feel familiar and, therefore, safe. At the same time, it is open-ended as to invite the emergence of each unique individual and group. This makes it risky, exciting, and strange.

Reflecting on this activity has led me to wonder:

- What is the nature of change in our teaching?

- How does the familiar stay strange and exciting?
- How do we make room for change in our set ways of doing things?

My initial work as a teacher and teacher educator was with refugees from Southeast Asia in the US, and in a refugee camp in Thailand. Later I did my doctoral work in a small Lao-American community in Vermont, exploring their experience of memory of place and of re-placing (Turpin, 2004). As you might expect, integrating the new and old was a complex and varied process that each person in the community experienced not only alone, but also in relationship to the other members of their family and community. As I struggled to understand the dynamic nature of their change, I stumbled onto the work of Pongphit and Hewison (2001) on change in a traditional village in Thailand. They describe four essential elements of that process: preservation, adaptation, renewal, and innovation (p. 137).

Anon Sengaloun, one of my Lao-American friends and a participant in my study, suggested that Lao are made of four other elements: earth, wind, water, and fire. These elements seemed to link to the ones Pongphit and Hewison described, and so I began to combine them into a working framework:

- Preservation = Earth (what we keep, the process of holding on)
- Renewal = Wind or Breath (what we bring back to life, the process of renewing and retrieving what has been lost)
- Adaptation = Water (what we alter or tinker with, the process of adapting with the flow)
- Innovation = Fire (what we let go of, destroy and build anew, the process of creating)

I have found these elements and their associated metaphors to be useful in understanding the dynamics of moving between cultures and across time. I have also offered them to teachers as one lens through which to organize and articulate different facets of their own change process as teachers. Now I am using them to reflect on my own changes as a teacher through the CONTACT Program.

CONTACT is a year-long course for peace-builders from around the world, including online work and face-to-face sessions (in Vermont and Rwanda). I have always been interested in the relationship between peace-building and teaching and I began the course with the

straightforward intention of bringing the two fields together in my work.

Initially, I believed that I would learn useful peace-building “things” and “tools” to insert into my teaching practice. I would make adaptations in a fluid, water-like process. Instead, I am learning to refashion old tools for new purposes. Skills of listening, empathy, and inquiry, which I previously viewed as essential “life” skills for teachers and for the learners with whom they work, have been renewed as life or death skills. I now see them as the fragile threads that reach too tentatively across the growing rifts between us all. This renewal of purpose is transforming me and will, hopefully, refocus my teaching in new ways.

I believe that our identities are understood through the stories we share about ourselves and others. Our settings, plots, characters, beginnings, middles, and ends, speak volumes about how we see ourselves in the world. Our choice of languages and words, our gaps and assumptions of shared meaning are windows into who we are. Over the years, I have slowly worked to develop storytelling so that it sits a bit more boldly and confidently at the center of my classes. Told Poems are one concrete manifestation of that centering.

But my foray into peace-building leads me to ask more of myself, “How does an activity like Told Poetry change when I consider issues of intergenerational trauma or child soldiers, or processes of dialogue, forgiveness, and reconciliation that lie at the heart of war and peace?” Sharing, witnessing and listening to stories are essential pieces of the dialogue process of peace-building work. In these contexts, stories are often shared between victims and perpetrators of mass violence.

While many teachers might not plan to work in a context where story telling is woven into the reconciliation process between warring parties, we all work in the midst of exclusion and inclusion in our own classes and schools and we teach learners who are marginalized or whose identities are “wounded” by unhealed experiences. Coming from different cultures, we have different views of the powerful role of silence and of its potential for both healing and silencing within a storied landscape.

When I went to Rwanda with CONTACT this winter, I was struck by the central role storytelling played in the process of reconciliation, justice and forgiveness there. I heard stories

of perpetrators, of survivors, of rescuers, and of children who had absorbed the lessons of forgiveness or revenge in their parents' stories. I heard stories from the traditional courts and stories of individuals whose organizations are devoted to mending the torn fabric of the society. I heard different versions of the root causes of the genocide and conflicted ideas about which stories would heal and memorialize and which would drive Rwanda back into a cycle of distrust and retribution.

I will end with one story from Rwanda, which speaks to how this border crossing made my familiar teaching world beautifully strange. It is from Theo Bizimana, a Rwandan man who works to create dialogue spaces between perpetrators and victims of violence and between opposing parties in conflict zones.

Theo told the story of how he starts his dialogue sessions with a simple game, "The wind blows . . ." In this game, participants sit in chairs in a circle. There is one person without a chair who stands in the center and calls out a phrase, "The wind blows for anyone . . . who likes to play the guitar" (or who sings, or who has children, etc.). Everyone who plays the guitar has to get up and find a new seat while the caller scrambles to find an empty chair to sit in. The person left without a chair is the new caller: "The wind blows for anyone who . . . likes to eat chocolate." On it goes.

This is an old game. I remember learning it when I worked in the refugee camp in Thailand in 1985. It is an ice-breaker that gets students moving, laughing and relaxed. I have never thought much more about it and didn't expect Theo to say more about it than that.

But fun was not his only purpose. In Theo's work, the first problem is how to get enemies to sit next to each other, something they would never choose to do on their own. "The wind blows" forces people to change seats and sit next to an enemy—even if only for one or two minutes. With each shift of seating, he tells the participants to shake hands and introduce themselves to their "neighbor." This momentary connection and acknowledgement of "the other" is a crucial first step in laying the groundwork for any further trust-building.

There is also another purpose. Because the opposing sides of a conflict are so entrenched in mutually exclusive aspects of their identities (Hutu or Tutsi, for instance), they are often unable to see that they share some areas of common

ground with those they hate. Recognizing that an enemy shares a love of singing becomes a source for building common ground and new "cross-cutting" identities. This little gesture allows movement from a "stuck" place of rigidly fixed views of self and other to a more fluid, changing and even joyful space where there is potential for new relationships to take root.

I look forward to exploring this more with you in November.

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At the same time: A case of lexical congruency

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Sponsored by the University of Birmingham

Highly frequent nouns and verbs often have multiple meanings, and we generally use other words from the co-text to disambiguate the item. In other words, it is the collocates of the word which show us the intended meaning. We seem to use a similar process to disambiguate polysemous phrases, that is, we use one or more lexical items which occur with the phrase to identify the speaker's or writer's intended meaning. I call this process *lexical congruency*. Lexical congruency is a term which is used to refer to the way lexical items in the co-text reflect and contribute to the meaning of a particular word or phrase.



非常に頻繁に用いられる名詞や動詞は多様な意味を持つことが多く、人は一般的にその前後にある他の語を参照して意味をはっきりさせる。換言すれば、意図されている本当の意味を示すのは語の連結である。多義的な「句」の曖昧さを解消するのにも同様のプロセスを用いる傾向がある。つまり、話し手や書き手の真意を確定するために、その句と共に使われる1つまたは複数の語を利用する。著者はこのプロセスをlexical congruency (語彙調和、語彙適合)と呼ぶ。これは、前後にある語群が、特定の語句の意味を反映し理解するのに役立つ方法に言及するのに使われる用語である。

A *collocation* is normally defined as a combination of two or more words, which occur together or in close proximity to each other, in both written and spoken discourse. A typical collocation consists of two items, a *node* and a *collocate*. For example, if we are looking at the word *issue*, we will find that it is often associated with the following collocations: *thorny issue*, *latest issue*, *special issue*, *issue of bonds*, *to tackle the issue of*. In this case *issue* is the node and *thorny*, *latest*, *bonds*, and *tackle* are some of the collocates which frequently occur with *issue*.

However, many words have multiple meanings (or senses) and it is usually the collocates in the surrounding co-text which disambiguate the item, indicating the particular meaning which is intended on that occasion. A *thorny issue* is different, for example, to *the latest issue*. *Issue* has changed its meaning and it is the collocate (and the co-text) which reveals the speaker's or writer's intended meaning. Data from the Bank of English¹ corpus show how the most frequent collocates of the noun form of *issue* are associated with three distinct meanings.

<i>issue</i> ₁	an important subject which is being discussed or argued about	e.g., <i>the Palestinian issue</i>
<i>issue</i> ₂	a particular issue of a magazine or newspaper	e.g., <i>the most recent issue of the Listener</i>
<i>issue</i> ₃	a particular issue of shares, bonds etc.	e.g., <i>an issue of Eurobonds</i>

The corpus data clearly show that one of the main factors which influences the process by which collocations are formed is the semantics of the individual word, and where the item has two or more distinct meanings, each meaning will normally be associated with a different set of collocates (see Walker, 2008, 2011 for more details). However, what happens in the case of a phrase such as *at the same time*? Does this kind of phrase have multiple meanings and if so, do the collocates which are frequently associated with that phrase also reflect these different meanings? The corpus data would seem to indicate that the answer to both questions is yes.

Here are four extracts taken from the Bank of English Corpus each containing the phrase *at the same time*. The phrase would appear to have a different meaning in each of the four extracts.

- Extract 1: Add the rosemary and roast for ten minutes. Meanwhile cook the pasta in a large

pan of boiling salted water for ten–12 minutes, or according to the packet instructions. Drain. *At the same time*, cook the broccoli in a pan of simmering water for five minutes.

- Extract 2: There was not the remotest possibility that the Germans might attempt to seize Gibraltar against the will of the Spaniards since they had no desire to become embroiled in a difficult struggle and so delay even further the assault on the Soviet Union. *At the same time* as the Germans prevaricated over an attack on Gibraltar, the British Government continued to advocate American food aid for Spain
- Extract 3: Mr Arai laments that a tradition of loyalty in Japan ties employees to their firms, even when they are forced to work unspeakable hours and accept far-off postings without question. *At the same time*, company managers are bad at explaining clearly what they want, preferring to muddle their way towards consensus.
- Extract 4: Entries for physics A Level declined from 32,059 to 30,701 and chemistry entries were down from 40,856 to 38,602. The number of candidates for French and German also fell. *At the same time*, entries for “expressive arts” rose to 11,442 from 11,401 and those for sport/PE studies increased from 16,529 to 16,716.

In the first extract the phrase literally means *at the same time* whereas in the second it seems to have a slightly different meaning equivalent to the phrase *at roughly the same time*. In the third extract the phrase is being used in a very different way to mean *in addition* or *furthermore* and, in fact, either of these items could be used instead of *at the same time*. In the fourth extract the phrase is being used contrastively to mean something like *however* or *whereas* and, once again, either of these words can be used instead of the phrase. In other words, the corpus data does seem to show that the phrase has multiple meanings and these are summarised below:

<i>at the same time</i> ₁	at exactly the same time	e.g., <i>at the same time</i> cook the broccoli
<i>at the same time</i> ₂	at roughly the same time	e.g., <i>at the same time</i> as the Germans prevaricated . . . , the British continued to advocate

<i>at the same time</i> ₃	in addition, e.g., Mr Arai laments . . . further- more	<i>At the same time</i> company managers are bad at
<i>at the same time</i> ₄	however, whereas	e.g., <i>The number of candidates . . . fell. At the same time, entries for . . . rose</i>

When we look at the concordance lines from the Bank of English we can see that the collocates both reflect and disambiguate the meanings associated with the phrase. Lines 1–3 are associated with the second meaning, 4–6 with the third meaning and lines 7–15 with the fourth meaning.

- 1 ry to alter a piece of data **at the same time as** someone else was de
- 2 it was taking place in Derry **at the same time as** the movie was being
- 3 photographs were being taken **at the same time as** the work was proceed
- 4 opening (all in the CNS). **Also at the same time**, you are angry that som
- 5 tion to my opinion, and **also at the same time** acquaints us with the
- 6 crumbly in texture, it is **also at the same time** dense and creamy, and
- 7 view of knowledge seems shaky. **At the same time, however**, the relation
- 8 ueen’s needed a new principal. **At the same time, however**, he did not
- 9 the letters of a close friend. **At the same time, however**, he alerts us
- 10 caring, creative, and curious. **At the same time, though**, it is clear th
- 11 cal kids (and some rap stars). **At the same time, though**, the signs of
- 12 nt to have a restaurant meal. **At the same time, though**, the supply cur
- 13 to be very rich. **But also, at the same time**, I think Edwin Edwards
- 14 and of course we do. **But also, at the same time**, we have to keep in mi
- 15 that help them, **but that also, at the same time**, serve our interests.”

In the case of the single word *issue* the collocates are adding to the meaning and, in most cases, making it more specific (e.g., *the Palestinian issue, the latest issue of the Listener, an issue of shares*). However, many of the most frequent

collocates associated with the phrase *at the same time* seem to be duplicating its meaning rather than adding to it and I have therefore coined a new term to describe this type of collocational behaviour. The term *lexical congruency* is used to refer to the way lexical items in the co-text reflect and duplicate the meaning of a particular word or phrase.

In this case lexical congruency is used in order to disambiguate the meaning of the phrase *at the same time*. I would argue that the writers or speakers have felt the need to use words like *as, but, also, however* and *though* together with the phrase in order to make it clear which one of the multiple meanings is intended. It is precisely because the phrase can be used in a number of different ways in order to mean different things, that lexical congruency is required to convey the speaker's or writer's intended meaning in an unambiguous manner.

It is still early days for lexical congruency and it is certainly not something which can be taught, as such, in the classroom at this stage. There is more research to be done before this type of collocation can be presented in course books and classroom material. However, it is something which reflects the complex nature of collocation and therefore something for us, as teachers, to be aware of.

Notes

1. The Bank of English (BoE) corpus is jointly owned by HarperCollins Publishers and the University of Birmingham. The corpus currently contains around 450 million words. More information about the corpus can be found at <titania.bham.ac.uk>.

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Task repetition and extra-curricular speaking opportunities: Measuring gains in complexity, accuracy, and fluency

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This paper reports a study which highlights the effectiveness of task repetition in promoting changes in learners' interlanguage. Thirty-two randomly chosen third-grade junior high school students of both genders were divided into two groups and presented with an interview task. One group repeated the task four times while the second group did the same task twice over a four-week period. Statistical analysis of transcripts indicated that repetition enabled the learners to show improvement in measures of complexity, and to some extent, accuracy. Similarly, a holistic re-reading of the transcripts corroborated the quantitative result and showed gains in fluency, thereby supporting the argument that repetition can facilitate changes in learners' language. The findings suggest that task repetition can promote language learning and overall language proficiency.

本論では、「繰り返し学習」で学習者の中間言語が促進されることを検証する。中学3年生男女32名を無作為に2つのグループに分け、インタビュー形式のタスクを実施した。4週間にわたり、同じタスクを1つのグループには4回、もう一方には2回行った。その結果、「繰り返し学習」で複雑な表現力の向上には統計的な有意差がみられ、正確さは向上する傾向がみられた。同様に、インタビュー内容全体を見返すと量的結果が裏付けられ、流暢さの向上がみられた。調査結果は、「繰り返し学習」は言語習得や全体的な言語能力を促進することを示唆している。

This study was conceived as a result of the limited speaking opportunities in Japanese junior high schools, where foreign language (L2) classrooms tend to focus on form-focused activities with little or no emphasis on oral communication. There is need, therefore, for language teachers to devise ways of extending learners' engagement with oral tasks and any other features of the L2 classroom capable of promoting learning. For example, embedding learned linguistic forms in meaning-oriented tasks may allow accuracy and fluency to occur within the same activity. However, in order to help learners go from reading from text—often mislabelled as speaking—to using their L2 knowledge in actuality, oral tasks need not be confined to timetabled lessons because, as I argued in a previous study (Effiong, 2009), oral interviews conducted outside class time can offer beginner learners the opportunity for L2 oral skill development. In this paper, I demonstrate that engaging learners repeatedly with the same oral task can facilitate L2 learning, especially when it is not tied to school assessment. Firstly, I examine the notions of task and task repetition in the development of learners' L2 oral proficiency, and then go on to define complexity, accuracy, and fluency, which provide the framework of the study. I then present an experimental project aimed at improving L2 speaking skill and highlight the effect of task repetition on language development. Finally, I discuss the implications of using such an activity to facilitate oral proficiency, especially in contexts with limited out-of-class exposure to the target language.

Task and the role of task repetition

Ellis (2003) suggests that through tasks, learners can be engaged in cognitive processes arising from communication outside the language classroom. Extracurricular speaking tasks free learners of classroom constraints such as peer pressure, laughter elicited by erroneous utterances, and teacher expectations, all of which often inhibit production. Importantly, possible gains from these extracurricular tasks would be evident in changes in the learner's interlanguage (IL). IL is the grammatical system that a learner creates and the language they produce in the course of learning another language (Nunan, 1999; Thornbury, 2006). Task repetition, on the other hand, is an approach that integrates the processing capacities of learners. It reduces learners' information processing load, helps to integrate the competing demands of complexity, accuracy, and fluency, and offers opportunities for greater precision in language use (Bygate, 1999; Klapper, 2003; McLaughlin, 1987; Robinson, 2001; Skehan, 1996). In addition, when exposed to new versions of the task, learners can deal with the task variation more effectively (Helgesen, 2003). Oral tasks are therefore beneficial because, according to Eisenclas (2009), forced production stimulates IL development by making learners impose syntactic structure on their utterances. To this end, task repetition can be used to develop different areas of learners' IL because iteration enables learners to reformulate linguistic elements, thus becoming more capable of producing more complex forms.

Complexity, accuracy, and fluency (CAF)

CAF are a multidimensional, dynamic, and interrelated set of constantly changing subsystems which serve as performance descriptors for oral assessment of language learners (Housen & Kuiken, 2009; Norris & Ortega, 2009). L2 complexity comprises cognitive complexity and linguistic complexity. Housen and Kuiken (2009) refer to cognitive complexity as the relative difficulty with which language features are processed in L2 performance and acquisition. Fluency, on the other hand, has been variously defined as the quality of smoothness of execution of performance, and the ability to speak at a normal rate without hesitation or interruption (Bygate, 1999; Chambers, 1997; Nunan, 1999; Skehan, 2009). Of the three constructs, accuracy appears to be the most robust and least controversial. It is the quality of being congruent with norms (Bygate, 1999;

Housen & Kuiken, 2009), and is operationalised as the percentage of appropriate target-like lexicalisation in learner performance.

Taking account of the literature reviewed, this study is informed by the notion that tasks bring about purposeful and functional language use (Ellis, 2009; Robinson, 2001), and task repetition helps learners to integrate fluency, accuracy, and complexity (Bygate, 1999). Although learners' attentional resources to attend to the three aspects simultaneously may be limited, joint operation of separate task characteristics and task conditions can simultaneously enhance accuracy and complexity (Ellis, 2000; Skehan, 2009). Given that different dimensions of CAF compete with one another for limited attentional resources, this study will examine in detail aspects of learners' performance such as the language used to achieve the task outcome. In a previous study (Effiong, 2009), I used closed questions and a single interview that were incapable of stretching the learners' IL because participants produced limited or single word responses. Consequently, this study adopts open questions and repeated interviews, both of which have the potential to elicit complex, accurate, and fluent responses.

Research Questions

1. Does task repetition promote complexity, accuracy, and fluency gains (in task performance) among beginner learners?
2. What are some examples of changes that task repetition causes in learners' language?

Method

This study was conducted in a junior high school in Takatsuki, Osaka where the author worked as an Assistant Language Teacher (ALT) in 2008. It used an interview followed by a monologic picture description. Thirty-two third-grade students aged fourteen and fifteen from three classes were put into two groups. Initially eighty students volunteered and were evenly divided into two groups, but some participants in one group declined to repeat the task four times. Consequently, volunteers in the other group were reduced to correspond with the number of willing participants in the first group. The higher task frequency (HTF) group had nine girls and seven boys while the lower frequency (LTF) group consisted of ten girls and six boys. The study was conducted outside classroom hours because it was not feasible to do so in class

time. Each interview covering the dialogic and monologic phases of the task lasted an average of eight minutes and was recorded with a voice recorder, then transcribed and coded to measure CAF. The HTF group did the same task once a week for four weeks while the LTF group did the same task in Weeks 1 and 4 but carried on with their normal school activities in Weeks 2 and 3. All participants were asked the same questions and shown the same picture on each occasion.

Instruments

Task

1. What did you do on Sunday from morning to evening?
2. Tell me everything about your last school trip.
3. Describe your favourite movie.
4. What do you see in this picture? (Students are shown a picture of a household scene)

Measures

1. Complexity
Percentage of utterances including verbs: This is the number of turns, with verbs divided by the total number of turns and multiplied by hundred (see Yuan & Ellis, 2003).
Percentage of utterances consisting of complete sentences: This is the number of turns having complete sentences divided by the total number of turns and multiplied by hundred (See Kawauchi, 2005, cited in Ellis, 2009).
2. Accuracy
Percentage of error-free turns (ignoring dysfluencies): This is the number of turns without errors divided by the total number of turns and multiplied by hundred (See Larsen-Freeman, 2006).
3. Fluency
Total number of words
Total number of pruned words: This is the total number of words produced less dysfluent words. Dysfluent words are repetitions, false starts, L1 utterances and incomprehensible words (See Derwing, Munro, Thomson, & Rossiter, 2009).
Ratio of total words produced to dysfluent words: This is the total number of words produced by the participant divided by the total number of dysfluent words.

Analyses

Data analysis was guided by the two research questions (RQ), hereinafter referred to as RQ1 and RQ2. The RQs were examined through quantitative analysis and a qualitative rereading of the transcripts for evidence of language development. The precision of the estimates of outcome statistics was set at $p < 0.05$. Repeated measures ANOVA were used to test for within-subject effects, which indicate time effect on all measures reported. One-way ANOVA was performed to show between-group effects, highlighting the HTF group relative to the LTF group. Throughout, the assumption of sphericity or equality of variance and normality remained the same. The effect size used was partial eta squared (η^2) in accordance with Kinnear and Gray (2010).

Results and discussion

Quantitative results

The descriptive statistics show that the mean scores for measures of complexity were higher in Week 4 for all students (Table 1), with participants producing increasingly complex but less accurate utterances during the task phase.

Table 1. Descriptive statistics for complexity and accuracy (N=32)

Period	Group	% of sentences with verb		% of complete sentences		% of error-free sentences	
		M	SD	M	SD	M	SD
Week 1	HTF	44.31	13.27	44.63	19.23	81.19	17.04
	LTF	31.81	13.40	28.06	13.86	92.00	4.79
Week 4	HTF	74.94	15.75	68.50	18.23	75.31	16.66
	LTF	58.69	20.79	53.56	23.98	83.88	16.81

However, the reverse was the case with measures of fluency (Table 2), with the results indicating the participants in both groups were less fluent in the final week of the task.



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Table 2. Descriptive statistics for measures of fluency (N=32)

Period	Group	Total number of words		Total number of pruned words		Ratio of total words to dysfluent words	
		M	SD	M	SD	M	SD
Week 1	HTF	68.00	29.39	62.50	29.02	24.77	30.34
	LTF	57.94	23.17	53.81	20.43	29.88	25.06
Week 4	HTF	41.81	15.07	38.37	13.06	21.44	15.65
	LTF	37.94	14.86	33.87	12.66	12.85	9.16

Table 3 indicates significant time effect ($p < .01$) on all measures of complexity and fluency except for ratio of total to dysfluent words is $p = .043$. This means that the time intervening between tasks influences complexity positively and fluency negatively. The estimated effect size for repeated measures is large for both measures of complexity and two measures of fluency; total words and total pruned words produced. However, it is medium for percentage of error-free sentences (accuracy) and ratio of total words to dysfluent words.

Table 3. Repeated measures ANOVA of within-subjects effects (Wk 1 vs Wk 4): Sphericity and normality assumed (N=32)

Measure	Parameter	df	Mean Square	F	Sig	η^2
Complexity	% verbs	1	13225.00	4.64	.000	.683
	% complete sentence	1	751.56	31.62	.000	.513
Accuracy	% error free	1	784.00	4.04	.051	.121
Fluency	total words	1	85331.14	32.03	.000	.516
	total pruned words	1	7766.0	31.15	.000	.509
	ratio of total to dysfluent words	1	1656.89	4.49	.043	.130

The HTF group was significantly different in Week 4 from the LTF group with respect to sentences with verbs ($p = .018$) (Table 4). The large

effect sizes indicate that the more repetitions there are, the greater the effect on performance in the measures under consideration. Overall, repetition helps the HTF group to produce more complex and accurate sentences and therefore answers RQ1. This supports results obtained by Bygate (2001).

Table 4. One-way ANOVA showing between-groups effects in week 4. Sphericity and normality assumed, (N=32)

Measure	Parameter	df	Mean Square	F	Sig	η^2
Complexity	% of sentences with verbs	1	2112.500	6.211	.018	.172
	% of complete sentences	1	1785.031	3.935	.057	.116

RQ2 was best answered by carefully examining selected features of the discourse produced by the participants with the aim of establishing a link between performance and L2 knowledge.

Excerpt 1

Participant Sha (female) (Picture task)

Week 1

Sha: This is . . . is . . . oshogatsu (L2 translation provided). New Year's food. Mother and father. Mother is cooking osechi. He helps mother. And she . . . they . . . she . . . they read . . . Chair is four, people is five. One people (recast provided). One person is not sit down.

Week 2

Sha: Kotatsu on the mikan. Ah! What is . . . mikan . . . ?

Okon: What is mikan in English?

Sha: Orange, oranges on the kotatsu. Bag is on the chair. Father, father helps . . . father washes cup . . . cup . . . glass? Girls . . . girls . . . girls . . . they read a book, book (recast provided). Ah! Reading a book. Mmm . . . she make little osechi, she make osechi. It's sunny today.

Week 3

Sha: The bag is on the chair. Mother make osechi. Father helps mother. Father helps mother. Father washes cup. They are reading a book.

It's sunny today. There are four chairs. There are four chairs.

Week 4

Sha: *Em . . . she is reading a book. Father washes cup. Mother cooks osechi. He watches her. He watches her.*

In Excerpt 1, increased complexity is noticeable in Sha's use of new language (Week 2: *father washes/little "osechi"*) which corroborates the quantitative data. Note her utterances in Week 1—*he helps mother, mother is cooking "osechi"*; Week 2—*father helps/father washes cup*; Week 3—*father helps mother*; yet, in Weeks 2 and 3—*she make "osechi" and mother make "osechi"* respectively. In Week 4, when she replaced *make* with the more common form *cook*, accuracy was restored (*mother cooks "osechi"*). It is probable that the L1 form *kotatsu* (no L2 equivalent) influences her L2 processing ability. For example, she transferred L1 word order (subject-object-verb) to describe *kotatsu on the mikan*, but soon after recalling the L2 equivalent of *mikan* (orange), appropriate L2 word order (subject-verb-object) was restored. The excerpt also reveals such complex forms as *helps* and *washes* that are relatively advanced and cognitively more challenging for learners at this proficiency level. This confirms the highly significant difference ($p < .000$) between the two task groups reported in the quantitative data for the two measures of complexity.

Although quantitative evidence indicates a decrease in fluency such as in the total number of words (Week 1, 68.00 words; Week 4, 41.81 words), the qualitative data suggest otherwise. This is exemplified in simpler and smoother sentences noticed in Week 3. The more routinized and lexicalised extracts from Weeks 3 and 4 are indicative of improved L2 proficiency. Increased accuracy noted in the excerpt also corroborates the quantitative evidence reported ($p < .051$). These succinct utterances highlight a better control of linguistic knowledge, thus confirming changes that task repetition can cause in learners' language. This answers RQ2. From the excerpts, it would seem reasonable to assume that learners process and store different forms differently. Therefore, the incorporation of new linguistic forms and restructuring of their IL may suggest that learning is taking place.

Excerpt 2

Participant Rya (female) (Picture task)

Week 1

Rya: *This is kotatsu. It is very hot.*

Okon: *Yes, it keeps you warm in the winter.*

Rya: *I have a cat, my cat likes kotatsu.*

Okon: *Clever cat, because it is warm. What's your cat's name?*

Rya: *Eto . . . his name is Mi.*

Week 3

Rya: *Sister is reading. I like to read books.*

Okon: *Great.*

Rya: *I want to read.*

Okon: *May be I should give you an English newspaper to read (laughter).*

Anything else?

Rya: *This is shekeda (points to the item).*

Okon: *We call it kitchen unit or kitchen cabinet.*

Rya: *Our kitchen cabinet is sixteen years old.*

Okon: *Older than you (laughter).*

Rya: *My parents kekkon... (laughter).*

Okon: *Married.*

Rya: *Married sixteen years ago, no . . . (laughter) twenty-five years ago.*

According to Ellis (2012), learners impose their own interpretation on tasks because the work plan cannot sufficiently predict the resulting activity. Excerpt 2 shows that Rya seized the opportunity to engage in social communication instead of implementing the task in accordance with the design. She incorporates corrective feedback seamlessly into her utterances and code-switches to facilitate discourse. Rather than focus on task completion, she chose to use the task items to introduce topics outside the task structure. Her interest in talking about her pet, family, and herself underscores the need to offer learners social contexts for natural communication. Learning is unpredictable and tasks may offer the potential for learners to use the language to achieve functional goals as seen in Excerpt 2. Task repetition breeds task familiarity, which is capable of bringing complexity and accuracy together without ignoring fluency as demonstrated in Excerpt 1. The scripts show that repetition has an effect on both performance and reordering of the learner's language. As the participants proceed from Week 1 to Week 4,

their utterances become more complex, more accurate, and, from the qualitative evidence, more fluent. Improved performance indicates that these learners have developed greater resources necessary to accomplish the task.

Pedagogic implications

Beginner learners need consistent speaking opportunities to obtain similar benefits to those reported in this study. The findings therefore support the argument for frequent incorporation of oral tasks into routine classroom activities, and from a practical teaching standpoint, this should not be a rarity especially in communication-poor EFL contexts. The confidence derived from non-assessed extracurricular fluency practice can enhance peer collaboration in the classroom. In addition, the improved post-task interpersonal relationship with the researcher emboldened the participants, making them more willing and capable of seeking out and utilising L2 speaking opportunities.

It is evident in this study that some learning took place, and, by Week 3, a certain level of competence has been attained by the participants to fulfil the task. Although repetition may be interpreted as repeating the exact linguistic elements, in this case it provided an opportunity for learners to rearrange them and use new forms to produce superior language. Consequently, it is iteration rather than repetition that accounts for the gains made and overall language development. The qualitative evidence suggests that three iterations per task cycle would probably allow for changes in the learners' language. Despite the absence of preplanning time in the subsequent weeks, gains were made in general aspects of production. Language teachers should therefore aim at providing frequent opportunities to engage learners in speaking tasks that are capable of having a positive washback on learning.

It is desirable to have the empirical evidence that quantitative data provides, but in order to ascertain the pattern of L2 learning and development, we need non-quantitative evidence, such as that provided in this study. Oral tasks, when not linked to school assessment, have the potential to lower affective barriers and promote authentic communication. By providing real world tasks that seem natural, focus on meaning and are capable of arousing their interest, learners could develop their L2 fluency and progressively complexify their utterances without ignoring accuracy. Besides curricular

constraints, the Japanese Teachers of English (JTEs) have extra administrative responsibilities which further compound the difficulty of embedding this into routine classroom instruction, hence the need to involve the ALTs. ALTs could be assigned designated office hours to allow learners to experiment with L2 in a less threatening environment. Notwithstanding the low proficiency level of junior high school students, it is essential that these learners be given opportunities to continue to communicate at different stages of their language development. It is by so doing that they will be challenged to develop pragmatic competence.

Conclusion

In this study, the quantitative analysis shows gains in complexity and accuracy but not in fluency, perhaps because of the way fluency is operationalised. However, if fluency is speaking with little or no hesitation, the qualitative evidence shows gains made later in the task cycle. In sum, task repetition is capable of promoting CAF concurrently. Some of the limitations of this study are the small sample size and the fact that the tasks were implemented in a rather asynchronous (i.e., not aligned with the syllabus) manner. Notwithstanding, classroom instruction would benefit immensely from an increased use of oral interviews, especially in junior high schools in Japan, since most task-based instruction and research are carried out in the universities. Careful examination of the transcript as demonstrated here may broaden our understanding of the interplay between complexity, accuracy, and fluency. Future studies should explore ways of making further concurrent gains in complexity, accuracy, and fluency. Oral tasks could be designed to activate the beginner learner's language and the task conditions and materials manipulated to determine if fluency, along with measures of complexity and accuracy can be transferred to a new task.

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Using iBooks Author to produce course material

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Osaka Institute of Technology

Tablets have become a common tool in many educational establishments as both a replacement and complement to existing PC-based technologies. At my chosen university, each student was required to purchase an iPad for use in class from the beginning of the 2013/2014 academic year. The decision to choose iPads over alternative tablet technology was based on the iPhone remaining the dominant smart phone in the Japanese market (Nagata, 2013) which suggested an existing familiarity with the operating system (OS) among the students. Recent publications have discussed a wide range of advantages offered when using tablets in tertiary education and include areas such as enhancing productivity, facilitating communication and collaboration (Park, 2011), “flexible and adaptive approaches to teaching” (Manuguerra, 2011, p. 61), and providing students with the ability to get “access to learning content, no matter where they are” (Meurant, 2010, p. 227). My own investigation identified advantages when using iPads for collaborative projects, and identified an inclusive group ethic compared to the previous situation involving PCs that often had the effect of dividing groups due to an obtrusive screen position (Brown, Castellano, Hughes, & Worth, 2012).

With the decision to move to tablet devices, the syllabus design team, of which I was a part, needed a system of design and delivery for course material, which had previously been largely paper-based. The university already had in place the Moodle (Modular Object-Oriented Dynamic Learning Environment) system; however, after attempting to use the system on an iPad, obvious problems emerged, including connectivity issues and a lack of interactivity. The existing material, when placed on Moodle, would often include text boxes in which the student would be required to write their own words; however, on an iPad it was not possible—although Moodle has recently seen developments toward further tablet compatibility—for students to edit Moodle-based material effectively. Delivering course handouts via PDFs also proved unsatisfactory for similar reasons and did not allow for the unique interactive touch screen features of the iPad to be utilized in an effective way.

Tablet technology has become a feature of many educational establishments and there are a number of available programs that allow for the creation of digital classroom material that can be used with this new technology. In this paper the author will discuss his own experience using iBooks Author to create digital handouts for his students for use on their iPads at a Japanese university. The author discusses the process for materials creation including how material is designed from scratch and delivered onto the students' iPads. The article will also outline the advantages and disadvantages of the application and how it might evolve in the future to suit specific contexts.

タブレットの技術は多くの教育施設で注目されるようになり、タブレットで使用可能な講義の電子資料が作成できるプログラムも多数存在する。本論では、日本の大学でiBooks Authorを使用し、学生向けにiPad用デジタル資料を作成した著者自身の経験を述べる。まず、どのようにして資料を一からデザインし、学生のiPadへ届けるか、その教材製作の過程を論じる。また、このアプリケーションの長所と短所を概略し、将来的にそれぞれ異なる学習用途に合わせて発展する可能性について述べる。

It was eventually decided to trial iBooks Author as a tool for designing and creating course handouts and the following article will review the process for (re)designing material, including the advantages and disadvantages that were experienced during the process. I have written this guide in a workflow format mirroring the process that I follow with each advantage and issue discussed for each design stage.

About iBooks Author

iBooks Author was launched in January 2012 as a tool for small publishers and educators to create their own work which could then be published through the iBooks store. The program is available as a free download and is designed to produce iBooks, which are essentially ebooks. The interface and available design tools are similar to other Apple programs such as Keynote and Pages and, as such, are relatively intuitive to use if familiar with Apple iOS. iBooks Author is represented graphically on the iPad as a traditional bookshelf, with each iBook positioned on the shelf facing outwards. This allows for material to be organized so that students can recognize and access material based on the cover design. The iBook's shelves can also hold additional PDFs or other material that are used as part of a course. Designed for Apple devices, iBooks Author makes full use of the interactivity afforded by the iPad through the use of widgets (the nature of which I shall explain in more detail below) and the ability to highlight text which can be accessed via the touch screen.

Stage 1: Creating material from templates

The course for which I was designing material consists of activities that last, on average, between two and three lessons. Each activity is represented via a handout, which the students use as support and instruction. My colleagues and I wanted to create short digital handouts of between three and four pages to replace the paper-based handouts currently in use whilst also altering the digital content to optimize the iPads touch screen. An editable version of an iBook is called an iBA (which stands for iBooks Author) and the completed, write-protected version is referred to simply as an iBook. The first stage of design with iBooks Author is the selection of a template from which to begin the design process (see Figure 1). The material that is subsequently produced can also be added to the list of templates offering up the opportunity to build sets of digital handouts.

This process was suitable for my syllabus which features a total of 6 units of differing themes that contain repeated activities represented by digital handouts. After material has been designed, it can then be easily altered to suit both learner needs and changes to topic themes when the activity is repeated, and in a shorter space of time than the initial design phase. An issue I found with the pre-loaded templates was the addition of sections that were deemed unnecessary for a handout, for example a self-generating table of contents, glossary, and introductory media page. These sections exist because iBooks Author is geared towards the creation of longer, book-length material. I considered the option of creating longer material, with all of the handouts for each activity combined in a single book; however, there is a danger that this option might impose linearity on the classroom situation when it is preferable for there to be an element of flexibility to allow for changes in the classroom and the learners' own needs. In particular, if all teaching material is typically generated in-house and topics are not necessarily pre-determined as is the case with my own syllabus. After a template has been selected, it is a relatively easy process to begin the design of the material. Text can be altered and pictures replaced with the designers own material by dragging or importing material from other sources. There is a wide variety of templates to choose from and some are more suitable than others. I initially tended to choose *Modern Type* (see Figure 1). However, once I had edited the template for my own lesson, and altered it substantially, I would always work from that material as a newly created template (see Figure 2).

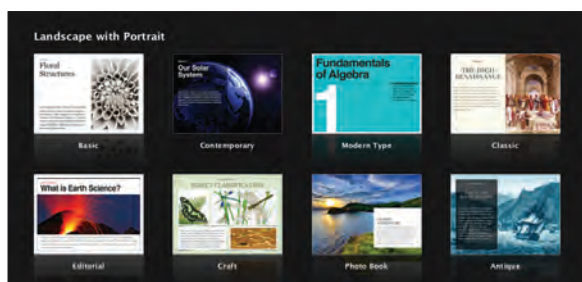


Figure 1. Pre-loaded templates on iBooks Author.

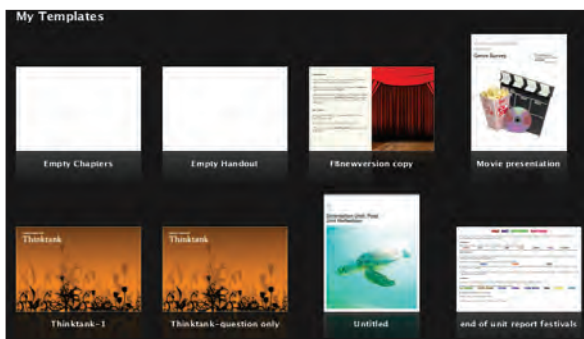


Figure 2. My own templates of edited digital handouts.

Stage 2: Using widgets for interactivity

What sets iBooks Author apart from other applications is the interactivity it affords both learners and material designers specifically working with iPads. The application is based around the use of widgets as a tool for design and these widgets can be utilized to add interactivity to the material. A widget is essentially a clickable icon which, in its most simplified form, is text that learners can interact with to enhance detail, receive instruction, access an application, and discover definitions of new vocabulary. A number of widgets are available with iBooks Author (see Figure 3) and new widgets are constantly being made available from the website Bookry <bookry.com>. The widgets provide opportunities to explain key concepts within a handout, such as the example in Figure 4, where I can add text to explain the tactile mode of communication to any student who requires extra support. The widgets free-up space for essential information and this makes the handouts shorter and more concise without removing that extra layer of support that some learners might require. The amount of widgets available can be disconcerting and many will have limited use in the language classroom, but ultimately the widgets provide a variety of tools from which to build material. It is worth noting that much of the content within *Bookry* is clearly beta and should be tested with the handouts before delivery to the students' iPads. In addition, I tended to primarily use the widgets provided by the iBooks Author application.



Figure 3. Examples of widgets preloaded with iBooks Author.



Figure 4. A widget being added to an IBA to explain the concept of *tactile*.

Stage 3: Delivery to the iPads

Once the material is complete, it can then either be published or exported. Publishing the material would make it available for the public via the iBooks Author store; this option is avoidable if the material is exported. Exporting the material essentially creates a file, which the teacher can then email to their students' iPads. I found it was possible for a handout to be emailed to my class during a lesson and all 20 students experienced no delay and were able to download and open it fairly quickly. It is worth noting that larger, book-sized files would obviously lead to a longer download time and would probably be ideally emailed before a class began. The digital handouts for each lesson are arranged on the students' bookshelf and separate bookshelves can be set up according to a topic being covered (see Figure 5).



Figure 5. iBooks shelf.

Each handout for the lessons is arranged on the iBookshelf on the student's iPad and separate bookshelves can be set up for different topics. The above shelf is for the *Popular culture: Movies* unit I taught.

The students select which handout they want to open and the material fills the screen. The students navigate the material by swiping from page to page (see Figure 6).



Figure 6. The digital handouts are navigated by swiping from page to page.

Stage 4: Students' interaction with the material

The students have a number of different ways in which to interact with the handout once it is downloaded onto their iPads. The learners can highlight vocabulary and add definitions, or meanings can be searched via the inbuilt dictionary. Designers can include questions and writing tasks within the material and the students can highlight that area of text and provide answers or submit writing (see Figure 7).

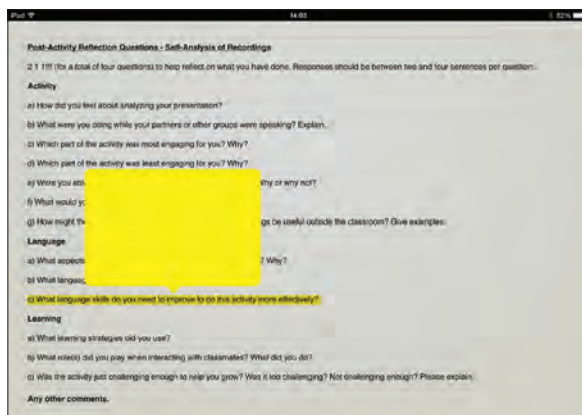


Figure 7. In this picture, a student has highlighted a question which can then be answered by typing into the box and emailed back to the teacher.

Unfortunately, important text within the widgets themselves in a digital handout cannot be highlighted, although students could add notes to an element alongside the widget to refer to information contained within. Any notes/work the student adds to the digital handout can be retrieved by tapping the top of the screen and selecting the note icon which stores every interaction that the student carries out on the handout in one place (see Figure 8).

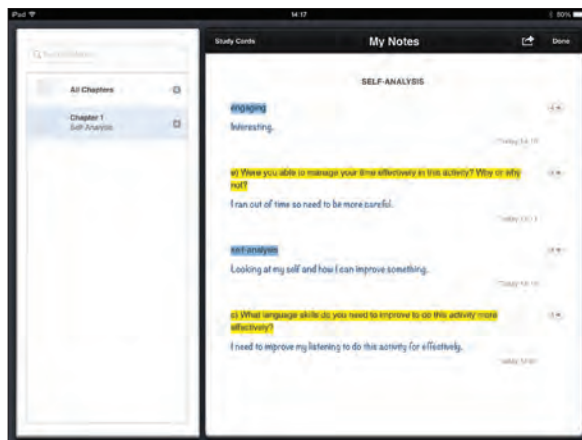


Figure 8. The iBook *My Notes* section containing text highlighted from the material (including the question from Figure 7). Note: This is a sample, not the student's work.

Work contained on digital handouts can also be emailed, along with the highlighted text, to the teacher. The curriculum developers suggested the students highlight words in different

colors to avoid confusion when sending material, for example blue for new vocabulary and yellow for question responses although the methods for organizing work on iPads eventually became something the students decided on individually.

Conclusion

iBooks Author provides a tool that allows for the simple creation of material which is both intuitive and constantly evolving. The tools the application provides, allows for the creation of personalized material that is full of possibility thanks to the dynamic widgets system. The primary concern the author has with the iBooks Author package is the motivation and expectations behind its creation. Although it was created with educators in mind, many of the features are not set up for the production of shorter material, which leads the author to the conclusion that iBooks Author is designed to support the creation of longer material, or digital text books. I was fortunate enough to have seen an entire digital textbook produced for an Italian language course and the longer format that iBooks Author is geared towards clearly complemented this style more than for shorter digital handouts, primarily because the automatically generated contents page allows for effective organization of content. It is possible to produce shorter material but the presence of elements more appropriate for an ebook (e.g., contents page, glossary) means that the design stage can feel cluttered and awkward especially when pages are referred to as chapters and sections.

Surprisingly, it is also difficult to create a completely blank template and my colleague was only able to do so by pasting white boxes onto an existing template to cover up parts of the preloaded templates and then designing on top of those elements. With my own syllabus eventually being rolled out to up to 20+ teachers (currently only 6 teachers teach the course) I worry that iBooks Author might prove to be too idiosyncratic and clunky for some teachers. In response to this concern, the curriculum designers have considered making multiple formats available (e.g., PDF copies, Moodle-based copies, Google sites) to satisfy multiple agents. It is possible that a future incarnation of iBooks Author may change the way in which the program can be used. A positive change would be options for shorter material and blank templates. As a result, it is difficult to recommend iBooks Author as a definitive solution to the issue of producing digital handouts, particularly at a larger institu-

tion, although it remains a powerful tool that continues to offer exciting design possibilities.

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English as a Lingua Franca and current issues in language teaching: An interview with Martin Dewey

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English as a Lingua Franca (ELF) has not only generated a lot of interest among applied linguists and researchers, it has also attracted a great deal of attention among language teachers in recent years. What is particularly noteworthy is that ELF research has radically altered our way of thinking about language and the use of English in today's globalized world (see, e.g., Dewey, 2013a, 2013b; Sung, 2013a, 2013b). It is therefore important for language teachers to understand more about ELF and its relevance for language teaching. In this interview, Martin Dewey, an expert in English as a Lingua Franca from King's College, London, shares his ideas about the potential impact of ELF research on language teaching and teacher education. He previously taught English as a second language in Italy, Mexico, and the UK, and has trained language teachers on several pre-service and in-service programmes of teacher education. He



is currently investigating ELF, and compiling a corpus of spoken ELF discourse for the purpose of describing and theorising current developments in the lexis, grammar, and pragmatics of English in lingua franca settings. He has published extensively on work in ELF, and is co-author with Alessia Cogo of *Analyzing English as a Lingua Franca: A Corpus-driven Investigation* (2012).

MATTHEW SUNG (MS): To start off, can you briefly tell us about what ELF is and what are the key findings in ELF research?

MARTIN DEWEY (MD): ELF cannot be seen as a variety or group of varieties of English. From a functional perspective, ELF is viewed as the use of English in a contact language setting, predominantly between speakers who do not share a first lingua-cultural background, but this can also of course include speakers who would conventionally be defined as native speakers of English. The main consensus among researchers working on ELF is that the way English is used in ELF contexts is particularly dynamic, emergent, diverse, and often multilingual. So speakers in ELF settings do not adhere to a particular set of norms but will transform English in certain ways as they draw on the resources available to them. As to the ontological status of ELF, i.e., what is the English language that ELF users share, this is still a relatively open, empirical question. However, this is certainly not unique to ELF research. Much sociolinguistic research has been concerned with accounting for language in multilingual and multicultural

settings in which the traditional categories and associations of language, culture, country, and native speakers appear to break down. I believe that an ELF perspective on language and communication offers a more empowering view of English communication than a native speaker idealisation of language.

MS: In general, how do you think ELF research can make a contribution to language teaching?

MD: In real terms, so far ELF hasn't impacted on language teaching in the way it should. I think this is largely to do with the language ideologies underpinning existing principles and practice. Clearly there are many implications of ELF research for language teaching, and these have been debated and discussed at length. Moving beyond implication towards application though is a difficult matter, as the way language is conceptualized in education is still very much based on a rather static notion of pre-determined language forms. There is a need to move beyond the conventional modeling of language in classrooms, by for example expanding the number of models presented, such as say Malaysian English and Singaporean English, perhaps alongside British English, if this is relevant. However, as ELF is not a variety in the conventional sense and is not tied to a particular setting, and because it tends to be rather transient, transformative, and dynamic in nature, we need to rethink the way we orient to language models. So I think there is a need to model the language in the classroom in way that is much less norm focused, and certainly much less attached to established prestige varieties (British and American English), and I believe there should be more of a focus on communicative strategies.

MS: What do you think about the current awareness of ELF among language teachers and teacher educators? How do you think language teachers are coming to terms with the idea of ELF?

MD: Awareness of ELF among language teachers and teacher educators is undoubtedly on the increase—more so in some contexts than in others, and among some practitioners than others. However, even when awareness of ELF is actively promoted in teacher education, the level of engagement with an ELF-oriented pedagogic perspective has typically been limited. Uptake of ELF in terms of practical pedagogic relevance has in my view been restricted by longstanding conventions in the profession, which seems

constrained by existing practices that make it difficult to implement change in language education (especially with regard to what is included in the syllabus). In short, the transformative potential of ELF is in many contexts not being realized as a result of a strong normative orientation to language.

MS: In what ways should language teachers adopt an ELF approach in their language teaching?

MD: Teachers should be given the opportunity and be encouraged to adopt a critical approach to any characterisation of language, communication or pedagogy. However, such a critical perspective would make clear the mismatch between the ideology of much (but not all) ELT in its focus on an idealised educated monolingual native speaker of English, and the reality of English language use and teaching for the majority of its multilingual educated non-native users.

MS: Textbooks often play an important role in classroom teaching. What impact does ELF research have on materials development in the ELT industry and on the use of these materials by language teachers?

MD: Textbooks continue to be largely based on a syllabus that is determined by grammatical structures. There is a need for a much stronger focus on pragmatics, rather than just grammatical structures. We certainly need to go beyond presenting students simply with British or American English based grammar and lexis to expand the number of models of English currently presented in published materials. The textbook market is now dominated by a handful of large UK and US publishers, which inevitably promote a particular kind of English, but which may not be particularly international in outlook, and which therefore are not a particularly accurate representation of the way English is used in so many of the settings in which it is being learnt. What we need therefore are far more locally developed materials.

MS: Language testing often has a considerable influence on both language teaching and learning. What changes do you think should be made to current language testing practices in light of the ELF research findings? What recommendations would you like to make to international testing bodies such as IELTS?

MD: There needs to be much more acceptance of non-native varieties to begin with. But also, as I said in relation to language models, we have to move beyond such a normative attachment to language in the way we assess learners' use of English. We need to be less fixated on accuracy and a lot more interested in how we go about determining communicative effectiveness. The present problem with testing is that it has been concerned with a notional top end, which usually results in descriptors in Common European Framework of Reference for Languages (CEFR), etc., making rather vague reference to native-like accuracy / fluency / command / speed, etc., but without defining what this means—partly because nativeness itself is notional and cannot really be defined in linguistic terms. The concept is an idealized construct. Of course, there needs to be clarity and consensus about what is being tested and about how proficiency should be defined and measured. But I am entirely unconvinced that the CEFR and our current attachment to native-speaker norms provide that. Again, we need to think imaginatively about devising alternative approaches. Therefore, ELF requires us to radically rethink current testing practice.

MS: Inevitably, the phenomenon of ELF has impacted on language teacher education, especially in contexts where English is taught as a foreign language. What do you think is the impact of ELF research on language teacher education?

MD: Again, this is similar to what I have said about the implications on pedagogy more generally. However, there have been some developments here: for example, the main teaching awards accredited by Cambridge University now contain reference to World Englishes and ELF in their current syllabus guidelines, both for pre-service and in-service programmes. There might not have been much uptake yet, but at least having these topics written into syllabus documents is a good starting point. We need, in my view, much more of a focus on sociolinguistics in initial teacher training qualifications, and there certainly needs to be some discussion of linguistic diversity. I believe that it is important to promote greater critical language awareness among teachers and greater critical reflection on dominant approaches. In particular, ELF research can contribute to the continued dialogue between practice and theory in offering approaches to understanding language and communication that deal with the complexity and fluidity of

communication in global settings. In my view, theory and research are valuable not because they can directly inform current practice, but because they offer practitioners the opportunity to develop greater awareness of a set of issues, thus contributing to their own theories of practice and enabling teachers to make informed decisions. I also feel that ELF research has been valuable in opening up the debate about current approaches, objectives and models of learning / teaching.

MS: What changes do you think should be implemented in current pre-service and in-service teacher education programmes in order to prepare teachers to cope with challenges posed by ELF?

MD: Based on my experience of pre-service teacher training, pragmatic awareness is one of the areas novice teachers struggle with the most. It should in my view therefore be important for all teacher education programmes to include somewhere in their syllabuses a focus on the importance of these strategies in communication, such as repetition, paraphrasing, recasting, use of body language and other pragmatic strategies. In most of the present teacher training programmes, however, there seems unfortunately to be little space for pragmatics.

MS: Coming to the final question, what are some of the future research directions in ELF?

MD: I think ELF research is now diversifying in a number of interesting ways. For example, researchers are beginning to look into several new contexts of use, collecting empirical data regarding the use of ELF in for example the Middle East and other Arabic speaking contexts. ELF research has to date predominantly been based in Europe, and more recently in East and South East Asia. We are now beginning to move away from this traditional base into new contexts. As well as the Middle East and other settings, this will involve looking very specifically at say ELF in business interactions in Saudi Arabia or at investigating ELF in relation to academic writing and so on. Also, in terms of pedagogy, there needs to be a lot more research that involves language teachers, and research that looks closely at how adopting an ELF perspective would work in practice. In particular, we might consider how ELF corpus data could be drawn on as a resource in the language classroom. We need to encourage teachers to look at how they might devise materials and learning tasks that better reflect the realities of the role of English in lingua

franca interaction. And this would also involve encouraging teachers to reflect further on how they orient to English and how they conceptualize their subject knowledge as language teachers. In particular, I feel ELF provides an interesting opportunity to further reduce the perceived gap between theory and research on the one hand and current practice on the other. And for me it is a valuable way of rethinking that relationship.

MS: Thank you very much for your time and your very insightful ideas! I am sure that ELF research will have a lasting impact on language teaching in the years to come.

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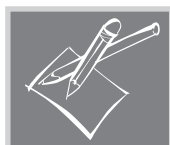
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TLT RESOURCES

MY SHARE

...with Glenn Magee & Jonathan Reingold

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



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



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

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

Welcome to another edition of *My Share*. This month introduces two new co-editors for the *My Share* column. Glenn Magee is from the United Kingdom and lives in Ise city. His current research interest is the implementation of foreign language policy in Japanese elementary schools. Jonathan Reingold is from the United States and currently resides in Taki, also in Mie Prefecture.

There are probably lesson ideas out there you're fascinated by, those rare strokes of genius that you frequently search for and are compelled to gather, save, and treasure. Whatever they may be, collecting these ideas together and sharing them with others is a great way to connect with other teachers and lesson plan enthusiasts, even if it is just to show off your creativity and expertise. (Here at *My Share* we are all for showing off.)

In this month's issue, Jamie G. Sturges introduces us to a university level creative-writing

project which raises awareness about writing styles. Next, Fern Edebohls offers a way to promote autonomy in the classroom by having students create listening materials which their classmates can then use for further listening tasks. Following this, John Blake proposes a way to reduce the burdens of out-of-class marking through immediate feedback. Finally, Kevin Axton sets forth a way that students can work and learn collaboratively through the creation of a TV commercial.

So take a look at this month's collection of excellent ideas for classes and get inspired to send in your own contribution or simply pass these ones along to your friends.

*All the best,
Glenn & Jonathan*

Class newsletter creative writing project

Jamie G. Sturges

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Quyick guide

- **Keywords:** Writing, newsletter, audience, creative writing
- **Learner English level:** Intermediate and above
- **Learner maturity:** University
- **Preparation time:** Varies
- **Activity time:** Varies
- **Materials:** Handouts (See appendices), Microsoft Publisher or Word, computer lab (optional)

A class newsletter creative writing project is an interactive and intense writing assignment that introduces students to alternative types of writing: reviews, short stories, interviews, surveys, advice columns, and horoscopes. Using the parameters of a newsletter, students learn about brevity, layout techniques, and audience awareness. The newsletter itself becomes a unique memento of the students' time in the course and

can also be used as promotional material for prospective students, either outside of a special English program or in a lower level of an intensive program.

Preparation

Step 1: Determine group sizes. An ideal group size is between four and six students. Inform students that each group will be in charge of a specific section. The first handout (Appendix 1) students get for this project explains what type of content each group will be responsible for. The second handout is a group sign-up sheet (Appendix 2).

Step 2: Give students the handouts from Appendix 3, which list specific, step-by-step instructions for each group, as well as suggestions and deadline reminders.

Step 3: Plan ahead for the final stages of the drafting process, for when students will be typing up their sections, preparing them for inclusion in the newsletter. Reserve a computer lab if possible.

Procedure

Step 1: Briefly introduce and explain the project. Find out what students already know about newsletters' audiences and purposes. To reduce ambiguity about topics, set a theme (e.g., study abroad, future students as main audience). Give students the introduction handout and have students read about the different groups and decide which group they'd like to join.

Step 2: Hold sign-ups. Give each group its specific assignment sheet and have group members select a leader, review the assignment sheet, discuss topics, and brainstorm ideas.

Step 3: Check in on each group during each in-class work session. Have group members summarize their work and assess their group members throughout the project; this will help with instructor grading. If this project is being carried out over an entire session or semester, do weekly check-ins (See Appendix 4).

Step 4: As sections take shape, show students the layout size in Publisher or on a folded A3-sized sheet of paper. Seeing the actual size of the newsletter helps groups better organize their drafts. Tell groups to produce as much as they can but be prepared to cut text out as necessary.

Step 5: Have the class come up with or vote on a name, masthead, and color theme for the newsletter.

Step 6: Keep the class aware of the deadline. Edit and revise sensibly, printing the newsletter before the semester or session is over.

Step 7: Give students a survey that asks general questions about their work on the newsletter, their group members' work, and their thoughts both about the project overall and ideas for future newsletters (see Appendix 7).

Conclusion

The length, depth, and use of in-class time for this project is variable depending on class frequency (once a week, twice a week, daily, etc.) and class size. This is a time-intensive project for the instructor as well, especially with the first newsletter. Once a newsletter has been completed, having it as a template for future newsletters will make the introduction and student buy-in much easier. One option to lessen the planning and teaching burden is to devote several class periods to the newsletter project only, in lieu of a standard academic writing assignment. I have done this project with intensive English program students in the United States and, most recently, in two of my classes in Japan. In both types of programs, student feedback has been the same: the drafting, writing, and editing processes are sometimes challenging, but seeing the finished product, seeing their names attached to articles, stories, surveys, and interviews, is worth the work.

Appendices

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

Academic listening: Encouraging autonomy

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Quick guide

- **Keywords:** Academic listening, autonomy, motivation, peer-teaching

- **Learner English level:** Intermediate to advanced
- **Learner maturity:** University students
- **Preparation time:** 30 minutes
- **Activity time:** 90 minutes
- **Materials:** 2 sheets of paper per student

It is generally accepted that using materials which are interesting and relevant to the learner raises their task motivation. Students also tend to enjoy and learn more when they are active participants and are permitted some degree of autonomy in completing a task. Designing such tasks for the academic listening classroom can be a challenge, though. How do you find listening texts that appeal to every learner in the room? In this activity, adapted from *Communicative Activities for EAP* (Guse, J., 2011, p.65), students choose their own listening materials and create listening exercises for their classmates.

Preparation

Step 1: Compile a list of websites offering audio scripts for free download (or use those found in the appendix).

Step 2: Assign homework a week before class. Students must find and print an audio script from the Internet. Their scripts should be approximately half a page from an English lecture or speech on a topic that interests them. Students bring two printed copies of the script to class.

Step 3: Prepare a model listening exercise based on a listening script of your choice. Include a brief pre-listening activity, such as looking up relevant vocabulary, discussing a related question, or drawing a concept-map; and four comprehension questions. I included one yes-no question, one multiple-choice question, one who/what/when/where question and one how/why question.

Procedure

Step 1: Take students through your model listening exercise. Students work in pairs to complete the pre-listening exercise, then read the questions and write their answers as you play or read the audio. Check the answers together.

Step 2: Explain that students will use their own audio scripts to create a similar exercise. Encourage them to think about the most useful type of pre-listening activity, and explain the four types of questions that they should construct.

Speed-marking

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Quick guide

- **Keywords:** Feedback, directed writing
- **Learner English level:** All levels
- **Learner maturity:** Junior high to adult
- **Preparation time:** 10-30 minutes
- **Activity time:** 30-50 minutes
- **Materials:** Writing task, worksheet & answer sheet, highlighter

Teachers preparing students for written examinations may be faced with an onerous marking load. This is particularly true for teachers with several large classes. Responding to writing can, without careful planning, snowball into a huge volume of marking far outstripping the time spent in class. The underlying cause is the necessity for the teacher to read and provide feedback on all the writing tasks. Certainly, there are cogent arguments for the use of peer feedback or automated feedback using computer programmes or online tools. Yet, given a choice, it seems that students prefer feedback from their teacher. Most students expect their teacher to correct errors and believe that such feedback is beneficial. In fact, not giving that feedback may negatively affect their evaluation of teaching.

Since students prefer timely feedback and teachers would prefer not to have to respond to writing outside of class, the ideal solution is to respond during class. One way to free up time during class is to get students actively engaged in a different task, giving the teacher the opportunity to read and respond to their work. A productive task could be a worksheet with answers, which includes activities related to anticipated errors students are likely to make in the writing task. This is aimed at preempting the need for explanations of these errors after returning students' work. While students complete the alternative task, the teacher can respond to the writing task. On short, directed tasks, it is possible to highlight a few errors on each submitted writing task in a matter of seconds. Once stu-

Step 3: Pair students off as you wish. I checked who had remembered or forgotten to bring a script and paired students accordingly to ensure each pair had a script between them.

Step 4: Have students give each other a brief oral summary of their scripts. Each pair should then choose which script they will use in class.

Step 5: Student pairs read the script carefully and choose an excerpt, if necessary, to ensure they have no more than half a page to work with. Each pair must together design a pre-listening exercise and compose four questions. Circulate, checking suitability of question content and difficulty, and offering comments as necessary. Have each student write out two copies of their question sheet.

Step 6: As students finish, they should practice reading their speech excerpts aloud. Circulate, checking and correcting pronunciation as required.

Step 7: Divide students into groups of three (with each member coming from a different pair). Have students take it in turns to guide their group members through the pre-listening activity and then read the audio script aloud as other students answer the four questions. The student who designed the exercise should check and explain the answers as necessary.

Conclusion

This activity allows students to choose texts suited to their own abilities and interests, and encourages them to be active and creative as they design tasks for their classmates. Students enjoy working together to create challenging tasks, and are keen to listen to scripts chosen by their peers and attempt each other's questions.

Variations

1. Hold the class in a computer lab and have students play the audio directly from the Internet.
2. Have students complete the homework in pairs and work in the same pair to create questions on the topic they chose together.

Reference

Guse, J. (2011). *Communicative Activities for EAP*. Cambridge: Cambridge University Press.

Appendix

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

dents have completed the corresponding worksheet and the teacher has finished responding to the writing, the teacher can explain selected errors to the class as a whole. Finally, students work in pairs to correct their own errors.

Preparation

Step 1: Prepare written instructions for a short directed writing task suitable for your students. The more controlled the task and the more homogenous the class, the easier it will be to anticipate errors and provide feedback.

Step 2: Write a model answer for the task.

Step 3: Based on the model answer, create a worksheet consisting of comprehension or language-based tasks that help students understand how to avoid making the errors that you anticipate they may make. I suggest using tasks, such as true/false comprehension questions, gap-fill and sentence completion. Ensure that the written instructions are clear so that your students will understand what to do. I aim for students to complete the worksheet in around 10 minutes.

Step 4: Create an answer sheet for the worksheet.

Procedure

Step 1: Distribute the writing task. Allow students to complete the task in the set time.

Step 2: Collect students' responses to the writing task. Distribute the worksheets for the students to complete. While students are busy answering questions on the worksheets, highlight up to three errors on each of the student's responses. Select errors according to your error correction policy, which should be related to the aim of your class. Surface-level errors are the easiest to identify quickly. Collect around 10 errors in total from the student responses to use with the whole class. Distribute answer sheet for worksheet.

Step 3: Display the list of collected errors for your class to identify, correct and/or explain. This can be done in pairs or in small groups.

Step 4: Provide answers and explanations for the errors displayed.

Step 5: Return the students' responses.

Step 6: Encourage students to work in pairs or small groups and correct the errors highlighted. Deal with any questions.

Conclusion

This is an activity that teachers of writing can use to lighten their out-of-class marking load while still providing teacher feedback on students' writing. The jury is still out on whether this is more effective than the typical delayed feedback, but my students enjoyed the immediate feedback.

Appendices

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

TV commercial

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Quick guide

- **Keywords:** Cooperative learning, adjectives, group discussion, comparisons, conditional language
- **Learner English level:** All
- **Learner maturity:** University
- **Preparation time:** Minimal
- **Activity time:** 3 to 4 class periods
- **Materials:** Poster-sized paper (colored and white), markers, glue, tape (for student use)

Teachers can use collaborative learning situations to enable students to create something new with new and previously learned target language skills. Having students create their own TV advertisement as a group project can be a challenging and motivating activity. Students focus on describing and comparing things, collaborating in groups to negotiate ideas and make decisions. This activity is designed for university students at any level from beginner to advanced. It offers students the opportunity to work together on writing skills as well as speaking skills. While this does not require students to be spontaneous during a conversation, it does allow them to communicate and reflect on certain grammar points.

Preparation

Step 1: Run a warm-up activity by having students work in pairs or small groups to brainstorm adjectives for certain products you have written on the board (e.g., cellular phones, instant ramen, automobiles) for about 2 minutes per product. Students can then use some of these adjectives to explain to their partners why they like or prefer certain products.

Step 2: Divide students into groups of about four and explain the project to them.

Procedure

Step 1: Have students discuss and decide on a product they would like to advertise, expressing their personal preferences in the process. Groups must complete this first task during class. For sake of variety, do not allow multiple groups to choose the same product. For individual homework, assign students to think of a TV commercial idea for their group's product and bring it to the next class session.

Step 2: Have students divide into their groups in the next class period and explain their idea for a TV commercial. Have each student take a turn describing the commercial idea before the group discusses the pros and cons of each one. Finally, ask groups to determine which commercial they will make.

Step 3: Instruct groups to create a script for their commercials in class. The scripts must include the proper use of adjectives expressing advantages and disadvantages of the product and persuasive language.

Step 4: Allow preparation time for shooting the commercial: give students the opportunity to

rehearse their script and organize last minute details, such as confirming what props are necessary. Take this time to provide final instruction or make corrections.

Step 5: Allow groups to record their commercial. This step usually lasts one 90-minute class period.

Step 6: Have students watch the commercials as a class. After watching these, ask students to answer the following questions: 1) Which commercial did you find the most interesting and why? 2) What are things about your own commercial you would change and why? Instruct students to discuss with a partner which advertisement was most interesting and why they thought so, using their notes. Optionally, you can ask students to write their answer in their class journals as a follow-up homework assignment.

Conclusion

This activity seems to be enjoyable for the students, regardless of their level. The cooperative learning portion allows students to contribute their own strengths and opinions while working together to form a creative finished product. Also, the added benefit of viewing the videos lets students see and hear their own in-class efforts of using English to accomplish a task. The activity can be easily adapted for the level of the students and number of class sessions. If students have the time and know-how, videos can be made to look very professional, especially if students have access to computers and software such as PowerPoint.

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

「素晴らしい授業!、これを他の人にも試してもらいたい!」



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

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TLT RESOURCES

BOOK REVIEWS

...with Robert Taferner

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



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

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

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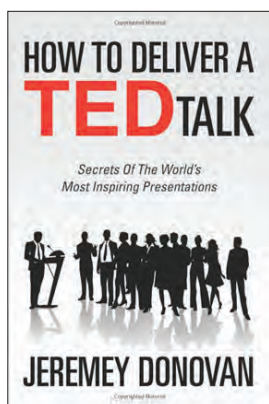
This month's column features Richard Miles' evaluation of *How to Deliver a TED Talk*.

How to Deliver a TED Talk

[Jeremy Donovan. McGraw-Hill Education, 2014. pp. 229. ¥1,706. ISBN: 978-0-07-183159-8.]

Reviewed by Richard Miles, Nanzan University, Nagoya Chapter

TED talks are a useful way to stimulate critical thinking skills and help generate discussions in the classroom, but there is another very intriguing use for the videos at ted.com; learning about presentation skills. *How to Deliver a TED Talk* is based on an analysis of the best TED talks and has more than 100 tips for potential presenters.



Although this book is specifically aimed at helping people deliver a Ted talk, it also serves as a very useful presentation guide or reference book for upper-intermediate to advanced level EFL or ESL students.

While history has clearly been shaped by important speeches (Abbott, 2012), being able to present effectively is also important for university students, those learning English (Zappa-Hollman, 2007), and educators (Pittenger, Miller & Mott, 2004) alike. Although this book is not specifically written for English language learners, it is still very suitable for high intermediate level Japanese university students. It is comprised of four parts: content, delivery, design, and the journey to the stage and beyond (how to get selected for TED talks—this part may not be applicable for your students). One interesting example is chapter 4 of the content section, detailing how to craft a catchphrase with just three words. The phrase “yes we can” is the most obvious example given, but others are provided as well, such as “start with why.” It then goes further, showing how good speakers make these phrases action centric and rhythmic, and how they often repeat the catchphrase at least three times during the presentation. Chapter 10 of the delivery part is also interesting as it deals with how to add humor to your presentation. Suggestions include using elements of surprise, an emotional release, or self-deprecation. He adds that effective speakers usually pause and stay in character after delivering the punch line, while warning against using any form of humor based on a sense of superiority. What is particularly good is that with each presentation tip, specific examples from TED talks and other famous speeches are given. In addition, Internet support is provided through links to speeches so you can view for yourself or show your students.

This book can be used as a reference book for oral presentation skills or it can be utilized in the classroom. One way to use it is by assigning certain relevant chapters to be read for homework. Students can focus on specific aspects of presenting, and then watch the related talks either at home or in the classroom. They can also refer back to the book at a later date to further examine certain key features of presentations.

The real strength of this book lies in the numerous authentic examples of TED talks that it provides for each tip. One such example is a list of different ways to end a presentation (p. 105), based on ten popular TED speakers. Chapter 3 focuses on how TED speakers use personal anecdotes in their presentation, and how this can be manipulated to achieve different outcomes. There are also many specific examples of what *NOT* to do, as in start with a clichéd opening (p. 93). By providing links to actual TED talks, the book brings a sense of realism to each point and shows readers how actual speakers deliver presentations effectively. It was also refreshing to use a presentation book which actively discourages the overuse of visuals and stresses the relative importance of language, delivery, and content instead. Developing a presence and the ability to communicate and interact with the audience without relying on visuals should form the basis of learning how to conduct a presentation.

There are a few caveats that need mentioning though. Firstly, this book is not written with a Japanese audience in mind. It is also not designed for classroom use specifically, so teachers need to adapt the contents accordingly. The book

also does not come with any extra features or materials. While links to all the mentioned TED talks are listed in the back, teachers and students will need online access to view them.

Overall though, I have no hesitation in recommending this book. I found it unique and useful, both in terms of its focus, and in the detail of its content. It provides a sense of realism and depth of detail that most ESL or EFL textbooks and presentation *how to* textbooks are lacking.

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Books for Students (reviewed in TLT)

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- * *Access EAP: Frameworks*. Argent, S., & Alexander, O. Reading, UK: Garnet Education, 2013. [10-unit course book for upper intermediate and advanced learners aiming to enter higher education studies in an English-speaking institution incl. teacher's book and audio DVD].
- ! *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. notebook, classroom DVD w/ worksheets, and audio CD].

Recently Received

...with Steve Fukuda

<pub-review@jalt-publications.org>

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



JALT Journal. Publishers are invited to submit complete sets of materials to Steve Fukuda at the Publishers' Review Copies Liaison address listed on the Staff page on the inside cover of *TLT*.

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

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

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].

! *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 incl. 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].

! *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].

* *Jazz English: Freestyle Conversations Using Real-World English*. Breaux, G. Tokyo: Compass Publishing, 2011. [2-level speaking course incl. workbooks, first-timer kit, and website w/ supplementary materials].

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].

* *Sounds Great*. Taylor, A. Tokyo: Compass Publishing, 2010. [5-level phonics for reading course for young EFL/ESL learners incl. hybrid CDs workbooks and website w/ supplementary materials].

! *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].

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.

* *Meaningful Action: Earl Stevick's Influence on Language Teaching*. Arnold, J., & Murphey, T. (Eds.). Cambridge: Cambridge University Press, 2013.

* *Using Statistics in Small-Scale Language Education Research: Focus on Non-Parametric Data*. Turner, J. L. New York: Routledge, 2014.



OUTSIDE THE BOX

...with Adam Lebowitz

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

OUTSIDE THE BOX ONLINE:
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Foreign Language Center Networks Adam Lebowitz

What do Tokyo Institute of Technology, Ochanomizu Univ., Gakushuin Univ., Tokai Univ., Keio Univ., Ryukyuu Univ., and Univ. of Tsukuba all have in common?

Foreign Language Centers (FLCs). FLCs by definition are difficult to pin down. Lacking the formal structure of departments, they often do not offer degrees or tenure, and their position within the university hierarchy is often unclear, although generally they are below departments. However, what FLCs lack in stability, they are

able to make up in flexibility. When L2 classes are located in FLCs, students are available for research sampling. Empirical research based in FLCs can then generate new ideas for departments and administrations to implement into programs.

FLC-based research, however, faces two major challenges. One is the process of implementing research results into practical policy within its home institution. This often depends on the internal politics of the institution. Another challenge is reliability of research results coming from disparate centers (albeit in the same country). As in the medical field, the EFL field has a standardized code of “Best Practice” with the *Standards for Educational & Psychological Testing*. Journals such as the *JALT Journal* have a peer-review process to ensure methodology is sound. However, these standards are “top down”, and it would be useful if the field here created its own rules for practice to supplement these standards. These rules could strengthen construct validity, and possibly increase the power of experiments in research.

FLCs, if networked effectively between universities, could improve both of these issues. As a model, we could look to Primary Care Practice-based Research Networks (PBRNs) in the medical field. PBRNs, operating in US regions, are volunteer associations of primary care physicians exchanging information and conducting epidemiological studies on local

populations (Green, Hickner, & Whitman, 2005). As clinicians become primary stakeholders in research, they find practical use for results bridging the gap between researchers and clinicians (Mold & Peterson, 2005). FLC Networks could operate similarly. Through organizing research between universities and creating standards for best practice in the field, results would be more representative of student populations. In addition, the Network could advocate on behalf of these results for policy implementation.

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TLT RESOURCES

TLT WIRED

...with Edo Forsythe

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

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

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

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

Editor's note: From smartphone apps to web-based programs, today's technology allows anyone to create tools to engage their students in learning a variety of topics. The article below describes a tool developed by a university professor to help his students learn English while exploring topics that are of interest to them. If other readers of the TLT Wired column would like to share tools or programs that they have created, please contact the editor at the email address above. Try out Paul Raine's WikiCloze tool with your students to enable them to keep their English studies *Wired!*

WikiCloze: A web-based tool for creating interactive cloze tests from Simple English Wikipedia articles

Paul Raine

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This article introduces *WikiCloze*, a free online tool developed by the author for creating interactive cloze tests from Simple English Wikipedia (SEW) articles on the fly. First, a brief description of cloze tests in general is provided, followed by a short introduction to the Simple English Wikipedia. The WikiCloze tool is then described in detail, and possible ways of utilizing it in the EFL classroom are discussed.

Cloze tests

Cloze tests have long been popular methods of assessing language learners' vocabulary knowledge and reading comprehension skills (Read, 1997). They have also been utilized as effective pedagogical devices that encourage readers to pay closer attention to and become more actively involved with texts, whilst developing their ability to use contextual clues to fill gaps in incomplete messages (Wonghiransombat, 2012).

Cloze tests are generated by removing a selection of words from a text, and then requiring the learner to put the missing words back in the correct places. A list of words removed may or may not be provided to the learner. Computer software can aid in the creation and administration of cloze tests.

WikiCloze takes the computerized generation of cloze tests much further by allowing the user to input keywords about almost any topic, and create interactive tests on the fly. The author therefore considers WikiCloze to be a redefinition of the cloze testing process according to Puentedura's (2012) SAMR model of the use of technology for educational purposes.

Simple English Wikipedia

The Simple English Wikipedia (SEW) <simple.wikipedia.org> is very similar to the standard English Wikipedia <en.wikipedia.org>, the online encyclopedia that anyone can read and edit for free. However, it differs in the respect that it is written in simple English in order to be more accessible to non-native speakers of English. In terms of what constitutes simple English, the SEW's guidelines suggest that articles should be written using the most common 1000 words of the English language, and grammar should be simplified wherever possible (Simple English Wikipedia, 2013). At the time of this writing, SEW contained over 100,000 simple English articles, which can be utilized for EFL instruction in various ways (Case & Forsythe, 2013).

WikiCloze

WikiCloze <wikicloze.paulsensei.com> is an online tool which amalgamates the cloze testing process with crowd-sourced simple English articles by drawing content directly from SEW and producing interactive cloze tests on the fly.

Articles to be converted into cloze tests are specified by a keyword entered by the user. Possible matching articles for keywords entered are automatically provided (see Figure 1).

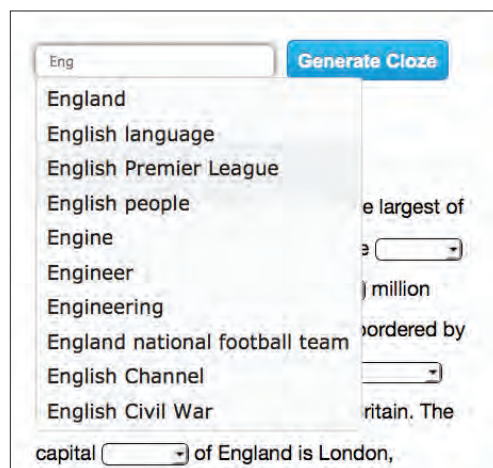


Figure 1. Automatic article suggestions based on keywords entered by the user

If the user is interested in English Premier League football, for example, they can complete a cloze test generated from an article about that topic (Figure 2). If, perhaps, they are more interested in classic American rock music, they

could enter a band name, such as *Aerosmith* into the keyword box (Figure 3). Users have almost complete freedom to choose any topic they like, the only condition being whether or not SEW has an article about it in its database.

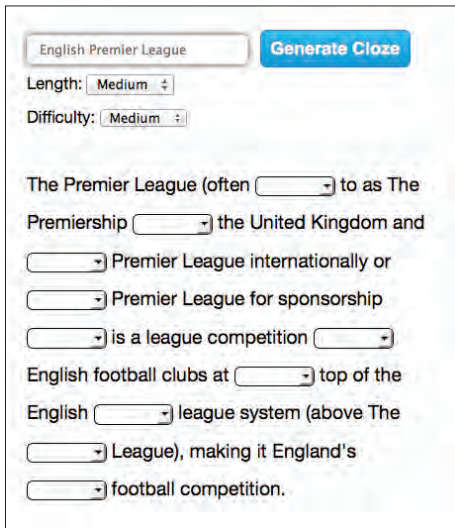


Figure 2. A cloze test generated from the keyword *English Premier League*

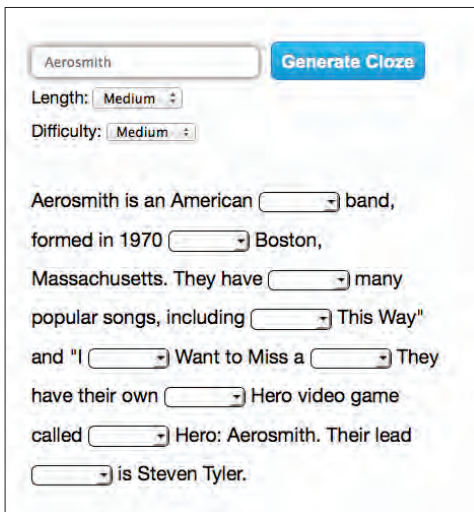


Figure 3. A cloze test generated from the keyword *Aerosmith*

After a keyword is submitted, WikiCloze returns the content of the matching article, with selection menus replacing certain words. The number of words removed and the length of the article are determined by the user in the *difficulty* and *length* settings (Figure 4). The options are intended to be intuitive and easy to understand

for English learners, and are limited to three pre-determined settings: easy, medium, and hard for the difficulty setting; and short, medium, and long for the length setting. For the easy setting in difficulty, every 10th word is removed from the article; for medium, every 5th word; and for hard, every 3rd word. For the long setting in length, the article is truncated at 100 words; for medium, 50 words, and for short, 20 words.

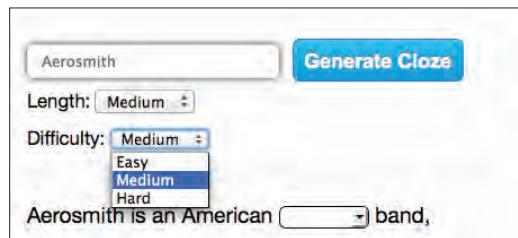


Figure 4. Options for cloze test generation

All the words removed from the article are inserted into a selection menu, and the selection menu replaces each word removed from the article. The user must choose the correct word from each selection menu in order to complete the cloze test. Answers are checked as they are selected, with correct answers highlighted in green and incorrect answers highlighted in red (Figure 5).

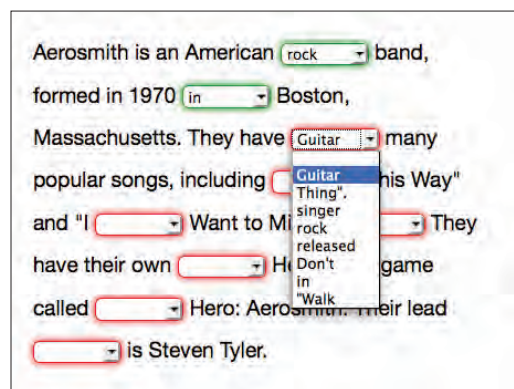


Figure 5. Answers are checked as they are selected

Ways to use WikiCloze

WikiCloze functions on desktop PCs, tablets, and smartphones, and is usable in a range of environments both in and outside of the classroom. Teachers who wish to encourage more autonomous learning and introduce an element of negotiated study can give learners the freedom to enter any keywords they like, inspired

by hobbies, interests, recent news topics, or places and people familiar to them. Alternatively, students' use of WikiCloze can be kept more closely in line with the curriculum by providing a list of relevant keywords or topics. Keywords can also be specified by appending "?keyword=" to the WikiCloze URL. For example, if the teacher wishes to make available a cloze test about Japan, the following URL would be provided to the students: <wikicloze.paulsensei.com/?keyword=Japan>

Another feature of WikiCloze is an English-to-Japanese dictionary search tool for words in articles, which can be accessed by clicking the word the user wishes to check (Figure 6).

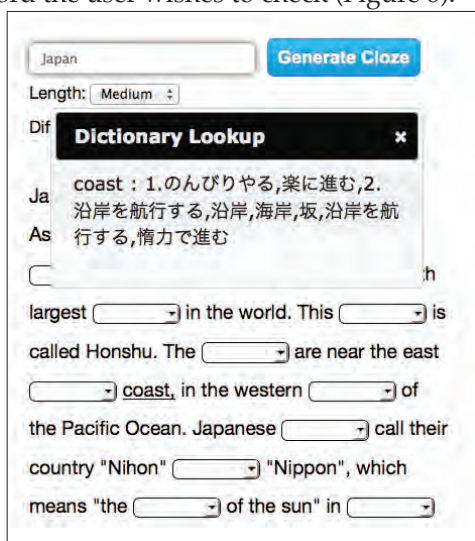


Figure 6. English-to-Japanese dictionary definition for the word "coast" in a WikiCloze test about Japan

It is also possible for students to track their progress with WikiCloze test completion if they register with the site via <paulsensei.com/user/register>. Once users are registered, they are awarded points for each article completed (one point per missing word). A high score table allows them to view their progress in relation to their classmates and peers, with the aim of encouraging further study. Users are also able to see which articles other students have been studying via the *popular articles* function, and clicking on article titles allows them to generate cloze tests from the same articles (Figure 7).



Figure 7. A list of popular articles being studied via WikiCloze

Future development

WikiCloze is under continuous development, and many additional features are planned for future versions, including the ability to select the type of word (i.e., part of speech) removed from articles. The author is interested in receiving feedback and suggestions for further improvements to WikiCloze, and details about how teachers use it in their classes. It is hoped that WikiCloze will be an effective and enjoyable educational tool for English learners in Japan and across the world.

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JALT FOCUS

JALT NOTICES

...with Malcolm Swanson

To contact the editor:
[<jalt-focus@jalt-publications.org>](mailto:jalt-focus@jalt-publications.org)



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

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

[<jalt-publications.org/tt/departments/jalt-focus>](http://jalt-publications.org/tt/departments/jalt-focus)

JALT National Officers, 2014

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

This month's JALT Notices is a full one, with the focus on the upcoming National Officers' elections. We urge you to vote—even for positions that are uncontested—as a show of support for those individuals who dedicate their time to keeping our organisation running as smoothly as it does.

We also welcome our newest Associate Member, Atama-ii Books, with their new range of ebooks now available. Sadly, we also bid a fond farewell to longtime JALT member, Tom Anderson who passed away recently.

Lots of information! And don't forget to vote.

JALT2014 Tsukuba site preview

On a beautiful spring Friday, Sarah Birchley from the Conference Planning Committee, JALT Central Office Staff, members of the Board of Directors, and several Associate Members met at Akihabara Station in Tokyo and boarded the Tsukuba Express for the 45-minute trip to the JALT2014 conference venue. This was the second site visit of the year and was very productive. Having representatives from the Associate Members Working Group and other publishers along with us was helpful in making sure plans for our 40th anniversary conference are the best possible. Atama-ii Books, Cengage Learning, Cambridge University Press, englishbooks.jp, Lexica, Macmillan LanguageHouse, and Oxford University Press all joined us for an orientation, tour, and discussion session.

EPOCHAL Tsukuba is an international convention center dedicated to academic conferences. We were warmly greeted by a facility advisor, Mr. Akira Kobayashi, who explained the center resources, led us on a tour, and answered all our questions. He clearly loves his job and was delighted to help us. Everyone agreed that the JALT2014 site is one of the best we have ever seen. The spaces are open and attractive. Seating is comfortable. The design is modern with lots of natural light. And best of all, everything is under one roof. Conference sessions and exhibit spaces will be distributed throughout the building on Saturday, Sunday, and Monday, too. Conference-goers can expect a warm, community feeling all 4 days at Tsukuba, starting with the workshops on Friday.



The high atrium opens to all floors and most exhibit spaces.



Beautiful main hall for plenary speakers with excellent visibility and comfortable seating.



This large multi-purpose room will provide space for SIGs and special events.



We're hoping for nice weather so we can enjoy an autumn afternoon break in the roof garden.

After the tour, we all returned to a comfortable meeting room where Sarah, Conference Business Manager, reviewed the conference plans so far, took questions from Associate Members, and got a lot of valuable feedback regarding registration, booth placement, and traffic flow through the site. Some of the wide corridor spaces are perfect for exhibitor tables, but will still allow people to move freely, spot old friends, and easily find the next session on their schedules. For more frequent updates about our international confer-

ence, more photos, and plenty of restaurant suggestions, visit <jalt.org/conference> or follow JALT2014 on social media: Facebook <facebook.com/JALT.conference> and Twitter <twitter.com/JALTConference>.

Obituary: Tom Anderson

Long time JALT member, Tom Anderson, 58, passed away suddenly last April at his home in Yokohama. He is deeply mourned by his wife, his daughter, his family, his church, and his many friends. His wife said that



Tom had set his alarm and had been looking forward to teaching that Thursday.

Tom went by several email "handles"; one was "Tutor Tom" a.k.a. "Tom Terrific." He loved seeing his colleagues excited about their work. He'd often pass their classrooms with a cheerful word. Sometimes he used music with his students and he even sang with them. He did several JALT presentations on "Karaoke Day." He started writing classes each term with his students, setting their learning goals in "A Letter to Tom." To see him in a classroom was to watch him *switched on*.

His 30 years of teaching took Tom a long way from his hometown, Calgary, in Canada. He loved Japan, especially April with its cherry blossoms. He had his faults and made mistakes like any of us. But those who knew Tom's work remember him as an inspirational teacher, urging us to our best efforts.

Positions available

JALT Journal Associate Editor

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

1. Previous editorial/referee experience.
2. Ability to meet deadlines and handle correspondence professionally.

3. A sound background in language education or a related field.
4. A master's degree or higher in language education or related field.
5. Seven or more years of experience teaching language, at least two of which have been in Japan.
6. Current residency in Japan and definite intention to maintain such residency for the period of expected service to *JALT Journal*.
7. A record of publications in competitive and refereed journals (in-house university-bulletin articles will be considered as part of a publishing record on their merits, but some of the applicant's publications should include recognized, reputable and anonymously-refereed journals at either the national or international levels). Information on either the impact factor or the acceptance rate for some of the journals in which the applicant has published would be helpful in determining the applicant's own ability to publish in competitive forums.
8. Association with JALT through membership and previous participation in publications are valued, but meritorious applications from non-members will also be considered provided that such applicants meet or exceed the above requirements. The applicant must become a JALT member if selected by the Board for the position.

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

Candidates should submit the following application materials by email attachment. The deadline for applications is August 1, 2014. Recruiting will continue until the post is filled by a suitable candidate who is acceptable to the Board under the expectations elaborated above (Points 1 through 8).

1. A curriculum vitae, including a complete list of publications

2. A statement of purpose indicating both why you would like to become Associate Editor (and later advance to Editor) and your qualifications

3. Copies of five publications of which some should be recent

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

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

TLT Associate Editor

The Language Teacher is seeking a qualified candidate for the position of Associate Editor, with future advancement to the position of Coeditor. Applicants must be JALT members and must have the knowledge, skills, and leadership qualities to oversee the production of a regularly published academic publication. Previous experience in publications, especially at an editorial level, is an asset. Knowledge of JALT publications is desirable. Applicants must also have regular access to a computer with email and word processing capabilities.

Job details

This post requires several hours of concentrated work every week editing articles, liaising with the Publications Board, and, in conjunction with the Assistant Editor, overseeing production and proofreader training. Applicants should be prepared to make a minimum three-year commitment with an extension possible. The assumption of duties is tentatively scheduled for November, 2014. Applicants should submit a curriculum vitae (including details of publication background and published works), a cover letter, and a statement of purpose indicating why they would like to become Associate Editor (and later advance to Coeditor) of The Language Teacher, to the TLT Coeditors <tlc-editors@jalt-publications.org> and Darren Lingley, JALT Publications Board Chair <pubchair@jalt-publications.org>. This position will remain open until filled.

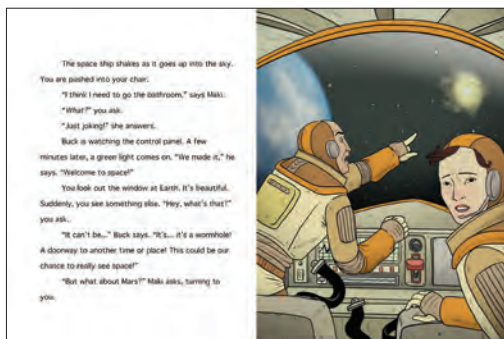
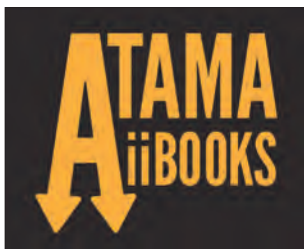
New JALT Associate Members

Atama-ii Books

Atama-ii Books is a new Japan based publisher of easy-English graded readers. We are an independent publishing company created by series editor Marcos Benevides, and featuring titles by Andy Boon, James Broadbridge, Catriona Chalmers, Lesley Ito, Ann Mayeda, Paul Raine, and many more.

The *Atama-ii* series features multiple-path stories, which are suitable for both individual reading and classroom use. The term “multiple-path” refers to stories in which the reader him/herself is the main character. The reader must make decisions at crucial plot points, decisions which then lead to one of eight different endings.

The stories are aimed at the high-beginner 300-headword range. Each is about 2,500 words long, and—uniquely among graded readers—is restricted to 100-110 words per page. This makes



them suitable for timed readings, classroom discussions, and more. Every facing page is illustrated in color to aid comprehension.

Many of our titles are launching internationally this year in a variety of ebook formats. You can find them on Amazon.com and Amazon.co.jp now, with more coming every month. By JALT 2014 in November, we plan to have several titles available in print as well as ebooks.

Please visit <atama-ii.com> to find out more!

Atama-ii Books は、日本を拠点にした学習用段階別読み物の出版社です。我が社は、シリーズ編集者である Marcos Benevides により創設され、著者として Andy Boon, James Broadbridge, Catriona Chalmers, Lesley Ito, Ann

Mayeda, Paul Raine など多数おります。

Atama-ii シリーズは、個々の学習はもちろん、授業での活用にもぴったりの選択肢を伴うストーリーです。“multiple-path (選択制)”とは、読者自身が主人公になって読み進めるタイプのスタイルです。読者は物語中の場面各所で選択を迫られ、その選択は8つの違った結末へと導きます。

物語は、初級後半者向けに分速300語前後を限度とし、各本、約2,500語程度の長さ、英語多読者のために各ページでは100~110語と限定しています。それは、速読や授業内でのディスカッション、そして他の多くの活動にも適しています。各ページのカラーイラストがストーリーの理解を助けます。

今年度、多くのシリーズが電子書籍版にて出版されています。その多くを Amazon.co.jp で探すことができ、また毎月新しいシリーズも登場予定です。11月に行われる2014年度のJALT会議では、プリント版の発売も予定しています。

より詳しい情報は、どうぞ <atama-ii.com>にて!

NPO JALT Board of Directors Elections

Dear Members,

2014 is a JALT Board of Directors election year. The directors serve for a 2-year term and this year it is time for all JALT members to choose and support the Board of Directors. This year, we have some highly talented members running for positions on the Board. Each of the candidates has been involved in JALT in various ways and has shown commitment to JALT and to you. Now it is time for the all JALT members to do their part; read each candidates' resume and statement of purpose and cast your ballot during the voting period. This year, voting will take place online. In fall, you will receive notice that online voting has started and a link to the ballot. I hope that all of you show your support for the candidates and the Board of Directors by casting your ballot when the voting begins.

Happy voting.

Bernadette Luyckx, NEC Chair

Candidate for President

Caroline Lloyd

Education: BA Education
Central Pacific College

Teaching Certificate Shef-
field Hallam University

Employment

2005 –Vice Principal Hiro-
shima YMCA International
Kindergarten

- West Japan YMCA Coordinator/Teacher trainer
- Bluestone Studio / JB Consulting
- Part-time teacher, Hiroshima Dental Hygienist College
- Chief Coordinator Hiroshima YMCA School of Languages

JALT Experience

- 2010-2014 National Auditor
- 2013 National Conference Co-Chair
- 2008-2010 National JALT President
- 1998-2008 Hiroshima Chapter President
- 2004/05 4 Corners Tour Coordinator
- Hiroshima Chapter Programme Chair 3 years between 1997-2003
- Hiroshima Chapter Web Editor 2002-2003
- 1996 National Conference Handout Center
- 2007/2008 National Conference EME

Statement of Purpose

The presidency is challenging, as I know from my own experience, but the work is so rewarding, especially when there is unity among our members. Therefore, I would request the support and blessing of each member as I focus on continuing the good work of JALT President Kevin Cleary, after his term was cut so tragically short this year. Kevin offered a clear vision of how JALT could collaborate locally and nationally, and worked tirelessly to genuinely accommodate the wishes of each member, striving to unify JALT, and lift English Language Education in Japan to unprecedented levels. If elected, I will honor Kevin's memory while dedicating myself to realizing his dream.

Based on my experience, I know the complexities behind the running of JALT, and have contributed to several successful JALT conferences. Additionally, by participating in symposiums organized by other English Language Teaching



Associations, I realize JALT must continue to cement alliances with organizations globally where the commitment to teaching is often inspirational.

As president, my aim will be to facilitate the smooth running of JALT, and further unite all members to the common cause of improving English language levels in Japan. After all, learning is a lifelong voyage!

International Presentations

- 11th Annual LaoTESOL Conference, Vientiane, Lao PDR, January 2014. Plenary Speaker: *Advancing into the 21st Century*
- 11th Annual LaoTESOL Conference, Vientiane, Lao PDR, January 2014: *Give Colour to your Classroom*
- 30th Annual Thailand TESOL International Conference, Bangkok Thailand, January 2010
- Thailand TESOL Forums: *Daring Projects in English Language*
- 8th Far Eastern English Language Teachers' Association (FEELTA), Khabarovsk Russia, June 2010: *Phonics*
- Tri-International Conference on Language Education, The Philippines Association for Language Education, Manila 2009, Featured Speaker: *Reading: A Lifetime Legacy*
- ETA-ROC, 18th International Symposium on English Teaching, Taipei, November 2009: *Mini-Speeches-Getting Teenagers to Speak*

ロイド キャロライン

最終学歴

- 教育学学士号(セントラル・パシフィック大学)
- 教育資格(シェフィールド・ハラム大学)

職業

- 広島YMCA外語学院チーフコーディネーター
- 広島YMCA国際幼稚園副園長
- 西日本YMCAコーディネーター・ティーチャートレーナー
- ブルーストーン・スタジオ/JBコンサルティングオーナー
- 広島高等歯科衛生士専門学校非常勤講師

JALT 経歴

- 2010年-2014年 JALT全国監査
- 2008年-2010年 JALT全国会長
- 1998年-2008年 広島支部会長
- 2004年-2005年 4コーナーツアーコーディネーター
- 1997年-2003年 内3年間広島支部プログラム担当役員
- 2002年-2003年 広島支部ホームページ管理担当
- 1996年 全国大会資料管理担当

- 2007年-2008年 全国大会教材展示担当

立候補理由

会長職は、前回の会長としての経験から考える事は、JALTメンバー間に協調が存在する時、達成感のある職だと理解しています。特に今回は、ケビン・クリアリー会長を余りに突然に失い、彼のJALTでの偉業を維持継続する為には会員の皆様のご理解とご支援を心よりお願いしたいと思います。

ケビンは、JALTが各地域、全国その両方において、日本の英語教育レベルを飛躍的に高める為の各会員の願いを協働する為のはっきりとしたヴィジョンを示しました。

私が選出された暁には、ケビンの記憶に敬意を表し、このビジョンの達成の為に働く所存です。

会長としての経験から、JALTを運営する事は簡単でないことは理解していますが、いくつかの学会を成功裏に収めることができました。

そして、他団体の学会に参加したことで、JALTは全世界の学会と継続的に教育はインスピレーションを与えるものであるという責任を果たしていく大切さを認識しました。

会長としての私の目標は、日本における英語レベルを高いものとする為に、会員が協働できるJALTの運営をスムーズにすすめる事です。

Learning is a lifelong voyage!

プレゼンテーション/出版

- 2014年1月第11回ラオス LaoTESOL 国際大会学会主題発表者, "Advancing into the 21st Century"
- 2014年1月第11回 ラオス LaoTESOL 国際大会, "Give Colour to your Classroom"
- 2010年1月 タイ バンコク第30回タイTESOL 国際大会 "Daring Projects in English Language"
- 2010年1月 タイバンコク, 第30回タイTESOL 国際大会, "Daring Projects in English Language"
- 2010年6月 カバロフスク ロシア, 第8回FEELTA大会, "Phonics"
- 2009年 マニラフィリピン, Tri-International Conference on Language Education, 特別講演, "Reading: A Lifetime Legacy"
- 2009年11月 台北, 第18回 ETA-ROC, "Mini-Speeches-Getting Teenagers to Speak"

Candidate for President

Roehl Sybing

Education: Master of Arts, Teaching English to Speakers of Other Languages, New York University

Employment

Assistant Instructor, Nanzan Junior College

JALT Experience



- 2012-present: Director of Records
- 2012-present: Program Chair, Critical Thinking SIG
- 2010-2012: Coordinator, Critical Thinking SIG
- 2008-2012: Program Chair, Fukui Chapter

Statement of Purpose

The President of JALT has an enormous responsibility in overseeing the premier professional development organization for language teaching in Asia. In this critical time, it is especially important that the President not only have the experience, but the energy to serve the best interests of our membership.

In running for JALT President, I feel I can make a significant contribution by building on what we have created together. The previous Boards of Directors should be applauded in making this organization stronger, more transparent and more stable. If elected JALT President, I pledge to continue their endeavors and grow this organization to be more dynamic and welcoming of all language educators.

I believe I have the experience within JALT at the local and national levels needed to sustain the current makeup of our organization. However, JALT must also reach out to other constituencies whose participation in JALT can serve our mutual interests. This can be achieved with a President who can devote their time and effort to both endeavors. In this election, I ask that you choose a President whom you believe has both the philosophy and energy to achieve these goals.

Presentations/Publications

- May 2014: *Strategies for fostering speech skills*, 2014 PanSIG Conference
- April 2014: *Evolving influences on language learners*, Asian Conference on Language Learning
- March 2014: Learner preferences toward native-speaker English in Japanese EFL education, *Bulletin of Toyo Gakuen University*
- April 2013: *Informing classroom objectives through learner preferences*, Asian Conference on Language Learning
- March 2013: Exploring tensions between curricular goals and learner preferences in EFL education, *Bulletin of Toyo Gakuen University*
- October 2011: Assessing perspectives on culture in EFL education, *ELT Journal*
- May 2011: A response to criticism of TBLT in Japan's language classrooms, *JALT Journal*

- December 2010: Identifying considerations for introducing L2 culture in Japanese EFL, *NEAR Language Conference Proceedings*

ザイビーン ロエル

最終学歴: 修士, 英語教育, ニューヨーク大学

職業: 外国人英語講師, 南山大学短期大学部

JALT 経験

活動

- 2012- 書記担当理事
- 2012- 企画担当, クリティカル・シンキング分野別研究部会
- 2010-2012 コーディネータ, クリティカル・シンキング分野別研究部会
- 2008-2012 企画担当, 福井支部

Statement of Purpose

私自身、JALT内での経験は地域だけでなく全国でもあり、JALTの理事長は現在の組織体制を支えていく必要があると思っています。しかしながら、JALTはまた、JALTへの参加が共通の利益となるような人たちにも広げていかななくてはなりません。これらの取り組みは、時間と努力を惜しまない理事長よって成し遂げられることです。これらの目標を達成するために確固たる哲学と意欲を持ち合わせていると思われる理事長を選ばれるようお願いいたします。

プレゼンテーション/出版

- 5月2014年: Strategies for fostering speech skills, 2014 PanSIG Conference
- 4月2014年: Evolving influences on language learners, Asian Conference on Language Learning
- 3月2014年: Learner preferences toward native-speaker English in Japanese EFL education, 東洋学園大学紀要
- 4月2013年: Informing classroom objectives through learner preferences, Asian Conference on Language Learning
- 3月2013年: Exploring tensions between curricular goals and learner preferences in EFL education, 東洋学園大学紀要
- 10月2011年: Assessing perspectives on culture in EFL education, *ELT Journal*
- 5月2011年: A response to criticism of TBLT in Japan's language classrooms, *JALT Journal*
- 12月2010年: Identifying considerations for introducing L2 culture in Japanese EFL, *NEAR Language Conference Proceedings*

Candidate for Vice President

Richmond Stroupe

Education: Doctor of Philosophy, University of Southern California, Los Angeles, California, USA

Employment

- Soka University
- Graduate Program in International Language Education: TESOL Program Chair
- Graduate School of Letters / World Language Center



JALT Experience

- Vice President (Interim) 2014 - Present
- Business Manager 2013 - Present
- Chair of the International Affairs Committee 2008 - 2013
- Member of the International Affairs Committee 2007 - 2008
- Japan Association for Language Teaching, Member, 2001- Present

Statement of Purpose

A colleague in one of JALT's partner organizations once shared that the only reason anyone should run for a Board of Directors position was "for the sake of teachers" who benefit from the organization: Teachers are always the foundation and focus of our efforts. Based on my JALT experiences, I couldn't agree with her more. I see the dynamic local and regional programs, inspiring publications, and extensive outreach activities of our Chapters and SIGs and it's clear the "heart" of JALT is dispersed throughout the country. The role of the Board of Directors has always been to support the activities of our members as they strive to meet their professional goals. The Vice President and other Directors are here to help the organization run smoothly so that individual teachers have a JALT community through which they can find support, develop expertise, and enjoy opportunities for professional growth. My volunteer experience with JALT has been personally and professionally rewarding, beyond what I could have imagined, and I believe that JALT has only begun to reach its potential. With the support of the membership, I hope to have the opportunity to continue to contribute to the development and effectiveness of our organization.

Presentations/Publications

Selected publications

- Codeswitching in two Japanese contexts (with Humphries, S.) – In *Codeswitching in University English-Medium Classes: Asian Perspectives*, Book Chapter, Barnard, R. and McLellan, J. Eds., *Multilingual Matters*, 2013, pages 65-91.

- Stroupe, R., & Kimura, K. (Eds.). (2013). *Research and Practice in English Language Teaching in Asia*. Phnom Penh, Cambodia: IDP Education Ltd.
- Professional Development in Asia: Issues and Challenges (with Kimura, K.) – In *Research and Practice in English Language Teaching in Asia*, Book Chapter, Stroupe, R., and Kimura, K. Eds., 2013, pages 1-13.
- Using Standards for Internal Quality Assurance for Management and Program Administration – In *Research and Practice in English Language Teaching in Asia*, Book Chapter, Stroupe, R., and Kimura, K. Eds., 2013, pages 25-38.
- Stroupe, R., and Kimura, K. (Eds.). (2011). *English Language Teaching Practice in Asia*. Phnom Penh, Cambodia, IDP Education Ltd.
- Supporting Underrepresented EIL Authors: Challenges and Strategies (with Kimura, K.) – In *English Language Teaching Practice in Asia*, Book Chapter, Stroupe, R., and Kimura, K. Eds., 2011, pages 1-20.
- Integrating Skills in the EFL Classroom (with MacDonald, L., and Daugherty, D. M.) – In *English Language Teaching Practice in Asia*, Book Chapter, Stroupe, R., and Kimura, K. Eds., 2011, pages 86-108.
- The Role of Integrated English Language Skills and Critical Thinking in the Development of Global Awareness, (In press). (with Kanzaka, I., and MacDonald, L.).
- The Language Educator and Globalization: How Do We Best Prepare Our Learners? *Language Education in Asia*, Volume 4, Number 2, (2013), pages 100-121.
- Perceptions of IELTS in Cambodia: A Case Study of Test Impact in a Small Developing Country (with Moore, S, and Mahony, P) – In *IELTS 2012*, Volume 13, pages 293-401.
- TESOL International Convention & English Language Expo, Dallas, Texas, USA, March 2013. *Innovative and Practical Applications of TESOL Standards: An International Colloquium - A Practical Application of Language Learning and Teaching Standards Using TESOL/NCATE Standards for P-12 Teacher Education Programs to Guide the Development of the TESOL MA Degree at Soka University* (with Standing Committee on Standards members)
- TESOL International Convention & English Language Expo, Dallas, Texas, USA, March 2013. *How teachers, administrators, and institutions can facilitate teacher collaboration* (with E. Fukuda)
- TESOL International Convention & English Language Expo, Dallas, Texas, USA, March 2013. *Preparing for Intercultural Exchange: An International Experience for Japanese Teachers* (with K. Kimura and M. Suzuki)
- Joint International Conference of the Pan-Asian Consortium of Language Teaching Societies (PAC) and the Philippine Association for Language Teaching, Inc. (PALT) : Featured Speaker, Cebu City, The Philippines, December 2013. *Beyond English: Developing Students' Critical Thinking Skills Through an Integrated Institutional Approach*
- 9th CamTESOL Conference: Opening Plenary Speaker, Phnom Penh, Cambodia, February, 2013. *The language educator and globalization: How do we best prepare our learners?*
- **9th CamTESOL Conference: Leadership Forum: Invited Speaker**, Phnom Penh, Cambodia, February, 2013. *Professional development through teacher collaboration: The roles of teachers and administrators*
- NEAS 16th Annual ELT Management Conference: Opening Plenary Speaker, Sydney, Australia, May, 2012. *Trends, challenges and opportunities: English language instruction in the Asian region*

Presentations

- 48th Annual International IATEFL Conference and Exhibition, Harrogate, United Kingdom, April 2014. *Examining teachers' purposes for code-switching in the Japanese EFL context*
- TESOL International Convention and English Language Expo 2014, Portland, Oregon, USA, March 2014. *TESOL Standards Publications as Practical Resources - How Using TESOL/NCATE Standards for P-12 Teacher Education Programs Guided the Development of the TESOL MA Degree at Soka University* (with Standing Committee on Standards members)
- NEAS 16th Annual ELT Management Conference: Workshop, Sydney, Australia, May, 2012. *Identifying variables that facilitate teacher collaboration: Developing strategies and opportunities*
- TESOL International Convention and English Language Exposition: Representing the Standing Committee on Standards, Philadelphia, Pennsylvania, March 2012. *Developing International EFL Guidelines for use in Nonnative-English-Speaking Contexts*

- 32nd ThaiTESOL International Conference: Featured Speaker, Bangkok, Thailand, January, 2012. *Fostering Teacher Collaboration through Examining Personal and Institutional Characteristics*
- 7th CamTESOL Conference: Featured Speaker, Phnom Penh, Cambodia, February, 2011. *Language Education in Asia: Successfully Conducting and Publishing Research*
- The Association of Canadian Teachers in Japan 2010 Annual Fall Conference: Invited Speaker, Tokyo, Japan, September, 2010. *Affecting Change within the Japanese Conceptualization of Internationalization*

リッチモンド・ストゥループ

最終学歴

- 合衆国 カリフォルニア州 ロサンゼルス 南カリフォルニア大学にて
- 学術博士号取得 国際比較教育学

職歴(現職)

- 創価大学
- 大学院課程 文学研究科 国際言語教育 TESOLプログラムコーディネータ
- ワールドランゲージセンター 教授

JALT 関連

- 2014-現在 JALT 副会長
- 2013-現在 JALT ビジネスマネージャ
- 2008-2013 JALT 国際関連委員会議長
- 2007-2008 JALT 国際関連委員会メンバー
- 2001-現在 JALT 会員

Statement of Purpose

JALTのパートナー学会の一つに所属する同朋が「学会の理事に立候補する理由はただひとつ、それは学会に所属する教師達の発展に寄与したいからである。教師は私たちの努力を注ぐべき一番大切な、根本の存在であります。」と表現しましたが、私も全く同感です。ダイナミックな、各地方の活動、魅力ある出版物、各支部、専門委員会の広範囲に渡るアウトリーチの活動を見る時、JALTの信念は国内にしっかりと広がっていることを認識できます。理事会の役割は常に、専門家として目標に向かって励む会員の活動をサポートすることです。副会長と他の理事は一人一人の教師がサポートを得られる共同体であり、専門知識を高めプロとしての成長できるこの組織をスムーズに運営するためにあります。私のJALTでのボランティアとしての経験は、職業上のみならず個人としても得るものが多く、想像以上に価値のあるものでした。そして、JALTはまだまだ可能性を秘めています。会員の皆様と共に、この組織がさらに成長し、より魅力的なものとなるために貢献できることを願っています。

Candidate for Director of Membership

Frederick Jay Carruth

Education: Master of Arts, Linguistics (TESOL), University of Surrey

Employment: Shinshu University

JALT Experience

- 2009 to present – Membership Chair, Shinshu Chapter
- 2012 to present – Domestic Affiliates Committee (DAC) Chair
- 2008 to 2012 – Chapter Representative Liaison (CRL)
- 2004 to 2009 – Shinshu Chapter President

Statement of Purpose

My main focus as Director of Membership will be to help chapter and SIG membership chairs. I will do my best to communicate effectively so we can work together to take care of current JALT members and attract new/lapsed members. I will listen carefully to input from all quarters for new ideas and better ways of working.



フレドリック・ジェー・カルルス

最終学歴: サリー大学文学部言語学科 (TESOL) 修士

職業: 信州大学

JALT 関連

- 会員担当 (JALT信州支部にて2009~)
- 国内提携団体渉外担当委員長 (2012~)
- 分野別研究部会代表コーディネーター (2008 to 2012)
- 信州支部会長 (2004 to 2009)

Statement of Purpose

会員担当理事として注力したいのは支部、SIGの会員担当のサポートです。より良いコミュニケーションを通して、現会員のお世話と、新会員、元会員にJALTをアピールできるように一生懸命頑張りたいと思います。皆さんからのご意見とご指導をもとにとより効果的なやり方で進みたいと思います。

Candidate for Director of Program

Steven Scott Cornwell

Education: Ed.D. Temple University

Employment: Osaka



Jogakuin University (Professor, English Coordinator)

JALT Experience

- JALT Director of Program 2010 – 2014
- THT Bangladesh Coordinator 2013
- Teacher Education SIG, Co-Coordinator, 2010
- Teachers Helping Teachers Delegate – Bangladesh, 2010, 2006, 2005
- Osaka Chapter, Member-at-Large, 2010, 2007, 2003, 2007
- JALT Conference Co-Chair, 2009
- JALT Journal Editor-in-Chief, 2008-2005
- Gender Awareness in Language Education SIG, Co-Coordinator, 2006-2004
- Conference Publications Editor, 2002, 1996-1994
- Learner Development SIG Newsletter Co-Editor, 1999-1997
- Publication Board Chair, 1997-1996
- Conference Proceedings Co-Editor, 1996, 1995

Statement of Purpose

In my JALT service column you can see that I have volunteered for a variety of positions since 1994 when I was asked to be conference handbook editor for the Nagoya Conference. I have enjoyed serving as Director of Program the past four years, and so when Kevin Cleary asked if I was going to run again, I replied, "Of course, if you are." Now as we move from his leadership, JALT is faced with several challenges (budget and database to mention two). I hope be part of an experienced team to help work through these challenges while keeping on producing the best conferences possible—it is hard to believe this conference marks the 40th anniversary of JALT national conferences. Finally, I have not been able to host a Program Chairs' Workshop at an Executive Board Meeting yet and so that is one thing I hope to accomplish in the coming two years as it will help us focus on the great programming happening at the local level.

Presentations/Publications

Recent Presentations

- *Answerless Riddles: Stories from Language Learning Classrooms*, Keynote, Asian Conference on Language Learning, Osaka, April 2014
- *Five-minute activities for motivation*, BELTA / THT, Dhaka and Comila, Bangladesh, September 2013

- *What I learned from my students*, Keynote, European Conference on Language Learning, Brighton, UK July 2013

Representative Publications

- *Language Teachers as Language Learners*, with Eiko Kato-Otani, *Osaka Jogakuin College Kiyo*, 43: 1-17.
- *Making Interactive eBooks: More than Just Cutting and Pasting*, with Tamara Swenson and David Bramley, *Osaka Jogakuin University Kiyo*, 10: 17-30

スティーブン・スコット・コーンウェル

最終学歴: Temple UniversityにてInstruction, and Technology in Educationを専攻。教育学博士号(Ed.D)取得(2005)。

現職: 大阪女学院大学 教授 英語のコーディネーター

JALT 関連

- 2010-2014年:企画担当
- 2013年:THTバングラデシュ・コーディネーター
- 1994-1996, 2002年:全国大会出版物編集委員
- 1995, 1996年:全国大会プロシーディングス共同編集委員
- 1996-1997年:出版部局議長
- 1997-1999年:学習者ディベロップメント研究部会 ニュースレター共同編集委員
- 2003, 2007, 2010年:大阪支部Member-at-Large
- 2004-2006年:「ジェンダーと語学教育」研究部会共同コーディネーター
- 2005-2008年:JALT Journal編集委員長
- 2005, 2006, 2010年:THTバングラデシュ派遣団員
- 2009年:JALT全国大会共同議長
- 2010年:「教師教育」研究部会共同コーディネーター

Statement of Purpose

JALTにおける活動経歴にありますとおり、名古屋全国大会のハンドブック編集委員のご指名をいただいた1994年から現在まで、さまざまな立場でJALTの仕事に携わってきました。過去4年間は、企画担当理事を楽しく務めさせていただきました。ですからKevin Cleary から再任の打診があったときにも、「あなたがいてくれるなら、もちろん喜んで」と答えました。ところが、みなさんもご承知のとおり、我々は彼の偉大なリーダーシップを失ってしまいました。現在JALTは、予算やデータベース等いくつもの課題に直面しています。このような厳しい状況ではありますが、経験を積んだチームの一員として、これらの問題をうまく処理しつつ、JALTの大会を常に最高のものにしていくことができるよう励みたいと願っています。—今年の大会でJALT全国大会が40周年を迎えるとは信じられないような気持ちです。そして最後に、私が企画担当理事になって以来、プログラム議長のためのワークショップを実行委員会でもまだ開催することができていません。これは地域支部レベルでのより良いプログラム企画に大いに貢献するものであり、これらからの2年間のうちにぜひ開催したいと考えています。業績

頭発表

- What I learned from my students, (基調講演) European Conference on Language Learning, プライントン, 英国, 2013年7月.
- Five-minute activities for motivation, BELTA/THT, ダッカおよびコミラ, バングラデシュ, 2013年9月.
- Answerless Riddles: Stories from Language Learning Classrooms, (基調講演) Asian Conference on Language Learning, 大阪, 2014年4月.

論文

- 2013. "Language Teachers as Language Learners" (Eiko Kato-Otaniとの共著), 大阪女学院短期大学紀要, 43: 1-17.
- 2013. "Making Interactive eBooks: More than Just Cutting and Pasting" (Tamara Swenson, David Bramleyとの共著), 大阪女学院大学紀要, 10: 17-30

Candidate for Director of Public Relations

Ted O'Neill

Education

- State University of New York Buffalo, Graduate School of Education, Postgraduate Certificate of Educational Technology and Information Literacy. 2014
- University of Massachusetts at Boston, MA ESL and Bilingual Education. 1996



Employment: Tokyo Medical and Dental University, College of Liberal Arts and Sciences, Associate Professor: 2011–Present

JALT Experience

- Publications Board Chair: 2010–2012
- TLT Co-Editor 2006-2008
- TLT Associate Editor 2005-2006
- TLT Column Editor 2004, 2009-2012
- JALT Omiya Chapter President 2004-2005
- JALT Omiya Chapter Program Chair 2003-2004

Statement of Purpose

Over the past 12 years, I have volunteered for many positions within JALT, first at a chapter, then mainly in JALT Publications, and recently as Director of Public Relations. During my term as Director, I have deepened my working relationships with many of JALT's Associate Members and have worked closely with the JALT Central Office Staff. I have raised the profile of JALT internation-

ally and believe that has resulted in a modest increase in international participation at our annual conference. During the last 2 years, I have worked to maintain the quality and frequency of JALT communications online and in print. I hope you will allow me to continue to serve JALT for 2 more years as a member of the Board.

Presentations/Publications

- TLT Wired: Publishing in TLT Wired. March, 2010. *The Language Teacher*. 34(2) 47-49.
- Uses and representations of foreign language in storytelling: Oze Akira's "Kuroudo." March 2010. *Obirin University. Linguistics and Literature Journal*. pp. 73-87.
- TLT Wired: What's new for instructors in Moodle 2.0?. September 2010. *The Language Teacher*. 34(5). 51-53.
- TLT Wired: What is on your computer's hard disc? Preserve your computer data. May 2011. *The Language Teacher*. 35(3). 50-52.
- The ELP: J. F. Oberlin University's English Language Program. March 2012. *Obirin Today*. Vol. 12, 9-20. ISSN: 1349-8754
- TLT Wired: Are you ready to make a video record of your teaching? March 2012. *The Language Teacher*. 36(2). 37-39.
- Writing for your readers: Tools and approaches. July 2012. *The Language Teacher*. Vol. 36(4). 32-34.
- Interview: Talking with Scott Thornbury about blogging, Writing, and the academic voice. November 2013. *The Language Teacher*. 37(6). 26-29.

Recent Books

- *Escape from Dorado: Graded Reader - 500 Headwords Level*. June, 2012.
- *Moon Quest: Graded Reader - 900 Headwords Level*. December, 2012.
- *Return to Dorado: Graded Reader - 500 Headwords Level*. December, 2012.
- *Smoke Jumpers: Graded Reader - 700 Headwords Level*. December, 2012.

Recent Presentations

- *Creating and distributing ebooks for English Language Teaching*. May, 2010. The Third International ELT Conference: Telling Tales Out of School.
- *Simple tools for writing and publishing ER ebooks*. May, 2011. PanSIG2011.
- *Introduction to Simple English Wikipedia for Extensive Reading*. September 2011. First

Extensive Reading World Conference.

- *Why and how to adapt and publish texts as ebooks for Extensive Reading.* September, 2011. First Extensive Reading World Conference.
- *L2 Reading/Writing Tasks with Simple English Wikipedia.* June, 2012. PanSIG2012.
- *SIG publications community roundtable.* June, 2012. PanSIG2012.
- *Workshop: Introduction to online corpus linguistics tools.* July, 2012. JALT Okayama Chapter.
- *Workshop: Interactive reading to deepen learner engagement.* JALT2012.
- *Featured Speaker Workshop: Writing for your readers: Tools and approaches.* October, 2012. JALT2012
- *Teaching English study skills in a university summer intensive course.* December, 2012. Sixth Joint JALT Tokyo Conference.
- *Balancing input from software and educator expertise in creating graded readers for learners of English as a second or foreign language.* March, 2013. INTED2013 (7th International Technology, Education and Development Conference).
- *Engage learners with interactive fiction and shared reading tasks.* March, 2013. TESOL-SPAIN 36th Annual National Convention (Universidad de Sevilla).
- *Featured Speaker: Putting Massive Open Online Courses in context for educators.* April, 2013. Asian Conference on Technology in the Classroom: International Academic Forum.
- *Featured Speaker: Getting to the point: The least educators need to know about Massively Open Online Courses now.* October, 2013. Asian Conference on Society, Education, and Technology: International Academic Forum.
- *Engaging with Massive Open Online Courses.* November, 2013. JALT Learner Development SIG 20th Anniversary Conference.

オニール テッド

最終学歴: マサチューセッツ州立大学 MA ESL and Bilingual Education. 1996

職業: 東京医科歯科大学教養部英語分野准教授 2011-現在

JALT 経歴

- 広報担当理事 2012-現在
- 出版委員会長 2010-2012
- TLT 共同編集者 2006-2008
- TLT 副編集者 2005-2006
- TLT コラム編集者 Editor 2004, 2009-2012
- 大宮支部会長 2004-2005
- 大宮支部ﾌﾟﾗﾝﾈｯﾀﾞ担当役員 2003-2004

Statement of Purpose

この12年間JALT支部での活動をはじめ主に出版部でJALTのさまざまな活動に携わってきました。また、大学の仕事を通じ多くのJALTビジネス会員とよりよい協力関係を確立することができました。これらの経歴から広報担当理事として、JALTを代表するにふさわしい経験と視点を養ってきました。もし私が選任されたなら、JALTが引き続きメンバーの皆様のお役に立つように、そして、他の語学教育組織との連携の強化に取り組んでいく所存です。多くの熱心なメンバーを抱え、強力かつ支援的な組織であるJALTの皆様と仕事をする中で多くのことを学ぶことができました。理事会のメンバーとしての任務を務められますよう、皆様のサポートをお願い申し上げます。

Candidate for Director of Records

Nathaniel DeWitt French

Education: M.S. Ed/ TESOL

Employment

- Showa Women's university (part-time)
- Nihon University (part-time)
- Tokyo International University (part-time)



JALT Experience

- Materials Writers Coordinator (October, 2012 - present)
- Shadow for SIG Rep-liaison (December, 2012 – November, 2013)
- Shadow for Domestic Affairs Committee Chair (December, 2013 – present)
- PanSIG Planning Committee member (June, 2013 – present)

Statement of Purpose

As a candidate for Director of Records, I bring knowledge of JALT SIGs and their interactions with the Board of Directors, knowledge of how we connect with other affiliations, and the desire to make JALT the best organization that it can be. During my time in JALT, I have had experience resolving complicated issues with the Board of Directors, and I have also learned many important things during my time as a JALT officer. One of the things that I have learned is that we cannot forget what JALT has been and what JALT is now, when we think of where want to take JALT in the future. I believe that a crucial part of understanding JALT's past and present is through the careful maintenance of the historical record

of JALT conferences, meetings and discussions. If given the chance, I would do my best to continue the excellent work of the current Director of Records, Roehl Sybing, so that JALT will have a solid record on which to base its future decisions. Under the tutelage of those before me, I hope that I will be able to further contribute to JALT and serve its members for the next 2 years.

Presentations/Publications

- *Transfer Appropriate Processing in the SLA Classroom* (JALT Pan-SIG 2011, Matsumoto, Nagano, Japan)
- *Junior/Senior High School SIG Forum* (JALT 2011, Tokyo, Japan)
- *Creating Generative Output with Beginning and Intermediate Learners* (*The Language Teacher*, 36(3), 29-30)
- *From Multiple Assessments to Assigning a Grade* (JALT Pan-SIG 2013, Nagoya, Japan)
- *Variable Sentence Response* (JALT Pan-SIG 2013, Nagoya, Japan)
- *To what extent do we use conversation textbooks?* (JALT 2013, Kobe, Japan)

フレンチ ナサニエル ディウイット

最終学歴: 修士(教育学 専攻TESOL)

職業

- 昭和女子大学 (非常勤講師)
- 日本大学 (非常勤講師)
- 東京国際大学 (非常勤講師)

JALT 経験

Statement of Purpose

Director of Recordsの候補者として私は、JALT SIGで得たものと、役員との先生方との関わり合い、また、どのようにその他の学会と関わりを持っていくのか、そしてまたJALTを最良の学術団体にするにはどうすることが必要なのか、といったことにつき、考えを述べたいと考えている。これまでのJALTでの活動において私は、役員との先生方と様々な問題を解決してきた。さらに、役員として多くの重要なことを学んできた。その中の一つとして、例を挙げるとすると、これからのJALTの方向性である。そのためには、私は、JALTのこれまでの道のり、そしてまた現在の姿を考へることなくして、未来は無いと考えている。今までのJALTの大会や討論などの記録を精査することで、JALTのこれまでと現在を知ることが出来ると感じている。

この機会が与えられるとするのならば、私は全力で現在のDirector of RecordsであるRoehl Sybing氏の功績を引き継ぐ所存である。更に、以前に携わったいらした先生方のご指導の下で、これからの2年間において、さらにJALTに貢献出来ることを願ってやまない。

プレゼンテーション/出版

- *Transfer Appropriate Processing in the SLA Classroom* (JALT Pan-SIG 2011年, 松本市, 長野県)

- *Junior/Senior High School SIG Forum* (JALT 2011年, 東京都)
- *Creating Generative Output with Beginning and Intermediate Learners* (*The Language Teacher*, 36, 3, 29-30)
- *From Multiple Assessments to Assigning a Grade* (JALT Pan-SIG 2013年, 名古屋市, 愛知県)
- *Variable Sentence Response* (JALT Pan-SIG 2013年, 名古屋市, 愛知県)
- *To what extent do we use conversation textbooks?* (JALT 2013年, 神戸市, 兵庫県) 活動
- JALT教材開発研究部部会代表 (2012年10月～現在に至る)
- 分野別研究部会代表コーディネーター次期候補 (2012年12月～2013年11月)
- 国内提携団体渉外担当委員長次期候補 (2013年12月～現在に至る)
- PanSIG大会準備委員会委員 (2013年6月～現在に至る)

Candidate for Director of Treasury

Kevin Ryan

Education: MA in Linguistics, University of Chicago, Illinois

Employment: Showa Women's University (Professor)

JALT Experience

- SIG Representative Liaison
- Financial Steering Committee Chair



Statement of Purpose

As a member of JALT for almost 30 years, I have come to consider it my principal personal learning network. As a Tokyo Chapter Officer, I helped organize the first mini-conference. I was an officer and founding member of the CALL SIG early 1990's. I worked on the Annual Conference in the publisher's area, went on to Business Manager and then to Director of Treasury, then FSC Chair, and then SRL, while doing 3 stints as CALL Coordinator. No positions this year, but am volunteering through THT to train teachers in Myanmar.

I recruited both Oana, and before that, KevinC to the Treasury. I took over at a time of relative confusion, and worked on streamlining many processes for ChapSIG Treasurers. KevinC and Oana have accelerated those changes to a point where I feel comfortable managing the books for JALT again. They have made it a much more manageable task.

One final political note. I am strongly in favor of elevating SIGs to a more central role in JALT, one on parity with Chapters. I see this as the way of the future.

I am looking forward to working with you all, if you will have me.

Presentations/Publications

- *Developing Autonomous Language Learning through Classroom Projects, Badges and Online Technology* (2014)
- *Attention and Technology in the Language Classroom* (2013)

ライアン ケビン

最終学歴: 言語学修士号 シカゴ大学

職業: 昭和女子大学講師

JALT 経歴:

分野別研究部会代表コーディネーター 財務運営員長

Statement of Purpose

私は主要な学習の機会としてJALTに関わってきた30年間

Tokyo Chapter Officer として、小会議を提案、企画し、1990年初頭にはCALL SIG の発足委員として携わってきました。

現在までの活動としては、Oana とKevin Cを財務担当として採用し、大幅な組織改革中においても、安心して業務を任せられる機能性を発揮させることができました。

また、JALTの中でもSIGをChapterと同様に、組織の中核的な立場として位置づけ、運営することを将来的な方向性として考えております。

プレゼンテーション/出版

- *Developing Autonomous Language Learning through Classroom Projects, Badges and Online Technology* (2014)
- *Attention and Technology in the Language Classroom* (2013)

Candidate for Auditor

Aleda Krause

Education: MA in Linguistics, University of Michigan

Employment: Instructor, Seigakuin University

Relevant JALT Experience

- Director of Records (4 years)
- National Treasurer (6 years)
- Financial Steering Committee Chair (4 years)



- Conference Treasurer (5 years)
- Chapter Treasurer Liaison (6 years)
- Internal Examining Committee Member (4 years)
- SIG Treasurer (10 years), Chapter Treasurer (1 year)
- Editor of *JALT Conference Proceedings* (8 years)
- *JALT Journal* Production Editor (5 years)
- *TLT* Column Editor (10 years)

Statement of Purpose

Although I have experience in many sections of JALT, Auditor is a position I never thought I would want to hold. However, when it became apparent that JALT needed an Auditor, I decided to step up to the plate. I knew I would be helped by both my background in all aspects of JALT's finances and my knowledge of the constitution from my years as Director of Records.

Those who serve JALT at the national level are doing a necessary job. Meetings must be planned, minutes kept, reports made to JALT members and to others outside of JALT, the JALT Central Office overseen and assisted, the national conference planned . . . but why do it all? So that the dynamism and energy of the JALT regional and special interest groups have an organization they can work within for the professional development of all of us. Without the chapters and SIGs, there is no JALT—but without the work and dedication of the national board, there is also no JALT.

I am proud to be a member of JALT. I am willing to dedicate the next 2 years to helping JALT continue to be an organization we can all be proud of.

Thank you.

Presentation/Publication

- Author of two textbook series for children
- Many presentations and teacher training sessions all over Japan and internationally

アリーダ・クラウス

最終学歴: 言語学修士号 ミシガン大学

職歴(現職): 聖学院大学 講師

JALT 経歴

- JALT 理事(書記) (4年)
- JALT 理事(経理) (6年)
- 経営会議議長(4年)
- 全国学会経理担当(5年)

- 支部担当役員 (6年)
- 組織内監査委員会 (4年)
- 専門委員会会計 (10年) 支部会計 (1年)
- JALT 全国大会編集者 (8年)
- JALT Journal 編集者 (5年)
- TLT コラム編集者 (10年)

立候補理由

私は、JALTのあらゆる役職の経験があるにも関わらず、実は監査という役割を果たす日がくるとは思いませんでした。しかし、JALTにおいて監査は不可欠な役割であり、私はこの度その任に立候補する事に致しました。JALTの経理に関わってきた経験と、書記担当理事としての経験から培われた規約に関わる知識は大いに役にたつものと考えます。JALTの全国理事は必要不可欠な働

きを果たしています。会議は緻密に計画され、記録がとられ、JALT内外へ報告され、JALT事務局を監督、補助し、国際大会を企画し……何故これらすべての事を実施するのでしょうか？ JALT各支部の力強さ、エネルギーと専門委員会は私達の専門的な成長の為の組織であり、この委員会なしにJALTは存在しません。又、理事会役員の献身的な働きなしには、JALTは存在しません

JALTの会員であることに誇りを感じます。

これからの2年間JALTが皆の誇りに思える組織であり続ける為に、働かせていただきたいと思います。

プレゼンテーション/出版

- 2冊の子ども用テキスト著者
- 多数の学会発表、教師トレーニングを国内外において長年行う



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>

JASAL: Who we are

In 2005, with Garold Murray and Lucy Cooker as initiators, a group of 15 educators across Japan got together to form the Japan Association of Self-Access Learning (JASAL). Interest in the field of self-access has steadily grown, and JASAL now has over 150 members nationwide, from Hokkaido to Kyushu, in a variety of educational settings such as schools, universities, and private companies. In 2011, the current committee was elected, with Katherine Thornton (Otemon Gakuin University, Osaka) and Dirk MacKenzie (Konan Women's University, Kobe) as president and vice-president respectively, and Hisako Yamashita (Kanda Institute of Foreign Languages, Tokyo) staying on as membership chair and webmaster, providing vital continuity. The organization charges no membership fees and therefore has no funds and works entirely on a volunteer basis.



In this issue of Showcase, the executive committee of the Japan Association of Self-Access Learning introduces the association and its activities.

JASAL

Katherine Thornton

Dirk MacKenzie

Hisako Yamashita

JASAL: Our Activities

Through the years, the goal of JASAL has been to provide our members with opportunities to share and discuss ideas about self-access language learning, from running self-access centres (SACs) to facilitating the development of learner autonomy. Our regular activities include an annual forum, usually held at the JALT national conference, SAC visits, and an online discussion group. We also maintain a website containing a nationwide SAC registry, an archive of presentations, information about upcoming events, and links to self-access publications. In February 2012, we were excited to be involved in the Student Involvement in Self-Access Centres Conference, instigated by JASAL member Umi-dahon Ashurova and run entirely by students at Sugiyama Jogakuen University. A collection of student conference reports is available for download on our website, and we hope to be able to facilitate more student-run self-access events in the future.

Some of the issues addressed by our members in recent presentations and discussions include:

- How can we build a culture of self-access learning in an institution?
- How can we involve students in running the centres, and what training should they be given?
- How can we assess reflection in self-directed learning journals?
- In what ways can self-access centres be integrated with curricula?
- What kinds of support should centres offer to learners and how should they be implemented?
- How can we increase understanding of our goals among upper management teams at our institutions?

SAC Registry

Available from the JASAL website, the Japan SAC Registry is an online registry of self-access centres across the country, including basic information and contact details for each centre. We have built this system in order to help members keep up-to-date on other centres and encourage collaboration. As more centres register, we hope to be able to provide an accurate picture of the number of SACs in Japan and services they offer. We encourage JALT members who haven't yet registered theirs to do so.

SAC visits

We recently started a program offering SAC visits around Japan with the cooperation of JASAL member institutions. In November 2013, the day before the JALT Learner Development SIG conference in Tokyo, Soka University opened its doors to JASAL members and presented two of its SACs, the new SPACe facility, and the World Plaza. While conferences are useful forums for exchanging ideas, nothing is better for inspiration than actually visiting facilities and talking to the students and staff who use them. We would like to facilitate more such visits in the future. If anyone is interested in hosting such a visit, please contact us at: <jasalorg@gmail.com>

Looking forward

From our experience working in and running self-access centres and programs we are very aware of the importance of strong communication between the centre staff and school administrators. Thus, we are also working hard to encourage more Japanese administrators, often the life blood and decision-makers in SACs, to join JASAL. These administrators often lack the opportunities to take part in teaching or educational management conferences where they could attend self-access related presentations and meet others involved in similar work at other institutions. While JASAL is currently run predominantly in English, we have recently increased our Japanese support to encourage more participation from administrators.

Joining JASAL

If you are working in the field of self-access in Japan, or just interested, please consider joining JASAL. We are here to support you. To join, please send an email to Hisako at <hisakoadvising@gmail.com> or visit our website at <jasalorg.wordpress.com> for more information.

Katherine Thornton has an MA in TESOL from the University of Leeds, UK and is Program Director and Learning Advisor in English Cafe at Otemon (E-CO), a self-access centre at Otemon Gakuin University, Osaka. Previously, she worked as a learning advisor in the Self Access Learning Centre at Kanda University of International Studies, Japan. She is the current president of JASAL.

Dirk MacKenzie is a lecturer and learning advisor at Konan Women's University and vice president of JASAL. Previously, he was a lecturer at Kanda University of International Studies.

Hisako Yamashita is Chief Learning Advisor at Kanda Institute of Foreign Languages in Japan. She is Membership Chair and one of the founding members of JASAL. She specializes in advisor training and developing tools for self-directed learning. She is co-author of the English Learning Planner 2013 & 2014. Previously, she worked as a learning advisor in the Self-Access Learning Centre at Kanda University of International Studies.

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

What next?

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

See the Submissions Page on our website for more information!

<jalt-publications.org>



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:

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

Haiku was introduced to Indian poets as far back as the beginning of the twentieth century, although haiku in English did not gain popularity in the classrooms of India until recently. With the support of ESL teachers such as Kala Ramesh, haiku seems to be on the verge of a big boom in India. An editor for the Mango Moons column in the journal *India Muse*, this spirited poet does have one request for her readers. She asks us not to rush through the poems in this article in one sitting, but rather we should "Read, ponder and chew the cud the way a cow does!"

How Indian youth learn to dabble in haiku

Kala Ramesh

In the last two years I have conducted fifty workshops about learning haiku in English at schools, colleges and public places. I have been invited to speak about haiku at literary festivals across my country. I have logged more than 165 hours of lessons with undergraduate students. I personally feel the youth in India have taken to writing haiku in English like fish take to water. Therefore, when David McMurray asked me to write about the nature of my sessions and the techniques I incorporate when teaching haiku

India, known for its unity in diversity, allows each state to specify its own official language. As a result, less than half the population speaks Hindi. Other languages such as Tamil in Tamil Nadu, and Marathi in Maharashtra are spoken by less than ten percent of the population. Therefore the number of ESL speakers is growing. English is the lingua franca, and the language of higher education, national media, the upper judiciary and corporate business. It seems to be making inroads to poetry circles too.

to undergraduate students, I readily agreed. I would also like to share several testimonials about my courses from the students.

Four organisations that I have been involved with currently include haiku in either their curriculum or activities: the Symbiosis School for Liberal Arts, headed by Anita Patankar; the Central Board of Secondary Schools; Katha, a renowned publishing house in Delhi founded by Geeta Dharmarajan; and the Bookaroo Children's Literary Festival, founded by Jo Williams and Swati Roy.

Haiku and other forms of Japanese poetry are taught as credit-bearing elective courses for undergraduates at the Symbiosis School for Liberal Arts. In January 2013 I was hired to develop and teach a 60-hour module of English language for management students in the Symbiosis Centre for Management Studies. I was given complete freedom to design the course, and since I regularly write haiku, senryu, tanka, haibun, and renku, I decided to incorporate these genres into the syllabus. I've taught three semesters and in the rest of this article I will explain the methodology and results.

Teaching methodology

For each literary genre dozens of examples were read aloud in English to the students. Each poem was discussed. Poetic conventions and nuances were explained. So, for the 3-line, 17-syllable form of haiku, translated works by Basho, Buson, Shiki, Issa and Chiyo-in were recited in class. I also introduced poems by contemporary haikuists. I proceeded in the same manner for the 5-line, 31-syllable short poem genre called tanka; the prose-embedded with haiku literary form of writing poetry called haibun; and the collaboratively linked verse poetry called renku. Simple games were played to help students enjoy the poems. At the end of the reading session for each form of poetry students were encouraged to compose a poem. Aashna Banerjee wrote this haiku in class:

*dancing without
knowing who holds my waist
masquerade ball*

To further inspire them, students were invited to take renku trips together in the classroom simply by moving chairs to form circles to allow them to write poetry as a group. A leader writes the first three lines of a poem and passes it to a classmate, asking him or her to read it and add two lines before passing it on to another student to add three lines and so on. The final outcome of

these round robins weaves several inspirational verses into one poem. Students were also invited on creative "ginko" walks and travelled outside the campus and into the hills and lakes region of Pune, India. Ginko is a Japanese term that describes a walk taken outdoors by a poet who composes haiku and sketches the landscape, flora and fauna in a scenic place or at a special time. These walks, and the poems inspired by them, were an unforgettable experience for me as an instructor.

At the end of the course, Aashna Banerjee wrote, "When I signed up for the haiku poetry class, I had expected us to be studying only haiku. However, we covered all the major forms of Japanese poetry in detail over a span of four months. We were given several opportunities to showcase our creativity and each person in the class had their own moments of glory. I especially enjoyed the renku trips since as a class we were extremely cohesive throughout the process."

Evaluation

As a credit-bearing elective course, I evaluated 60% of the final score as an internal examiner of the college, and 40% was assessed by invited haiku poets as external examiners. The students are doing exceptionally well. Many of them exhibit a keen sense of subtlety such as these Japanese poetry forms demand. Students demonstrated creativity by coining new words and were able to critique poems.

Results

As part of their final assessment the students were asked to create seasonal words or phrases (kigo), suitable for the seasons we experience in India.

Krishna S. Gohil coined the phrase *scorching winds*, explaining "My hometown is Baroda, Gujarat, a place where summers are extremely hot. The heat is so dominant that even the winds that blow carry hot currents and when they touch your skin, you feel as if they burnt you."

Disha Upadhayay coined *white rain*, the "Rains without the dark clouds. When it rains in the rainy season without dark clouds, on a bright day full of sunlight, it can be called *white rain or naked rain*."

For Vinamra Agarwal, "the borrowed word '*sharbat*' (sherbet) symbolizes summer and especially the summer holidays when I was in school. This is so because, growing up in Delhi,

I have experienced extreme hot summers and sharbat was the first thing I used to have at home after a long day of playing in the sun.”

As another part of the final assessment 10 haiku poems were sent by email to students and they were asked to write a critical appreciation of the haiku they liked best. For example, Kavya Kavuri chose to critique this poem by Ryokan, translated by Stephen Mitchell:

The thief left it behind:

the moon

at my window

“I have chosen the above haiku because the three simple lines have a deep meaning in them. The line ‘the thief left it behind’ portrays the backdrop that the thief has come and robbed the house. But he has left something behind. Our minds go into the thought about what he could have left behind. The wild guesses the readers make is the essence of this haiku. The line ‘the moon at my window’ shows that it’s night and the room is empty. The person can only see the moon at the window and nothing else because the house has been robbed.”

Testimonials from students

Soumitra Saxena related his experience in this course as “heart-warming and uplifting. Being a prose writer and a free verse poet myself, studying haiku and the various associated forms like senryu and one line haiku provided me with a welcome change from the more familiar written arts. I am enjoying the pleasant experience of experimentation not only when writing haiku, but also when applying the various techniques and the use of imagery I learned in this course to my other writing endeavors as well. I have also been able to incorporate these techniques in Hindi.”

In her testimonial, Prachi Bhutada admitted that she was “a shy writer and have never attempted to write poetry before. Though haiku was a start, writing a renku was a completely different feeling. Writing with a group, taking another person’s thought and linking your thought to it is challenging, but in a good way. It gave me a sense of being a small but an important part of a whole body. It has given me more confidence to write and now I am able to read my work in front of people.”

Adheip Rashida noted that he “always had this attraction to Japanese culture. Learning haiku and other forms of poetry made me feel closer

to it. People express things beautifully through them and something intangible is created of what would otherwise be nothing. This is why I really appreciate what I have learnt in the haiku poetry class.”

The next generation of haikuists

To build the foundations for an interest in taking such college courses I have been working with Katha, an NGO in the field of children’s education, and the Central Board of Secondary Education to promote a creative writing program at 9,000 schools all over the country. Nearly 600 schools opted for this program in which haiku is one of the subjects studied. Many good haiku poems were written at a three day intensive haiku workshop, that Katha intends to publish in a book, including this one by 17-year old Aditya Ashribad..

still water . . .

a zebra runs away

from itself

Another way that encourages Indian youth to dabble in haiku is the Bookaroo Children’s Literary Festival. Each session attracts more than 100 children. Children love to see their poems pinned up alongside works by Basho, Issa, Shiki, Buson and Chiyo-ni. One kid in Delhi told me she attended my workshop simply because she liked the sound of the Japanese word *haiku*. I leave you to appreciate this haiku penned on the spot by Ritaj, who had come all the way from Pondicherry, Tamil Nadu, to attend the Bookaroo Festival at Pune.

people everywhere

amongst them I walk

finding my own silence





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>.

13th Annual JALT PanSIG Conference

The 13th Annual JALT PanSIG Conference in Miyazaki was a smashing success! Thanks to all of you who attended and participated. A particularly big *otsukaresama* to conference chairs Hugh Nicoll and Joe Tomei. Your hard work paid off. A great time was had by all. For those interested in the proceedings, please check the conference website for details <pansig.org/2014>.

Spotlight on a SIG

Teachers Helping Teachers SIG is still looking for participants in their Lao Program for early next year. Here's a bit of information to promote the program. For more details, check their section below:

Since 2010, the Lao Program has supported over 80 visits by teachers from Japan and other countries to Laos. Lao program volunteers can work with teachers and teacher trainees in secondary schools, in elementary schools, at teacher

training colleges, at Lao American College and at the National University of Laos. They work autonomously with Lao teachers and students. Seminars are offered on topics negotiated with Lao teachers in relation to volunteers' skills. Opportunities to home stay with Lao teachers are offered. In addition the program supports the Lao TESOL Conference by offering more than one third of the parallel and plenary presentations. The Lao TESOL Conference is unique in that it is not an open conference, it is only for Lao teachers of English and invited presenters. Approximately 400 Lao teachers attend the annual conference. Programs will be offered in February/March 2015 with flexible dates. If you are interested in supporting the program either here in Japan or on the ground in Laos please visit the Lao Program website: <sites.google.com/site/teachershelpingteacherslaos>.

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 the Japan context. Visit our website for more information <bsig.org>.

Call for Papers: Japan Journal of Multilingualism and Multiculturalism Deadline: Feb 15, 2015

Submissions are now being accepted for Volume 21 of *The Japan Journal of Multilingualism and Multiculturalism*, which will be released in October 2015. The deadline for submissions is February 15, 2015, but authors are encouraged to get submissions in early to increase their chances of getting published in the next volume of the journal. Submission of papers to *JJMM* is also open to authors who are not Bilingualism SIG/JALT members. Submission guidelines are available online at <bsig.org>

Business English

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

We aim to provide instructors in this field with a means of collaborating and sharing best teaching practices.

JALT Business English SIG は、世界のビジネス界に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]

At the 2014 PanSIG Conference in Miyazaki, the College and University Educators (CUE) SIG co-sponsored a forum titled “Creating a lasting impact on students’ learning: Connections inside and outside the classroom” with the CT, FLP, and LiLT SIGs. David Gann (CT) gave a presentation on “Sustained learning through appropriate pedagogy” followed by poster presentations by the other members. Wendy Gough (CUE) discussed “An online writing studio helps students join a global writing community” while Morton Hunke and Gabriela Schmidt (FLP) presented “Whose learning? By who? For whom? And for what purpose?” Gabriela also spoke on “Make teaching last outside the classroom: The language portfolio.” Tara McIlroy (LiLT) presented on “Creating a lasting impact on learning using literature: summer reading projects.”

JALT CUE was a sponsor of the Task Based Learning in Asia conference at Kinki University, Osaka on May 17-18, and is also sponsoring Summer Seminar 2014 at Kansai University of International Studies on July 5, and the JALT CUE ESP Symposium at Waseda University, on September 13.

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 was held June 6-8 at Sugiyama Jogakuen University in Nagoya. This year’s theme was “New Horizons in CALL” and it was a very successful event. To review the presentations that took place, please visit the website at <conference2014.jaltcall.org>.

Critical Thinking

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

In May, at the PanSIG2014 Conference the CT SIG was formally represented by Coordinator David Gann. He gave one talk and one interactive presentation, which engaged members and non-members alike. Also under the Critical Thinking category were Jennifer Saunders and Robert Werner. Each presenter was able to engage participants over open forums and poster presentations. Other CT SIG members appeared under the banner of other SIG categories, which epitomizes the dynamic and interactive natures of CT SIG members. By the time you read this, on the CT SIG website <jaltcriticalthinking.org> there will be brief summaries regarding presentations at PanSIG2014 that had a critical thinking spin and were given by CT SIG representatives.

In other news, the SIG Forum at the JALT2014 in Tsukuba will feature three presenters: Greg Goodmacher, Anna Isozaki, and Michio Mineshima. They will give 30-minute presentations over the course of a two-hour forum. In the coming months visit the CT SIG website or regular updates regarding the content of the presentations, and subject matter of the forum.

Extensive Reading

[📍 extensive reading, extensive listening] [📖] ERJ—3x year [🗓️ Annual ER Seminar]

Upcoming Conference

Extensive Reading Seminar held at Keisen U., Tokyo on Sept. 28. Plenary speakers Charles Brown “Covering your bets: Connection between reading and high-frequency vocabulary” and Junko Yamashita “Reciprocal relationships between vocabulary and reading comprehension” See our website for more details.

Call for Papers

- ERJ call: (Deadline 31 July, 2014) Send anything related to extensive reading or extensive listening, or of interest to members of the JALT ER SIG to erj@jalt.org. Maximum length 4 sides of A4 (around 2,500 words) for more details visit our website.
- JER call: Seeking high-quality, empirically-researched and theoretically-sound articles on the efficacy of extensive reading methods and outcomes in various teaching and learning contexts. Submissions related to reading

and other language skill development through extensive reading, especially but not exclusively related to second and foreign language acquisition, will be considered.

Please see our website <ersig.org> for submission guidelines, how to become a member and grants you can apply for!

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. Updated info can be found at: <sites.google.com/site/flpsig/home>. Contact: <flpsig@gmail.com>.

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 can be found at: <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] [📄]

The GALE Forum at this year's PanSIG conference was a practical session on thinking about, introducing, and teaching aspects of gender awareness and how this is reflected in improving attitude and motivation of students across a range of teaching contexts. Fiona Creaser and Aaron Hahn co-chaired the session, and were joined by Frances Shinkai and Susan Pavloska.

Creaser described a Gender Studies seminar for third and fourth year university students, to which students bring materials related to gender issues. Video and other resources are also used to focus and motivate students. Creaser also discussed how gender awareness has been introduced into general English courses at the university level.

Shinkai focused our attention on the importance of student motivation and the role of the teacher in encouraging and building such motivation. Shinkai suggests that minimizing negative influences in the classroom can drive student interest in pursuing studies in such areas as gender awareness.

Hahn discussed how the inclusion of topics such as "future dreams/occupations" and "family" in textbooks in many cases creates a situation in which gender issues are apparent to teachers because they are often not inclusive of all family types or gender roles. Hahn encouraged participants to discuss ways in which to use these teaching opportunities to promote gender awareness in class.

Pavloska reminded us that the "organic" conditions present in the classroom should be utilized to minimize resistance to enhance learning, and suggested that insights from gender studies can be applied unobtrusively to this end. The pedagogical approaches of New Zealand educator, Sylvia Ashton-Warner were introduced, including the use of appropriate student-produced materials to teach students in her predominantly Maori classes.

The GALE Forum took a broad look at how gender awareness challenges teacher development and practice and empowers student learning, motivation, and attitudes. Learning and incorporating a wide range of perspectives and practices is crucial for all teachers in order to cultivate our approaches and cognition, and to ensure that we are able to produce and utilize materials and approaches appropriate to the diversity of our students. As it often does, the discussion time flew by too quickly. However, the range of opinions and anecdotes of challenges presented by materials and classroom situations offered by all present is certain to inspire reflection and innovation in the teaching practice of all who attended. All JALT members are encouraged to consider attending future GALE forums and events and read GALE publications so as to encounter a range of perspectives about gender issues, teaching, and learning.

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] [🗳️] [🗳️]

At PanSIG2014, GILE held a forum on global issues and sustainability. Presenter and SIG Coordinator Kip Cates spoke about the history and goals of the GILE SIG as well as presenting ideas for creating a global issue-focused curriculum. Yuko Sugiyama spoke about discussion materials used in her “Japan and Globalization” course and Jennie Roloff Rothman introduced ways to expand upon reading materials to create global issue-oriented group projects. Audience discussion was lively and many great ideas were shared.

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

Japanese as a Second Language

[🌐 Japanese as a second language] [📖 *日本語教育ニュースレター Japanese as a Second Language Newsletter*—4x year] [🗳️ AGM at the JALT conference] [🗳️]

JALT PanSIG2014報告: JSLでは、JALT分野別研究部会2014年年次大会においてフォーラムを行いました。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」で言語政策の観点、子どもの認知発達の観点から大会テーマである持続可能性について考えました。15名ほどの参加者とともに、言語学習・教育を近隣の国々対照的に俯瞰し、具体的な事例を話題に、「年齢の壁」について意見を交わしました。他国の外国語教育について学ぶ事は、日本語における外国語学習に大きな示唆があると改めて感じました。また、年齢の壁に関する話し合いでは、複言語で育つ学習者の言語発達とその後のライフコースが共有されたり、子どもの社会面の発達の影響の大きさが話題に挙げられたりして、大変興味深いフォーラムとなりました。発表者の豊田典子先生、原隆幸先生、また参加者の皆様、本当にありがとうございました!

JALT PanSIG2014 Report: The JSL SIG hosted a forum at the 2014 PanSIG in Miyazaki. The forum explored the issues of sustainability in language learning for school-aged children from the viewpoint of language policies and children’s cognitive development. Hara gave us an overview of current language policies in Europe, China, and Korea. Toyoda talked about age issues, including the so-called “4th grade dilemma.” We had a very lively discussion with about fifteen participants. Participants shared their teaching experiences with multilingual students and issues of social development. Many thanks to Takayuki Hara of Kagoshima University, Noriko Toyoda of Meikai University, and those who came to our forum!

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 our news will be 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 and outreach projects 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 school; distance learning, language school, university settings, and teachers teaching languages other than English.

The SIG has regular get-togethers in the Kansai and Tokyo areas. For more information about

some of the themes discussed at the Tokyo get-togethers, please visit <tokyogettogethers.blogspot.jp>. We also organise forums for members to present and discuss their research and practice at the JALT conferences. On the publication front, we have the regular twice-yearly issues of our newsletter, *Learning Learning*, as well as two 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やアウトリーチプロジェクトなどの中でも特に、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名以上のメンバーが組織する、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。

L D S I Gは関西や東京エリアで定期的に地域別集会を行っています。東京集会で取り上げられるテーマの詳細は<tokyogettogethers.blogspot.jp>をご覧ください。また全国語学教育学会の大会では、メンバーの研究や実践について発表したり討論するフォーラムを催しています。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 and Collaborative Learning in Learner Development*.)が仕上がりがつつあります。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 con-
test, national & mini-conferences] [📄] [🗣️]

A record *nine* presentations at PanSIG2014, including three that made up the LLL-SIG Forum, had lifelong language learning as their theme. We are still feeling some of the momentum and renewed interest in LLL that was created at JALT2013 in Kobe, with its theme of “Learning is a Lifelong Voyage.” Our successful and highly interactive LLL-SIG forum in Miyazaki, focusing on LLL in the workplace, was made up of Curtis Kelly “Japan’s adult education boom”, Paul Arenson “Life-long teaching: Critical pedagogy and the corporate classroom”, and Regan Tyndall “Voices of workers sent abroad about pre-departure language training”, with Joseph Dias serving as chair.

An unanticipated thread running through all of the presentations by the forum participants was the need to be “subversive.” Curtis Kelly pointed out the great gap in Japan between the high demand for adult education and the shrinking share of seats at Japanese colleges and universities filled by adult learners. It was also noted that whereas the offerings for adults at the more than 15,000 *kouminkan* (community centers) were made up of gardening, tea ceremony, or the study of classics; the underrepresented subjects in the greatest demand included the learning of foreign languages. It was suggested that coming up with ways to change the status quo may require some “subversive” thinking to challenge perceptions of what is appropriate for more mature individuals. Why shouldn’t grandma start studying German and her 28-year-old grandson begin attending a university? The second speaker in the forum, Paul Arenson, spoke about his efforts at subversion in the corporate world where standardized tests such as the TOEIC are frequently used as a meaningless benchmark tied to promotions and salary raises. Although there may not be an easy way around “teaching to the test” in such circumstances, minor subversion can be carried out by having students question the “preferred” answers, analyzing them from the perspective of pragmatics: Is “Mind your own business?” in response to “Could you please hand me that newspaper?” really wrong compared to “Yes, here you are.”? Finally, Regan Tyndall, spoke of the inefficiencies in the language programs intended to prepare Japanese professionals to work and live overseas for their companies. This boot camp style training would often leave workers ill-prepared for their assignments, leading the speaker to suggest the “subversive” idea that actually studying abroad in the culture where they will be assigned might be the more sensible and cheaper option, perhaps with more impressive outcomes.

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 the 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 210 likes and we always welcome more. If you “like” us, you will be able to find out about not only our SIG’s events, but you can also get tips about lifelong language learning and teaching, and find out

about opportunities and events in the community that stretch your capabilities and broaden your horizons, including volunteering possibilities.

Literature in Language Teaching

[🔍 literature, film] [📖 *LiLT Journal*—2x year] [👤 LiLT conference, PanSIG conference] [💬 liltsg.org]

LiLT SIG members engage with literature through film, creative writing, poetry, the short story, classic literature and world literature as well as literature in translation. We welcome interest from those working cultural studies, politics through literature, language learning and applications of literary texts in different contexts.

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

Upcoming events include the LiLT SIG conference, on September 7, 2014. Registration can be done on the day of the event. See our website for a map to the campus. At JALT2014, we will have a forum entitled *Literature across borders* which promises a range of talks. Our AGM will follow the forum. We welcome members and non-members to both events and encourage you to drop by the SIG table at the JALT2014.

All important 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 joined 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/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]

The OLE(Other Languages Educators) SIG has issued its newsletter no.70 with ample conference information, a call for papers, and a flyer for its 3rd annual SIG conference at Kanda University of International Studies in Chiba on Sep 27 info available at: <geocities.jp/dlinklist/ENG/2014OLE-Conference.html>.

The final schedule for OLE at JALT2014 in Tsukuba, Nov 22-23 as well as information on OLE SIG events long and presenters' individual abstracts is available by contacting <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 planning a fourth sequel to the successful Pragmatics Resource Series: *Pragmatics 2* and 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

We had 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. Congratulations to Hugh Nicoll, Joe Tomei, and team for their successful conference!

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 2015. 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, *Ryuugaku*, 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“Ryuugaku”への皆様からの投稿をお待ちしております。新役員の募集をしております。詳細は新ウェブサイト<jalt-sa.org>へお問い合わせは、<studyabroadsig@gmail.com>へお願いします。

Task-Based Learning

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

both research and theory, in the form of feature articles as well as more practical TBLT-informed lesson plans. Potential contributors to *OnTask* are invited to contact our publications officer, Colin Thompson at <tbltinasia@gmail.com>.

Teacher Education & Development

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

The Teacher Education and Development (TED) SIG is a network for those who want to help themselves and others become better teachers. PanSIG2014 was a success with 11 presentations representing Teacher Education and Development, ranging from exploring the effects of pre-service training to how Japanese teachers can learn to teach English entirely in English. We also have an interesting line-up of presenters at TEDSIG's own EFL Teacher's Journeys Conference 2014, including some great Plenary Speakers. For more details check the website at <jalt.org/ted>.

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

Teachers Helping Teachers

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

The Lao program supports teachers within the structure of the curriculum and texts which they must use and within the culture of the schools where they work.

Effective volunteers must have well-developed communications skills. Inevitably there will be areas where the perspectives of the teachers working together do not match and cultural differences will affect their working relationships. An intercultural training program for volunteers could thus be useful. In December 2013 the Lao Program and the Sietar, Contrast Culture Method SIG, conducted a workshop with 17 volunteers. The CCM method involves an unscripted

role play, interviews of the role players and discussion and reflections of all participants. During the workshop participants identified and articulated many unstated assumptions and values which have the potential to derail positive communication. Awareness of issues was raised and teachers could see how complex human relationships are, yet how interesting cultural differences can be. <sietar-japan.org/en>

Lao program volunteers can work with teachers and teacher trainees in secondary schools, in elementary schools, at teacher training colleges, at Lao American College and at the National University of Laos. They work autonomously with Lao teachers and students. Seminars are offered on topics negotiated with Lao teachers in relation to volunteers' skills. Opportunities to home stay with Lao teachers are offered. In addition the program supports the Lao TESOL Conference by offering more than one-third of the parallel and plenary presentations. The Lao TESOL Conference is unique in that it is not an open conference; it is only for Lao teachers of English and invited presenters. Approximately 400 Lao teachers attend the annual conference.

To ensure integrity and continuity the coordinator has a long-term commitment to Laos and spends 3-4 months a year in Laos. He has been visiting Laos and Thailand now for almost thirty years. He has been a plenary speaker at Lao TESOL (2010 and 2014). Since 2010 the Lao Program has supported over 80 visits by teachers from Japan and other countries to Laos. Programs will be offered in February / March 2015 with flexible dates. If you are interested in supporting the program either here in Japan or on the ground in Laos please contact <chrisrud-denklau@yahoo.com> or visit the Lao Program website: <sites.google.com/site/teachershelpingteacherslaos>.

For up-to-date details on all the activities of THT SIG, 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 was a great opportunity for our members in the west of Japan to attend a major conference locally. Our presentations included exploring what's good about the Japa-

nese English teaching program 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 (Provenzano). It introduced ideas, including a new discussion group using Google Hangout for bilingual teenagers from across Japan, and more. Participants also shared their own experiences and ideas making for a lively discussion.

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 held its Third Annual Vocabulary Symposium on June 14 at Kyushu Sangyo University in Fukuoka City. This year's symposium featured discussants Batia Laufer from the University of Haifa and Akiyo Hirai from the University of Tsukuba. The morning Learning Symposium featured speakers Charles Browne, Cherie Brown, Rachael Ruegg, Makoto Yoshii,

and Junko Yamashita. The afternoon Testing Symposium featured Stuart McLean, Nicholas Hogg & Brandon Kramer from, Tadimitsu Kamimoto, Dawn Lucovich, and Aaron Gibson.

The VOCAB SIG will also co-sponsor the: The Seventh Annual Extensive Reading Seminar along with the ER SIG on September 28, 2014. This year's theme will be: "Covering the Text: Vocabulary and Reading Comprehension." This event will be held at Keisen University in Tokyo. Plenary speakers will feature Dr. Charles Browne and Dr. Junko Yamashita. Please visit the ER SIG's website at: <ersig.org/drupal-ersig/7th-er-seminar> for more details. We encourage VOCAB SIG members to submit poster proposals by July 15 for this ER SIG event.

We are also currently accepting submissions for the VOCAB SIG Forum to be held at JALT2014 in October. Please send your submissions to <JALT-vocab@gmail.com> by the end of September. As a reminder the JALT Vocabulary SIG provides a venue for the discussion of research into second language vocabulary acquisition and assessment as it pertains to language education in Japan. Please visit our website at <jaltvocab.weebly.com> for more information regarding previous symposiums, upcoming events and previous 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>.

GIFU—Humor in EFL: Gold mine or mine field? by Scott Gardner, Okayama University. This workshop discusses humor's potential in EFL instruction. It looks at two intertwined applications of humor in the classroom: "humor as subject"—giving students input showing how humor pervades contemporary English usage; and "humor as medium"—encouraging humor as a teaching/learning/socializing tool in classroom interaction. The workshop also addresses numerous complications of classroom

humor use. *Sat 12 Jul, 19:00-21:00; JR Gifu Station, Heartful Square - 2F (East Wing); One-day members ¥1,000, 1st visit free.*

HIROSHIMA—What phoneme acquisition studies imply for foreign language teachers by Jim Jensen, Aka-kara English. This presentation will discuss the relationship between phoneme acquisition studies and teaching a foreign language. The neural mechanisms that support language acquisition will be explained, along with other key concepts such as the critical period, Native Language Magnet Theory, and bilingualism. Finally, the most effective teaching methodologies will also be proposed. *Sun 20 Jul, 15:00-17:00; Peace Park, 3F Conference Room; <hiroshima-jalt.org>; Non-members ¥500, students ¥200.*

HOKKAIDO—Creating creative classes by Rob Olsen. This user-friendly workshop will focus on helping language teachers create materials and resources that will shoot the class learning factor and fun factor through the roof. We will practice drawing/cartooning while making flashcards, posters, games, and activities that will be applicable to university and adult students, as well as younger children. Artistic teachers will enjoy this class, but teachers who can't draw a straight line to save their lives will enjoy it even more! *Sat 26 Jul, 18:30-21:00; See <jalthokkaido.net> for more details.*

KITAKYUSHU—*FAB5: Annual International NeuroELT Conference*, supported by Kitakyushu JALT. Plenary speakers: Vanessa Rodriguez, Harvard Graduate School of Education, Joseph Shaules, Japan Intercultural Institute, and founders Curtis Kelly, Marc Helgesen, Tim Murphey, and Robert S. Murphy. This conference will explore what brain science can tell us about better language teaching and learning. *Sat Jul 19–Mon Jul 21; Museum of Natural History and Kitakyushu International Conference Center, Kitakyushu; <fab-efl.com/page1/index.html>; Early registration (you and a friend new to FAB for ¥14,000, ¥1,000 discount for JALT/ETJ/JII members) ends June 30.*

MATSUYAMA—*Developing life skills: Presentations in a foreign language* by Paul Spijkerbosch, Matsuyama University. Most people shy away from presenting in their native language, let alone a second one. In fact, presenting in a second language can be incredibly intimidating for students. Reasons for this include fear, low self-esteem, poor preparation, and of course, foreign language skill. This talk will focus on methods the presenter uses to help his students overcome these challenges. *Sun 13 Jul, 14:15–16:20; M33, Aidai Muse, Ehime University; <ehime-u.ac.jp/english/access/johoku/cge.html>; One-day members ¥1,000.*

NAGOYA—*Humor in EFL: Gold mine or mine field?* by Scott Gardner, Okayama University. This workshop discusses humor’s potential in EFL instruction. It looks at two intertwined applications of humor in the classroom: “humor as subject”—giving students input showing how humor pervades contemporary English usage; and “humor as medium”—encouraging humor as a teaching/learning/socializing tool in classroom interaction. The workshop also addresses numerous complications of classroom humor use. *Sun 13 Jul, 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—*What the neuroscience of faulty memory tells us about language learning* by Curtis Kelly (Co-sponsored by Okayama University Language Education Center). We are in the memory business; in other words, learning. Common memory errors show that memory is highly reconstructive. But why? The reason lies in what Schacter (2013) calls the “sole purpose of

memory,” memory’s secret mission, which helps answer an older question: How do we make meaning from language? Bergen (2013) offers an amazing theory for this process, called embodied cognition. *Sat 5 Jul, 15:00–17:00; Okayama University Language Education Center; Admission free; Beer garden party follows.*

SENDAI—*Reassessing grammar assessment* by Paul Kei Matsuda. In the field of second language writing, there has been much debate about the place of corrective feedback in writing instruction. While some argue that corrective feedback is not effective, if not harmful (Truscott, 1996), a growing body of research has shown that corrective feedback can facilitate L2 development to some extent. The effect, however, is still limited, and there is no guarantee that corrective feedback will lead to acquisition. This presentation will shift the debate from feedback to grading, arguing the need for corrective feedback (in moderation), but arguing against grammar grading. *Sun 6 Jul; Sendai-shi Shimin Katsudo Support Center, 6F Seminar Hall; <jaltsendai.org>; One-day membership ¥1,000.*

SENDAI—*Technology enhanced language learning* by Mark Firth, Obirin University. This presentation will show how technology has been used to enhance the teaching and learning goals of a new first-year university core listening and speaking English program. It will not only be of interest to instructors who are responsible for course design and implementation, but also to those who are looking at practical ways to engage their learners using CALL in their classes. Sponsored by Cengage Learning. *Sun 31 Aug; Venue TBA; <jaltsendai.org>; One-day membership ¥1,000.*

TOKYO—*Reading and responding to student writing* by Paul Kei Matsuda. The goal of this workshop is to explore the principles and practices of reading and responding to student writing by responding to an actual student writing. After an overview of different types of responses that teachers might provide, the participants will practice providing feedback, share responses, and reflect not only on how to respond, but why. *Thu 10 Jul, 18:00–19:30; Sophia University Yotsuya Campus, Bldg. & Room TBA; Reservations necessary: <program@tokyojalt.org>; Details at: <tokyojalt.org/events.html>; JALT members free, non-members ¥1,000.*

YOKOHAMA—*Exploring the value of student self-transcription* by Simon Cooke and Colin Skeates. Students transcribing their own spoken output is a teaching tool that has been sparingly investigated. Self-transcription has become easier to administer with advanced technology. In this workshop, research into use of self-transcription in the classroom will be showcased. Attendees

will try self-transcription themselves and participate in a discussion on the advantages and disadvantages of self-transcription. As cell phones will be used during the workshop, please ensure that your phone has recently been charged before you attend. *Sat 19 Jul, 14:00-16:30; Location TBA; One-day members ¥1,000.*



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:

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AKITA: March — *Teachers' reaction to team-teaching with ALTs and an example of a teacher training session* by **Tomohisa Machida**, Akita International University. The presenter conducted (and will continue conducting) short-term teacher training programs for local elementary school teachers who are currently teaching or who will be teaching English. Several teaching styles, including team-teaching, were analyzed based on his previous research. Then the presenter provided some discussion questions, so that the participants were able to more deeply grasp the key issues that surround team-teaching. In the final part of the session, the presenter showed a well-organized example of a teacher-training program. The participants saw how 'anxious' elementary school teachers could develop into 'confident' ones by employing his program. This presentation was an excellent learning opportunity for teachers who are interested in both team-teaching and motivation issues.

Reported by Mamoru "Bobby" Takahashi

AKITA: April — *Exploring English and foreign languages in the elementary school classroom* by **Jonathan Stimmer**, Mitane-cho Board of Education. In 2011, English and Foreign languages became mandatory subjects in elementary school education. Many schools are already teaching English from 1st through 6th grades. First, the presenter illustrated common problems ALTs experience working with JTEs and gave examples of how to overcome them. Questions included; "How can these schools go beyond textbooks?" and "Where does one start when teaching younger grade levels when there are no textbooks and no set curriculum for teaching English and foreign languages?" This presentation not only addressed these questions, and others, but it also explored different facets of English and foreign language education in elementary schools. An extensive Q&A session accompanied every topic that was covered.

Reported by Stephen Shucart

GIFU: March — *Practical and unique ideas for classroom management* by **Dr. Howard Higa**. For those of us who have had problems with student motivation, engagement and concentration, Higa's presentation showed us how to generate and harness student interest. He showed how this was possible through developing creative lessons, holding students accountable, classroom management and utilizing simple technology. The audience was actively engaged throughout the presentation, exploring and trying out a wide range of fun activities which promote student engagement. The tasks and activities introduced used readily available material and could easily be explained to students. Many in the audience were anticipating the new academic year with a mixture of excitement and trepidation, so the

timing of the presentation couldn't have been more appropriate.

Reported by Brent Simmonds

GIFU: April — *Yardsticks of quality in Japanese higher education* by Dr. Sarah Birchley. Birchley gave a concise insight into how strategic assessment is already being applied in the higher education sector in Japan. But she also made it relevant to everyone in the room by highlighting where it fits into other settings too. As she said, "Somewhere, someone is already writing about you". She explained that most of the organizations where we work will have a mission statement which will include objectives, policies, goals and action plans. She suggested that we research how the statement affects our future prospects. At its worst, it can create tension and negativity but, at its best, it can be used to define where we should focus our efforts. Birchley is a skilled presenter who explained complicated issues with eloquence and fielded questions concisely and encouraged audience contribution. The discussion points were very useful and gave us the chance to think critically about whether our role leads to educational outcomes that are "fit for purpose." The presentation outlined rating scales and how they are applied in our teaching contexts and stressed that understanding and influencing the shape of action plans is essential.

Reported by Brent Simmonds

GUNMA: April — *Gunma Kokusai Academy's pioneer vision in promoting English immersion with the International Baccalaureate Diploma Program* by Shizue Yoshida and Gale Zimmerman. For the first time in memory, Gunma JALT held its meeting in Ota. Gunma Kokusai Academy (GKA) was the meeting site as well as the theme of the event. Principal Shizue Yoshida introduced the merits and challenges of this first of its kind school. Her introduction touched upon her refusal to accept the status quo in regards to the traditional system of learning. She spoke of the unique mission of GKA in delivering English education through immersion. Attendees were shown how GKA students learn in English while being trained to develop their critical thinking skills. To fully develop these skills, GKA has become an International Baccalaureate (IB) school. Gale Zimmerman, the GKA IB Coordinator gave attendees an overview of the IB program and how it operates at GKA. As a

new IB school, GKA faces some challenges, such as classes with few students and difficulties in finding qualified teachers for this unique learning program. However, as Zimmerman pointed out, the success of the system can be seen in the fact that the first time graduates of the grades 1 to 12 immersion school were accepted to reputable institutions across Japan, and even abroad.

Reported by Joël Laurier

HAMAMATSU: April — *Surrealists in the classroom* by Susan Laura Sullivan. Set in the context of how language was used by surrealists, this workshop began with the audience being asked to create an onomatopoeic word for "chair" that they felt best expressed its concept, but which was not tied to existing languages. Next, in pairs, we were asked to make a small Futurist poster/poem showing these sounds as symbols, such as English letters, mathematical marks, or musical notes that expressed some kind of experience in life, but which again avoided established words. Especially important were onomatopoeia, font, size, colour and positioning on the page. On completion of the poster/poem, the pairs were changed, so the person who knew the meanings of the symbols would have an opportunity to explain them to someone who didn't – an example of negotiation of meaning, which is key in using an L2 effectively. When free from the stricter rules of English, students are able to produce a creative composition relatively quickly, which provides a sense of accomplishment, especially since poetry and fiction are often seen as inaccessible parts of a language. This ownership can raise confidence and language acquisition, particularly as this now familiar material can scaffold further activities. Using the writing methods of art forms that were developed from 1900 to the 1960's: Cubism, Futurism, Surrealism, Dadaism and Gutai/Fluxus, the speaker demonstrated how freeing oneself from the constraints of conventional language can open up one's perspective about what it means to communicate.

Reported by Dan Frost

HIROSHIMA: March — *"Pitfalls in intercultural communication"* by Hideyasu Tanimoto and book reviews by Goro Yamamoto and Fuyuko Takita Ruetenik. Tanimoto entertained us with examples of pitfalls related to meaning, common in interactions between native English speakers and non-native English speakers. These pitfalls fell into five categories: lexical, socio-cultural,

figurative, idiomatic and pragmatic. He also spoke briefly about the difficulties of English to Japanese simultaneous translation, and the technique used to cope with the difference in word order between the two languages. In the second half of the meeting Yamamoto reviewed a book called *Teaching English: Computer Assisted Language Learning* by Katya Heim and Markus Ritter, which he recommended for teachers with little or no knowledge of CALL. Takita Ruetenik then recommended a book called *Different Games, Different Rules* by Haru Yamada, about the differences between English and Japanese communication strategies and how to manage these differences in business communication.

Reported by Carla Wilson

HIROSHIMA: April — Collaborative critical thinking for real world change by **Chuck Sandy**.

Sandy gave some inspirational examples of classroom activities where critical thinking had been used to address problems and had resulted in actual change. After sharing some personal stories involving critical thinking, and emphasising the importance of stories for the learning process, he gave participants a choice of themes to which critical thinking was applied. He demonstrated how such activities in the EFL classroom would require various language skills, patterns and vocabulary, while at the same time getting away from the traditional classroom dynamic and instead trying to provide more choices for students. He referred to Bloom's revised taxonomy of learning objectives and stressed the importance of getting beyond the lower levels of learning – remembering and understanding, and moving towards the higher levels – evaluating and creating.

Reported by Carla Wilson

KITAKYUSHU: March — Task-supported language teaching: Factors for communication and grammar use by **Colin Thompson**. Thompson gave us Rod Ellis' definition of a task as an activity that requires learners to use language with an emphasis on meaning to attain an objective not simply as conversation. There are four criteria: it focuses on meaning; there is some sort of information gap; learners rely entirely on their own resources both linguistic and non-linguistic; and there is a clearly defined outcome. Some advantages of task-based learning are that students' communicative level can be readily seen by the teacher (facilitator) and it develops second

language communication skills because in the "real world" students must depend on their own resources. We then did a picture-sequencing role-play in groups to check task criteria.

A key feature of task-based learning is that there is no pre-teaching; the pre-task just introduces the topic. The teacher helps students to complete tasks, teaching them the language they need as they look for meaning. On the other hand, in task-supported language teaching, the pre-task provides model language and the task adds meaning and form, compromising learner autonomy for more teacher input as with a traditional PPP (Present, Practice, Produce) approach. The presentation finished with a discussion of which approach is better suited to develop students' communicative skills.

Reported by Dave Pite

KYOTO: March — Back to school my share. This event featured four speakers sharing activities and ideas for starting classes right. Our first speaker was **Michael Furmanovsky**, who introduced a collaborative activity that gives students interesting and humanizing information about the teacher. The teacher places around 10 items that reflect his or her interests and background in a bag. These can include books, magazines, CDs, favorite snacks, photos, etc. The class is divided into groups of three, A, B and C. A goes outside the room with the teacher who then talks for 5 minutes about her/his background and interests while students B and C stay in the classroom and look at different items from the bag that are placed in different parts of the room. The three then reunite and discuss what they learned about the instructor. This is followed by a simple true/false quiz about the instructor in which all three groups of students must collaborate to get the answer.

The next speaker was Dr. Atsuko Kosaka, whose presentation discussed the use of unexpected questions in teaching introductory composition to beginning writers. After discussing the difficulty of finding topics for beginning writers, she helped the participants in creating unusual questions for others that may help to uncover and extract interesting information. The presentation ended with examples of questions that participants created, such as "What would you do if you woke up as a different gender tomorrow?" or "What would you buy if I gave you ¥10000?" and with a brief analysis of how interactive topic finding helps L2 students to

develop their voice with reference to research in L2 composition pedagogy. In all this, Kosaka emphasized the importance of encouraging positive topics, and in helping students to develop beyond safer, more conventional topic choices.

Our third speaker was James Rogers, discussing his continuing research on the insufficiency of word lists and isolated vocabulary training in language teaching. After showing problems with current resources, Rogers had the audience attempt to make their own collocations on a common verb in order to demonstrate the need to use corpora like the Corpus of Contemporary American English (COCA) to make collocation-based classroom materials instead of relying on teacher intuition alone. The presentation closed with an explanation of future research on comparative collocations between Japanese and English, and an overall move beyond word lists.

The final speaker was Dr. Gordon Liversidge, who shared his activity using the “Tiered Wedding Cake” of class in British society to discuss differences between 20th and 21st century stereotypes. Liversidge first walked the audience through the relevant vocabulary, and how this activity comes from a Japanese interpretation of British society, though much of the information contained is common to late industrial societies globally. Combined with other survey data presented to the class, the Tiered Wedding Cake shows that actually the traditional middle class in fact no longer really exists. This visualization offers a framework for the creation and analysis of many vocabulary groupings, and a starting point for later discussion and project work.

NARA: April — *Students’ stories of the extensive reading experience* by Kevin Stein. ER or Extensive Reading is a hot topic for English professionals these days, especially for those teaching in secondary and tertiary education, and one of the reasons we enjoyed a larger than usual audience, the others being Stein’s personal appeal and interpersonal network. He utilized group dynamics to make his presentation more personal and engaging by pairing up those who have already implemented ER programs in class with those who have not. Active discussion led to a lively atmosphere and the audience had a chance to share their ideas, progress, and problems with ER. Rather than going into detail about the effectiveness of ER as a learning approach of the English language, Stein introduced cases of some of his ER-experienced students. Some of them had made great progress over a

certain period of time, with improved working memory, upgraded reading levels, and through self-confidence in their English skills, while others not as much. The successful implementation of ER in class requires that students acquire reading techniques and training. More importantly, teachers’ encouragement, care, attention, and suggestions are essential for students to keep motivated to read and become better English learners.

Reported by Motoko Teraoka

OKINAWA: April — *My Share*. Around 19 teachers and students from all over Okinawa (and one teacher from Hokkaido!) attended JALT Okinawa’s My Share on April 27, held at Meio University in Nago. Nine of the attendees presented lesson plans, project plans and general teaching philosophies for a range of student age levels. Many of the lessons focused on increasing students’ spoken communication confidence: using a Pecha Kucha format for short, impromptu speeches; using unordered sequential pictures to prompt students to communicate with each other as they reorder them; and reconfiguring speaking out during class as a reward instead of a punishment (once you speak you can sit down!). Two activities required students to use English in order to describe their hometown, one a conversation based activity and the other an online writing activity. Lesson plans for Spanish verb conjugation, English listening activities, and developing phonological awareness using bingo were also introduced, as well as ideas for using language teaching as a way to develop respect for one’s own culture. Presentations were given by **Kurt Ackerman**, Hokusei Gakuen University, **Meghan Kuckelman**, Meio University, **George MacLean**, Ryukyu University, **Fernando Kohatsu**, Ryukyu University, **Michael Bradley**, Okinawan Christian College, **Masanori Tokeshi**, Meio University, **Norman Fewell**, Meio University, **Tokuya Uza**, Meio University, and **Tim Kelly**, Ryukyu University.

Reported by Meghan Kuckelman

OSAKA: April — *Film analysis: Word and image combinations in romantic comedy scenes* by Kumiko Kizu. Conversation Analysis (CA) generally looks at recordings of natural, unscripted interaction, but Kizu adopted a rather distinctive approach by applying CA findings to film dialogues. Her analysis of how the words and images are combined suggested that editing

decisions prompt the audience to interpret the images by using their knowledge of turn-taking practices in natural conversations. Kizu focused particularly on the so-called shot/reverse-shot exchange, in which the audience sees the face of the character who is speaking and the back of the character who is listening; when speakership changes so does the shot, such that our focus is on the new speaker. She pointed out that the timing of this shot-change is crucial to the audience's interpretation and is intricately linked to the pragmatic action and face-work that is going on in the dialogue. CA's analytic strength is in a radically emic approach in which findings are based on what the recipient does in the *next-turn*. This is something that is not possible with film dialogues since we don't have direct access to how the audience interprets these phenomena. That said, Kizu made a compelling and innovative case for the application of CA findings to moviemaking contexts.

Reported by Tim Greer

SENDAI: March – It is our chapter's tradition to host a themed *My Share* event just prior to the start of each new school year. This time around, we focused on motivation and were treated to eight highly informative presentations covering a variety of aspects related to this important topic.

Kicking the event off was *Embracing failure* by Kyle Maclauchan. Maclauchan introduced a number of games and activities which provide multiple opportunities for students to experience failure, and enjoy it. He explained that when students learn to accept failure as an integral part of the learning process, they will be more motivated to meet challenges, speak, and forge a more active learning environment. In our second presentation *Music in the classroom* by Peggy Ishikawa, our Iwate JALT guest demonstrated how she brings popular and current English language music into the classroom to improve listening skills while increasing students' motivation to develop independent learning outside the classroom. We were then treated to a very informative talk by Ryan Hagglund that outlined how he, as a language school owner, has implemented various initiatives with his teachers and has created an atmosphere of professionalism and respect rarely seen in this sector of language education. Hagglund illustrated how, even with the typically restrained budget of an eikaiwa, he is able to provide an impressively high level of opportunity for professional development and

advancement. Austin Lantz then followed with an in-depth look at his junior high school lessons designed to motivate young learners and instill a positive attitude towards language learning. This was followed by *Parking lot archaeology* by Ron Campbell in which attendees learned of a creative and unique approach to language teaching that came suddenly to Campbell during an in-house corporate TOEFL immersion course filled with unmotivated learners. This approach attempts to take abstract reasoning concepts out of the field of scientific inquiry and apply them, in a fun way, to the real world. It began with Campbell emptying the class's trash basket onto his desk and discussing the behavior of the class by analyzing its contents. This was then followed by a trip to the company parking lot, where students were challenged to describe the personalities of company employees by analyzing parked cars and their contents. In *Motivation: What is it?* by **Daniel Ross**, attendees learned of project-based collaborative language learning techniques that Ross has used in his language school that connect learners with their community. We were encouraged to analyze our own successes and failures, and find ways to avoid unnecessary frustration in our teaching practices. In what may have been the climax of our day, *Motivation: The importance of social influences* by **Maggie Foster** took a very different look at motivation. Drawing on her many years of experience as a psychologist, Foster highlighted the findings of several studies which analyze the significance of human interaction in the processes of teaching and learning and its importance for sustaining motivation. Capping off our day, **Gerald Muirhead** identified key motivating factors for tertiary students in Japan by highlighting current research in the field. This was followed by a brief description of techniques that Muirhead has learned from teaching class, and ended with a few key points on what has kept and continues to keep him motivated as a teacher.

After completing these eight presentations, there was a lively question and answer session, which eventually turned into a group discussion. This was certainly one of the more successful *My Share* events our chapter has hosted.

Reported by Cory Koby

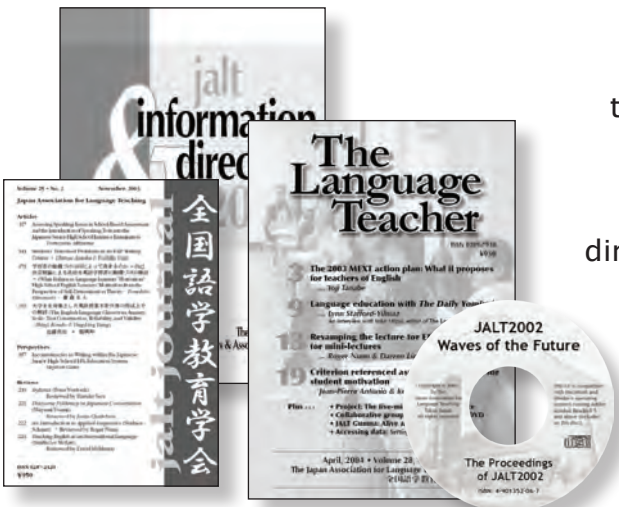
SENDAI: April – *Professional development through collaboration on quantitative research* by **Gregory Sholdt**, Kobe University. There are few individuals within our language teaching community who grasp quantitative research methods and statistical analysis anywhere near

the caliber of this presenter. Our members were treated to an afternoon filled with a highly informative and enlightening presentation that kept even the least numerically inclined individuals amongst us engaged. Sholdt began with an overview of some essential terminology and theory necessary for understanding the foundation of quantitative methods. This was followed by some very practical guidance for designing, conducting, and analyzing research, with strong emphasis on the critical role of validity. Members were clearly interested in this research methodology, as evidenced by the numerous questions that followed this part of the presentation. Following the break, attendees learned of a large-scale project currently underway, organized by Sholdt, which facilitates professional development through collaborative research. This project allows participants to stay connected, ask questions, and share experiences using a Moodle-based online coordination site. In the final portion of the presentation, attendees learned about the 2014 JALT Research Grant available to JALT members in need of research funding. As a member of the selection committee, Sholdt was able to offer our members a complete and highly detailed overview of the grant application requirements and process. After the presentation, several of our members were able to catch a quick bite with Sholdt before he returned to Kobe. The presentation contributed very much to our members' body of knowledge, and we are very grateful to have had the opportunity to learn from such an expert in this complex field.

Reported by Cory Koby

SHINSHU: April — *From interpretation to implementation: The new course of study.* This first of a four-part series aimed at providing opportunities for ALTs was presented in coordination with the Association for Japan Exchange and Teaching (AJET) and the Hokuto Board of Education (Yamanashi Prefecture). **Greg Birch** (Seisen Women's College) opened the event with a brief overview of previously published material and his own survey findings regarding team teaching (TT) and the roles of Japanese teachers of English (JTE) and ALTs in the TT classroom. Panelists **Mark Brierley** (Shinshu University), **Haruhiko Shiokawa** (Teikyo University of Science) and **Dr. Sue Fraser** (Seisen Women's College, Shinshu University) next discussed with audience participants a number of points regarding their positions in the English language teaching profession in Japan, ALT roles, future prospects for ALTs, and the current state of English education in Japan. Finally, Shiokawa shared his interpretation of the most recent course of study published by Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) and presented findings that the best-selling English textbooks approved by the Ministry in fact include the most grammar-based content, appearing to contradict the course of study's emphasis on more communicative classroom instruction.

Reported by Chris Clancy



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TLT COLUMN

CAREER DEVELOPMENT CORNER

...with Michael Parrish

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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>.

Balancing your Academic Scorecard at JALT2014

Michael Parrish

Welcome to the newly branded Career Development Corner. Our aim is that the new name will reflect this column's focus on issues related to language teaching employment and careers rather than merely being a list of jobs (Current job listings are still available online at the JALT website under the *TLT*>>Career Development Corner tab). We would appreciate your feedback as well as any ideas for possible future topics to address here via the email above.

As this is the *TLT* pre-conference issue, I would like to offer some ideas for maximizing your time at the JALT2014 Conference using the

framework of the Balanced Academic Scorecard and Academic CV described in previous JIC/ CDC columns by Richard Miller (2011a & b). It is worthwhile to look over the conference handbook ahead of time to find presentations and events that can help broaden and strengthen your academic profile. Here are some areas to consider.

Publishing and presenting

Obviously, if you are giving a presentation at JALT2014 you are improving your CV, but remember to submit your paper to the proceedings to get a peer-reviewed publication as well. If you are not presenting, it may be a good idea to attend any workshops related to getting started with publications and research methodology. Also, visit JALT Special Interest Groups (SIGs) who focus on helping members present and publish, such as Material Writers or MASH Collaboration. The booksellers and publishers reps. may also provide valuable information on how to get published.

Education

If you need to improve your formal academic credentials, there are numerous universities offering graduate education courses that will be on-hand to provide information about their programs, both in Japan and abroad through distance learning. There are also informal educational opportunities through peer collaboration, such as the Quantitative Research Training project organized by Greg Sholdt which I joined after learning about it at JALT2012.

Skills and practice

Many presentations introduce teaching methods or approaches which can inform your current practice, such as Content-Based Instruction (CBI) or Task Based Learning (TBL). There are often informative presentations related to educational technology and other pedagogical resources. Still others may give tips on research methodology and statistical analysis or may inspire you do a follow-up study.

Service and extracurricular

JALT2014 Conference is a great place to get more involved in JALT. You can join new SIGs, or offer take a more active role in those to which you already belong. SIGs are always looking for new officers, and the annual meetings held at the JALT conference are where many such decisions are made. You can find out more about SIGs interests and activities at their tables or their sponsored panel discussions.

Networking

People from all over Japan and the world will meet in Tsukuba, so be ready to make the most of this opportunity to meet people and create contacts by bringing heaps of business cards. Take a photo of cards you collect and use smart phone apps like Evernote to store and categorize them. Remember to follow up with a brief, post-conference e-mail to maintain communication. Look for people with similar research or pedagogical interests in the presentations you attend and the SIG tables you visit. If you are actively looking for work, do not be afraid to mention that fact openly in conversation. You might even introduce yourself by saying, "Hi, I'm Mike. I live in the Kansai area and I'm looking for work for April 2015."

Career information

Of course, the Job Information Center at JALT2014 will have the latest job information, sign-ups for on-site interviews, and a CV drop-off box. The Career Development Corner will hold a CV clinic on Sunday afternoon. There will also be informational posters and veteran

job hunters on-hand to share advice. During the poster session, look for Richard Miller's and my poster, "Tripartite aspects of getting the academic job." If you are a potential employer, please contact the Job Information Center using the email below to ensure that your job is posted and to arrange sign-up sheets (and *possibly* space) for on-site interviews.

I hope you all enjoy the conference and use it as a stepping stone to improve your academic profile and future career prospects.

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Sholdt, G., Konomoto, B., Mineshima, M., & Stillwell, C. (2012). Sharing Experiences with Quantitative Research. In A. Stewart & N. Sonda (Eds.), *JALT2011 Conference Proceedings*. Tokyo: JALT.

For more info on research methods training: mashcollaboration.com/quantitative-methods



JALT2014

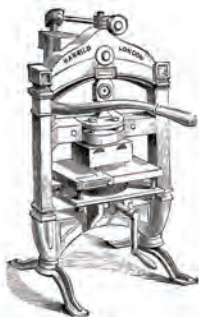
Conversations Across Borders

Nov 21-24, 2014

Tsukuba International Congress Center, Tsukuba, Ibaraki

jalt.org/conference

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TLT COLUMN

CONFERENCE CALENDAR

...with Sadira Smith

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Below is a mix of linguistic, literary, and cultural academic gatherings. Please feel free to contact me with your own interesting listings <including a website address> by the 15th of the respective month—at least 3 months before a Japan-based conference, and 4 months before an overseas conference. So, 15 January

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

You can access the Conference Calendar online at:

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

Upcoming Conferences—Japan

5 JUL 14—13th KUIS Summer Seminar on Language Teaching and Learning. Kansai University of International Studies, Amagasaki campus 5F, Hyogo. Free. Guest speakers include Toru Nakahara & Matthew Cook from the Osaka City Board of Education presenting *Osaka City's English Language Education Reform*, and Matthew T. Apple (Ritsumeikan U.) presenting *English Language Learning Motivation in Japan*. Co-sponsored by Osaka JALT, Kobe JALT, Cengage Learning, & Oxford University Press. <OsakaJALT.org>

19-21 JUL 14—FAB5: neuroELT Brain Days International Conference, Kitakyushu. Plenary speakers are Vanessa Rodriguez, Robert S. Murphy, Marc Helgesen, Curtis Kelly, Tim Murphey, and Joseph Shaules. Pre-Conference on 18 July. Venues vary: Kitakyushu Inochinotabi Museum of Natural History, Tobata (19 JUL), Kitakyushu International Conference Center (20 & 21 JUL). Price for all four days is 14,000 yen for JALT/ETJ/JII members); 15,000 yen for non-members. Discounts available. <fab-efl.com>

4-6 AUG 14—LET National Conference 2014: The Contribution of Foreign Language Education to Global Human Resource Development. Fukuoka University, Fukuoka. LET is the Japan

Association for Language Education and Technology. Speaker: TBA. Cost: TBA. <j-let.org>

28 SEP 14—7th Annual Extensive Reading Seminar: *Covering the Text: Vocabulary and Reading Comprehension* hosted by of JALT's ER and Vocabulary SIGs and JERA. Keisen University, West Tokyo. Plenary speeches by Charles Browne and Junko Yamashita. Extensive Reading materials and resources will also be on display. Cost: TBA. <ersig.org/drupal-ersig/7th-er-seminar>

28 OCT-2 NOV 14—ACE 2014 - The Sixth Asian Conference on Education: *Transforming and Changing Education: Individuals, Communities, Societies*. Osaka. Keynote and featured speakers are Svetlana Ter-Minasova (Moscow State University), Mary Stuart (ULincoln), Keith Miller (Uillinois). <iafor.org/iafor/conferences/the-asian-conference-on-education-2014>. Check also ACSET (Asian Conference on Society, Education, and Technology) at <iafor.org/iafor/conferences/the-asian-conference-on-society-education-technology-2014> .

21-24 NOV 14—JALT 2014: 40th Annual International Conference on Language Teaching and Learning, and Educational Materials Exhibition. Tsukuba International Congress Center (Epochal Tsukuba), Tsukuba, Ibaraki Prefecture. <jalt.org/conference/jalt2014>

Upcoming Conferences—Overseas

23-24 AUG 14—Automatic Text Simplification: *Methods and Applications (ATS-MA)*. Dublin, Ireland. "This workshop intends to bring together scientists working in a variety of fields in which text simplification can be applied, computational linguists interested in the research problems of text simplification and of course users who can benefit from the simplified texts." <clg.wlv.ac.uk/events/ATS-MA/index.html>

17-18 SEP 14—The 3rd UTIC 2014: *ELT Materials Development in Asia and beyond: Directions, Issues, and Changes*. Yogyakarta, Indonesia. Key-note speaker is Brian John Tomlinson (Founder and President of MATSDA--the international Materials Development Association; TESOL Professor at Anaheim U). Plenary speakers are Bustami Subhan, M.S. (Ahmad Dahlan U.), Hitomi Masuhara (ULiverpool; Secretary of

MATSDA), Tan Bee Tin (UAuckland), Dat Bao (Monash U.), Jayakaran Mukundan (Universiti Putra Malaysia), Flora Debora Floris (Petra Christian U.), and Paul Hullah (Meiji Gakuin U.) <utic.pbi.uad.ac.id>

18-21 SEP 14—The IAFOR North American Conference on the Arts and Humanities 2014. Providence, Rhode Island, USA. Featured speakers are Stuart D. B. Picken (NACAH 2014 Conference Chair), Yuriko Saito (Rhode Island School of Design), Gary E. Swanson, Mildred S. Hansen (UNorthern Colorado), and Baden Offord (Southern Cross University). <iafor.org/iafor/>

25-26 SEP 14—4th International Conference on Education, Research and Innovation: ICERI2014. Bangkok, Thailand. ICERI2014 will be published in the IPEDR (ISSN: 2010-4626), and will be included in the EBSCO, CNKI, DOAJ, WorldCat, Google Scholar, Ulrich's Periodicals Directory, Crossref, and E&T Digital Library and sent to be reviewed by ISI Proceedings. <iceri.org>

30 SEP-3 OCT 14—ACTA 2014 International TESOL Conference: TESOL: Meeting the Challenge. Melbourne, Australia. Keynote speakers are Viv Edwards (UReading), Amy B.M. Tsui (UHong Kong), Ester J. de Jong (UFlorida at Gainesville), Joseph Lo Bianco (UMelbourne), Chris Davison (UHong Kong). <tesol.org.au/ACTA-Conference/ACTA-International-Conference-2014>

15-18 OCT 14—Fifth International Conference on Dual Language/Immersion Education. Salt Lake City, Utah, USA. Plenary speakers include Roy Lyster and Peeter Mehisto, among others. <l2trec.utah.edu/conference/index.php>

16-17 OCT 14—First CULI-LITU International Conference 2014: Colorful ELT for ASEAN Integration. Bangkok, Thailand. Chulalongkorn University Language Institute (CULI) and the Language Institute of Thammasat University (LITU) support and promote English Language Teaching professionals throughout Thailand and regional countries. Speakers are Mark Dressman (Uillinois at Urbana-Champaign), Aurelio P. Vilbar (UPhilippines at Cebu), Yasuo Nakatani (Hosei U.), Pete Sharma (Warwick U.), and Porntip Kanjananiyot (Fulbright, Thailand). <culi.chula.ac.th/international/2014InterCon/index.php>

17-18 OCT 14—2014 I-TESOL (Intermountain Tesol) Conference: Helping Students Succeed Through Learning Strategies. Utah Valley University, Orem, Utah. Keynote Speaker is Rebecca Oxford (UMaryland). <itesol.org/2014-i-tesol-conference>

18 OCT 14—Washington, D.C. Area TESOL 2014 Annual Conference: 21st Century Teaching: Promises and Realities. Maryland, USA. <watersolassociation.org>

24-25 OCT 14—WAESOL Conference: Cultivating Solutions. Washington, USA. <waesol.org>

27-29 OCT 14—The Fifth Teaching and Learning of English in Asia. Langkawi, Kedah, Malaysia. Program still tentative. <tleia5.com>

Calls for Papers, Posters, Presentations

ABSTRACT DEADLINE: 31 JUL 14 (FOR NOV. 29-30 14)—The 17th Annual Conference of Pragmatics Society of Japan. Kyoto. Approximately 500 words, excluding references, figures, tables, and/or graphs. <pragmatics.gr.jp/conference_e.html>

PROPOSAL DEADLINE: 1 AUG 14 (FOR NOV 13-14).—TexTESOL Affiliate State Conference. USA. <textesol2014.org/presenters-2>

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.

PROPOSAL DEADLINE: 18 AUG 14 (FOR 24-25 OCT 14)—WAESOL. USA. A variety of submission types requested. <waesol.org/conference/call>

PROPOSAL DEADLINE: 20 AUG 14 (FOR 21-24 MARCH 15)—AAAL. Canada. American Association for Applied Linguistics (AAAL) will be held jointly with Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics (ACLA/CAAL). <aaal.org/associations/12182/files/AAAL%202015%20CFP%20Final%20Updated.pdf>

ABSTRACT DEADLINE: 30 AUG 14 (FOR 5-7 DEC 14)—3rd GDUFs Forum on Applied Linguistics. China. 500 word maximum. <clal.org.cn/al3/Item/list.asp?id=1201>

ABSTRACT DEADLINE: 30 AUG 14 (FOR 4-5 DEC 14)—3rd International Conference on Cultures and Languages in Contact. Morocco. Papers and posters. <icclc2014.ucoz.com/call.html>

PROPOSAL DEADLINE: 1 SEP 14 (FOR SEP 14)—Osaka JALT's Tech-Day +Plus mini-conference. Please check chapter website <OsakaJALT.org> for info on the call for presentations and for mini-conference. Details TBA.

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



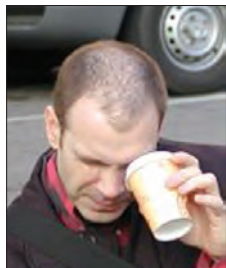
TLT COLUMN

OLD GRAMMARIANS

...by Scott Gardner

<old-grammarians@jalt-publications.org>

Quantum supercommuter



I spend about 50 minutes a day commuting by bicycle. Like most commuters, I spend much of this time in mentally creative (or creatively mental) activity such as associating road construction sounds with popular speed metal songs from the 90s, or imagining profane

dialogues with phone-wielding pedestrians who are hindering me on the sidewalk. And then there's the *Fantaisie de la Tour de France*, which usually gets me to work about five minutes faster than usual. In my head I hear the French-accented TV sports announcers watching me go: "Luke at 'ow 'ee tuke zat keurve!"

There's no limit to the productive ideas that go through my head. Here's an abbreviated list from yesterday:

- Can I get through that light before it turns red? It's been green a long time.
- Today I've got to say something really clever to my colleague in the office next door, especially since I failed to yesterday when I had the chance.
- How does that "Panama" guitar solo go? That Eddie V. H. is unreal.
- Why do giraffes have horns? They seem kind of useless all the way up there.
- Can I get through that light before it turns red? It's already yellow.
- I think one reason I fit so well into Japanese society is that I can easily shut out unwanted stimuli and stay focused on...hey, to your left, buddy, YOUR left! Two of us can fit on this sidewalk!
- I wish I could get that "Panama" guitar solo out of my head. That Eddie V. H. is annoying as hell.

- Can I get through that light even though it's already red?

A few weeks ago I tried an experiment to capture more of this fecund yet fleeting cerebral output. I carried an IC recorder and a tiny lapel microphone, expecting to quietly verbalize whatever thoughts came to mind as I rode. While walking out to my bike I thought of whispering something at random to test the volume I'd have to speak at—in public, I couldn't forget—for the microphone to work. For some reason the first thing that popped into my head was "I see dead people," from an old Bruce Willis movie. I murmured it three or four times, but didn't bother checking the level before starting out. All the way home I continued mumbling vaguely toward my left armpit, hoping that at least some of what I said would be discernable in the recording. When I got home I plugged the unit into my stereo and started listening, but that voice at the beginning whispering "dead people" was so creepy that I shut it off and immediately erased the whole recording. I haven't tried it again since.

My wandering commuter's mind must affect my riding skills, because I'm probably above average in incidents of unintentional contact with motorized vehicles. "Hit by a car" is the standard way to describe it, although the basketball term "pick and roll" seems like a more accurate description of what usually happens.

One time a scooter rider made his turn too wide on a rainy street and bumped into me along the curb. Fortunately I wasn't knocked over. We both stopped and stared at each other in our giant cape-like rain ponchos and headgear. He asked me in Japanese if I was OK, and I said "Yeah." Then I noticed a huge piece of broken plastic on the pavement between us that was the same color as his scooter. I pointed and asked, "Is that yours?" But without even looking at it he waved his hand defensively in front of his face, said "No no!" in English, gunned his scooter engine and escaped as fast as he could. I felt like I had narrowly avoided a painful accident, but he must have felt like he had averted a run-in with Batman. Now there's a fantasy for my next commute: La patrouille à vélo de Batman.

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, Japan

Language learning and language teaching carry us across all sorts of borders: national, cultural, disciplinary, psychological, and, of course, linguistic. JALT's 40th annual conference will celebrate this phenomenon with its theme, "Conversations Across Borders."

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 Kramersch—*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